

The Perceived Impact of Using Student-Generated Case Studies in Translator Education on Translation of Culture-Specific Items

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Abstract: The present study addressed two questions concerning (1) pre-professional translators' perceptions of student-generated case studies' (SGCs) impact on translating Culture-Specific Items (CSIs) and (2) specific aspects of SGCs that impact these perceptions. With a sample of 43 pre-professional translators from a Turkish state university, the study adopted data triangulation through open-ended surveys, focus group interviews, and evaluation forms. The study revealed that research experiences, interaction, collaboration, and feedback mechanisms during the implementation of SGCs eased the translation of CSIs. The findings also showed that SGCs were effective as a pedagogical approach, as they were practice-oriented and promoted active participation. Only several participants indicated that the length of SGCs implementation could be extended to enable deeper analysis of cultural nuances and that there should be a balanced representation of CSIs in the generated cases. This study not only provides empirical evidence for socio-constructivist approaches in translator education, but it also provides implications regarding how translator education programs with similar aims may be developed and implemented worldwide to facilitate translation of CSIs.

Keywords: Translator education, student-generated case studies, socio-constructivism, culture-specific items, pre-professional translators.

Çevirmen Eğitiminde Vaka Çalışmaları Kullanımının Kültüre Özgü Unsurların Çevrilmesinde Algılanan Etkisi

Öz: Bu çalışma, çevirmen adaylarının vaka çalışmalarının kültüre özgü unsurların çevirisine etkisine yönelik algıları ve bu algıları etkileyen vaka çalışmalarının belirli yönlerini araştırmayı amaçlamaktadır. Türkiye'deki bir devlet üniversitesinde lisans öğrenimlerini görmekte olan 43 çevirmen adayıyla yapılan bu çalışmada, açık uçlu anket, odak grup görüşmeleri ve değerlendirme formları kullanılarak veri üçgenlemesi yapılmıştır. Çalışmanın bulguları, vaka çalışmalarının araştırmayı sağladığı, etkileşim, iş birliği ve geribildirim mekanizmalarını geliştirerek kültüre özgü unsurların çevirisini kolaylaştırdığını göstermektedir. Ayrıca, vaka çalışmalarının uygulama odaklı ve aktif katılımı sağlaması sebebiyle etkili olduğu da ortaya konmuştur. Birkaç katılımcı, kültürel unsurların daha derinlemesine incelenmesi ve çevirilebilmesi için, vaka çalışması uygulamasının süresinin uzatılması gerektiğini ve oluşturulan vakalarda kültürel unsurların daha dengeli bir şekilde temsil edilmesi gerektiğini belirtmişlerdir. Bu çalışma, çevirmen eğitiminde sosyo-yapılandırmacı yaklaşımların kullanımına dair ampirik kanıt sunmaktadır. Bunun yanı sıra, vaka çalışmalarının kültüre özgü unsurların çevirisini kolaylaştırmak amacıyla çevirmen eğitimi programlarının dünya çapında nasıl kullanılabileceğine dair çıkarımlarda bulunmaktadır.

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Anahtar kelimeler: Çeviri eğitimi, vaka çalışmaları, sosyo-yapılandırıcılık, kültüre özgü unsurlar, çevirmen adayları.

Introduction

There is a shift in tertiary education towards student-centered education for translator education (Kelly, 2014). Learning is no longer seen as a behavioristic process where the instructor transmits the knowledge to the students (Hosseini, 2021). Instead, learning is a socio-constructivist process through social interaction, collaboration, and practical application (Vygotsky, 1978). Therefore, active engagement of the students through group work, interaction, peer feedback, and discussions has gained importance.

Alongside this pedagogical shift, the nature of translation has expanded. It is no longer viewed as a linguistic activity, but it also addresses intercultural communication (Melnichuk & Osipova, 2017). This perspective underlines grasping the cultural tone rather than focusing on the correctness. There is now a need for the translators to analyze source culture (SC) and target culture (TC) and explain the culture-specific items (CSIs)—which refer to items that do not have equivalents in the TC (Nord, 2018)—to the TC in a culturally appropriate way by addressing the audience and the intent of the source text. This need is especially important, considering the inadequacy of artificial intelligence (AI) in translating CSIs. Therefore, translators need to improve their knowledge and skills in translating these CSIs.

Despite the shift in perceptions towards translation and translators and the recognized need for translating CSIs, translator education is still theory-oriented (Jovein et al., 2024). This gap between theory and practice creates hurdles for the pre-professional translators when they confront the tasks, including CSIs. Also, while there is research on the use of cases in translation (Munday et al., 2022; Susam-Sarajeva, 2009; Sutrisno et al., 2014), SGCs remain unexplored within the context of translation pedagogy. Coupled with this, there is also a scarcity of empirical research that focuses on how learning occurs and who learns from whom in the translation field (Massey & Brandli, 2016). Additionally, although authentic learning experiences are recognized in translator education (Kiraly, 2014), in non-Western contexts, such as Türkiye, there is limited research on how pre-professional translators perceive these experiences. Therefore, to address these gaps in the literature, a 6-week SGCs curriculum that aimed to promote translating CSIs for pre-professional Turkish translators was designed and implemented in this study. This study also investigated the strengths and weaknesses of this implementation. As the students are the most significant agents in an education program (Kelly, 2014), their perceptions are important in understanding how certain aspects of this implementation are perceived to impact their learning and translating CSIs. Therefore, data were collected from pre-professional translators throughout the implementation. The research questions addressed in this study are as follows:

- (1) What are the pre-professional Turkish translators' perceptions of the effects of SGCs on their translating CSIs?
- (2) What specific aspects of the SGCs impact pre-professional translators' perceptions of translating CSIs?

Therefore, this study is significant in demonstrating how SGCs support the translation process of CSIs. Also, based on suggestions by Yang and Li (2021) for translation instructors to use findings from empirical studies to improve their translation skills, this study provides evidence-

based data for adopting socio-constructivist principles in translation education, particularly concerning CSIs.

Culture-Specific Items in Translation

Machine translation tools can now facilitate translation processes via AI technology; however, these tools still lack in addressing cultural nuances and contextual appropriateness (Mehassouel & Djeha, 2024). Therefore, human translators still hold a primary role in translating CSIs. To ensure accurate and culturally appropriate translations, translators should consider the interaction that happens between SC and TC. However, this interaction is dynamic but may not always align with the norms of TC (Aixela, 1996). These items are therefore named CSIs, which refer to phenomena that exist in a specific form or function in only one of the two cultures under examination (Nord, 2018). Thus, the translation of CSIs is challenging (Blazyte & Liubiniene, 2016).

Case Studies in Translation Education

Case studies refer to detailed examinations of specific instances of translation and focus on problems or strategies to bridge theory with practice by providing an empirical foundation (Neubert, 2004). Therefore, previous literature emphasizes the significance of the case studies for effective translations, as they prioritize context (Susam-Sarajeva, 2009). Furthermore, case studies have been used in the traditional field in several studies (Munday et al., 2022; Sutrisno et al., 2014).

However, many studies that utilize cases reveal that instructors are responsible for generating cases. Traditional teacher-centered translation classes involve pre-structured activities or texts by the instructors. Thus, drawing on the established use of case studies in the translation field and the principles of student-centered learning, this study adopted student-generated cases (SGCs). By writing cases, students may gain a deeper understanding of how course content can be applied to real-world contexts while they continue to learn about them (Gettings & Meluch, 2021). This means that while students generate their cases, they incorporate the translation concepts and strategies that they learn, which helps connect the theoretical knowledge with real-world implementations.

A Pedagogical Approach to Teaching Translation of CSIs: Socio-Constructivism

Within a socio-constructivism paradigm, learning is developed through social interaction (Vygotsky, 1978). Concerning such collaboration and interaction, the Zone of Proximal Development (ZPD) is the most well-known idea of Vygotsky within the context of social constructivism. ZPD refers to the gap between a person's actual level of development and the potential level of development established by working peers or instructors who are more knowledgeable and skilled (Vygotsky, 1978). This notion of 'more knowledgeable others' is key to understanding scaffolding (Thompson, 2023). In addition to scaffolding by the instructors, it can also be provided by peers, as in horizontal scaffolding (Dille & Rokenes, 2021).

As the translation of CSIs necessitates not only linguistic knowledge but also cultural knowledge, which can be developed through interaction and collaboration (Károly, 2024), socio-constructivism is specifically helpful for teaching the translation of CSIs. Students can construct a more sophisticated understanding of CSIs by obtaining different experiences and cultural backgrounds from their peers. Also, aligning with the scaffolding principle, more knowledgeable and skilled instructors or peers can help in terms of providing information about unfamiliar CSIs and their translations. When students notice that their understanding of CSIs is mistaken, they could

correct them or fill their knowledge gaps through interaction with their peers or instructors. Given that SGCs are collaborative implementations that promote critical-thinking and problem-solving skills as well as help students to understand theoretical concepts by applying them in real-world settings (Bernhardt & Richmond, 2021; Gettings & Meluch, 2021), they are ideal venues for the socio-constructivist approach.

Despite the potential of the socio-constructivist approach for translation education, the utilization of it in Türkiye remains rare to date. Canım (2025), in her study, investigated the curricula of 15 Translation and Interpreting Programs in the Turkish context. The study found out that project-based translation implementations within the socio-constructivist approach are very limited across the curricula. The study also demonstrated that learning outcomes of the existing courses do not sufficiently address important skills such as collaboration, critical thinking, problem solving, effective research and applying theory to practice. Similarly, in the Turkish context, Hastürkoğlu and Bayraktar-Özer (2020) conducted a study where they both implemented a project-based learning model within a technical translation course and evaluated such an implementation. The results demonstrated that translation students had positive perceptions of the project-based learning model as they reported that it helped them develop translation skills through collaboration, engagement in real-life experiences and peer evaluation. SGCs share the same underlying logic with the project-based practices as they both address student-centered learning, collaboration, critical thinking and problem-solving skills. Therefore, inspired by such growing evidence of the contributions of socio-constructivist approach, this study implemented it as a pedagogical approach for incorporating SGCs into translation education for translating CSIs in a Turkish context.

Methodology

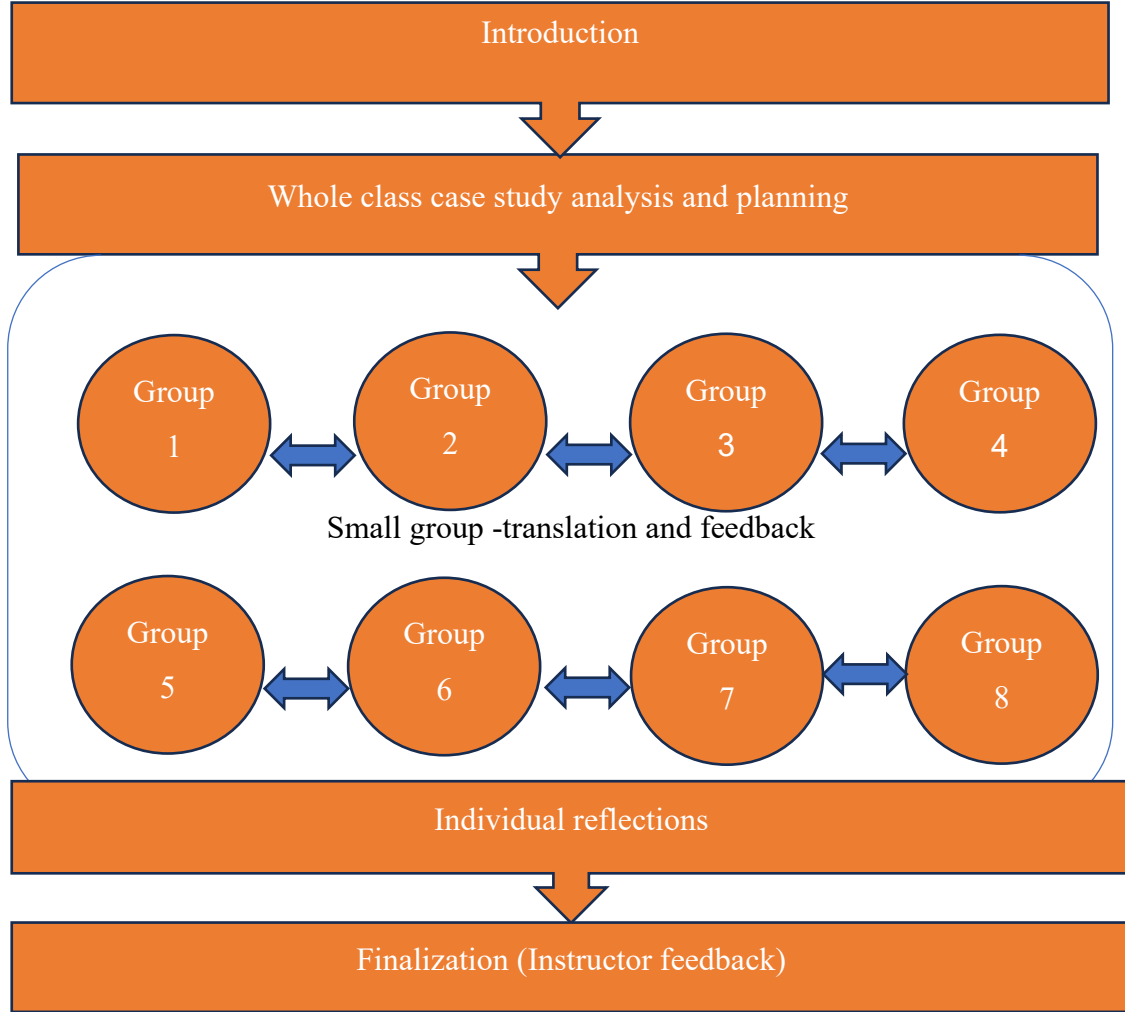
This study adopted a qualitative case study method. This research design was particularly chosen thanks to its relevance to the in-depth observation and investigation of less researched circumstances (Lee et al., 2024), such as the place of SGCs in translation.

The Implementation of Student-Generated Case Studies

Pre-professional translators received a 6-week SGCs curriculum. The flow of the process is summarized in Figure 1 below:

Figure 1

Process flow



Implementation of SGCs started with introducing the case study method in translation studies. Participants were introduced to case studies to obtain a holistic understanding of the method.

In the second stage, the researcher generated a case in Turkish that comprised several Turkish CSIs, such as words or expressions regarding Turkish culture, such as ‘kandil,’ and ‘pişi’ (See Appendix A). The whole class read the case, defined the CSIs, and translated the case to English, considering Newmark’s strategies for CSIs (Newmark, 2000). Although Newmark’s framework originated more than two decades ago, it was adopted specifically in this study because it provides a well-established foundation that aligns with contemporary translation practices. Also, it has been widely used in the extant literature related to the translation field (see, for example, Fatima et al., 2024; Niami & Rouhi, 2021; Sener, 2024).

In the third stage, the researcher divided the participants into groups. They were told that they would collaboratively generate a similar case in Turkish, mirroring the structure of the researcher's example in the first stage. This was followed by exchanging the cases among the groups. Each group, then, analyzed and defined the CSIs in the text and translated the text into English.

In the fourth stage, the groups that initially generated the case in Turkish were given their English-translated versions. Each group provided feedback on each other's translation based on the strategies proposed by Newmark (2000). The feedback addressed the correct and culturally appropriate translations of CSIs and the use of relevant translation strategies. This stage included individual reflections by the groups. Following this feedback, the groups finalized their translations through paying attention to the accurate translations of CSIs.

In the final stage, the researcher examined each finalized translation, analyzed how they translated CSIs, and provided explicit feedback by addressing the weak and strong points of the translations. While giving the feedback, discussions were held with the groups to make the feedback process a two-way channel. The participants were also allowed to share their thoughts and ask questions and conduct discussions.

Participants

43 Turkish students from the Translation and Interpreting Department at a Turkish state university were recruited for this study. Convenience sampling was used in the recruitment of the participants because it is efficient and easy to implement (Jager et al., 2017). Ethical approval was obtained from the researcher's university.

Instruments

Data were collected through the following instruments, respectively: open-ended surveys, focus group interviews, and evaluation forms. By using such multiple data collection instruments, data triangulation was applied to obtain a comprehensive understanding of the research topic (Thurmond, 2001).

Open-Ended Surveys

The researcher developed an open-ended survey by reviewing the research on the development of open-ended surveys (See, Reja et al., 2003). Open-ended surveys were used because they can allow for collecting rich data, which cannot be afforded by closed-ended surveys (Neuert et al., 2021). The items of the survey were meticulously examined to find out whether/to what extent they were linked to research questions addressed in this study. To ensure the content validity, five field experts' ideas were obtained. The finalized survey included 4 items (see Appendix B). The survey was implemented in Turkish, which is the participants' native tongue, for allowing participants to express themselves comfortably.

Focus-Group Interviews

By specifically focusing on peer and instructor feedback, focus group interviews examined the participants' perceptions on how the SGCs contributed to the translation of the CSIs. No changes were necessary after the pilot testing (see Appendix C). As argued by Krueger and Casey (2001), a minimum of three groups was sufficient to reach data saturation; three focus group interviews with a total of 15 participants from the original sample group were administered in this study. Participants were selected through purposive sampling. That means participants who were

eager to communicate and provide detailed responses concerning the present research were particularly chosen. Focus group interview sessions were held in Turkish for allowing participants to express themselves comfortably.

Evaluation Forms

When the implementation of SGCs ended, evaluation forms were administered. They focused on the general evaluation of the process of SGC implementation and the participants' suggestions for future improvement. The form was checked by the same field experts described above (see Appendix D).

Data Collection Procedures

The data collection procedure included three phases, respectively, and spanned over 8 weeks. In phase 1, the participants were given open-ended surveys after the SGCs were completed and individual reflections were made to gather their immediate perceptions. The responses from all participants (N=43) were collected anonymously. In phase 2, one month after completing the surveys, 15 participants from the original sample group participated in focus group interviews, which were conducted after the instructor provided feedback for each group's translation. Pseudonyms were used for confidentiality in this study. In phase 3, one month after focus-group interviews, all participants (N=43) were given the evaluation forms to obtain their insights regarding the strengths and weaknesses of the SGCs in identifying and translating CSIs.

Researcher Positionality

The researcher in this study is also the instructor of the participants who partake in this study at the same time. This position provided opportunities for enhancing the data depth of the study through implementing surveys, interviews, and evaluation forms. However, this role also entailed a careful reflexivity to minimize potential biases. Therefore, as a reflexivity strategy during data analysis, peer debriefing was adopted through hiring an independent researcher. Also, on a regular basis, the researcher told the participants that their participation or non-participation in the research would have no effect on their grades.

Data Analysis

Content analysis was adopted to analyze qualitative data obtained from open-ended surveys and evaluation forms. For this purpose, drawing on suggestions by Bengtsson (2016), this study followed four stages: (1) decontextualization, (2) recontextualization, (3) categorization, and (4) compilation. In the decontextualization stage, the researchers worked on the data independently by starting the coding process. They identified the key concepts obtained from the initial analysis. In the recontextualization stage, the researchers connected the concepts that they initially identified in the first stage. In the categorization stage, aligning with the research questions, the researchers identified similarities and nuances between the concepts and categorized them into relevant themes. In the compilation stage, the two researchers' coding sets were compared to establish the final emergent themes. Any inconsistency was resolved through consensus.

Interview data were examined through thematic analysis (Thomas, 2006) to find out the participants' perceptions on how the SGCs helped them translate the SCIs. For thematic analysis, open, axial, and selective coding process was applied (Corbin & Strauss, 2008). Translation validation was used in this study: Responses provided in all data collection instruments were translated into English by the author of this study (a native Turkish speaker). Then, a second

translator who is a native speaker of Turkish and fluent in English was hired to translate the transcriptions back into Turkish. For the accuracy of the translations, a strict comparison process was held. Any inconsistency was analyzed and resolved.

Findings

Translation of CSIs

The analysis of open-ended surveys and focus group interviews resulted in four sub-themes that participants reported positively contributed to the translation of CSIs, which were illustrated in Table 1:

Table 1

Qualitative findings: CSI translation

Theme	Sub-Themes	Number of reporting participants (N=43)
Positive perceptions on SGCs in terms of translation of CSIs	Interaction within the groups	20
	Doing research	19
	Peer feedback	10
	Instructor feedback	10

Interaction within the groups

According to the open-ended surveys, most participants (N=20) argued that the interaction within the groups conducted throughout the SGCs process helped them expand their perspectives, which they believed contributed to improving their translations. They agreed that this interaction within the groups enabled them to build on each other's ideas. P37 mentioned: "The group work broadened my limited perspective. They made me think that I could produce a good translation when I considered different viewpoints by looking at it from a wider perspective." Similarly, P16 stated: "I learned different alternatives while I was translating CSIs into English because my group friends suggested different ideas. Thus, I learned many different ways of thinking." (P16).

With similar perspectives, the focus group interviews also support the findings from open-ended surveys. The participants (n=15) mentioned that they improved their knowledge and skills regarding the translation of CSIs thanks to interaction within their groups. An interviewee said that group work allowed them to discuss new ideas while translating the case, which they believed they learned new English expressions: "While we were translating the case, many ideas were suggested thanks to the discussions that we conducted. In fact, during this time, there were some expressions that I heard for the first time and learned." (P8). Other participants also supported this perspective and gave specific examples of what they learned throughout this process. P3, for example, said: "As a result of the interaction with my group friends, I learned how to translate 'Bayram namazi' [literally, Eid prayer] accurately into English." Also, some participants thought that this interaction helped them move beyond the literal translations and engage in subtle discussions to find ways to translate particular cultural meanings. For example, P10 and P12 commented, respectively:

"Thanks to the comments that my group friends made, I learned that 'anne tarafı [literally, maternal] expression can be used for the relatives from the mother's side and 'baba tarafı' [literally, paternal] can be used for the relatives from the father's side."

“My friends’ comments helped me learn the English translation of CSIs regarding ‘Kurban Bayramı [Eid-al Adha] and traditional Turkish dances.”

As shown in the previous quotes, kinship and religious expressions can hold different levels of significance and understanding in different contexts, as they have unique cultural attributes. The participants’ responses showed that interaction within the groups can help the pre-professional translators translate these CSIs by providing different perspectives.

Doing research

Some participants in the open-ended surveys (n=19) mentioned that the search they made throughout the translation of SGCs helped them improve their translations. They reported that their research focused on exploring the contextual use of some CSIs, as evidenced by the open-ended survey excerpt from P19: “Instead of just looking up a dictionary and directly writing the equivalence of a word, we produced translations by doing lots of research through in-depth analysis of the word’s cultural nuance and its use based on the cultural setting.” Similarly, P31 noted that their research addressed understanding how CSIs were used in different contexts. They also drew attention to finding parallel texts while researching and said: “While I was translating SGCs, I did extensive research to learn how certain CSIs can be used in different contexts. While doing this, I googled some similar texts where there are parallel CSIs. I checked how they are used.” Also, the participants’ responses showed the value of doing research as a tool to improve the gaps in their knowledge for producing better translations of CSIs. For example, P27 stated:

“By doing research, we learned that the things we had known were inaccurate or there were some gaps in our existing knowledge. After finding out the correct information through some aids such as online translation tools, we took the necessary actions for accurate translation.”

Apart from these, some participants expressed that research served as a tool to transfer CSIs from SC to TC. This notion was captured in the following excerpt: “I did in-depth research to find the ways of conveying the CSIs to the target culture setting. In this way, it helped me make the translation more understandable and precise.” (P28).

Overall, the participants’ positive comments revealed that research contributed to the translation of CSIs in terms of understanding the contextual use of CSIs and identifying the knowledge gaps.

Peer feedback

The analysis of the open-ended surveys revealed that 10 participants thought that peer feedback had a positive impact on the translation of CSIs. Their responses illustrated some aspects that they thought improved their translation. Among these aspects was the perceived role of feedback on the correction for conveying cultural nuances. For example, P4 commented:

“The other group generated the original version of the case in Turkish. When we translated the case into English, we were curious about whether we conveyed the same meaning they intended or not. So, it was effective in terms of finding out the points that we underestimated throughout the translation process.”

This comment highlights that feedback from the peers was used to check whether/to what extent the meaning of SC items was understood. Elaborating on P4’s statement, P29 expressed in

the focus group interviews that peer feedback was beneficial because of its role in translating culturally bound words and said:

“We first translated ‘muezzin’ [literally, an official man from the mosque who calls people to prayer] as “caller.” However, the other group told us that we could not give the cultural appropriateness, as the caller is not culturally equivalent to muezzin. They told us that muezzin is a culturally bound word and should be used as it is.”

Secondly, another aspect concerning the feedback’s positive perceived impact was its role in correcting CSI strategies the translators initially used to create a better and more understandable translation. For example, P17 stated:

"Most of our feedback received from the other group is about mistakes regarding the use of CSI strategies. For example, for an item, we used both a descriptive equivalence strategy by making an intratextual explanation and left an explanation in the translators’ note section. Thanks to that feedback, we saw where our mistake was and corrected it.”

This comment showed that peer feedback helped the participants to understand Newmark (2000) for translating CSIs. Thanks to the feedback, they realized the redundancy in the strategies they used, either by using a conservation strategy or a descriptive equivalence strategy.

Similarly, P35, by highlighting peer feedback's role in the translation strategy, said: “After receiving feedback, we rethought how to organize the descriptive equivalence strategy in the text to explain ‘baklava’ [a popular Turkish dessert] in detail to make it clear to the target audience.”

To conclude, the participants thought that peer feedback was beneficial in correcting the CSI translations, conveying the intended cultural meaning and refining their strategies for clarity.

Instructor feedback

Several participants (n=10) explained that instructor feedback contributed to the participants’ translation of CSIs positively. They stated in the focus group interviews that the instructor feedback helped them recognize cultural nuances. One participant explained how instructor feedback helped them by stating:

“Our instructor’s feedback improved our translation. While we were translating the CSIs, we thought that they were accurate. However, later, when we received feedback from our instructor, we understood that translations of some CSIs can be made differently.” (P12).

The comment above showed that the instructor feedback helped reveal the cultural dimensions that were neglected or not observed. Another participant emphasized that the instructor feedback was useful for them to see the cultural considerations while translating CSIs and said:

“The instructor's feedback showed the main considerations we should think about while we were translating CSIs. It showed how we can translate the tradition expressed in the text in an understandable way for the people who are not aware of our culture.” (P8).

Echoing the same view, P12 also explained how they realized the cultural significance of a Turkish idiom thanks to the instructor feedback, which provided contextual background for them to understand the CSIs:

“For instance, I literally translated the phrase ‘makas kesmiyor’ [literally, the scissor does not cut] used during the bride request ceremony in Turkish culture. Honestly, I translated in that way because I thought it did not have any cultural significance. When I learned its cultural significance through the instructor's feedback, I understood that this expression must be translated in a way that becomes more understandable to the target audience.”

Similarly, P8 also stated that thanks to instructor feedback, they understood the cultural nuances of the ‘tavşan kanı çay’ [literally, blood rabbit tea] expression by saying, "For example, knowing whether the expression of ‘tavşan kanı çay’ refers to its strength or its color was crucial for translating it appropriately for the target audience.”

Overall, the participants thought the instructor’s feedback improved the quality of their translation by helping the participants identify and correct their mistakes while also assisting them in understanding the meaning and significance of CSIs.

Pre-Professional Translators’ Perceptions Regarding the Design of SGCs

Open-ended surveys, focus group interviews, and evaluation forms were used to find out pre-professional translators’ perceptions regarding the design of SGCs. Evaluation forms show that all the participants (N=43) recommended using SGCs for the analysis and translation of CSIs. A further content analysis of the forms and survey results in main and sub-themes as illustrated in Table 2.

Table 2

Qualitative findings obtained from surveys and evaluation forms: Design of SGCs

Themes	Sub-Themes	Number of reporting participants (N=43)
Effective pedagogical approaches	Practice orientation	25
	Active engagement	18
Areas for improvement	Length	12
	The content of SGCs	8

Effective Pedagogical Approaches in SGCs

Many participants in the open-ended surveys (n=25) agreed that as the SGCs procedure was practice-oriented, they believed that the translation of CSIs was better facilitated. For example, P13 in the interviews commented: “Compared to traditional methods, I understood CSIs better because we practiced by generating cases and translating them to English.”

Likewise, the other interviewee highlighted how SGCs helped them understand the reflections of cultural items in real-life and underlined that SGCs promoted meaningful learning through practice. “As the SGCs are based on practice rather than theory, they can enable me to understand how to handle CSIs in real-life. This provides a more lasting learning process than rote memorization.” (P3). Echoing similar views, P14 emphasized that SGCs bridged the knowledge

with the experience and said, “Although I learned CSIs in the courses and reviewed for the exams, I realized that nearly all of them became much more memorable through this practice.”

Furthermore, many participants (n=18) in the surveys argued that they actively participated in the process of SGCs. They reported that discussions, group work, and feedback sessions aroused their curiosity. For instance, P17 stated: “The cases were generated by us. For example, we discussed a lot to generate a meaningful case. I think this encouraged student participation.” Additionally, two participants underlined how SGCs fostered their active participation.

P41 said: “In a traditional setting, I just listen to the instructor and take some notes. I do not contribute directly to the process. However, with SGCs, we thought and discussed together. We were active throughout this process, rather than passively listening.” Echoing this perspective, P42 also mentioned: “The whole process was so dynamic because we worked actively from generating the case to translating it through receiving and giving feedback.”

Overall, the participants' positive comments illustrate that SGCs were practice-based and promoted active participation. Therefore, they found them useful since they thought they facilitated translating CSIs.

Areas for Improvement

The examination of the evaluation forms showed that all participants (N=43) recommended using SGCs for analyzing and translating CSIs in future translation courses. Additionally, they rated the program's effectiveness as ranging from good to excellent. However, they also made some suggestions for further improvement of the whole process. The analysis centered on the aspects of the SGCs that need improvement. Accordingly, the following sub-themes were derived: (1) Length and (2) The Content of SGCs.

Length. The evaluation forms show that 12 participants thought that the length was short and therefore should be spread over a longer period. This finding was also supported in the focus group interviews. They mentioned that the length was short; this hindered the in-depth analysis of the cases and prevented the translations from becoming more qualitative. For example, one interviewee said:

"I needed more time for the SGCs. If the length had been extended, we could have had more time in the generation of Turkish cases in the first place and then have made an in-depth analysis of the translations. To add, we could have researched more and discussed in more detail." (P10).

Also, the interviewees felt that they needed more time to think about and translate CSIs appropriately. An interviewee, for example, responded: “It would have been better if the process had been longer, because we needed to search for some CSIs and gather information from different sources. If the process had been longer, we could have examined more sources and created better translations.” (P1).

Several participants also commented on the weak points of the generated Turkish cases in terms of their content quality. For example, one interviewee emphasized that time constraints negatively impacted the process of generating the Turkish cases in the first stage and said: “The Turkish cases we received had some inconsistencies in terms of the logical content. If the process had been longer, higher-quality Turkish cases would have been generated.” (P9).

Finally, considering the length of the cases, the participants indicated that they could be given more time to deal with the CSIs extensively. P38 said: "Some cases were longer and more comprehensive. Therefore, the time should have been adjusted according to the content density and length of the cases."

The content of the SGCs. The analysis of the evaluation forms demonstrates that 8 participants criticized the incorporation of CSIs in the cases. In the focus group interviews, these criticisms were expanded, and participants underlined the need to incorporate the CSIs in the cases in a balanced way. For instance, an interviewee mentioned: "The most important thing that I observed is that the generated cases were not reviewed carefully by their first generators. Without enough research, some CSIs were used with no meaning and purpose in the text. Therefore, there was a lack of coherence in some texts." (P1). This finding demonstrates that random incorporation of the CSIs in the cases distorted the text coherence and challenged the translation process. Additionally, the participants emphasized that CSIs should be used in a way that is relevant to and meaningful for the case context.

"The CSIs should not be used superficially in the cases. They should have been used appropriately by considering the meaning in the text. There were some irrelevant CSIs in the case that I received. For this reason, it was difficult to convey the contextual meaning while translating." (P5). This excerpt shows the importance of using CSIs in meaningful contexts in the texts.

In a similar vein, they also thought that the incorporation of lots of CSIs into the cases disrupted the natural flow of the text. Referring to the importance of a balanced distribution of CSIs in a text without overusing them, one interviewee said: "Adding many CSIs in a case disrupted the flow, and it seemed forced, I think." (P15). To solve this problem, two participants recommended generating the case under a particular theme. For example, P9 said: "There could have been a topic limitation, such as religious days or traditional beverages. When a case includes multiple items from a range of cultural themes, it is likely to add unrelated CSIs, and this makes the translation process difficult." Similarly, P3 recommended using a limited number of CSIs in the case to facilitate the translation of them and said: "In our case, there were too many CSIs. It was difficult to translate each of them. It would be better if there were limitations on the number of CSIs to be used in a case."

Overall, the participants favored the balanced distribution of CSIs in a case. They thought that the integration of CSIs into the cases without considering the context interrupted the natural flow of the texts and interfered with the translation process. In this sense, the participants recommended that the use of CSIs should be limited to one specific theme or a number in the future design of SGCs.

Discussion and Implications

Translation of CSIs

The participants thought that interaction within the groups promoted gathering different perspectives, and this process facilitated the translation of CSIs. They thought that such multiple perspectives were helpful for considering different translation options. This finding is similar to the study conducted by Madkour (2018), who revealed the positive role of interaction in expanding cultural awareness to produce accurate translations.

The present study also showed that peer interaction within the groups enabled the participants to learn cultural nuances of some words in the cases from each other. This finding

resonates with Melnichuk and Osipova's (2017) work that demonstrates the benefits of using cooperative learning to teach translation. Therefore, it shows that peer interaction is important for the students to understand the nuances between the source and target language during the translation process. Also, this finding from the present study suggests horizontal scaffolding, where the students assist each other in learning new knowledge and skills (Dille & Rokenes, 2021). Therefore, to enhance peer learning, as shown in the research by Silva and Fernandes (2016), instructors in translation education programs should incorporate activities that promote interaction, such as group work. Incorporation of such intentional activities is specifically important in providing opportunities for discussions on understanding and translating cultural nuances. Such an approach connects to the increased emphasis on socio-constructivism in translation education, as it focuses on transferring the responsibility for learning to the translation students (Kiraly, 2014).

Another remarkable finding is that the in-depth research and parallel document readings used during the translation of SGCs contributed to participants' translating CSIs. According to Dislen-Daggol (2021), research was one of the most common techniques for the translator students when they were confronted with challenges during translation process. Thus, research is vital for translators to ensure accuracy and cultural appropriateness. Moreover, the participants reported that they conducted extensive research on cultural and linguistic nuances rather than a simple online dictionary search to convey the meaning of CSIs accurately. Such extensive research is understandable since many researchers in the translation field confirm the limited translatability of the CSIs; they are one of the biggest challenges in translation. Therefore, engaging the pre-professional translators in research as part of the SGCs is crucial to tackling the CSIs. In this sense, SGCs provided an important opportunity for the participants to develop their research competence. This also aligns with the constructivist approach to learning, since while they are researching, they learn how to choose, organize, and refine the existing information to build knowledge (Lopez-Alonso et al., 2009). Therefore, translation education programs should give a place to research-embedded case studies to assist pre-professional translators in translating CSIs.

In addition, some participants thought that the peer feedback they obtained from other groups improved their translations. They felt that this process was enriching in terms of seeing the cultural nuances better, producing creative translations of CSIs, and using the relevant CSI strategies. Similarly, Insai and Poonlarp (2017), in their research, showed that translation students benefitted from their peers' analyzing and editing of their translations in terms of many aspects, such as enhancing accuracy, thoroughness, and mechanics. With such collaborative translation practices, the translation students can benefit from the interactions and improve their translations (Wang, 2013). This also shows that learning is not limited to a direct source but also occurs through social interaction (Lazim, 2024), as argued by the socio-constructivist approach. Instead of seeing the instructor as the only source, as in the teacher-centered approach in teaching translation, such collaborative practices should be integrated into translation education to prepare the translators effectively (Lee, 2012). Therefore, incorporating structured feedback activities with clear guidelines into the translation curriculum is significant, enabling the students to provide a critical eye toward the CSIs translations.

Last but not least, some of the participants in the present study indicated that with instructor feedback supported with clear and direct explanations, they better understood the CSIs and learned how to convey the cultural expressions and meanings more understandably and accurately. Aligning with the aspects of socio-constructivism, this shows the primary role of the instructor as the more knowledgeable peer who fosters and regulates learning (Davies, 2021). This also may

help us to understand the role of the instructor in the students' learning, which demonstrates ZPD (Davis et al., 2017; Vygotsky, 1978). While peer feedback helped the pre-professional translators expand their viewpoints and construct their knowledge, instructor feedback was useful for the level of thoroughness of the translations.

However, the nature of the instructor's feedback is also important. Therefore, the finding from this study shows the significance of explicit feedback for translation education, as evident in the previous studies (See, Washbourne, 2014). That means feedback to pre-professional translators should include direct instructions, discussions, and overt explanations by showing them the areas to be developed in the texts, especially with CSIs. This also connects to scaffolding in socio-constructivism in translation (Kiraly, 2014), as the instructor guided the translation process through the SGCs to help the pre-professional translators achieve translation of CSIs.

The Design of SGCs

The participants thought that such a practice-oriented feature of SGCs was effective compared to traditional methods that rely on transmitting theoretical knowledge, such as lecturing and memorization. As argued by Qui (2024), traditional translation activities rely heavily on a lecture-based approach where the students can be demotivated easily and develop superficial understanding, whereas case-based teaching promotes student-centered learning by enhancing translators' ability to think. Therefore, the methodology of SGCs is directly linked to the socio-constructivist approach, as it promotes practical activities where the learners are actively engaged. The findings of this present study suggest that translation instruction should balance theory and practice. Especially for teaching how to translate CSIs, practical activities could be useful because they could not be merely learned through theories. Pre-professional translators should consider the context, connotations linked to CSIs, and nuances, which can be improved with structured practical activities, such as case implementations.

Another significant finding is that the participants found the emphasis on active participation to be the most useful aspect of SGCs. They thought that generating, translating, and giving/receiving feedback contributed to their being active throughout the process. This finding illustrates that knowledge moves beyond passive learning and is created and refined through doing. As argued by Olohan (2017), translator knowledge dynamically emerges through the interactions between translators. In such process-based approaches, like SGCs, which are deeply rooted in socio-constructivist methodology, learners' active participation is prioritized and is particularly well-suited for translator education (Davies, 2021). As today's students will become tomorrow's translators, their empowerment through taking responsibility for their learning is important; otherwise, a teacher-centered approach may suppress their creativity and cause them to not be able to work effectively among the group of professional translators (Kiraly, 2014). Therefore, active and participatory teaching practices should be given place for pre-professional translators to have 'industry-validated competences' (Rico, 2010). Through incorporating collaborative, hands-on, practice-based implementations, the translator education programs can ensure that the students are theoretically equipped and prepare them for tackling the challenges of working as a professional translator. Based on curriculum for Translation and Interpreting Department in Türkiye, SGCs fit across some courses, which emphasizes that they can be systematically embedded into the courses. For example, the courses entitled 'Written Translation' or 'Oral Translation' are ideal venues for incorporating SGCs as the outcomes of these courses are mainly related to written and oral production. Similarly, in Canım's study (2025), she asserted that project-based practices might be

incorporated into nearly all existing courses in the current curriculum and suggested that minimum one compulsory course could include such implementations. Considering SGCs which align with the project-based practices within the socio-constructivist approach in translator education in terms of including critical thinking, problem-solving, making research, collaboration and giving/obtaining feedback, they can be implemented in a similar systematic way instead of implementing them occasionally.

Although the participants reported several aspects of the program as positively contributing to their translating CSIs, some participants noted limitations concerning the design of SGCs rather than their methodology. First, they expressed that the duration of the SGC process was short. They indicated that they would have made more in-depth analyses of the cases and searched more if the length had been longer. Such findings illustrate that longer periods can be needed to develop analytical and professional skills in translation. This was evidenced in Kiraly's study (2005), where a collaborative subtitling project was held collaboratively with the students and instructor through real-world tasks over 16 weeks. Therefore, the case-based implementations in translator education need to include ample time for pre-professional translators to generate, translate, and discuss the cases and research.

Second, some participants also expressed their concerns about the content of the SGCs. They reported that some SGCs were not carefully designed as the CSIs were not interconnected, leading to a lack of contextual coherence. This finding underlines the incorporation of coherence in the design of the cases. In line with this, Fries et al. (2021) suggest that interconnectedness is the key principle in instructional design for learners to explore the relationships between concepts. Concerning the findings in this study, the coherence problem can be overcome by adopting a more structured approach in the design of the cases. The instructor could set certain criteria for selecting the themes in which CSI will be incorporated (e.g., religious festivals, traditional foods) as well as the maximum number of CSIs (e.g., 5 CSIs for a 100-word context) to be included to balance the CSIs integration.

Conclusion

This study investigated pre-professional Turkish translators' perceptions about using SGCs in translating CSIs. Although case studies have been used in the translation field, to the author's best knowledge, this is the first study that integrates SGCs, which extensively focused on CSIs. Therefore, the findings of the study add to the body of knowledge about translator education.

This study contributes to the translator education field by illustrating the aspects of SGCs that were perceived to positively or negatively impact pre-professional translators' learning and translating CSIs. Accordingly, many aspects of the SGCs were reported by the participants to contribute to their learning and translating CSIs. The participants agreed that the research, interaction, collaboration, and feedback features of the SGCs helped them learn and translate CSIs. Additionally, the participants acknowledged that SGCs were an effective pedagogical approach in terms of learning and translating CSIs because they thought they were practice-oriented and enabled active participation. On the other hand, several participants also noted some issues with the design of SGCs. Some participants expressed that the extended duration of the SGCs would be ideal for them to enable them to learn about and translate CSIs. Additionally, a few of them reported that CSI should be disseminated in a balanced way within a case, constrained by a specific number or theme.

Although this study has important implications for translator education, its limitations should also be acknowledged. This study was based on the participants' perceptions of the SGCs' impact. Therefore, further investigation is needed to objectively measure the actual effectiveness of SGCs in attaining their intended goals through using additional data collection tools, such as achievement tests and teacher observations.

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Geniş Özet

Giriş

Günümüzde çevirmenlerin kaynak kültürü ve hedef kültürü incelemeleri ve hedef kültürde karşılığı olmayan kültüre özgü unsurları (KÖÜ) hedef kültüre açıklamaları gerekmektedir (Nord, 2018). Buna istinaden, çeviri ve çevirmenlere yönelik algıların değişmesine ve KÖÜ'ların çevrilmesinin gerekliliğinin kabul edilmesine rağmen, çevirmen eğitimi hala teori odaklıdır (Jovein

vd., 2024). Teori ve uygulama arasındaki bu boşluk, çevirmen adaylarının KÖÜ'ler de dahil olmak üzere birçok çevrilmesi gereken unsurla karşılaştıklarında problem yaratmaktadır. Bunun yanı sıra, çeviride vaka kullanımına ilişkin araştırmalar bulunmaktadır; (Munday vd., 2022; Susam-Sarajeva, 2009; Sutrisno vd., 2014), fakat öğrencilerin kendileri tarafından oluşturulan vakaların çeviri pedagojisi bağlamında kullanımına dair araştırma henüz bulunmamaktadır. Ayrıca, çeviri alanında öğrenmenin nasıl gerçekleştiğine ve kimin kimden öğrendiğine odaklanan ampirik araştırmalar da oldukça sınırlıdır. (Massey & Brandli, 2016). Tüm bunlara ek olarak, çevirmen eğitiminde özgün öğrenme deneyimleri ön plana çıkarılmaya çalışılsa da Türkiye'de çevirmen adaylarının bu deneyimler hakkındaki algılarına yönelik sınırlı sayıda araştırma vardır (Király, 2014). Bu yüzden, alanyazındaki bu eksikliği doldurabilmek amacıyla, öğrenciler tarafından oluşturulan vakaların KÖÜ'lerin çevirisi için kullanımını amaçlayan 6 haftalık bir program tasarlanmış ve uygulanmıştır. Program, 5 etapta oluşmaktadır. İlk etapta, araştırmacı, katılımcılara vaka çalışmalarını araç olarak tanıtmıştır. İkinci etapta ise, araştırmacı Türkçe bir vaka oluşturmuştur. Bu vakanın içerisine 'kandil' ve 'pişi' gibi Türkçe kültürel öğeler entegre etmiştir. Tüm katılımcılar bu KÖÜ'lardan oluşan Türkçe metni Newmark'ın (2000) stratejilerini kullanarak İngilizce'ye çevirmiştir. Üçüncü etapta ise, araştırmacı, katılımcıları gruplara bölmüştür. Aynı, ikinci etapta olduğu gibi, KÖÜ'lerin entegre edildiği bir Türkçe metni gruplarıyla oluşturmaları istenmiştir. Bu metni oluşturduktan sonra, gruplar birbiriyle metinlerini değiştirmişlerdir. Dördüncü etapta, gruplar birbirinin çevirisine Newmark'ın (2000) stratejilerini de baz alarak, geribildirim vermişlerdir ve gelen önerilere göre, metinlere son şekli vermişlerdir. Beşinci etapta ise, araştırmacı, gruplardan gelen çevirileri incelemiş ve her birine ayrı ayrı tüm grupların önünde geribildirim vermiştir. Bu çalışmada bu 6 haftalık vaka çalışması sürecinin KÖÜ'lerin çevirisine ne kadar katkı sağladığını bulmak için, katılımcıların görüşleri alınmıştır. Ayrıca, tasarlanıp uygulanan bu programın güçlü ve zayıf yanları da araştırılmıştır. Öğrenciler, bir eğitim programının en önemli unsurları olduğu için (Kelly, 2014), onların bu uygulanan programa dair görüşlerinin alınması, programın niteliğinin değerlendirilmesi açısından son derece elzemdir. Bu yüzden, bu çalışmanın verileri çevirmen adaylarından toplanmıştır. Çalışmadaki araştırma soruları şunlardır:

1. Katılımcılar tarafından oluşturulan vaka çalışmalarının çevirmen adaylarının KÖÜ'lerin çevirisine etkisine dair görüşleri nedir?
2. Katılımcılar tarafından oluşturulan vaka çalışmalarının hangi yönleri, çevirmen adaylarının görüşlerini etkilemektedir?

Yöntem

Bu çalışmada, nitel vaka analizi kullanılmıştır. Çalışmanın deseninin bu şekilde seçilmesinin sebebi, bu desenin daha az araştırılmış konulara dair derinlemesine gözlem ve araştırma sunabilmesidir (Lee vd., 2024). Bu çalışmaya Türkiye'deki bir devlet üniversitesinde Mütercim ve Tercümanlık Bölümü'nde okumakta olan 43 lisans öğrencisi katılmıştır. Katılımcıların seçiminde elverişlilik yöntemi kullanılmıştır. Etik izin alındıktan sonra veri toplanılmıştır. Verilerin toplanması için açık uçlu anket, odak grup görüşmeleri ve değerlendirme formları kullanılmıştır. Böylece, veri üçgenlemesi kullanılmıştır (Thurmond, 2001). Bu çalışmada, araştırmacı aynı zamanda çalışmaya katkı sağlayan katılımcıların öğretim elemanıdır. Araştırmacının bu konumu, çalışmadaki verilerin daha detaylı toplanmasına olanak tanımıştır. Ancak, araştırmacının bu konumu, olası önyargıları gidermek için titizlik gerektirmiştir. Bu nedenle, verilerin incelenmesi esnasında araştırmacı haricinde bağımsız bir araştırmacı daha görevlendirilmiştir. Ayrıca, bu çalışmadaki araştırmacı, katılımcılara, çalışmadan istedikleri zaman ayrılacaklarını, çalışmaya katılımlarının ya da katılmamalarının notlarına hiçbir etkisi

olmadığını periyodik olarak dile getirmiştir. Açık uçlu anket ve değerlendirme formlarından elde edilen nitel verinin analizi için içerik analizi kullanılmıştır. Buna istinaden, Bengtsson (2016) tarafından önerilen 4 basamak kullanılmıştır. (1) bağlamdan çıkarma, (2) yeniden bağlama oturtma, (3) kategorileştirme, ve (4) derleme. Görüşmeler ise, tematik analiz (Thomas, 2006) yoluyla incelenmiştir. Bu bağlamda, açık, eksnel ve seçici kodlama süreçleri uygulanmıştır (Corbin & Strauss, 2008). Ayrıca, bu çalışmada çeviri doğrulaması kullanılmıştır. Veri toplama araçlarına girilen tüm veriler araştırmacı tarafından İngilizce'ye çevrilmiştir. Daha sonra, Türkçe anadili olan bir çevirmen, İngilizce'ye çevrilen verileri Türkçe'ye geri çevirmiştir. Çevirilerin doğruluğundan emin olmak için, çevrilen veriler birbiriyle kıyaslanmış ve tutarsızlıkların olması durumunda bu tutarsızlıklar incelenmiş ve giderilmiştir.

Bulgular

Vaka çalışmalarının etkililiğini değerlendirmek için katılımcıların görüşleri alınmıştır. Katılımcılar, bu vaka çalışmalarının araştırma, etkileşim, iş birliği ve geribildirim sağlayarak kendilerine KÖÜ'lerin anlaşılması ve çevrilmesi hususunda yardımcı olduklarını belirtmişlerdir. Vakaları ilk etapta Türkçe oluştururken ve daha sonra gruplar halinde İngilizceye çevirirken, katılımcılar hem kendi grupları ile hem de diğer gruplar ile etkileşime geçmiş ve fikir alışverişinde bulunmuşlardır. Bu etkileşim, onların bazı KÖÜ'lara bakış açısını genişletmiş, çeviri yöntem ve şekillerini gözden geçirmelerini sağlamış ve dolayısıyla da çeviri sürecine olumlu katkıda bulunduğu değerlendirilmiştir. Bu süreçte hem birbirlerinden hem de eğitmen tarafından geribildirim almaları ise, birden fazla düşünme yöntemini görmelerini sağlamıştır. Katılımcılar, vaka çalışmalarının uygulama odaklı olması ve aktif katılımı sağlamasından ötürü, KÖÜ'lerin çevirisine katkı sağladıklarını düşünmektedir. Vaka çalışmalarının tüm bu adı geçen olumlu katkılarına rağmen, katılımcılardan bazıları sorunları da iletmışlerdir. Birkaç katılımcı, KÖÜ'lerin daha etkili çevrilmesi için, vaka çalışması uygulamasının biraz daha uzun sürmesi gerektiğini söylemişlerdir. Ayrıca, bazı katılımcılar, vaka çalışmalarının içeriğine KÖÜ'lerin daha dengeli dağıtılması gerektiğini iletmışlerdir. Dengeli dağılımın, belirli temadaki KÖÜ'lerin bir araya gelmesi ya da belirli sayıda KÖÜ'lerin metne entegre edilmesi ile mümkün olabileceğini önermişlerdir.

Sonuç ve Tartışma

Çalışmanın bulguları, vaka çalışmalarının araştırmayı sağladığı, etkileşim, iş birliği ve geribildirim mekanizmalarını geliştirerek kültüre özgü unsurların çevirisini kolaylaştırdığını göstermektedir. Ayrıca, vaka çalışmalarının uygulama odaklı ve aktif katılımı sağlaması sebebiyle etkili olduğu da ortaya konmuştur. Birkaç katılımcı, kültürel unsurların daha derinlemesine incelenmesi ve çevirilebilmesi için, vaka çalışması uygulamasının süresinin uzatılması gerektiğini ve oluşturulan vakalarda kültürel unsurların daha dengeli bir şekilde temsil edilmesi gerektiğini belirtmişlerdir. Bu çalışma, çevirmen eğitiminde sosyo-yapılandırmacı yaklaşımların kullanımına dair ampirik kanıt sunmaktadır. Bunun yanı sıra, vaka çalışmalarının kültüre özgü unsurların çevirisini kolaylaştırmak amacıyla çevirmen eğitimi programlarının dünya çapında nasıl kullanılacağına dair çıkarımlarda bulunmaktadır. Bu çalışma, çevirmen eğitimi için önemli çıkarımlara ve önerilere sahiptir. Ancak, çalışmanın sınırlılıkları da bulunmaktadır. Bu çalışma, çevirmen adaylarının gözünden vaka çalışmalarının etkililiğine odaklanmaktadır. Bu yüzden, vaka çalışmalarının etkililiğinin daha etkili bir şekilde ölçümü ve değerlendirilmesi için başarı testleri ve eğitmen gözlemleri gibi ek veri toplama yöntemlerine başvurulduğu daha fazla çalışmalar yürütülebilir.

Appendix A

Ben çocukken kandillerde babaannem helva pişirir, oturduğumuz evdeki tüm komşularımıza ikram ederdi. Komşular da tabağı boş geri göndermezler, bizlere pişi, helva ya da genellikle de Revani tatlısı verirlerdi. Komşulardan dönerken üzerine peçete örtülmüş tabakları her seferinde büyük bir heyecanla babaanneme verişimi hatırlarım. Dedem o sırada koca sarığıyla eve gelirdi camiden. Müezzin olan dedemi herkes tanırdı bizim Yaylılar köyünde. Köylülerin kandilini kutlar, namazı kıldırır, bakkala uğrar, sonra eve gelirdi. Dedem eve geldiğinde, bakkaldan arta kalan üç beş kuruşu bana verirdi. Gazoz paramdı o benim.

Kandil günleri, her zaman olduğu gibi yemekten sonra sobanın etrafında otururduk. Sobanın üzerinde kaynayan bakracı izlerdim. Babaannem her seferinde “Cıss! Çok yaklaşma, yanacaksın vallahi” diye uyarırdı beni. Çayımızı içtikten sonra, babaannem biraz Kuran okur, tesbihini yatağının başına asar, döşeklerimizi getirirdi. Artık uyku vakti...

Appendix B

- (1) Have you experienced any obstacles while you are generating your Turkish cases? If yes, please explain.
- (2) In what ways do the SGCs help you improve translating CSIs compared to traditional methods (e.g., memorization, repetition, and lecturing)?
- (3) In the stage of introducing SGCs, did you experience anything that made you confused about how to develop the SGCs? If yes, please explain.
- (4) In what ways does receiving feedback from other participants contribute to the translation of CSIs?

Appendix C

- (1) In what ways does the comment provided by peers in your group help you identify CSIs?
- (2) In what ways does the instructor feedback help you translate the CSIs?
- (3) Compared to traditional methods (memorization, repetition, and lecturing), in what ways do the SGCs help you translate CSIs?

Appendix D

- (1) How do you evaluate the overall effectiveness of SGCs in helping you define and translate CSIs? (Excellent, Good, Average, Poor)
- (2) Do you recommend SGCs for translating CSIs in future translation courses? Why?
- (3) Do you have any suggestions about how to improve the SGCs further