

Discourse Analysis in Translation Education at the University Level: an Assessment of Students' Attitudes

Üniversite Düzeyi Çeviri Eğitiminde Söylem Çözümlemesi: Öğrenci Tutum Değerlendirmesi

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ABSTRACT: Translator education, as most scholars agree, requires a detailed comprehension of linguistic rules and practices; hence the reason, why within the departments of translation and interpretation, extra importance is given to the discourse analysis course especially in the first two years of the bachelor's programme. The view presented in this paper is that the linguistics based 'discourse analysis' course plays a significant role in translation and interpretation education by strengthening the curriculum and enabling the development of various skills necessary for the translator. To determine the extent and the impact that learning linguistics has on translator education, eight courses were selected from upper grades (3rd and 4th years) and their relevance with the discourse analysis course was tested by applying a survey to the corresponding students at the end of the academic year. The findings based on the statistical analysis show that improving linguistic competence throughout translator education at the universities result in success in translation and a better understanding of the source text regardless of its type and context.

Keywords: Translator education, translation and interpretation, linguistics, discourse analysis, student attitude

ÖZ: Çeviri eğitimi dilbilim kurallarının ve uygulamalarının ayrıntılı edinimini gerektirmektedir. Bundan dolayı, üniversitelerin Mütercim Tercümanlık bölümlerinde, Lisans eğitiminin bilhassa ilk iki yılında dilbilim öğretiminine çok büyük önem verilmektedir. Bu araştırmada sunulan görüş, üniversitelerin Mütercim Tercümanlık bölümlerinde verilen söylem çözümlemesi dersinin müfredatı güçlendirerek çevirmen eğitiminde birçok farklı becerinin gelişmesine olanak sağlayarak büyük katkı sağladığıdır. Dilbilim öğrenmenin çevirmen eğitiminde ne derece etkin olduğunu belirleyebilmek için üçüncü ve dördüncü sınıflardan toplam sekiz ders belirlenmiş ve bu derslerin söylem çözümlemesi dersinden ne derece yarar sağladığı yine üçüncü ve dördüncü sınıf öğrencilerine akademik yıl sonunda dağıtılan bir anket ile belirlenmiştir. İstatistiksel açıdan değerlendirilen sonuçlar göz önüne alındığında dilsel edinin üniversitelerde çeviri eğitimi süresince geliştirilmesi kaynak metin türü ne olursa olsun, daha iyi bir anlama sağlanması ve çeviride başarı ile sonuçlanmaktadır.

Anahtar sözcükler: Çeviri eğitimi, mütercim tercümanlık, dilbilim, söylem çözümlemesi, öğrenci tutumu

1. INTRODUCTION

Since the second half of the 20th century, translation studies started to be recognized as a separate discipline in its own right. Especially, the growing interest in the functional study of languages paved the way to further analysis of languages from semantic, pragmatic, stylistic and textual perspectives, in turn increasing the awareness towards translation studies in a way that translation is not just a sterile linguistic practice but rather a cognitive and social activity which cannot be studied by referring to the structural principles of linguistics alone.

Research conducted by Nida (1964) and Catford (1965) was able to reach partial success on adopting linguistic properties to translation. Likewise, Bassnett (1980), Gentzer (1993), and Munday (2001) seem to draw partial attention to the functional analysis of texts. Yet, most linguists were aware of the fact that the heart of the linguistic studies should no longer be the structure, but how language is used in varying communicative situations, how the socio-cultural, ideological and cognitive factors affect the language used has to be the center of modern linguistic studies and its applications, such as in translation, literature and other educational

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studies. Naturally, this new tendency to study linguistics led to the birth of new disciplines, including sociolinguistics, text linguistics, computational linguistics, computer assisted language learning (CALL), psycholinguistics, etc.

The developments in the last fifty years paved the way towards further recognition of linguistic theory in translation studies. In particular, sociolinguistics, psycholinguistics and text analysis were some of the disciplines from which translation studies benefited to a large extent (Neubert & Shreve 1992). Munday (2001) focused more on the textual analysis of language of which the aspects discussed by Neubert and Shreve (1992) could be practised. For the former, text analysis mostly hovers around defining methods in which a given text is arranged and that discourse analysis looks at the way language communicates meaning and social power relations (Munday 2001, 89-90).

To communicate meaning in appropriate style and manner, Melen (1998), Kurz (1988) and Gile (1995) drew the attention to the morphological and syntactic aspects of translation. Melen said that the author's intention and the message presented in the text should be fully covered in order to choose the best available words to present them in the best possible structures (Melen 1988, p.272). Moreover, Kurz focused on the interpretation studies and claimed that "the basic principle is that an interpreter cannot interpret what he does not understand" (Kurz 1988, p.424). Gile added that the translator can easily rely on his knowledge and his linguistic background in case there are texts and speeches whose fields the translator is not familiar with (Gile 1995, p.86).

Yet, other studies conducted by linguists on the new linguistic systems and their adaptation to translation studies were sparked from a basic idea that is, 'understanding is translating'. In order to produce a target text (TT) depending on a source text (ST) the translator has to activate his extra linguistic knowledge in order to fully grasp the original meaning. This is called understanding in translation which further includes the communicative situations and the socio-cultural context in which the text is designed. For Gonzales, the text oriented analysis has to include its communicative, semiotic and pragmatic aspects as well (Gonzales 2004, p.69). Moreover Delisle adds that "better than any analysis of a single language, translation demonstrates the fact that in discourse a word can have completely different meaning from the one normally associated with that word taken in isolation" (Delisle 1988, p.47).

Further developments in the time alongside the views presented above appeared to meet at one single point; text analysis is the basis for translation and only in this way can the translator discover pragmatic problems and can take necessary precautions in the course of the translation process itself. Such an analysis not only helps the translator to investigate intended messages through the text but also paves the way to expand the knowledge about the source language. Tyler says, "Translation is properly understood as something more than mere decoding. We realize that it suggests other ways of being in the world" (Tyler 1978, p.70). For Hatim, translation in this sense is described as "a house of many rooms" (Hatim 2001, p.8).

At the universities, especially in the last ten years, courses such as 'introduction to linguistics', 'text analysis' and 'discourse analysis' have started to be offered in translation departments for freshman and sophomore students. The logic behind this is to help students better cope with translation and interpretation problems both in their 3rd and 4th years on top of performing better in the professional market. Commonly, the last linguistics based course offered to students in their second year of education at the departments of translation and interpretation is the 'discourse analysis' which provides the students with the ground to exercise their linguistic skills and capabilities both in written and spoken discourse. However there are other reasons why discourse analysis has been increasingly considered as a fundamental course in translation education. These reasons can be summarized as;

- a. Understanding words and sentences, texts and utterances, studied in isolation from the real world or the invented examples and case studies are not enough to grasp the intended meaning originally produced by the author in the ST.
- b. After the 1980s, the intention in linguistic studies shifted from structure towards a study of function and interaction.
- c. With the improvements in technology the verbal interaction and communication started to gain importance. (teleconferencing, internet, multimedia usage, etc.)
- d. Discourse analysis provides the ideal basis for linguistic analysis in translation. It involves language use, cognition and interaction (Dijk 1997, p.32).
- e. Not only in translation studies, but also when the developments in linguistics is considered, it is understood that an ideal translation requires transfer from at least two cultures which include a detailed comprehension of sign systems, communicative acts, inferences and the cognition experienced in textual analysis.

One can arrive at the conclusion that linguistics education is a fundamental step in translation education. At the universities, the linguistics based discourse analysis course provides the students with the opportunity to practice and experience the linguistic parameters in all aspects. In this study the main focus, as such, is the extent to which various fields in translation education benefit from discourse analysis and its linguistic theory and practices.

1.1. Statement of the Problem

Learners at the department of translation and interpretation have to be aware that courses such as linguistics, reading and text analysis, and composition skills can potentially help them once presenting in note-taking courses for consecutive translation, literary translation, translation of economics texts and the like. In the first two years of their departmental education, students may not be aware of the significance of linguistics based courses especially the 'Discourse Analysis' since the course is overloaded with linguistic theory and practice. However, as the students start to master their courses in the third and fourth years, they come to realize that these courses are of use in translation studies, either in theory or in practice, to achieve accuracy, clarity, and success. In fact, it has been observed that those failing to fare well in linguistics or not taking it at all have difficulty in translation especially in 3rd and the 4th year courses.

1.2. Purpose of the Study

The purpose of the present study is to determine the impact of linguistics on translation and interpretation studies through receiving feedback from students, such that it would allow us, trainers, to remodel and rescale our courses in translation studies at the 3rd and 4th years in a way that learners can both acquire and produce more. As such, the findings here may be of help to trainers who choose to employ certain methods, and those who have not done so by now.

1.3. Hypothesis

In this research, it is hypothesized that the skills achieved in discourse analysis course significantly contribute to translation studies -either in theory or in practice- and, as such, should be accepted as a key component in core translation and interpretation courses taught in upper grades in the 3rd and 4th year.

1.4. Scope of the Study

The study focuses on the degree of the benefit gained by the 3rd and 4th year students in the discourse analysis course taken in the second year of their university education. To better understand the significance of discourse analysis for translation studies, separate questionnaires were administered among the 3rd and 4th year students. Though the skills tested for each course in both questionnaires are the same, the selection of courses for each group was done separately to determine the extent of the benefits gained by the students within that group.

1.5. Assumptions and Limitations

The assumptions considering the present study can be listed as follows:

- Trainers are aware of the linguistic problems regarding students' success in upcoming courses, and that they utilize course time, syllabi design, and other related material in such a manner as to be helpful.

- Trainers who offer these preliminary courses work in tandem and unison with other trainers who offer higher-grade courses implying the presence of exchanging ideas and cooperation to ensure the smooth transition of the students through each grade level.

In turn, some of the limitations can be that:

- Translation and interpreting courses, though similar in many universities, also exhibit differences not only in terms of the trainers' approaches, but also in course design and definitions. Therefore, what might be relevant for one group of students in one class/institution may not necessarily apply to the other group.

- At the translation and interpretation departments of some universities, students are trained in two languages, namely English and French. However, English is the only target language at Hacettepe University, department of translation and interpretation which might affect the results in an unforeseeable manner.

2. METHOD

2.1. Participants

The questionnaires were distributed among the 3rd and 4th year students of Translation and Interpretation Department of Hacettepe University and upon the completion of the academic year. In total, 81 students in both groups completed the questionnaires. These were forty-one 3rd year and forty 4th year students, all taking discourse analysis in the related year.

2.2. Curriculum of the Department of Translation and Interpretation

The four-year undergraduate program at Hacettepe University has been recognized in Turkey to be among the most functional curricula, providing learners with the opportunity to fully meet the aims, objectives, and practices necessary in translation and interpretation education. As background for translation studies in the first two years, students take courses based in linguistics, writing, listening, note taking, etc. The third- and fourth-year courses are mainly field-related translation & interpretation courses and are based on the theories and practices covered in previous years.

2.3. Selected Courses

A selection of 8 courses from the 3rd and the 4th year was made considering the availability of linguistic practices in each one. Other courses, such as introduction to linguistics, text analysis, etc., were excluded, and the reason why discourse analysis was selected is that it is a chance to practice a variety of issues and concepts from structural to functional linguistics. It is also possible to say that the stated course in translation and interpretation education is given higher priority in the second year, mainly because it involves a sizeable amount of modern linguistic theory and practice (pragmatics, semiotics, and others) covered in various forms and in different disciplines.

Here, it should be noted that IMT 315 -Introduction to Interpreting- was also selected, in addition to seven other translation courses, to investigate the extent of the use of discourse analysis in an interpreting course.

With this background in view, the present work aims evaluate the contribution of the linguistics-based ‘discourse analysis’ course to the third and fourth year translation courses as listed below:

Table 1: Selected Courses for 3rd Year Students

Course Code	Course Title
IMT 324	Translation of Scientific and Technical texts
IMT 326	Literary Translation
IMT 312	Media Translation
IMT 315	Introduction to Interpreting

Table 2: Selected Courses for 4th Year Students

Course Code	Course Title
IMT 411	Translation of Legal Texts
IMT 418	Translation Criticism
IMT 409	Audio-Visual Translation
IMT 410	Translation of Texts on Economics

2.4. Instruments

The translation and interpretation-based Discourse Analysis has been used as the source of the study. The instrument used for testing was a survey prepared specifically for this purpose, and questionnaires were prepared to evaluate the contribution of discourse analysis to the other 3rd and 4th year courses.

The instruments were designed by Assistant Professor Dr.İsmail Erton, Atılım University, focusing on the students’ perceptions and, therefore, related with the skills to be mastered upon the completion of the courses. Dr. Erton has been teaching discourse analysis in relation with translation and interpretation studies for the past seven years.

Each questionnaire contains the same ten skills rated on a 5-point Likert Scale.

5. very useful
4. useful
3. useful from time to time
2. not useful
1. not useful at all

Rated were the following 10 skills, which were deemed necessary -even compulsory- for translation and interpretation student training at the department of translation and interpretation. The skills are strongly emphasized in the course syllabi of almost all translation and interpretation courses, and are discussed either at the beginning of academic years or throughout different semesters later. These skills are listed as follows:

1. Describing how discourse interacts with grammar, and evaluating how relevant this interaction is to the linguistic theory.
2. Applying reading skills, such as skimming and scanning, during the translation process.
3. Solving discourse problems while translating.
4. Making clear the relationships of subordinate arguments to main arguments for translation.
5. Identifying language functions, such as representing, expressing, and appealing, for translation.
6. Evaluating the function of the clue, utterance, or the evidence in a text or speech for accuracy, reliability, relevance, and sufficiency for translation.

7. Examining and interpreting ways in which intentions shape discourse.
8. Identifying different text types for the process of translation.
9. Critically evaluating language use and the ways in which meanings are conveyed in discourse
10. Introducing the notion of subjectivity, and showing how authors manipulate the vantage point from which readers experience narrative.

2.5. Results of the Reliability Analysis

The statistics were evaluated with SPSS between 0 and 1. The consistency results for each grade appear in Table 3 and Table 4.

Table 3: Overall Reliability Results for the 3rd Year Courses

Courses	Cronbach's Alpha α	N of Items (skills)
Translation of Scientific & Literary Texts	,841	10
Literary Translation	,931	10
Media Translation	,863	10
Introduction to Interpreting	,881	10

Table 4: Overall Reliability Results for the 4th Year courses

Courses	Cronbach's Alpha α	N of Items (skills)
Translation of Legal Texts	,777	10
Translation Criticism	,880	10
Audio-Visual Translation	,887	10
Translation of Texts on Economics	,837	10

Considering the Cronbach's Alpha α for each course in either way, it is possible to say that the results are highly reliable.

3. FINDINGS

The analysis of data is undertaken in two sections. The results for the third and fourth years will be discussed in separate sections/charts. For each class, the first charts (table.2 and table.4) represents the percentage of the students who find discourse analysis relevant with what they do in their courses while the second chart represent how relevant each skill presented in the survey is for each course.

As mentioned earlier, each questionnaire contains 10 skills and are rated on a 5 point Likert Scale.

- A combination of 4 (very useful) and 5 (useful) in all charts would mean: '*highly appropriate/beneficial/applicable*' for translation studies.
- 3 (useful from time to time) would mean: '*partly appropriate/beneficial/applicable*' for translation studies.

- A combination of 1 (not useful at all) and 2 (not useful) in all charts would mean: '*not appropriate/beneficial/applicable*' for translation studies.

3.2. Results for 3rd year Students

Table 5. Percentage Results for the 3rd Year Students Illustrating the Contribution of Discourse Analysis to the Selected Courses.

Contribution for the following courses	Relevance Percentage for (4 + 5)	Relevance Percentage for (3)	Relevance Percentage for (1 + 2)
Translation of Scientific & Literary Texts	55.87	26.1	18.06
Literary Translation	64.15	18.05	17.8
Media Translation	73.18	16.35	10.47
Introduction to Interpreting	66.58	23.18	10.24

The scaling used in the survey:
 (5) very useful
 (4) useful
 (3) useful from time to time
 (2) not useful
 (1) not useful at all

Here, one can observe that the students seem to receive a degree of benefit from discourse analysis, especially in *Media Translation* and *Introduction to Interpreting* courses. For each course, about 70% of students find this highly relevant and 16-23% beneficial for translation studies. Though this percentage is about 55-65% in *Translation of Scientific and Literary Texts* and *Literary Translation* courses, in general, when the selected four courses are taken into account, only 10-18% of the students find linguistic theory and practices experienced in discourse analysis irrelevant for translation and interpretation education.

Table 6. Percentage Results for Each Skill for the 3rd Year Students Illustrating the Contribution of Discourse Analysis Course for the Selected Courses.

Contribution for the following courses	Scale	skill	skill	skill	skill	skill	skill	skill	skill	skill	skill
		1 -%	2 -%	3 -%	4 -%	5 -%	6 -%	7 -%	8 -%	9 -%	10 -%
Translation of Scientific & Literary Texts	4+5	51,2	58,5	68,3	56,1	70,7	73,2	78	56,1	80,5	73,2
	3	36,6	24,4	24,4	31,7	22	22	19,5	26,8	12,2	12,2
	1+2	12,2	17,1	7,3	12,2	7,3	4,9	2,4	17,1	7,3	14,6
Literary Translation	4+5	53,7	53,7	65,8	63,4	70,7	63,4	68,3	75,6	61	65,9
	3	36,6	14,6	19,5	12,2	9,8	22	14,6	12,2	19,5	19,5
	1+2	9,8	31,7	14,6	24,4	19,5	14,6	17	12,2	19,5	14,7
Media Translation	4+5	63,4	68,3	75,6	70,7	73,2	85,4	68,3	73,2	80,5	73,2
	3	17,1	17,1	14,6	22	12,2	9,8	29,3	19,5	7,3	14,6
	1+2	19,5	14,6	9,7	7,3	14,6	4,9	2,4	7,3	12,2	12,2
Introduction to Interpreting	4+5	43,9	58,5	61	51,2	58,6	65,8	53,7	65,9	53,7	46,4
	3	29,3	22	19,5	34,1	31,7	24,4	29,3	19,5	31,7	19,5
	1+2	26,8	19,5	19,6	14,6	9,8	9,8	17,1	14,6	14,6	34,2

When the percentage results for each skill (see 2.4) are taken into consideration, the following can be observed for each 3rd year course.

Translation of Scientific & Literary Texts:

The skills 3, 5, 6, 7, 9 and 10 seem to be highly relevant for students who took this course. This would mean that problem solving and identifying language functions - both from a structural and functional perspective- as well as critical language usage can be accepted as some of the fundamental skills achieved in discourse analysis, and that the students in this class benefit from them to a great extent. However, these skills were also found irrelevant at max. 17%.

Literary Translation:

The skills 3 and 8 were especially found highly appropriate by 75% of those who received this course. This shows that skills, namely solving problems while reading and identifying text types for the process of translation, are the two skills highly practiced in this course, implying that these particular functions of discourse analysis, as a branch of linguistics, can be transferable to literary studies as well.

Media Translation:

Almost all of the 10 skills practiced in discourse analysis were rated as highly appropriate for this course, possibly implying that the language of press, advertising, subtitling, and dubbing attaches much importance to structural accuracy, functional analysis of speech, solving comprehension problems, and examining and interpreting ways in which intentions shape discourse.

Introduction to Interpreting:

As the only interpretation course in the survey, it is surprising to see that about 60% of the students found all the skills highly applicable to this course. The other 25-30% also considered the 10 skills as relevant/applicable, with only about 10-15% rating them as inapplicable. The high applicability of the skills practiced in discourse analysis for the introduction to interpreting course shows that the curriculum of discourse analysis provides the students with the opportunity to achieve a wide range of skills and abilities necessary for interpretation.

3.3. Results for 4th Year Students

Table 7. Percentage Results for the 4th Year Students Illustrating the Contribution of Discourse Analysis to the Selected Courses.

Contribution for the following courses	Relevance Percentage for (4 + 5)	Relevance Percentage for (3)	Relevance Percentage for (1 + 2)
Translation of Legal Texts	60,32	22,66	17,02
Translation Criticism	73,35	18,66	7,98
Audio-Visual Translation	57,31	25,01	17,66
Translation of Texts on Economics	60,34	23,67	16,01

The scaling used in the survey:
 (5) very useful
 (4) useful
 (3) useful from time to time
 (2) not useful
 (1) not useful at all

When compared with the 3rd year students, the 4th year students seem to receive as much benefit from discourse analysis. The *Translation Criticism* course seems to be highly dependent on discourse theories and practices, while almost 90% of the students in total found discourse practices relevant for *Translation Criticism* course. On the other hand, *Translation of Legal Texts*, *Audio-Visual Translation*, and *Translation of Texts on Economics* courses seem to derive benefit from discourse analysis when percentages in Table 7 are taken into consideration.

Table 8. Percentage Results for Each Skill for the 4th Year Students Illustrating the Contribution of Discourse Analysis to the Selected Courses.

Contribution for the following courses	Scale	skill 1-%	skill 2-%	Skill 3-%	skill 4-%	skill 5-%	skill 6-%	skill 7-%	skill 8-%	skill 9-%	skill 10-%
Translation of Legal Texts	4+5	43,3	40	66,6	50	70	60	76,7	70	83,3	43,3
	3	30	33,3	20	33,3	20	20	13,3	20	6,7	30
	1+2	26,7	26,7	13,4	16,7	10	20	10	10	10	26,7
Translation Criticism	4+5	60	60	80	66,6	73,4	86,7	76,7	76,7	83,4	70
	3	30	23,3	16,7	26,7	23,3	10	23,3	10	3,3	20
	1+2	10	16,6	3,3	6,6	3,3	3,3	23,3	13,3	13,4	10
Audio-Visual Translation	4+5	46,6	46,6	70	46,7	60	66,6	60	56,6	70	50
	3	40	13,3	16,7	30	26,7	20	26,7	26,7	16,7	33,3
	1+2	13,3	40	13,4	23,3	13,3	13,3	13,3	16,7	13,3	16,7
Translation of Texts on Economics	4+5	46,6	53,4	60	50	73,4	70	66,7	66,7	66,6	50
	3	26,7	33,3	26,7	26,7	13,3	16,7	16,7	23,3	23,3	30
	1+2	26,6	13,3	13,4	23,4	13,4	13,3	16,7	10	10	20

The following results for the skills presented in 2.4 are obtained for each 4th -year course:

Translation of Legal Texts:

The skills 5, 7, 8, and 9 were considered as highly applicable to this course. Identifying language functions in legal texts, examining the intentions of the text producer, identifying text types, and evaluating critical language usage are considered as highly appropriate skills practiced in this course. This is while reading comprehension and problem-solving in discourse analysis were found irrelevant by about 27% of the respondents. Yet, it should be noted that about 70-80% of the discourse skills were found highly appropriate and beneficial for this course.

Translation Criticism:

Almost all of the 10 skills were rated highly appropriate and beneficial for this course by the students which may only be due to the fact that the curricula of both courses, discourse analysis and translation criticism, depend on critical thinking as well as the analysis of the functions of language either in written texts or spoken forms.

Audio-Visual Translation:

Audio-Visual translation seems to be the only course in which the students rated the 10 discourse skills to be about 60% highly relevant to this course. The skills were rated at 20-30% as relevant with 10-15% irrelevant. The 3rd and the 9th skills, solving discourse problems and critically evaluating language, seem to be the most significant skills achieved in discourse analysis and applied to Audio-Visual translation.

Translation of Texts on Economics:

The results for this course show similarity when compared with the other three 4th -year courses. Almost 90% of the skills were rated as highly beneficial and useful for this course. Significantly, the skills 5 and 6 related with the identification of language functions seem to be highly thought of by the students in the process of translation of texts on economics.

4. DISCUSSION and RESULTS

After the initial analysis of the figures, it is clear that there are certain conclusions to be derived from the observation herein.

Translation Studies as a discipline has developed separately from the linguistics and other related studies in recent years, but such an evolution does not imply the implicit and explicit contribution of the grounding of linguistics and language-discourse knowledge to the training of

translators. Initial training lies on the premise that this grounding is essential to the study of the discipline.

The results of the study clearly show two distinct notions:

Firstly, it is important that there is continuity in between the courses, and this has been recognized by the students of translation studies since they need to concentrate on the aim of the courses in addition to what they need to master or, rather, the skills that need to be internalized within those courses. This is crucial for harmony in the classroom, while also allowing the individuals to better internalise the skills, and needs to be further initiated by the trainer of the course. There is a necessity for the instructor to explain the objectives and clearly define the aims of the upcoming courses to follow. This appears to be achieved by the trainers of the translation and interpretation departments.

Secondly, as the statistics clearly indicate, the translation and interpretation-based discourse analysis course to a large extent helps students in better succeeding in their departmental courses. The 10 skills aimed to be achieved upon the completion of discourse analysis in the second year seem to be practised intensively in the selected 3rd and 4th year courses. The upshot of this can also be that discourse analysis, as a branch of linguistics embodying a combination of structural and functional practices in written and spoken form, provides students with the opportunity to critically analyse language functions for translation purposes. When the selected 8 courses for the 3rd and the 4th year as well as the availability of discourse skills for each course are re-examined together, the results indicate that about 60-70% of the skills have been found highly applicable, about 10-20% relevant, and only approximately 10-20% inappropriate.

To be brief, the outcome of this study is that using linguistics and discourse courses with particular formulations and aims towards advancing student skill levels contribute to a better understanding and achievement of translation and interpreting courses.

As far as the future works goes, additional studies need to be carried out in this field to determine if the same trend applies to courses for cultural studies, and whether the same results can be obtained. The present work may further serve as an example for these types of studies where other disciplines can be potentially utilised in order to further expand studies in translation and interpretation.

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Geniřletilmiř zet

niversitelerin Mtercim Tercmanlık eęitiminde belirli derslerin katkısı pek fazla vurgulanmaz. Bu dersler genellikle mfredatta teorik ve pratik ieriklerinin aęır olduęu bilinen dilbilim dersleridir. Bu derslerden bazıları; dilbilime giriř, dilbilim ve eviri, arařtırma teknikleri (dilbilim ve eviri odaklı), metin incelemeleri ve tm bu derslere pratik bir uygulama zemini hazırlayan sylem zmlemesidir. Mtercim Tercmanlık blmlerinde bilhassa ilk iki yıl ierisinde dilbilime giriř ve sylem zmlemesi dersinin teorik ierięin ok yoęun olmasından dolayı zerinde pek fazla durulmaz. Ancak, lisans eęitiminin son iki yılında dilbilim aęırlıklı derslerin yazılı ve szl eviride, doęruluk, netlik ve bařarıyı saęlamada ne denli nemli ve vazgeilmez olduęunu ve ilk iki yılda kendilerine sunulan dilbilim derslerinin eviriye olan katkılarını ęrenciler ok sonra anlayabilmektedir. İlk iki yılda ęrencilere sunulan bu derslerde gsterilen dřk performans veya alınan ortalama notlar, eęitimin son iki yılında verilen ve bilhassa pratik aęırlıklı eviri derslerinde ęrencilere sıkıntı yařatmakta ve bu husus gen evirmen adayları iin gerek akademi eęitimleri sresince gerekse mesleki hayatlarında sorun teřkil etmektedir.

Bu arařtırmada sunulan grř, niversitelerin Mtercim Tercmanlık blmlerinde eęitim ęretimin ilk iki yılında verilen dilbilim odaklı Sylem zmlemesi dersinin evirmenlik eęitimine birok aıdan (teorik ve pratik anlamda) byk yarar saęladıęı ve temel oluřturduęudur. alıřmanın amacı, sunulan bu grř mtercim-tercmanlık blm 3. ve 4. Sınıf ęrencilerine uygulanan 2 farklı anketle istatistiksel yntemlerle ispat etmektir. Ama, dilbilim odaklı iřlenen sylem zmlemesi dersinde ęrencilerin edinmesi beklenen 10 ortak becerinin, 3. Sınıfta alınan; bilimsel ve teknik metinler evirisi, edebi eviri, medya evirisi ve szl eviri derslerine ve 4. Sınıfta alınan; hukuk metinleri evirisi, eviri eleřtirisi, grsel-iřitsel eviri ve ekonomi metinleri evirisine olan katkılarının sayısal anlamda ortaya konması ve dolayısıyla dilbilim ve eviri eęitimi arasındaki iliřkinin belirlenmesidir.

Dilbilimde sylem zmlemesi alıřmalarının evirmenlik eęitiminde ne denli etkin olduęunu belirleyebilmek iin bir anket alıřması yapılmıřtır. Anket alıřması iin Hacettepe niversitesi Mtercim Tercmanlık Blmde 2011-2012 akademik yılında 3. Sınıfta okuyan 41 ve 4. sınıflarda okuyan 40 olmak zere toplam 81 ęrenci seilmiřtir. Anketlerin oluřturulmasında Hacettepe niversitesi Mtercim Tercmanlık blmnde ikinci yılda okutulan Sylem zmlemesi dersi, bu derste edinilmesi hedeflenen 10 beceri ve 3. ve 4. yılda okutulan 8 eviri dersi seilmiřtir. Bu dersler seilirken sylem zmlemesinden (dilbilimden) teorik ve pratik anlamda son iki yılda azami istifade edebilecek derslerin seilmesine zen gsterilmiřtir. Anketler akademik yıl sonunda daęıtılmıřtır. Bunun nedeni, ęrencilerin

dilbilim derslerinde edinmeleri beklenen ortak 10 ortak beceriyi çeviri dersleri ile bağdaştıracak yetiye ulaşabilmeleri için gerekli olan sürenin verilmesidir. Son olarak, dağıtılan anketler istatistiksel yöntemlerle değerlendirilmiş ve dilbilim derslerinin çeviri derslerine ve dolayısıyla mütercim-tercümanlık müfredatına olan katkısı sayısal olarak belirlenmesi yoluna gidilmiştir.

Bulgulara göre, 3. Sınıf öğrencilerine dağıtılan birinci ankette; bilimsel ve teknik metinler çevirisi için $\alpha=0.841$, edebi çeviri için $\alpha=0.931$, medya çevirisi için $\alpha=0.863$ ve sözlü çeviri $\alpha=0.881$ olarak bulunmuştur. 4. sınıf öğrencilerine dağıtılan ankette ise; hukuk metinleri çevirisi için, $\alpha=0.777$ çeviri eleştirisi için $\alpha=0.880$, görsel-işitsel çeviri için $\alpha=0.887$ ve ekonomi metinleri çevirisi için $\alpha=0.837$ olarak bulunmuştur. Bu sonuçlarla bağlantılı olarak 3. Sınıf öğrencileri söylem çözümlemesi dersinde kazanılması hedeflenen 10 becerinin müfredattaki 4 tane 3. sınıf çeviri dersi için uygulanabilirliğini yaklaşık %75-80 olarak belirlemişler sadece %15-20'lik bir kesim bu bağlantıyı çok anlamlı bulmadıklarını ifade etmişlerdir. 4. Sınıf öğrencileri söylem çözümlemesi dersinde kazanılması hedeflenen 10 becerinin müfredattaki 4 tane 4. sınıf çeviri dersi için uygulanabilirliğini ise yaklaşık %80-85 olarak belirlemişler, sadece %10-15'lik bir kesim bu bağlantıyı çok anlamlı bulmadıklarını ifade etmişlerdir. Yaklaşık %5'lik artış, dilbilim derslerinin ağırlığının 4. Sınıf öğrencileri tarafından yapılan pratiklere ve söylem çözümlemesi teorisinin daha fazla uygulanmasına bağlı olarak artış gösterebileceği şeklinde yorumlanmıştır.

Çalışmanın sonuçları göz önüne alındığında, üniversitelerin mütercim tercümanlık bölümlerinde ilk iki yılda sunulan dilbilim odaklı derslerin ve bilhassa çalışmaya konu olan ve dilbilim derslerinde kazanılan becerilerin bir tekrar ve uygulama alanı olan söylem çözümlemesi dersinin çevirmenlik eğitiminde önemli bir rol oynadığını ortaya koymaktadır. 3. Ve 4. sınıflara dağıtılan her iki ankette öğrencilerin yaklaşık %85'i 'dilbilim öğrenmenin' anabilim dalı dersleri üzerinde önemli katkı ve etkilerinin olduğunu belirtmişlerdir. Öğrencilerin sadece %10-15'lik bir bölümü dilbilim öğretimini çeviri için pek anlamlı bulmadıklarını belirtmişlerdir. Bu %10-15'lik dilimde bile öğrenciler dilbilim ve çeviri bağlantısını 'yok' veya 'anlamsız' olarak nitelendirmemişler, az da olsa bu bağın varlığını anket sonuçlarında doğrulamışlardır. İstatistiksel açıdan değerlendirilen sonuçlar göz önüne alındığında dilsel edinçin üniversitelerde çeviri eğitimi süresince geliştirilmesi kaynak metin türü ne olursa olsun, daha iyi bir anlama sağlamakta ve çeviride başarı ile sonuçlanmaktadır. Dolayısıyla denilebilir ki, dilbilim derslerinin ilk iki yılda müfredatta yer alması ve öğrenciye sunulması, her ne kadar bir avantaj olarak ortaya çıksa da, dilbilim odaklı derslerin sınıfta işlenmesi esnasında ders sorumlusu öğretim elemanı, dersin çeviri eğitimine olan katkısını yeri geldiğinde devamlı olarak öğrenciye hatırlatmalı ve öğrencilerin çeviriye bakış açılarını bilişsel düzeyde sürekli canlı tutmalıdır. Bu çalışmanın bir diğer aşaması, çeviri çalışmalarına katkısı olabilecek disiplinlerin tespit edilmesi, bu disiplinlere ait derslerin ve bu derslerde öğrencilerin edinmesi beklenen ortak becerilerin belirlenmesi ve çeviri çalışmalarına olan katkılarının ortaya konması olabilir.

Citation Information

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