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İSTANBUL YENİ YÜZYIL UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

ENGLISH LANGUAGE AND LITERATURE PROGRAMME



**THE ROLE OF THE ENGLISH LITERATURE COURSES IN THE CURRICULA OF
APPLIED ENGLISH TRANSLATION PROGRAMS IN VOCATIONAL SCHOOLS
IN TURKEY
MA THESIS**

Tuba KILIÇKAYA

19131306938

İSTANBUL, MAY 2022

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- I have not made any changes to the data used,
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19 / 06 / 2022

Tuba KILIÇKAYA

PREFACE

I would like to thank my family, who always supported me in this thesis period, as they did in every period of my life, and gave me strength with their presence, and to my son, whom I call my breath, for their patience while I was writing this thesis, which coincided with a very difficult period like the pandemic, I would like to express my special thanks to my supervisor Dr Başak ERGİL, who guided me with the interest of a friend rather than a consultant. I would also like to thank the esteemed jury members, Prof Dr C. Günseli İŞÇİ, Dr Sultan KOMUT BAKINÇ, Dr Sevilay YAVUZ ÇEŞMECİ, Dr Gözde SERTESER BAŞTUĞ who supported me academically by taking part in my thesis jury.

İSTANBUL, 2022

Tuba KILIÇKAYA

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LIST OF ABBREVIATIONS

DGS	: Vertical Transfer Exam (Dikey Geçiř Sınavı)
ÖSYM	: Student Selection and Placement Center (Öğrenci Seçme Yerleřtirme Merkezi)
YÖK	: Council of Higher Education (Yüksek Öğretim Kurumu)
YDT	: The Foreign Language Knowledge Level Determination Exam (Yabancı Dil Testi)
TYT	: Basic Proficiency Test (Temel Yeterlilik Testi)
YKS	: Higher Education Institutions Exam (Yükseköğretim Kurumları Sınavı)
etc.	: et cetera
N/A	: Not Available
DoTIE	: Department of Translation and Interpreting in English
DoTIG	: Department of Translation and Interpreting in German
DoTIF	: Department of Translation and Interpreting in French
DoTIEF	: Department of Translation and Interpreting in English and French
DoTIGE	: Department of Translation and Interpreting in German and English
FS&L	: Faculty of Science and Letters
Sfl	: The School of Foreign Languages
FoL	: Faculty of Letters
Dhss	: Department of Humanities and Social Sciences
Fhss	: Faculty of Humanities and Social Sciences
Iss	: Institute of Social Sciences
DoTIR	: Department of Translation and Interpreting in Russian
C	: Compulsory
E	: Elective

ÖZET

TÜRKİYE’DE MESLEK YÜKSEKOKULLARINDAKİ UYGULAMALI İNGİLİZCE ÇEVİRMEMLİK PROGRAMLARININ MÜFREDATLARINDA İNGİLİZ EDEBİYATI DERSİNİN ROLÜ

Türkiye’de dört yıllık programların yanı sıra öğrencilere önlisans diploması veren iki yıllık Uygulamalı İngilizce Çevirmelik Programları da bulunmaktadır. Bu çalışma bu programlardaki İngiliz Edebiyatı dersinin yerini, önemini ve işlevini incelemektedir. Gerek dil, gerek kültür edinci sağlayan ve okuma anlama becerilerini ileri düzeyde geliştiren bu dersin farklı üniversitelerin farklı önlisans programlarında ne şekilde yer aldığı incelenmiştir. Sonuç olarak bu çalışmada, öğrencilerin kültür, dil, eleştirel okuma ve eleştirel düşünme edinçlerini geliştirdiği ve bu edinçlerin tümünün çeviri edincinin de birer ön koşulu olduğu için İngiliz Edebiyatı dersinin ön lisans çeviri programlarının müfredatlarında bulunması gerektiği bulgulanmıştır. Ayrıca çalışma Türkiye’deki önlisans çeviri programlarının amaçları, program çıktıları, müfredatları, İngiliz Edebiyatı derslerinin ders içerikleri incelenerek elde edilen veriler sonucunda gerçekleştirilmiştir.

Tuba KILIÇKAYA, 2022

Anahtar Kelimeler: Çeviri eğitimi, İngiliz edebiyatı dersi, Müfredat, Uygulamalı İngilizce Çevirmelik, Çeviri edinci.

ABSTRACT

THE ROLE OF THE ENGLISH LITERATURE COURSES IN THE CURRICULA OF APPLIED ENGLISH TRANSLATION PROGRAMS IN VOCATIONAL SCHOOLS IN TURKEY

In addition to the four-year programmes in Turkey, there are also two-year Applied English Translation Programmes, which give students associate degree diplomas. This study examines the place, importance and function of English Literature course in these programmes. It has been examined how this course, which provides both language and cultural competence and develops reading comprehension skills at an advanced level, is included in different associate degree programmes of different universities. As a result, in this study, it is found that the English Literature course should be included in the curriculum of the associate degree translation programmes, because it develops the students' cultural, linguistic, critical reading and critical thinking competences and each of these competences are prerequisites for translation competence. In addition, the study is carried out as a result of the data obtained by examining the aims, program outcomes, curricula, and course contents of English Literature courses of associate degree translation programmes in Turkey.

Tuba KILIÇKAYA, 2022

Keywords: Applied English Translation, Curriculum, English literature course, Translation education, Translation competence.

INTRODUCTION

The history of translation dates back centuries and is a means of communication between societies and cultures for thousands of years. However, the inclusion of translation¹ in the education system is very new. Departments providing translation education have been and are being established in many universities in many provinces in Turkey because there is a need for employees, at various levels of the production and service sector, who can speak a foreign language, with advanced reading, writing, and speaking skills as well as translating. In order to meet this need, programmes that provide academic translation education at the associate degree level by the name Applied English Translation, which was initially named Applied English and Translation, are opened.

The Applied English Translation programme, which is one of the most preferred programmes among associate degree programmes, offers its graduates a wide range of work, as well as the opportunity to provide professionals in other fields with English translation.

The Applied English and Translation programme is an associate degree programme consisting of two years of education given after the successful completion of a one-year English preparatory programme. It aims to provide the ability to make translation and interpretation between English and Turkish languages in many different fields and to provide both written and oral communication competence in English.

Becoming more popular every year, this programme offers its graduates to work at ministries, especially at the Ministry of Foreign Affairs, the Ministry of Culture, public institutions such as TRT, publishing firms and periodicals as well as movie studios and worldwide organizations,, import and export companies, tourism

¹ I used the words education and training mostly as interchangeable, and the reason why I use the expression translation education is that translation education also includes theoretical knowledge, and the reason why I use the term training when mentioning a translator is to express the applied education received by the student.

agencies, touristic institutions, medical institutions, law offices, and translation offices. Graduates can also open their own translation offices.

Applied English Translation Programmes aim to provide their students with required competences through a two-year translation education, after a one-year preparatory school, by which students reach the European Language Portfolio B2 General Level (A2 in some vocational schools) and gain foreign language competence. In addition to all these, the graduates of the programme have the right to transfer to the English Language and Literature undergraduate programme with the Vertical Transfer Exam (in Turkish Dikey Geçiş Sınavı, DGS).

In this study, the place of the English Literature course in the Applied English translation programme is questioned in terms of giving students the competences of culture, critical reading, and critical thinking. In the context of this research, in which universities the English Literature course is given at Applied English Translation; the purpose of the course, and whether the course outcomes are suitable for gaining these aforesaid competences have been questioned.

In the first part of the research, what academic translation education is, and what four basic competences are to be gained in academic translation education are emphasized. The literature on the subject is researched and the views of theorists on the four basic competences of academic translation education are included. After mentioning the goals and outputs of academic translation education, cultural competence and critical reading competence in translation education are discussed.

Examining the importance of the literature course, and especially the English literature course in translation education, in the second chapter, a literature review is made with taking into consideration issues such as the definition of literature, the importance of translation in terms of intercultural interaction, the interaction between translation and literature, the importance of translation for world literature, and the role of the English literature course in translation departments.

In the third chapter, history the of translation studies in Turkey is studied. The undergraduate, MA, and PhD programmes that provide translation education in European languages in Turkey are listed chronologically. Then the undergraduate, MA, and PhD Programmes that provide translation education in non-European languages in Turkey are listed chronologically.

In the fourth chapter, Applied English Translation programmes in Turkey are discussed. Initially, the programme objectives and outputs from the course information packages on the websites of these programmes are examined; then, it is examined whether the English Literature course is included in the curricula of the programmes, and if it is, it is examined whether it is included in the programme for the purpose of gaining cultural, critical reading, and critical thinking competences.

In the conclusion part, a general evaluation is made. And accordingly, I decided that this course is essential for translation education programmes. Then I give suggestions for the Applied English Translation programmes. English literature course is also beneficial for those who will choose a profession related to literature and those who will transfer to English Language and Literature Programmes with the vertical transfer. It is also useful for those who are considering teaching English as it develops linguistic competence. This course is useful for those seeking a career in any language-related profession as it has a cultural background.

CHAPTER ONE

1. ACADEMIC TRANSLATION EDUCATION AND TRANSLATION COMPETENCE

After the progress of translation studies in recent years, with a paradigm shift from linguistic to cultural, translation studies began to progress and develop both theoretically and practically. In addition to these developments, with the globalization of the world, more translations have been made. With this increase in translation practice, translation education, translation programmes, and translation curricula began to be taken more and more seriously. Therefore, in this chapter, I will discuss both the concept of translation education and the concept of competence, which is one of its most basic points.

1.1. The Concept of Competence within the Scope of Academic Translation Education

With the advent of translation education in academic environments, there has been an increase in research in this area. How to train a translator, what the ways are to be followed in translation education, and what the goals and achievements are to be gained by the students in translator training have been major concerns. As Dorothy Kelly states, “students should acquire translation skills in line with the behavioural changes that are anticipated to gain students in translation education” (Kelly, 2005, p. 162). Widely accepted as a higher competence, translation competence includes some subordinate competences and these sub-competences differ among the researchers working on the subject (Wolfram Wilss, 1976, 120). After this guideline presentation, to base the theoretical structure of the research on stable foundations, it is necessary to consider in great depth the impact of the definition of competence and the approaches to translation competence.

In this respect, before explaining the concept of competence within the scope of academic translation education, first of all, the meaning of the word competence should be scrutinized and understood in its general sense, although, for the most part, there isn't a single definition that encompasses all of its uses. Franz Emanuel Weinert (2001, p.45-65) expresses the concept of competence as a “term used both scientifically and in everyday language”, and he also states that “it is used

also under various meanings such as ability, aptitude, capability, competence, effectiveness, and skill”.

In *the Dictionary of Merriam-Webster*, it is defined in two ways. In the first definition, it is defined as “the quality or state of being competent”, and in the second as “the sufficiency of means for the necessities and conveniences of life”. The first definition also has three sub-definitions as follows:

"a: the quality or state of having sufficient knowledge, judgment, skill, or strength (as for a particular duty or in particular respect)

b: law: legal authority, ability, or admissibility

c: the knowledge that enables a person to speak and understand a language ”.

So the concept of competence encompasses values of action, cognitive process, theoretical knowledge, and application knowledge. Applied linguistics, literature, psychology, human resources, and education all deal with the concept of competence in their own unique ways. Another extensive definition belongs to François Lasnier (2000, p.32), “A competence is a complex know-how to act resulting from integration, mobilization, and organization of a combination of capabilities and skills (which can be cognitive, affective, psycho-motor or social) and knowledge (declarative knowledge) used efficiently in situations with common characteristics”.

Due to the relatively new history of translation studies, some of the concepts are indefinite. Just like the course of translation education, translation competence is a concept that has not been agreed on and its boundaries have not been determined precisely. On the other hand, since the studies on translation competence are new, consensus on translation competence could not be fully achieved, but it is being studied. Since the act of translation was considered a linguistic transfer for a long time, translation studies was restricted in scope and it was thought that what was meant by translation competence was only language acquisition. However, the transformation in the standpoint of translation over time and the widespread use of academic translation education in universities have caused both the content and the quantity of the studies conducted for the translation provider to change. Changes in the paradigm of translation studies have led to the diversity and variability of the definitions and sub-competences related to translation competence.

Translation competence is a pivotal term in the domain of translation education, which aims to train translators. The concept of competence in translation studies is the subject of research and solution-generating from studies, especially within the framework of translation education and the translation market. In these studies, issues such as how the concept of competence can be reflected in the curriculum, which methods can be utilized during lessons, and how this concept functions in professional life are some of the issues that are handled.

Considering the main sources of the literature on translation education, the main problem is the subject of certain competences that a translator should have, and different aspects of the subject are emphasized. Concerning research on translation pedagogy, one of the most important issues that have been discussed is how translation education can improve the skills expressed in the concept of competence.

What is expected from a translator is to be able to translate texts with complex semantic, syntactic, and stylistic structures belonging to various fields of discourse. It is this type of competence that gives the translator the ability it's essential for a translator to have in order to deal with these issues. That's why Wilss underlines "the competence of translators in two languages in terms of knowledge of syntax, vocabulary, morphology, and style".

Jean Delisle (1980, p. 235), defines four major translation competences as "the linguistic, encyclopedic, comprehension, and re-expression competences" in his work on translation pedagogy. Both Wilss's and Delisle's bilingual competence mode changed with the demands of the market as well as social and political changes at the beginning of the 90s.

Hans G. Honig (1991) enounces that the cognition of the source is of major importance due to the fact that it impacts the translation function. For this reason, it is essential that the translator be fluent in both English and the target language, for his part (Honig 1991, p. 85). Saying "we have to teach students to develop self-confidence as translators through an awareness of their mental reality" (p. 87), Honig states that the transference ability is an innate competence and the translator's self-confidence must also be developed for the development of this competence. Honig notes that teachers and students ought to be acquainted with processes in the brain comprised in translation, with the purpose of forming theory and training translation.

There are three approaches to describe Roger T. Bell's (1991) translation competence model. The first approach is the ideal bilingual competence concept based on Noam Chomsky's competence recommendations for the "ideal speaker-listener". In his *Aspects of the Theory of Syntax* (1965, p.3) Chomsky describes competence as:

Linguistic theory is concerned with an ideal speaker-listener, in a completely homogeneous speech-communication, who knows its (the speech community's) language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of this language in actual performance.

The second approach is the translator expert system in which translation competence is described by generality emanated from the survey of the translator's performance. There are two basic components (Bell, 1991, p. 42) in this system. The first is a knowledge ground consisting of the acquaintance with the original and target languages. This includes syntax rules, lexicons, semantics, text generation procedures, text type knowledge, field mastery, and comparative familiarity of each of the aforesaid. The second one is a deduction agent that helps the deciphering of texts by reading and comprehending original texts and the encoding of texts by writing target texts.

Thirdly, the translator requires communicative competence in the culture of both languages. "Communicative competence" encompasses the use of both language cultures and the knowledge and ability to use the codes that govern information (Bell, 1991 p. 42).

Radegundis Stolze (cited in Marta Lesznyak, 2007, p. 167-194) emphasizes the role of linguistics in translation. She categorizes translation competence into two, "competence to comprehend" and "competence to communicate". In her view what are influential for comprehension and communication are translation strategies, professional experience, and metacognition. However, this approach is vague as it does not clarify transfer competence and it does not determine the essential talents or capabilities to have competence in translation.

The word "translation competency" is never used by Daniel Gile (1995, p. 20), instead, he uses the term "components of translation expertise": passive hegemony of

inactive standard languages; active dominance of dynamic common languages; adequate world knowledge; knowing how to translate.

Donald C. Kiraly (1995, p, 100-102) proposes “an integrated model of translator competence which is based on the psycholinguistic model of translation processes”. In this model, the source of information encloses long-term memory, source text inputs, external sources, the relatively uncontrolled workspace, and the relatively controlled workspace. Long-term memory contains world information, information on the source and target societies, and information on how to depict the implications of words, and how to represent the fluctuation of significance from one setting to another, information on the arrangement of the interior construction of words (morphology) and the manner by which words are assembled to frame expressions and sentences (punctuation) about the source and the target languages, and information on translation. What's implied by the information on translation are standards, learned methodologies, rules for self-appraisal, and the potential basis of mistakes and experience. While the translator is reading the text, the linguistic forms, words, expressions, sentences, and sentence groups are handled by the translator and are source text data that induce constructions or frames laid in long-term memory. Outer data are extra information that is not accessible from the source text data or the long-term memory as reference books, word references, equal texts, specialists in the field, and information bases. The uncontrolled work area is generally instinctive and subliminal, and the controlled work area, which includes procedures, is cognizant.

In this model of Kiraly, there's also the connatural workplace. This place is a restrained handling place and is likewise a piece of the translator's brain. In a translator's mind, information is taken from long-term memory, and then, joined with data from the source text and outer sources. The association between these two are the translation components and the translation issues.

So three main skills and knowledge resulting from this coalescent translator competence prototype are the information to perceive the situational factors associated with translation; linguistic and cultural information on the two languages; lastly; the capacity of controlled and unconstrained psycholinguistic cycles to make the target text with sufficiency (ibid.).

The authoritative translation model proposed by Allison Beeby (1996) proposes four competences, which are grammatical, sociolinguistic, discourse, and transfer, for a translator. Grammatical competence implies the information on linguistic standards, for example, word arrangement or sentence structure; sociolinguistic competence means to be able to know, understand and produce the suitable setting of utilization in two societies; discourse competence implies connection, consistency, and linguistic linkage to expedite understanding of texts, and the transfer competence implies utilizing correspondence strategies to make up for correspondence deterioration while transferring content from the source to the target language.

Amparo Hurtado Albir (1996, p. 34) offers “five sub-competences which are linguistic competence in two languages; extralinguistic competence; analysis and synthesis; translational competence; professional competence”. According to Albir (2007), these five sub-competences, which today constitute the premise of curricular formation, differentiate as subject-exclusive competences (special to a specific discipline) and conventional competences (those communal to all disciplines). The concept of translation competence is multi-componential, as Albir (2010) states and most models describing translation competence as the written translation have various components which concentrate on the sub-competences that characterize translation competence. Language knowledge; extra-linguistic knowledge; transfer competence; documentation skills; strategic competence are among these components.

Basil Hatim and Ian Mason (1997, p. 205) offer a model based on Lyle F. Bachman’s model of linguistic competence (1990). While Bachman’s model consists of three types of knowledge and skills including “organization competence, pragmatic competence, and sociolinguistic competence”, Hatim and Mason determine three phases of the translation process as “source text processing, transfer processing, and target text processing”. They determine different competences in each stage that interact during the translation process (1997, p. 205).

Stuart Campbell, (1998, p. 154) suggests a translational model has three competences which are “target language textual competence, disposition, and monitoring competence”. According to Campbell's model, translation competence

can be divided into separate components which can be used in the arrangement of curriculum and translation education, because there are differences in bilingual skills among students and therefore diverse levels of accomplishment in various components of translation competences are achievable.

Albrecht Neubert (2000, p. 6) offers five translational competences, which are: linguistic; textual; specific subject area; cultural; and transfer competence. He also suggests that the competences are “interrelated and that the overall competence is characterized by its complexity, heterogeneity, approximation, open-endedness, creativity, situationality, and historicity” (2000, p. 5). For Neubert, while language competence is an essential condition of translation, and mother tongue knowledge and skill have uttermost importance, this competence is underestimated by translation students, practitioners, and commissioners. Neubert expresses the use of language for special purposes such as syntactic and morphology as a part of language skills, and also knowledge of “the grammatical and lexical systems of the source and target languages are seen as the basic components of translation acquisition” (2000, p. 7). What Neubert meant by textual competence is language and textual knowledge are interrelated. He mentions that translators need discourse knowledge, text type knowledge, and usage knowledge specific to their features in addition to language features (2000, p. 8). On transfer competence he states that having knowledge about how to translate is not enough to be able to translate, the important thing is to be able to apply that language and textual knowledge and translate. On another competence, cultural competence Neubert says (2000, p. 10):

Thus translators cannot but mediate between the culture of the sender and that of the recipient. They are the culture specialists who combine in their mindset elements of both, at least with respect to their knowledge, not necessarily their integration, about what is strikingly, but also less visibly, contrastive (or identical) between source and target cultural patternings.

Transmitting expresses tactics and translation strategies for converting source text to target text. From this point, it can be argued that translation competence can never be completely obtained and that translators must constantly improve their knowledge and be creative. In addition, should focus on the continually changing circumstance of translation and adjust to these circumstances, otherwise, the desired results will not be achieved. Neubert's proposed factors may vary according to needs or competences and they are firmly connected to the translation cycle.

Other scholars addressing the multi-componential feature of translation are Christina Schäffner and Beverly Adab. In view of them, while examining translation competence and its sub-competences, the term competence is frequently connected to different ideas and characteristics thought about important for the assignment of translation, especially; “knowledge, skills, awareness, expertise”. The term competence thus functions as an umbrella term and summational for the general productivity capacity which appears to be so hard to characterize. It comprises various components or abilities to do certain (elaborate) things, which depend on knowledge. This knowledge about what to do is based on an assessment of several variables influencing the translation task, e.g. awareness of the communicative circumstance, of the purpose of the (translation) activity, of the communication associates, etc. (i.e. knowledge of objects, methods, and goal). The capacity to utilize and apply this knowledge is connected with awareness, which could also be called "conscious decision-making or transfer competence" (Schäffner & Adab, 2000), which points out that Schäffner & Adab also think that translation competence is a body competence, and it has various sub-competences.

PACTE (Process in the Acquisition of Translation Competence and Evaluation), a group that has been operating since 1997, working in areas such as translation competence, translation education, and new technologies in translation research, at the Universitat Autònoma de Barcelona in Spain has developed a model of translation competence through empirical-experimental research (PACTE, 2003). It aims to examine the accession of translation competence in written translation. The group aims to integrate the pedagogical standards for translation education in other words, "translation competence acquisition", and describe the qualification of a professional translator, called translation competence. PACTE studied translation using both qualitative and quantitative methods. The first qualitative method's source was the translation process and the second was about translation products. During the translation process, data were collected from the mental processes and studies included in translation to analyze the skills and competences that are necessary for translation. In the quantitative method translated texts were gathered and analyzed. This group's model distinguished competence, which is the underlying knowledge system, and performance which is the act of translation. As a result, they deduce that

“translation competence and bilingual competence are qualitatively distinct and bilingual competence is only one of the several components that constitute translation”.

PACTE also defines six subcomponents of translation competence as; “communicative competence in the two languages; bilingual sub-competence; extra-linguistic sub-competence; professional instrumental sub-competence; psycho-physiological sub-competence; strategic sub-competence and knowledge about translation sub-competence” (PACTE, 2003, p. 52). According to PACTE bilingual sub-competence includes the knowledge of pragmatic knowledge, sociolinguistic knowledge, textual knowledge, and grammatical-lexical knowledge, and while communicating in two languages one needs all of them.

Understanding both the source culture and the target culture, having encyclopedic familiarity, and having subject knowledge are the components that make up extra-linguistic sub-competence. These components represent the general culture and knowledge that are associated with the area of expertise. Knowledge of translation sub-competence, also known as transfer competence, primarily relates to profession of translation, such as translation types, required processes, methods, procedures, and problems. Additionally, knowledge of the translation market, such as clients, briefs, audiences, etc., is also included in this area of expertise.

Professionality in instrumental sub-competence is about the use of communication technologies and documentation sources, like dictionaries, encyclopedias, books on style, parallel texts, electronic gadgets, search engines, and the like are some of the tools that are used throughout the translation process.

Strategic sub-competence establishes the relations among other competences during the translation process, assuring the effectiveness of the translation process.

Psycho-physiological components include separate sorts of cognitive and behavioural elements and psychomotor mechanisms such as memory, comprehension, attention, emotion, intellectual inquisitiveness, constancy, criticism, self-confidence, motivation, ingenuity, analytical reasoning, analysis, synthesis, etc. The creativity and logical reasoning required to produce functional and occupied equivalents in the translation process are achieved through psycho-physiological competence and deal with issues such as style and consistency to enable them. It is a

vital part of all masterful command. A comparable interaction between the components is developed, but this one is distinct in that the components may be arranged in a hierarchical structure. According to PACTE, transfer and strategic competences are superior to the others.

Anthony Pym, in contrast to the multi-componential feature of translation, defines two skills; “the ability to generate a series of more than one viable target text for a pertinent source text, and the ability to select only one viable target text from this series, quickly and with justified confidence” (Pym, 2003, p.489). Pym classifies translation competence in regards to “the ability to produce more than one valid term for the source text to be translated and the ability to quickly select only one valid translation term among them” (ibid.). For this reason, Pym suggests that the skills of producing terms for the source text and choosing the most appropriate one of them as quickly as possible are translation-specific and that this is more specific to translation competence than other competences. In addition, Pym argues that the shortest description of translation competence separates the core of translation from competences such as linguistic competence and commercial competences. Although this definition of Pym reveals the basis of translation competence, this competence model is not suitable for curriculum design, translation evaluation tools, and psycholinguistic research designs, as this characterization does not note what requires to be generated, assessed, or researched exactly.

Dorothy Kelly (2005) offers the seven translational competences areas for translation curricular design. The first competence is about being competent communicatively and textually in at least two languages and cultures. This involves the use of both dynamic and inactive abilities in the two languages, as well as an understanding of textuality and discourse in both cultures. The second one is “cultural and intercultural competence”. Here culture implies “values, myths, perceptions, beliefs, behaviors, and representations of these in texts” (Kelly, 2005, p.32). Attention to communication between cultures is also included here. The third one is subject area competence, which comprises all kinds of documentary resources, and terminological research. Using professional and traditional IT tools for these purposes are all included in Kelly's fourth competence called professional and instrumental competence. The fifth element of Kelly's translation competence model

is “attitudinal or psycho-physiological competence which includes self-concept, self-confidence, attention/concentration, memory, initiative” (Kelly, 2005, p.33). “Interpersonal competence, which means the ability to work with other professionals involved in the translation process”, is the sixth; and strategic competence, which means organizational and planning skills, is the seventh competence (ibid.).

Another organization that carries out studies on the functioning of translation education and, accordingly, to determine the translation competence is the European Master's in Translation, EMT (“European Commission”, n.d.). The purpose of the EMT, which was established by the EU Directorate-General for Translation in April 2007, is to offer proposals for establishing a common framework to ensure standards in the universities that provide translation education at the master's level in the European Union member countries; to strengthen the communication between translation institutions and the mobility of exchange among students who receive translation education. Aiming to contribute to the training of qualified translators by conducting translation education in a quality manner, EMT has also carried out studies to determine the working conditions of translators.

Developing a translation competence model for all these, EMT defines “translation competence as the combination of the knowledge, skills, expertise, and attitude needed to fulfill any assigned task under certain conditions” (“European Commission”, n.d.). In line with this definition, EMT claims that there are six translation competences that students should have. The mentioned competences are translation service competence, language competence, intercultural communication competence, knowledge researching competence, subject competence, and technology competence. Expressing that the determined six competences are interdependent and complement each other, EMT emphasizes that it feeds on all other competences by placing the ability to provide translation services at the center (“European Commission”, n.d.).

The need to redefine the translation competences determined by EMT in 2009 has emerged over time. In this context, in the light of sub-skills, a framework has been drawn in parallel with the needs of the age. Within the scope of this framework, competences in the fields of language and culture, translation, technology, individual

and interpersonal, translation service providers have been determined. According to this;

- Language and cultural competence involves intercultural and understanding of socio-linguistic and communication abilities,
- Translation competence comprises strategic, methodological, and specialist skills,
- Tools and programme skills are within the scope of technology acquisition,
- All kinds of social skills for working and adapting are within the scope of individual and interpersonal competence,
- Translation service includes skills related to project management, providing quality assurance, and determining customer demands.

Another project, in which the research about translation competence is conducted institutionally, is the Trans Comp project. This long-term study conducted within the University of Graz in Austria in 2007, headed by Susanne Göpferich, is set out with the aim of revealing how translation competence developed. Within the scope of the project, which is intended to contribute to both translation education and the process of improving the translation curriculum, twelve students and ten expert translators who were studying translation were observed for three years to obtain empirical data. As a result of the extensive work, carried out by Susanne Göpferich, six translation sub-competences in this model are found, which are; “communicative competence in at least two languages, field competence, tools, and research competence, competence to activate translation routine, psychomotor competence, and strategic competence” (Göpferich, 2009, p.20).

The concept of translation competence, which has come to the fore in translation education research, has been outlined in the last thirty years by different people. In parallel with the aim of training qualified translators for the translation sector, the effort to increase the quality of translation education required the concept of competence to be constantly updated. When checking the scope of the studies and the definitions that are tried to be developed for translation competence in chronological order, the competence approach, which was more language-focused at first, brought different competence concepts as the years progressed and life conditions and needs changed, and it led to the formation of higher competence and sub-competences concepts. Based on the translation competence definitions

summarized above, it becomes concrete that the basic elements included in the translation process are effective in gaining translation competence. By the studies mentioned above, the translator's being competent covers the concepts of competence, ability, and skill is divided into different layers within itself and continues to develop and expand. The concept of translational competence has been tried to be explained with a descriptive tendency rather than theorizing. As quoted above from Pym, the perspectives of candidates studying in the field of translation should be changed to focus on meeting the needs of the period instead of the established perception. Source and target language dominance in the translation sector is not the main reason for preference as before. Nowadays, the translator goes beyond just language proficiency in line with the employer's wishes; cultural, sociological, ideological, economic, cognitive, technological, and so on. The translator has to be a person who can also manage the elements.

In line with the subject and purpose of this thesis, cultural, linguistic, critical reading, and critical thinking competences will be emphasized because the main concern in this study is the English Literature course in academic translation education.

1.2 Academic Translation Education

1.2.1. Aims and Objectives of Academic Translation Education

Research on translation activity, which is as old as human history, started in the second half of the twentieth century and translation studies has gained unique concepts and has formed its own identity. After a period when the translation was evaluated with a structuralist perspective within the framework of linguistics, translation moved away from being source-oriented to being target-oriented by the contemporary translation theories. According to functional theories, translation is defined as a type of action and in this type of action, the translator must have the “necessary background knowledge required for translation competence” (Reiss & Vermeer, 1984; 2013). The multi-layered and systematically interpreted translation act has been evaluated with the dimensions of function, purpose, textual transfer, and mental process, and is fully interacting with fields such as linguistics, semiotics, hermeneutics, and cultural studies.

With academic translation education, which started in Turkey and around the world on almost the same dates, it is aimed to provide students with translation competences, which are seen as a whole, consisting of sub-competences in all these fields. Translation education was separated from linguistics and literature as an academic discipline after James Holmes' article titled "The Name And Nature of Translation Studies" in 1972. Following the formation of translation studies as an independent discipline, translation studies departments started to be opened in various universities in Europe, and the European Society for Translation Studies (EST) is established in 1992 (Snell-Hornby& Jurgen, 2013:47). Translation departments were first established in Boğaziçi and Hacettepe Universities in 1983-1984 in Turkey ("Hacettepe University", n.d.). Although it is the subject of many kinds of research at the academic level on how translation education and translator training should be, the fact that translation cannot be taught merely by translating is a point of consensus as Hönlig says, "translation cannot be learned by translating" (1992, p. 69). Translation education aims to train qualified translators. The translator needs good translation education to successfully overcome the translation process for gaining expertise in the subject area and having a higher perspective on the translation process and internalizing the theoretical background that accompanies translation competence.

When it comes to translation education, generally it is aimed to have students gain cultural competence, text competence, language competence, critical reading skills, and critical thinking skills. As Margret Ammann stated, the two skills that must be gained with translation education are cultural competence and textual competence, and it is aimed to deepen and develop these two competences in most academic translation education programmes (2008, p. 67). The first of these two competences mentioned above is important because the culture in which one lives directs one's perceptions, and a person perceives a foreign culture from the perspective of one's own culture and often unconsciously evaluates the facts differently from the evaluation in a foreign culture (Ammann, 2008, p. 69). The second competence Ammann mentions is textual competence which involves the ability of a translator to receive and produce texts both in a foreign culture and in the translator's culture (Ammann: 2008, p. 78). Textual competence is important because

texts are produced in different ways in different cultures and the translator should do it with the awareness of this.

Another scholar who discusses the issue that translation education requires cultural, textual, and language competences is Donald C. Kiraly, an American linguist specializing in foreign language teaching and translator training, who says, “teaching emphasizes the acquisition of interlingual, intercultural and intertextual associations” (Kiraly, 1995, p. 110-112).

Another element of academic translation education is curriculum design. An association between planning curriculum with respect to competences and academic education is a must at all levels of translation education and education - including programmes at vocational schools-, which is described by Jeffrey Docking as, “an element of competency has meaning independent of context and time. It is the building block for competency specifications for education, training, assessment, qualifications, tasks, and jobs” (Docking, 1994, p. 11).

If the curriculum of an institution that provides academic translation education is created under the guidance of translation competences, the translation skills that must be acquired by students in vocational schools that try to fit translation education into only four academic semesters are cultural competence, text competence, linguistic competence, critical reading, and critical thinking skills. Although linguistic competence is an essential part of translation education, cultural competence, textual competence, critical reading and thinking skills are at least as important as linguistic competence.

1.2.2. Cultural Competence, Linguistic Competence in Academic Translation Education

Linguistic competence is already a known topic, but when a cultural transformation occurred in the humanities during the latter half of the '80s and the initial '90s, which also appeared in translation studies, and as a result, the concept of culture took its place as one of the most important issues in the process and education of translation. Since translation is taken as a complex transaction between languages and cultures in which the concept of communication is of foremost importance in the last decades, and as the translator has become to be regarded as a mediator between

cultures, two of the most significant theoretical breakthroughs in translation theory: the transition from source-oriented theories to target texts and the integration of cultural elements in translation education models. The cultural turn did not occur just in translation studies, but also in the humanities usually at the end of the 1980s and beginning of the 1990s, and has changed the form of many traditional agents. As a consequence, defining culture is important to state how it is perceived and can be taught accordingly since translators' task is to understand others.

The word culture comes from the Latin *cultus*, 'cultivation', and there is a metaphorical link between the two meanings of the word, as David Katan states (2004:24). Seeds absorb elements from the land, and the ecosystem, to which they belong for their development. Likewise, the human being is influenced by the elements of the community to which a person belongs. Culture is the general notion regarding the learning of a mother tongue, behavior, values, and belief internally, naturally, and unconsciously through watching and hearing rather than being formally learned. Conformable and interrelated beliefs, values, the way of doing things, behaviors, and thoughts are bricks of a culture.

Among the hundreds of explanations of culture, which is the focus of all social sciences, the definition was given by Gail Robinson (1988, p. 7-13), who classified several definitions in two as "external and internal". External culture is about behavior that manifests itself in "language, gestures, customs/habits, and literature, folklore, art, music, artifacts products of it. Internal culture includes ideas, beliefs, values".

According to Gail Robinson, each of the definitions can be handled in terms of various approaches, each of which influences the pedagogy style and scope of a lecture on culture. These approaches are the behaviorist approach, functionalist approach, cognitive approach, and dynamic approach. The behaviorist approach concentrates on separate behaviors or sets of behaviors, which are transferred and can be attended. Namely, this approach concerns selected information on the actions and inactions of individuals. The functionalist approach looks at the reasons behind the behavior. Trying to explain the way that the brain works in linking a particular cause and a particular effect, the cognitive approach concentrates on relating and interpreting the things that are in people's minds and their models for perceiving

them. The dynamic approach is centered on the active interaction of inner norms and exterior agencies, and from this point of view, since culture is not stagnant, change is feasible not solely individually, but within the whole society (1988, p. 7-13).

Ethnocentrism is another approach to culture, which is “the belief that the worldview of one’s own culture is central to all reality” as Milton J. Bennett stated (Bennett, 1993, p. 30). This approach, which defends that the culture of people is superior to other cultures and therefore they feel disdain or negative feelings towards other cultures, adopts the view that people focus on other cultures rather than seeing the boundaries of their own culture because they are attached to their own culture. It is evident that cultural awareness is one of the focal points in translation education, for the fact that culture is a factor that strongly influences people's thoughts, behaviors, and even their spiritual world, and both translation and translator are so heavily surrounded by all the cultural values of the society in which they belong to. For this very reason, Hans Hönl said that translation education is beyond vocational education and enables students to see the basic connections between society, language, and thought and to gain ideas about them (1992, p. 33). The main means of translation is language, “which is the heart within the body of culture and cannot be separated from the culture in which it is deeply embedded” as William Halse Rivers Rivers argued (1981, p. 315). Transforming a language to another language necessitates cultural transformation also.

Eugene Nida, one of the leading names in translation and linguistics, states in his works that “the translator first analyses the message of the source language into its simplest and structurally clearest forms, transfers it at this level, and then restructures it to the level in the receptor language which is most appropriate for the audience which he intends to reach,” (Nida, 1969, p. 484). So a translation student who is aware that a text one translates bears the traces of the author's own culture should be aware that he/she translated this text for readers of different cultures. Therefore, the formation of cultural awareness is a prerequisite for translation competence. It is important to create cultural awareness in education to meet on the common ground because, as Maria Gonzalez Davies says, “bridges can surely be built to share common ground while respecting local and individual differences” (Davies, 2004, p. 3).

Barry Tomalin and Susan Stempleski use the term cultural awareness to describe “sensitivity to the impact of culturally-induced behavior on language use and communication” (1993, p.5). From their point of view, cultural awareness is “awareness of one’s culturally-induced behavior; awareness of the culturally-induced behavior of others; and an ability to explain one’s cultural standpoint” (Tomalin & Stempleski, 1993, p.5). The perception of the cultural components in two different languages in the translation is extremely important for the translator.

1.2.3. Critical Reading and Critical Thinking Competence in Academic Translation Education

In translation training, students need to acquire critical reading and critical thinking skills to make the complexity of cultural experience accessible to translator candidates and associate the signs they see in the source text with the general meaning of the culture they belong to.

Also, the translator's ability to make a text that is analyzed through not only the behaviour, but also the context to the outside observer is again achieved through gaining the translator candidates the skills of critical reading and critical thinking, and by incorporating literature into the curriculum in translation education.

Although the term critical thinking is widely used in education, it is difficult to give an exact definition, but it can be described as recognizing signs and their relationships, using general codes to decode them, evaluating the exactness of a statement, and synthesizing ideas. Overall, the current findings have shown that culture has a significant impact on students' critical thinking practice.

Michelle Commeyras views critical thinking involving reasoning as “the process the reader uses to determine which interpretations are consistent with textual evidence and background knowledge”, saying, “the claim that critical thinking is closely related to reading comprehension is similar to the view that reasoning is an integral part of reading” (1990, p. 201). This textual evidence and background information are very closely linked to cultural competence.

Critical reading means careful, active, reflective, and analytical reading. It is the “ability to discover information and ideas in a text” (Daniel Kurland, 2000). A translator who does not know the target culture well will also fail to read critically, or

rather, cannot make sense of what he reads. He/she also fails to translate what he cannot understand correctly.

According to Catherine Wallace (2003), a critical reader creates associations between context and one's own individual wisdom to conclude the meaning of the word, just as a translator does and should, one can bridge the gap between context and vocabulary by focusing on deciphering the meaning through integrating words with the text. However, a translator with poor cultural competence would fail to make out the meanings of words, and as such, the translation would be insufficient. That is why, there is a link between critical reading and cultural competence. In her book *Critical Reading in Language Education* (2003) she claims that "critical reading is influenced by critical discourse analysis which has its genesis in critical linguistics which, is concerned to theorize language as social practice".

Wallace explains the main differences between conventional reading and critical reading, which is a must-have skill and a practice that should be included in the curriculum of foreign language or translation studies classes (2003, p.42). The reader analyzes the use of words and expressions, as critical reading applies criticism of the reason, sentiments, or ideological suppositions concealed behind the text's discussions. One of the conclusions reached while reading critically about the target culture is why a text is written in that way. Both language learners and native speakers can conduct critical reading on original and translated texts. Language learners can also achieve critical reading as well as native speakers and "not being invited to collude in a text's ideological positioning, L2 readers are arguably in a stronger position both to perceive and to resist it" (2003: p.42). In critical reading, the reader gains awareness of cultural differences as well as the necessity of questioning the way language is used and how language has changed historically and socially.

In today's world, in which communication is extremely fast and the world has turned into a giant village, translation is considered as communication between not only languages but also between cultures, and this view has an effect on the preparation of curricula of contemporary translation studies. In this context, the question of how reading should be dissimilar from any conventional reading in order

to analyze and decode the source text, which is the initial and foremost stage of the translation procedure.

When it is accepted that a text gains meaning and attains certain objectivity according to the purpose of reading and the position of the reader, it reveals the problem that faithful translations to the source text can sometimes have different effects in the target language than in the source language, and even lead to misunderstanding. Precisely for this reason, translation is not just a linguistic transmission, plus the whole communicative process must be considered.

The translator should be able to recognize the natural conditions and problems of the phenomenon of translation and see the difficulties one will encounter. In this way, one's work is carried out in accordance with its purpose and can show an appropriate approach to them. The way to this is through analyzing and judging the text before starting the translation, that is, the meaning of the text as a whole and what the translation will aim at must be determined. If the text is not analyzed for translation purposes, it does not adapt to the communication environment in which it will be included in the target text.

Reading a text for translation purposes is an indication of a conscious attitude that distinguishes the translator from any reader, and the reason why it comes before the translation process is that it enables some decisions that can guide the whole process to be made before going into details. One of the main targets of translation education should be to teach the translator candidate the correct method of reading the text for translation purposes as a skill. The primary objective of giving education on translation in an academy is to allow students to look at translation as a whole with regard to the text and its position in the target communication environment. A translator's critical reading of a target text is associated with altering social circumstances and cognitive performances of the writing while writing texts, and the reader's understanding, responding, and analyzing them.

In the first chapter, it is seen that the field of translation education has developed with the development of translation studies, and the concept of competence has diversified in the field of translation education. The concepts of cultural competence, critical thinking competence, critical reading competence, and linguistic competence interest us most in here. These have evolved over time. So far

I have tried to explain these four concepts of competence. In the next section, I will look at the reading of literature.



CHAPTER TWO

2. THE ROLE OF LITERATURE AND ENGLISH LITERATURE COURSES IN ACADEMIC TRANSLATION EDUCATION

Literature is related to cultural competence, critical reading competence, critical thinking competence, and language competence, so our main topic, literature, especially English Literature, offers a lot of benefits in developing these four competences. In order to deal with the implementation of the literature course in Applied English Translation programmes in Turkey, I first look at the importance of the literature course in this chapter.

2.1. Literature and Culture

Although there are various definitions of what literature is, there is not an exact one. Lindsay Clandfield defines literature as “stories, poems, and plays especially those that are considered to have value as art and not just entertainment” (Clandfield, 2003). For Brian Parkinson and H. Reid Thomas “literature is creative and imaginative written or verbal production that fulfills certain socially and culturally approved functions” (Parkinson & Thomas, 2000). Bachrudin Mustafa gives varieties of examples as literary products and says that “the written productions of literature are short stories, novels, poems, dramas, the pictorial-graphical representations are caricatures, drawings, calligraphies where the audio-visual of literature examples are those presented on TV and Video and those packaged through sound arrangements” (Mustafa, 1994, p.52).

Literature makes students reveal their emotional reactions and personal views easily by being participated in the lessons as a whole person, as Iris Murdoch said on this subject that “literature could be said to be a sort of disciplined technique for arousing certain emotions” (The Listener, 1978).

To sum up the definitions about it, it can be said that literature, which consists of works that use words in such genres as poetry, novel, and drama, is a universal form of expression that appeals to people's emotional, spiritual and intellectual potentials; develops their critical thinking through asking questions; provides new perspectives through critical reading, and also provides cultural communication

through transfer between cultures. Literature is a representation of culture for the fact that it indites human understanding, thought, and manners.

Being the "integrated pattern of human knowledge, belief, and behaviour", culture covers languages, thoughts, faiths, traditions, taboos, principles, works of art, practices, etc., as stated by the Danish Ministry of Foreign Affairs (DMFA, 2002). Words are the bricks of language and language is the key to literature. Words, being the base of literature, "carry in them numerous possibilities for connecting us to other human beings, other situations, events, acts, beliefs, feelings" as Alessandro Duranti says (1997, p. 46).

While language is "one of the dominant threads in all cultures" as Hall regards it (Hall, 1981, p. 36), it also has an effect on how we think about things in the world as Zoltan Kövecses (2006, p:85) points. That's why culture is not isolated from the language which has a very strong impact on culture. Consequently, literature can be regarded as a mirror of a culture of a society.

Gillian Brown (1990) says that "there are values, presuppositions, about the nature of life and what is good and bad in it, to be found in any normal use of language" (Brown, 1990. p.13). Every language indeed carries its own social values with a strong link. For this fact, "literature cannot be wholly understood without reference to the culture that produced it", as Howard L. Nostrand points out (1966).

George Leslie Brook defines the interaction between culture and language, relatedly literature, most simply and understandably as:

Turning to culture, we deliberately shift focus away from language as such towards the people who use the language: where and how they live, what they think, feel and do. It is nowadays a commonplace in a language pedagogy that language and culture are intertwined, that it is not possible to teach a language without culture, and that culture is the necessary context for language use (1964, p:45).

2.2. The Importance of World Literature and Translation for Interaction Between Cultures

While language is a tool in transferring feelings and thoughts through the ages, from one generation to the next, it also acts as a tool in the transfer of cultures between different cultures. The translation is a naturally occurring phenomenon that occurs in all areas of our lives. When viewed from this angle, it is clear that it is of

the utmost significance as it enables us to get to know the different cultures existing in the world and enables all humanity to communicate. Translation enables a bridge to be established between individuals, societies, and even past eras and the present. In this context, it is not wrong to say that translation improves our perspective on life by enabling us to recognize the cultures of different societies like the way Edwin Gentzler mentions translation as a constitutive factor in cultural formation (2017, 12). Translation, which has existed for thousands of years because people who come from diverse backgrounds and speak different languages have to interact and communicate with one another, has always served as a bridge between different people as Judith Woodsworth (2013, 72) indicates that “translators and their work function as a bridge enabling people having different cultural heritages and thus speaking different languages to understand and respect each other”.

“No two languages are so alike as to be thought of as representing the same social reality” (1956, p.69). It is understood from this sentence of Edward Sapir, who says that “the worlds different societies live in are different worlds, not just the same world with different labels” (Sapir, 1956, p. 69), that each language represents different social realities. For this very reason, as Sandra Bermann emphasizes that individuals and societies find the opportunity to share their cultural values and lives through translation, by which the world can be embraced more deeply and different lives can be visualized (2009, p. 232). Mona Baker (2000), who says that “not only two languages but also two cultures interact in the translation process”, also states that different cultures interact with translation, and from this, it can be concluded that cultures are actually in interaction thanks to the translation of world literature and literary texts. André Lefevere also touched on the same issue, emphasizing the fact that translation is an intercultural phenomenon rather than a linguistic transfer, with the words “translators function in a given culture at a given time” (1992, p.14).

Without translation, literature could not have spread outside its point of genesis. It is the translation that gives a global identity to world literature. Without translation, there would be no world literature. As Judith Woodsworth similarly states on the same subject (2013, p. 72), “literature migrates through translation”, which triggers novelty and the emergence of national literature. Citizens of other nations, who have knowledge about different literary works, also have knowledge

about the culture of the nation where that literary work originated, because as mentioned above, a literary work carries the cultural characteristics of the country in which it was written and reflects this to other cultures through translation. David Damrosch describes world literature as “an area that includes all literary works that circulate beyond their culture of origin, either in translation or in their original languages” (2003, p.4).

2.3. Importance of Literature for Critical Reading and Thinking

Critical thinking and critical reading are directly correlated and what's more, reading based on literature is an influential agent in the evolution of critical thinking. A literary reader constantly resorts to interpretation, inferences, metaphors, analysis, deciphering, and interpretation. In doing so, the reader recognizes the patterns in the text, places the details in these patterns, and then associates them with other texts and recalled occasions. Donald Lazere claims that “literature is the single academic discipline that can come closest to encompassing the full range of mental traits currently considered to comprise critical thinking” (1987, p. 3).

Always approaching the cultural aspect of literature within the context of a critical viewpoint allows ideology and assumptions on culture to be questioned, evaluated, and then reinforced, if appropriate. Reading cognition is not simply an inactive doing of the reader to understand what is written but requires him/her to participate actively. What is meant by active participation is that the literary reader understands the plot, argument, characters, and theme of the work one reads, used as an illustration of the process of mapping concepts that, when applied to critical thinking, comprise the entirety of the brain.

Just as Rand Spiro points out when we read a literary text that meaning is not found “in words, sentences, paragraphs, or even all passages considered in isolation, what language provides is a skeleton, a blueprint for the creation of meaning” (1980, p.245). It offers patterns, but thanks to our thinking and experiences, we attribute meaning, even meanings, to these patterns.

Literary text reading requires readers to be active and critical, as Norma Decker Collins (1993) argues, because, in the text, being able to infer and question multiple underlying meanings, which is defined by Ezra Pound as “great literature is

simply language charged with meaning to the utmost possible degree” (Pound, 1971), agree or disagree with possible suggestions requires practicing critical thinking skills, which in turn develops critical thinking.

Literary texts are used for generating discussion, controversy, and critical thinking because there is no definite interpretation of a literary text, which is told by Roland Barthes as, “literature is the question minus the answer” (Barthes, 1978). Making someone see differently is another function of literature and this is reflected by Raman Selden as “practical language is used for acts of communication, while literary language has no practical function at all and simply makes us see differently” (Selden, 1989, pp. 9-10.).

The main purpose of reading is comprehension and readers often utilize previous experiences, and grammatical knowledge for the relationship among the words needs to understand vocabulary and organize the idea, then make a judgment and evaluate. Pedro Macizo and M. Teresa Bajo (2004) mention that the phenomenon of comprehension in reading and translation processes go through similar processes in their work “When Translation Makes the Difference”. These processes begin with “speech processing” (separation and categorization of the accessed information), “lexical access” (identification of solitary words and reaching knowledge about them), “sentential processing” (getting of and reunion of syntactic information to acquire a sentence arrangement), and end with “discourse processing” (to achieve an international cognitive model by combining and analyzing consecutive sentences). Therefore, comprehension of the text is a must in order to reform the message in the target language in both translation and reading. Through literature courses, it is possible to gain critical reading and critical thinking skills for students studying academic translation by making use of these relations between translation and reading, and therefore literature courses are beneficial to be included in the curricula of translation departments.

2.4. Importance of English Literature Course in Translation Departments

In the last two decades, many pieces of research have been made on the close bond and interaction between literature, language, culture, and education, and as a result, the literature course has become a course that is more emphasized and

included more in the curricula. Since literature is a part of the culture, a brand new paradigm began to take shape in the later part of the 1980s and continued to do so throughout the 1990s, which includes the integration of language and culture. For this reason, in recent years, it has been seen that the literature course as a part of culture has been intensively integrated into the academic curriculum. In this field, many studies claim that literary texts should be included in the second language curriculum (Guy Cook, (1994); Daniel Shanahan, (1997); David Hanauer, (2001); Piera Carroli, (2008)) or a curriculum that includes literary components (Anthony Liddicoat, (2000); Claire Kramersch, (2013)).

The translator, who is expected to know not only the language itself but also the culture that surrounds it very well and convey it according to the target reader, must, of course, be aware of the cultural elements that exist at every level of the language, and as Enrique Bernárdez states what matters is not whether culture exists in a “particular linguistic element, but to what extent culture is visible and identifiable in any element” (Bernárdez, 2013, p. 333).

Literature, which also contributes to the development of language acquisition, does this by presenting meaningful and memorable contexts and plays an encouraging role in the development of language acquisition. For students, it can also be a great resource related to the way members of society express or consider their occasions.

Literary language has complex uses and it has been argued that these complex uses encourage students “to think about the norms of language use” (Henry George Widdowson, 1975). Students gain awareness of the process of discovering more generalizable features of the language. Literary texts, which are rich in meaning and invite the reader to participate actively in explaining the unspecified inferences and assumptions of the text, improve and contribute significantly to the students' capability to interpret by improving the student's ability to form and make deductions about grammar rules and idioms in order to understand what is implied behind the dictionary meanings of the words they read. In other words, students who struggle with many obscurities of the literary text also improve their interpretation skills. This skill can be utilized in other cases where students need to interpret depending on inferential or unspecified evidence. For example, a word in a poem can

have a strong metaphoric connotation outside its known dictionary definition and allows students to come up with their own understandings subject to the clues in the text. Alan Maley and Sandra Moulding espouse this by saying that “if carefully selected, poems can open up themes that are common to us whatever our cultural background and can thus act as a powerful stimulus to the students' own reflective thinking, which will lead to more mature and fruitful group discussion” (Maley and Sandra, 1985, p. 35.).

Hasan Atmaca and Rıfat Günday suggest that the factors that cause to use literary texts in foreign language education are their being “authentic and motivating material”, activating students’ imagination, having rich elements concerning culture and language, providing enthusiastic attendance of students, developing students' critical thinking competences, assisting in the growth and development of the following four fundamental language skills and subskills, supporting the development of emotional intelligence, giving intensive and shared reading habits (2017). The term authentic material is used by Füsün Ataseven for describing materials, used in the foreign language classrooms, that are “visual or auditory materials, but not for the classroom because they are created to provide communication, knowledge, and a real language concept” and for her, literature is also an authentic material (Ataseven, 1988:191). Irma K. Ghosn shares the same ideas with Ataseven and says that “literature is intrinsically authentic and provides authentic input for language learning” (Ghosn, 2002), and adds that learners “become familiar with many different linguistic forms, communicative functions and meanings via literature”.

Joanne Collie and Stephen Slater also emphasize literary texts’ having cultural and linguistic richness, among other features, as being the main reasons to be used in language classrooms (1987). Making a thorough an examination of the text's linguistic style will contribute to the students' making meaningful assessments and evaluations of the text by using their knowledge of grammar, vocabulary, and discourse, thus helping the development of critical reading and thinking competence as well as increasing the linguistic and cultural abilities that are required of the students.

While reading a literary text, students have to learn about the history, sociological, cultural, and political periods of that text and meet with different fields such as history, politics, and sociology. The question of how students will acquire the procedures necessary to decode the text and make skilled critical decisions about the text from a course that is so important in a foreign language and translation education comes to the fore. It seems that the most appropriate key for this is stylistic analysis because doing so is the only way to comprehend the manner in which the text conveys its meaning is through a close examination of its linguistic features, which in this way improves the linguistic competence of the student as well as critical reading and thinking competence. While it is aimed to gain all these skills for the student with a single lesson, it should be taken into consideration that this cannot be done without making the student love the lesson. If students gain an aesthetic appreciation of a literary text, that is, if they can acquire certain linguistic features and intuitions about them, then they will read and study literature more effectively. In this context, Geoffrey Leech and Mick Short called the use of stylistics concerning literary studies “a method which uses the apparatus of linguistic description to analyze how meanings in a text are communicated” (Leech and Short, 1981, p.74), on the other hand, Henry George Widdowson said that “using linguistic analysis to understand how messages are conveyed, stylistics is a mediating discipline between linguistics and literary criticism” (Widdowson, 1975, p. 4).

The aim here is to help students decode a text and make capable critical determinations about the text by using the style and stylistic analysis method. Stylistics comprises the elaborative analysis of the linguistic elements of a text to reach an interpretation of how the senses of the text are transferred. There are two primary purposes of elaborative study, allowing learners to make influential interpretations of the text, and extending learners' proficiency and understanding of the language. Accordingly, utilizing stylistics help learners both to read literature more skillfully and to have superior language training. As Leech and Short explain, "stylistics, a method which 'uses the apparatus of linguistic description, analyses how meanings in a text are communicated" (Leech and Short, 1981, p. 74).

As Tutku Öncü stated in her master's thesis, students consciously or intuitively consider translation only as a language transfer, and they begin to look at

the concept of translation differently when they see the variables of the process and the different requirements that the translation act brings in different situations (Öncü, 2016). For this reason, understanding the importance of having cultural competence is only possible by arranging the curricula accordingly.



CHAPTER THREE

3. HISTORY OF TRANSLATION STUDIES IN THE UNIVERSITIES IN TURKEY

Due to Turkey's geopolitical situation, translation is already an action that takes place in daily life in Turkey. One of the causes for the emergence of translation studies in Turkey synchronical to the world is that translation is done too much and intensively in Turkey. In this section, I will look at translation studies in Turkey and how this translation education is given in universities chronologically.

Before the 1980s in Turkey, translation education was not a part of formal training and translation was learned only by doing, without being educated in an academic environment. Translation education, as a major branch of the academic discipline of translation studies, gained its autonomy from linguistics and literature in the 1970s, with the "The Name and Nature of Translation Studies" (1972) statement by James Holmes, and translation studies departments started to be opened in various universities in Europe. Turkey was also affected by this, and since the 1980s, translation and interpreting departments were opened in various universities and cities.

The first translation and interpreting programme was established at Hacettepe University ("Hacettepe University", n.d.) in 1982-1983 with the start of preparatory education, then it was followed by the programmes for academic translation education at Boğaziçi University in 1983-1984, and then at Yıldız Technical University in 1993 (Akbulut, 2016, p. 10). Since then, translation departments have been established in many state and foundation universities in seven regions of Turkey.

Translation education, which started in English at Hacettepe University ("Hacettepe University", n.d.) in 1982 for the first time in Turkey, is now offered in dozens of universities in various languages, including Arabic, Asian and European languages. After the English language, translation and interpretation undergraduate programmes were opened in French, English-French language pair, German, Bulgarian, Russian, Chinese, Arabic, Persian and Japanese respectively. The first

postgraduate training in the field of translation and interpreting in Turkey started in French in 1992, followed by Translation Studies in Turkish, English, German, Arabic, and Russian languages, and translation postgraduate programmes in Turkish sign language, respectively. Doctoral studies started as English Translation and Interpreting again at Hacettepe University in 1992 (“Hacettepe University”, n.d.), but later doctorate programmes were established under the names of Translation Studies, Translation, and Cultural Studies, Languages and Intercultural Translation Studies.

Students are admitted to translation and interpreting undergraduate programmes in Turkey with a multiple-choice exam called YKS (Higher Training Institutions Exam) administered by ÖSYM (Student Selection and Placement Center). To take this exam, it is necessary to have at least a high school diploma. Candidate students who want to study for higher training as a translator first have to take the multiple-choice exam TYT (Basic Proficiency Exam), which is the first session of YKS.

TYT exam is the first stage of YKS. The purpose of the TYT exam is to measure logical thinking, reasoning, evaluation, and thinking-based problem-solving skills. The total number of questions in TYT is 120 and the duration of the exam is 135 minutes. In the TYT exam mathematics (40 questions), Turkish (40 questions), biology (6 questions), physics (7 questions), geography (5 questions), chemistry (7 questions), history (5 questions), religious culture, and philosophy (5 questions) subjects are included.

After TYT, students take YDT which is an exam for foreign language proficiency. The YDT exam has a total of 80 questions and the total duration is 120 minutes. The exam can be taken by choosing one of the following languages: German, Arabic, French, English, and Russian (Milliyet Newspaper).

Students who are eligible to enter the university take an exemption exam to prove that their foreign language is sufficient to study their preferred programme. Those who score above a certain point in the exemption exam can transfer to the programme, while those who are not successful in the foreign language exemption exam have to take training consisting of only foreign language training at the university in terms of preparation for the programme.

Today, translation studies are provided in various languages for associate, undergraduate, and graduate degrees in many different universities. The establishment and increase in the number of departments providing translation education ensure the training of qualified translator candidates and the increase in scientific research in this field.

3.1. The History of the BA, MA, PhD Education in Translation Studies in European Languages in Turkey

The universities in Turkey, which provide undergraduate, graduate, and doctoral training in the field of translation and interpreting are analyzed chronologically according to the opening years of the programmes. The language area with the most undergraduate, graduate, and doctoral programmes are in English, which is also the first language of translation and interpreting established and this language has global validity.

There are seventy-four universities that have undergraduate translator training programmes in English in Turkey, and among them, twenty-two of them have departments, but student admission has not started yet (see Appendix A). One of the universities that have not started accepting students is a foundation university, the remaining twenty-one universities are state universities and are outside of İstanbul. Translation education in English, which is given under the name of Translation and Interpreting in English (İngilizce Mütercim Tercümanlık) in seventy-two universities, is given under the name of Translation Studies (Çeviribilim) only at Boğaziçi University and Yeditepe University. Of the seventy-four universities, forty-seven are state universities and twenty-seven are foundation universities².

Of the English Translation and Interpreting programmes, twenty-nine are in the School of Foreign Languages, nineteen are in the Faculty of Arts and Sciences, twelve are in the Faculty of Humanities and Social Sciences, eleven are in the Faculty of Letters, and two of them are in the Faculty of Economics, Administrative and Social Sciences, and one is in the Faculty of Applied Sciences.

² A foundation university or a private university is a university that is not run by the state, although it receives state aid and tax relief.

Examining regionally, the Translation and Interpreting in English Program is mostly found in the Marmara Region. This programme exists in twenty-eight universities in total, including twenty-two universities that provide active training and six universities that have not yet started training. Academic translator training is offered in nineteen universities in İstanbul, in the universities in Sakarya, Kırklareli, and Edirne. Although there are programmes in the universities at Bilecik, Tekirdağ, Yalova, and Balıkesir, training has not yet started.

The second region with the highest number of English Translation and Interpreting in English Programmes is the Central Anatolia Region with fifteen. There are eight universities in Ankara having this programme, two of which have not yet started to accept students, two universities in Konya, and one university in Kırıkkale. Although programmes exist in two universities in Nevşehir and one in Eskişehir and one in Karaman, students are not admitted yet.

Considering the Mediterranean Region, where there are Translation and Interpreting Programmes in English in eight universities, active training is given in two universities in Mersin, one university in Adana, Osmaniye, Kahramanmaraş, and Muğla. There are programmes also in the universities of Hatay and Kahramanmaraş, but students have not started to be accepted yet.

Translation and Interpreting in English training is given in four universities in İzmir, one in Kütahya and one in Manisa, all of which are in the Aegean Region. Whereas training has not yet started at Afyon Kocatepe University in Afyon.

There are programmes in seven universities in the Black Sea Region. While training is given at Bolu İzzet Baysal University, Amasya University, Bartın University and Samsun University, education has not started yet at Ondokuz Mayıs University in Samsun, Trabzon University and Bülent Ecevit University in Zonguldak.

The regions with the lowest number of translation programmes and departments providing active translation education in English are Eastern Anatolia Region and Southeastern Anatolia Region. While education is ongoing at Siirt University, Mardin Artuklu University, Ağrı İbrahim Çeçen University and Atatürk

University in Erzurum, although there are programmes at Erzincan Binali Yıldırım University, Fırat University in Elazığ, Kafkas University in Kars, Harran University in Şanlıurfa and Batman University, training is not given yet.

Reading the table chronologically, a significant increase is seen in the number of programmes of Translation and Interpreting in English opened since 2012. It is seen that seven programmes were opened in 2012, three in 2015, four in 2016, three in 2017, four in 2018, eleven in 2019, nine in 2020, and nine in 2021. There are programmes in Eskişehir Anadolu University, Ankara Hacı Bayram Veli University., Ankara Medipol University, Erzincan Binali Yıldırım University, Kahramanmaraş Sütçü İmam University, Nevşehir Hacı Bektaş Veli University and Ondokuz Mayıs University, and information about their establishment dates has not been reached and these universities have not started admitting students yet.

On the other hand, the Translation and Interpreting in German programme was established for the first time in Turkey at İstanbul University in 1994, and the number has reached eleven in twenty-four years (see Appendix B). The departments, all of which are in state universities, are available in the Aegean, Marmara, Central Anatolia, and the Black Sea regions, and is not established in any university in the Eastern and Southeastern Anatolia regions at all.

The department was founded and continues its training at Mersin University in 1996, Sakarya University in 2001, Trakya University in 2006, Hacettepe and Marmara Universities in 2007, Ege University in 2009, Kırklareli University in 2010, and Karamanoğlu Mehmet Bey University in 2019. It is also available at Eskişehir Anadolu University (Anadolu University), but information about the year of establishment could not be reached. Also, there is no information about the year of establishment of the programme at Ondokuz Mayıs University at Samsun, and student admission has not yet started at this university.

The programme of Translation and Interpreting in French was first established in Turkey in 1992 at Yıldız Technical University in İstanbul, and Hacettepe University in Ankara. The programme, which is presently available at eight universities today, was founded at Mersin University in 1997, Kırıkkale

University in 1998, İstanbul University in 2000, Marmara University in 2006, and Karamanoğlu Mehmetbey University in 2019. The programme, which was founded at Ankara Hacı Bayram Veli University in 2014, has not started accepting students yet (see Appendix C). Except for Marmara, Central Anatolia, and Mediterranean regions, there is no programme of Translation and Interpreting in French in other regions and all universities having this programme are state universities.

Besides the abovementioned translation and interpreting programmes in Turkey, there are also bilingual translation and interpreting programmes of European languages (see appendix D). The first bilingual translation and interpreting programme in Turkey started in 1993 at Bilkent University, which is a foundation university in Ankara with the English-French language pair. Three other universities that offer translation and interpreting education in English – French are state universities. The aforementioned programme was established at Sivas Cumhuriyet University in 2010 and the Kafkas University in Kars in 2012. Ordu University also has an English - French Translation and Interpreting programme, but no information about the opening year of the programme could be found.

Training in translation and interpreting in English-German language pair is carried out at Ege and Dokuz Eylül Universities, both of which are state universities in İzmir, and started at Dokuz Eylül University in 1997 and Ege University in 2009.

In Turkey, besides English, French, and German, translation and interpreting education is provided in the Bulgarian language among European languages. The Bulgarian Translation and Interpreting Program was established in 2007 at the Trakya University in Edirne, which borders Bulgaria.

Apart from the universities mentioned so far, translation and interpreting departments have been opened at Karadeniz Technical University, Kırşehir Ahi Evran University, Niğde Ömer Halisdemir University, and Recep Tayyip Erdoğan University. However, it is not specified in which languages they will provide training, and training has not started yet.

Considering the universities that offer postgraduate training in the field of translation in European languages, it is seen that again there are programmes in

English, which is followed by programmes of translation studies in Turkish. In Turkey, the first postgraduate training of translation studies in English started in 1991 with the Program of Translation and Interpreting in English at Hacettepe University. Later, in 1993, the Master's Program with Thesis in Translation started at Boğaziçi University, and in 2004 Conference Interpreting Master's Program without Thesis started at the same university. Dokuz Eylül University established the English-German Translation and Interpretation Master's programme in 1999. In the 2007/2008 academic year, Atılım University, which is a foundation university, started to accept students for master's training with and without a thesis in the field of Translation Studies in English. While Ankara Hacı Bayram Veli University started to provide postgraduate training in both Turkish and English under the name of Translation and Cultural Studies in 2014, 29 Mayıs University, which is one of the two foundation universities offering English training in this field, started accepting students in the 2016 academic year, with aiming to provide postgraduate training in the field of translation in English in 2015 (see Appendix E).

In the field of translation studies, master's training in German first started in 1999 in English-German language pair at Dokuz Eylül University, which is followed by the master's programme of Translation and Interpreting in German established at Anadolu University in 2008, and then the opening of master's programme of Translation and Interpreting in German at Ege University in the 2014-2015 academic year.

Postgraduate training in translation studies in French is given only at Hacettepe University. The MA Program of Translation and Interpreting in French was established in 1992 at this university.

The first and only Turkish Sign Language Interpreting Master's programme was established in 2018 at Ankara University.

It is noteworthy that while undergraduate programmes are available almost everywhere in Turkey, postgraduate education is only available in big cities.

Although master's programmes in translation studies in European languages are limited, there are seven universities in the field of translation whose language of

instruction is Turkish (see Appendix F). In 2000, Turkish language translation master's programmes were opened in two state universities. One of them was established under the name of the Translation Studies Master's Program at Mersin University, and the other under the name of the Translation and Interpretation Master's Program with Thesis at Muğla Sıtkı Koçman University. Later, in the 2007/2008 academic year, training began in the Translation Studies master's programme with a thesis. In 2012, Okan University (Okan Üniversitesi), a foundation university, opened the Translation Studies Master's Program with Thesis and the Translation of Literature and Social Sciences Texts and Translation Editorial Master's Program Without Thesis. Although there is a master's programme with a thesis in Translation Studies at Sakarya University, there is no information about the establishment year of the programme.

In Turkey, PhD degree in translation is given only in English, Turkish, and Turkish sign language interpreting, and it is not as many as in undergraduate and graduate studies. PhD programme in translation started at Hacettepe University ("Hacettepe University", n.d.), ten years after the first year a translation department was established in Turkey, and has been continuing under the name of the English Translation and Interpreting Doctoral programme at the same university for thirty years. Two years after Hacettepe University, a doctoral programme under the name of Translation Studies started at Boğaziçi University in 1994, and students are required to know both English and Turkish languages at a sufficient level. Since 2014, the Translation and Cultural Studies Doctoral Program has been given in both English and Turkish at Ankara Hacı Bayram Veli University. Apart from these three universities, the language of instruction in seven other universities with doctoral programmes in translation studies is Turkish (see Appendix G). Doctoral programme under the name of Translation Studies started at İstanbul University in 2007, at Dokuz Eylül University and İstanbul 29 Mayıs University in 2015, and Ege University in 2020. Although there are doctoral programmes under the name of translation studies at Mersin University and Sakarya University, information about the establishment dates of the programmes could not be obtained. Yıldız Technical University has been giving doctoral programme in translation studies since 2007 under the name of Linguistics and Intercultural Translation Studies. İstanbul 29

Mays University is the only foundation university that provides doctoral programme in the field of translation studies, all other universities are state universities.

3.2. The History of the BA, MA., PhD Programmes in Translation Studies in Non-European Languages in Turkey

Looking at the academic translation education in Turkey, it is striking that Asian and Arabic languages as well as European languages have started to gain popularity and acceptance in the field of translation and interpreting in recent years. Translation and interpreting programmes have been opened in Arabic, Russian, Chinese, Persian, and Japanese languages, and the majority of them have not started to admit students yet.

There are nineteen universities in Turkey that have undergraduate programmes in the Arabic language, eleven of which have not started to admit students yet; only two of the nineteen universities are foundation universities and the rest are state universities (see Appendix H).

Examining the founding years of academic programmes in Arabic Translation and Interpreting in Arabic, the most notable situation is that this programme has been established rapidly especially in state universities since 2010, and the number of universities that have not started to admit students yet is higher than the universities that provide education. Unlike European languages, programmes of Translation and Interpreting in Arabic are more numerous in Anatolia than in the Marmara region, but the first programme in Translation and Interpreting in Arabic in Turkey was established in the 2009/2010 academic year at Okan University (Okan University), which is a foundation university in İstanbul. Programmes in Translation and Interpreting in Arabic are also established in Ankara Yıldırım Beyazıt University in 2010, Kırıkkale University in 2011, Ankara Hacı Bayram Veli University in 2014, Selçuk University in 2018, Karamanoğlu Mehmetbey University in 2019, KTO Karatay University, a foundation university in Konya, in 2020. Ondokuz Mayıs University also has a programme in Translation and Interpreting in Arabic but the establishment date of the programme is could not found. The same programme was established in Yalova University in 2012, in Kütahya Dumlupınar University in 2015, Siirt University and Hatay Mustafa Kemal University in 2016, Mardin Artuklu

University in 2017, Amasya University in 2018, and in 2021 at Trabzon University, Bingöl University and Batman University. Although the programme also exists at Erzincan Binali Yıldırım University, student admission has not started yet and information about the establishment date of the programme at the university has not been obtained.

Besides the programme Translation and Interpreting in Arabic, the language used in the translation and interpreting programmes in Turkey among Asian languages is Russian. There are six programmes of Translation and Interpreting in Russian in Turkey, whereas only three of them offer training, the other three don't admit students although they have programmes. All of the universities where education is available are foundation universities and are located in İstanbul.

The programme of Translation and Interpreting in Russian was first established and started education in Turkey at Okan University (Okan University) in 2004. The same programme was established within the Faculty of Arts and Sciences at Beykent University in 2007 and started its education in the 2007-2008 academic year. Another university currently providing education in the field of Russian Translation and Interpreting is İstanbul Aydın University and the programme was established here in 2016. This programme is available at Kafkas University in Kars in 2012, Selçuk University in 2016, and Ankara Social Sciences University in 2021, but student admission has not yet started at these universities (see Appendix I).

The programme of Translation and Interpreting in Persian was first established in 2011 at Kırıkkale University within the Faculty of Arts and Sciences (see Appendix J). The programme, which was also established within the School of Foreign Languages at Karamanoğlu Mehmetbey University in 2019, has not started admitting students yet.

Translation and Interpreting in Chinese programmes exist in three universities and, like Arabic and Russian, it was also first established at Okan University (Okan Üniversitesi) in 2005 and is actively taught. The Chinese Translation and Interpretation Programme, which was opened at Selcuk University in 2016, cannot provide education due to the lack of sufficient faculty members. Information about

the establishment date of the programme at Ondokuz Mayıs University could not be obtained and the university does not accept students (see Appendix K).

The Japanese Translation and Interpretation programme is only available at Ankara Social Sciences University, within the School of Foreign Languages, and was opened in 2021 (see Appendix L).

Among non-European languages, postgraduate programmes are available only in Translation and Interpreting in Russian and Arabic, but there are no Translation Studies postgraduate programmes in Persian, Chinese, and Japanese yet (see Appendix M).

Translation and Interpreting Translation Master's Programme in Arabic (30% Arabic) and Translation and Interpretation Translation Non-Thesis Master's Programme in Arabic (30% Arabic) have been given at İstanbul 29 Mayıs University since 2015.

İstanbul Aydın University is the only university that offers postgraduate education in the field of Translation and Interpretation in Russian. The programme has been continuing at the Graduate Education Institute since 2015.

In Turkey, there is not yet a doctoral degree in translation studies in Arabic, Russian, Persian, Chinese, and Japanese languages.

As a result, programmes are opened rapidly in both public and private universities in the field of academic education in the field of translation studies, which first started in 1982, and academic training is provided in Asian languages and Arabic as well as European languages.

As can be seen above, a compilation of information on European and non-European languages has been made at undergraduate, graduate, and doctoral levels. According to the results of this review, most programmes are available in English and then in French. Programmes in the field of Arabic are also being opened rapidly. Bachelor's programmes are generally available in every region, while postgraduate studies are usually in major cities. There are programmes that are open but cannot start accepting students because there are no lecturers available.

CHAPTER FOUR

4. THE ROLE OF ENGLISH LITERATURE COURSES IN VOCATIONAL SCHOOLS

4.1. Vocational Schools in Turkey

As stated on the website of the Ministry of National Education, a profession is a set of activities, the rules of which are determined by society, based on systematic knowledge and skills gained through a certain education, to produce useful goods or services for people and to earn money in return. Vocational education, on the other hand, is the type of education in which the necessary knowledge and skills are given to train qualified technical personnel in professions needed in all areas of social life. (“MEB”, n.d.)

The origin of vocational education in Turkey dates back to the Ahi system in the 13th century. At the beginning of the 19th century, with the changes that took place in the field of industry in the west, vocational and art schools providing formal education were opened in the 1860s. Vocational High Schools were opened in the Republican era, and besides training staff for the market, they also prepared students for higher education (Dilek Ünlü, 2016).

In higher education, vocational education is offered in four-semester associate degree programmes in vocational schools. As stated in the Higher Education Law of the Council of Higher Education (YÖK), a vocational school is a higher education institution that aims to train qualified human power for certain professions, provides two-year education for two or three terms a year, and gives an associate degree. In today's world, where global competition is at its highest, the necessity of using science and technology in every business line without exception has led to an orientation to the workforce that is educated, knows and can use technology, and adapts to innovations immediately. In order to meet such qualified human power, associate degree applications that started in the USA in the 20th century were developed and implemented in most countries in the 1960s (Akpınar, 2003, 10). In vocational schools, students are given practical vocational training along with some theoretical knowledge.

In 1981, Turkey's Higher Education Law No. 2547 (YK, 2006) was established, and all higher education institutions were consolidated under the umbrella of YK, making Vocational Schools higher education institutions. According to the Higher Education Law; Vocational schools are in the status of higher education institutions that provide four semesters of education, aiming to train semi-skilled labor for certain professions. Vocational colleges within universities and advanced technology institutes are defined as higher education institutions. There is an increase in the number of students in these schools, which have a very important place in meeting the semi-skilled staff needs of industry and social institutions in the higher education system because science and production techniques are progressing at a great speed continuously. Accordingly, there is a need for qualified human-power to use new techniques and systems. In this context, it is very important to establish an effective vocational education system so that qualified people to be trained have vocational and technical equipment.

Associate degree education providing translation education is given under the names of Applied English Translation (Uygulamalı İngilizce Çevirmenlik), Applied Spanish Translation (Uygulamalı İspanyolca Çevirmenlik), and Applied Russian Translation Programme (Uygulamalı Rusça Çevirmenlik), depending on Vocational Schools. Applied Spanish Translation and Applied Russian Translation are only offered at İstanbul Aydın University.

Applied English Translation programmes are four semesters, and the preparatory programme is compulsory before the first semester. If the foreign language level is above a determined upper level, the student can be exempted from preparatory studies. To enter this programme, it is sufficient to take the TYT (Basic Proficiency Test), which is the first part of the YKS (Higher Education Institutions Exam) exam administered by ÖSYM (T.R. Measurement, Selection and Placement Center). In addition, YDT (Foreign Language Test), which is a separate exam in the field of foreign language, is not administered for entry to this programme. Students who complete this programme take the DGS (Vertical Transfer Exam) and if they are successful, they gain the right to study in undergraduate programmes. Among the undergraduate programmes that can transfer from the Applied English Translation

programme with a vertical transfer are American Culture and Literature, English Language and Literature, English Translation and Interpreting, English Linguistics, and Translation Studies.

Applied English Translation programmes were opened at Bülent Ecevit University in 2010 for the first time among state universities.

Today, twelve years following the establishment of the first Applied English Translation programme, a total of twenty-two universities have this programme (see Appendix N). Of the universities where this programme is available, ten are state universities, ten are foundation universities, and two are foundation vocational schools. There is also an Applied English Translation Programme at the Near East University in the Turkish Republic of Northern Cyprus. The same programme is available at Munzur University and Zonguldak Bülent Ecevit University in two different vocational schools within their bodies. The name of this programme, which first started as Applied English and Translation, was later changed to Applied English Translating.

According to the 2021 YKS (Higher Education Institutions Exam) data available on the YÖK website (Council of Higher Education) (“Yükseköğretim Kurulu”, n.d.), when the preference tendencies of 318,166 students placed in associate degree programmes with a total quota of 413,504 are examined, the preference rate for the Applied English Translation programme is 46.1%. According to the same data, 1684 people were placed in the Applied English Translator quota of 1850, of which 63% preferred the state, 35.8% foundation, and 1.2% universities in Cyprus. The students who were placed in the programme are from various parts of Turkey: 36.8% from the Marmara Region, the 14.1% from the southeast Anatolia Region, 13.2% from the Black Sea Region, and the 12.3% from Central Anatolia Region, and 8.7% from the Mediterranean and Eastern Anatolian Regions each, and the Aegean Region with 6.4%.

The universities with Applied English Translation programmes are listed in Appendix 13 according to the order in the YÖK Atlas (Higher Education Programme Atlas) programme (“Yükseköğretim Kurulu”, n.d.).

The number of Applied English Translation programmes, including formal education and evening education, is thirty-two and is in state universities of Ardahan University Formal Education, Giresun University Formal Education, Giresun University Evening Education, Karabük University Formal Education, Karabük University Evening Education, Kastamonu University Formal Education, Mardin Artuklu University Formal Education, Munzur University Formal Education (Pertek Sakine Genç Vocational School), Munzur University Formal Education (Tunceli Vocational School), Niğde Ömer Halisdemir University Formal Education, Siirt University Formal Education, Siirt University Evening Education, Tokat Gaziosmanpaşa University Formal Education, Zonguldak Bülent Ecevit University (Çaycuma Vocational School) Formal Education, Zonguldak Bülent Ecevit (Çaycuma Vocational School) University Evening Education, Zonguldak Bülent Ecevit University (Devrek Vocational School) Formal Education, Zonguldak Bülent Ecevit (Devrek Vocational School) Ulu) University is in Evening Education.

In foundation universities, Applied English Translation Programme is present at Avrasya University Formal Education, Beykent University Formal Education, Beykent University Evening Education, Çağ University Formal Education, İstanbul Arel University Formal Education, İstanbul Arel University Evening Education, İstanbul Aydın University Formal Education, İstanbul Aydın University Evening Education, İstanbul Gelişim University Formal Education, İstanbul Medipol University Formal Education, İstanbul Medipol University Evening Education, İzmir University of Economics Formal Education, Ufuk University Formal Education.

The programme, which is available as both formal and evening education in İstanbul İstanbul Şişli Vocational School, one of the Vocational Schools, is available only as formal education in İzmir Kavram Vocational School.

4.2 Aims of Applied English Translation Programmes in Turkey

Examining the establishment purpose of the Applied English Translation Programme in Turkey contributes to a better understanding of the starting point of

the programme. The aims of the programmes were obtained from the course information catalogs on the university websites.

Aims of the Applied English Translation Programmes of Ardahan University and İzmir University of Economics (İzmir University of Economics) are to train highly qualified, professional staff who are capable of translating from Turkish to English and from English to Turkish, have comprehensive knowledge of the subject and excellent translation skills, who are able to demonstrate the information and abilities gained through the process of translation in a wide range of areas of expertise, and who can easily adapt to changing market conditions; to create an environment suitable for the professional development of the faculty members of the department, and to contribute to translation theory and practice.

The aim of Giresun University, Applied English Translation Programme, in addition to those stated in Ardahan University, is to train a qualified workforce who can use at least one foreign language effectively and fluently and have translation skills.

Karabük University Applied English Translation Programme aims to train qualified workers who can use the English language effectively and fluently, have the ability to translate at a basic level and develop themselves, and can follow the transformations that have taken place in the internationally competitive environment, who can combine knowledge with practice, can fulfill the requirements of their profession, and have ethical values.

The Applied English Translating Programme at Kastamonu University is designed to teach its students how to translate and interpret the English and Turkish languages in many different fields, to provide both written and oral communication competence in English, and aspires to produce graduates who are well-informed, eager to engage in research and education, multicultural, and professionals with a keen interest in contemporary challenges and cultural relations, are knowledgeable about market expectations and conditions are able to demonstrate their knowledge of translation and interpretation.

Applied English Translating Programmes at both Beykent University and Mardin Artuklu University, which state the importance of translation is increasing gradually as the relations between countries and cultures increase in the globalizing world, and accordingly the mission that is undertaken by translators becomes more important, aim for their students to be successful in translation-related academic and business life, to express themselves in different environments where English is the language of communication, it is taught to students in order to equip them with the language skills they will need in their future careers, to exchange information and to train qualified translators who can translate in different sectors.

The objectives of the Applied English Translation Programme of Munzur University in Tunceli are not included on the website.

Applied English Translation Programmes at Niğde Ömer Halisdemir University, Siirt University, Avrasya University aim to provide translation and interpreting competences in different fields and to provide both translation and interpreting competence in English.

The aims of Tokat Gaziosmanpaşa University and Ufuk University (Ufuk University) Applied English Translation Programmes are stated to enable their students to learn the English language and culture, and also to translate a wide range of text types from scientific texts to literary texts so that they can become qualified translators of the future.

Aiming to provide its students with translation and interpreting competences between Turkish and English languages in a wide variety of fields, Zonguldak Bülent Ecevit University aims to enable students of the Applied English Translation Programme to use these competences in business life.

Aiming to enable its students to be successful in their academic and business life in translation, to express themselves in different environments where English is used as a communication tool, to provide students with the necessary language competences to exchange information, and to train qualified translators who can translate in different sectors, Çağ University Applied English Translation Programme aims to train qualified intermediate staff to meet the demand for English translation

services that many companies operating in the region, especially foreign trade and logistics, need in practice.

While developing the necessary foreign language knowledge in order to become a translator, learning translation theory and enabling them to translate in practical life are among the objectives of the Applied English Translation Programme of İstanbul Aydın University (İstanbul Aydın University), the aim of İstanbul Arel University Applied English Translating Programme is to train individuals who can think analytically about all kinds of practices and activities required by the fields of translation and English Language, can take the responsibility to perform in line with the determined quality criteria, can develop themselves socially, are aware of their environment, country and world, are able to establish a constructive and correct communication with the environment by gaining effective communication skills, gain learning competence by realizing the vision of lifelong learning.

The aim of the İstanbul Gelişim University (İstanbul Gelişim Üniversitesi) Applied English for its students who have completed the basic language education to become qualified translators by using all four language skills and applying translation studies effectively is to train qualified staff to meet this need of various institutions and organizations for English translators.

İstanbul Medipol University Applied English Translation Programme aims to raise its students to a level that meets the requirements of the international competitive environment in terms of both English communication skills and translation competence.

The Applied English Translation Programme of İstanbul Şişli Vocational School, which is a foundation vocational school located in İstanbul, aims to train professionals who have a good command of the English language and world vision, who will work as translators and interpreters, and to enable them to work in the field of translation and to train students who can use both English and Turkish correctly.

The aim of İzmir Kavram Vocational School Applied English Translation Programme, which is another foundation vocational school, is to train graduates who

are able to use the English language effectively and fluently, who have the ability to translate, who follow the developments in the global competitive environment, who are able to work “practically” in the fields of English linguistics, who are equipped with basic language knowledge and competences, have the competence to translate in different sectors.

In general, the associate degree translation programmes called Applied English Translation in Turkey are designed with the goal of preparing students for professions in translation in order to stimulate translators who are capable of translating and interpreting between Turkish and English languages. The purpose of this programme is to teach students how to translate exceptionally well so that they may demonstrate their mastery of a broad variety of subject areas. The key focus here is on educating individuals so that they can rapidly adapt to various forms of shifting market conditions, to contribute to translation theory and practice. Besides being trained as a qualified labour force that is proficient in at least one foreign language in communication and with strong translation competence as a primary means of achieving the goal, students will be able to fulfil the requirements of their employment while also maintaining high ethical standards, through the combination of theory and practice.

The Applied English Translation programmes also intend to train their students in a way that, when they are graduated, they become well-versed, open to learning, to be familiar with other cultures, and to be familiar with market expectations and circumstances. So that they will advance and keep up with the changes that are occurring in the worldwide market. To make an impact in the area of translation studies and theory is the academic purpose of some Applied English Translation Programmes. Developing competent human resources who are proficient in at least one foreign language, which is English, and have the ability to translate is the base objective of this programme.

For students to be successful in academic and professional endeavors that entail translation, they learn how to interact successfully in a range of situations where English is the dominant mode of communication. The next generation of translators is educated and equipped with the linguistic skills that they need to

communicate effectively across a variety of disciplines. Because in a wide number of fields, there is a need for staff who are fluent in English, as well as the competent to translate and comprehend written and spoken language, students are aimed to train in order to meet the actual need for English translation services of many businesses operating in the region, especially those involved in international trade and logistics. In other words, to meet the increasing need for English translators in various institutions and organizations, it is vital to train translators who are proficient in all four language skills and translation studies. Encouraging critical thinking about all elements of the English language and translation, including translation methodologies and activities, among students is also another important aim of this programme.

The aims of the programmes that provide associate degree translation education are not standard. For example, some programmes aim to provide translation competence only, while others try to provide both translation and interpreting competence. In addition to the programmes that aim to bring linguistic competence in translation education and accordingly see linguistic competence and translation competence as a whole, some programmes aim to provide their students with translation as a profession, thus providing linguistic and translation competence separately. Again, depending on the importance of cultural awareness, there are programmes that give importance to the development of cultural competence, however, there are also programmes that do not mention this in their aims. In addition to the programmes that want to develop competence in both languages, there are also those that only aim to improve the target language competence. While some aim to give translation competence at an advanced level, some aim to give it at the basic level. Some have emphasized the cognitive aspect of this translation, whereas some have put forward communicative purposes. Although the number is low, some of them stressed also native language competence.

As these findings reveal, the aims of Applied English Translation programmes are not standardized, and this would naturally be expected to affect the curricula. Considering all these purposes, it will be beneficial and expected to have

literature courses that require and develop all these four components in the programme in any case.

4.3 Outcomes of Applied English Translation Programmes in Turkey

Due to the Bologna process and some other factors, serious similarities have been detected among the written languages of some of these programmes. I made tables to show these similarities. After looking at the aims of Applied English Translation programmes in Turkey, it is obvious that it is necessary to examine the programme outcomes of these programmes, namely what competencies and skills their graduates will have. One of the points that draw attention while examining the programme outputs is that the programme outputs of some universities are the same.

Significant similarities have been identified among some of the outcomes of these programmes, both due to the Bologna process and other factors. Tables were made to show these similarities. (see Appx. O)

In general, Applied English Translation programmes aim to provide students with basic knowledge and skills in the field of translation studies and to use them in interpreting and evaluating data and analyzing and solving problems encountered while translating from English to Turkish and from Turkish to English.

Among programme outcomes of Applied English Translation programmes the most stressed competence, out of the other four competences discussed in this thesis, is linguistic competence, and then comes cultural competence, critical thinking competence, and critical reading competences in order of importance.

Linguistic competence is seen as the most important competence of translation proficiency in associate degree translation programmes, and there are expressions related to this competence mostly. Claiming that their graduated students have the linguistic, artistic, and cultural accumulation required by the qualified human power at the basic level required in the field of translation studies, Zonguldak Bülent Ecevit University and Mardin Artuklu University share the same expressions concerning linguistic and cultural competences in their programme outcomes.

Tokat Gaziosmanpaşa University and Karabük University, by using the same sentences concerning linguistic competence, assert that their students use English reading, writing, listening, and speaking skills at the basic level; use English correctly and beautifully and express themselves correctly; gain the basic knowledge and skills to conduct research and work in the field of English Language; gain lifelong learning skills by transferring the theoretical and practical knowledge acquired in the field of language to academic and business life, can use the acquired academic and empirical acquaintance in different ways to decrypt convoluted and unforeseen problems in the field of language. These two universities also allege that their students can develop different approaches related to the field by combining the skills and knowledge required in the field of language with critical approaches. With this sentence, there is an emphasis on linguistic, critical thinking, and critical reading competences. Claiming that their students conduct independent interdisciplinary research and analysis, collect information, and present that information orally and in writing, with the theoretical and practical knowledge gained in the field, Tokat Gaziosmanpaşa University and Karabük University point out linguistic competence in their programme outcomes.

There is a direct reference to linguistic competence in the outcomes of Applied English Translation programmes at Kastamonu University and Munzur University, in which it is stated that the students can understand grammatical, lexical, semantic, and syntactic structures of source and target languages and create meaning using these structures. These two universities reflect the importance of cultural and linguistic competence by stating that the students can take an active role in language and intercultural communication and use the knowledge and skills they have acquired by being aware of their social roles and responsibilities. Kastamonu University and Munzur University allege that their students can make sense of the language in verbal, written, and nonverbal communication and the social, geographical, historical, and formal variants of the culture together with the language by an analytical and critical approach. That is, they use and gain cultural, linguistic, and critical competences.

İstanbul Medipol University and İzmir Kavram Vocational School state in their programme outcomes that their students improve their English knowledge and

increase their vocabulary of terminology by reading continuously; have knowledge of English language structure and theories; have theoretical knowledge about Turkish language structure and theories, and also have theoretical knowledge about the differences between Turkish and English language structures. Besides all these sentences focusing on linguistic competence, these two Applied English Translation programmes of different academies also express their concern on linguistic competence, and also cultural competence, by stating that the students have theoretical knowledge about what language and culture are.

Another university, which handles linguistic competence in its programme outcome, is Arel University. The Applied English Translation programme at Arel University claims in its programme outcome that its students describe and explain the English language development and translation processes; define the working principles of the components that make up translation studies (written and oral use of the mother tongue and the target language, etc.) and the skills of both languages; list the main theoretical and applied processes in the fields of English language and Turkish language; plan on using the source and target language appropriately, at the level of consistency and fluency; use the necessary acquisitions in the field of translation (linguistic and skill knowledge about the target language and source language, etc.) under their purpose. Different than the other universities, Arel University stresses the linguistic competence of also mother tongue, which is also focused on by Avrasya University and Aydın University which indicate that their students acquire the skill of effective oral and written communication in Turkish, and fluency in English, and also grammar in at least one foreign language.

Gelişim University (İstanbul Gelişim Üniversitesi), Applied English Translation Programme expresses the importance it gives to linguistic competence by stating that the students identify grammatical and linguistic similarities and differences between both languages; adapt these gains to the translation process; develop the four basic skills necessary to use English competently.

Siirt University is another academy that prioritizes language competence in translation education, which is understood by the expressions, included in the outcome of the Applied English translation programme. Students who accomplish this program are expected to be able to grasp and utilize the structural,

vocabulary, and thematic structures of the source and target languages, and produce meaning via micro language units taught at the syntax, lexicon, and semantics levels. Through the process of translation, they are able to compare the norms and limits of the source and the target language. Language structures that are often utilized in more advanced texts such as word classes and sentence fragments and types are used by students. They evaluate the functions and uses of English grammatical structures, which are described as problematic, with context and error analysis methods. By describing sophisticated English grammatical concepts and their utilization in various settings in a descriptive study, they are able to transfer macro linguistic units to a translation. They are also aimed to identify and insert the paragraph's or composition's key concept sentence and be able to identify and locate supporting ideas in paragraphs and compositions, find the conjunctions in the paragraph and the composition, and also find and name the techniques of attracting attention used in the introduction and closing sections of paragraphs and compositions.

Remarking that graduated students can use and transfer foreign language knowledge theoretically and practically with contemporary techniques, are able to communicate their thoughts verbally and in writing in a foreign language, and can apply their foreign language knowledge to other disciplines, the Applied English Translation programme at Niğde Ömer Halisdemir University points the importance of linguistic competence a translation education. In the translation associate programme in Niğde Ömer Halisdemir, it is clearly stated that students acquire the ability to ensure that language competence is developed at the highest level and used successfully and effectively in practice areas and translation environments. They are also able to communicate via their capacity to work independently and come to their own conclusions

Students in the Applied English Translation Program at İzmir University of Economics gain English vocabulary skills and learn how to put them to use in translation work, as well as the fundamentals of doing research in the English language. These sentences are signs of importance given to linguistic competence in translation education.

Concerning linguistic competence in translation education at Applied English Translation programmes, while İstanbul Şişli Vocational School indicates that its students master professional language use in the field of translation and language use, Aydın University (İstanbul Aydın University) states that in written translations, the students can translate the texts into other languages without compromising semantic integrity and expression accuracy.

Both Arel University and Beykent University express that their students are proficient in Turkish and English (at least European Language Portfolio B2 General Level) in terms of sound, form, sentence structure, meaning, usage and style.

Having analyzed programme outcomes of Applied English Translation Programmes in Turkish universities and vocational schools taking into consideration linguistic competence in translation education, the second competence that is referred to in translation education is cultural competence.

Zonguldak Bülent Ecevit University and Mardin Artuklu University are the two academies that express their concerns about cultural competence in translation education. Using the same sentences, both universities state that students have the linguistic, artistic, and cultural accumulation required by the qualified human power at the basic level required in the field of translation studies, and create awareness of lifelong learning in the fields of culture, art, and education. In another sentence, as a result of their studies, they believe that students have an understanding of the significance of cultural and social justice, as well as a desire to preserve our nation's rich history and cultural legacy. Using their cultural competence which is gained during translation education at the Applied English Translation programme at Zonguldak Bülent Ecevit University and Mardin Artuklu University, students of both universities behave and participate in quality management and processes in social, cultural, and artistic fields, and convey their thoughts on the subjects related to the field of translation studies, at the level of basic knowledge and skills, with the most appropriate communication tools in the fields of education, culture, and art.

Other Applied English Translation Programmes that emphasize cultural competence in translation education are at Kastamonu University and Munzur University. According to the expressions related to cultural competence in the outputs of the associate degree programmes of these universities that provide

translation education, students can explore the conceptual, discursive, formal, social, and cultural elements of different types of texts produced in the source and target languages, starting from the smallest structure, and can produce similar texts in both languages; can take an active role in language and intercultural communication and use the knowledge and skills they have acquired by being aware of their social roles and responsibilities; they have knowledge about different sectors, the terminology of these sectors, and world cultures, and they will be able to apply their theoretical knowledge and talents to the translation process in different domains of expertise in order to accelerate the translation process. Stating that students can make sense of the language in verbal, written, and nonverbal communication and the social, geographical, historical, and formal variants of the culture together with the language, with an analytical and critical approach, Kastamonu University and Munzur University focus on critical reading and critical thinking competences together with cultural competence.

Students of İzmir Kavram Vocational School and İstanbul Medipol University have theoretical knowledge about what language and culture are, as stated in their outcomes. From there, it is understood that students gain cultural and linguistic competence through their translation education in the Applied English Translation programme.

Completing their programme, students in the Applied English Translation Programme at Siirt university can question how people in foreign cultures use certain expressions, structures, and words, and compare how they express themselves in daily discourse. Besides this, they can also they can analyze how different people arrive at the desired meaning using various expressions, structures, and words, in addition to taking an active role in language and intercultural communication, they can look at the translation, language, and communication problems analytically. All of these can be done through cultural, and critical thinking competences that are gained by the education of these programmes.

Beykent University, Applied English Translation Programme focuses on cultural competence both in source and target culture by stating in its programme outcome that students have an advanced command of the culture, institutions,

geographical, historical, religious, literary, and social characteristics of Turkish and English.

Related to providing students with cultural competence in translation education, in the outcome of Gelişim University (İstanbul Gelişim Üniversitesi), Applied English Translation programme, it is stated that students discover the backdrop in art, science, and culture of their similarities and combine this information with the process of translating.

Another important competence that is aimed to be provided to the translation students is critical thinking competence. Although not focused on so much as linguistic and cultural competences, critical thinking competence is also included in the programme outcomes of Applied English Translation Programmes of Turkish universities.

Students of associate degree translation education programmes at Kastamonu University and Munzur University can examine concepts and ideas in their field with scientific methods; interpret and evaluate data; have knowledge and skills related to various fields of expertise and can solve complex problems encountered or unforeseen in texts that require specialist knowledge; with an analytical and critical approach, they can make sense of the language in verbal, written and nonverbal communication and the social, geographical, historical and formal variants of the culture together with the language, and also can make decisions by questioning the cause-effect relationship; bring creative solutions to problems; and improve their analytical and critical reading skills in the translation process, as stated in the outcomes of these universities. This reveals that these students gain both Critical reading and critical thinking competences through their education in these universities.

Applied English Translation programmes at both Karabük University and Tokat Gaziosmanpaşa University state in their programme outcomes that students of this programme can develop different approaches related to the field by combining the skills and knowledge required in the field of language with critical approaches, and conduct independent interdisciplinary research and analysis, collect information and present this information orally and in writing, with the theoretical and practical knowledge gained in the field. This shows that the programmes at both universities

provide their students with critical thinking competences during associate degree translation education.

Being able to use the acquired theoretical and practical knowledge in different ways to solve complex and unpredictable problems in the field of language also can be achieved through gaining both critical thinking and linguistic competences, and Karabük University, Tokat Gaziosmanpaşa University, Aydın University (İstanbul Aydın University), Ufuk University (Ufuk University), and İstanbul Şişli Vocational School have this sentence in their programme outcomes.

Related to critical thinking competence in translation education Zonguldak Bülent Ecevit University, Mardin Artuklu University, Arel University, and İstanbul Şişli Vocational School state in their programme outcomes that students evaluate the basic level of knowledge and skills acquired in the field of translation studies with a critical approach, and determine and meet the learning needs of those who work under their responsibility.

Concerning critical competence in translation education while Ardahan University and Giresun University indicate that their students can use the basic knowledge and skills acquired in the field of translation studies, interprets and evaluates data, defines and analyzes problems, and creates evidence-based solutions, İstanbul Medipol University and İzmir Kavram Vocational School indicate that their students can evaluate the knowledge and skills acquired in the field of translation with a critical approach. On the same issue, another university in İzmir, İzmir University of Economics (İzmir University of Economics) states that innovative and creative thinking is accompanied by the ability to apply newly-acquired knowledge not only in familiar but also in novel and unusual contexts. With this sentence, İzmir University of Economics, Applied English Translation programme clearly states that it uses literature for developing its students' critical thinking competence.

Having translation education at the Applied English Translation programme at Avrasya University acquire the ability to identify, define, formulate and solve problems that may be encountered in translation and interpretation, and also the skills of translation analysis, criticism, interpretation, and at Arel University they can evaluate the advanced knowledge and skills they have acquired in the field with a critical approach, which can be done through critical thinking competence.

Analyzing programme outcomes of Applied English Translation Programmes of Turkish Universities and Vocational Schools in terms of statements referring to critical reading competence in translation education, it comes up that Kastamonu University, Munzur University, Beykent University, İstanbul Arel University refer to this competence in their programme outcomes. Applied English Translation Programmes of Kastamonu University and Munzur University use the same sentences concerning critical reading competence. Programme information of both universities states that their students can explore the conceptual, discursive, formal, social, and cultural elements of different types of texts produced in the source and target languages, starting from the smallest structure, and can produce similar texts in both languages; can make decisions by questioning the cause-effect relationship; can bring creative solutions to problems; improve their analytical and critical reading skills in the translation process; can create a translation instruction that matches the meaning and functions of the source text and gain the ability to transfer the source text to the target language as a result of analyzing the source text with analytical and critical reading.

Another university that gives priority to critical reading in its associate degree translation education and refers to this in its programme outcome is Siirt University. By gaining critical competence during their education, students of Siirt University can analyze the paragraphs in which narrative, descriptive and illustrative narration techniques are applied, using analytical and critical reading methods, and decide on their suitability for academic writing values; analyze the compositions in which sampler, process analysis, analogy and comparison, classification, and expression techniques are applied by using analytical and critical reading methods and decide on their suitability for academic writing values; analyze research articles that question, summarize and evaluate the cause-effect relationship, based on problem-solving and using argumentative narrative techniques, using analytical and critical reading methods.

Two foundation universities located in İstanbul, Beykent University and İstanbul Arel University also take into consideration critical reading competence in Applied English Translation Programmes. While Beykent University state this by claiming that students who graduated from this programme have the ability to reach

the knowledge of the field and terms required to decode and produce texts in various disciplines, İstanbul Arel University indicates that students of Applied English Translation Programme can analyze texts that have already been translated, theoretically and practically error-prone.

When the programme outputs of Applied English Translation programmes are analyzed on the basis of preparation for the sector and preparation for further education in the field of translation studies, it is seen that some universities focus on preparation for the sector, while others focus on training competent students in the field of translation studies.

When starting to examine the programme outputs from this perspective, it comes out that universities focus on preparation for the sector more than preparation for further education in the field of translation studies. I will first examine the programme outcomes in terms of preparation for further academic study.

Ardahan University (“Ardahan University”, n.d.), Giresun University (Giresun University), Zonguldak Bülent Ecevit University, and Mardin Artuklu University indicate that their students take responsibility as team members to solve complex unanticipated problems encountered in applications related to the field of translation studies; direct their education in the field of translation studies to an advanced education level in the same field or a profession at the same level; and communicate their ideas on the subjects related to the field of translation studies, at the level of basic knowledge and skills, with the most appropriate terminology. In addition, they have basic theoretical and applied knowledge supported by textbooks, practice, tools, and other resources containing current information in the field of translation studies, based on qualifications acquired at the secondary education level; use the basic knowledge and skills acquired in the field of translation studies to interpret and evaluate data, define and analyze problems, and develop solutions supported by evidence.

İstanbul Şişli Vocational School, Zonguldak Bülent Ecevit University, and Mardin Artuklu University claim that their students at Applied English Translation Programme utilize the elemental visionary and practical acquaintance earned in translation studies at an advanced education degree in the same domain or a domain at the same degree.

Concerning academic studies, Tokat Gaziosmanpaşa University and Karabük University have an expression as their students gain lifelong learning skills by transferring the theoretical and practical knowledge acquired in the field of language to academic and business life.

In addition to the knowledge and skills they have acquired in applied courses, they follow the developments in the field and participate in activities and projects is the expression of Kastamonu University and Munzur University, included in the outcomes of these universities' programmes.

After examining the programme outcomes in terms of their references to academic education, we see that there is much more references to the sector.

The most referred sentence concerning preparing students for the sector is that students of Ardahan University, Zonguldak Bülent Ecevit University, Mardin Artuklu University, Giresun University, Çağ University, İzmir Kavram Vocational School, İstanbul Arel University, and Avrasya University use information and communication technologies together with computer software at minimum European Computer Use License Basic Level required by the field of humanities.

İzmir Kavram Vocational School, Beykent University, Avrasya University, Niğde Ömer Halisdemir University, and İzmir University of Economics (İzmir University of Economics) claim that their students gain the self-confidence to take responsibility and the ability to work effectively individually and in multi-disciplinary teams.

İstanbul Medipol University, İzmir Kavram Vocational School, İstanbul Aydın University, and Ufuk University (Ufuk University), in their programme outcomes share the same sentence, which indicates that students do their job best and effectively by using their communication skills in front of crowds while performing consecutive interpreting.

Both Tokat Gaziosmanpaşa University and Karabük University express that their students gain lifelong learning skills by transferring the theoretical and practical knowledge acquired in the field of language to academic and business life. Together with İzmir Kavram Vocational School, these two universities point out that students make practice professional ethics, occupational safety, quality and environmental awareness, project management, and workplace.

İstanbul Şişli Vocational School, İstanbul Arel University, Zonguldak Bülent Ecevit University, and Mardin Artuklu University remark that graduated students evaluate the basic level of knowledge and skills acquired in the field of translation studies with a critical approach, and determines and meets the learning needs of those who work under their responsibility.

In addition to Zonguldak Bülent Ecevit University, and Mardin Artuklu University, also students of Beykent University use, analyze, and apply the basic knowledge and skills acquired in the field of translation studies in the fields of service to society. Again both Zonguldak Bülent Ecevit University and Mardin Artuklu University point out that within the framework of a project carried out in social, cultural, and artistic fields, they perform activities for the development of their employees under their responsibility. Another thing that these universities have in common is that graduated students can share their thoughts and solutions for problems related to the translation field with specialists and non-experts, and this is included also in the programme outcome of İstanbul Şişli Vocational School.

Kastamonu University and Munzur University have three sentences in common concerning this issue. Students of both universities, in all processes of translation, can effectively use existing technologies such as translation memories, online resources, term banks, spelling and grammar control, internet, terminology database, and follow developments in this field; have knowledge and skills related to various fields of expertise and can solve complex problems encountered or unforeseen in texts that require specialist knowledge; to accelerate the translation process, they have knowledge about different sectors, the terminology of these sectors, and world cultures, and they can transfer the theoretical knowledge and skills they will develop in different fields of expertise to the act of translation.

Ardahan University, İstanbul Şişli Vocational School, and İstanbul Arel University signify that their graduated students have satisfactory cognition of the universality of social rights and social justice, quality, and cultural significance, as well as saving the environment, occupational health and safety.

While İstanbul Şişli Vocational School, İstanbul Aydın University, and Ufuk University (Ufuk University) state that their students gain the ability to translate texts on literature and science, articles, newspapers, and periodicals, and

myriad kinds of texts on policy, law, economics, and technics, Ufuk University (Ufuk University) indicates that their students can open their own translation office and work as translators and translation editors in institutions such as radio-television, newspapers, magazines and publishing houses. Stating that their students can work as a translator and translation editors in institutions such as newspapers, magazines and publishing houses, and can open their own translation offices and finalize the incoming translations in the best way possible by designing the project and organizing the employees in their team, İstanbul Medipol University is another one, which gives the name of the sector in its programme outcome.

On the same issue, Avrasya University (Avrasya University) indicates that its students have the command to appoint and utilise contemporary strategies and mechanisms required for translation and interpretation practices; acquire the ability to use simultaneous cabin equipment effectively; awareness of project management, workplace practices, and employee rights; awareness arises about the legal consequences of translation and interpretation practices.

As a result, when the outputs of Applied English Translation Programmes in Turkey are examined, it will be seen that there are many differences between them, and accordingly, this situation will be reflected in the curricula.

4.4 Curricula of Applied English Translation Programmes in Turkish Universities

In this chapter, it is examined whether the English Literature course is included in the curricula of thirty-two Applied English Translation Programmes in Turkey. Because the contribution of the literature course to understanding different cultures and developing critical reading was mentioned in detail in the previous sections, the curricula of the programmes are examined in the light of this information and for this purpose.

When we examine the curricula of the Applied English Translation Programmes at Ardahan University (see Appx.P1) and Siirt University (see Appx. P2), it is seen that there are no English Literature courses, and even that there are no other courses related to literary reading and critical reading. Another point that draws

attention is that the literature translation course is given at the university before the English Literature course is given.

Analyzing the curriculum of Giresun University Applied English Translation programme (see Appx. P3), it is seen that there are two different curricula; 2+2 and 3+1. 2+2 means students take courses for four semesters and do not do internships. 3+1 means students take courses for three semesters and do internships in the fourth semester. While students take courses in the 2+2 curriculum for four semesters, in the 3+1 curriculum, after the first three semesters, they only do workplace practice, workplace training, and internship in the last semester.

Giresun University Applied English Translation programme includes UIÇ113 Textual Analysis (1st Semester, Compulsory), SEC106 English Literature Outlines (2nd Semester, Elective), UIC114 Mythology (3rd Semester, Compulsory) courses related to English Literature.

UIÇ113 Textual Analysis Course (see Appx. Q1) is a compulsory course with 4 ECTS, which is given three course hours per week in the first semester in the 2+2 education system. When the purpose of the course is reviewed, the aim is to develop students' reading and comprehension skills with authentic texts selected from English Literature, by applying various reading and comprehension techniques to the texts. Understanding and applying basic text analysis concepts and literary terms, and applying basic methods in the analysis of prose, poetry, and theoretical texts are among the outcomes of the course. When the subjects of the course content, which includes basic literary texts, literary theories, and critical theories, are examined on a weekly basis, it is seen that there are studies on Shakespeare and his works. Evaluating the purpose, content, and learning outcomes together, it is seen that it is aimed to gain students the critical reading competence, which is an important pillar of translation education, through English literature.

The second course in which the literature course is used in the curriculum of Giresun University (Giresun University), Applied English Translation Programme is SEC106 Survey of English Literature (see Appx. Q2). On the university's website, it is stated that the aim of the SEC106 Survey of English Literature course is to introduce and comprehend to the students the sources of the early period of English Literature with different types of texts and through a historical perspective from the

Anglo-Saxon period to the 18th century. According to the course outcomes, students establish the connections of religious, cultural, social, and historical effects in the transition from oral literature to written literature; demonstrate the difference between works from the Old English period from modern English and analyze them in terms of literary content, read subtexts through symbols and myths by comparing literary texts; develop and expresses ideas by making connections between literary works; develop a critical perspective on literary texts.

The results of the course make the point very clear that the primary objective is to equip students with various competences such as critical reading, critical thinking, and linking religious, cultural, social, and historical influences with literary works, through the Old English Period, Anglo-Saxon Period, Medieval English Literature, and Renaissance.

The third course in which the literature course is used in the curriculum of Giresun University Applied English Translation Programme is UİÇ114 Mythology (see Appx. Q3). UİÇ114 Mythology course, which is given as a compulsory course in the third semester, is given three-course hours per week and is four ECTS. Looking at the course information, it is seen that the course aims to make students comprehend the interaction between literature and mythology by considering the effects of Western myths and mythological examples that have been influential in English Literature in literary texts. Students taking the course analyze the historical impact of myths on cultures, establish the link between mythology and literature, and ultimately analyze the relationship between mythology and culture. In this way, the student will be able to transfer the target culture more accurately by analyzing the myths that the student will encounter in many different areas of western culture.

When the curriculum of Karabük University (see Appx. P4), which is the third university mentioned in the Applied English Translation section of the Associate Degree Preference Portal in YÖKATLAS (“Yükseköğretim Kurulu”, n.d.) , is examined, it is seen that there is one course on English Literature, SUI216 Contemporary British Literature (see Appx. Q4). When the course information on the website of the programme is examined, it is written that the aim of the course, which is given in three-course hours per week and is five ECTS, is to provide a basic

understanding of contemporary English literature and writers and to introduce basic literary arts and movements. While the content of the course is specified as Contemporary English literature and writers, the outcomes of the course include statements that the student will be able to comprehend contemporary English literature at a basic level, know the names of contemporary English authors, and can translate short stories.

Although English Literature is included in the curriculum of the Applied English Translation Programme of Karabük University, it is seen that the aim of the literature course does not include the purpose of transferring English culture to the student through literature, as specified in this Chapter 3. In addition, it is noteworthy that after giving the literature course just through a basic knowledge of literature, the student is expected to be able to translate short stories that require complex translation skills and deep literary knowledge.

Examining the curriculum of Kastamonu University Applied English Translation Programme (see Appx. P5), it is seen that there are five courses in which English literature is included. These are UIC107 English Literature - I, UIC108 English Literature - II, UIC203 Contemporary British and American Literature - I, UIC204 Contemporary British and American Literature - II, and UIC2019 English Theatre.

Looking at the information of the UIC107 English Literature – I (see Appx. Q5) course in the curriculum of Kastamonu University, the purpose of this four ECTS course, which is taught as a compulsory four-course hour a week in the first semester, is to provide students with extensive information about the cultural and historical processes of England and to have an idea about British society. Students who complete this course, in which the main authors and works of the Anglo-Saxon Period, Medieval, Renaissance, and 17th century periods are discussed, as stated in the course information on the website of the programme, will develop their skills in writing and will present ideas about the texts and the periods in which these texts were written. It is claimed that many writers from the period will have information about the movement and the work, and will gain general knowledge about the society

in which the texts are produced. This is another example of the literature course being used as a bridge to convey the culture of the society.

Another English literature course taught in the programme is the UIC108 English Literature - II course with four ECTS. It is taught for four-course hours a week in the second semester. This course is a continuation of the UIC117 English Literature - I course given in the first semester. The content of the UIC118 English Literature – II course (see Appx. Q6), which aims to develop linguistic and cultural competences by analyzing different texts and discussing the subjects, is the types of works produced from the 18th century to the 20th century. In the aim part of the UIC118 course of the Applied English Translation Programme of Kastamonu University, it is clearly stated that linguistic and cultural competences can be gained by the students through the literature course. Students who successfully complete English literature in the second semester are claimed to be able to have information about contemporary literary issues and the cultural problems of the age, be able to gain the ability to apply the knowledge in English literature to cultural, social, ethical, aesthetic, political and similar issues, and be able to use the basic topics and concepts of literary theories in the development of life strategies.

The four ECTS course UIC203 Contemporary British and American Literature – I (see Appx. Q7), which is given to the students of the Applied English Translation programme of the same university in the third semester, is aimed to increase their knowledge of English as well as to provide students with cultural knowledge about contemporary English and American Literature. In the third semester, the university once again emphasized that the foreign language and cultural competences of translation students are supported through literature courses.

Students who take UIC203 Contemporary British and American Literature – I, which includes the literary movements and theoretical approaches, critical articles, and literary works, can examine the concepts and ideas in their field with scientific methods, and analyse and evaluate the data. They can develop their knowledge of English through literature, and have an intellectual knowledge of Western literature with theoretical approaches. besides all these, they constantly follow the agenda and

improve themselves, so they can be objective and open to different views, and gain lifelong learning skills. As can be understood from these outcomes, it is revealed that critical reading competence can be gained with a literature course, foreign language knowledge and competence can be improved, and critical thinking competence can be provided by the literature course. So this university uses literature course for these purposes.

In the curriculum of Kastamonu University, there is a UIC204 Contemporary British and American Literature - II course (see Appx. Q8) as a continuation of the UIC203 course. The content of this four ECTS course, which is taught three hours a week in the fourth semester, includes a story, novella and novel analysis, and partial translations. In the course UIC204 Contemporary British and American Literature - II students analyze works that are examples of literary movements that shape contemporary English and American literature in terms of translation studies in order to be able to criticize literary works and analyze discourse. At the end of the course, students develop English knowledge through literature, can study the ideas and views in the field with scientific methods, and decode and assess the data, develop intellectual knowledge, and acquire and use literary-cultural terminology.

The university constantly referred to the close connection between literature and critical reading, critical thinking, foreign language competences, and cultural competences in the course contents, and gives the literature course to its students for this purpose.

In Kastamonu University, Applied English Translation Programme, another English literature course, UIC219 English Theater (see Appx. Q9), is an elective course in the third semester. The aim of this course, which examines the phases of British and Irish theater from the 1950s to 1980, the currents of this period, important writers, and their works by associating them with the political, social, and cultural backgrounds is to provide students with the knowledge, and competences to be able to comment on the content and technical features of the English-Irish theatre plays. As stated in the learning outcomes in the course information, after completing UIC219 English Theater course, students are able to define important theatre movements in England from the 1950s to the 1980s, classify the English plays

written in the period from the 1950s to the 1980 and compares the works of the English playwrights of the mentioned period, examine the plays of playwrights in-depth in terms of form and content, and approach these works with a critical point of view, make comments on the content and techniques of the English-Irish plays.

Kastamonu University Applied English Translation Programme has benefited from English and American literature courses for four semesters in order to help its students acquire foreign language, culture, critical reading, and critical thinking competences.

Besides there is no English literature course in the Applied English Translation Programme at Mardin Artuklu University Nusaybin Vocational School (see Appx. P6), English Literature is only discussed in UYİ201 Literary Translation - I and UYİ202 Literary Translation - II courses for translation studies.

In the course of UYİ201 Literary Translation – I (see Appx. Q10), students are introduced to literary translation and the translation process is introduced through different text types, and they have a general knowledge of English Literature by comprehending different text types and languages in these texts and making translations. They also learn about the life of the authors and the characteristics of the period. While aiming to introduce and comprehend the sources of English literature in the beginning period of English literature by taking English Literature from a historical perspective and by having different types of texts read from the Anglo-Saxon period to the 18th century, cultural, linguistic and critical reading competences are at the very background in the aims and outcomes of the course.

One of the gains of the students who successfully complete the UYİ202 Literary Translation - II course (see Appx. Q11), in which the difficulties encountered in the translation of literary texts, the points to be considered and the methods to be used are examined by considering the types and translations of literary texts such as poetry, novels, stories, and bilingual translation exercises on literary text types are made, is the ability to make sense of language in verbal, written and nonverbal communication with an analytical and critical approach, and the social, geographical, historical and formal variants of culture together with language.

When the curriculum of the Applied English and Translation Programme of Munzur University is examined (see Appx. P7), it is seen that although there is a course called TPI207 Literary Translation, there is no course related to English Literature.

There is no English literature course in the Applied English Translation programme of Niğde Ömer Halisdemir University (see Appx. P8), but English literature is included only in the elective UIC2036 Novel and Story Translation course (see Appx. Q12) for translation purposes only. In this course, students examine the translations (two-way translation) of selected passages from well-known Turkish, British, and American stories and novels, make comparisons, and do translation studies on related literary genres. In the first seven weeks, students get information about the story and novel genres, and translations, examine the translation of selected passages from well-known English, and Turkish stories and novels, criticize translation and make discussions on a story and novel translated into Turkish, and discuss the problems that can be encountered in the translation of literary genres. In the remaining seven weeks, students do translation practice and make presentations. Through this course, students develop their critical thinking, critical reading, and cultural competences, but only to a small extent, and it is not enough for them to be competent.

Examining the curriculum of Tokat Gaziosmanpaşa University Applied English Translation programme (see Appx. P9), it comes forward that there is no English Literature course in this university's programme.

In the curriculum of the Applied English Translation Programme at Zonguldak Bülent Ecevit University (see Appx. P10), the course on English literature is in the fourth semester. CIC230 Introduction to English Literature (see Appx. Q13) is given as an elective course in the fourth semester for two-course hours a week and is three ECTS. According to the information in the course content on the website of the programme, it is stated that students who complete the course in which important texts from different periods of English Literature are taught with their historical and social backgrounds will be able to define the main types of literary works, elements of literature and use the elements of literature in sample works. Beginning the course

by introducing the main features of literary genres such as novel, short story, poetry, and drama in the first week, the course continues with historical, social, and literary events in Old English and the Medieval Period. Then, historical, social, and literary events of; the Elizabethan era in the third week, the Shakespeare era in the fifth week, in Augustan period in the seventh week, the Romantic Period in the ninth week, the Victorian era in the eleventh week, and examples from the works of metaphysical poets in the thirteenth week are the subjects of the course. After each subject, students review sample works related to the eras or periods. Upon analyzing the course content in view of cultural competence, critical reading competence, critical thinking competence, and linguistic competence, there are no references to these competences in the teaching purpose and/or learning outcomes of the course of CIC230 Introduction to English Literature. It is understood that it is aimed only to give information about the stylistic aspect of literature.

After examining the curricula of the Applied English Translation Programmes in the state universities in Turkey, the curricula of the foundation universities where this programme is available will also be examined and given in alphabetical order.

Looking at the curriculum of Avrasya University (see Appx. P11) in Trabzon, it is seen that there is no English literature course. On the other hand, there is a course called UIC1007 Culture and Literature (see Appx. Q14) in the content of which, it is stated that one of the most basic problems encountered while translating is to ensure equivalence in the transfer of culture, and that's why it is aimed to increase the practicality of the student by examining problems which are encountered in translation through analyzing language in social and cultural contexts, and by practicing. With the aim of increasing the cultural competence of the students, this compulsory course is given as a four-course hour in the first semester. The course starts by introducing what culture is, and how is the interaction between culture and language, and then continues with analyzing the elements that make up the language and its relationship with culture. Other subjects of this course is spoken language and oral culture; written language and textual culture; language and social identity; standard language and lingua franca, pidgin and creole; cultural meaning and

context, and finally language, politics, and ideology. According to the output of this course is students, who can complete this course, can analyze language and culture, can examine cultural and linguistic texts at terminological and conceptual levels, can carry out linguistic and conceptual studies in the cultural context, can learn about cultural institutions, structures, constitution, social life, and comprehend the importance of language and culture in the context of translation. It is seen that there is a course for the acquisition of cultural skills in translation education at Avrasya University, but this is taught not with the English Literature course, but with the culture's bound with language and only theoretically.

There is no English Literature course in the curriculum of the Applied English Translation programme of Beykent University (see Appx. P12), a foundation university located in İstanbul, but 222032000002217 Translation Oriented Text Analysis (see Appx. Q15) course with five ECTS, which is compulsory for three hours a week in the second semester.

In the first week of 222032000002217 Translation Oriented Text Analysis, after explaining the content, application, and evaluation information of the course to the student, a description of text analysis, the need for this course is explained, and also, after expressing translation dynamics, the importance of text analysis in translation studies are referred. In the second week of the semester, translation, translation theory, content, and elements of text linguistics are introduced. Cultural perception in translation, and common problems of non-equalization in translation are the subjects of the third week. In the fourth week, the subject of the course is translation methods applied by expert translators, including translation using the more general concept method, translation using a more neutral concept, translation by using the method of cultural substitution, and translation with borrowed word plus explanation method. In the fifth week, collocation, idiom, and constant expression translation collocation, expression, fixed expression, practices, in the sixth week, loyalty to the text; in the seventh, week pragmatic equivalence, consistency, loyalty, connotation, compliance principle, back translation; in the ninth week, the use of systematic linguistics in translation, functional theories in translation using informative texts with practising on newspaper texts; in the tenth week discourse

and section analysis approach, scientific or field texts, technical translation, specialized translation, and practices with relevant texts; in the eleventh week, impressive text, essay, biographies, cartoons, visual text translation, and practices with relevant texts; in the twelfth week, active texts as sermon, election speech, advertisements; in the thirteenth week, audio-communicative text, movies, visual and verbal advertisements, and practices with relevant texts; in the fourteenth week, translating various texts and application of translation methods are the subjects.

In the outcome of course information of 222032000002217 Translation Oriented Text Analysis, it is stated that students who take this course identify and describe translation dynamics, explain the importance of text analysis; explain and define the theory of translation, the translator's task, and the text linguistics; define cultural perception in translation, define the concept of culture in the context of translation theory, explain the concept of equalization in translation, identify the common problems of non-equalization in translation; define the methods applied by expert translators; identify problems in collocation, idiom, and literal translation, describe examples of collocations and idioms; explain text types; explain pragmatic equivalence, the concept of loyalty, the concept of consistency, and the concept of implication.

As a consequence, carried out on both a theoretical and practical basis, with subjects such as theoretical approaches and certain translation methods, 222032000002217 Translation Oriented Text Analysis is aimed to provide students with knowledge and skills about the basic principles and techniques of translational text analysis, but it does not include literary texts. On the other hand, it promotes the critical reading competence of students.

222022303122315 Comparative Culture and Literature (see Appx. Q16), which is taught for three-course hours in the third semester and has six ECTS, with the goal of providing students with a broad range of general culture and an approach to critical thinking that can be applied to any topic. According to the learning outcomes of the course, students who finish this course can define the concept and term of culture, and also, explain the concept of material and spiritual culture, clarify the important role of culture in foreign language learning and translation, explain the

geography of a foreign language, by listing the countries, regions, and their climatic characteristics where the foreign language is spoken, and also explain the effects of history and religion on the culture of a foreign language. They can also describe the broad cultural traits of the primary nations where the target language is spoken, as well as the distinctions between those cultures and Turkish culture. Making a list of the significant events that occurred in the ancient history of the nations that speak the foreign language, creating a list detailing the significant events that occurred throughout the middle ages in the nations that speak the foreign language, detailing the significant events that have occurred in the recent history of the nations in which English is spoken are the other capabilities which are targeted to be gained by the students of this course. Students, who take 222022303122315 Comparative Culture and Literature course, elucidate the significance of the pagan era in the history of the nations in which the foreign language is spoken, as well as the customs associated with it, explain the significance of Christianity as well as the customs that are practised in the nations where English is spoken, explain the folkloric features, the traditional and religious holidays, types of folk literature works written in English. They also know the types and centres of handicrafts, the way of life, the culinary culture, the institutions of the countries, types of governments specific to different histories and ages, the contemporary management system, the education policy, the press institutions, social relations and daily habits, the family structure and concept, define the rights of the genders, express old and contemporary social relations and behaviours, explain the relations between old and new generations, contemporary urban life where English is spoken. To sum up students learn the cultural bases of the countries and the nationalities living in these countries in which English is the mother tongue.

From the learning outcome, it is seen that this course is focused on the general culture of the English language. Although in the name of the course there is the word “literature”, it is not the main subject of the course and it is not focused as it has to be.

Beginning with explaining the content, application, and evaluation information of the course to the student, the subjects of the course in the first seven weeks are introducing the concept of culture, countries where English is spoken,

climatic and geographical characteristics of the English spoken countries, the early history of these countries (Pre-Christian Era), Middle age history of these countries (Christian Era), this recent history, ruling or governing systems in the history of the English spoken countries, and special holidays and the folklore of these countries. Till the eighth week, in which there is a mid-term exam, there has not been any use of literature. From the ninth to the fourteenth week, the subjects of the 222022303122315 Comparative Culture and Literature course are oral and written culture of the foreign countries, history of literature of the foreign countries, recent literary history of the foreign countries, the lifestyle of people and folk arts in the foreign countries, dialects which are spoken in the foreign countries, and gender differences, family patterns, and social relations in the foreign countries. As shown, in the second half of the semester literature is handled only by its history. No literary texts are read and analysed.

In the third and fourth semesters of the Applied English Translation programme of İstanbul Aydın University (see Appx. P15), English Literature is given as a compulsory course with three ECTS, three-course hours per week, by ENT263 Introduction to English Literature - I course taught in the third semester, and by ENT264 Introduction to English Literature - II course taught in the fourth semester.

The aim of ENT263 Introduction to English Literature – I (see Appx. Q17) is to enable students to translate text within British and American cultures better and easily by learning English literature.

In the learning outcomes of the course, it is stated that students are acquainted with the works of English Literature; with three genres as novel, drama, and poetry, and they will be able to understand and translate literary texts more efficiently. When we check the syllabus, in the first half of the third semester, different genres from different eras are analyzed in connection with the conditions and effects of the periods. The course starts with an introduction to defining literature, and its importance, which gives students an idea of the relevance of this course from the beginning. Then in the second week, the subject is to analyze and paraphrase Shakespeare's important sonnets. Following this, *Macbeth* is analyzed in connection

with *Old Testament* and *Bible*, *Hamlet* is analyzed within Freud, Oedipus and Electra Complex in the third week, and continues in the fourth week by analyzing *Hamlet* within *Old Testament* and *Bible*, and within Freud, Oedipus - Electra Complex. The subject of the fifth week is studying *Othello* within *Old Testament – Bible*, and also *Hamlet* within Freud, Oedipus - Electra Complex. The subject of ENT263 Introduction to English Literature – I in the sixth week is analyzing Romantic period poems and poets William Blake, and Wordsworth, and, in the seventh week, is analyzing *Rime of the Ancient Mariner* by Samuel Taylor Coleridge. After quiz and midterm weeks, the course continues with analyzing Victorian Period works, Robert Browning, and Tennyson in the tenth week. In the last three lessons, students study the comparison of *Paradise Lost* by John Milton and *The Bible*; analyze *Animal Farm* by George Orwell by giving the importance of the period, in its written totalitarian society, Soviet Union Communist societies of the time.

In ENT263 Introduction to English Literature – I, literature works are given with references to the periods, religious, and psychological aspects they were written. So this course achieves the aim of giving cultural, critical reading, and critical thinking competences to the students through using literature.

Being given with the aim of making students have a better understanding of literary texts, ENT264 Introduction to English Literature - II (see Appx. Q18) course is the continuation of ENT263 Introduction to English Literature – I. As regards the learning outcomes of the lesson, students who take this lesson can understand and translate literary texts more efficiently and can scrutinise and evaluate the components of fiction in short stories and the novel comprising setting, active character, story, dramatic irony, flashback, exposition, situational irony, theme and foreshadowing in critical essays as they become more acquainted with the works of English Literature and three genres; novel, drama, and poetry.

ENT264 Introduction to English Literature – II course starts with introducing the course and its importance in the first week. Then in the second week, the subject of novel elements is handled by considering the use of satire in Jonathan Swift's *A Modest Proposal*. The third week's subject is characteristics of the Romantic Age, characteristics of Romantic Poetry, and early Romantic poets, such as Robert Burns,

Walter Scott, and William Blake's *The Lamb*. Subject matters of the fourth lesson which is about late Romantic poets are William Wordsworth's *Expostulation and Reply*, John Keats's *La Belle Dame Sans Merci / Ode on a Grecian Urn*, and Percy Bysshe Shelley's *Ode to the West Wind*. Characteristics of Victorian Age and Victorian Novel is handled by Marry Shelly, and Jane Austen's *Pride and Prejudice*. Charles Dickens's *Oliver Twist*, *A Tale of Two Cities* is the subject of the sixth week; analysis of *Lifted Veil* as an example of the short story is the subject of the seventh week, and in the eighth week Charles Dickens's *Signal Man*. In the three weeks following the midterm exam in the ninth week the specific events of the 20th century as World War I and II, and the historical background of the century, Joseph Conrad's *Heart of Darkness*, and George Orwell's *1984* are analysed.

To sum up, the translation associate degree programme of İstanbul Aydın University aims to improve the reading, comprehension, interpretation, and cultural competences of the students by examples from cornerstones of English literature. The literary works are analysed through cultural, and historical aspects of the period they are written in. Thus, both ENT263 Introduction to English Literature – I and ENT264 Introduction to English Literature – II are successful in providing students with cultural, critical reading, critical thinking, and linguistic competences.

Another university which does not have English Literature course in its curriculum is Çığ University. Although there is a Literary Translation course in the curriculum of Çığ University, the Applied English Translation Programme, there is no English Literature course in the curriculum, but literary elements are examined in the AET124 Text Analysis course. In the second semester of the second year, this course, which has four ECTS, is taught in Turkish and English for three-course hours a week. It has been stated that this course aims to develop students' critical reading and thinking skills by introducing the types of literary texts and making selected text analysis studies of different genres from world literature. In other words, as emphasized in this thesis from the very beginning, it supports my opinion that there is a close connection between the literature course and the development of critical thinking and critical reading competences by stating that critical reading and critical thinking skills are developed with literary content through the Çığ University Applied English Translation programme AET124 Text Analysis course.

In the Applied English Translation Programme of Ufuk University (Ufuk University) (see Appx. P21), a course under the name of English Literature is not taught. However, the contents of MYC221 Literature and Translation - I and MYC222 Literature and Translation - II courses include English and American works of literature.

MYC221 Literature and Translation – I (see Appx.Q19) is a compulsory course which is given three course hours in the third semester as a compulsory course. This course is given with the aim of introducing the features of literary texts, elements of theater and poetry, interpreting and analyzing theater works and short stories, theories of literary text translation, and to compare English drama and poetry translations. In the first seven weeks of the course after theoretical explanations are given about literature, drama, tragedy, students read, analyze and interpret, and compare the Turkish translations of *Hamlet*. Following the midterm exam in the eighth week, *Waiting for Godot* is analysed in the ninth and tenth weeks. Then in the following weeks of the semester, after introducing what poetry and modern poetry are, students analyse *Stopping by the Woods on a Snowy Evening* by Robert Frost, and *Dulce et Decorum Est* by Wilfred Owen.

MYC221 Literature and Translation – I uses literature critically and theoretically in translation education, and gives students the four competences before said, but just on two genres, which are theatre and poetry. That's why, it is not sufficient to provide these competences thoroughly. On the other hand, with MYC222 Literature and Translation – II can give these competences concerning short story and novel.

Continuing this course, MYC222 Literature and Translation – II (see Appx. Q20) is given in the fourth semester. By introducing the general features of the short story and novel in 20th Century English and American Literature, this course informs students about both cultural and structural elements of the language, enables students to analyze and interpret some novels and short stories, and to translate literary texts.

According to the explanations in the information package of the course, students who complete this course can understand and identify the text features of

short stories and novels, distinguish between a short story and novel texts, interpret and analyze short stories and novels, understand the theories of literary text translation, and can compare the translations of short stories and novels in English.

Having introduced short story elements and twentieth-century British and American short stories and novels, students analyse *The Legacy* by Virginia Woolf, *The Rocking Horse Winner* by D.H. Lawrence, *Eveline* by James Joyce, and *Animal Farm* by George Orwell.

So this course also can enable the students to gain cultural, critical reading, critical thinking and linguistic competences through using literature in academic translation education.

Istanbul Medipol University, Applied English Translation Programme has two courses dealing with literature, which are ATE1277720 Literature Text Literacy (see Appx. Q21), ATE2110997 English Literature: Introduction.

The aim of ATE1277720 Literature Text Literacy, which is given four course hours a week as compulsory, is to teach students to examine literary texts through the eyes of a translator and as a potential source text. Students learn literature as an art and a science poem, short story, theatre, autobiography, biography, memoir, essay, criticism and letter, and text analysis. With this information, they can explain different literary genres and analyze different types of texts. This course gives only theoretical information from literature, thus, the four competences cannot be given to the students with this course.

ATE2110997 English Literature: Introduction (see Appx. Q22) is an elective course, which has four credits and six ECTS in the fourth semester. In the course information, there is a focus on cultural competence because the aim of the course is to provide a general education in literature with a focus on British history, culture, and society. It deals with geographical, historical, political, social, and cultural issues, including the relationship of literature to the world today. Students gain background knowledge of British history, politics, and society during the pre-medieval period, the medieval period, the age of enlightenment, the 18th Century, the Industrial Revolution, the nineteenth century, 20th century, and also analyze

Gulliver's Travels from the 18th Century, and *Wuthering Heights* from the 19th Century. According to the learning outcomes stated in the course information, it is stated that students develop an understanding of literature and its relationship with the world, recognize the different types of literature, learn literary terms, gain background knowledge of British history, politics, and society, and can read literary texts with a critical perspective. Critical reading, critical thinking, and cultural competences are focused on the course information. This shows that this course is taught to the students with considering all these competences.

When we look at the curricula of Applied English Translation programmes at İstanbul Arel University (see Appx. P14), English literature is handled in 51036208 Literary Translation course which focuses on English and American literature for four weeks out of fourteen weeks. At the beginning of the semester, in the four weeks, the subjects of the course are introduction to English and American literature, literary terms, and understanding different genres in literature. In the remaining ten weeks students analyse different literary works, besides translating different literary works. Because this course is based on translation, it does not aim to give cultural, critical reading, and critical thinking competences to the students. However, in preparation for literary translation, students need to gain these competences through a literature course before taking this course.

When we look at the curriculum of Applied English Translation programmes at İstanbul Gelişim University (İstanbul Gelişim Vocational School) (see Appx. P16), this programme has one course which handles English Literature. As stated in the course information of ICP221 Introduction to English Literature (İstanbul Gelişim Üniversitesi) (see Appx. Q23), the goal of this class is to provide students with a foundational understanding of English literature as well as the ability to discuss specific works of literature, authors, and time periods. There is not any stress on critical reading, cultural, or critical thinking competences, but just aimed to give the lesson theoretically. Following an introduction to English literature in the first week, the topics of the course are as follows, in order of the week: *Beowulf*; *The Wanderer*; introduction to the Middle English Period; *Sir Gawain and the Green Knight*; Chaucer, from *the General Prologue* and *The Miller's Tale*; mystery and

morality play, *Everyman*; The Renaissance Era: *Utopia*; poems by Sir Thomas Wyatt, Surrey, Sir Philip Sydney, Edmund Spenser; Shakespeare's *Macbeth*; The Renaissance Man, *Dr Faustus*; cavalier and metaphysical Poets: John Donne, Andrew Marvell, Robert Herrick.

According to the learning outcomes of the course, students who successfully complete the course will be able to list the significant authors and works in English literature, classify the time periods that had an impact on the development of English literature, evaluate significant poems, and engage in conversation about the short stories they have studied.

In the curriculum of the Applied English Translation Programme at the İzmir University of Economics (İzmir University of Economics) (see Appx. P19), there is not a course for English Literature. However, in AET205 Literature and Translation course, theoretical information is given about the meaning, terms, and genres of literature.

The Applied English Translation programme at İzmir Kavram Vocational School (see Appx.P20) has just one course under the name of 222022303121315 Comparative Culture and Literature, in which students are given general information about world literature.

When we look at the curriculum of the Applied English Translation programme at İstanbul İstanbul Şişli Vocational School (see Appx. P18), it is seen that there is no English Literature course at this vocational school.

In this thesis, the functionality of the English literature course in the field of translation studies has been manifested, and it is argued that this course is a basic course in academic translation education. Since the English literature course is handled in the context of academic translation education, firstly the concept of academic translation education is examined. For this purpose, in the first part, the purpose of translation education, the definition of translation education, especially the concepts of cultural competence and critical reading competence, and their place and importance in academic translation education are mentioned. The importance of translation competence is emphasized in academic translation education, the aim of

which is to provide students with translation competence in a wide range of fields. In this direction, in the second part of the thesis, the English Literature course is discussed in terms of giving students cultural and critical reading competence. Initially, the link between literature and culture is mentioned, then the role of translation and literature in the intercultural interaction of translation, and the connection between literature and critical reading and critical thinking competences are emphasized.

Based on these two concepts, the place of literature course in translation education is highlighted. In the third part, the history of academic translation education in Turkey is analyzed chronologically. In the fourth chapter, the aims and outputs of the Applied English Translation programmes are examined, and then it is examined whether English literature courses are included in their curricula. English Literature syllabi of universities and vocational schools that include this course in their curricula are examined to search whether this course is taught in terms of improving cultural and critical thinking and reading competences.

As a result, the place of English Literature course in the curricula of Applied English and Translation programmes, which are the two-year associate degree programmes of universities and vocational schools providing academic translation education in Turkey, has been examined and as a result, it has been seen that this course is taught in fifteen programmes in nine vocational schools of eight universities.

When the course information of these fifteen programmes is examined, it is understood that while some programmes aim to develop the cultural, critical reading, critical thinking, and foreign language competences of the students with the English literature course besides theoretical information, some programmes English literature is only taught from its theoretical side.

Considering that the graduates of this programme, some of whom are admitted to the programme without having their foreign language knowledge measured, and without any foreign language knowledge at all, will have diplomas that will be considered competent in every field related to translation, including

literary translation, in two years, it can be concluded that students who graduate from programmes that do not include English literature will have received insufficient education.

Likewise, students who are graduated from high school on a non-literary basis, but only on maths and science knowledge, can also choose and enter this programme. Those students who graduate from Applied English Translation Programme without taking the English literature course would lack sufficient information about literature and will be considered competent in also literary translations.

In addition, students who have the right to transfer to undergraduate programmes with the Vertical Transfer Exam (DGS) and who want to study English Language and Literature and/or American Culture and Literature programmes should also take at least an introductory course on English Literature during their Applied English Translator education, as it is necessary for their undergraduate education. It contributes to them being more prepared and more successful in their undergraduate education.

As a result, it is thought that the English Literature course is important in terms of developing students' cultural, critical reading, and critical thinking skills. For this reason, it is observed that English literature course is a course that should be in the curriculum within the scope of academic translation education.

CONCLUSION

In this thesis, the functionality of the English literature courses at the Applied English Translation programmes is questioned, and it is argued that this course deserves to be one of the basic basic courses in academic translation education at an associate degree. One of the facts that have motivated me to concentrate particularly on associate degree programmes was the intense criticism as well as questions these programmes receive in terms of whether a two-year-long education can suffice, how the curricula of such programmes are supposed to be and how it may be possible to achieve this education with a prerequired foreign language exam score in the university entrance exam. In addition, since I have personally the opportunity to observe the need for further improvements in these programmes. For these reasons, I chose my thesis subject related to this field.

Applied English Translation graduates have the right to vertical transfer to the English Language and Literature department in addition to English Translation and Interpretation, American Culture and Literature, or Translation Studies undergraduate programmes, and it is stated in the outputs of many Applied English Translation programmes that their graduates will also be competent to do literary translation. It brought to my mind the question of whether English Literature is included in the curriculum of Applied English Translation programmes, which states that its students will have these competences, and if so, what and how the contents of the English Literature courses are. Therefore, in this thesis, I researched the place of English Literature courses, in associate degree translation programmes.

In the first chapter of my thesis, I started by discussing the purpose of academic translation education. This showed that, as a consequence of the studies that were conducted in this area, the path leads to the concept of “translation competence” when it comes to academic translation education, and that the acquisition of translation competence by the student is the primary objective of academic translation education. For this reason, the first chapter focuses on translation competence in academic translation education. Reviewing the literature on translation competence, and analyzing and including the accepted ideas of people and institutions that have worked on translation such as Hans G. Honig, Roger T.

Bell, Noam Chomsky, Radegundis Stolze, Daniel Gile, Donald C. Kiraly, Allison Beeby, Amparo Hurtado Albir, Basil Hatim and Ian Mason, Stuart Campbell, Albrecht Neubert, Christina Schäffner and Beverly Adab, PACTE, Anthony Pym, Dorothy Kelly, EMT, Trans Comp project of the University of Graz, Susanne Göpferich, Margret Ammann, Jeffrey Docking, I see that cultural competence, critical thinking competence, critical reading competence, and language competence are all common points have highlighted these scholars. The aforementioned theorists have referred to either one, some or all of these competences. Later on, I discuss these four competences separately, again in the first chapter, by making a literature review specifically for the competences. As a result, I come to the conclusion that it is necessary to include these four competences while a translator candidate is being given academic translation training.

Considering that it is beneficial and even more necessary to teach English literature in the Applied English Translation programme, in terms of being a course that can prepare students for the undergraduate education of English Language and Literature, which is likely to pass, while providing these four competences to students, in the Second Chapter, it is more important in the Second Chapter, I do research on the place and role of the literature course in translation education, emphasizing the role of gaining thinking and critical reading skills, and improving language competences. After giving the views of Edwin Gentzler, Judith Woodsworth, Sandra Bermann, Mona Baker, André Lefevere on the definition of literature, I include the opinions of Donald Lazere on critical thinking in literature, of Rand Spiro on emphasis on the relevance of literature to culture and critical reading, of Norma Decker Collins, Ezra Pound, Roland Barthes, Raman Selden, Pedro Macizo and M. Teresa Bajo on the connection between literature and culture and critical reading. After explaining the link between literature, which is known to have a very close relationship with language competence, and critical reading, critical thinking, and cultural competence by giving references, I look at previous studies which emphasize the necessity of having literature courses in the curriculum of translation programmes. I stated that academics such as Claire Kramsch (2013), Guy Cook (1994), Daniel Shanahan (1997), David Hanauer (2001), Piera Carroli (2008), Anthony Liddicoat (2000) present their opinions about the necessity of using literary

texts or components in foreign language education. As a result, when I made an analysis, of the previous studies in this field, I have come to the conclusion that literature should be included in the curriculum in order to prepare the students of the Applied English Translation Programme for the undergraduate education that they can study in the future by improving the language competence of the English Literature, as well as to enable their acquisition of cultural competence, critical thinking competence and critical reading competence.

In the third chapter, I have included the history of academic translation education in Turkey. I studied the translation programmes in Turkey in European and Non-European languages. I included in my thesis, chronologically, by making tables, in which universities the undergraduate, graduate and doctorate educations are given in the academic translation education given in the languages of both fields. The reason why I do this is that the associate degree is the latest to open among other academic degrees and it is necessary to know the situation of other degrees in Turkey in order to understand associate degree translation education.

After all, in the last chapter, I have included the universities of Applied English Translation Programmes in Turkey, the conditions under which students are accepted, and the rate of selection of this programme in general.

After general information about what the programme involves, I have included the aims and outcomes of the programmes as presented on the websites of the Applied English Translation Programmes of the universities. I made tables and included the output of each programme in my thesis. And again, I noticed that there are differences in the programme outcomes as well as in the objectives. While some universities aim for sector-based objectives, some aim at advanced academic translation education. Some universities have also prioritized gaining language competence and directing students toward their own goals. And yet another very important point regarding this issue is whether consecutive and simultaneous interpreting competence can be gained in the students of the Applied English Translation programme in two years, as well as written translation competence. Starting from the same point again, I must state that it is almost impossible for students to acquire both written and consecutive and simultaneous translation

competence in only two academic years, after only one year of education, without any previous English language training. Even if it can be gained, this is only possible for individuals who have received English education in previous years and have brought their speaking skills to a very good level. Otherwise, a gain is possible only in the form of acquaintance, not in the form of competence. For these reasons, first of all, academic circles with this programme should have a consensus among themselves about the goals and outcomes of the Applied English Translation programme, so that they can reflect this to the students accurately and fully in their programme information. I use the expression “accurately” because students who have never had any education in the English language can also be admitted to this section, and they can generally bring their English level to the upper intermediate level in one academic year. It does not seem to be possible for them to acquire sub-competences and skills such as general culture, critical thinking, critical reading, and critical reading, which are all needed in literary translation, with the education they received in two academic years, but this issue also needs be studied under another headline with objective data from students. I believe that it is necessary to revise the objectives and outputs of the Applied English Translation programmes in all universities, and accordingly the curricula.

After the evaluation of the programme outcomes, I included the curricula of the Applied English Translation Programmes in Turkey, again separately for each programme, with tables, and researched whether the English Literature course is included in the curricula of these programmes. As a result, it comes forth that there is no English Literature course in the state universities of Ardahan University, Siirt University, Mardin Artuklu University, Munzur University, Niğde Ömer Halisdemir, Tokat Gaziosmanpaşa University, and foundation universities of Avrasya University, Çağ University, Beykent University, Istanbul Arel University, İzmir University of Economics (İzmir University of Economics), and İstanbul Şişli Vocational School. However, despite not including English Literature course in their curricula, Niğde Ömer Halisdemir University and Avrasya University, use English literature in the contents of different courses only theoretically. Ufuk University (Ufuk University) also uses literary contents in the courses given under name of Literature and Translation in the third and fourth semesters. English literature is handled both

theoretically and critically in these courses, and in these two courses, Ufuk University (Ufuk University) the Applied English Translation programme aims to give students cultural competence, critical reading competence, critical thinking competence and language competence using literature.

As a result, English Literature course is offered in nine of the twenty-one Applied English Translation programmes in Turkey. Universities that offer English Literature courses in Applied English translation programmes are Giresun University, Karabük University, Kastamonu University, Zonguldak Bülent Ecevit University, Aydın University, Ufuk University, Gelişim University and İzmir Kavram Vocational School.

There are five English Literature courses in the curriculum of Kastamonu University Applied English Translation Programme, three in the curriculum of Giresun University Applied English Translation Programme, two in Aydın University Applied English Translation Programme and one in Ufuk University Applied English Translation Programme, Karabük University, Zonguldak Bülent Ecevit University, Gelişim University and İzmir Kavram Vocational School, in each.

The result of all these findings is that teaching English literature in associate degree translation programs in Turkey is useful and necessary in terms of helping students gain cultural, critical reading, linguistic and critical thinking competences, whether they will work as translators or work in other fields after graduation. In addition, some programs that have inconsistencies among program outcomes, objectives and curricula need to revise their curricula and program outputs.

The English Literature course is required in all Applied English Translation Programmes and the course is to be taught theoretically and critically. It can be researched whether the curricula of Applied English Translation programmes are suitable for the acquisition of consecutive and conference interpreting skills, and whether the academic education period is sufficient to gain these two competencies. Another important issue to carry out academic research on Applied English Translation programs is whether the instructors working in all associate degree programs providing translation education have received translation training in their

educational backgrounds, and whether they have academic publications in the field, as it affects the quality of teaching.



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APPENDIX A

Turkish Universities Offering Undergraduate Training in Translation and Interpreting in English

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	FOUNDING YEAR	UNIVERSITY TYPE	CITY	FACULTY
Hacettepe University	DoTIE	1982/1983	State	Ankara	FoL
Boğaziçi University	Translation Studies	1983/1984	State	İstanbul	FS&L
İstanbul University	DoTIE	2000/2001	State	İstanbul	FoL
Atılım University	DoTIE	2001	Foundation	Ankara	FS&L
İstanbul Okan University	DoTIE	2003/2004	Foundation	İstanbul	Dhss
Haliç University	DoTIE	2004/2005	Foundation	İstanbul	FS&L
İzmir Ekonomi University	DoTIE	2004/2005	Foundation	İzmir	FS&L
Yeditepe Uni	Translation Studies	2004/2005	Foundation	İstanbul	FS&L
Beykent University	DoTIE	2005/2006	Foundation	İstanbul	FS&L
Çankaya University	DoTIE	2006	Foundation	Ankara	FS&L
Trakya University	DoTIE	2006/2007	State	Edirne	FS&L
Marmara University	DoTIE	2008/2009	State	İstanbul	FS&L
Ege University	DoTIE	2009	State	İzmir	FoL
İstanbul Arel University	DoTIE	2009	Foundation	İstanbul	FS&L
Kırklareli University	DoTIE	2010/2011	State	Kırklareli	FS&L
Bolu Abant İzzet Baysal University	DoTIE	2010/2011	State	Bolu	Sfİ
İstanbul Yeni Yüzyıl University	DoTIE	2012	Foundation	İstanbul	FS&L
Yaşar University	DoTIE	2012	Foundation	İzmir	Dhss

Kafkas University	DoTIE	2012	State	Kars	Sfl
Yalova University	DoTIE	2012	State	Yalova	Sfl
Kırıkkale University	DoTIE	2012/2013	State	Kırıkkale	FoL
Çanakkale Onsekiz Mart University	DoTIE	2012/2013	State	Çanakkale	Sfl
Adana Alparslan Türkeş Science and Technology University	DoTIE	2013 (Öğrenci kabulü: 2015/2016)	State	Adana	Dhss
İstanbul 29 Mayıs University	DoTIE	2014/2015	Foundation	İstanbul	FoL
Dokuz Eylül University	DoTIE	2015	State	İzmir	FoL
Bülent Ecevit University	DoTIE	2015	State	Zonguldak	Sfl
Siirt University	DoTIE	2015	State	Siirt	Sfl
Selçuk University	DoTIE	2016	State	Konya	Sfl
İstanbul Aydın University	DoTIE	2016	Foundation	İstanbul	Sfl
Hatay Mustafa Kemal University	DoTIE	2016	State	Hatay	Sfl
Ağrı İbrahim Çeçen University	DoTIE	2016/2017	State	Ağrı	Sfl
Balıkesir University	DoTIE	2017	State	Balıkesir	Sfl
Bandırma Onyeddi Eylül University	DoTIE	2017	State	Balıkesir	Dhss
Başkent University	DoTIE	2017/2018	Foundation	Ankara	FS&L
Çağ University	DoTIE	2018	Foundation	Mersin	FS&L
Osmaniye Korkut Ata University	DoTIE	2018	State	Osmaniye	FS&L
İstanbul Gelişim University	DoTIE	2018	Foundation	İstanbul	Faculty of Applied Sciences
Amasya University	DoTIE	2018/2019	State	Amasya	Sfl

Manisa Celal Bayar University	DoTIE	2019	State	Manisa	FS&L
Tekirdağ Namık Kemal University	DoTIE	2019	State	Tekirdağ	Sfl
Samsun University	DoTIE	2019	State	Samsun	Faculty Of Economics, Administrative, And Social Sciences
Ankara Yıldırım Beyazıt University	DoTIE	2019	State	Ankara	Dhss
İstinye University	DoTIE	2019	Foundation	İstanbul	Dhss
Karamanoğlu Mehmetbey University	DoTIE	2019	State	Karaman	Sfl
Bartın University	DoTIE	2019/2020	State	Bartın	FoL
Muğla Sıtkı Koçman University	DoTIE	2019/2020	State	Muğla	FoL
Kütahya Dumlupınar University	DoTIE	2019/2020	State	Kütahya	Sfl
Mardin Artuklu University	DoTIE	2019/2020	State	Mardin	Sfl
Toros University	DoTIE	2019/2020	Foundation	Mersin	Sfl
Bilecik Şeyh edebali University	DoTIE	2020	State	Bilecik	Sfl
Kahramanmaraş İstiklal University	DoTIE	2020/2021	State	Kahramanmaraş	Dhss
Ankara Bilim University	DoTIE	2020	Foundation	Ankara	Dhss
Nişantaşı University	DoTIE	2020	Foundation	İstanbul	Faculty Of Economics, Administrative, And Social Sciences
Afyon Kocatepe University	DoTIE	2020	State	Afyon	Sfl
KTO Karatay University	DoTIE	2020	Foundation	Konya	Sfl
İstanbul Atlas University	DoTIE	2020/2021	Foundation	İstanbul	Dhss
Kapadokya University	DoTIE	2020/2021	Foundation	Nevşehir	Dhss

Doğuş University	DoTIE	2020/2021	Foundation	İstanbul	FS&L
Sakarya University	DoTIE	2021	State	Sakarya	FS&L
Üsküdar University	DoTIE	2021	Foundation	İstanbul	Dhss
Trabzon University	DoTIE	2021	State	Trabzon	Sfl
Atatürk University	DoTIE	2021	State	Erzurum	Sfl
Harran University	DoTIE	2021	State	Şanlıurfa	Sfl
Fatih Sultan Mehmet Vakıf University	DoTIE	2021/2022	Foundation	İstanbul	FoL
İstanbul Health & Technology University	DoTIE	2021/2022	Foundation	İstanbul	Sfl
Batman University	DoTIE	2021/2022	State	Batman	Sfl
Fırat University	DoTIE	2021/2022	State	Elazığ	Dhss
Eskişehir Anadolu University	DoTIE	N/A	State	Eskişehir	FoL
Ankara Hacı Bayram Veli University	DoTIE	N/A	State	Ankara	FoL
Ankara Medipol University	Mütercim tercümanlık	N/A	Foundation	Ankara	Sfl
Erzincan Binali Yıldırım University	DoTIE	N/A	State	Erzincan	Sfl
Kahramanmaraş Sütçü İmam University	DoTIE	N/A	State	Kahramanmaraş	FS&L
Nevşehir Hacı Bektaş Veli University	DoTIE	N/A	State	Nevşehir	Sfl
Ondokuz Mayıs University	DoTIE	N/A	State	Samsun	Sfl

APPENDIX B

Turkish Universities Offering Undergraduate Training in Translation and Interpreting in German

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	FOUNDING YEAR	UNIVERSITY TYPE	CITY	FACULTY
İstanbul University	DoTIG	1994/1995	State	İstanbul	FoL
Mersin University	DoTIG	1996/1997	State	Mersin	FS&L
Sakarya University	DoTIG	2001	State	Sakarya	FS&L
Trakya University	DoTIG	2006/2007	State	Edirne	FoL
Hacettepe University	DoTIG	2007	State	Ankara	FoL
Marmara University	DoTIG	2007/2008	State	İstanbul	FS&L
Ege University	DoTIG	2009	State	İzmir	FoL
Kırklareli University	DoTIG	2010/2011	State	Kırklareli	FS&L
Karamanoğlu Mehmetbey University	DoTIG	2019	State	Karaman	FoL
Eskişehir Anadolu University	DoTIG	N/A	State	Eskişehir	FoL
Ondokuz Mayıs University	DoTIG	N/A	State	Samsun	FoL

APPENDIX C

Turkish Universities Offering Undergraduate Training in Translation and Interpreting in French

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	FOUNDING YEAR	UNIVERSITY TYPE	CITY	FACULTY
Hacettepe University	DoTIF	1992	State	Ankara	FoL
Yıldız Teknik University	DoTIF	1992	State	İstanbul	FS&L
Mersin University	DoTIF	1997/1998	State	Mersin	FS&L
Kırıkkale University	DoTIF	1998	State	Kırıkkale	FS&L
İstanbul University	DoTIF	2000/2001	State	İstanbul	FoL
Marmara University	DoTIF	2006	State	İstanbul	FS&L
Karamanoğlu Mehmetbey University	DoTIF	2019	State	Karaman	Sfl
Ankara Hacı Bayram Veli University	DoTIF	N/A	State	Ankara	FoL

APPENDIX D

Turkish Universities Offering Bilingual Translation and Interpreting Undergraduate Training

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	FOUNDING YEAR	UNIVERSITY TYPE	CITY	FACULTY
Bilkent University	DoTIEF	1993/1994	Foundation	Ankara	Faculty of Humanities and Letters
Dokuz Eylül University	DoTIGE	1997/1998	State	İzmir	FoL
Ege University	DoTIGE	2009	State	İzmir	FoL
Sivas Cumhuriyet University	DoTIEF	2010-2011	State	Sivas	FoL
Kafkas University	DoTIEF	2012	State	Kars	FS&L
Ordu University	DoTIEF	N/A	State	Ordu	FS&L

APPENDIX E

Turkish Universities Offering MA training in Translation and Interpreting in English

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	WITH / WITHOUT THESIS	FOUNDING YEAR	CITY	UNIVERSITY TYPE
Dokuz Eylül University	DoTIGE	With Thesis	1999	İzmir	State
Amasya University	DoTIE	With Thesis	2020	Amasya	State
Ankara Hacı Bayram Veli University	Translation and Cultural Studies	With Thesis	2014	Ankara	State
Atılım University	Translation Studies	With / Without Thesis	2007/2008	Ankara	Foundation
Boğaziçi University	Graduate Programme in Conference Interpreting	Without Thesis	2004	İstanbul	State
Boğaziçi University	Graduate Programme in Translation (M.A.)	With Thesis	1993/1994	İstanbul	State
Hacettepe University	DoTIE	With Thesis	1991	Ankara	State
İstanbul 29 Mayıs University	DoTIE	Without Thesis	2015/2016	İstanbul	Foundation

APPENDIX F

Turkish Universities Offering MA Training in Translation Studies in Turkish

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	WITH / WITHOUT THESIS	FOUNDING YEAR	CITY	UNIVERSITY TYPE
Mersin University	Translation Studies	With Thesis	2000-2001	Mersin	State
Muğla Sıtkı Koçman University	Translation and Interpreting	With Thesis	2000	Muğla	State
İstanbul University	Translation Studies	With Thesis	2007-2008	İstanbul	State
Okan University	Translation Studies	With Thesis	2012	İstanbul	Foundation
Okan University	Translation of Literary-Social Sciences Texts and Translation Editorship	Without Thesis	2012	İstanbul	Foundation
Ankara Hacı Bayram Veli University	Translation and Cultural Studies	With Thesis	2014	Ankara	State
Sakarya University	Translation Studies	With Thesis	N/A	Sakarya	State

APPENDIX G

Translation Studies PhD Programmes in Turkey with English and Turkish As Medium of Teaching

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	FOUNDING YEAR	CITY	TYPE	INSTITUTE
Hacettepe University	Department of Translation and Interpreting in English	1992	Ankara	State	Iss
Boğaziçi University	Translation Studies	1994/1995	İstanbul	State	Iss
İstanbul University	Translation Studies	2007-2008	İstanbul	State	Iss
Yıldız Teknik University	Interlingual and Intercultural Translation Studies	2007	İstanbul	State	Iss
Ankara Hacı Bayram Veli University	Translation and Cultural Studies	2014	Ankara	State	Institute of Graduate Programmes
Dokuz Eylül University	Translation Studies	2015	İzmir	State	Iss
İstanbul 29 Mayıs University	Translation Studies	2015-2016	İstanbul	Foundation	Iss
Ege University	Translation Studies	2020-2021	İzmir	State	Iss
Mersin University	Translation Studies	N/A	Mersin	State	Iss
Sakarya University	Translation Studies	N/A	Sakarya	State	Iss

APPENDIX H

Turkish Undergraduate Programmes in Translation and Interpreting in Arabic

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	FOUNDING YEAR	UNIVERSITY TYPE	CITY	FACULTY
İstanbul Okan University	Department of Translation and Interpreting in Arabic	2009/2010	Foundation	İstanbul	Fhss
Ankara Yıldırım Beyazıt Uni	Department of Translation and Interpreting in Arabic	2010	State	Ankara	Fhss
Kırkkale University	Department of Translation and Interpreting in Arabic	2011	State	Kırkkale	FS&L
Yalova University	Department of Translation and Interpreting in Arabic	2012	State	Yalova	Sfl
Ankara Hacı Bayram Veli University	Department of Translation and Interpreting in Arabic	2014	State	Ankara	Faculty of Letters
Kütahya Dumlupınar University	Department of Translation and Interpreting in Arabic	2015	State	Kütahya	Sfl
Siirt University	Department of Translation and Interpreting in Arabic	2016	State	Siirt	Sfl
Hatay Mustafa Kemal University	Department of Translation and Interpreting in Arabic	2016	State	Hatay	Sfl
Mardin Artuklu University	Department of Translation and Interpreting in Arabic	2017	State	Mardin	Sfl
Amasya University	Department of Translation and Interpreting in Arabic	2018	State	Amasya	Sfl
Selçuk University	Department of Translation and Interpreting in Arabic	2018/2019	State	Konya	Sfl
Karamanoğlu Mehmetbey University	Department of Translation and Interpreting in Arabic	2019	State	Karaman	Sfl
KTO Karatay University	Department of Translation and Interpreting in Arabic	2020	Foundation	Konya	Sfl

Trabzon University	Department of Translation and Interpreting in Arabic	2021	State	Trabzon	Sfl
Bingöl University	Department of Translation and Interpreting in Arabic	2021	State	Bingöl	Faculty of Letters
Harran University	Department of Translation and Interpreting in Arabic	2021	State	Şanlıurfa	Sfl
Batman University	Department of Translation and Interpreting in Arabic	2021/2022	State	Batman	Sfl
Erzincan Binali Yıldırım University	Department of Translation and Interpreting in Arabic	N/A	State	Erzincan	Sfl
Ondokuz Mayıs University	Department of Translation and Int. in Arabic	N/A	State	Samsun	Sfl

APPENDIX I

Turkish Undergraduate Programmes of Translation and Interpreting in Russian

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	FOUNDING YEAR	UNIVERSITY TYPE	CITY	FACULTY
İstanbul Okan University	DoTIR	2004/2005	Foundation	İstanbul	Fhss
Beykent University	DoTIR	2007/2008	Foundation	İstanbul	FS&L
Kafkas University	DoTIR	2012	State	Kars	Sfl
Selçuk University	DoTIR	2016	State	Konya	Sfl
İstanbul Aydın University	DoTIR	2016	Foundation	İstanbul	Sfl
Ankara Sosyal Bilimler University	DoTIR	2021	State	Ankara	Sfl

APPENDIX J

Turkish Undergraduate Programmes of Translation and Interpreting in Persian

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	FOUNDING YEAR	UNIVERSITY TYPE	CITY	FACULTY
Kırıkkale University	Department of Translation and Interpreting in Persian	2011	State	Kırıkkale	Faculty of Arts and Sciences



APPENDIX K

Turkish Undergraduate Programmes of Translation and Interpreting in Chinese

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	FOUNDING YEAR	UNIVERSITY TYPE	CITY	FACULTY
Okan University	Department of Translation and Interpreting in Chinese	2005	Private	İstanbul	Fhss
Selçuk University	Department of Translation and Interpreting in Chinese	2016	State	Konya	Sfl
Ondokuz Mayıs University	Department of Translation and Interpreting in Chinese	N/A	State	Samsun	Sfl

APPENDIX L

Turkish Undergraduate Programmes of Translation and Interpreting in Japanese

NAME OF THE UNIVERSITY	NAME OF THE DEPARTMENT	FOUNDING YEAR	UNIVERSITY TYPE	CITY	FACULTY
Ankara Social Sciences University	Department of Translation and Interpreting in Japanese	2021	State	Ankara	Sfi



APPENDIX M

Turkish Postgraduate Programmes of Translation and Interpreting in Non-European Languages

NAME OF THE UNIVERSITY	LANGUAGE	NAME OF THE DEPARTMENT	FOUNDING YEAR	UNIVERSITY TYPE	CITY	INSTITUTE
İstanbul 29 Mayıs University	Arabic	Translation Master's Programme in Arabic (30% Arabic) With Thesis	2015/2016	Private	İstanbul	Social Sciences
İstanbul 29 Mayıs University	Arabic	Translation Master's Programme in Arabic (30% Arabic) Without Thesis	2015/2016	Private	İstanbul	Social Sciences
İstanbul Aydın University	Russian	Translation and Interpretation Master's Programme with Thesis (Russian)	2016	Private	İstanbul	Institute of Graduate Study

APPENDIX N

Turkish Universities and Vocational Schools Offering Associate Degree Programmes in Applied English Translation

UNIVERSITY	CITY	UNIVERSITY TYPE	FOUNDING YEAR	NAME OF THE VOCATIONAL SCHOOL
Ardahan University	Ardahan	State	2012-2013	Ardahan Social Sciences Vocational School
Giresun University	Giresun	State	N/A	Espiye Vocational School
Karabük University	Karabük	State	2012-2013	Safranbolu Şefik Yılmaz Dizdar Vocational School
Kastamonu University	Kastamonu	State	2016	Bozkurt Vocational School
Mardin Artuklu University	Mardin	State	2013	Nusaybin Vocational School
Munzur University	Tunceli	State	2012	Pertek Sakine Genç Vocational School
Munzur University	Tunceli	State	2014-2015	Tunceli Vocational School
Niğde Ömer Halis Demir University	Niğde	State	N/A	Niğde Social Sciences Vocational School
Siirt University	Siirt	State	2013	Social Sciences Vocational School
Tokat Gaziosmanpaşa University	Tokat	State	N/A	Tokat Vocational School
Zonguldak Bülent Ecevit University	Zonguldak	State	2011-2012	Çaycuma Vocational School
Zonguldak Bülent Ecevit University	Zonguldak	State	2015-2016	Devrek Vocational School
Avrasya University	Trabzon	Foundation	N/A	Vocational School
Beykent University	Ankara	Foundation	N/A	Vocational School
İstanbul Arel University	İstanbul	Foundation	N/A	Vocational School

İstanbul Aydın University	İstanbul	Foundation	N/A	Anadolu Bil Vocational School
İstanbul Gelişim University	İstanbul	Foundation	N/A	İstanbul Gelişim Vocational School
İstanbul Medipol University	İstanbul	Foundation	N/A	Social Sciences Vocational School
İstanbul İstanbul Şişli Vocational School	İstanbul	Foundation	N/A	İstanbul İstanbul Şişli Vocational School
İzmir Ekonomi University	İzmir	Foundation	N/A	Vocational School
İzmir Kavram Vocational School	İzmir	Foundation	N/A	İzmir Kavram Vocational School
Ufuk University	Ankara	Foundation	2015	Vocational School

APPENDIX O

Outcomes of Applied English Translation Programmes In Turkey

Table:1 Programme outcomes of Applied English Translation Programme at Ardahan University (“Ardahan University”, n.d.), and Giresun University (Giresun University) (“Giresun University”, n.d.)

Programme Outcomes	Ardahan University	Giresun University
Upon graduation a student:		
Uses the basic knowledge and skills acquired in the field of translation studies, interprets and evaluates data, defines and analyzes problems, and creates evidence-based solutions.	✓	✓
Takes responsibility as a team member to solve complex unforeseen problems encountered in applications related to the field of translation studies.	✓	✓
Directs his/her education in the field of translation studies to an advanced education level in the same field or a profession at the same level.	✓	✓
Conveys his/her thoughts on the subjects related to the field of translation studies, at the level of basic knowledge and skills, with the most appropriate communication tools in the fields of education, culture, and art.	✓	✓
Follows the knowledge in the field of translation studies and communicates with colleagues by using the English language at least at the European Language Portfolio A2 General Level.	✓	✓
Based on the qualifications gained at the secondary education level, he/she has basic theoretical and applied knowledge supported by textbooks, practice, tools, and other resources containing up-to-date information in the field of translation studies.	✓	✓
Uses information and communication technologies together with computer software at minimum European Computer Use License Basic Level required by the field of humanities.	✓	✓
Have sufficient awareness of the universality of social rights, social justice, quality, and cultural values, environmental protection, occupational health, and safety.	✓	
Have social, scientific, cultural, and ethical values in the stages of collecting, applying, and announcing the results related to the field of translation.	✓	
Have basic theoretical and applied knowledge about translation such as Principles of Translation Studies, Translation and Interpretation Techniques, Essay Writing, Translation for the Business World, Technical and Scientific Translation Practices.	✓	

Table:2 Programme outcomes of Applied English Translation Programme at Mardin Artuklu University (“Mardin Artuklu University”, n.d.) , and Zonguldak Bülent Ecevit University (“Zonguldak Bülent Ecevit University”, n.d.) .

Programme Outcomes	Mardin Artuklu University	Zonguldak Bülent Ecevit University	
Upon graduation a student:			
Uses, analyses, and applies the basic knowledge and skills acquired in the field of translation studies in the fields of service to society.	✓	✓	✓
Has the linguistic, artistic, and cultural accumulation required by the qualified human power at the basic level required in the field of translation studies.	✓	✓	✓
Independently conducts a basic level study in the field of humanities.	✓	✓	✓
Within the framework of a project carried out in social, cultural, and artistic fields, he/she carries out activities for the development of his/her employees under his/her responsibility.	✓	✓	✓
Creates awareness of lifelong learning in the fields of culture, art, and education.	✓	✓	✓
Can share his/her thoughts and solutions for problems related to the translation field with experts and non-experts.	✓	✓	✓
Assigns the universality of social, cultural, and artistic rights in the field of humanities, has awareness of social justice, protects historical and cultural heritage, and attaches importance to social and cultural values.	✓	✓	✓
Behaves and participates in quality management and processes in social, cultural, and artistic fields.	✓	✓	✓
Uses the basic knowledge and skills acquired in the field of translation studies, interprets and evaluates data, defines and analyzes problems, and creates evidence-based solutions.	✓	✓	✓
Takes responsibility as a team member to solve complex unforeseen problems encountered in applications related to the field of translation studies.	✓	✓	✓
Directs his/her education in the field of translation studies to an advanced education level in the same field or a profession at the same level.	✓	✓	✓
Conveys his/her thoughts on the subjects related to the field of translation studies, at the level of basic knowledge and skills, with the most appropriate communication tools in the fields of education, culture, and art.	✓	✓	✓
Follows the knowledge in the field of translation studies and communicates with colleagues by using the English language at least at the European Language Portfolio A2 General Level.	✓	✓	✓
Based on the qualifications gained at the secondary education level, he/she has basic theoretical and applied knowledge	✓	✓	✓

supported by textbooks, practice, tools, and other resources containing up-to-date information in the field of translation studies.			
Evaluates the basic level of knowledge and skills acquired in the field of translation studies with a critical approach, and determines and meets the learning needs of those who work under his/her responsibility.	✓	✓	✓
Uses information and communication technologies together with computer software at minimum European Computer Use License Basic Level required by the field of humanities.	✓	✓	✓
Uses the basic theoretical and applied knowledge acquired in translation studies at an advanced education level in the same field or a field at the same level.	✓	✓	✓
Have social, scientific, cultural, and ethical values in the stages of collecting, applying, and announcing the results related to the field of translation.	✓	✓	✓
Has the awareness of protecting the environment.		✓	✓

Table:3 Programme outcomes of Applied English Translation Programme at Karabük University (“Karabük University”, n.d.), and Tokat Gaziosmanpaşa University (“Tokat Gaziosmanoşa University”, n.d.)

Programme Outcomes	Tokat Gaziosmanpaşa University	Karabük University
Upon graduation a student:		
Uses English reading, writing, listening, and speaking skills at the basic level.	✓	✓
Translates from English to Turkish and from Turkish to English.	✓	✓
Gains the basic knowledge and skills to conduct research and work in the field of English Language.	✓	✓
Uses English correctly and beautifully and expresses himself/herself correctly.	✓	✓
Makes practices on Professional ethics, occupational safety, quality and environmental awareness, project management, and workplace.	✓	✓
Based on the qualifications gained at the secondary education level, he/she has basic theoretical and applied knowledge supported by textbooks, practice, tools, and other resources containing up-to-date information in the field of translation studies.	✓	✓
Gains lifelong learning skills by transferring the theoretical and practical knowledge acquired in the field of language to academic and business life.	✓	✓
Can develop different approaches related to the field by combining the skills and knowledge required in the field of language with critical approaches.	✓	✓
Develops social relations to learn effective ways of communicating with people and to make working environments more livable.	✓	✓
Can use the acquired theoretical and practical knowledge in different ways to solve complex and unpredictable problems in the field of language.	✓	✓
Conducts independent interdisciplinary research and analysis, collects information and presents this information orally and in writing, with the theoretical and practical knowledge gained in the field.	✓	✓
Has sufficient awareness of the universality of social rights, social justice, quality and cultural values, environmental protection, occupational health and safety.	✓	✓
Being aware of the fact that he/she is a member of the Turkish nation and a part of humanity, he/she shows sensitivity to issues that concern Turkey and the world.	✓	
Gains knowledge, skills, values, and attitudes that will enable him/her to produce solutions to today's problems with a logical approach and prepare himself/herself for the future.	✓	

Table:4 Programme outcomes of Applied English Translation Programme at Kastamonu University (“Kastamonu University”, n.d.), and Munzur University (“Munzur University”, n.d.)

Programme Outputs	Kastamonu University	Munzur University
Students can effectively use the theoretical and applied knowledge they have acquired in the field of translation.	✓	✓
They can examine concepts and ideas in their field with scientific methods; interpret and evaluate data.	✓	✓
They can explore the conceptual, discursive, formal, social, and cultural elements of different types of texts produced in the source and target languages, starting from the smallest structure, and can produce similar texts in both languages.	✓	✓
They can take an active role in language and intercultural communication and use the knowledge and skills they have acquired by being aware of their social roles and responsibilities.	✓	✓
In all processes of translation, they can effectively use existing technologies such as translation memories, online resources, term banks, spelling and grammar control, internet, terminology database, and follow developments in this field.	✓	✓
In addition to the knowledge and skills they have acquired in applied courses, they follow the developments in the field and participate in activities and projects.	✓	✓
Have knowledge and skills related to various fields of expertise and can solve complex problems encountered or unforeseen in texts that require specialist knowledge.	✓	✓
In the translation process, they can make decisions by questioning the cause-effect relationship; bring creative solutions to problems; and improve their analytical and critical reading skills.	✓	✓
They can access the necessary resources in the translation process and effectively incorporate these resources into the translation action.	✓	✓
They can discover the multi-layered structure of the act of translation, constantly follow the agenda, constantly improve themselves, be objective and be open to different opinions, thus they gain the skill of lifelong learning.	✓	✓
As a result of analyzing the source text with analytical and critical reading, they can create a translation instruction that matches the meaning and functions of the source text and gain the ability to transfer the source text to the target language.	✓	✓
They can understand grammatical, lexical, semantic, and syntactic structures of source and target languages and create meaning using these structures.	✓	✓
With an analytical and critical approach, they can make sense of the language in verbal, written, and nonverbal communication and the social, geographical, historical, and formal variants of the culture together with the language.	✓	✓
In addition to the stages related to translation, they can define the strategies followed and the problems encountered in the translation process, develop methods for the solutions to the problems they will encounter in their translation processes, and justify their decisions.	✓	✓
Have basic theoretical and applied knowledge about translation such as Principles of Translation Studies, Translation and Interpretation Techniques, Essay Writing, Translation for the Business World, Technical and Scientific Translation Practices.	✓	
In order to work more effectively, they can use the opportunities offered by computers	✓	

and information technologies used in the field of translation.		
In order to accelerate the translation process, they have knowledge about different sectors, the terminology of these sectors, and world cultures, and they can transfer the theoretical knowledge and skills they will develop in different fields of expertise to the act of translation.	✓	
They acquire the ability to use the Turkish language effectively in written and oral communication.	✓	
In line with Atatürk's Principles and Revolutions, they gain the ability to adopt high human values, especially national purpose and patriotism.	✓	



Table:5 Programme outcomes of Applied English Translation Programme at İstanbul Medipol University (“İstanbul Medipol University”, n.d.), and İzmir Kavram Vocational School (“İzmir Kavram Vocational School”, n.d.)

Programme Outcomes	İstanbul Medipol University	İzmir Kavram Vocational School
Have theoretical knowledge about translation studies.	✓	✓
Can control the translations in terms of correctness and suitability.	✓	✓
By reading continuously, they improve their English knowledge and increase their vocabulary of terminology.	✓	✓
They can translate the texts they encounter, with the integrity of meaning and expression accuracy, using the right concepts and terms.	✓	✓
Have theoretical knowledge about what language and culture are.	✓	✓
Have knowledge of English language structure and theories.	✓	✓
Have the skills to translate literary works, texts, scientific articles, newspapers and magazines, political, legal, economic, technical, and other types of works.	✓	✓
Do their job best and effectively by using their communication skills in front of crowds while performing consecutive interpreting.	✓	✓
Have theoretical knowledge about Turkish language structure and theories. Have theoretical knowledge about the differences between Turkish and English language structures.	✓	✓
Can use software and hardware technologies specific to this field, and help those who want to learn.	✓	✓
Have theoretical knowledge about Turkish language structure and theories.	✓	
Can open their own translation offices and finalize the incoming translations in the best way possible by designing the project and organizing the employees in their team.	✓	
Evaluate the knowledge and skills acquired in the field of translation with a critical approach.	✓	
Help those who want to learn about translation with advice and suggestions in every environment.	✓	
Convey their thoughts through written and verbal communication at the level of basic knowledge and skills on the subjects related to their field.		✓
Gain the self-confidence to take responsibility and the ability to work effectively individually and in multi-disciplinary teams.		✓
Carry the awareness of professional and ethical responsibility.		✓
Have sufficient awareness of the universality of social rights, social justice, quality, and cultural values, environmental protection, occupational health, and safety.		✓
Use information and communication technologies together with computer software at minimum European Computer Use License Basic Level required by the field of humanities.		✓
With the awareness of the necessity of lifelong learning; gain the ability to follow the developments in science and technology and constantly renew themselves.		✓
Can work as a translator and translation editor in institutions such as newspapers, magazines, and publishing houses.		✓

Table:6 Programme outcomes of Applied English Translation Programme at İstanbul Aydın University (“Aydın University”, n.d.), Ufuk University (Ufuk University) (“Ufuk University”, n.d.), and İstanbul İstanbul Şişli Vocational School (İstanbul Aydın University) (“İstanbul Şişli Vocational School”, n.d.)

Programme Outcomes	İstanbul Aydın University	İstanbul Şişli Vocational School	Ufuk University
Upon graduation students:			
Students have theoretical knowledge about translation studies.	✓	✓	✓
Become proficient in using a dictionary.	✓	✓	✓
Learn about languages and cultures.	✓	✓	✓
They have the skills to translate literary works, texts, scientific articles, newspapers and magazines, political, legal, economic, technical, and other types of works.	✓	✓	✓
They master translation terminology.	✓	✓	
They have information about the history of translation.	✓	✓	
They can grasp the difference between Translation and Interpretation.	✓	✓	
They do their job in the best and most effective way by using their communication skills in front of the crowd while performing consecutive interpreting.	✓		✓
They can check the translations in terms of correctness and suitability.	✓		✓
By constantly reading, they improve their English knowledge and increase their vocabulary of terminology.			✓
They are able to translate the texts they come across with semantic integrity and expression accuracy, using the right concepts and terms.			✓
They have knowledge of English language structure and theories.			✓
In order to work more effectively, they can use the opportunities offered by computers and information technologies used in the field of translation.			✓
Have theoretical knowledge and approach to different types of texts.			✓
Gain knowledge about the relation and theoretical bond between translation and discourse.			✓
They can open their own translation office and work as translators and translation editors in institutions such as radio-television, newspapers, magazines, and publishing houses.			✓
They help those who want to learn about translation with their advice and suggestions.			✓
As a team member, they take responsibility for solving complex unforeseen problems encountered in applications related to the field of translation studies.		✓	
Based on the qualifications gained at the secondary education level, they have basic theoretical and applied knowledge supported by		✓	

textbooks, applications, tools, and other resources containing up-to-date information in the field of translation studies.			
They critically evaluate the basic knowledge and skills acquired in the field of translation studies; identify and meet the learning needs of those working under their responsibility.		✓	
They use the basic theoretical and applied knowledge they have acquired in translation studies at an advanced education level in the same field or a field at the same level.		✓	
They acquire social, scientific, cultural, and ethical values in the stages of collecting data related to the field of translation, applying it, and announcing the results.		✓	
They can share their thoughts and solutions to problems related to the field of translation with experts and non-experts.		✓	
They have sufficient awareness of the universality of social rights, social justice, quality, and cultural values, environmental protection, occupational health, and safety.		✓	
They convey their thoughts through written and verbal communication at the level of basic knowledge and skills they have on subjects related to their field.		✓	
They can comprehend the difference between translation and interpretation: by using the basic knowledge and skills they have acquired in the field of translation, they gain the ability to use English at an advanced level, interpret and evaluate the language, define and analyze language, and translation problems.		✓	
They can critically evaluate the basic knowledge and skills acquired in the field of translation; identify and meet their learning needs. They can direct their translation learning to a further education level in the same field or a profession of the same level. They gain awareness of lifelong learning in translation and other fields.		✓	
They master professional language use in the field of translation and language use.		✓	
They have a general knowledge of the English Language and Literature.	✓		
They can be sworn translators.	✓		
They can work as professional translators.	✓		
Successfully graduating students have as much command of translation as students graduating from faculties.	✓		
They can guide tourists and foreign business people.	✓		
They can improve their translation skills with more practice.	✓		
They can find mistakes in the translations.	✓		
They can teach English in classrooms.	✓		
They can teach English to primary school students.	✓		

In written translations, they translate the texts into other languages without compromising semantic integrity and expression accuracy.	✓		
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Table:7 Programme outcomes of Applied English Translation Programme at İstanbul Arel University (“Arel University”, n.d.), Çağ University (“Çağ University”, n.d.), Beykent University (“Beykent University”, n.d.), Avrasya University (“Avrasya University”, n.d.)

Programme Outcomes	İstanbul Arel University	Çağ University	Beykent University	Avrasya University
Upon graduation students:				
Acquire the ability to work effectively individually and in multi-disciplinary teams, and the self-confidence to take responsibility.			✓	✓
With the awareness of the necessity of lifelong learning; gain the ability to follow the developments in science and technology and to constantly renew themselves.			✓	✓
They acquire social, scientific, cultural, and ethical values in the stages of collecting data related to the field of translation, applying it, and announcing the results.	✓	✓		
They use information and communication technologies together with computer software at the minimum European Computer Use License Basic Level required by the field of humanities.	✓	✓		
They have sufficient awareness of the universality of social rights, social justice, quality, and cultural values, environmental protection, occupational health, and safety.	✓	✓	✓	
They critically evaluate the basic knowledge and skills acquired in the field of translation studies; identify and meet the learning needs of those working under their responsibility.	✓			
They use, analyze and apply the basic knowledge and skills they have acquired in the field of translation studies in the fields of service to society.			✓	
They will have theoretical and applied basic knowledge about translation such as Fundamentals of Translation studies, Translation and Interpretation Techniques, Essay Writing, Translation for the Business World, Technical and Scientific Translation Practices.		✓		
They have a sense of professional and ethical responsibility.				✓
In order to work more effectively, they can use the opportunities offered by computers and information technologies used in the field of translation.			✓	

They have theoretical knowledge about translation studies.				✓
They define the basic concepts in the field of translation.	✓			
They have sufficient infrastructure in the field of translation and interpretation; acquire the ability to use applied knowledge in this field for solution purposes in their oral and written translation experiences.				✓
They acquire the ability to identify, define, formulate and solve problems that may be encountered in translation and interpretation.				✓
Ability to select and use modern techniques and tools required for translation and interpretation practices; acquire the ability to use simultaneous cabin equipment effectively.				✓
They acquire the skills of translation analysis, criticism, and interpretation.				✓
They acquire the ability to access information and to do resource research for this purpose, to use databases, translation programmes, and other information resources.				✓
They acquire the skill of effective oral and written communication in Turkish; fluency in English, plus grammar in at least one foreign language.				✓
Awareness of project management, workplace practices, and employee rights; Awareness arises about the legal consequences of translation and interpretation practices.				✓
Are aware of the universal and social effects of translation and interpretation practices and have knowledge about the problems of the age.				✓
They have a good command of course materials containing up-to-date information, applied tools and materials, research methods and techniques applied in field studies, and advanced theoretical and applied knowledge supported by other resources, based on the competencies gained in the field of translation.			✓	
They are proficient in Turkish and English (at least European Language Portfolio B2 General Level) in terms of sound, form, sentence structure, meaning, usage and style.			✓	
They have an advanced command of the culture, institutions, geographical, historical, religious, literary, and social characteristics of Turkish and English.			✓	

They know contemporary techniques, theories, and practices in the field of translation.			✓	
They are knowledgeable about interdisciplinary issues in the field of humanities. They know various disciplines.			✓	
They can design, collect data, analyze results, archive, decode and interpret texts in the field of translation.			✓	
They have the ability to analyze and interpret a text in the written translation process, design new texts in accordance with translation services standards; collect and archive data.			✓	
They have the skills of analyzing, interpreting, summarizing, expressing, and producing new texts in the oral translation process.			✓	
They can select, use and develop contemporary tools necessary for translation practices.			✓	
They effectively use the applied tools and materials (technological and/or other information resources -dictionaries, guides, etc.) required in the translation process.			✓	
They make translations and interpretations by using the advanced theoretical and applied knowledge they have acquired in the field of translation.			✓	
Conducts research using translation studies research methods; previous works/produced texts are evaluated.			✓	
They can understand and interpret a system, process, equipment, or product, solve related problems, and apply contemporary methods in the field of translation.			✓	
Ability to identify, define, formulate and solve problems in the field of translation; for this purpose, they are able to choose and apply appropriate analysis and modeling methods.			✓	
They can identify, define, and solve translation problems, and choose and apply appropriate analysis methods for this purpose.			✓	
They have the ability to reach the knowledge of the field and terms required to decode and produce texts in various disciplines.			✓	
They develop field knowledge and terminology in various disciplines and use this knowledge for translation purposes.			✓	
Ability to communicate effectively in Turkish and English, both verbally and in writing; have knowledge of at least one foreign language			✓	

(European Language Portfolio B2 General Level).				
They use basic and up-to-date technical knowledge of English translation.		✓		
They can develop solutions to the problems they may encounter by using English translation techniques, share these suggestions with the parties of the problem, and for this purpose, they can form a team and take responsibility when necessary.		✓		
They can learn to learn and apply it throughout their lives by developing their skills in accessing information about English translation, choosing what works, understanding, interpreting, and using it.		✓		
They can communicate with their colleagues both verbally and in written form in Turkish and English.		✓		
They can follow the information and developments in the field of translation by using English at the B2 General Level of the European Language Portfolio.		✓		
They can communicate in different languages, at least as much as is necessary for daily life, in written and verbal communication.		✓		
They explain/define the general concepts and terms in the field of Applied English and Translation at a basic level.	✓			
They describe/explain the English language development and translation processes.	✓			
They describe techniques related to translation.	✓			
They recognize the components that make up the translation studies (written and oral use of the mother tongue and target language, etc.) and the skills of both languages.	✓			
They define the working principles of the components that make up translation studies (written and oral use of the mother tongue and the target language, etc.) and the skills of both languages.	✓			
List the main theoretical and applied processes in the fields of English language and Turkish language.	✓			
Recognize the types of translation (technical, business, literary, consecutive, etc.) which are the sub-topics of the applied translation field and the errors in the translated texts.	✓			
They explain the relationship between all translation and interpretation types related to the	✓			

field of Applied Translation.				
They develop the texts to be translated into the target language appropriately, using up-to-date technical tools, methods, and approaches in the field of translation.	✓			
The text development process; They plan on using the source and target language appropriately, at the level of consistency and fluency.	✓			
They use the application of transferring the text to another language, using their command of the source and target language, per its purpose.	✓			
They apply the text they read and understand by analyzing and researching the target language.	✓			
They carry out the necessary controls on the science of translation by their purpose.	✓			
They bring together the components that make up the science of translation (source language and mastery of the target language, consecutive, literary, business translation, etc.) appropriately to produce an understandable and equivalent text.	✓			
They analyze texts that have already been translated, theoretically and practically error-prone.	✓			
They execute the translated text per its purpose, using their theoretical and applied knowledge.	✓			
They use the necessary acquisitions in the field of translation (linguistic and skill knowledge about the target language and source language, etc.) under their purpose.	✓			
They convey the basic source texts (deed, deed, identity, passport, diploma, etc.) needed in the field of translation into the target language without any problems.	✓			
They carry out advanced studies in their field independently.	✓			
They take risks and responsibilities in the realization of knowledge, ideas, practices, or technologies that bring innovation to their field.	✓			
Takes responsibility for transforming knowledge and skills into an idea/approach/technology/product with high social/cultural/economic added value by evaluating risks and opportunities related to personal, professional, and/or work areas; develop entrepreneurial competence individually or as a team member.	✓			
They evaluate the advanced knowledge and skills they have acquired in the field with a critical	✓			

approach.				
They inform the relevant persons and institutions on the issues related to their field by conveying their thoughts and solution proposals for the problems verbally and in writing.	✓			
They share their thoughts on issues related to their field and their solutions to problems with experts and non-experts by supporting them with quantitative and qualitative data.	✓			
They follow the developments in their field and communicate with their colleagues by using a foreign language (English) at least at the C1 General Level of the European Language Portfolio.	✓			
With the awareness of social responsibility, they organize and implement projects and activities for the social environment they live in.	✓			

Table:8 Programme outcomes of Applied English Translation Programme at İstanbul Gelişim University (İstanbul Gelişim Üniversitesi) (“İstanbul Gelişim University”, n.d.), İzmir University of Economics (İzmir University of Economics) (“İzmir University of Economics”, n.d.), Niğde Ömer Halisdemir University (“Niğde Ömer Halisdemir University”, n.d.), and Siirt University (“Siirt University”, n.d.)

Names of the Universities	Programme Outcomes
İstanbul Gelişim University	<ul style="list-style-type: none"> • Discovers the cultural, scientific, and artistic background of their similarities and combines this information with the translation process. • Identifies grammatical and linguistic similarities and differences between both languages; adapts these gains to the translation process. • Develops the four basic skills necessary to use English competently. • Explains the basic principles of translation in specific fields and applies them to the translation process. • Identifies the history of English literature and synthesizes these achievements in literary translation practices. • Translates from mother tongue to foreign language and from foreign language to mother tongue; criticizes and corrects the translations. • Knows the practices used in interpreting (note-taking, active listening, etc.) and makes them concrete by applying them. • Defines text and text types; analyzes the text by using them and applies the results to the translation process. • Identifies the basic concepts in the field of translation.
İzmir University of Economics	<ul style="list-style-type: none"> • Obtain written language skills that would support the field of Applied English and Translation. • Be able to use and interpret the knowledge acquired in the field of Applied English and Translation. • Be able to convey ideas and suggestions to solve problems related to the field of Applied English and Translation in written form. • Develop vocabulary skills in English and acquire skills to apply them in the field of translation. • Acquire basic skills and knowledge to do research in the English language. • Innovative and creative thinking is accompanied by the ability to apply newly-acquired knowledge not only in familiar but also in novel and unusual contexts. • Take responsibility as an individual and as part of the group, be open-minded, constructive, and self-confident, tolerate criticism, and work effectively and productively. • Internalize the requirements of complying with the values of business ethics, being socially and scientifically ethical in every aspect of the gathering, interpreting, sharing, and applying data in the field of Applied English and Translation under all circumstances. • Be able to use computer programmes, informatics, and communication technologies as required by the field of Applied English and Translation. • Be able to evaluate the acquired knowledge and skills critically, adopt a lifetime learning approach, constantly update and renew the acquired knowledge • They gain written language skills that will support the field of Applied English Translation.

	<ul style="list-style-type: none"> • They can use and interpret the knowledge gained in the field of Applied English Translation. • They can convey their ideas and suggestions for solving problems related to the field of Applied English Translation in written form. • They acquire English vocabulary and gain the ability to apply them in the field of translation. • They acquire the basic skills and knowledge to conduct research in the English language. • They can think innovatively and creatively, accompanied by the ability to apply newly acquired knowledge not only to familiar but also to new and unusual contexts. • As individuals and as part of the group, they take responsibility, be open-minded, constructive, and self-confident, tolerant of criticism, and work effectively and efficiently. • They collect, interpret and share data in the field of Applied English Translation and internalize the requirements of complying with business ethics values and being ethical socially and scientifically at every stage of its implementation. • They can critically evaluate the knowledge and skills they have acquired; adopt a lifelong learning approach, and constantly update and renew the knowledge they have acquired. • They can use the opportunities offered by the computer and information technologies used in the field of translation in order to work more effectively.
Niğde Ömer Halisdemir University	<ul style="list-style-type: none"> • They have a sense of professional and ethical responsibility. • They can apply their foreign language knowledge to other disciplines. • They have sufficient knowledge in the field of translation. • They can follow national and international broadcasts in a foreign language. • They can use and transfer foreign language knowledge theoretically and practically with contemporary techniques. • In addition to their discipline, they can work in interdisciplinary teams. • As individuals, they are sensitive to protecting the interests of the country and the environment. • They improve themselves by following the developments in science, technology, and contemporary issues in foreign languages. • They can communicate by expressing their ideas in a foreign language, verbally and in writing, by having the ability to work individually and to make independent decisions. • They acquire the ability to ensure that language competence is developed at the highest level and used successfully and effectively in practice areas and translation environments.
Siirt University	<ul style="list-style-type: none"> • They have theoretical knowledge about translation studies. • In addition to the stages related to translation, they can define the strategies followed and the problems encountered during the translation process, develop methods for solving the problems they will encounter in their translation processes, and justify their decisions. • They can understand and use grammatical, lexical, and semantic structures of source and target languages. • They can create meaning through micro linguistic units learned at syntax, lexicon, and semantics levels. • They can compare the norms and constraints of the source and target language, as well as create text in the target language through the creation of a translated text. • They can use advanced language structures such as word classes, sentence elements, sentence types, and sentence fragments that are frequently used in advanced texts. • They can evaluate the functions and uses of English grammatical structures, which are described as problematic, with context and error analysis methods.

	<ul style="list-style-type: none"> • They can transfer macro linguistic units to translation. • They can perform a descriptive study of advanced English grammar structures and their use in different contexts. • They recognize the main idea sentence in the paragraph and the composition and determine its place. Recognize and find supporting ideas in paragraphs and compositions. They find the conjunctions in the paragraph and the composition. They find and name the techniques of attracting attention used in the introduction and closing sections of paragraphs and compositions. • They analyze the paragraphs in which narrative, descriptive and illustrative narration techniques are applied, using analytical and critical reading methods, and decide on their suitability for academic writing values. • They also analyze the compositions in which sampler, process analysis, analogy and comparison, classification, and expression techniques are applied by using analytical and critical reading methods and decide on their suitability for academic writing values. • They write the paragraphs in which narrative, descriptive and illustrative techniques are applied according to the given topics. • They produce compositions in which sampler, process analysis, analogy and comparison, classification, and expression techniques are applied according to the given topics. • They list the characteristics of a research article to be based on original, objective, qualitative and quantitative data and include citation rules. They define the rules of citing the sources they have found as a result of the field search in accordance with the academic literature. • They analyze research articles that question, summarize and evaluate the cause-effect relationship, based on problem-solving and using argumentative narrative techniques, using analytical and critical reading methods, and judge their suitability for academic writing values by considering reference techniques. • They question how people in foreign cultures use certain expressions, structures and words, and compare how they express themselves in daily discourse. • They analyze how different people arrive at the desired meaning using various expressions, structures, and words. • In addition to taking an active role in language and intercultural communication, they can look at the translation, language, and communication problems analytically. • They have specialized knowledge that facilitates field translation. • Students can summarize the text to make inferences from the text they listen to. • Students develop their research methods, independent learning techniques, and creativity.
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APPENDIX P

Curricula of Applied English Translation Programmes in Turkish Universities

Table: 1 Curriculum of Applied English Translation Programme at Ardahan University (“Ardahan University”, n.d.)

1 st Semester							
Course Code	Course Name	Course Type	Theoretical	Practice	Laboratory	Credits	ECTS
ATA-101.2	Atatürk's principles and history of the Revolution	Common Required	2	0	0	2	2
COM101	Computer Skills-I	Required	2	0	0	2	2
ETP101	Comparative Structure-I	Required	3	0	0	3	5
ETP103	Interpretation Skills-I	Required	3	0	0	3	5
ETP105	English Usage and Style-I	Required	3	0	0	3	5
ETP107	Introduction to Translation	Required	3	0	0	3	5
ETP111	Etymology Studies	Required	3	0	0	3	4
TRKÇ101-2	Turkish language	Common Required	2	0	0	2	2
		Total :	21	0	0	21	30
2 nd Semester							
Course Code	Course Name	Course Type	Teorical	Practice	Laboratory	Credits	ECTS
ATA-102	Atatürk's principles and history of the Revolution	Common Required	2	0	0	2	2
COM102	Computer Skills-II	Required	2	0	0	2	2
ETP102	Comparative Structure-II	Required	3	0	0	3	6
ETP104	Interpretation Skills-II	Required	3	0	0	3	6
ETP106	English Usage and Style-II	Required	3	0	0	3	6
ETP108	Written Media Translation	Required	3	0	0	3	6
TRKÇ-102	Turkish language	Common Required	2	0	0	2	2
		Total :	18	0	0	18	30
3 rd Semester							
Course Code	Course Name	Course Type	Teorical	Practice	Laboratory	Credits	ECTS
ETP203	Consecutive Translation-I	Required	3	0	0	3	4
ETP205	Business Translation-I	Required	3	0	0	3	4
ETP207	Literary Translation	Required	3	0	0	3	4
ETP209	Theories and Techniques of Translation	Required	3	0	0	3	4
ETP211	Subtitling-I	Required	3	0	0	3	4
ETP213	Technical Translation-I	Required	3	0	0	3	5

ETP217	Social Text Translation-I	Required	3	0	0	3	5
		Total :	21	0	0	21	30
4 th Semester							
Course Code	Course Name	Course Type	Teorical	Practice	Laboratory	Credits	ECTS
ETP204	Consecutive Translation-I	Required	3	0	0	3	4
ETP206	Business Translation-I	Required	3	0	0	3	6
ETP212	Subtitling-II	Required	3	0	0	3	4
ETP214	Technical Translation-II	Required	3	0	0	3	6
ETP216	Translation Project	Required	3	0	0	3	5
ETP218	Social Text Translation-II	Required	3	0	0	3	5
		Total :	18	0	0	18	30



Table:2 Curriculum of Applied English Translation Programme at Siirt University (“Siirt University”, n.d.)

1. Semester Course Plan				
Course Code	Course Name	T+A+L	Compulsory/Elective	ECTS
ATA101	Principles of Atatürk and History Revolution-I	2+0+0	C	2
CCC105	Communication & Learning Skills	2+0+0	C	3
CIT101	Information Technologies I	1+1+0	C	3
CTET101	Comparative Structure Analysis I	2+1+0	C	6
CTET103	English Usage and Style I	2+1+0	C	5
CTET105	Introduction to Translation	2+2+0	C	5
CTET107	Reading for Translation	2+1+0	C	4
TRK101	Turkish Language I	2+0+0	C	2
			Total ECTS	30
2.Semester Course Plan				
Course Code	Course Name	T+A+L	Compulsory/Elective	ECTS
ATA102	Principles of Ataturk and History Revolution -II	2+0+0	C	2
CIT102	Information Technologies II	1+1+0	C	3
CTET102	Comparative Structure Analysis II	2+1+0	C	5
CTET104	English Usage and Style II	2+1+0	C	5
CTET106	Written Translation	2+2+0	C	5
CTET108	Discourse Analysis	2+1+0	C	5
CTET112	Industrial Relations	1+1+0	C	3
TRK102	Turkish Language-II	2+0+0	C	2
			Total ECTS	30
3.Semester Course Plan				
Course Code	Course Name	T+A+L	Compulsory/Elective	ECTS

CTET201	Consecutive Interpreting-I	2+1+0	C	3
CTET205	Dubbing & Subtitling	2+1+0	C	3
CTET209	Translation Theory	2+1+0	C	3
CTET211	Independent Research	1+1+0	C	2
CTET223	Social Text Translation	2+1+0	C	3
CTET225	Business Translation	2+1+0	C	4
STAJ001	Internship	0+0+0	C	8
SEÇ.201	Elective-I	2+0+0	E	2
SEÇ.203	Elective-II	2+0+0	E	2
			E	
			E	
CTET221	Selective Medical Translation	2+0+0	E	2
MDTE211	Selective EU-Turkey Business Relations	2+0+0	E	2
4.Semester Course Plan				
Course Code	Course Name	T+A+L	Compulsory/Elective	ECTS
CTET202	Consecutive Interpreting-II	2+1+0	C	4
CTET204	Basic Skills in Interpreting	2+1+0	C	4
CTET206	Translation Support Systems	2+1+0	C	5
CTET208	Literary Translation	2+1+0	C	5
CTET210	Technical Translation	2+1+0	C	5
CTET240	Graduation Project	0+2+0	C	3
CTET214	Selective Legal Translation	2+0+0	E	2
CTET218	Selective History of Translation	2+0+0	E	2

SEÇ.202	Elective-III	2+0+0	E	2
SEÇ.204	Elective-IV	2+0+0	E	2
			E	
			E	
CTET216	Selective Semiotics	2+0+0	E	2
CTET220	Selective Simultaneous Interpreting	2+0+0	E	2
CTET226	Written Media Translation	2+0+0	E	2



Table:3 Curriculum of Applied English Translation Programme at Giresun University (Giresun University) (“Giresun University”, n.d.)

CURRICULUM of 2+2 EDUCATION MODEL						
FIRST SEMESTER						
Course Code	Course name	Course Type	C	P	L	ECTS
UİC-101	Vocabulary and Composition - I	C	3	0	0	4
UİC-103	Comparative Grammar - I	C	4	0	0	5
UİC-105	Written Translation - I	C	3	0	0	3
UİC-113	Textual Analysis	C	3	0	0	3
UİC-109	Listening and Speaking Comprehension	C	3	0	0	3
TDB-109	Turkish Language - I	C	2	0	0	2
AİTB-191	Atatürk's Principles and History of Turkish Revolution - I	C	2	0	0	2
UİC-111	Basic Computer - I	C	1	1	0	2
					Total:	28
SECOND SEMESTER						
UİC-102	Vocabulary and Composition - II	C	3	0	0	4
UİC-104	Comparative Grammar - II	C	4	0	0	5
UİC-106	Written Translation - II	C	3	0	0	3
UİC-108	Occupational Translation - I	C	3	0	0	2
UİC-114	Mythology	C	3	0	0	4
UIC-112	Basic Computer - II	C	1	1	0	2
TDB-110	Turkish Language - II	C	2	0	0	2
					Total:	28
THIRD SEMESTER						
UİÇ201	Disourse Analysis - I	C	4	0	0	6
UİÇ203	Interpreting - I	C	4	0	0	6

UİÇ205	Translatipon of Science and Technology - I	C	4	0	0	6
UİÇ207	Occupatonal Translation - II	C	3	0	0	4
UİÇ213	Lexicology	C	2	0	0	3
UİÇ211	Subtitling and Dubbing	C	2	0	0	3
					Total:	28
	FOURTH SEMESTER					
UİÇ202	Disourse Analysis - II	C	4	0	0	6
UİÇ204	Interpreting - II	C	4	0	0	6
UİÇ206	Translatipon of Science and Technology - II	C	4	0	0	6
UİÇ208	Translation Project	C	3	0	0	4
UİÇ210	Written Media Translations	C	2	0	0	3
UİÇ212	Environmental Protection	C	2	0	0	3
					Total:	28
	ELECTIVE COURSES					
	FIRST SEMESTER					
BEB115	Physical Education I	E	2	0	0	2
GSB161	Drawing - I	E	2	0	0	2
GSB163	Theatre - I	E	2	0	0	2
TCE101	Social gender equality	E	2	0	0	2
IAD101	Education of Business Ethics and Values	E	2	0	0	2
KAH101	Women and Family Life	E	2	0	0	2
	SECOND SEMESTER					
BEB116	Physical Education II	E	2	0	0	2
GSB162	Drawing - II	E	2	0	0	2
GSB164	Theatre - II	E	2	0	0	2
SEC208	Survey of English Literature	E	2	0	0	2
	THIRD SEMESTER					

SEC201	Translation of Social Sciences		2	0	0	2
SEC203	Translation for Special Purposes		2	0	0	2
SEC205	Translation Theories		2	0	0	2
	FOURTH SEMESTER					
SEC202	EU Studies and Translation		2	0	0	2
SEC204	Literary Translation		2	0	0	2
SEC206	Consecutive Translation		2	0	0	2
	CURRICULUM of 3+1 EDUCATION MODEL					
	FIRST SEMESTER					
Course Code	Course name	Course Type	C	P	L	ECTS
AİTB-191	Atatürk's Principles and History of Turkish Revolution - I	C	2	0	0	2
TDB-101	Turkish Language - I	C	2	0	0	2
UİC-101	Vocabulary and Composition - I	C	3	0	0	4
UİC-103	Comparative Grammar - I	C	4	0	0	5
UİC-105	Written Translation - I	C	3	0	0	3
UİC107	Text Reading and Analysis	C	3	0	0	3
UİC111	Occupational Translation - I	C				
UİC-109	Listening and Speaking Comprehension	C	3	0	0	3
UİC-113	Basic Computer	C	2	0	0	2
SEC	Elective Course	E	2	0	0	2
SEC	Elective Course	E	2	0	0	2
					Total:	30
	SECOND SEMESTER					
AİTB-192	Atatürk's Principles and History of Turkish Revolution - II	C	2	0	0	2
TDB-102	Turkish Language - II	C	2	0	0	2
UİC-102	Vocabulary and Composition - II	C	3	0	0	4

UİÇ-104	Comparative Grammar - II	C	4	0	0	5
UİÇ-106	Written Translation - II	C	3	0	0	3
UİÇ108	Text Reading and Analysis	C	3	0	0	3
UİÇ-110	Translatipon of Science and Technology - I	C	3	0	0	3
UİÇ-112	Occupatonal Translation - II	C	2	0	0	2
SEC	Elective Course	E	2	0	0	2
SEC	Elective Course	E	2	0	0	2
					Total:	30
	THIRD SEMESTER					
UİÇ201	Interpreting - I	C	4	0	0	1
UİÇ203	Translation Project	C	3	0	0	5
UİÇ205	Lexicology	C	2	0	0	3
UİÇ207	Mythology	C	3	0	0	4
UİÇ209	Translatipon of Science and Technology - II	C	4	0	0	5
SEC	Elective Course	E	2	0	0	2
SEC	Elective Course	E	2	0	0	2
SEC	Elective Course	E	2	0	0	2
SEC	Elective Course	E	2	0	0	2
					Total:	30
	FOURTH SEEMSTER					
	Workplace Practice	C	0	22	0	14
	Workplace Training	C	8	2	0	12
	Intership	C	0	2	0	4
	ELECTIVE COURSES					
	FIRST SEMESTER					

SEC101	Environmental Protection	2	0	0	2	
SEC103	Professional Ethics	2	0	0	2	
SEC105	Sign Language	2	0	0	2	
BEB115	Physical Education II	2	0	0	2	
GSB161	Drawing - II	2	0	0	2	
GSB163	Theatre - II	2	0	0	2	
TCE101	Social gender equality	2	0	0	2	
IAD101	Education of Business Ethics and Values	2	0	0	2	
KAH101	Women and Family Life	2	0	0	2	
	SECOND SEMESTER					
SEC102	Literary Translation	2	0	0	2	
SEC104	Social Awareness Projects	2	0	0	2	
SEC106	Survey of English Literature	2	0	0	2	
SEC108	Translation for Special Purposes	2	0	0	2	
SEC110	Translation Theories	2	0	0	2	
BEB116	Physical Education II	2	0	0	2	
GSB162	Drawing - II	2	0	0	2	
GSB164	Theatre - II	2	0	0	2	
	THIRD SEMESTER					
SEC201	Translation of Social Sciences	2	0	0	2	
SEC203	Written Media Translations	2	0	0	2	
SEC205	Consecutive Translation	2	0	0	2	
SEC207	EU Studies and Translation	2	0	0	2	
SEC209	Subtitling and Dubbing	2	0	0	2	
SEC211	Discourse Analysis	2	0	0	2	

Table:4 Curriculum of Applied English Translation Programme at Karabük University (“Karabük University”, n.d.)

Semester-I Course Plan				
Course Code	Course Name	T+A+L	Compulsory/Elective	ECTS
AIT181	Atatürk’s Principles and History Of Revolutions I	2+0+0	C	2
SUI131	Computer Skills I	2+0+0	C	2
SUI133	Communication and Learning Skills	1+2+0	C	2
SUI135	Comparative Sturcture I	3+0+0	C	5
SUI137	Introduction To Translation	2+2+0	C	5
SUI139	English Usage and Style I	3+1+0	C	4
SUI141	Basic Interpreting Skills I	2+2+0	C	5
TUR181	Turkish Language I	2+0+0	C	2
SEÇMELİ 1	Elective Course	-	E	3
ÜSD1G	Elective Course	-	E	0
			Total ECTS	30
SUI145	Etymology Studies	2+0+0	E	3
SUI147	Contemporary Turkish Literature I	2+0+0	E	3
SUI149	Second Foreign Language I (German)	2+0+0	E	3
SUI151	Second Foreign Language I (Japanese)	2+0+0	E	3
SUI153	Second Foreign Language I (Russian)	2+0+0	E	3
SUI155	Second Foreign Language I (German)	2+0+0	E	3
Semester-II Course Plan				
Course Code	Course Name	T+A+L	Compulsory/Elective	ECTS
AIT182	Atatürk’s Principles and History Of Revolutions II	2+0+0	C	2
SUI106	Comparative Sturcture II	3+0+0	C	3
SUI112	Basic Interpreting Skills II	2+2+0	C	3
SUI132	Computer Skills II	2+0+0	C	2

SUI134	Written Translation	1+2+0	C	2
SUI138	English Usage and Style II	3+1+0	C	5
SUI164	Summer Practire	0+0+0	C	8
TUR182	Turkish Language II	2+0+0	C	2
SEÇMELİ 2	Elective Course	-	E	3
ÜSD1B	Elective Course	-	E	0
			Total ECTS	30
SUI146	Contemporary Turkish Literature II	2+0+0	E	3
SUI148	Discourse Analysis	2+0+0	E	3
SUI150	Second Foreign Language II (German)	2+0+0	E	3
SUI152	Second Foreign Language II (Japanese)	2+0+0	E	3
SUI154	Second Foreign Language II (Russian)	2+0+0	E	3
SUI156	Extensive Reading II	2+0+0	E	3
Semester- III Course Plan				
Course Code	Course Name	T+A+L	Compulsory/Elective	ECTS
SUI215	Summer Practire	0+0+0	C	0
SUI241	Skills In Interpreting	3+2+0	C	5
SUI243	Social Text Translation I	3+1+0	C	5
SUI245	Societies and Cultures	3+0+0	C	4
SUI247	Reading For Translation I	2+1+0	C	3
SUI249	Translation Theory	2+1+0	C	5
SUI251	Speaking	2+1+0	C	5
SEÇMELİ 3	Elective Course	-	E	3
ÜSD2G	Elective Course	-	E	0
			Total ECTS	30
SUI253	Scientific Translation	2+0+0	E	3
SUI255	Research Methods and Techniques	2+0+0	E	3

SUI257	Computer Assisted Translation	2+0+0	E	3
SUI259	Second Foreign Language III (German)	2+0+0	E	3
SUI261	Second Foreign Language III (Japanese)	2+0+0	E	3
SUI263	Second Foreign Language III (Russian)	2+0+0	E	3
SUI265	Academic Turkish Lesson	2+0+0	E	3
Semester-IV Course Plan				
Course Code	Course Name	T+A+L	Compulsory/Elective	ECTS
SUI206	Advanced English	3+0+0	C	3
SUI208	Business Translation II	2+1+0	C	4
SUI214	Writing	2+1+0	C	2
SUI242	Literary Translation	2+2+0	C	5
SUI244	Social Text Translation II	3+1+0	C	4
SUI246	Translation Project	3+0+0	C	4
SUI248	Reading For Translation II	2+1+0	C	5
SEÇMELİ 5	Elective Course	-	E	3
ÜSD2B	Elective Course	-	E	0
			Total ECTS	30
SUI216	Contemporary British Literature	2+0+0	E	3
SUI250	Creative Writing	2+0+0	E	3
SUI258	Essay and Letter Writing	2+0+0	E	3
SUI260	Second Foreign Language IV (German)	2+0+0	E	3
SUI262	Second Foreign Language IV (Japanese)	2+0+0	E	3
SUI264	Second Foreign Language IV (Russian)	2+0+0	E	3
SUI66	Values Education	2+0+0	E	3

Table: 5 Curriculum of Applied English Translation Programme at Kastamonu University

Half Year - I						
Course Code	Course Name	Course Type	Teorical	Practice	Laboratory	Credits
AIITOL101	ATATURK'S PRINCIPLES AND REVOLUTIONS	Required	2	0	0	2
TDOL103	TURKISH LANGUAGE-I	Required	2	0	0	2
UIC101	ADVANCED GRAMMAR	Required	4	0	0	4
UIC103	EXTENSIVE WRITING	Required	1	1	0	1.5
UIC105	ENGLISH USAGE AND STYLE -I	Required	2	1	0	2.5
UIC107	ENGLISH LITERATURE-I	Required	4	0	0	4
UIC109	TRANSLATION STUDIES-I	Required	3	1	0	3.5
YDOL105	FOREIGN LANGUAGE I	Required	2	0	0	2
S-I	Elective	Department Elective				2
		Total :	20	0	3	23.5
Half Year - II						
Course Code	Course Name	Course Type	Teorical	Practice	Laboratory	Credits
AIITOL102	ATATURK PRINCIPLES AND THE HISTORY OF REVOLUTION -II	Required	2	0	0	2
TDOL104	TURKISH LANGUAGE-II	Required	2	0	0	2
UIC102	ETYMOLOGY	Required	2	0	0	2
UIC104	LISTENING AND NOTE TAKING	Required	1	1	0	1.5
UIC106	ENGLISH USAGE AND STYLE-II	Required	2	1	0	2.5
UIC108	ENGLISH LITERATURE-II	Required	4	0	0	4
UIC110	TRANSLATION STUDIES-II	Required	2	2	0	3
YDOL106	FOREIGN LANGUAGE II	Required	2	0	0	2
S-II	Elective	Department Elective				2
		Total :	17	0	4	21
Half Year - III						
Course Code	Course Name	Course Type	Teorical	Practice	Laboratory	Credits
UIC 205	SCIENTIFIC TRANSLATION	Required	2	2	0	3
UIC201	WRITTEN MEDIA TRANSLATION	Required	2	1	0	2.5
UIC203	CONTEMPORARY BRITISH AND AMERICAN LITERATURE-1	Required	2	1	0	2.5

UIC207	LITERARY TRANSLATION	Required	2	1	0	2.5
UIC209	ENTREPRENEURSHIP-I	Required	2	0	0	2
S-III	Elective	Department Elective				4.5
		Total :	10	0	5	17
Half Year- IV						
Course Code	Course Name	Course Type	Theorical	Practice	Laboratory	Credits
UIC202	CONSECUTIVE INTERPRETATION	Required	1	2	0	2
UIC204	CONTEMPORARY BRITISH AND AMERICAN LITERATURE-II	Required	2	1	0	2.5
UIC206	GRADUATION PROJECT	Required	2	0	0	2
UIC208	TRANSLATION PROJECT	Required	1	10	0	1.5
UIC210	ENTREPRENEURSHIP-II	Required	2	0	0	2
S-IV	Elective	Department Elective				4.5
		Total :	8	0	13	14.5
Elective Courses S-I Department Elective						
Course Code	Course Name	Theorical	Practice	Laboratory	Credits	ECTS
UIC111	READING FOR TRANSLATION PURPOSES-I	2	0	0	2	4
UIC113	BUSINESS ETHICS-I	1	1	0	1.5	4
UIC115	ESSAY AND LETTER WRITING-I	1	1	0	1.5	4
UIC117	COMMUNICATION SKILLS-I	1	1	0	1.5	4
SEÇMELİ - S-II Department Elective						
Course Code	Course Name	Theorical	Practice	Laboratory	Credits	ECTS
UIC112	READING FOR TRANSLATION PURPOSES-II	2	0	0	2	4
UIC114	BUSINESS ETHICS-II	1	1	0	1.5	4
UIC116	ESSAY AND LETTER WRITING-II	1	1	0	1.5	4
UIC118	COMMUNICATION SKILLS-II	1	1	0	1.5	4
SEÇMELİ - S-III Department Elective						
Course Code	Course Name	Theorical	Practice	Laboratory	Credits	ECTS

UIC211	SUBTITLING-I	1	1	0	1.5	4
UIC213	PUBLIC SPEAKING-I	1	1	0	1.5	4
UIC215	TECHNICAL TRANSLATION-I	2	0	0	2	4
UIC217	BUSINESS TRANSLATION	2	0	0	2	4
UIC219	ENGLISH THEATRE	1	1	0	1.5	4
UIC221	JOURNALISM AND PHOTOGRAPHY	1	1	0	1.5	4
UIC223	SECOND FOREIGN LANGUAGE-I (GERMAN)	2	0	0	2	4
Elective S- IV Department Elective						
Course Code	Course Name	Theoretical	Practice	Laboratory	Credits	ECTS
UIC214	PUBLIC SPEAKING-II	1	1	0	1.5	4
UIC212	SUBTITLING-II	1	1	0	1.5	4
UIC216	TECHNICAL TRANSLATION-II	2	0	0	2	4
UIC218	SOCIAL TEXT TRANSLATION	2	0	0	2	4
UIC220	TRANSLATION OF LEGAL TEXTS	2	2	0	3	4
UIC222	COMPUTER ASSISTED TRANSLATION	1	2	0	2	4
UIC224	SECOND FOREIGN LANGUAGE-II (GERMAN)	2	0	0	2	4
UIC226	VOLUNTEERING STUDIES	1	2	0	2	4

Table: 6 Curriculum of Applied English Translation Programme at Mardin Artuklu University (“Mardin Artuklu University”, n.d.)

Course Code	Course Name	Theoretical + Practice + Laboratory	Course Type	Credits	Number of Group Courses	Group Codes of the Courses
	First Semester Course Plan					
AİİT101	ATATURK'S PRINCIPLES AND HISTORY OF REVOLUTION-I	2+0+0	C	2		
TDE101	TURKISH LANGUAGE-I	2+0+0	C	2		
UYİ101	WORD AND COMPOSITION-I	2+0+0	C	4		
UYİ103	COMPARATIVE GRAMMAR-I	3+0+0	C	4		
UYİ105	WRITTEN TRANSLATION-I	3+0+0	C	4		
UYİ107	WRITTEN MEDIA TRANSLATIONS-I	2+0+0	C	2		
UYİ109	READING FOR TRANSLATION PURPOSE-I	2+0+0	C	3		
UYİ111	INTERPRETING-I	3+0+0	C	3		
UYİ113	LISTENING AND SPEAKING	2+0+0	C	4		
UYİ115	INTRODUCTION TO TRANSLATION	2+0+0	C	2		
			Total ECTS	30		
	Second Semester Course Plan					
AİİT102	ATATURK'S PRINCIPLES AND HISTORY OF REVOLUTION-II	2+0+0	C	2		
TDE102	TURKISH LANGUAGE-II	2+0+0	C	2		
UYİ102	WORD AND COMPOSITION-II	2+0+0	C	2		
UYİ104	COMPARATIVE GRAMMAR-II	3+0+0	C	4		
UYİ106	WRITTEN TRANSLATION-II	3+0+0	C	4		
UYİ108	WRITTEN MEDIA	2+0+0	C	4		

	TRANSLATIONS-II					
UYİ110	READING FOR TRANSLATION PURPOSE-II	2+0+0	C	4		
UYİ112	INTERPRETING-II	2+0+0	C	2		
UYİ114	COMPUTER AIDED TRANSLATION	2+0+0	C	4		
UYİ116	TRANSLATION CONCERNING PROFESSIONS	2+0+0	C	2		
			Total ECTS	30		
	Third Semester Course Plan					
UYİ201	LITERARY TRANSLATION-I	3+0+0	C	5		
UYİ203	BUSINESS TRANSLATION-I	2+1+0	C	4		
UYİ205	CONSECUTIVE TRANSLATION-I	3+0+0	C	5		
UYİ207	DUBBING SUBTITLE-I	1+2+0	C	4		
UYİ209	SCIENCE AND TECHNOLOGY-I	3+0+0	C	4		
UYİ211	ADVANCED ENGLISH	2+0+0	C	4		
SEÇM201	E COURSES (2 COURSES WILL BE SELECTED)	2+0+0	E	4	2	
			Total ECTS	30		
	E Courses of Third Semester					
UYİ213	E (ENTREPRENEURSHIP-I)	2+0+0	E	2		SEÇM201
UYİ215	E (VOCATIONAL ETHICS)	2+0+0	E	2		SEÇM201
UYİ217	E (CRITICAL THINKING ABILITY	2+0+0	E	2		SEÇM201
UYİ219	E (SOCIAL RESPONSIBILITY PROJECT)	2+0+0	E	2		SEÇM201
	Fourth Semester Course Plan					
STJ200	INTERNSHIP	0+0+0	C	8		
UYİ202	LITERARY TRANSLATION-II	3+0+0	C	4		

UYİ204	BUSINESS TRANSLATION-II	2+1+0	C	4		
UYİ206	CONSECUTIVE TRANSLATION-II	3+0+0	C	4		
UYİ208	DUBBING SUBTITLE-II	1+2+0	C	3		
UYİ210	SCIENCE AND TECHNOLOGY-II	3+0+0	C	3		
SEÇM202	E COURSES (2 COURSES WILL BE SELECTED)	2+0+0	E	4	2	
			Total ECTS	30		
	E Courses of Fourth Semester					
UYİ212	E (TRANSLATION PROJECT)	2+0+0	C	2		SEÇM202
UYİ214	E (ENTREPRENEURSHIP-II)	2+0+0	E	2		SEÇM202
UYİ216	E (ENVIRONMENTAL PROTECTION)	2+0+0	E	2		SEÇM202
UYİ218	E (COMMUNICATION SKILLS)	2+0+0	E	2		SEÇM202
UYİ220	E(DISCOURSE ANALYSIS)	2+0+0	E	2		SEÇM202

Table: 7 Curriculum of Applied English Translation Programme at Munzur University (“Munzur University”, n.d.)

1. Semester						
Course Unit Code	Course Unit Title	Type of Course	Theory	Practice	Laboratory	ECTS
TTB101	COMPARATIVE STRUCTURE	C	3	-	-	4
TPİ105	ENGLISH USAGE AND STYLE I	C	3	-	-	5
TPİ109	ETYMOLOGY	C	3	-	-	4
TTBİ101	INFORMATION TECHNOLOGY I	C	1	2	-	2
TPİ103	INTERPRETATION SKILLS I	C	3	-	-	4
TPİ107	INTRODUCTION TO TRANSLATION	C	3	-	-	4
TPİ111	LISTENING AND SPEAKING SKILLS	C	3	-	-	3
AİT101	THE PRINCIPLES OF ATATURK AND THE HISTORY OF REVOLUTIONS	C	2	-	-	2
TRD101	TURKISH LANGUAGE I	C	2	-	-	2
		Total:	23	2	0	30
2. Semester						
TPİ102	COMPARATIVE STRUCTURE II	C	3	-	-	5
TPİ110	COMPOSITION	C	3	-	-	4
TPİ106	ENGLISH USAGE AND STYLE II	C	3	-	-	5
TTB102	INFORMATION TECHNOLOGY II	C	1	2	-	2

TPİ102	INTERPRETATION SKILLS II	C	3	-	-	5
AİT102	PRINCIPLES OF ATATURK AND THE HISTORY OF REVOLUTIONS	C	2	-	-	2
trd102	TURKISH LANGUAGE II	C	2	-	-	2
TPİ8	WRITTEN MEDIA TRANSLATION	C	3	-	-	5
		Total:	20	2	0	30
3. Semester						
TPİ205	BUSINESS TRANSLATION I	C	3	-	-	4
TPİ201	CONSECUTIVE TRANSLATION	C	3	-	-	4
STJ111	INTERNSHIP	C	-	-	-	3
TPİ207	LITERARY TRANSLATION	C	3	-	-	4
TPİ211	SOCIAL TEXT TRANSLATION	C	3	-	-	5
TPİ209	SUBTITLING I	C	3	-	-	4
TPİ213	TECHNICAL TRANSLATION	C	3	-	-	5
TPİ203	THEORY AND TECHNIQUES OF TRANSLATION	C	3	-	-	4
		Total:	21	0	0	33
4. Semester						
TPİ204	BUSINESS TRANSLATION II	C	3	-	-	6
TPİ202	CONSECUTIVE TRANSLATION II	C	3	-	-	4

USEÇ	ELECTIVE COURSE	E	-	-	-	-
TPİ212	SOCIAL TEXT TRANSLATION II	C	3	-	-	5
TPİ206	SUBTITLING II	C	3	-	-	4
TPİ208	TECHNICAL TRANSLATION II	C	3	-	-	6
TPİ210	TRANSLATION PROJECT	C	3	-	-	5
		Total:	18	0	0	30
GÖN101	VOLUNTEER WORKS	E	1	2	-	4

Table: 8 Curriculum of Applied English Translation Programme at Niğde Ömer Halisdemir University (“Niğde Ömer Halisdemir University”, n.d.)

SEMESTER - I					
Course Category	Course Code	Course Name	Theoretic al	Practic al	ECT S
C	ATA1015	ATATURK PRINCIPLES AND THE HISTORY OF REVOLUTION I	2	0	2
C	ENF1021	BASIC COMPUTER	2	2	3
C	TDL1011	TURKISH LANGUAGE I	2	0	2
C	UIC1001	PUBLIC SPEAKING I	3	0	4
C	UIC1003	INTRODUCTION TO TRANSLATION	3	0	4
C	UIC1005	VOCABULARY AND COMPOSITION I	2	0	4
C	UIC1007	READING FOR TRANSLATION PURPOSES	2	0	4
C	UIC1009	WRITTEN TRANSLATION I	3	0	4
C	UIC1011	FOREIGN LANGUAGE I (GERMAN 1)	3	0	3
SEMESTER - II					
Course Category	Course Code	Course Name	Theoretic al	Practic al	ECT S
C	ATA1016	ATATÜRK PRINCIPLES AND THE HISTORY OF REVOLUTION II	2	0	2
C	TDL1012	TURKISH LANGUAGE II	2	0	2
C	UIC1002	PUBLIC SPEAKING II	3	0	4
C	UIC1004	VOCABULARY AND COMPOSITION II	3	0	4
C	UIC1006	INTERPRETATION OF WRITTEN TEXTS	2	0	4
C	UIC1008	TECHNICAL TRANSLATION	2	0	4
C	UIC1010	COMPARATIVE GRAMMAR I	2	0	4
C	UIC1012	SOCIETIES AND CULTURES	2	0	3
C	UIC1014	GERMAN II	3	0	3

	SEMESTER - III				
Course Category	Course Code	Course Name	Theoretic al	Practic al	ECT S
C	UIC2001	TRANSLATION OF SOCIAL SCIENCES	2	0	3
C	UIC2003	CONSECUTIVE INTERPRETING I	2	0	3
C	UIC2005	TRANSLATION OF TRADE AND FINANCE TEXTS	2	0	3
Internship	UIC2009	INDUSTRIAL INTERNSHIP	0	0	5
E	UIC2021	GERMAN III	3	0	4
E	UIC2023	TRANSLATION FOR POLITICAL SCIENCES	3	0	4
E	UIC2025	SIMULTANEOUS TRANSLATION	3	0	4
E	UIC2027	TRANSLATION OF MEDICAL TEXT	3	0	4
E	UIC2029	LITERARY TRANSLATION	3	0	4
E	UIC2031	NOTE-TAKING	3	0	4
E	UIC2033	TRANSLATION FOR MANAGEMENT AND LOGISTICS	3	0	4
E	UIC2035	POETRY TRANSLATION	3	0	4
E	UIC2037	PROFESSIONAL ETHICS	2	0	4
	SEMESTER - IV				
Course Category	Course Code	Course Name	Theoretic al	Practic al	ECT S
C	UIC2002	TRANSLATION PROJECT	2	0	3
C	UIC2006	TRANSLATION OF LEGAL TEXTS	2	0	3
C	UIC2008	DUBBING AND SUBTITLING TRANSLATION	2	0	3
Internship	UIC2010	INDUSTRIAL INTERNSHIP	0	0	5
E	UIC2020	CONSECUTIVE INTERPRETING II	2	0	4
E	UIC2022	GERMAN IV	3	0	4

E	UIC2024	MEDIA TRANSLATION	3	0	4
E	UIC2026	TRANSLATION FOR SCIENCE AND TECHNOLOGY	3	0	4
E	UIC2028	COMPUTER ASSISTED TRANSLATION	3	0	4
E	UIC2030	EU STUDIES AND TRANSLATION	3	0	4
E	UIC2032	SIMULTANEOUS TRANSLATION	3	0	4
E	UIC2034	DISCOURSE ANALYSIS	3	0	4
E	UIC2036	NOVEL AND STORY TRANSLATION	3	0	4



Table: 9 Curriculum of Applied English Translation Programme at Tokat Gaziosmanpaşa University (“Tokat Gaziosmanoşa University”, n.d.)

1 st Semester Course Plan						
	Course Code	Course Name	T+A+L	Compulsory/Elective	ECTS	Group Code
	D0000106	Ataturk's Principles and History of Turkish Revolution I	2+0+0	C	2	
	D0000194	Turkish Language I	2+0+0	C	2	
	UIC101	Computer Skills I	2+0+0	C	2	
	UIC103	English Usage and Style I	3+0+0	C	5	
	UIC105	Comparative Sturcture I	3+0+0	C	5	
	UIC107	Reading for Translation	3+0+0	C	5	
	UIC113	Communication and Learning Skills	3+0+0	C	4	
	UIC115	Introduction to Translation	2+2+0	C	5	
				Total ECTS	30	
2 nd Semester Course Plan						
	Course Code	Course Name	T+A+L	Compulsory/Elective	ECTS	Group Code
	D0000107	Ataturk's Principles and History of Turkish Revolution II	2+0+0	C	2	
	D0000195	Turkish Language II	2+0+0	C	2	
	UIC102	Computer Skills II	2+0+0	C	2	
	UIC104	English Usage and Style II	3+0+0	C	4	
	UIC114	Advanced Reading	3+0+0	C	4	

	UIC116	Written Translation	3+0+0	C	4	
	UIC118	Discourse Analysis	3+0+0	C	4	
	UIC120	Comparative Sturcture II	3+0+0	C	4	
	UIC122	Career Planning	1+0+0	C	2	
[G]	SEÇ102	University Elective Courses	2+0+0	E	2	
				Total ECTS	30	
3rd Semester Course Plan						
	Course Code	Course Name	T+A+L	Compulsory/Elective	ECTS	Group Code
	UIC201	Translation Theory	3+0+0	C	4	
	UIC219	Written Media Translation	3+0+0	C	5	
	UIC221	Business Translation	2+2+0	C	5	
	UIC223	Social Text Translation	2+2+0	C	6	
	UIC225	Scientific Translation	2+2+0	C	6	
[G]	SEÇ201	Elective Courses	2+0+0	E	2	
				Total ECTS	28	
	UIC211	Entrepreneurship	2+0+0	E	2	SEÇ201
	UIC213	Communities and Cultures	2+0+0	E	2	SEÇ201
	UIC215	Social Resposibilty Project	2+0+0	E	2	SEÇ201
	UIC217	Communication Skills	2+0+0	E	2	SEÇ201
4th Semester Course Plan						
	Course	Course Name	T+A+L	Compulsory/Elective	ECTS	Group

	Code					Code
	UIC202	Business Ethics	2+0+0	C	2	
	UIC204	Dubbing and Subtitling	3+0+0	C	5	
	UIC206	Special-purpose Translation	2+0+0	C	4	
	UIC208	Interpreting	3+0+0	C	3	
	UIC210	Translation Project	3+0+0	C	5	
	UIC214	Advanced Writing	3+0+0	C	5	
[G]	SEÇ202	Elective Courses	2+0+0	E	3	
				Total ECTS	27	
	Hide					
	UIC212	Translation Support Systems	2+0+0	E	3	SEÇ202
	UIC216	European Union Studies and Translation	2+0+0	E	3	SEÇ202
	UIC218	Environmental Protection	2+0+0	E	3	SEÇ202
	UIC220	Literary Translation	2+0+0	E	3	SEÇ202
ELECTIVE COURSES POOL						
	YDYO101	English Grammar	5+0+0	C	6	
	YDYO102	Reading	5+0+0	C	6	
	YDYO103	Speaking	5+0+0	C	6	
	YDYO104	Listening	5+0+0	C	6	
	YDYO105	Writing	2+0+0	C	6	

Table: 10 Curriculum of Applied English Translation Programme at Zonguldak Bülent Ecevit University (“Zonguldak Bülent Ecevit University”, n.d.)

Course Code	Course Name	T+A+L	C/E	ECTS	Group Code	Group Course Count
AIT181	Principles of Atatürk and Revolution History 1	2+0+0	C	2		
CIC101	Vocabulary and Composition I	3+0+0	C	4		
CIC103	Comparative Grammar I	3+0+0	C	5		
CIC105	Written Translation I	2+0+0	C	4		
CIC107	Reading for Translation Purposes	2+0+0	C	3		
CIC109	Listening and Speaking Comprehension	3+0+0	C	4		
CIC111	Introduction to Computers	2+1+0	C	4		
TUR181	Turkish 1	2+0+0	C	2		
YDL183	Foreign Language 1	2+0+0	C	2		
			Total ECTS	30		
Course Code	Course Name	T+A+L	C/E	ECTS	Group Code	Group Course Count
AIT182	Principles of Atatürk and Revolution History 2	2+0+0	C	2		
CIC102	Vocabulary and Composition II	3+0+0	C	4		
CIC104	Comparative Grammar II	3+0+0	C	5		
CIC106	Written Translation II	2+0+0	C	4		
CIC108	Translation for Business I	2+0+0	C	3		
CIC166	Internship	0+0+0	C	8		
TUR182	Turkish 2	2+0+0	C	2		
YDL184	Foreign Language 2	2+0+0	C	2		
KRY900	Career Planning	1+0+0	E	0		
			Total ECTS	30		

Course Code	Course Name	T+A+L	C/E	ECTS	Group Code	Group Course Count
CIC201	Discourse Analysis I	2+0+0	C	3		
CIC203	Interpreting I	2+0+0	C	4		
CIC205	Translation for Science and Technology I	2+0+0	C	3		
CIC207	Translation for Business II	2+0+0	C	3		
CIC209	Business Ethics	2+0+0	C	2		
SEC1	E1 (4 Courses)	-	E	12		4
SSD000	Social E Course	-	E	3		1
			Total ECTS	30		
CIC211	Communication Skills	2+0+0	E	3	SEC1	
CIC213	Societies and Cultures	2+0+0	E	3	SEC1	
CIC215	Translation for Social Sciences	2+0+0	E	3	SEC1	
CIC217	Translation for Dubbing and Subtitling I	2+0+0	E	3	SEC1	
CIC219	Translation for Specific Purposes I	2+0+0	E	3	SEC1	
CIC221	Consecutive Translation I	2+0+0	E	3	SEC1	
CIC223	EU Studies and Translation I	2+0+0	E	3	SEC1	
CIC225	German 1	2+0+0	E	3	SEC1	
CIC227	Research Methods and Techniques	2+0+0	E	3	SEC1	
CIC229	Computer Aided Translation I	2+0+0	E	3	SEC1	
GNC900	Volunteering Studies	1+2+0	E	3	SSD000	
SSP900	Social Responsibility Project	1+2+0	E	3	SSD000	
Course Code	Course Name	T+A+L	C/E	ECTS	Group Code	Group Course Count
CIC202	Discourse Analysis II	2+0+0	C	3		
CIC204	Interpreting II	2+0+0	C	4		

CIC206	Translation for Science and Technology II	2+0+0	C	3		
CIC208	Translation Project	1+1+0	C	3		
CIC210	Environmental Protection	2+0+0	C	2		
ALND02	NON-MAJOR ELECTIVE COURSE	-	E	3		1
SEC2	E2 (4 Courses)	-	E	12		4
			Total ECTS	30		
CIC212	Theories of Translation	2+0+0	E	3	SEC2	
CIC214	Literary Translation	2+0+0	E	3	SEC2	
CIC216	Written Media Translation	2+0+0	E	3	SEC2	
CIC218	Translation for Dubbing and Subtitling II	2+0+0	E	3	SEC2	
CIC220	Translation for Specific Purposes II	2+0+0	E	3	SEC2	
CIC222	Consecutive Translation II	2+0+0	E	3	SEC2	
CIC224	EU Studies and Translation II	2+0+0	E	3	SEC2	
CIC226	German 2	2+0+0	E	3	SEC2	
CIC228	Computer Aided Translation II	2+0+0	E	3	SEC2	
CIC230	Introduction to English Literature	2+0+0	E	3	SEC2	
CIY204	Entrepreneurship and Competition	2+2+0	E	3	SEC2	

Table: 11 Curriculum of Applied English Translation Programme at Avrasya University (“Avrasya University”, n.d.)

Course Plan of the First Semester							
Code	Course Name	T	P	L	Credit	ECTS	Language
<u>ATA 1001</u>	Ataturk's Principles and History of Revolution I	2	0	0	2	3	Turkish
<u>TDB 1001</u>	Turkish Language I	2	0	0	2	3	Turkish
<u>AVU 1001</u>	Academic Counseling and Orientation	0	0	0	0	1	Turkish
<u>UIC 1001</u>	Comparative Structure I	2	0	0	2	4	Turkish
<u>UIC 1003</u>	Subtitling I	2	2	0	3	4	Turkish
<u>UIC 1005</u>	Speaking I	2	2	0	3	5	Turkish
<u>UIC 1007</u>	Language and Culture	4	0	0	4	6	Turkish
<u>UIC 1009</u>	Composition I	2	2	0	3	4	Turkish
Total					19	30	
Course Plan of the Second Semester							
Code	Course Name	T	P	L	Credit	ECTS	Language
<u>ATA 1002</u>	Ataturk's Principles and History of Revolution II	2	0	0	2	3	Turkish
<u>TDB 1002</u>	Turkish Language II	2	0	0	2	3	Turkish
<u>UIC 1002</u>	Comparative Structure II	2	2	0	3	5	Turkish
<u>UIC 1004</u>	Subtitling II	2	2	0	3	5	Turkish
<u>UIC 1006</u>	Speaking II	2	2	0	3	5	Turkish
<u>UIC 1008</u>	Written Media Translation	2	2	0	3	5	Turkish
<u>UIC 1010</u>	Composition II	2	2	0	3	4	Turkish
Total					19	30	Turkish
Course Plan of the Third Semester							
Code	Course Name	T	U	L	Credit	ECTS	Language
<u>UIC 2001</u>	Social Text Translation	2	2	0	3	5	Turkish
<u>UIC 2003</u>	Business Translation I	2	2	0	3	5	Turkish

<u>UIC 2005</u>	Technical Translation I	2	2	0	3	5	Turkish
<u>UIC 2099</u>	Staj	0	0	0	0	3	Turkish
	Area Elective	2	0	0	2	4	Turkish
	Area Elective	2	0	0	2	4	Turkish
	University Elective	2	0	0	2	4	Turkish
Total					15	30	Turkish

Area Elective Courses of the Third Semester

<u>UIC SEC 2051</u>	Discourse Analysis I	2	0	0	2	4	Turkish
<u>UIC SEC 2053</u>	Literary Translation	1	2	0	2	4	Turkish

Course Plan of the Fourth Semester

Code	Course Name	T	P	L	Credit	ECTS	Language
<u>UIC 2002</u>	Business Translation II	2	2	0	3	5	Turkish
<u>UIC 2004</u>	Note Taking Methods	2	2	0	3	4	Turkish
<u>UIC 2006</u>	Technical Translation II	2	2	0	3	5	Turkish
	Area Elective	2	0	0	2	4	Turkish
	Area Elective	2	0	0	2	4	Turkish
	Area Elective	2	0	0	2	4	Turkish
	University Elective	2	0	0	2	4	Turkish
Total					17	30	

Area Elective of the Fourth Semester

Code	Course Name	T	P	L	Credit	ECTS	Language
<u>UIC SEC 2052</u>	Technical Reading	1	2	0	2	4	Turkish
<u>UIC SEC 2054</u>	Technical Writing	1	2	0	2	4	Turkish
<u>UIC SEC 2056</u>	Medical Translation	1	2	0	2	4	Turkish
<u>UIC SEC 2058</u>	Technical Vocabulary	1	2	0	2	4	Turkish
<u>UIC SEC 2060</u>	Discourse Analysis II	2	0	0	2	4	Turkish

Table: 12 Curriculum of Applied English Translation Programme at Beykent University (“Beykent University”, n.d.)

1. Semester Course Plan						
Course Code	Course Name	T+A+L	C/E	ECTS	Group Code	Group Course Count
14100000002101	Academic and Social Orientation	1+0+0	C	1		
22200000002145	Text Reading and Analysis	2+0+0	C	6		
222022002262197	Career Planning and Introduction to Translation	2+0+0	C	4		
222031202232102	English for Academic Purposes	4+0+0	C	4		
222032000002113	Oral Communication Skills	2+0+0	C	5		
222052000002455	Research Tools and Technology in Translation	2+0+0	C	5		
380022600002101	Fundamentals of Law	2+0+0	C	5		
			Total ECTS	30		
2.Semester Course Plan						
Course Code	Course Name	T+A+L	C/E	ECTS	Group Code	Group Course Count
222000000002135	Written Communication Skills	2+1+0	C	6		
222031200002207	Linguistics	3+0+0	C	6		
222032000002217	Translation Oriented Text Analysis	3+0+0	C	5		
SEC_2_1	2 th Semester E Course Group 1	-	E	5		1
SEC_2_2	2 th Semester E Course Group 2	-	E	4		1
SEC_2_3	2 th Semester E Course Group 3	-	E	4		1
			Total ECTS	30		
222021303202291	Written Media Translation	1+1+0	E	5	SEC_2_1	

222032000002114	Presentation Skills	1+1+0	E	5	SEC_2_1	
345000000002103	Entrepreneurship	2+0+0	E	4	SEC_2_2	
482000000002100	Use of Information Technology	2+1+0	E	4	SEC_2_3	
482048005202201	Technology Literacy	2+1+0	E	4	SEC_2_3	
762031203132101	Volunteering Studies	2+0+0	E	4	SEC_2_2	
3.Semester Course Plan						
Course Code	Course Name	T+A+L	C/E	ECTS	Group Code	Group Course Count
222022303122315	Comparative Culture and Literature	3+0+0	C	6		
222032000002307	Technical Translation	3+0+0	C	6		
222032000002313	Language Use For Translators	3+0+0	C	6		
862054005202401	Occupational Health and Safety	2+0+0	C	4		
SEC_3_1	3 th Semester E Course Group 1	-	E	4		1
SEC_3_2	3 th Semester E Course Group 2	-	E	4		1
			Total ECTS	30		
320000000002107	General Communication	2+0+0	E	4	SEC_3_1	
321048202132101	Digital Communication	2+0+0	E	4	SEC_3_1	
322048201422101	Life Long Learning	2+0+0	E	4	SEC_3_2	
380034000002312	Labour and Social Security Law	2+0+0	E	4	SEC_3_2	
4. Semester Course Plan						
Course Code	Course Name	T+A+L	C/E	ECTS	Group Code	Group Course Count
222022602232292	Applied English Translation Guided Study	0+2+0	C	5		
222086202232294	Internship	0+2+0	C	10		
223000000002101	Critical Reading and Writing in Turkish	4+0+0	C	4		
224031300002101	Ataturk s Principles and History of Turkish Revolution and Establishment of Modern Turkey	4+0+0	C	4		

SEC_4_1	4 th Semester E Course Group 1	-	E	3		1
SEC_4_2	4 th Semester E Course Group 2	-	E	4		1
			Total ECTS	30		
141022200002494	Academic Writing	2+0+0	E	4	SEC_4_2	
222000000002493	Oral Translation	2+0+0	E	4	SEC_4_2	
222000002262492	Translation of Social Sciences Texts	2+0+0	E	3	SEC_4_1	
222022300002491	Subtitling	2+0+0	E	3	SEC_4_1	



Table: 13 Curriculum of Applied English Translation Programme at Çağ University (“Çağ University”, n.d.)

First Year, First Semester				
Code	Course	Type	Credit	ECTS
AET-101	Introduction to Translation Studies (Department E Courses)	C	3-0-3	5
TRK-101	Turkish I Supplementary Courses	C	2-0-2	2
AET-105	Comparative Grammar I Specialized Field Courses	C	3-0-3	5
BIL-109	Information Technologies Supplementary Courses	C	2-0-2	3
AET-111	Reading and Writing Skills for Translation Specialized Field Courses	C	4-0-4	5
AET-117	Listening and Speaking (Department E Courses)	C	3-0-3	3
AET-119	Written Translation - I (Department E Courses)	C	2-0-2	3
AET-121	Vocabulary - I (Department E Courses)	C	3-0-3	4
Total Credit			22	30
First Year, Second Semester				
Code	Course	Type	Credit	ECTS
TRK-102	Turkish II Supplementary Courses	C	2-0-2	2
AET-106	Comparative Grammar II Specialized Field Courses	C	3-0-3	5
AET-116	Reading And Writing II Specialized Field Courses	C	4-0-4	5
AET-120	Translation Theories And Techniques Specialized Field Courses	C	3-0-3	4
AET-124	Text Analysis - Supplementary Courses	C	3-0-3	5
AET-126	Comparative Linguistics and Culture - Supplementary Courses	C	2-0-2	5
AET-128	Vocabulary - II - Department E Courses	C	3-0-3	4
Total Credit			20	30
Second Year, Third Semester				

Code	Course	Type	Credit	ECTS
TAR-201	Ataturk's Principles and History of Turkish Revolution ISupplementary Courses	C	2-0-2	2
AET-206	Computer-aided TranslationSpecialized Field Courses	C	3-0-3	6
AET-208	Subtitling and Dubbing for TranslationSpecialized Field Courses	C	3-0-3	6
AET-217	Social Text Translation ISpecialized Field Courses	C	3-0-3	5
AET-219	Official And Commercial Text TranslationSpecialized Field Courses	C	3-0-3	6
AET-223	Literary TranslationSpecialized Field Courses	C	2-0-2	5
AET-225	Technical TranslationSupplementary Courses	C	2-0-2	5
Total Credit			18	35
Second Year, Fourth Semester				
Code	Course	Type	Credit	ECTS
TAR-202	Ataturk's Principles and History of Turkish Revolution IISupplementary Courses	C	2-0-2	2
AET-212	Social Text Translation IIBasic Occupational Courses	C	3-0-3	5
AET-214	Translation ProjectSpecialized Field Courses	C	3-0-3	6
AET-216	Written Media TranslationBasic Occupational Courses	C	3-0-3	6
AET-220	Legal TranslationSpecialized Field Courses	C	2-0-2	5
AET-222	Medical TranslationSpecialized Field Courses	C	2-0-2	5
AET-228	Introduction to Interpreting - Basic Occupational Courses	C	3-0-3	6
Total Credit			18	35

Table: 14 Curriculum of Applied English Translation Programme at İstanbul Arel University (“Arel University”, n.d.)

1. Semester					
Code	Course	T	A	C	ECTS
5BIT101	Basic Usage of Information Technology	2	0	2	4
51036101	Comparative Syntax-I	2	0	2	5
51036103	Discourse Analysis-I	2	0	2	5
51036105	Interpretation and Discussion Skills-I	2	2	3	6
5AHR101	Principles of Atatürk and History of Reforms-I	2	0	2	2
51036107	Translation Oriented Textual Analysis	3	0	3	6
5TRL101	Turkish Language-I	2	0	2	2
Total		15	2	16	30
2. Semester					
Code	Course	T	A	C	ECTS
51036102	Comparative Syntax-II	2	0	2	5
51036104	Discourse Analysis-II	2	0	2	5
51036106	Interpretation and Discussion Skills-II	2	2	3	6
51036108	Oral and Written Translation	3	0	3	6
5AHR102	Principles of Atatürk and History of Reforms-II	2	0	2	2
5TRL102	Turkish Language-II	2	0	2	2
51036110	Written Media Translation	2	0	2	4
Total		15	2	16	30
3. Semester					
Code	Course	T	A	C	ECTS
51036001		2	0	2	3
	51063207 - Yabancı Dil-I				
	5YGD002 - Critical Thinking, Creativity and Entrepreneurship				
51036209	Academic Writing	3	0	3	6

51036201	Advanced Oral Translation-I	3	0	3	5
51036203	Business Translation-I	3	0	3	6
51036213	Discouse Analysis-III	2	0	2	5
51036211	Translation Technologies-I	2	0	2	5
Total		15	0	15	30
4. Semester					
Code	Course	T	A	C	ECTS
51036002		2	0	2	3
	51062203 - Diction and Effective Speach				
	51063208 - Yabancı Dil-II				
51036202	Advanced Oral Translation-II	3	0	3	5
51036204	Business Translation-II	3	0	3	6
51036214	Etymology	3	0	3	4
51036208	Literary Translation	2	0	2	3
51036212	Translation Project	2	0	2	4
51036216	Translation Technologies-II	2	0	2	5
Total		17	0	17	30

Table: 15 Curriculum of Applied English Translation Programme at İstanbul Aydın University (İstanbul Aydın University) (“Aydın University”, n.d.)

1. Year Fall (First) Term Courses						
ID	Code	Name of the Course Unit	Type of the Course	In-Class Hours (T+P)	Credit	ECTS Credit
2170	ATA103	PRINCIPLES OF ATATURK AND THE HISTORY OF REVOLUTIONS-I	C	2 + 0	2.0	2.0
11858	ENT151	INTERPRETATION SKILLS-I	C	2 + 0	2.0	3.0
11857	ENT161	INTRODUCTION TO TRANSLATION	C	2 + 0	2.0	3.0
11856	ENT171	LANGUAGE AND CULTURE	C	3 + 0	3.0	4.0
9068	BIL105	INFORMATION TECHNOLOGIES-I	C	2 + 0	2.0	2.0
11860	ENT131	ENGLISH USAGE AND STYLE-I	C	1 + 2	2.0	3.0
81798	ENT113	ACADEMIC SPEAKING AND PRESENTATION SKILLS	C	1 + 2	2.0	6.0
81799	ENT115	COMPARATIVE STRUCTURE AND ETYMOLOGY-I	C	3 + 0	3.0	5.0
2168	TLL101	TURKISH LANGUAGE-I	C	2 + 0	2.0	2.0
Total ECTS Credit (C): 30	Total ECTS Credit (E) :0		Total ECTS Credit : 30			
1. Year Spring (Second) Term Courses						
ID	Code	Name of the Course Unit	Type of the Course	In-Class Hours (T+P)	Credit	ECTS Credit
2177	ATA104	PRINCIPLES OF ATATURK AND THE HISTORY OF REVOLUTIONS-II	C	2 + 0	2.0	2.0
2185	TLL102	TURKISH LANGUAGE-II	C	2 + 0	2.0	2.0
9073	BIL106	INFORMATION TECHNOLOGIES-II	C	2 + 0	2.0	2.0
8755	SRE101	SOCIAL RESPONSIBILITY AND ETHICS	C	0 + 2	1.0	2.0
11869	ENT132	ENGLISH USAGE AND STYLE-II	C	1 + 2	2.0	3.0
11872	ENT152	INTERPRETATION SKILLS-II	C	2 + 0	2.0	2.0
12796	YUM104	WORK PLACEMENT-I	C	0 + 0	0.0	4.0

81800	ENT114	ACADEMIC RESEARCH AND WRITING SKILLS	C	1 + 2	2.0	4.0
81801	ENT116	COMPARATIVE STRUCTURE AND ETYMOLOGY-II	C	3 + 0	3.0	4.0
81802	ENT118	WRITTEN TRANSLATION	C	1 + 2	2.0	5.0
Total ECTS Credit (C): 30	Total ECTS Credit (E) : 0		Total ECTS Credit : 30			

2. Year Fall (Third) Term Courses

ID	Code	Name of the Course Unit	Type of the Course	In-Class Hours (T+P)	Credit	ECTS Credit
11861	ENT293	BUSINESS TRANSLATION-I	C	0 + 2	1.0	2.0
11868	ENT263	INTRODUCTION TO ENGLISH LITERATURE-I	C	1 + 2	2.0	3.0
11867	ENT283	THEORIES AND TECHNIQUES OF TRANSLATION	C	1 + 2	2.0	3.0
11866	ENT253	TECHNICAL TRANSLATION-I	C	0 + 2	1.0	3.0
11865	ENT243	SUBTITLING-I	C	2 + 0	2.0	3.0
11864	ENT233	SOCIAL TEXT TRANSLATION-I	C	0 + 2	1.0	3.0
11863	ENT223	DISCOURSE ANALYSIS-I	C	2 + 0	2.0	2.0
11862	ENT213	CONSECUTIVE TRANSLATION-I	C	1 + 2	2.0	4.0
12798	YUM203	WORK PLACEMENT-II	C	0 + 0	0.0	4.0
12800	ENT273	LITERARY TRANSLATION	Programme E	2 + 0	2.0	3.0

2. Year Fall (Fourth) Term Courses

ID	Code	Name of the Course Unit	Type of the Course	In-Class Hours (T+P)	Credit	ECTS Credit
11875	ENT264	INTRODUCTION TO ENGLISH LITERATURE-II	C	1 + 2	2.0	3.0
11876	ENT254	TECHNICAL TRANSLATION-II	C	0 + 2	1.0	3.0
11877	ENT244	SUBTITLING-II	C	2 + 0	2.0	2.0
11878	ENT234	SOCIAL TEXT TRANSLATION-II	C	0 + 2	1.0	3.0

11879	ENT224	DISCOURSE ANALYSIS-II	C	2 + 0	2.0	2.0
11880	ENT214	CONSECUTIVE TRANSLATION-II	C	1 + 2	2.0	4.0
11881	ENT294	BUSINESS TRANSLATION-II	C	0 + 2	1.0	2.0
12027	GRI203	ENTREPRENEURSHIP	C	2 + 0	2.0	2.0
12797	YUM204	WORK PLACEMENT-III	C	0 + 0	0.0	4.0
12803	MEZ204	GRADUATION PROJECT	C	2 + 0	2.0	2.0
12801	ENT274	LEGAL TRANSLATION	Programme E	3 + 0	3.0	3.0



Table: 16 Curriculum of Applied English Translation Programme at İstanbul Gelişim University (“İstanbul Gelişim University”, n.d.)

CODE	TITLE	A	P	L	C	ECTS
ATA101	PRINCIPLES OF ATATURK AND THE HISTORY OF THE TURKISH REVOLUTION I	2	0	0	2	2
BIL101	INFORMATION TECHNOLOGIES	0	2	0	1	2
ICP121	DISCOURSE ANALYSIS	1	2	0	2	5
ICP123	INTERPRETATION SKILLS I	1	2	0	2	5
ICP125	LANGUAGE AND CULTURE	1	2	0	2	5
ICP127	COMPARATIVE STRUCTURE I	1	2	0	2	4
ICP129	INTRODUCTION TO TRANSLATION I	2	0	0	2	5
TRD101	TURKISH LANGUAGE I	2	0	0	2	2
TRD103	TURKISH LANGUAGE I	2	0	0	2	2
CODE	TITLE	A	P	L	C	ECTS
ATA102	PRINCIPLES OF ATATURK AND THE HISTORY OF TURKISH REVOLUTION II	2	0	0	2	2
ICP122	INTERPRETATION SKILLS II	1	2	0	2	3
ICP124	THEORIES OF TRANSLATION	2	0	0	2	5
ICP126	COMPARATIVE STRUCTURE II	1	2	0	2	4
ICP128	ENGLISH USAGE AND STYLE	1	2	0	2	5
ICP130	INTRODUCTION TO TRANSLATION II	1	2	0	2	5
ICP132	LEXICOLOGY	2	0	0	2	4
TD102	TURKISH LANGUAGE-II	2	0	0	2	2
16	30					
CODE	TITLE	A	P	L	C	ECTS
-	UNIVERSITY ELECTIVE Y-31	2	0	0	2	5
-	Y-31	2	0	0	2	5
-	IN-FIELD ELECTIVE Y-32	2	0	0	2	5
ICP221	INTRODUCTION TO ENGLISH LITERATURE	1	2	0	2	4
ICP223	CONSECUTIVE INTERPRETING	1	2	0	2	4
ICP225	TRANSLATION FOR SOCIAL SCIENCES	1	2	0	2	3

ICP227	MEDIA TRANSLATION	1	2	0	2	3
ICP299	INTERNSHIP	0	0	0	0	1
14	30					
CODE	TITLE	A	P	L	C	ECTS
-	UNIVERSITY ELECTIVE	2	0	0	2	5
-	IN-FIELD ELECTIVE Y-41	2	0	0	2	5
-	IN-FIELD ELECTIVE Y-42	2	0	0	2	5
ICP222	AUDIOVISUAL TRANSLATION	1	2	0	2	5
ICP224	BUSINESS TRANSLATION	1	2	0	2	5
ICP226	TECHNICAL TRANSLATION	1	2	0	2	5

Table: 17 Curriculum of Applied English Translation Programme at İstanbul Medipol University (“İstanbul Medipol University”, n.d.)

1st Semester Course Plan (Spring Term)			
Code	Course	T+P	ECTS
ATE1177610	VERBAL COMMUNICATION SKILLS I	4	5
ATE1177620	ENGLISH-TURKISH COMPARATIVE GRAMMAR I	2	3
ATE1177630	WRITING SKILLS FOR TRANSLATORS I	3	5
ATE1177640	INFORMATIVE AND CONATIVE TEXT LITERACY	4	8
ATE1177650	ADVANCED READING SKILLS	4	7
ATE1177660	LANGUAGE AND ANALYTICAL THINKING	4	7
TDL1110400	TURKISH LANGUAGE - I	2	2
2nd Semester Course Plan (Fall Semester)			
Code	Course	T+P	ECTS
ATE1277670	VERBAL COMMUNICATION SKILLS II	4	5
ATE1277680	ENGLISH-TURKISH COMPARATIVE GRAMMAR II	2	3
ATE1277690	WRITING SKILLS FOR TRANSLATORS II	3	5
ATE1277720	LITERATURE TEXT LITERACY	4	5
ATE1213787	SEMINAR	3	3
ATE1277710	INTERNSHIP		8
ATE1277730	CRITICAL READING	2	2
ATE1277740	CULTURAL DIMENSIONS OF LANGUAGE	2	2
ATE1213939	INTERNSHIP		5
TDL1210600	TURKISH LANGUAGE - II	2	2
3rd Semester Course Plan (Fall Term)			
Code	Course	T+P	ECTS
ATE2110993	INTRODUCTION TO THE TRANSLATION	4	7
ATE2110994	INFORMATION TECHNOLOGIES FOR TRANSLATORS	4	5
ATE2110995	INTRODUCTION TO SPECIFIC FIELD TEXTS	4	6
ATE2110996	INTERCULTURAL COMMUNICATION	3	4

ATE2110997	ENGLISH LITERATURE: INTRODUCTION	4	6
ATE2110998	INTRODUCTION TO LINGUISTICS	4	6
ATA2110300	ATATURK'S PRINCIPLES AND HISTORY OF REVOLUTION - I	2	2
4th Semester Course Plan (Spring Term)			
Code	Course	T+P	ECTS
ATE2210999	TECHNICAL TRANSLATION	4	8
ATE2211001	TRANSLATION TECHNOLOGIES	4	5
ATE2211002	SUBTITLE TRANSLATION	4	5
ATE2211003	MEDIA TRANSLATION	3	5
ATE2211004	LITERATURE TRANSLATION	4	5
ATE2211005	HISTORICAL AND THEORETICAL APPROACHES TO TRANSLATION	4	5
ATE2211006	INTRODUCTION TO TEACHING ENGLISH AS A FOREIGN LANGUAGE	4	5
ATA2210500	ATATURK'S PRINCIPLES AND HISTORY OF REVOLUTION - II	2	2

Table: 18 Curriculum of Applied English Translation Programme at İstanbul İstanbul Şişli Vocational School (“İstanbul Şişli Vocational School”, n.d.)

Course Code	Course Name	Language	Theoretical	Practice	Credit	ECTS
ATA1001	Ataturk's Principles and History of Revolution - I	TR	2	0	2	2
KRP1001	Career planning	TR	1	0	1	2
TDL1001	Turkish Language - I	TR	2	0	2	2
UIC1011	Advanced English-I	EN	2	1	3	4
UIC1013	Written Translation-I	EN	2	1	3	4
UIC1021	Critical Reading-I	EN	1	1	2	3
UIC1023	Listening and Speaking Skills-I	EN	1	2	2	3
UIC1025	Academic Writing-I	EN	1	1	2	3
	Restricted Elective		0	0	3	4
UIC1007	Comparative Grammar-I	EN	2	1	3	4
	Restricted Elective		0	0	3	3
UIC1019	Etymology-I	EN	2	1	3	3
Total					23	30
Course Code	Course Name	Language	Theoretical	Practice	Credit	ECTS
ATA1002	Ataturk's Principles and History of Revolution - II	TR	2	0	2	2
TDL1002	Turkish Language - II	TR	2	0	2	2
UIC1012	Advanced English-II	EN	2	1	3	4
UIC1018	Academic Writing-II	EN	1	1	2	4
UIC1020	Written Translation-II	EN	2	1	3	4
UIC1022	Critical Reading-II	EN	1	1	2	3
UIC1024	Listening and Speaking Skills-II	EN	1	2	2	4
	Restricted Elective		0	0	3	4
UIC1008	Comparative Grammar-II	EN	2	1	3	4
	Restricted Elective		0	0	2	3
UIC1014	Etymology-II	EN	2	1	3	3

Total					21	30
Course Code	Course Name	Language	Theoretical	Practice	Credit	ECTS
UIC2029	Note-Taking Skills	EN	1	2	2	4
UIC2031	Legal Translations	EN	1	2	2	4
UIC2033	Foreign Trade Translations	EN	1	2	2	4
UIC2035	Dubbing and Subtitle Translations	EN	1	2	2	5
UIC2037	Listening and Speaking Skills-III	EN	1	2	2	5
	Departmental Elective		0	0	3	4
UIC2023	Social Sciences Text Translations	EN	2	1	3	4
UIC2025	Phrasal Verbs	EN	2	0	2	4
	University Elective		0	0	2	4
Total					15	30
Course Code	Course Name	Language	Theoretical	Practice	Credit	ECTS
SSP2002	Social Responsibility Project		0	2	1	2
STJ2004	Internship		0	0	0	8
UIC2002	Printed Media Translations	EN	2	1	3	4
UIC2004	Medical Translations	EN	2	1	3	4
UIC2006	Technical Translation	EN	2	1	3	4
	Departmental Elective		0	0	3	4
Course Code	Course Name	Language	Theoretical	Practice	Credit	ECTS
UIC2008	Banking and Finance Translations	EN	2	1	3	4
UIC2012	Business English	EN	2	1	3	4
	University Elective		0	0	2	4
Total					15	30

Table: 19 Curriculum of Applied English Translation Programme at İzmir University of Economics (İzmir University of Economics) (“İzmir University of Economics”, n.d.)

1st Year Fall Semester					
Code	Course Name	Theory	App/Lab	Local Credits	ECTS
AET 101	Vocabulary and Composition I	2	2	3	6
AET 103	Comparative Grammar I	2	2	3	6
AET 105	Translation and Language	2	2	3	6
AET 107	Listening and Speaking Skills	2	2	3	6
BILT 100	Introduction to Computer and Information Technology	2	2	3	3
IUE 110	Academic and Social Orientation	1	0	1	1
TRH 101	Principles of Atatürk and Hist. of Revolution - I	2	0	2	1
TRK 101	Turkish I	2	0	2	1
Total :					30
1st Year Spring Semester					
Code	Course Name	Theory	App/Lab	Local Credits	ECTS
AET 102	Vocabulary and Composition II	2	2	3	5
AET 104	Comparative Grammar II	2	2	3	5
AET 106	Translation I	1	2	2	5
AET 108	Translation Methods	1	2	2	5
AET 110	Translation and Culture	1	2	2	4
MYST 104	Summer Training (4 weeks)	0	0	0	4
TRH 102	Princ. of Atatürk and Hist. of Revol. II	2	0	2	1
TRK 102	Turkish II	2	0	2	1
Total :					30
2nd Year Fall Semester					
Code	Course Name	Theory	App/Lab	Local Credits	ECTS
AET 201	Interpreting I	1	2	2	5

AET 203	Technical Translation	3	0	3	6
AET 205	Literature and Translation	1	2	2	5
AET 207	Translation II	2	2	3	5
AET 209	Professional Ethics	3	0	3	5
ELEC 001	Elective Course I	3	0	3	4
Total :					30
2nd Year Spring Semester					
Code	Course Name	Theory	App/Lab	Local Credits	ECTS
AET 202	Interpreting II	1	2	2	4
AET 204	Graduation Project	2	2	3	6
ELEC 002	Elective Course II	3	0	3	4
ELEC 003	Elective Course III	3	0	3	4
ELEC 004	Elective Course IV	3	0	3	4
ELEC 005	Elective Course V	3	0	3	4
MYST 204	Summer Training (4 weeks)	0	0	0	4
Total :					30
Elective Courses					
Code	Course Name	Theory	App/Lab	Local Credits	ECTS
AET 225	Translation for Subtitling	3	0	3	4
AET 226	Translation for Specific Purposes I	3	0	3	4
AET 227	Translation for Specific Purposes II	3	0	3	4
AET 228	International Organizations and Translation	3	0	3	4
AET 229	Consecutive Translation I	3	0	3	4
AET 230	Consecutive Translation II	3	0	3	4
AET 231	Media Translation	3	0	3	4
AET 232	Entrepreneurship	3	0	3	4
MTOI 220	Coaching, Leadership and Career Management	3	0	3	5

Table: 20 Curriculum of Applied English Translation Programme at İzmir Kavram Vocational School (“İzmir Kavram Vocational School”, n.d.)

1. Semester Course Plan				
Course Code	Course Name	T+A+L	C/E	ECTS
141000000001101	Academic and Social Orientation	1+0+0	C	1
222000000001145	Text Analysis	2+0+0	C	6
222000000001197	Professional Orientation and Introduction to Translation	2+0+0	C	4
222032000001113	Oral Communication Skills	2+0+0	C	5
222032000001236	Critical Reading and Writing in Second Language	4+0+0	C	4
222052000001455	Research Tools and Technology in Translation	2+0+0	C	5
380000000001101	Fundamentals of Law	2+0+0	C	5
			Total ECTS	30
2.Semester Course Plan				
Course Code	Course Name	T+A+L	C/E	ECTS
222000000001135	Written Communication Skills	2+1+0	C	6
222031200001207	Linguistics	3+0+0	C	6
222032000001114	Presentation Skills	1+1+0	C	5
222032000001217	Translation Oriented Text Analysis	3+0+0	C	5
313031200001114	Non Governmental Organisations	2+0+0	C	4
482000000001100	Information Technology	2+1+0	C	4
			Total ECTS	30
3.Semester Course Plan				
Course Code	Course Name	T+A+L	C/E	ECTS
222022303121315	Comparative Culture and Literature	3+0+0	C	6
222032000001313	Language Use For Translators	3+0+0	C	5
PSD 01	Programme E Course	1+0+0	E	15
YSD 01	Vocational E Course	1+0+0	E	8
			Total ECTS	34
222022300001317	Comparative Grammer	3+0+0	E	5

222022300001319	Specialized Translation	1+2+0	E	5
222022300001325	Note Taking Techniques	1+1+0	E	5
222022303211323	Written Media Translation	2+1+0	E	5
225022200001321	Current Issues	3+0+0	E	5
320000000001107	General Communication	2+0+0	E	4
380034000001312	Labor and Social Security Law	2+0+0	E	4
4.Semester Course Plan				
Course Code	Course Name	T+A+L	C/E	ECTS
100000000002201	Internship	0+2+0	C	10
223000000001101	Critical Reading and Writing in Turkish	4+0+0	C	4
224031300001101	Principles of Ataturk and Formation of Modern Turkey	4+0+0	C	4
PSD 02	Programme E Course	1+0+0	E	8
YSD 02	Vocational E Course	2+0+0	E	4
			Total ECTS	30
100000000002202	Guided Study	0+2+0	E	4
22200000000	Subtitle Translation	0+2+0	E	4
222022300001318	Children's Literature Translation	0+2+0	E	4
222022300031316	Professionalisation in Translation and Civil Society	2+0+0	E	4
345000000001390	Quality Management Systems and Standards	2+0+0	E	4

Table: 21 Curriculum of Applied English Translation Programme at Ufuk University (Ufuk University) (“Ufuk University”, n.d.)

Semester	Type	Course Code	Course Name	Credits	ECTS Credits
1	C	MYB100	COMPUTER TECHNOLOGIES	2	4
1	C	MYC101	LISTENING and SPEAKING SKILLS I	3	4
1	C	MYC105	COMPARATIVE GRAMMAR 1	3	4
1	C	MYC107	LEXICOLOGY I	3	4
1	C	MYC109	INTRODUCTION TO TRANSLATION	2	3
1	C	MYC111	Reading Skills and Translation I	3	4
1	C	MYC115	WRITING SKILLS and TRANSLATION I	3	3
1	C	TAR101	HISTORY OF ATATÜRK'S PRINCIPLES AND REVOLUTIONS I	2	2
1	C	TUR101	TURKISH LANGUAGE I	2	2
Semester	Type	Course Code	Course Name	Credits	ECTS Credits
2	C	MYC102	LISTENING and SPEAKING SKILLS II	3	4
2	C	MYC104	Translation Technologies	2	4
2	C	MYC106	COMPARATIVE GRAMMAR II	3	4
2	C	MYC108	LEXICOLOGY II	3	4
2	C	MYC110	WRITTEN TRANSLATION	2	4
2	C	MYC112	Reading Skills and Translation II	3	4
2	C	MYC116	WRITING SKILLS and TRANSLATION II	2	3
2	C	TAR102	HISTORY OF ATATÜRK'S PRINCIPLES AND REVOLUTIONS II	2	2
2	C	TÜR102	TURKISH LANGUAGE II	2	2
Semester	Type	Course Code	Course Name	Credits	ECTS Credits
3	C	MYC221	LITERATURE AND TRANSLATION I	3	5
3	C	MYC227	DISCOURSE ANALYSIS	2	4
3	C	MYC229	SOCIAL SCIENCES TRANSLATION I	3	4

3	C	MYOSTJ	PRACTICE	3	10
3	E	MYC225	Technical Translation	3	4
3	Vocational	MYC223	TRANSLATION THEORIES I	2	5
3	Vocational	MYC239	EUROPEAN UNION TEXTS TRANSLATION	3	5
Semester	Type	Course Code	Course Name	Credits	ECTS Credits
4	C	MYC222	LITERATURE AND TRANSLATION II	3	5
4	C	MYC232	DISCOURSE ANALYSIS II	2	4
4	E	MYC226	Media Translation	2	4
4	E	MYC234	CONSECUTIVE INTERPRETING	2	4
4	Vocational	MYC224	TRANSLATION THEORIES II	2	5
4	Vocational	MYC230	SOCIAL SCIENCES TRANSLATION II	3	4

APPENDIX Q

Syllabi of Courses comprising English Literature, Taught at Applied English Translation Programmes in Turkish Universities

Table:1 Syllabus of UIÇ113 Textual Analyses at Applied English Translation Programme, Giresun University (Giresun University) (“Giresun University”, n.d.)

Course Name	Textual Analyses
Course Code	UIÇ113
Course Type	Compulsory
Course Level	Associate Degree
ECTS	4,00
Weekly Course Hour (Theoretical)	3
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	1
Semester of the Course	1
The language used in the Course	English
Prerequisite Course(s)	Non
Other Recommended Considerations for the Course	Non
Internship Status	Non
Aim of the Course	The aim of this course is to improve students' reading and comprehension skills by applying various reading and comprehension techniques to authentic texts selected from English Literature.
Learning Outcomes	<ol style="list-style-type: none"> 1. Understands and applies basic text analysis concepts and literary terms. 2. Applies the basic methods in the analysis of prose, poetry, and theoretical texts.
Course Content	Basic literary texts, literary theories, critical theories
Weeks	Subjects
1	Course introduction
2	What is text? What is a literary text?
3	Language / author / read
4	Context
5	Author's Intention

6	Introduction to Poetry
7	Form / Rhythm / Rhyme
8	Midterm
9	Poetry review
10	Imagination and metaphor
11	Theatre: Form and Context
12	Shakespeare and Identity
13	Shakespeare and history
14	Shakespeare sonnets
15	Shakespeare and literature
16	Final exam

Table:2 Course Information of SEC106 Survey of English Literature at Applied English Translation Programme, Giresun University (Giresun University) (“Giresun University”, n.d.)

Course Name	Survey of English Literature
Course Code	SEC106
Course Type	Elective
Course Level	Associate Degree
ECTS	2,00
Weekly Course Hour (Theoretical)	2
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	1
Semester of the Course	2
The Language used in the Course	English
Prerequisite Course(s)	Non
Other Recommended Considerations for the Course	Non
Internship Status	Non
Aim of the Course	This course aims to introduce and comprehend the sources of the early English literature period by taking it from a historical perspective, and by making students read different types of texts from the Anglo-Saxon period to the 18th century.
Learning Outcomes	<ul style="list-style-type: none"> . 1. Establishes the connections of religious, cultural, social, and historical effects in the transition from oral literature to written literature. . 2. Demonstrates the difference between works of the Old English period from modern English and analyzes them in terms of literary content. . 3. Reads subtexts through symbols and myths by comparing literary texts. . 4. Develops and expresses ideas by making connections between literary works. . 5. Develops a critical perspective on literary texts.
Course Content	Old English Period, Anglo-Saxon Period, Medieval English Literature, Renaissance

SUBJECTS	
WEEKS	THEORETICAL COURSES
1	What is Literature?
2	England and its first settlers
3	Anglo-Saxon Period
4	Beowulf: The Oldest English Epic
5	The Wanderer, The Battle of Maldon
6	Christianity and Caedmon's Hymn in Old English
7	Medieval English Literature and Culture
8	Midterm

9	Chaucer and the Canterbury Tales
10	English Theater in the Middle Ages
11	Renaissance and Reformation Movements in England
12	Edmund Spenser and His Poems
13	Shakespeare and other Elizabethans
14	Play Writers
15	Course Evaluation
16	Course Evaluation
17	Final Exam



Table:3 Course Information of UIÇ114 Mythology at Applied English Translation Programme, Giresun University (Giresun University) (“Giresun University”, n.d.)

Course Name	Mythology
Course Code	UIÇ114
Course Type	Compulsory
Course Level	Associate Degree
ECTS	4,00
Weekly Course Hour (Theoretical)	3
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	1
Semester of the Course	2
The Language used in the Course	English
Prerequisite Course(s)	Non
Other Recommended Considerations for the Course	Non
Internship Status	Non
Aim of the Course	To understand the interaction between literature and mythology
Learning Outcomes	<ol style="list-style-type: none"> 1. Defines the terms myth, mythos, and mythology 2. Analyze the effects of myths on cultures historically. 3. Establishes the link between mythology and literature. 4. Analyze the relationship between mythology and culture. 5. Develops the ability to compare and interpret.
Course Content	This course primarily includes myths and mythological examples of Western origin that have been influential in English Literature. The effects of the examples to be discussed in literary texts will be emphasized.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Introduction to Mythology
2	Zeus, Hera, Poseidon, Hades, Athena,
3	Water, Underground Gods
4	Demeter, Dionysus
5	Roman Mythology
6	Prometheus, Europa, Cyclops, Narcissus, Hyacinth, Adonis
7	Cupid, Psyche, Pyramus, Thisbe, Orpheus, Eurydice
8	Midterm
9	Pygmalion, Endymion, Daphne

10	Phaeton, Pegasus, Bellerophon
11	Daedalus, Midas, Leto, Hero, Leander, Iphigenia, Oedipus, Antigone
12	Perseus, Theseus
13	Hercules, Atalanta
14	Odyssey
15	Iliad
16	Final Exam



Table:4 Course Information of SUI216 Contemporary British Literature at Applied English Translation Programme, Karabük University (“Karabük University”, n.d.)

Course Name	Contemporary British Literature
Course Code	SUI216
Course Type	Elective
Course Level	Associate Degree
ECTS	5
Weekly Course Hour (Theoretical)	1
Weekly Practice Hour	2
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	4
The Language used in the Course	English
Prerequisite Course(s)	Non
Aim of the Course	<ul style="list-style-type: none"> • A basic understanding of contemporary English literature and writers. • To introduce the basic literary arts and movements.
Learning Outcomes	<p>Course Learning Outcomes: Upon successful completion of this course, students will be able to:</p> <p>1 Comprehend contemporary English literature at a basic level.</p> <p>2 Know the names of contemporary English writers.</p> <p>3 Can translate short stories.</p>
Course Content	Contemporary English literature and writers
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	UNIT 1
2	UNIT 2
3	UNIT 3
4	UNIT 4
5	UNIT 5
6	UNIT 6
7	UNIT 7
8	Midterm Exam
9	UNIT 9
10	UNIT 10
11	UNIT 11
12	UNIT 12
13	UNIT 13
14	UNIT 14
15	UNIT 15
16	Final Exam
17	Final Exam

Table:5 Course Information of UIC107 English Literature – I at Applied English Translation Programme, Kastamonu University (“Kastamonu University”, n.d.)

Course Name	ENGLISH LITERATURE-I
Course Code	UIC107
Course Type	Compulsory
Course Level	Associate Degree
ECTS	4
Weekly Course Hour (Theoretical)	4
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	1
Semester of the Course	1
The Language used in the Course	Turkish
Prerequisite Course(s)	Non
Aim of the Course	To provide students with extensive information about the cultural and historical processes of England and to have an idea about British society.
Learning Outcomes	1 They develop the ability to write and present ideas about texts and the periods in which these texts were written. 2 Students learn about many writers, movements, and works from different periods of the history of literature. 3 It gives students general information about the society in which the texts are produced.
Course Content	Anglo-Saxon Period, Medieval, Renaissance, and 17th century, the main writers and works of these periods.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	General Information
2	Introduction to Old English Literature
3	Continuation of old English literature
4	Introduction to Medieval Literature
5	Continuation of medieval literature
6	Examining some poems from the medieval period
7	Introduction to 16th-century
8	Midterm
9	-
10	Renaissance, Humanism, Reform
11	A few selections from Shakespeare's plays
12	Introduction to 17th Century English Literature
13	metaphysical poems
14	John Milton's Paradise Lost
15	An overview
16	Final Exam

Table:6 Course Information of UIC108 English Literature – II at Applied English Translation Programme, Kastamonu University (“Kastamonu University”, n.d.)

Course Name	ENGLISH LITERATURE-II
Course Code	UIC108
Course Type	Compulsory
Course Level	Associate Degree
ECTS	4
Weekly Course Hour (Theoretical)	4
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	1
Semester of the Course	2
The Language used in the Course	Turkish
Prerequisite Course(s)	Non
Aim of the Course	This course aims to improve the language and cultural competences of students via analyzing different kinds of texts and subjects.
Learning Outcomes	1 To have knowledge of contemporary literature issues and cultural problems of the age. 2 Ability to apply knowledge of English literature to cultural, social, ethical, aesthetic, political, and similar issues. 3 The ability to use the basic topics and concepts of literary theories in the development of life strategies.
Course Content	Types of works produced from the 18th to the 20th centuries
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	English Literature 18th century subjects
2	Introduction to medieval literature
3	Chaucer
4	Examination of sections from Chaucer's works
5	Renaissance period
6	An overview
7	Midterm Exam
8	Shakespeare and his life
9	Entering the 18th century
10	Jonathan Swift and Glover
11	19th-century novel genres
12	Oliver Twist
13	Jane Eyre

Table:7 Course Information of UIC203 Contemporary British and American Literature – I at Applied English Translation Programme, Kastamonu University (“Kastamonu University”, n.d.)

Course Name	Contemporary British and American Literature – I
Course Code	UIC203
Course Type	Compulsory
Course Level	Associate Degree
ECTS	4
Weekly Course Hour (Theoretical)	2
Weekly Practice Hour	1
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	3
The Language used in the Course	Turkish
Prerequisite Course(s)	Non
Aim of the Course	To increase the knowledge of English while providing students with cultural knowledge about contemporary English and American Literature.
Learning Outcomes	1 They can examine the concepts and ideas in their field with scientific methods, and interpret and evaluate the data. 2 Have intellectual knowledge of Western literature. 3 They improve their knowledge of English through literature 4 They gain the ability to constantly follow the agenda, constantly improve themselves, be objective and be open to different views, thus gaining lifelong learning skills.
Course Content	To examine and have knowledge of literary movements and theoretical approaches that shape Contemporary English and American literature, critical articles, and literary works.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	*Meeting, Curriculum
2	*Introduction to English Literature, Introduction to American Literature
3	*Roald Dahl
4	*Roald Dahl
5	*Roald Dahl
6	*"The Catcher in the Rye"
7	*"The Catcher in the Rye"
8	*"The Catcher in the Rye", quiz
9	*Midterm Exam
10	*Midterm evaluation
11	"It" by Stephen King
12	*"It"
13	*Selected poems
14	*Selected poems
15	*General evaluation

Table:8 Course Information of UIC204 Contemporary British and American Literature – II at Applied English Translation Programme, Kastamonu University (“Kastamonu University”, n.d.)

Course Name	Contemporary British and American Literature – II
Course Code	UIC204
Course Type	Compulsory
Course Level	Associate Degree
ECTS	4
Weekly Course Hour (Theoretical)	2
Weekly Practice Hour	1
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	4
The Language used in the Course	Turkish
Prerequisite Course(s)	Non
Aim of the Course	<ul style="list-style-type: none"> • Analyzing works that are examples of literary movements that shape Contemporary English and American literature, examining them in terms of translation studies. • To be able to criticize and analyze literary works.
Learning Outcomes	<p>1 Develops English knowledge through literature.</p> <p>2 They can examine the concepts and ideas in the field with scientific methods, interpret and evaluate the data.</p> <p>3 Develops intellectual knowledge.</p> <p>4 Acquires and uses literary-cultural terminology.</p>
Course Content	Story, novellas and novel analysis, and partial translations
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Introduction
2	Gabriel Garcie Marquez, Isabel Allende, Jeanette Winterson
3	Gabriel Garcie Marquez, Isabel Allende, Jeanette Winterson
4	Gabriel Garcie Marquez, Isabel Allende, Jeanette Winterson
5	"İnci Gibi Dişler"
6	"İnci Gibi Dişler"
7	"İnci Gibi Dişler"
8	Midterm Exam
9	Midterm Evaluation
10	Toni Morrison
11	Toni Morrison
12	Toni Morrison
13	Contemporary Literary Translations
14	Contemporary Literary Translations
15	General Evaluation

Table:9 Course Information of UIC219 English Theatre at Applied English Translation Programme, Kastamonu University (“Kastamonu University”, n.d.)

Course Name	English Theatre
Course Code	UIC219
Course Type	Elective
Course Level	Associate Degree
ECTS	4
Weekly Course Hour (Theoretical)	1
Weekly Practice Hour	1
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	3
The Language used in the Course	Turkish
Prerequisite Course(s)	Non
Aim of the Course	Gaining the knowledge, and competences to comment on the content and technical features of the English-Irish plays.
Learning Outcomes	<p>1 Defines the major theatrical movements in England from the 1950s to the 1980s.</p> <p>2 Classifies the English plays written in the period from the 1950s to 1980s and compares the works of the English playwrights of that period.</p> <p>3 Examines the plays of playwrights in-depth in terms of form and content.</p> <p>4 Approaches these works from a critical point of view.</p> <p>5 Comments on the content and techniques of English-Irish plays.</p>
Course Content	The phases of British and Irish theater from the 1950s to the 1980s, trends in this period, important writers and their works are analyzed by associating them with the political, social, and cultural backgrounds.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Introduction, Coursework, Curriculum
2	Introduction to Contemporary British Theater
3	Various currents in English Theater
4	Samuel Beckett, Godot'yu Beklerken
5	Samuel Beckett, Godot'yu Beklerken
6	Yastık Adam, Martin McDonagh
7	Yastık Adam, Martin McDonagh
8	Yastık Adam, Martin McDonagh
9	Midterm
10	Midterm Evaluation
11	Blasted, Sarah Kane
12	Blasted, Sarah Kane
13	Blasted, Sarah Kane
14	General Evaluation
15	General Evaluation

Table:10 Course Information of UYİ201 Literary Translation – I at Applied English Translation Programme, Mardin Artuklu University (“Mardin Artuklu University”, n.d.)

Course Name	Literary Translation – I
Course Code	UYİ201
Course Type	Compulsory
Course Level	Associate Degree
ECTS	5
Weekly Course Hour (Theoretical)	3
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	3
The Language used in the Course	English
Prerequisite Course(s)	Non
Aim of the Course	This course aims to introduce and comprehend the sources of English literature in the beginning period of English literature by taking English Literature from a historical perspective and by having different types of texts read from the Anglo-Saxon period to the 18th century.
Learning Outcomes	<ol style="list-style-type: none"> 1 The student comprehends the features of the literary text process. 2 The student learns the types of literary texts and the differences between them. 3 The student establishes the connections of religious, cultural, social, and historical influences in the transition from oral literature to written literature. 4 The student demonstrates the difference between Old English works and modern English and analyzes them in terms of literary content. 5 The student develops and expresses ideas by making connections between literary works. 6 The student develops a critical perspective on literary texts and text translations. 7 The student learns the characteristics and periods of English Literature. 8 The student learns about the important writers of English Literature and their main works.
Course Content	In this course, students are introduced to literary translation and the translation process is introduced through different text types. With this course, students will have a general knowledge of English Literature, comprehend different text types and languages in these texts, and make translations. They also learn about the life of the authors and the characteristics of the period.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Aims and requirements of the course / Introduction to literary translation
2	Things to consider when making a literary translation.
3	Characteristics and history of English Literature.
4	Periods of English Literature and the characteristics of these periods.
5	Characteristics of the epic poem Beowulf and sample quotation translation work.

6	Characteristics of the Canterbury Tales and a sample translation study.
7	Characteristics of Sir Gawain and the Green Knight and sample citation translation work.
8	Features of Paradise Lost and sample translation work.
9	Characteristics of the Cross of the Cross and a sample translation study.
10	Dr. Features of the work of Faustus and a sample translation study.
11	Features of Gulliver's Travels and a sample translation study.
12	Features of Hamlet's work and a sample translation study.
13	Characteristics of Macbeth's work and sample citation translation work.
14	Shakespeare's life and characteristics as a writer.



Table:11 Course Information of UYİ202 Literary Translation – II at Applied English Translation Programme, Mardin Artuklu University (“Mardin Artuklu University”, n.d.)

Course Name	Literary Translation – II
Course Code	UYİ202
Course Type	Compulsory
Course Level	Associate Degree
ECTS	4
Weekly Course Hour (Theoretical)	3
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	4
The Language used in the Course	English
Prerequisite Course(s)	Non
Aim of the Course	Within the scope of this course, literary text types such as poems, novels, stories, and their translations are discussed and the difficulties encountered in the literary text translation, points to be considered and the methods to be used are examined. Bilingual translation exercises are made on literary text types.
Learning Outcomes	<ol style="list-style-type: none"> 1. They can effectively use the theoretical and applied knowledge they have acquired in the field of translation. 2. They can examine the concepts and ideas in their field with scientific methods; interpret and evaluate data. 3. They can understand grammatical, lexical, semantic, and syntactic structures of source and target languages and create meaning by using these structures. 4. They can make sense of language in verbal, written, and non-verbal communication and social, geographical, historical, and formal variants of culture together with language, by approaching it analytically and critically. 5. They can define the strategies followed and the problems encountered in the translation process, as well as the stages related to translation, develop methods for solving the problems they will encounter in their translation processes, and justify their decisions. 6. They can effectively use existing technologies such as translation memories, online resources, term banks, spelling and grammar control, internet, and terminology database in all processes of translation

	and follow developments in this field.
Course Content	In this course, students are introduced to literary translation and the translation process is introduced through different text types. With this course, students will have a general knowledge of English Literature, comprehend different text types and languages in these texts, and make translations. They also learn about the life of the authors and the characteristics of the period.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Literary Text Types
2	What is Literary Text Translation?
3	Basic Concepts of Translation in Literary Text
4	Prose Translation
5	Prose Translation
6	Poetry Translation
7	Poetry Translation
8	Drama Translations
9	Drama Translations
10	Short Story Translations
11	Short Story Translations
12	Novella Translations
13	General Evaluation
14	Final Exam

Table: 12 Course Information of UIC2036 Novel and Story Translation at Applied English Translation Programme, Niğde Ömer Halisdemir University (“Niğde Ömer Halisdemir University”, n.d.)

Course Name	Novel and Story Translation
Course Code	UIC2036
Course Type	Elective
Course Level	Associate Degree
ECTS	4
Weekly Course Hour (Theoretical)	3
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	4
The Language used in the Course	Turkish
Prerequisite Course(s)	Non
Aim of the Course	Examining the translations of stories and novels, making comparisons, and doing translation studies on related literary genres.
Learning Outcomes	1 Examination of literary text translations. 2 Being able to criticize translation. 3 Comparing different translations in story and novel genres. 4 Translation studies in story and novel genres.
Course Content	Information about story and novel genres. Translation (two-way translation) of selected passages from well-known Turkish, British, and American stories and novels. Translation criticism and discussion on a story translated into Turkish.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Information about the story and novel genres and translations
2	Examining the translation of selected passages from well-known English stories and novels
3	Examining the translation of selected passages from well-known Turkish stories and novels
4	Translation criticism and discussion on a story translated into Turkish.
5	Translation criticism and discussion on a novel section translated into Turkish.
6	Discussing the problems that can be encountered in the translation of literary genres
7	Discussing the problems that can be encountered in the translation of literary texts
8	Translation practice
9	Translation practice
10	Translation practice
11	Student presentations
12	Student presentations
13	Student presentations
14	Student presentations

Table:13 Course Information of CIC230 Introduction to English Literature at Applied English Translation Programme, Zonguldak Bülent Ecevit University (“Zonguldak Bülent Ecevit University”, n.d.)

Course Name	Introduction to English Literature
Course Code	CIC230
Course Type	Elective
Course Level	Associate Degree
ECTS	3
Weekly Course Hour (Theoretical)	2
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	4
The Language used in the Course	English
Prerequisite Course(s)	Non
Aim of the Course	To introduce students to examples from the literature that made up modern English literature.
Learning Outcomes	1 Will be able to define the main types of literary works. 2 Will be able to recognize the elements of literature. 3 Will be able to use the elements of literature in sample works.
Course Content	Important texts from different periods of English Literature with their historical and social backgrounds.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	What are the main literary genres? Novel, short story, poetry, drama, and the main features of each.
2	Old English and the Medieval Period: Historical, social and literary events. Sample work review
3	Elizabethan: Historical, social, and literary events
4	Sample work review
5	Shakespeare era, sonnet review
6	Sample work review
7	Augustan period: historical, social, and literary events.
8	Sample work review
9	Romantic Period: Historical, social, and literary events.
10	Sample work review
11	Victorian era: historical, social, and literary events
12	Sample work review
13	Examples from the works of metaphysical poets
14	Sample work review

Table:14 Course Information of UIC1007 Culture and Literature at Applied English Translation Programme, Avrasya University (“Avrasya University”, n.d.)

Course Name	Culture and Literature
Course Code	UIC1007
Course Type	Compulsory
Course Level	Associate Degree
ECTS	6
Weekly Course Hour (Theoretical)	4
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	1
Semester of the Course	1
The Language used in the Course	Turkish
Prerequisite Course(s)	Non
Aim of the Course	This course aims to examine the problems encountered in translation by analyzing language in social and cultural contexts. One of the most basic problems encountered while translating is to examine the translations to ensure equivalence in the transfer of culture and to increase the practicality of the student by practicing.
Learning Outcomes	Students who complete this course; 1. Analyzes language and culture. 2. Examines cultural and linguistic texts in terms of terms and concepts. 3. Carries out language studies and conceptual studies in a cultural context. 4. Gains information about cultural institutions, structures, constitution, and social life. 5. Comprehends the importance of language and culture in the context of translation.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Introduction to the concept of culture.
2	Interaction between culture and language
3	Analysis of the elements that make up the language and its relationship with culture
4	Spoken language and oral culture
5	Spoken language and oral culture
6	Written language and textual culture
7	Language and social identity
8	Midterm Exam
9	Language and cultural identity
10	Standard language and lingua franca, pidgin and creole
11	Standard language and lingua franca, pidgin and creole

12	Cultural meaning and context
13	Cultural meaning and context
14	Language, politics, and ideology



Table:15 Course Information of 222032000002217 Translation Oriented Text Analysis at Applied English Translation Programme, Beykent University (“Beykent University”, n.d.)

Course Name	Translation Oriented Text Analysis
Course Code	222032000002217
Course Type	Compulsory
Course Level	Associate Degree
ECTS	5
Weekly Course Hour (Theoretical)	3
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	1
Semester of the Course	2
The Language used in the Course	English
Prerequisite Course(s)	Non
Aim of the Course	The main purpose of this course is to provide students with knowledge and skills about the basic principles and techniques of translational text analysis. In this course, students learn the importance of text analysis in the translation process and gain competence. This course is carried out on both a theoretical and practical basis. Subjects such as theoretical approaches and translation methods will be covered in the course, and certain translation techniques will be applied practically to the sample text during the course.
Learning Outcomes	<ul style="list-style-type: none"> • Identifies translation dynamics. Describes translation dynamics. Explain the importance of text analysis. • Explains the theory of translation. Defines the concept of translation. Defines the translator's task. The text explains the text linguistics. • Defines cultural perception in translation. Defines the concept of culture in the context of translation theory. Explain the concept of equalization in translation. Identifies the common problems of non-equalization in translation. • Defines the methods applied by expert translators. Explains the method of using a more general concept. It defines the method of using a more neutral concept. The use of cultural substitution describes the use of borrowed words plus explanation. • Identify problems in collocation, idiom, and literal translation. Describe examples of collocations. Describe examples of idioms. • Explains text types. Describes examples of informative texts. Describes rhetorical text examples. Describes active text examples. Describe examples of audio-communicative texts. • Explains pragmatic equivalence. Describes the

	concept of loyalty. Describes the concept of consistency. Describe the concept of implication.
Course Content	The main topics of this course include text analysis, translation dynamics, translation theory, cultural perception in translation, common problems of non-matching, translation methods, and text types used by expert translators.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	1 Explaining the content, application, and evaluation information of the course to the student. What is 'text analysis' and why is it needed? Translation dynamics. The importance of 'text analysis' in translation studies.
2	2 Translation and Translation Theory. Defining translation. Content and elements of text linguistics.
3	3 Cultural perception in translation. Common problems of non-equalization in translation.
4	4 Translation methods applied by expert translators. Translation using the more general concept method. Translation using a more neutral concept. Translation by using the method of using cultural substitution. Translation with borrowed word plus explanation method.
5	5 Collocation, idiom, and constant expression translation collocation. Expression. Fixed expression. Practices.
6	6 Loyalty to the text. Wilhelm von Humboldt. Schopenhauer. Octavio Paz.
7	7 Pragmatic equivalence. Consistency. Loyalty. Connotation. Compliance principle. Back translation.
8	8 Midterm Exam
9	9 Use of Systematic Linguistics in Translation. Functional Theories in Translation. Text type 1: Informative Text. Informative Text translation methods. Practices with newspaper texts.
10	10 Discourse and Section Analysis Approach. Scientific or Field Texts. Technical Translation - Specialized Translation. Practices with relevant texts.
11	11 Text Type 2: Impressive Text. Essay. Biographies. Cartoons/ Visual text translation. Practices with relevant texts.
12	12 Text Type 3: Active Text: Sermon. Election Speech. Advertisements.
13	Text Type 4: Audio-Communicative Text: Movies. Visual and Verbal Advertisements. Practices with relevant texts.
14	13 Criticism of the Text Type Approach 13. Translation Process: Process. Roles and Participants. Translating various texts and application of translation methods. Practices. Review.

Table:16 Course Information of 222022303122315 Comparative Culture and Literature at Applied English Translation Programme, Beykent University(“Beykent University”, n.d.)

Course Name	Comparative Culture and Literature
Course Code	222022303122315
Course Type	Compulsory
Course Level	Associate Degree
ECTS	6
Weekly Course Hour (Theoretical)	3
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	3
The Language used in the Course	English
Prerequisite Course(s)	Non
Aim of the Course	To provide students with a wide range of general culture and critical thinking approach on any subject.
Learning Outcomes	<p>Students who finish this course can:</p> <ol style="list-style-type: none"> 1. Explain the concept of culture. <ol style="list-style-type: none"> 1.1. Define the term culture. 1.2. Define the concept of material and spiritual culture. 1.3. Explain the important role of culture in foreign language learning and translation. 2. Explain the geography of a foreign language. <ol style="list-style-type: none"> 2.1. List the countries where the foreign language is spoken. 2.2. Describe the countries where the foreign language is spoken. 2.3. List the regions of the countries where the foreign language is spoken. 2.4. Describe the climatic characteristics of the countries where the foreign language is spoken. 3. Explain the effects of history and religion on the culture of a foreign language. <ol style="list-style-type: none"> 3.1. It describes the general cultural characteristics of the main countries where the foreign language is spoken and their differences with Turkish culture. 3.2. List the critical points in the old history of the countries where the foreign language is spoken. 3.3. List the critical points in the medieval history of the countries where the foreign language is spoken. 3.4 . List the critical points in the new history of the countries where the foreign language is spoken. 3.5 . Explains the importance and traditions of the pagan age history of the countries where the foreign language is spoken. 3.6. Explain the importance and traditions of Christianity in

	<p>countries where the foreign language is spoken.</p> <p>4. 4. Explains the folkloric features of a foreign language.</p> <p>4.1. List the traditional and religious holidays in the culture in question.</p> <p>4.2. Lists the types of folk literature works written in the foreign language in question.</p> <p>4.3. List the types and centers of handicrafts in the foreign culture in question.</p> <p>4.4. Describe the way of life of the foreign countries in question.</p> <p>4.5. Explain the culinary culture of the countries where the foreign language is spoken.</p> <p>5. Explain the institutions of the countries where the foreign language is spoken.</p> <p>5.1 . List the types of governments specific to different histories and ages.</p> <p>5.2. Explain the contemporary management system of the countries where the foreign language is spoken.</p> <p>5.3. Describe the education policy of the countries where the foreign language is spoken.</p> <p>5.4 . List the nationalities living in the countries where the foreign language is spoken.</p> <p>5.5. List the press institutions of the countries where the foreign language is spoken.</p> <p>6. Explain social relations and daily habits in countries where a foreign language is spoken.</p> <p>6.1. Describe the family structure and concept in countries where a foreign language is spoken.</p> <p>6.2 . Define the rights of the sexes in countries where the foreign language is spoken.</p> <p>6.3 . Defines old and contemporary social relations and behaviors in countries where a foreign language is spoken.</p> <p>6.4 . Explain the relations between old and new generations in countries where a foreign language is spoken.</p> <p>6.5. Describe contemporary urban life in countries where foreign languages are spoken.</p>
<p>Course Content</p>	<p>In the course, subjects such as the history, geography, traditions, economic structure, general population structure, social and political structure, and religious characteristics of the countries where the foreign language is spoken will be covered. Different cultures will be examined with texts, and visual and audio sources, and these cultures will be compared with the Turkish context.</p>

SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Explaining the content, application, and evaluation information of the course to the student. Introducing the concept of culture. Countries where the foreign language is spoken.
2	Climatic and geographical characteristics of the countries where the relevant foreign language is spoken.
3	The early history of the countries where the relevant foreign language is spoken. Pre-Christian Era.
4	Middle age history of the countries where the foreign language is spoken. Christian Era.
5	Recent history of the countries where the foreign language is spoken.
6	Ruling/Governing systems in the history of the countries where the foreign language is spoken.
7	Special holidays and the folklore the foreign countries studied.
8	MID-TERM EXAM
9	Oral and written culture of the foreign countries studied.
10	History of literature of the foreign countries studied.
11	Recent literary history of the foreign countries studied.
12	The lifestyle of people and folk arts in the foreign countries studied.
13	Dialects which are spoken in the foreign countries studied.
14	Gender differences, family patterns, and social relations in the foreign countries studied.

Table:17 Course Information of ENT263 Introduction to English Literature - I at Applied English Translation Programme, İstanbul Aydın University (“Aydın University”, n.d.)

Course Name	Introduction to English Literature - I
Course Code	ENT263
Course Type	Compulsory
Course Level	Associate Degree
ECTS	3
Weekly Course Hour (Theoretical)	1
Weekly Practice Hour	2
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	3
The Language used in the Course	English
Prerequisite Course(s)	Non
Aim of the Course	Objectives of the Course Unit: Students will be exposed to a selection of English Literature which will enable them to understand better and comment on them. They will read works from different ages and genres of literature. By learning English Literature students can translate the text within British and American cultures better and easily.
Learning Outcomes	<p>1 They are acquainted with the works of English Literature.</p> <p>2 They are acquainted with three genres: novel, drama, and poetry.</p> <p>3 They will be able to understand and translate literary texts more efficiently.</p>
Course Content	Some extracts, which are taken from English Literary texts.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Introduction to Literature, what is literature? Why is literature important? Getting started in English Language and Literature.
2	Analyzing and paraphrasing Shakespeare's important sonnets.
3	Analyzing Macbeth Shakespeare within Old Testament - Bible. Analyzing Hamlet by Shakespeare within Freud, Oedipus - Electra Complex
4	Analyzing "Hamlet" within Old Testament - Bible. Analyzing Hamlet by Shakespeare within Freud, Oedipus - Electra Complex
5	Analyzing "Othello" within Old Testament - Bible. Analyzing Hamlet by Shakespeare within Freud, Oedipus - Electra Complex
6	Analyzing Romantic period poems and poets William Blake - Wordsworth
7	Analyzing Rime of the Ancient Mariner by Samuel Taylor Coleridge
8	REVISION- QUIZ 1
9	VISA EXAM
10	Analyzing Victorian Period works - Robert Browning, Tennyson

11	Comparison of Paradise Lost by John Milton and The Bible
12	Analyzing "Animal Farm" George Orwell by giving the importance of the period, in its written totalitarian society, Soviet Union Communist societies of the time.
13	Analyzing "1984" George Orwell by giving the importance of the period, in its written totalitarian society, Soviet Union Communist societies of the time.
14	Revision / quiz 2 assignment delivery last date



Table:18 Course Information of ENT264 Introduction to English Literature - II at Applied English Translation Programme, İstanbul Aydın University (“Aydın University”, n.d.)

Course Name	Introduction to English Literature - II
Course Code	ENT264
Course Type	Compulsory
Course Level	Associate Degree
ECTS	3
Weekly Course Hour (Theoretical)	1
Weekly Practice Hour	2
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	4
The Language used in the Course	English
Prerequisite Course(s)	Non
Aim of the Course	To make students have a better understanding of literary texts.
Learning Outcomes	<p>1 They are acquainted with the works of English Literature.</p> <p>2 They are acquainted with three genres: novel, drama, and poetry.</p> <p>3 Students will be able to understand and translate literary texts more efficiently.</p> <p>4 Students will be able to analyze and evaluate the elements of fiction in short stories and the novel including plot, dynamic character, setting, dramatic irony, situational irony, exposition, foreshadowing, flashback, and theme in critical essays</p>
Course Content	As this is a follow-on course of Introduction to English Literature – I, students continue to study more examples of English literature and interpret them in the class. Students are exposed to novel(s), poems, and drama works of English literature.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Introduction to the course, the importance of the lesson
2	<p>Elements of Novel</p> <p>Jonathan Swift-A Modest Proposal</p> <p>The use of Satire in "A Modest Proposal"</p>
3	<p>Characteristics of Romantic Age</p> <p>Characteristics of Romantic Poetry</p> <p>Early Romantic Poets</p> <p>William Blake - Songs of Innocence-London-The Lamb</p> <p>Robert Burns</p> <p>Walter Scott</p>
4	Late Romantic Poets

	William Wordsworth -Expostulation and Reply John Keats - La Belle Dame Sins Merci/ Ode on a Grecian Urn Percy Bysshe Shelly- Ode to the West Wind
5	Characteristics of Victorian Age Characteristics of Victorian Novel Marry Shelly Jane Austen - Pride and Prejudice
6	Charles Dickens- Oliver Twist/ A tale of two cities
7	Short Story Analysis of Lifted Veil
8	Charles Dickens Signal Man
9	VISA EXAM
10	The Specific Events of the 20th century World War I and II Historical Background of the Period
11	Joseph Conrad- Heart of Darkness
12	George Orwell-1984
13	George Orwell-1984
14	Evaluation of the term

Table:19 Course Information of MYC221 Literature and Translation - I at Applied English Translation Programme, Ufuk University (Ufuk University) (“Ufuk University”, n.d.)

Course Name	Literature and Translation - I
Course Code	MYC221
Course Type	Compulsory
Course Level	Associate Degree
ECTS	5
Weekly Course Hour (Theoretical)	3
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	3
The Language used in the Course	English
Prerequisite Course(s)	Non
Aim of the Course	In this course, the following skills are expected to be acquired; <ul style="list-style-type: none"> • to understand the features of literary texts • to distinguish between theater texts and texts of poetry • to identify elements of theater and poetry • to interpret and analyze theater works and short stories • to understand theories of literary text translation • to be able to compare English drama and poetry translations.
Learning Outcomes	At the end of this course, students will have the following gains; <ul style="list-style-type: none"> • identify and criticize literary elements in plays and short stories, • being able to understand and interpret the elements in theatrical works such as plot, character, irony, literary language, etc., • to comprehend and analyze the Elements of Poetry and the features of Modern poetry, • to be able to compare and interpret the Turkish translations of theatre works and poems.
Course Content	This course primarily aims to present some information about the concepts of literature, theater and poetry, and literary translation. After theoretical explanations, students will read, analyze and interpret exemplary plays and poems. Finally, they will compare the Turkish translations of the works.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Introduction to the course
2	What’s literature?
3	What is drama
4	What is tragedy?
5	Hamlet
6	Hamlet

7	Hamlet
8	Midterm exam
9	Waiting for Godot
10	Waiting for Godot
11	What's poetry?
12	What's modern poetry?
13	Stopping by the Woods on a Snowy Evening by Robert Frost
14	Dulce et Decorum Est by Wilfred Owen



Table:20 Course Information of MYC222 Literature and Translation - II at Applied English Translation Programme, Ufuk University (Ufuk University) (“Ufuk University”, n.d.)

Course Name	Literature and Translation - II
Course Code	MYC222
Course Type	Compulsory
Course Level	Associate Degree
ECTS	5
Weekly Course Hour (Theoretical)	3
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	4
The Language used in the Course	English
Prerequisite Course(s)	Non
Aim of the Course	<ul style="list-style-type: none"> - To inform students about the art of short stories and novels. - To introduce the general features of the short story and novel in 20th Century English and American Literature. - To enable students to analyze and interpret some novels and short stories. - To inform students about both cultural and structural elements of the language. - To enable students to translate literary texts.
Learning Outcomes	<p>The following skills are expected to be acquired in this course:</p> <ul style="list-style-type: none"> • Understand the text features of short stories and novels. • To be able to distinguish between a short story and novel texts. • Identify short story and novel elements. • Be able to interpret and analyze short stories and novels. • Understand literary text translation theories. • To be able to compare English translations of short stories and novels.
Course Content	In this course, short stories and novel elements are discussed. Students analyze and interpret some works representing short stories and novels of the 20th Century British and American Literature. Thus, it is ensured that students enjoy literature and make different approaches to different texts with the knowledge of literary criticism and the theory they have acquired.
SUBJECTS	
WEEKS	THEORETICAL COURSES
1	Short Story Elements
2	Twentieth-Century British and American Short Stories
3	The Legacy - Virginia Woolf
4	The Rocking Horse Winner - D.H. Lawrence

5	Eveline - James Joyce
6	Novel Review
7	Twentieth-Century British and American Novel
8	Animal Farm - George Orwell
9	Animal Farm - George Orwell
10	Animal Farm - George Orwell
11	Animal Farm - George Orwell
12	Animal Farm - George Orwell
13	Animal Farm - George Orwell
14	Animal Farm - George Orwell



Table:21 Course Information of ATE1277720 Literature and Translation - II at Applied English Translation Programme, İstanbul Medipol University (“İstanbul Medipol University”, n.d.)

Course Name	Literature Text Literacy
Course Code	ATE1277720
Course Type	Compulsory
Course Level	Associate Degree
ECTS	5
Weekly Course Hour (Theoretical)	4
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	1
Semester of the Course	2
The Language used in the Course	English
Prerequisite Course(s)	Non
Aim of the Course	The aim of the course is to teach students to examine literary texts through the eyes of a translator and as a potential source text.
Learning Outcomes	Students can: <ul style="list-style-type: none"> • explain different literary genres • analyze different types of texts.
SUBJECTS	
<p>Literature as an Art and a Science</p> <p>Poem</p> <p>Novel</p> <p>Short Story Art</p> <p>Theatre</p> <p>Autobiography</p> <p>Biography</p> <p>Memoir</p> <p>Essay</p> <p>Criticism and Letter</p> <p>Text Analysis</p>	

Table:22 Course Information of ATE2110997 English Literature: Introduction at Applied English Translation Programme, İstanbul Medipol University (“İstanbul Medipol University”, n.d.)

Course Name	ENGLISH LITERATURE: INTRODUCTION
Course Code	ATE2110997
Course Type	Elective
Course Level	Associate Degree
ECTS	6
Weekly Course Hour (Theoretical)	4
Weekly Practice Hour	0
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	2
The Language used in the Course	English
Aim of the Course	This course provides a general education in literature with a focus on British history, culture and society. It deals with geographical, historical, political, social and cultural issues, including the relationship of literature to the world today.
Learning Outcomes	<ol style="list-style-type: none"> 1. Develops an understanding of literature and its relationship with the world. 2. Recognizes the different types of literature. 3. Learns literary terms. 4. Gain background knowledge of British history, politics and society 5. Can read literary texts with a critical perspective.
Course Content	
SUBJECTS	
<p>1 Pre-Medieval Period</p> <p>2 Medieval Period</p> <p>3 Renaissance</p> <p>4 Age of Enlightenment</p> <p>5 Age of Enlightenment</p>	

6 18th Century

7 18th Century: "Gulliver's Travels"

8 Industrial Revolution

9 19th Century

10 19th Century: "Wuthering Heights"

11 20th Century

12 20th Century: Selected Short Stories

13 An overview of English Literature

14 An overview of English Literature



Table:23 Course Information of ICP221 Introduction to English Literature: at Applied English Translation Programme, İstanbul Gelişim University (İstanbul Gelişim Üniversitesi) (“İstanbul Gelişim University”, n.d.)

Course Name	Introduction to English Literature
Course Code	ICP221
Course Type	Compulsory
Course Level	Associate Degree
ECTS	4
Weekly Course Hour (Theoretical)	1
Weekly Practice Hour	2
Weekly Laboratory Hour	0
Year of the Course	2
Semester of the Course	1
The Language used in the Course	English
Aim of the Course	This course aims to enable students to have general knowledge of English Literature and to discuss literary works, writers and periods.
Learning Outcomes	<ul style="list-style-type: none"> • Students count the important works and artists in English Literature. • Students categorize the periods that influenced the formation of English Literature. • Students analyze major poems. • Students discuss the short stories they have read.
SUBJECTS	
1	Introduction to the Old English Literature
2	Beowulf
3	The Wanderer
4	Introduction to the Middle English Period
5	Sir Gawain and the Green Knight Lecture
6	Chaucer, from the General Prologue and "The Miller's Tale"
7	Mystery and Morality plays: Everyman
8	-MID-TERM EXAM-
9	The Renaissance Era: Utopia

10		Poems by Sir Thomas Wyatt, Surrey, Sir Philip Sydney, Edmund Spenser	
11		Shakespeare's Macbeth	
12		Shakespeare's Macbeth	
13		The Renaissance Man, Dr. Faustus	
14		Cavalier and Metaphysical Poets: John Donne, Andrew Marvell, Robert Herrick	
15		Round up	
16	-	FINAL EXAM	-
17	-	FINAL EXAM	

