

**T.C.**  
**İSTANBUL 29 MAYIS ÜNİVERSİTESİ**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**  
**MÜTERCİM TERCÜMANLIK ANABİLİM DALI**

**TÜRKİYE'DEKİ UYGULAMALI İNGİLİZCE ÇEVİRMENLİK  
PROGRAMLARININ İŞLEVSELLİĞİNİ ARTIRMA ÜZERİNE BİR  
ÇALIŞMA: EDİNÇLER/YETERLİLİKLER, SEKTÖR VE AKADEMİ  
BAĞLAMINDA BİR İNCELEME**

**A STUDY ON OPERATIONALIZING APPLIED ENGLISH TRANSLATION  
PROGRAMS IN TURKEY: AN EXAMINATION IN TERMS OF  
COMPETENCIES, SECTOR AND ACADEMY**

**(DOKTORA TEZİ)**

**Ferit ACAR**

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## TEZ ONAY SAYFASI

T.C.

### İSTANBUL 29 MAYIS ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Mütercim Tercümanlık Anabilim Dalı, Çeviribilim (İngilizce) Doktora Programı'nda 010517DR01 numaralı Ferit ACAR'ın hazırladığı “*Türkiye’deki Uygulamalı İngilizce Çevirmenlik Programlarının İşlevselliğini Artırma Üzerine Bir Çalışma: Edinçler/Yeterlilikler, Sektör ve Akademi Bağlamında Bir İnceleme*” konulu doktora tezi ile ilgili tez savunma sınavı, 21.06.2022 günü 15:30 – 17:00 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin başarılı olduğuna oy birliği ile karar verilmiştir.

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## **BEYAN**

Bu tezin yazılmasında bilimsel ahlak kurallarına uyulduğunu, başkalarının eserlerinden yararlanılması durumunda bilimsel normlara uygun olarak atıfta bulunulduğunu, kullanılan verilerde herhangi bir tahrifat yapılmadığını, tezin herhangi bir kısmının bu üniversite veya başka bir üniversitedeki başka bir tez çalışması olarak sunulmadığını beyan ederim.

Ferit ACAR

21/06/2022

## ÖZ

Çevirmen eğitimi, ülkemizde lisans düzeyinde eğitim veren Mütercim ve Tercümanlık ve Çeviribilim bölümlerinin açılmasıyla sıkça araştırmalar yapılan bir alan olmuştur. Önlisans düzeyinde eğitim veren Uygulamalı İngilizce Çevirmenlik programları da çevirmen eğitimi kapsamında yer almaktadır. Öte yandan, Mesleki Yeterlik Kurumu “Çevirmen” mesleğini Seviye 6 olarak belirlemiştir ve bu seviye lisans düzeyine işaret etmektedir. Bu durum hem teorik hem de sektörel açılardan birtakım sorunları beraberinde getirmektedir. Bu programdan mezun olan öğrencilerin istihdam edilmesi, bu sorunların en önde gelenidir. Ayrıca, devlet kurumlarındaki kadrolara, örneğin Dış İşleri Bakanlığı, çevirmen olarak atanma açısından da lisans mezunu olma şartı arandığı belirlenmiştir.

Uygulamalı İngilizce Çevirmenlik programı öğrencilerinin istihdam olanaklarını incelemek ve öğrencilerin istihdam edilebileceği pozisyonları ve sektörleri belirlemek bu çalışmanın amaçlarındandır. Böylelikle programın işlevselliğinin artırılması sağlanarak, farklı sektörlerde dil bilen ara eleman yetiştirilmesi sağlanacaktır.

Araştırma, nitel bir çalışma olarak desenlenmiştir ve araştırmanın amacına uygun olarak farklı veri kaynakları araştırmaya dâhil edilmiştir. Bunlardan ilki öğrencilere ait staj raporlarıdır. Staj raporlarının analiz edilmesi sonucunda, öğrencilerin çeviri işletmelerinin yanı sıra farklı birçok sektörde (turizm, endüstri alanında hizmet, ulaşım ve lojistik, sağlık, eğitim vb.) stajlarını yaptıkları ve bu süreçte yabancı dil becerilerini etkili bir şekilde kullandıkları belirlenmiştir. Bu durum öğrencilerin sadece çeviri hizmetleri alanında değil, farklı alanlarda da istihdam edilebileceğini desteklemektedir.

Araştırmanın ikinci veri kaynağı elektronik ortamda sunulan iş ilanlarıdır. Uygulamalı İngilizce Çevirmenlik programı öğrencilerinin istihdam olanaklarının incelenmesi sürecinde, Türkiye'nin önde gelen iş bulma internet siteleri araştırma kapsamına alınmıştır. İlanların incelenmesi sürecinde teknik bilgi ve beceri gerektirmeyen ve İngilizce becerisinin gerektiği ara eleman statüsündeki pozisyonları içeren ilanlar analiz edilmiştir. Yapılan inceleme sonucunda Uygulamalı İngilizce Çevirmenlik programı mezunlarının istihdam edilebileceği alanlar belirlenmiştir.

Öğrencilerin staj raporlarından ve iş ilanlarından elde edilen veriler Uygulamalı İngilizce Çevirmenlik programı mezunlarının istihdam olanakları hakkında farklı seçeneklerin mümkün olabileceğini göstermiştir. Bu durumun daha ayrıntılı olarak incelenebilmesi için 2 farklı grup ile yarı-yapılandırılmış görüşmeler yapılmıştır. Bu iki grup, farklı sektörlerden yöneticiler ve insan kaynakları uzmanlarıdır. Yapılan görüşmelerin sonuçları, staj raporlarından ve iş arama motorlarından elde edilen verileri destekleyici niteliktedir. Buna göre, yabancı dil bilen ara elemana farklı sektörlerde ihtiyaç duyulmakta, özellikle farklı sektörlerden yöneticiler Uygulamalı İngilizce Çevirmenlik programı öğrencilerinin edinecekleri bazı ek becerilerle daha kolay ve etkili bir şekilde istihdam edilebileceklerini belirtmiştir.

Uygulamalı İngilizce Programlarının mevcut durumunu tartışmak ve bölümün müfredatına ilişkin gelecekteki yönelimleri analiz etmek için öğretim üyeleri odak grup görüşmesine davet edilmiştir. Odak grup görüşmesi eş zamanlı olarak yüzyüze ve çevrimiçi olarak gerçekleştirilmiştir. Görüşme sonucunda elde edilen verilerle, programın etkililiğine yönelik sorunlar ve çözüm önerileri açıklanmıştır.

Elde edilen veriler incelendiğinde, öğrencilerin farklı sektörlerde ara elemanlar olarak istihdam olanağının olduğu sonucuna varılmıştır. Ancak varolan haliyle Uygulamalı İngilizce Çevirmenlik programları, farklı sektörlerde yabancı dil becerilerine ek olarak istenen temel becerileri kazandırmadığı söylenebilir. Bu durum, programın amaçlarından ve ders programlarından da anlaşılmaktadır. Bu sonuç, programın tekrar düzenlenmesiyle ve bir program değerlendirme çalışmasıyla aşılabilir. Modüler bir programın, içeriğe dayalı ders tasarımlarının ve çift anadal/yandal programlarının uygulanmasının sektöre girmek isteyen öğrenciler ve lisans programlarına devam etmek isteyen öğrenciler için uygun olduğu sonucuna varılmıştır. Dolayısıyla farklı eğitimsel ve mesleki amaçlara sahip öğrencilerin ihtiyaçları göz önüne alınarak, programın işlevselliği artırılmış olacaktır.

#### **Anahtar Sözcükler:**

Çevirmen Eğitimi, Çeviri Edinci, Uygulamalı İngilizce Çevirmenlik Programları

## **ABSTRACT**

In Turkey, translator education has become an area of frequent research since the foundation of the 'Translation and Interpreting' and 'Translation Studies' departments, which provide undergraduate education. In addition, Applied English Translation programs that provide associate degree education are also included in translator training. On the other hand, the Vocational Qualifications Authority has determined the profession of "Translator" as Level 6 and this level indicates the undergraduate level. This leads to some problematic issues concerning theory and practice at the workplace. Employment of students who graduate from this program is at the forefront of these problems. In addition, it has been determined that holding a bachelor's degree is a main requirement in terms of having a position as a translator at governmental institutions such as Ministry of Foreign Affairs etc.

The aim of this study is to examine the employment opportunities of the students of Applied English Translation programs and to determine the positions and sectors where the students can be employed. Thus, by increasing the functionality of the program, it will be possible to train semi-skilled staff who can speak languages for different sectors.

The research was designed as a qualitative study and different data sources were included in the research in accordance with the purpose of the study. The first of these is the internship reports of the students. As a result of the analysis of internship reports, it was determined that the students completed their internships in many different sectors (tourism, industrial services, transportation, logistics, health, education, etc.) and used their foreign language skills effectively in this process. It supports the idea that students can be employed not only in the field of translation services, but also in different fields.

The second data source of the research is the job advertisements offered by job advert web sites. In the process of examining the employment opportunities of the students of the Applied English Translation programs, Turkey's leading employment websites were included in the scope of the research. To analyze the adverts in a convenient way, semi-skilled worker positions that require English skills were included and analyzed. As a result of the analysis, the potential positions for the graduates of Applied English Translation programs have been found out.

Findings from students' internship reports and job adverts showed that graduates of the Applied English Translator program may have different options for employment opportunities. In order to examine this situation in a more detailed way, semi-structured interviews were conducted with two different groups. These are managers from different sectors and human resources specialists. The result of the interviews supports the findings from internship reports and data from job search engines. For instance, semi-skilled staff who can speak foreign languages are needed in different sectors; the managers from various sectors stated that the students of Applied English Translation programs can be employed more easily and effectively with some additional skills they will acquire.

To discuss the current situation of Applied English Translation programs and to analyze future directions regarding the curriculum of the program, faculty members were invited to a focus group interview. The interview was held both in person and online and a report was prepared. Analyzing the data of the focus group interview, the problems related to the effectiveness of the program and possible suggestions for them were clarified.

When the data from different sources are analyzed, it has been concluded that students of Applied English Translation programs have more employment opportunities as semi-skilled workers in different sectors. However, in its current curriculum design, it can be said that Applied English Translation programs do not provide basic skills in addition to foreign language skills in different sectors. This is also evident from the aims of the program and the syllabus. This issue brings the necessity of reorganizing the program, namely a curriculum evaluation process. It is suggested that the implementation of a modular program, content based course design and double major/minor programs are suitable for students who want to work in the sector and students who want to continue their undergraduate programs. As a result, the functionality of the program will be increased by taking the needs of students with different educational and professional goals into account.

**Keywords:**

Translator Training, Translation Competence, Applied English Translation Programs

## ACKNOWLEDGEMENTS

First of all, I would like to mention that I am very grateful to my supervisor Prof. Dr. Işın ÖNER, for her valuable support and feedback in all stages of my PhD research project. Her guidance helped me in the whole process of my study. I always feel privileged to be her student.

I would also like to thank the members of my thesis monitoring committee; Prof. Dr. Ayşe Banu KARADAĞ and Asst. Prof. Dr. Nilüfer ALİMEN. Their constructive feedback, suggestions and encouragement have always helped me to have progress in my study.

I would like to thank my thesis jury members, Asst. Prof. Dr. Deniz KOÇAK KURMEL and Asst. Prof. Dr. Sinan Okan ÇAVUŞ for their feedback. Their contributions made the study more functional and valuable.

I am also grateful to Kerem GEÇMEN for his valuable ideas during the implementation of my research. The academic discussions we have had since the day we started working together have contributed a lot to my thesis.

In addition, I would like to mention my gratitude to Assoc. Prof. Dr. Çetin TORAMAN. His perspectives on academic studies have contributed a lot to me since the day I started my master's degree at Ankara University.

I owe my thanks to my wife, Victoria ACAR and my mother Dilber ACAR. I feel their support and encouragement for all of the decisions I have made during my life. Last but not least, I am very grateful to my father, Ramazan ACAR.

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## LIST OF ABBREVIATIONS

- AET:** Applied English Translation  
**ATC:** Association of Translation Companies  
**BA:** Bachelor of Arts  
**CAT:** Computer Aided Translation  
**CBCD:** Content Based Course Design  
**CBI:** Content Based Instruction  
**CBT:** Competence-based Training  
**ÇİD:** Çeviri İşletmeleri Derneği  
**EMT:** European Master's of Translation  
**EQF:** European Qualifications Framework  
**FGI:** Focus Group Interview  
**HR:** Human Resources  
**HRS:** Human Resources Specialist  
**IC:** Intercultural Competence  
**TC:** Translation Competence  
**TI:** Translation and Interpreting  
**TNOS:** Translator National Occupation Standards  
**TQF:** Turkish Qualifications Framework  
**TYÇ:** Türkiye Yeterlilikler Çerçevesi  
**TS:** Translation Studies  
**TSP:** Translation Service Provider  
**VQA:** Vocational Qualifications Authority

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## INTRODUCTION

### Structure of the Thesis

This thesis tries to find possible ways to operationalize Applied English Translation programs in Turkey. To achieve this main aim, a variety of sources, namely internship practices, job search engines, managers from different sectors and faculty members have been included in the study. The present study is structured as follows:

- Chapter 1 Overview of the Problem: introduces the problem and motivation of conducting the present study by referring to the problems in theory and practice. The need for this study is put forward by explaining the current situation of Applied English Translation programs. Research questions, significance of the study and limitations are also included in this chapter.
- Chapter 2 Translation Competence and Literature Review: reviews the notions, concepts and models of translation competence. In addition, the chapter summarizes the definitions, types and models of translation competence. The chapter also includes the related research conducted both in Turkey and in other countries. In addition, the literature on curriculum evaluation is also included. All of these components in Chapter 2 formulate solid theoretical foundations for the present study.
- Chapter 3 Methodology: discusses the methodological issues. The chapter presents the theoretical background of research design by referring to the research methodology literature. The data collection and data analysis procedures are also described in the chapter. Document and participant selection, materials and procedures are also described in Chapter 3. Shortly, the way of undertaking the study is explained based on the methodological framework.
- Chapter 4 Findings: presents the data gathered from internship reports, job advertisements, analysis of semi-structured interviews with various stakeholders and the focus group interview with faculty members. The interpretations of the data are presented in this chapter. The outcome of the analysis is also described here.

- Chapter 5 Discussion: provides an overall and in-depth discussion of the data that come from different data collection procedures. The need for program evaluation and a suggested framework for Applied English Translation departments are also mentioned in this chapter.
- Chapter 6 Conclusion: highlights the significance of the present study to the translator training field, summarizes the key findings and pedagogical implications for translator training research and provides recommendations for future research. In brief, the main findings of the present study and suggestions for further research are summarized in Chapter 6.



## **1. OVERVIEW OF THE PROBLEM**

This chapter aims to provide the motivation of the study and statement of the problem concerning the present study. In addition, significance, research questions and limitations are also included in the chapter.

### **1.1. Motivation**

In his book, *Training the Translator*, Paul Kussmaul (1995: 5) asks a basic question “How can we teach translation?” Translator trainers have answers to this but it brings another question with itself; “Do we really put enough emphasis on the right areas?” Asking these basic questions also helps to understand the need and motivation for this present research.

The motivation of this study comes from a need to form a more functional program design for associate degree translation programs, namely Applied English Translation, in Turkey. As it will be explained in Chapter 2, when the existing models are considered such as PACTE, European Master’s of Translation (EMT), Promoting Intercultural Competence for Translators (PICT), it can be said that they are suitable for bachelor and master programs in Translation Studies departments. It will also be mentioned in the next chapter that the translation sector also needs semi-skilled workers whose qualifications will differ from the bachelor’s students. As the in-depth analysis in this research shows, there is a need for semi-skilled workers who have language competence not only in translation sector, but also in various sectors. Therefore, a prospective program framework for Applied English Translation departments has the potential to meet the requirements of different sectors.

The existing associate degree programs of Applied English Translation mostly have a similar structure with bachelor programs of Translation and Interpreting in Turkey (see Appendix 1 for program organization of an AET program). The aims, course objectives and learning outcomes of these programs show that there is not much difference among them. Therefore, these 2-year-programs have to be revised in accordance with the demand of the stakeholders from various sectors. For such a revision, it is required to have well-defined specific criteria based on reliable data.

Consequently, there is a need for having a more functional framework which will be formed according to the features and characteristics of Applied English Translation programs.

The necessity of having a more functional program framework for associate degree programs arises new problematic issues, namely how such a framework can be formed. The existing models followed different methodology to form their models. For instance, PACTE group implemented empirical research to form the competence model while EMT model basically provides a list of skills, namely a framework. As EMT (2017) mentions;

This framework does not claim to provide a comprehensive description or model of all the competences, skills and knowledge that translation graduates should acquire. It does not, for instance, include the theoretical knowledge or the generic research skills that are an integral and important part of many advanced translation studies programmes. As in the original framework, it sets out a common set of learning outcomes for EMT Master's degree programmes, described in terms of the general competences and specific skills that their graduates are expected to possess<sup>1</sup>. Individual programmes may, of course, deliver a much wider range of competences, skills and knowledge in areas that are not included in this framework.

As it is pointed out by EMT (2017), individual programs provide a wider range of competences, skills and knowledge in areas that are not included in the framework. This also leads us to consider the idea that competence models can be developed according to the specific cases. It could be a case to form a competence model for AET programs for the current study. On the other hand, as it is pointed out by Vocational Qualifications Authority (VQA) of Turkey, the profession, 'Translator' belongs to Level 6, which is equivalent to bachelor's degree. In present study's case, the main issue is finding the way(s) to operationalize current curriculum of Applied English Translation programs.

## 1.2. Statement of the Problem

The profession of ‘translator’ includes the knowledge of foreign language competence by its nature. However, this profession consists of many complex cognitive, psychomotor and social elements which require specific competences (Gılıç, 2020: 918). Consequently, to be a translator, one needs a special type of training.

In Turkey, two different higher education programs, namely Applied English Translation (a 2-year-program) and Translation and Interpreting (a 4-year-program) try to equip students with the necessary skills for translation sector. When the aims of these programs are examined, it can be said that they are similar, even almost the same in some cases. Such a similarity can be seen clearly below;

Aims of Translation and Interpreting undergraduate program at Istanbul 29 Mayıs University can be seen below;

Translation is the foundation stone of intercultural communication; in a globalized world where communication networks have become common and relationships have gained strength it is important to have a reliable translation system. The English Translation and Interpretation Program aims to provide students with the necessary competence and skills for producing reliable translations.

The program addresses both prospective translators and researchers and has the objective of training qualified specialists of language/culture as well as researchers who are able to satisfy the needs of companies that provide and receive language services, in accordance with standards on a global scale. These services include the use of language, culture and technology, project administration and production of text.

Students in this program not only can become experts in various types of texts, ranging from poems to charters, manuals and advertising posters, but will have the opportunity to learn English as a second language (İstanbul 29 Mayıs University, 2021).

Aims of Applied English Translation Program at Ufuk University (located in Ankara, Turkey) are as follows,

The purpose of the Department of Foreign Languages and Cultures - Applied English and Translation Studies Programme is to equip students with sufficient knowledge in English language and culture, and to enable them to translate a huge variety of texts – ranging from scientific to

literary ones – as required for qualified future translators. Our department provides its own preparatory classes for its students who cannot succeed the English Proficiency Exam prepared by Preparatory School in order to provide sufficient background for the student's further academic studies (Ufuk University, 2021).

As it can be seen this example, translator training takes places both in associate and bachelor's degree programs. These programs seem to have the same learning objectives and learning outcomes. On the other hand, associate degree programs' (vocational school of higher education) main purpose is to train semi-skilled workers to different areas. Considering the aims of Applied English Translation and Translation and Interpreting programs, such a distinction is not defined clearly. As a result, lack of a distinction between these two programs may lead to confusing expectations for prospective students in these programs.

Another issue is related to the national qualifications of translators put into practice by Vocational Qualifications Authority (VQA) of Turkey. According to VQA, there are 8 different levels in competence framework. Each level has been defined by referring to 3 components: knowledge (bilgi), skill (beceri) and competence (yetkinlik). The competence of 'translator' is expected to be on the 6th level. The education in 2-year-programs becomes more problematic considering the fact that it is not possible to equip students according to the 6th level because of lack of time. This level includes having advanced knowledge on theory, solving complex and unforeseen problems, taking responsibilities on managing the professional development of individuals and groups. As a conclusion, it can be said that these qualifications suit to a higher level of education; bachelor's degree programs, namely, Translation and Interpreting departments. This also leads to the need for a framework for 2-year Applied English Translation programs in Turkey.

The problematic issue can be seen in the employment of translators in government institutions as well. To give an example, Directorate of Communications (Republic of Turkey) seeks for translators who hold at least a bachelor's degree (Directorate of Communications, 2022).

In another job advert posted by Ministry of Foreign Affairs (Republic of Turkey), having at least a bachelor's degree is a requirement for being a translator. The requirement can be seen as follows (Ministry of Foreign Affairs, 2022);

Üniversitelerin en az 4 (dört) yıllık eğitim veren, İngilizce, Fransızca, Almanca, Arapça ve Farsça Dili Eğitimi/ Edebiyatı/ Mütercim-Tercümanlık veya çeviribilim bölümlerinden veya Eğitim Fakültelerinin İngilizce, Fransızca, Almanca, Arapça ve Farsça Bölümleri ile bunlara denkliği yetkili makamlarca kabul edilen yurt içi ve yurtdışındaki yükseköğretim kurumlarından mezun olmak.

To graduate from English, French, German, Arabic and Persian Language Education / Literature / Translation-Interpretation or Translation Studies departments of universities, or from Faculty of Education English, French, German, Arabic and Persian departments, which provide at least 4 (four) years of education. To graduate from higher education institutions in Turkey and abroad, whose equivalence is accepted by the competent authorities (Translation belongs to the researcher).

The advert given above shows that there is a distinction between 2-year and 4-year programs in the employment of translators in state institutions. It can be said that these major state institutions also emphasize the employment of bachelors in translator positions. As a result of this situation, the employment issue of 2-year program graduates becomes a central problem.

As a need analysis study, I conducted a research concerning the course plans of associate degree and bachelor's programs. Furthermore, I had interviews with the representatives from translation companies (Acar, 2019). The results of this study showed that;

- The courses show a similar structure both in Applied English Translation and Translation and Interpreting programs. The courses in Applied English Translation programs can be grouped in 3 categories as;
  - General English Skills Courses such as writing skills for translators, oral communication skills, advanced reading skills etc.,
  - Translation Courses such as introduction to translation, technical translation, media translation, translation history, translation theories etc.

(Translation Courses can also have two divisions, namely, theoretical courses and practical courses),

- Interdisciplinary Courses such as entrepreneurship, mythology etc.
- The students of Applied English Translation departments should have additional courses including documentation processes, business English, project management to find positions in translation sector.
- ‘Project Manager’ can be considered as an appropriate position for graduates of Applied English Translation department in translation sector.

Considering the results above, this needs analysis study shows that a revision of Applied English Translation programs will provide a more functional training to the students according to the needs of the sector in Turkey. In order to achieve the goal of revising the program, we need to have a list of skills/requirements from the possible areas where the graduates of AET programs can be employed. Consequently, it leads to the necessity of forming a more functional framework for these programs.

Literature on translator training also supports the revision of programs based on the needs of the different levels in translator training. Dorothy Kelly’s book “A Handbook for Translator Trainers” has utmost importance in providing Translation Studies scholars to take different variations in translator training into consideration. These levels can be, for instance, undergraduate or graduate. Kelly (2005) mentions that if we are working with undergraduate level, students normally will have less experience and prior knowledge. Considering the fact that this research concerns associate degree students, curriculum and program design should act differently compared to other levels of higher education.

Dorothy Kelly’s (2005) mentioning the different levels of education can also lead us to emphasize readiness levels of bachelor’s and associate degree students. Gibson and Vinegradoff (1986) describes readiness level as a notion which includes prior learning, interests, skills and attitudes of the individual (as cited in Senemoğlu, 2010: 5). It can be concluded here that readiness levels of the students play a crucial role in learning process.

As of 2022, in Turkey's university admission system, the students need to take English proficiency exam for Translation and Interpreting departments. However, such a need is not required for the admission to Applied English Translation programs. Therefore, it can be said that readiness levels of students, especially prior learning and knowledge levels in terms of foreign language competence in these two programs may differ considerably.

A recent book by Abdel Latif (2020: 42) also concerns the issue of program evaluation in translation and interpreting research. The researcher mentions the importance of program evaluation by stating that the process of identifying how successful a programme has close links with to what extent a program achieves its pedagogical goals.

Hatim and Mason (1997: 163) examines the effective ways to design syllabus in translator training. In addition, choosing methods and strategies to achieve our objectives and evaluating students' products constitute core components in teaching (Mahn, 1989: 100-101). Similar to this issue, Kelly (2005) also asks some fundamental questions which help us to design the content in translator training. The researcher discusses the issue as follows;

It is important to adapt to the context, both from this end (entering knowledge of students) and from the other: what does the market require of new translators? Is a high level of specialization required? In which fields?

Considering Kelly's (2005) questions, it can be said that translator trainers should consider the demands/needs of the market and organize the course content according to the requirements of the market. Wills (1996: 203-204) also draws attention to a related issue by stating that translation exercises should be designed based on the needs of professional translators. As Wills (1996; 194) mentions;

What is much needed is an emphasis on what we should teach, namely real, profession-oriented translation, mainly in the form of classroom teaching. The principle to be continually borne in mind is that interaction with the translation profession must be an integral part of teaching and learning from the very beginning; this type of interaction is not an eventual goal of a translation teaching curriculum, something left for the

final stage in translator training, but an essential component of every sequence of teaching and learning activities. If we regard translation skill-mediating and skill-using as the main targets of translation teaching, a teaching course must be so designed as to resemble as closely as possible real translation settings.

In Wills (1996) words, the importance of curriculum design can be seen clearly. As it is stated by Gözütok (2007: 117) the success of instruction is a result of successful and effective planning at educational institutions. The planning process is based on the characteristics of the students, the materials used in instruction and the subject of the courses. Similarly, Demirel (2010: 47) mentions that curriculum design is a planning process and some fundamental questions have to be asked in this procedure;

- What should be done?
- What should the topics include?
- What learning strategies, resources and activities should be used?
- What evaluation techniques and tools should be used to measure the results?

Supporting Wills's (1996) explanation on teaching, Gündoğdu (2005) mentions that translation departments try to transfer theoretical knowledge students and also they offer applied studies which combine theory and practice. At that point, Gündoğdu (2005) states that translator trainers should determine two main functions of education: what to teach and how to teach. In the present study's case, these two main functions can be determined and applied effectively with a curriculum design and evaluation approach which will include various stakeholders concerning AET programs.

To summarize, having two different degree programs at higher education arises the problem in translator training as the distinction between them is not defined clearly. This problem becomes more apparent when we consider the translator competencies set forth by the VQA itself. In addition, the fact that state institutions do not employ 2-year program graduates brings the problem to a point that needs to be solved more urgently.

### **1.3. Aim of the Study**

This study aims to operationalize the training and instruction in associate degree translation departments (Applied English Translation) in Turkey and eventually make suggestions to revise these programs based on the prospective framework which will be formed relying on the findings of the research. Regarding this aim, the program is expected to be more functional and meet the demands of the job market. In order to fulfill this aim, the study will answer the research questions mentioned below;

1- What are the experiences of associate degree students during their internship in different sectors?

2- What are the possible positions for Applied English Translation graduates in different sectors based on vocational school training?

3- What are the opinions and suggestions of representatives from different sectors on the qualifications and employment of Applied English Translation graduates?

4- What are the opinions and suggestions of faculty members on training and instruction in Applied English Translation programs?

5- How can Applied English Translation programs be evaluated and revised according to the needs of various sectors?

### **1.4. Significance of the Study**

The study has importance in two main ways. First, it provides the necessary components and data from a variety of resources for a training framework for Applied English Translation departments. As such a framework is not available in Turkey, it will help higher education institutions to redefine the aims of Applied English Translation programs. As a result, the programs will be more functional and equip the students with skills and competences needed in practice. In other words, the programs will prepare the students to the professional life more successfully. While developing this more functional program, the stakeholders from higher education and translation sector will work in a collaborative way. Therefore, it will be a program suggestion agreed upon by different stakeholders in the field of translation. In many fields, it is observed that there is a lack of cooperation between university departments and sectors related to them. In

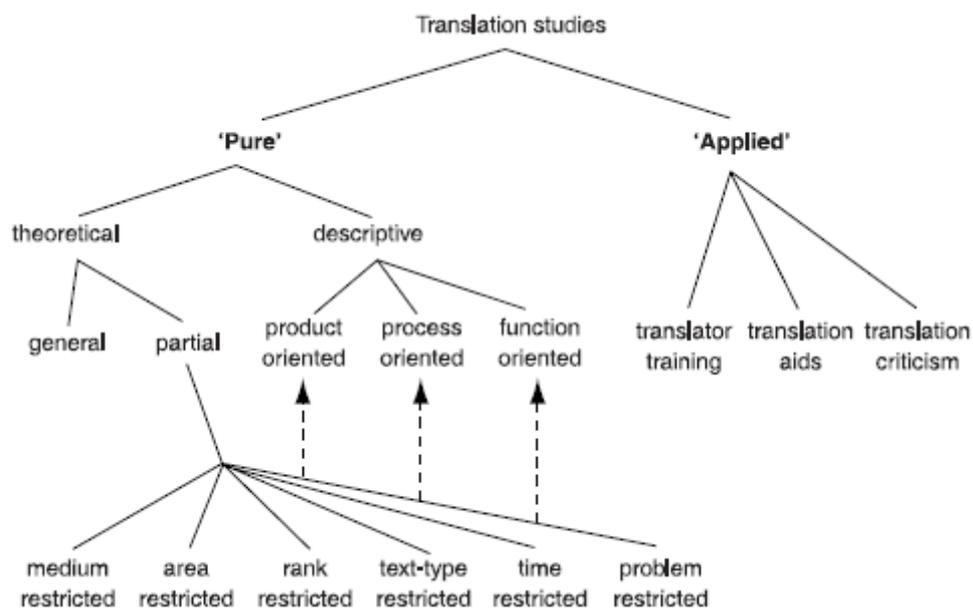
this sense, another potential benefit this research provides is the cooperation between translation studies scholars and representatives from translation sector and various sectors.

With the advances in translation practices, it is useful to re-think about some basic concepts. For instance, Öner Bulut (2019) draws attention to the re-defining human translator's assets, role and professional profile. This comes from the immense use of technology in translation and an integration of technology into translator training programs is also needed for research (Öner Bulut, 2019: 120). Öner Bulut's discussion on the issue of translator training also shows a need an ongoing updating process in translator training programs. Related to the need for an ongoing updating process, the second significance of the study is that it will provide a guideline to Applied English Translation programs to revise their course descriptions, learning outcomes and curriculum. This will enable these programs to train the students according to the demands of the market. As a result, the graduates are expected to be employed more effectively in various sectors. Regarding the second importance of this study, in the book chapter "Adapting Translator and Interpreter Training to the Job Market", George Ho (2015: 377) draws attention to the translator education in a global age. Ho (2015) explains the importance of the issue as follows;

...the designing and structuring of the T&I curricula should be closely linked to the practice of translating and interpreting in the real world so that T&I students will enjoy their study at school, as well as the pathways paved for their future career.

It should be mentioned in terms of the significance of the research that the present study contributes to 'Applied' branch of translation studies put forward by J. Holmes (See Figure 1). As it can be seen in Holmes's map, applied branch covers a number of issues including (Munday, 2016: 19);

- Translator training (issues such as teaching techniques, measurement and evaluation methods – testing procedures and curriculum design – it can be considered as curriculum development and evaluation),
- Translation aids (grammars, dictionaries),
- Translation criticism (evaluation of translations).



**Figure 1:** Holmes's Map of Translation Studies (Toury 1995: 10, as cited in Munday, 2016: 17)

Considering the aim of the present study, it is fruitful to emphasize the importance of curriculum development and evaluation. Curriculum evaluation is a fundamental aspect of any educational programs and education system as it enables teachers and faculty members to detect the problems of the curriculum and take necessary precautions. The present study also serves as a curriculum evaluation study concerning AET programs in Turkey. Norris (1998: 207) states that curriculum evaluation has emerged as a result of the demand in innovative educational systems and the researcher the importance of curriculum design as follows;

What the curriculum should be and how it should be constructed and assessed is in a state of flux. Notwithstanding the widespread commitment to nationalisation of the curriculum, the content of formal education is under pressure from globalisation, rapid technological change and changes in the structure of labour markets as well as the forces of tradition and nostalgia.

Finally, another potential significance of the present study is that it will be an interdisciplinary study which combines the research tools of educational sciences, especially curriculum development and translation studies with a focus on applied

branch. Consequently, the study is expected to contribute to translator training in Turkey.

### **1.5. Limitations of the Study**

The present study has following limitations;

- Because of the confidentiality issues, the internship reports are limited to one university located in Istanbul/Turkey,
- Data collection tools are limited to documents, semi-structured interview forms, and focus group interview form,
- Because of the Covid-19 pandemic, the participants of semi-structured interviews are limited to online participants,
- The prospective training framework will be limited to Applied English Translation programs in Turkey.

It should also be noted that the representatives of translation companies were going to take part in the study, more specifically, the members of “Association of Translation Companies (ATC) – Çeviri İşletmeleri Derneği (ÇİD)” since they mention their mission and vision as follows (2020);

The founding purpose of the Turkish Association of Translation Companies is to raise the standards of Turkey's translation companies to internationally accepted levels, to enhance dialog and communication among translation companies, to play an active role in the adoption and strengthening of a code of professional ethics, to guide new translators and new companies and to increase consumer awareness.

It can be seen in ÇİD's statement that the organization wants to play a role in translator training. As the association has an aim to guide new translators, it was expected that this organization will provide useful perspectives in the study. However, when the researcher contacted to the management of this association, it was found out that members of this association don't accept Applied English Translation students for internship practices.

While considering the limitations, it was also seen that most of the students in Applied English Translation program included in this research had their internship practices in a variety of sectors including tourism, import and export companies etc. Therefore, not only reports from translation sector, but all internship reports from an Applied English Translation program were included in this study.

### 1.6. Framework of the Study

In order for the stages of the research to be understood more clearly, it can be more convenient to show all the stages in a table. Thus, a clearer relationship can be established between the research questions and the methodology and the flow of the research can be seen easily.

The framework of the study can be seen in Table 1 below. In the table, the first column shows the research questions of the study, the second column shows the data collection instruments related to each research question. Finally, the last column refers to the data analysis methods which will be used to analyze the data obtained at the end of data collection process.

Research Questions	Data Collection Instruments	Data Analysis
1. What are the experiences of associate degree students during their internship in different sectors?	1. Written Reports. Internship Reports of the Students	1. Qualitative Analysis: a. Document Analysis & Descriptive Qualitative Analysis
2. What are the possible positions for Applied English Translation graduates in different sectors based on vocational school training?	2. Online Documents Job Application Advertisements from Various Job Search Engines	2. Qualitative Analysis: a. Document Analysis & Descriptive Qualitative Analysis

<p>3. What are the opinions and suggestions of representatives from different sectors on the qualifications and employment of Applied English Translation graduates?</p>	<p>3. Interviews Semi-Structured Interviews with managers, HR specialists</p>	<p>3. Qualitative Analysis: a. Descriptive Qualitative Analysis</p>
<p>4. What are the opinions and suggestions of faculty members on training and instruction in Applied English Translation programs?</p>	<p>4. Focus Group Interview with Faculty Members Interview Report</p>	<p>4. Qualitative Analysis: a. Descriptive Qualitative Analysis</p>
<p>5. How can Applied English Translation programs be evaluated and revised according to the proposed model?</p>	<p>5. Documents and Analysis of the findings Examining the current program and suggestions based on the findings</p>	<p>5. Qualitative Analysis: a. Document Analysis</p>

**Table 1:** Overview of the Research Questions, Data Collection Instruments and Data Analysis

When Table 1 is examined, it can be seen that a qualitative research design has been used and implemented. In addition, a variety of qualitative data collection instruments have been included in the study in order to enrich the data with various participants and documents. Finally, qualitative data analysis methods, namely document analysis and descriptive qualitative analysis have been used to interpret the findings of the research. Detailed information about research design will be given in Chapter 3, Methodology.

## 2. TRANSLATION COMPETENCE AND LITERATURE REVIEW

Translator training has been an issue of applied branch of Translation Studies (TS) since the beginning of TS as an independent area of study. Considering the competence research in translator training, much emphasis has been given to student learner competence and its development (Massey, Kiraly and Ehrensberger-Dow, 2019).

The world is becoming more globalised each day and people from different cultures communicate with each other by using different ways and translation is one of them. To act as a connector between cultures, the translator needs to form/develop certain strategies (Olalla-Soler, 2015). At that point, translator training gains importance as it tries to equip prospective translators with necessary skills for all stages of translation process.

Supporting Olalla-Soler's views, Hatim and Munday (2004: 112) also mention that translation activities have increased in the last fifty years. With globalization, all ranges of communicative materials are translated into other languages. As a result, it can be stated that the emphasis on translator training has also increased and this area of study has become a prominent field of translation studies (Abdel Latif, 2020: 1).

To understand how globalization and advances affect translation profession, it is useful to examine the translation teaching as well. In a dialogue between Gary Massey and Don Kiraly (2019), Kiraly states that the changes in technology have affected the way of his teaching. As mentioned by Kiraly, it is hard to predict the translation profession in the future as humans have been experiencing enormous changes and developments each day. This can also be understood from Kiraly's words as follows;

... I am quite sceptical about predicting the future of the translation profession. I could not have predicted in 1985, when I started teaching translation, what the profession would be like ten years later. What kind of technology would we have? Would faxes be in every home? Would a PC be on everyone's desk? How could I know? And when those changes and many others finally came about, I had to rather rapidly change my ways of working and my views on what it meant to be a translator, because there was no fixed skill set for translators to acquire. The knowledge and skills needed by professional translators have seen enormous and constant change over the course of these 40 years...

As Öner Bulut (2018: 13) mentions, translator training is still an area of study which attracts the scholars of translation studies. Within this area, translation competence and sector-academy interaction and cooperation are also included. As more translation degree programs have been started all over the world, it will sustain its position to be one of the main issues in TS research (Öner Bulut, 2018: 13).

As all other fields, translator training needs to be dealt with carefully. Hurtado Albir (2007) states that there are difficulties which higher education has and it is obvious that these difficulties are faced by translation teaching as well. The researcher (2007) classifies these challenges into three categories;

1- Having a teaching model which meets the requirements at international level, including the needs of both academic and professional sides,

2- Having a teaching model designed according to the demands of society and job market. At that point, it should be kept in mind that ‘professional competence’ refers to the combination of knowledge, skills and attitudes which lead to job efficiency in any field. Adapting teaching to a model that adheres more to the demands of society and the job market.

3- Adapting teaching to new pedagogical models. Firstly, it is necessary to provide the training that offers the necessary competences for the job market. Secondly, the training also offers autonomous, multi-purpose and continuous or lifelong learning which can be adapted to a rapidly changing world. Such a pedagogical model, namely, ‘competence-based training’ has appeared recently.

In addition to Hurtado Albir’s (2007) discussion on difficulties at higher education, we can also find specific examples related to translator training. For instance, in his book “Teaching and Researching Translation”, Hatim (2013) mentions that translator training has been growing rapidly but there are a number of difficulties which need to be tackled with to have further improvements in the field. Hatim (2013) starts with these difficulties as follows;

To begin with, activities such as translating or translation teaching have, until fairly recently, been kept separate from ‘research’ into these and related issues. The polarisation is historical and is evidence of the misleading demarcation lines that are often too readily drawn between

‘theoretician’ and ‘practitioner’ in many disciplines. Theory and practice are ultimately complementary and, particularly in a field such as translation, the distinction needs to be re-examined.

A comprehensive study which exemplifies Hurtado Albir’s three categories of challenges at higher education can be given from Birkan Baydan’s (2011) study. According to Birkan Baydan (2011), student feedback on inclass activities helps translator trainers to understand the success of the inclass practices. However, the books which can be seen as main resources in this area do not include student feedback. They only have these practices as a part of course designs. Therefore, a lack of student feedback leads to not understanding the success of practices effectively. This can be considered as a problem of meeting the requirements for translator training.

Hurtado Albir (2007) also points out that competence-based training (CBT) is a logical continuation of objectives based learning, the latter developed since the 1960s. She also states (2007) the significant advances offered by CBT as greater transparency of professional profile in study programmes, greater emphasis on the outcome of learning, more flexibility and a greater integration of all aspects of a curriculum. Therefore, CBT can enable translator trainers to focus more on the needs of outcomes expected by the translation sector and as it provides more flexibility, it also enables translator trainers to design the curriculum in a more dynamic way. Hurtado Albir (2015) also mentions that the foundations of CBT come from cognitive constructivist and socio-constructivist learning theories. According to these theories, pedagogically useful texts must be chosen for translation. Similarly, the texts must contain typical translation problems or specific problems that need to be solved by the students. Another important point is that the texts must be authentic but they may be adapted for different purposes during teaching process.

In CBT, as Hurtado Albir (2007) states, the essential standard to develop guidelines for curriculum design is competences. It can be said that learning objectives, learning activities and assessment procedures are directly associated with competences. As the term, ‘competence’ has a key role in this view, it is fruitful to examine it before moving on with the translation competence.

## 2.1. Definition of “Translation Competence”

As mentioned earlier, before explaining the concept of ‘Translation Competence’, it is useful to examine the definition of ‘competence’. Kelly (2005) investigates the notion of competence by having a comprehensive literature review and how it has been used in translation studies research. The researcher finds the definition of European Commission’s report (European Commission 2003: 10): suitable for the term ‘competence’. According to this, competence refers to “a combination of skills, knowledge, aptitudes and attitudes”, such as the learners’ “disposition to learn as well as [their] know-how”. Translator training programmes, as discussed by Kelly, should aim to encourage students’ acquisition of the following competences (as cited in Rico, 2010):

- communicative and textual competence in at least two languages and cultures,
- cultural and intercultural competence,
- subject area competence,
- professional and instrumental competence,
- attitudinal or psycho-physiological competence,
- interpersonal competence,
- strategic competence.

It should also be noted that the term ‘competence’ is discussed and research on competence is conducted in a variety of disciplines such as human resource management, engineering, pharmacy, public administration (Rice, 2007; Gangani, McLean and Braden, 2008; Rivera-Ibarra et.al., 2010; Carrington, Weir and Smith, 2010) . The researchers in different fields are trying to put forward frameworks for their areas of study and define ‘competence’ or ‘competency’ specific to their research. For instance Rivera-Ibarra et.al. (2010) defines competency as follows;

... the term *competency* refers to the set of knowledge, abilities, and behaviors that professionals put in action in a specific context and that allow them to excel in the performance of their job functions and to fulfill the quality criteria that their job functions demand.

After a brief discussion on the concept of competence, it is useful to draw attention to translator training. Understanding the importance of translator has changed to a considerable extent within the last thirty years. The process of translation is seen as a much more complex task with the cultural turn in translation studies (Portelli, 2018). In addition to that, with the developments in technology, there have been many changes in translation process. For instance, machine translation has become an indispensable part of translation services and furthermore technology has a role in constructing translation settings. As a result, new issues such as defining the roles and competences of human translator arise. Re-positioning/re-defining translator competence leads to the emergence of a change in paradigms in translator training; such as the one offered by Öner Bulut (2019) as ‘human translator competence’ and ‘human translation (meta-) competence’. Öner Bulut (2019) also mentions that technological developments will be a part of translation process offering new opportunities. Portelli’s view (2018) on this issue is also remarkable as mentioned below;

Stakeholders have increasingly become aware that translation is not just about words but involves translating worldviews in order to convey both message and effect. It is not just required for what is said (or written), but also for what is unsaid. This is why the view that translators can be replaced by artificial intelligence is proving to be a misconception... (Portelli, 2018).

In their article “What is competence?”, Françoise Delamare Le Deist and Jonathan Winterton (2005) make a useful discussion on conceptualizing the term ‘competence’. The researchers analyse the term from the literature review related to the field of management strategy. They mention the debate on the term as follows (2005);

There is such confusion and debate concerning the concept of ‘competence’ that it is impossible to identify or impute a coherent theory or to arrive at a definition capable of accommodating and reconciling all the different ways that the term is used.

Another point that has been emphasized by Françoise Delamare Le Deist and Jonathan Winterton’s (2005) research is the influence of different cultural contexts on understanding of competence. They (2005) mention that this has great significance in

relation to the extent to which competence is defined by cultural literacy. It also shows us the importance of cultural literacy when it involves group identities such as race, gender, age etc.

As it can be seen from the explanation above, the term, competence, has been discussed in different areas of research with different perspectives. Not only translation studies scholars, but also a variety of scholars from different academic disciplines have been trying to define the term of competence. However, the common point among these discussions is that there is a debate going on defining the term.

After stating the debate on the term, competence, it is useful to draw attention to the term “translation competence”. Although we can see many many definitions of translation competence, Hurtado Albir (2007) states that there are still efforts on developing the concept of competence and there are variations in defining the term. Orozco and Hurtado Albir (2002) also point out that there is no single definition on competence. Similarly, Göpferich and Jaaskelinen (2009) mention that translator trainers have long thought on what constitutes translation competence and how prospective translators acquire it. Different translation competence models have been offered as a result of theoretical reflections on the issue which mainly focuses on the nature of translation competence. On the other hand Hurtado Albir (2007) mentions Lasnier’s definition as one of the most complete one: “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” (Lasnier 2000: 32 as cited in Hurtado Albir, 2007). Akbulut (2004) also mentions the translation competence in her book by stating that it is a metacognition as a synthesis of linguistic skills and other skills needed for translation. Such a metacognition enables the student to put necessary skills into action.

The definition of the term, ‘translation competence’ is increasingly needed in translation studies research. On the other hand, it has been stated at the beginning of this chapter that defining it brings controversial issues as there is a great number of different perspectives which lead to the opposing conceptualisations. This also comes from the fact that additional qualifications are needed related to the theme of the text such as legal, medical, technical etc. As a result, more specific translation competence models

have appeared. Scarpa and Orlando (2017) make a useful discussion on the definition of translation competence by mentioning different scholars in TS research as follows;

Whilst Pym (2003: 483–487) advocates for a definition of translation competence which is appealingly minimalist (though still componential) but difficult to be operationalised, as observed by Prieto Ramos (2011: 8, 10) there is a growing consensus in Translation Studies on translation competence as being a complex, multi-componential “macrocompetence” (e.g. Kelly 2002: 14) or “supercompetence” (e.g. Wilss 1976: 120), comprising several sub-competences which are particularly useful for curriculum-design purposes (as cited in Scarpa and Orlando, 2017).

In the article, “What is translation competence?”, Kirsten Malmkjær (2009) also tries to discuss the definition of translation competence by comparing it with the concept of linguistic competence. Kirsten Malmkjær (2009) also mentions that the literature on translation competence has led to confusion rather than clarity. Supporting this view, Hurtado Albir (2010) also underlines the fact that the nature of translation competence is complex and diverse. As a result, it is difficult to define this term and it has been described by translation studies scholars in different ways.

In TS research, some models basically offer a list of sub-components on corresponding with an overarching translation competence. Such models are useful to show the skills needed in the profession. In addition, a more dynamic relation among sub-competences have also been offered in TS research, namely by PACTE group (2000) and Göpferich (2009).

In the book ‘Developing Translation Competence (2000)’ edited by Christina Schaffner and Beverly Adab, the researchers made an introductory discussion to the issue of translation competence. Schaffner and Adab (2000) mention the importance of where to start before the development of a translation competence model as follows,

Just as with other complex performance tasks, in order to explain this unique competence, scholars tend to break translation competence down into a set of interrelated sub-competences, which can be studied in isolation, as well as in combination with others. A first priority is, therefore, the need to define more clearly the different sub-competences involved in the translation process, in order to try and identify a set of principles which could form the basis for a solid foundation for training in translation. Only then will it be possible to work on the

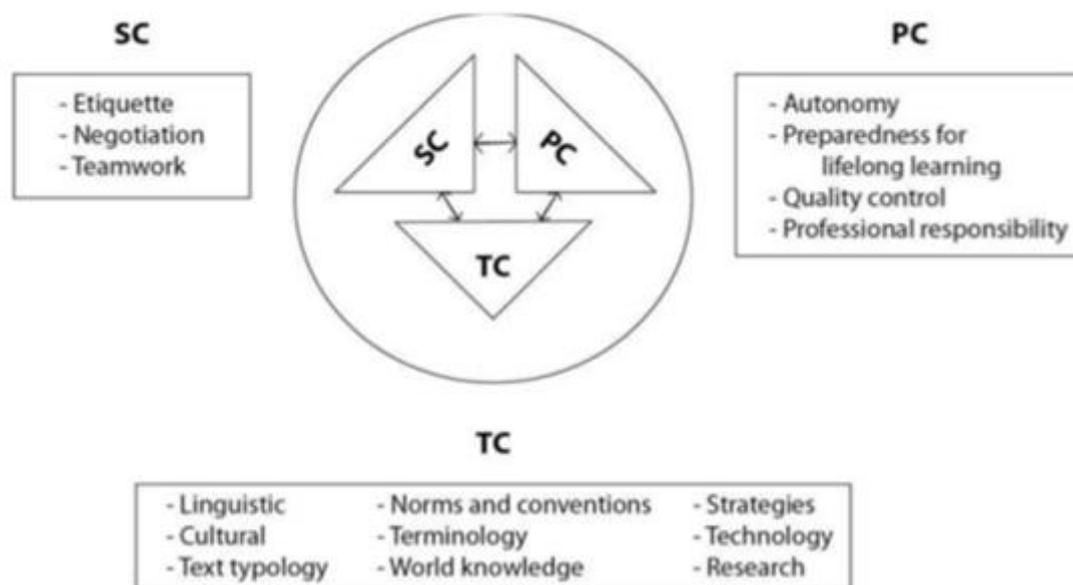
interrelationship of these principles and finally to incorporate these into a programme designed to enable translators to achieve an overall (desired) level of translation competence.

According to Neubert (2000), translation competence is an ability which enables translators to deal with tasks included in translation activity. Neubert (2000) also mentions that seven factors characterize translation competence: complexity, heterogeneity, approximation, open-endedness, creativity, situationality, and historicity.

Neubert (2000) introduces a clear explanation of translation competence. In 'Developing Translation Competence', Neubert (2000) mentions that translation practice and hence translation teaching require a unique competence, perhaps a set of competences that comprise, of course, competence in the source and target languages. Translation involves variable tasks that make specific demands on the cognitive system of the translator. What enables translators to cope with these tasks is their translational competence. Neubert (2000) describes as many as five parameters, or sub-competences of translation competence: language competence, textual competence, subject competence, cultural competence, transfer competence.

Kiraly (1995) also points out that to train student translators, we must first ask what skills and knowledge professional translators have that our students do not yet have and, second, how we can effectively and efficiently create an appropriate learning environment for acquiring such skills and knowledge. In the absence of a clear picture of what translation really entails, those translation instructors who actually are or have been translators can, at best, introspect on their own professional experiences and pass on hints, tips, and tricks to their students. Kiraly's focus on what skills are needed for an effective teaching can be considered as a starting point for a translation competence model.

In his book chapter, Kiraly (2013) also draws attention to a translator competence model which he calls a componential model of translator competence. According to the Kiraly (2013: 202) three types of competencies form the translator competence model. These competencies are social competences (SC), personal competences (PC) and translation competence (TC).



**Figure 2:** Kiraly's Translation Competence Model (Kiraly, 2013: 202)

As it can be seen in Figure 2, Kiraly's (2013) model shows a dynamic relationship among social competences, personal competences and translation competence. It can be considered as a comprehensive approach as it also includes the social side of the profession and translator as a lifelong, autonomous learner.

In her book chapter 'Training Functional Translators' in 'Training for the New Millennium', Christiane Nord (2005) expresses the characteristics of a functional translator. For instance, Nord (2005) mentions that a functional translator is aware of the fact that, in today's translation practice, translations are needed for a variety of communicative functions which are not always the same as the intended function of the corresponding source text (= Professional knowledge). Each of Nord's (2005) features of a functional translator refers to a sub-competence. They can be listed as follows,

- Professional knowledge
- Metacommunicative competence
- Intercultural competence
- Distribution
- Writing abilities
- Media competence

- Research competence
- Stress resistance
- Self-assertion

Hurtado Albir's (2007) explanation on competence continues with the issue of determining general and specific competences. In order to determine the competences for translation training, it is crucial to understand the qualifications special to translation competence. In the case of my research, the same rule applies. Before putting forward a framework for Applied English and Translation programs, it is necessary to understand the organization of the programs to form a functional competence model.

Another view on translation competence has been put forward by Anthony Pym (2003). In his article, Pym (2003) explains the concept of translation competence with its historical progress. The researcher mentions that Since the 1970s the notion of "translation competence" has been considered as at least;

- 1) a mode of bilingualism, open to linguistic analysis,
- 2) a question of market demands, given to extreme historical and social change,
- 3) a multicomponent competence, involving sets of skills that are linguistic, cultural, technological and professional, and
- 4) a "supercompetence" that would somehow stand above the rest (Pym, 2003).

Pym (2003) also states that the general trend among theorists has been to develop the multicomponent model in order to bring new skills and proficiencies into the field of translator training. It is likely that this trend will continue with the increasing use of electronic tools in translation/translator training process.

In her paper, Öner (2013) puts emphasis on research skills for prospective translators. As there is an increasing number of texts, research competence plays an important role in translation process. Öner (2013) suggests that more there should be more emphasis on constructing and improving research competence. Considering the future requirements in translation profession, research competence can be understood as a necessity which should be improved in a lifelong way.

As it can be understood from the explanations on translation competence, it is a crucial part of translator training. The essential issue of translator education is to develop, cultivate and enhance trainees' translation competence as more qualified translators are needed in a globalized world (Zou, 2015).

To summarize, it has been discussed so far that the first step to develop a translation competence model is to define the sub-competences involved in the translation process. As EMT (2017) mentions that individual programs can have different characteristics, it can be fruitful to examine different translation competence models as they have been developed based on different perspectives.

## **2.2. Translation Competence Models**

According to İnce and Bengi-Öner (2009), the purpose of translator education is to train translators who make translation decisions consciously and to gain them competence. At that point, translation competence models offer prospective translators to have the competences needed in profession. Different competence models in translation studies have been offered by different scholars and research groups. Among these models, Orozco and Hurtado Albir (2002) put special emphasis on PACTE model which includes six interrelated translation competence sub-competencies: communicative competence in two languages, extra-linguistic competence, transfer competence, instrumental competence, psycho-physiological competence and strategic competence. In this section, these models are introduced briefly as it will enable us to understand the steps that they have followed in their development process.

Research on translation competence – as well as training methods - has a growing trend in translator training research (Gile, 2009: 1) As an initial step towards translation competence models, it is fruitful to state Christiane Nord's view on translation with a focus on education. Nord (1991) states that according to behaviorist approach, translation is learned by translation which leads us to offer mostly practical translation courses in translation and interpreting departments. On the other hand, this doesn't show a complete picture of what is taught in translation classes. These classes also develop competences relevant to translation, namely linguistic competence, cultural

competence, factual competence and technical competence. Nord (1991) explains them as follows;

- a) linguistic competence in the native language (L1) and in the foreign language (L2) with regard to formal and semantic aspects of vocabulary and grammar, language varieties, register and style, genre conventions, etc.,
- b) cultural competence (e.g. areal studies about the target culture ranging from everyday life to social and political institutions),
- c) factual competence in sometimes highly specialized fields (e.g. knowledge of matrimonial law, economic policies, balance of trade, information technology, etc.),
- d) technical competence for documentation and research (use of dictionaries, bibliographical methods, storage of information, etc.).

After having a brief overview to translation competence models, examining the common translation competence models in TS literature will allow us to understand them in detail. As mentioned earlier, different models have been developed according to various perspectives. Therefore, it will enrich our understanding of different translation competence models.

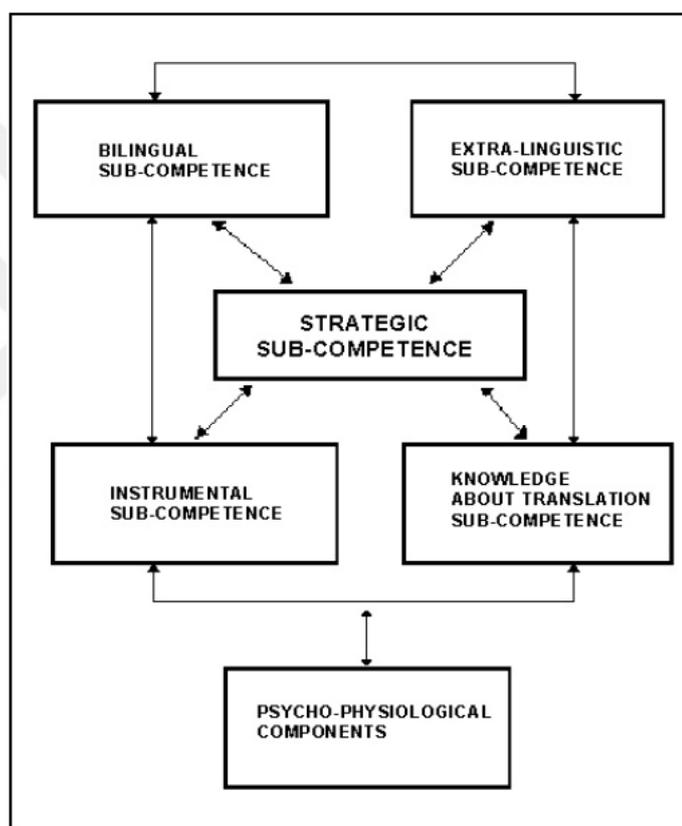
### **2.2.1. PACTE Model**

The Spanish research group, PACTE (Process in the Acquisition of Translation Competence and Evaluation), developed a TC model. In PACTE group (2005) examines the conceptual and methodological issues in translation. The group uses empirical and experimental research methodology in order to investigate the concept of translation competence and how translators acquire it.

PACTE Group has been carrying out empirical and experimental research into translation competence and its acquisition in written translation since 1997. Their experimental research makes PACTE model different than the other models of translation competence (TC). PACTE (2003) states that existing translation studies are only based on observation and experience, and there are no empirical-experimental

studies based on representative samples. As a project which proposes a model of translation competence, PACTE defines translation competence as: “Translation competence is defined as the underlying system of knowledge and skills needed to be able to translate.”

PACTE’s comprehensive TC model consists of five sub-competences; bilingual sub-competence, extra-linguistic sub-competence, knowledge about translation sub-competence, instrumental sub-competence, strategic sub-competence as they can be seen in Figure 3 (PACTE, 2008).



**Figure 3:** PACTE’s Translation Competence

Considering Figure 3, it can be said that PACTE had a more holistic approach while forming the TC model. It is also mentioned that these five sub-competences interact with each other during translation process. In addition, strategic sub-competence is the most important one as it controls other sub-competences during translation process (PACTE, 2008).

In a relatively recent study by PACTE group (2018), they try to establish competence levels in written translation. The study has utmost importance in describing the specific competences involved in translation competence acquisition and providing levels of performance in translation. As a result, the group's aim is to provide the descriptors for different levels and offer a framework which can be used in translator training and professional translation (PACTE group, 2018).

Such a framework can help translator trainers to organize/design the education and curriculum, assessment procedures according to the different levels at university education. In the research they propose the levels as follows (PACTE group, 2018);

**Translation level C.** Competences corresponding to each professional profile (consolidation of areas of specialization in translation): specialist professional translator. We believe the professional areas that ought to be described are legal translation; economic and financial translation; technical translation; scientific translation; literary translation; audiovisual translation (dubbing, subtitling, voice-over); accessibility (audio description, subtitling for the deaf); and localization (web pages, software, videogames). Level C is only described in general terms as the areas of professional specialization have yet to be described.

**Translation level B.** Basic specialized translation competences (introduction to areas of specialization in translation): generalist professional translator.

**Translation level A.** Basic translation competences (introduction to translation): pre-professional translator. At this level, an individual is not yet capable of carrying out professional translation projects or of matching a professional translator's level of performance (PACTE group, 2018).

### **2.2.2. European Master's of Translation (EMT) Model**

Translation competence models can be formed based on different purposes and different perspectives (Kelly, 2005). As it is stated by Tomozeiu and Kumpulainen (2016), most competence models provide a list of skills and competence that translator training programmes should provide to meet the market's demand. Among such competence models, EMT (European Master's in Translation) Translation Competence model

(2017) provides a detailed list of skills, competence, knowledge and learning outcomes that translators should be equipped with.

The EMT, which was first started in 2009, draws a framework for postgraduate translator training programs. The framework of competences was updated based on the needs of the market and changes in technology and society (Saridaki, 2020).

The objectives of the EMT as defined by the new EMT Competence Framework (European Commission 2017, as cited in Saridaki, 2020) are

- to promote learning and teaching of advanced translation skills in order to prepare students for lifelong learning and a lifelong career as professional translators;
- to respond to changes in translator training which are due to technological advancement;
- to evaluate the quality of translator training programmes;
- to promote collaboration with institutions, professional associations, and translation companies in order to acquire comprehensive knowledge of the multidimensional nature of the translator profession;
- to allow student mobility as part of their training so as to have the opportunity to study translation in more than one academic institution; and
- to encourage discussions on pedagogical matters and educational research in the field of translation studies.

EMT Translation Model (2017) has been developed based on the premise that translation is designed to meet an individual, societal or institutional need. EMT model also recognizes translation as a multifaceted profession which requires many skills and competence in order to convey a meaning in translation process. The model defines five main areas of competence for translators: language and culture, translation, technology, personal and interpersonal, service provision.

Language and culture sub-competence in EMT model is also named as “transcultural and sociolinguistic awareness and communicative skills” and it is pointed out by EMT model (2017) that;

This competence encompasses all the general or language-specific linguistic, sociolinguistic, cultural and transcultural knowledge and skills that constitute the basis for advanced translation competence. It is the driving force behind all the other competences described in this reference framework.

As it can be seen from the explanation above, EMT Translation Model (2017) sees language and culture sub-competence as a basis for other translation competence categories. This shows us that without having an advanced level in language and culture competence, it is hard to provide functional translations of texts in target language. Another important aspect of EMT is that it provides a model for postgraduate programs. Such a perspective might be useful in designing postgraduate programs which focus on specialized areas in translation.

### **2.2.3. PICT Model**

Another model for Translation Competence which focuses specifically on Intercultural Competence is PICT (Promoting Intercultural Competence for Translators). It is the name of the project by European Union, between 2011-2013. Tomozeiu and Kumpulainen (2016) mention that PICT model focuses on the overall IC of translators and this aspect of it makes the model different from other IC models. They also point out that translators need to communicate before the translation such as understanding the translation brief, agreeing on timeline etc. and similarly, after the translation process such as discussing some follow-up questions related to the task etc. Therefore, this overall IC goes beyond text production and it includes communicating with different agents in commissioning process (Tomozeiu and Kumpulainen, 2016).

PICT model is made up of three dimensions each has three levels of achievement and also four sub-dimensions: Theoretical dimension, textual dimension,

and interpersonal dimension (PICT, 2012). To understand PICT’s organization, an example from theoretical dimension of PICT model can be seen in Table 2.

As it can be seen in Table 2, the dimension “theoretical” has sub-dimensions and it also has three levels of achievement. According to PICT Curriculum Framework (2012), this framework can also be used while assessing IC of translators.

<b>THEORETICAL DIMENSION</b>			
<b>Sub-dimension</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
Core concepts of the theory of intercultural communication (e.g. culture, identity, representations, etc.)	shows some familiarity with some of the core concepts of intercultural communication theory, i.e. culture, identity, taxonomies, etc.	is familiar with and understands the majority of the core concepts of intercultural communication theory and can reflect on their implications for communication and translation purposes.	has a deep knowledge of core concepts of intercultural communication theory and is able to use them for the critical evaluation of the intercultural dimension of texts in translation, both source and target

**Table 2:** PICT Model’s Organization of Intercultural Competence (PICT, 2012)

One important aspect of PICT model is that the PICT research group conducted a survey in six European countries (Bulgaria, Finland, France, Italy, Poland and United Kingdom) with translation studies scholars and students. After gathering the responses towards IC, the group formed the model (Tomozeiu and Kumpulainen, 2016). This

shows that the PICT model was developed considering the ideas of students and scholars in TS.

When EMT and PICT models are compared, it can be said that PICT model gives a detailed form of IC addressing different components that constitute the model. On the other hand, PICT model focuses only on IC while EMT model gives us a TC model which can be used more easily in educational institutions as it includes more components.

#### **2.2.4. Göpferich's Competence Model**

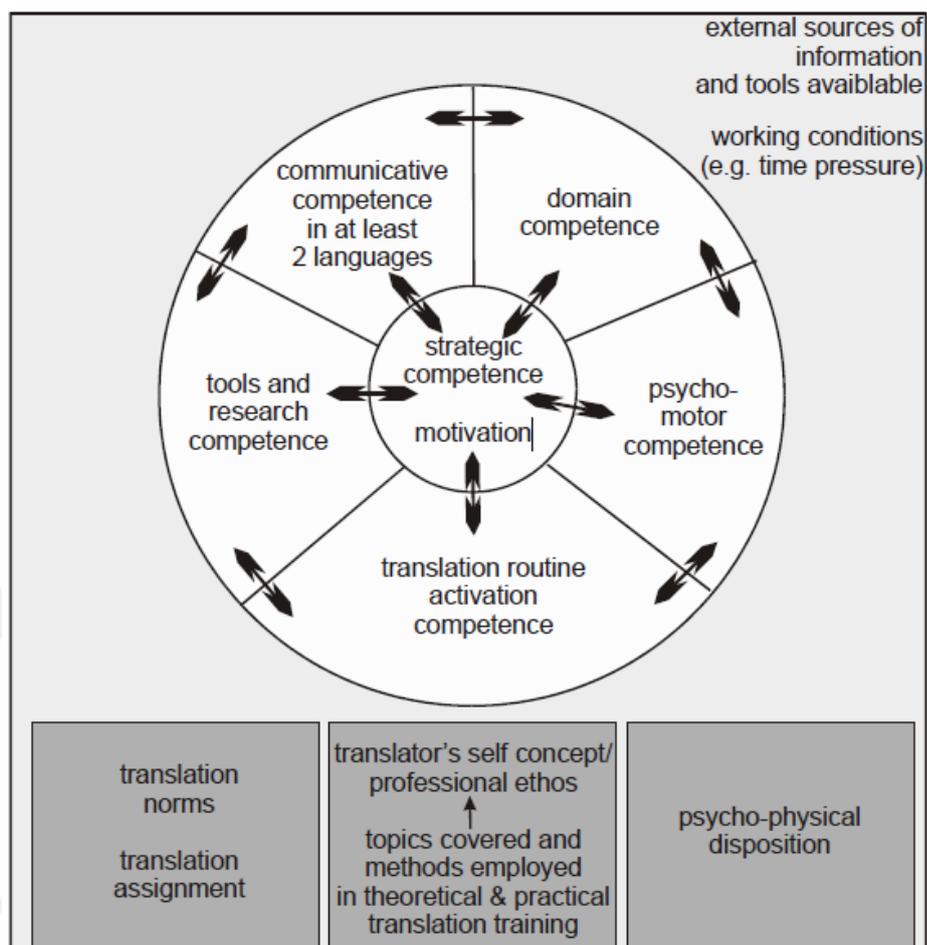
TransComp is a Translation Competence model funded by Austrian Science Fund. It was launched at University of Graz in 2007 (Göpferich, 2009). On the basis of Hönig's and PACTE's models, Göpferich (2009) developed a model, which forms the framework of reference for the study of TransComp. In Figure 4, a detailed form of Göpferich's competence can be seen.

As illustrated in Figure 4, Göpferich (2009) differentiates between the following subcompetences. Göpferich (2009) explain them as follows;

1. Communicative competence in at least two languages: It comprises lexical, grammatical and pragmatic knowledge in both languages.

2. Domain competence: It comprises the general and domain-specific knowledge that is necessary to understand the source text and formulate the target text, or at least the sensitivity to recognize what additional knowledge is needed from external sources of information to fill one's knowledge gaps.

3. Tools and research competence: It comprises the ability to use translation-specific conventional and electronic tools, from reference works such as dictionaries and encyclopaedias (either printed or electronic), term banks and other databases, parallel texts, the use of search engines and corpora to the use of word processors, terminology and translation management systems as well as machine translation systems.



**Figure 4:** Göpferich's Model of Competence

4. Translation routine activation competence: This competence comprises the knowledge and the abilities to recall and apply certain – mostly language-pair-specific – (standard) transfer operations (or shifts) which frequently lead to acceptable targetlanguage equivalents.

5. Psychomotor competence: These are the psychomotor abilities required for reading and writing (with electronic tools).

6. Strategic competence: This corresponds to the PACTE group's "strategic competence" and controls the employment of the sub-competences mentioned above.

As a research group, TransComp aims to provide data to Göpferich's model. The concentration of the research is explained by Göpferich (2009) is as follows,

TransComp will concentrate on the following components of translation competence: (1) strategic competence, (2) translation routine activation competence, and (3) tools and research competence. The reason for this selection is that we assume that these competences are the main translation-specific competences in which translation competence differs from the competence of bilingual persons with no specific training in translation. These competences will form the dependent variables in our study.

One of the important features of TransComp is that it has been designed as a longitudinal study. This has provided the researchers to analyse the development of translation competence in a detailed way.

#### **2.2.5. Yarosh's Intercultural Competence Model**

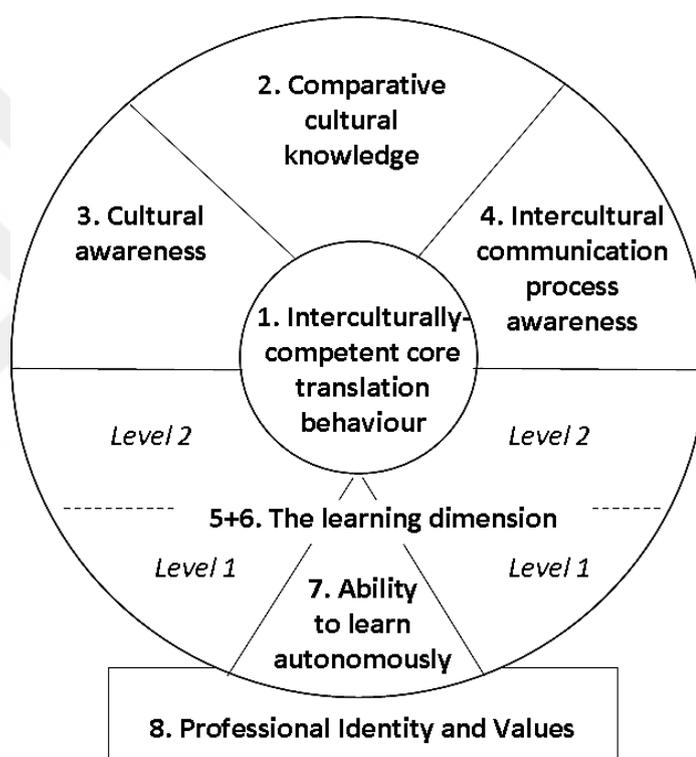
A relatively recent attempt to form an IC model has been made by Yarosh (2015) and published in Handbook of Research on Teaching Methods in Language Translation and Interpretation. Yarosh (2015) proposes an eight-factor model of the competence, associated learning objectives and developmental level indicators (See Figure 5). Her starting point while formulating her model was Witte's developed definition of expert cultural competence (Witte, 1996; Witte 2005, as cited in Yarosh, 2015),

...the ability to become critically aware of what is "known" unconsciously and to "learn" consciously what is not "known" about one's own culture and other culture(s), as well as the ability to relate and contrast the cultures so as to be able to produce behaviours in accordance with the aim of the communication and tailored to the particular communicative situation, behaviours that account for the communicative needs of at least two actors from two different cultures, so as to enable the communication between these actors

In addition to formulate the model in Figure 5, Yarosh (2015) also proposed developmental level indicators which, she offers, can be used by instructors to plan their teaching. Yarosh (2015) also mentions that these indicators have been formed thanks to the data she gathered through performance tasks. The developmental level indicators consist of eighteen learning objectives and distinguished as very low, development

started, good and very good. Furthermore, awareness raising statements have been developed to make the model more comprehensible for instructors.

As it has been mentioned so far, it is possible to see different models of translation competence. It can be seen that they have been developed based on a variety of approaches. Considering the recent models, Esfandiaria, Seporaa and Mahadia (2015) mention that modern models have a more focus on the experimental data while developing the models. As they focus more on the practice of translation, it can be said that modern approaches make their basis on process and cognition.



**Figure 5:** Yarosh's Intercultural Competence Model (2015)

In this part, the main concern has been to introduce some of the translation competence models. However, there are some discussions on the development of translation competence models. To give an example, Lesznyak (2007) states that most models in translation competence do not offer more than ideas, suggestions or hints. It is also mentioned that we do not see multifaceted models for competence in translation studies. Consequently, the researchers often refer to these general ideas for further research. It should be noted that these “models” give us an understanding of specific

aspects of translation competence. However, the complexity of translation competence has been neglected (Lesznyak, 2007). In addition, many translation competence models have not been empirically validated – there are some exceptions such as PACTE group’s model – yet. This leads to the impression that they are mainly some speculations about the issue which may have an influence on translation competence research.

### 2.2.6. A Situation-Based Approach

In the article “Translation competence from the acquisition point of view: A situation-based approach”, a relatively recent translation competence framework has been offered by Minna Kumpulainen (2018). The model synthesizes the current models and views. However, the subcompetences are organized in a different way in the framework. The organization is made according to the role and nature of linguistic skills. Kumpulainen (2018: 151) mentions the presuppositions about the framework as follows;

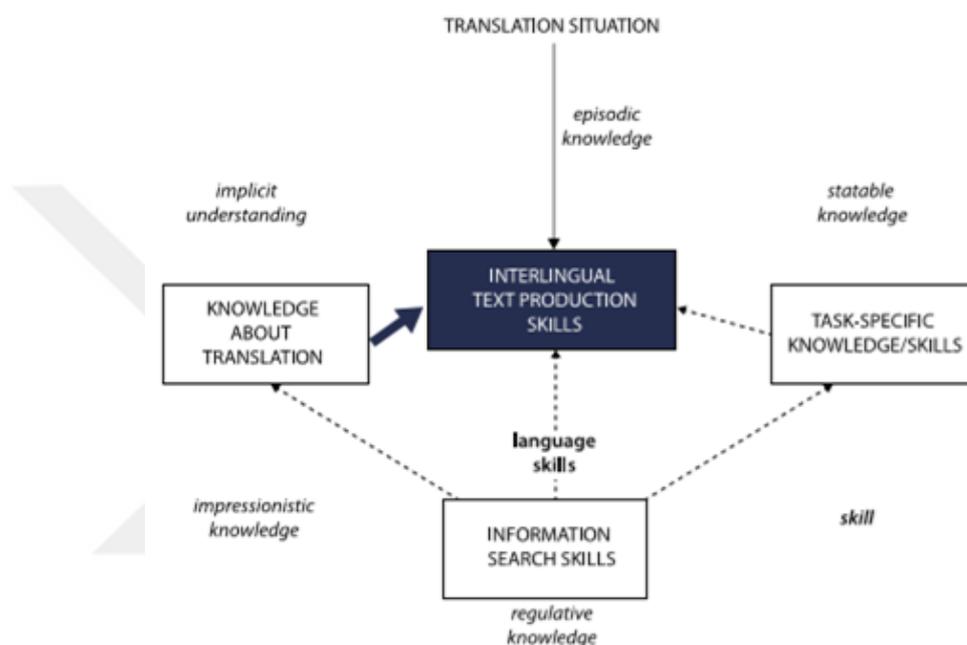
The framework presupposes that there is no universal set of knowledge that together make up TC but different translation situations create different frames for TC. Basically, a distinction is made between (a) knowledge needed (to some level) in all translation situations, and (b) knowledge needed to a varying degree in different types of translation situations. (Kumpulainen, 2018: 151).

The approach put forward by Kumpulainen (2018: 151) focuses on applying different TC based on the situation. In other words, TC that the translator requires can be evaluated based on the demands. These demands vary according to the translation situation. Therefore, the skills and knowledge expected from a translator can change depending on the complexity of the task.

As it can be seen in Figure 6, the framework starts with a translation situation and it has the following components (Kumpulainen, 2018);

- **Knowledge about translation** has a leading function in the framework.
- **Interlingual text production skills** is in the center of the framework as these skills are needed in any translational action.

- **Task-specific knowledge/skills** can be exemplified such as subject field knowledge, cultural and intercultural knowledge.
- **Information search skills** can be described as how to search for information that serves to the translation situation.
- Considering the **cognitive framework of knowledge**, different kinds of it that creates a basis for translation competence can be seen as italicized concepts.



**Figure 6:** The Situation-Based Translation Competence Framework (Kumpulainen, 2018)

To summarize, it can be said that this competence model focuses on the translation task and based on the complexity level of the task, the translator makes use of different competences. Therefore, the situation determines what competences are needed for that specific translational task.

### 2.3. Competence Assessment Procedures

Another point which has to be considered while studying competence models is the issue of assessment. In their article, “Competency Model Design and Assessment: Findings and Future Directions”, Heather Getha-Taylor, Raymond Hummert, John Nalbandian and Chris Silvia (2013) mention that there can be difficulties in the effective use of competence models such as assessing development in an appropriate way.

It is also crucial to adapt competence models to the changing work environments. An example of it comes from the public service education. Getha-Taylor et. al. (2013) mention the issues as follows;

The rate of rapid change that affects public service also affects the continued validity of public service competency models. Ideally, such models should reflect current demands and help emerging public service professionals meet the challenges of the future.

The assessment issue has also been discussed by Eyckmans (2017). It is stated that the assessors use either a holistic or an analytical assessment approach. When the assessor has a holistic approach, he/she reads the product of the student and scores it based on a general impression of its quality. This also brings controversial issues with itself as different assessors can score the product differently and translations can receive diverging scores. Eyckmans (2017) also mentions that an analytical approach can be used as an evaluation tool where a scoring protocol in which translation errors are categorized and weighted. This allows the assessor to have a detailed analysis of the translation performance. However, there are still debates on its objectivity and reliability. Furthermore, applying an analytical approach can be time-consuming.

To assess translation competence, Galán-Mañas and Hurtado Albir (2015) propose various instruments that can be used for diagnostic, formative and summative assessment in translation teaching in the context of competence-based training,

- **Texts to translate:** Translations of texts are a source of information on different competences, as they provide an insight into a student’s command of the TL
- **Questionnaires**

- **Reflective diary:** In the case of translator training, students can write up a diary entry at the end of each teaching unit or part of the course content
- **Reports**
- **Translation process recordings:** Recording a professional's or a student's on-screen activity while they are translating is a means of finding out about the translation process they are following.
- **Student portfolio**
- **Rubrics**

It is clear that in order to assess translation competence, various assessment tools can be used. These potential assessment tools can be used for different purposes, such as monitoring students' development in IC, or for grading purposes.

Another point to consider is that the assessment produces can refer to different types of assesment. For instance, some assessment procedures are suitable for summative assessment whereas some instruments can be used for formative assessment. Hurtado Albir and Olalla-Soler (2016) offer potential instruments to be used in assessing intercultural competence as follows;

- **Texts:** Translating, analysing or writing commentaries or reports.
- **Translations:** Completed translations of texts containing prototypical cultural problems.
- **Translation reports:** commented translation: commented translation, that is, translating a text and writing an accompanying translation report
- **Reports on cultural references:** to write reports on cultural references corresponding to a specific field or different fields, or on culture-related false friends
- **Catalogue of cultural references:** Cultural references can be catalogued on the basis of searches for information (reading texts) or the tasks performed during a course
- **Cultural knowledge questionnaires:** Questionnaires testing cultural knowledge.
- **Translation process recordings:** with a program such as Camtasia or Translog

- **Psychometric tests:** to measure attitudes towards other cultures
- **Cultural portfolios:** to produce portfolios specifically for assessing the acquisition of cultural competence

To understand how these instruments can be used in practice, Celia Rico's research (2010) provides translator trainers a good example. In the study by Rico (2010), digital portfolios are used to follow the development of translation competence of prospective translators. It is also significant to mention that Rico (2010) designed a portfolio-based syllabus by determining the competence areas which need to be improved. As this example shows, identifying the assessment tool in accordance with the needs of the students and also the assessment tool should be explained to the students clearly in order to have an effective implementation.

Although Hurtado Albir and Olalla-Soler (2016) offer the potential assessment instruments for intercultural competence above, they also mention that their proposal should be empirically validated. This can involve experiments with professional translators and translation students.

Assessment tools for translation competence and intercultural competence differ from each other to some extent. It reveals the fact that to assess different sub-competences, different tools which will be chosen according to the purpose of the assessment are needed. Translator trainers are expected to develop and conduct assessment tools to assess various competences.

#### **2.4. Examination of National and International Criteria on Translation Companies and Translator Training**

Developing a competence model is a process which needs to include a lot of stakeholders from the specific areas. Thus, it is beneficial to understand the structures of difference models and standards. In this section, the emphasis will be on three standards as follows;

- European Qualifications Framework (EQF),
- National standards in Turkey by Vocational Qualifications Authority (VQA),
- International standard on translation services: ISO 17100.

### 2.4.1. European Qualifications Framework (EQF)

European Qualifications Framework (EQF) is a common European reference framework which aims to make qualifications more understandable. As it is stated in its website as of 2020, EQF has an eight-level qualification system depending on the qualifications of different areas. The explanation of the system can be seen below;

The EQF covers all types and all levels of qualifications and the use of learning outcomes makes it clear what a person knows, understands and is able to do. The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level. Most importantly the EQF is closely linked to national qualifications frameworks, this way it can provide a comprehensive map of all types and levels of qualifications in Europe, which are increasingly accessible through qualification databases.

European Qualification Framework was launched in 2008 and it includes eight levels of learning and three descriptors. Different principles support the levels (Bohlinger, 2007: 98). It aims to provide systematic background for national qualifications. In addition, it helps to promote labour market as it draws the framework for learning outcomes, knowledge and skills (Bohlinger, 2019: 3).

European Commission mentions the main advantages of EQF as follows (European Commission 2008, 3–4 as cited in Bohlinger, 2019, 3-4):

- ‘The EQF encompasses all levels of qualifications acquired in general, vocational as well as academic education and training’.
- ‘A network of independent but related and mutually understandable qualifications systems will thereby be created’.
- ‘Using learning outcomes as a common reference point, the Framework will facilitate comparison and transfer of qualifications between countries, systems and institutions [. . .]’.
- ‘The EQF will support greater mobility of learners and workers’.
- ‘[. . .] the EQF will indicate how learning outcomes may be combined from different settings [. . .] and from different countries, and can thus contribute to

reducing barriers between education and training providers e.g. between higher education and vocational education and training [ . . . ]’.

- ‘The EQF will support individual users as well as providers of education and training by increasing transparency of qualifications awarded outside the national systems, for example by sectors and multinational companies’.

The descriptors of EQF have been organized in levels and for each level, knowledge, skills and responsibility and autonomy qualifications have been described in detail. Descriptors defining levels in the European Qualifications Framework can be seen in Appendix 2 (TYÇ, 2022).

#### **2.4.2. A Project on Developing National Standards of Translators in Turkey**

Mikulec (2016: 1) states that because of globalisation, there has been an internationalization process in educational policies, as a result, in institutions as well. The appearance of national qualifications frameworks all over the world can be considered as an outcome of globalisation movements. As an example of such an attempt, Turkey’s Vocational Qualifications Authority of Turkey will be examined in this section.

Vocational Qualifications Authority (VQA) of Turkey aims to establish and operate a quality-assured National Qualifications System which describes and recognizes the qualifications in cooperation with the stakeholders. As Uysal (2021) mentions, Vocational Qualifications Authority (VQA), which was established under the Ministry of Labor and Social Security in Turkey in 2006, aims to strengthen the relationship between education and employment. Also, it aims to create common learning outcomes in the fields of technical and vocational work. For this purpose, the institution works to establish national occupational standards, national vocational qualification frameworks and measurement and evaluation systems compatible with these for different occupational groups in Turkey. In this context, Translator National Occupation Standards (TNOS), which was formed to present the skills for the translation profession, is a basic document that defines translation from various perspectives.

According to the VQA’s website (2020), development process of national qualifications has 3 steps which can be seen in Figure 7. These steps are;

- Application and assessment
- Development, Review and Pilot Scheme
- Submission to the sector committee and approval

As the figure offers, the process starts with “application and assessment” which constitutes Step 1. Briefly, national qualifications are prepared by study groups that are formed by VQA or by the organizations that apply to VQA for preparing qualifications in this step. In Step 2 (Development, Review and Pilot Scheme), following a technical about the development process and reviewing draft qualifications, a pilot scheme is put into practice by the developing institution. At the end of Step 2, received opinions, the updated draft qualification and the results of the pilot scheme are sent to VQA in order to be evaluated by the VQA Sector Committee. Lastly, in Step 3 (Submission to the sector committee and approval), the VQA Executive Committee sees the updated version of national qualification and approves it. After this process, national qualifications go into operation as they publish them on the website of VQA.



**Figure 7:** Development process of national qualifications (VQA, 2020)

It must be noted that VQA (2020) also accepts offers to update the national standards. The steps of updating process can be seen in Figure 8. As the figure offers, the updating process follows the steps, namely, “update requests and evaluation”,

“submission to the sector committee and approval”, “precautions for the process of testing and certification”, “necessary precautions for the VQA qualification certificate holders”. The development and update procedures show that it is a dynamic process which can be developed and revised according to the changing needs of related sectors.



**Figure 8:** Updating process of national qualifications (VQA, 2020)

The above mentioned authority (VQA) announced the national competences of translators in 2013. The standard has a 3 dimensional structure, namely “tasks (görevler)”, “operations (işlemler)” and “criteria for achievement (başarım ölçütleri)”. These components have been designed from the general to the specific qualifications. According to the standard (2012), the translators have 7 main tasks as follows;

- 1- To take precautions about occupational health and safety, and environmental protection,
- 2- To design working organization,
- 3- To make arrangements before translation,
- 4- To interpret,
- 5- To translate,
- 6- To perform quality operations about translation services,
- 7- To carry out professional development activities.

It should be noted that the project of developing national standards in Turkey has an ongoing developmental structure. VQA made an agreement with Istanbul University in 2017. According to the protocol, the process to prepare qualifications for a number of

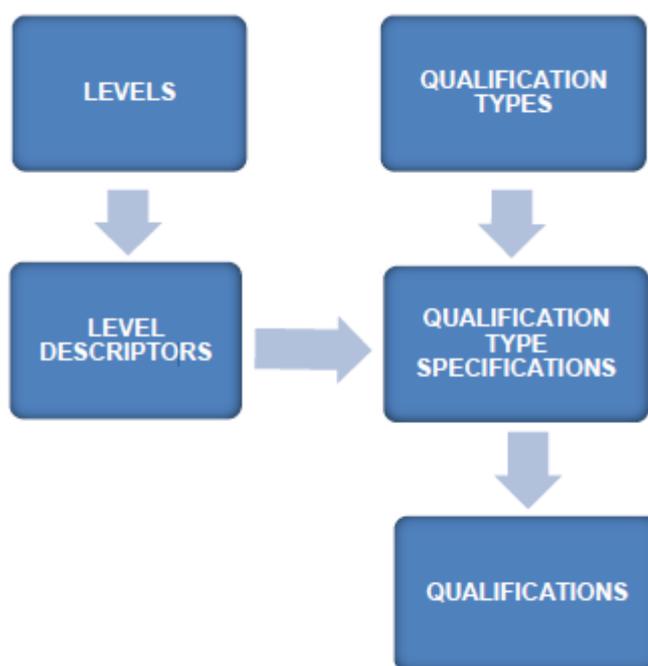
translators and interpreters in specific areas was started and 6 drafts were prepared in 2019. One of them (sign language translator) was accepted and put into practice in April, 2020.

Describing professional profile may help translator trainers to find out the needs of job market. Consequently, with the help of a description of professional profile, necessary competences can be identified (Hurtado Albir, 2017: 15). In Turkey's case, this profile has been offered by VQA. However, as previously mentioned, it focuses on 4-year-programs (bachelor's) of translation and interpreting (See Appendix 3 for TQF qualifications framework qualification types (Turkish Qualifications Framework (2015: 46).

To understand the professional profile, it is also useful to examine the Turkish Qualifications Framework. In Turkey, the national qualifications framework is named as "Turkish Qualifications Framework" (TQF). It has been designed in accordance with European Qualifications Framework (EQF). According to Turkish Qualifications Framework (2015: 11);

The overall goal of TQF is to provide an integrated structure which describes and classifies all qualifications available in Turkey, allowing for links such as transfer and progression among qualifications to be determined.

Figure 9 shows the instruments used in TQF. It can be said that the development and progress of qualifications can be in harmony with European Qualifications Framework as well. As it can be seen in the figure, levels are described based on level descriptors and qualification types support them. Such a structure enables users to have a flexible qualifications system which allows us to describe all types of qualifications (Turkish Qualifications Framework (2015: 14).



**Figure 9:** Main Instruments of TQF Structure (Turkish Qualifications Framework (2015: 14)

In order to understand the differences in translator training in terms of associate and bachelor's degrees, it is fruitful to see Figure 10 below. It can be clearly seen that Level 6 descriptors aim to equip prospective translators with knowledge, skill and competence to tackle with more complex tasks. In addition, TQF qualifications framework qualification types can be seen in Figure 10 as follows (Turkish Qualifications Framework (2015: 46),

<b>LEVEL 5</b>	<b>KNOWLEDGE</b>	Have comprehensive, theoretical and factual knowledge in a field of work or study in aware of the boundaries of that field
	<b>SKILL</b>	Have comprehensive, cognitive and practical skills required to develop creative solutions to abstract problems, whose limits are defined, and concrete problems
	<b>COMPETENCE</b>	Carry out management and supervision tasks in contexts with unpredictable changes Evaluate and improve own and others' performance levels Be in interaction for operations in contexts of work or study including the management of projects Have general awareness of the scope of lifelong learning approach for a field of work or study as well as the relationship of this scope with formal, non-formal and informal ways of learning Be aware of the relationship between knowledge, skills, behaviours and attitudes in a field of work or study and social and moral issues and responsibilities
<b>LEVEL 6</b>	<b>KNOWLEDGE</b>	Have an advanced theoretical, methodological and factual knowledge in a field of work or study, including inquiring thinking
	<b>SKILL</b>	Have advanced skills, including the quality of mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
	<b>COMPETENCE</b>	Make decisions by taking responsibility in unpredictable work or study contexts, and manage complex technical or professional activities or projects in such contexts Take responsibility in managing the professional development of individuals and groups Have experience in the concepts, policies, tools and practices of lifelong learning approach for a field of work or study as well as the relationship of them with formal, non-formal and informal ways of learning Have awareness of social and moral issues in assessing work or study

**Figure 10:** Level 5 and Level 6 in TQF (Turkish Qualifications Framework (2015: 17)

Finally, VQA also tries to provide quality assurance procedure to guarantee the needed qualifications. As shown in Turkish Qualifications Framework's handbook (2020), the qualifications lifecycle has an ongoing quality assurance actions as it can be seen in Figure 11;



**Figure 11:** The Qualifications Lifecycle (TYÇ, 2020)

### **2.4.3. International Standard on Translation Services: ISO 17100**

Analyzing the requirements for translation services can provide significant implications to comprehend the need for a competence model for Applied English and Translation Departments in Turkey. Therefore, it is useful to consider the components of internationally recognized standards. The International Organization for Standardization is a worldwide federation of national standards bodies (2015). Considering the introduction of ISO 17100:2015, it can be seen that it specifies requirements for all aspects of translation process which have an effect on the quality and delivery of translation services (2015).

Through an examination on ISO 17100, it is possible to see the professional competences of translators. These can be listed as follows (ISO 17100, 2015),

- 1- Translation competence
- 2- Linguistic and textual competence in the source language and the target language
- 3- Competence in research, information acquisition, and processing
- 4- Cultural competence
- 5- Technical competence
- 6- Domain competence

Considering the competences above, it can be said that they suit to 4-year-programs mostly. On the other hand, ISO 17100 (2015) also mentions the competences of project managers. The need analysis study that I conducted (Acar, 2019) showed that ‘Project Manager’ can be considered as an appropriate position for graduates of Applied English and Translation department (see Chapter 1.2.). For that reason, examining the competences of project managers can provide useful source on offering possible positions for associate degree graduates in Turkey. For competences of project managers, ISO 17100 (2015) states,

The TSP (Translation Service Provider) shall ensure that project managers have the appropriate documented competence to support the TSP in delivering translation services to meet client and other project specifications.

Appropriate translation project management competence can be acquired in the course of formal or informal training (e.g. as a part of relevant higher educational course or by means of on-the-job training or through industry experience).

In the course of training and execution of their duties, translation project managers should develop a basic understanding of the translation services industry and a thorough knowledge of the translation process, as well as master project management skills.

To conclude, the examination on national (VQA) and international (ISO 17100) standards on translators and delivery of translation services, associate degree graduates are not mentioned in what ways they can be employed. The case becomes more confusing as associate degree graduates have the title ‘translator’. This examination also shows the need to clarify the competences of associate degree education on translation in Turkey.

## 2.5. Why and How to Develop a Competence Model

Competence models play an important role at higher education institutions. Related to this issue, Mar Gómez, Evangelina Aranda and Jesús Santos (2017) mention that forming a competence model at higher education has utmost importance in designing the curriculum framework and training of students. At that point, university-business relations have a significant role in this process as students are trained to be employed in different areas of business. The researchers (2017) make a classification competencies as follows;

Generally, there are two types of competencies: generic and specific (Becker 1980). Generic competency is frequently applied to the majority of employment situations (Stasz 1997). Learning environments that focus on both generic and specific competencies prepare students better (Vaatstra and De Vries 2007). According to Boni and Lozano (2007), university teaching should provide the generic and specific competencies of each discipline, as well as offer the means by which students can become responsible citizens... (as cited in Gómez, Aranda and Santos, 2017)

Another reason to develop competence models comes from their benefits. Competence model development has advantages for academic field, private sector and public sector. Staškeviča (2019: 67) shows the main benefits as follows;

<b>Academic field</b>	<ul style="list-style-type: none"> <li>● Development of skills and abilities of students</li> <li>● Improvement of quality and effectiveness of teaching</li> <li>● Process optimisation of the development of standards</li> </ul>
<b>Private business sector</b>	<ul style="list-style-type: none"> <li>● Contribution to the development of an organisation</li> <li>● Basis for the development of a human resources management system</li> <li>● Improvement in company performance</li> <li>● Positive impact on the competitive advantage of a company</li> </ul>
<b>Public sector</b>	<ul style="list-style-type: none"> <li>● Basis for the development of a human resources management system (including reasonable recruitment of officials, remuneration system development)</li> <li>● Reasonable employee assessment</li> </ul>

**Figure 12:** Main Advantages of Competency Model Development

The competence models mentioned in this study are based on a variety of foundations. However, models including varied components, in other words, models with multi-components can be considered as more effective types in translator training. In this same way, Massey (2017: 501) mentions that models with multi-components in translation competence have significant influence on both translator training and the profession.

In his article, Eser (2015) makes an emphasis on translator's competence. Eser (2015) focuses on the educational perspective stating that one of the primary purposes of translation education is to measure and assess the acquisition of translation competence. This also draws attention to the educational procedures at higher education institutions.

Considering the market, Birkan Baydan (2011) puts emphasis on the requirements of the translation sector. Translation education at the university should take the realities of the market into account as well as the theoretical knowledge in the field. However, there is no standard in translation sector as there is still a dominant understanding that anyone who knows a language can translate well. This leads to low quality of the translated products (Birkan Baydan, 2011).

The revision of competence models is also a serious issue in education. For instance, considering today's expectations of translation market, it is not possible to explain translation competence based only on linguistic and cultural competences (Odacıoğlu, 2021). As a result, translator training programs need to be revised periodically in order to meet the demands of the market.

## **2.6. Research on Translation Competence Development and Assessment**

Competence development and its assessment in Translation Studies have taken the interest of the researchers recently. Therefore, it is helpful to examine the studies in this area in order to understand different aspects of competence development and assessment. This section aims to offer a comprehensive examination of national and international studies which have been made so far in related field.

In her study, Akdağ (2019) tries to assess one of the sub-competences forming the translation competence- the translation knowledge sub-competence and the

decision-making ability of senior students enrolled in the Translation Studies Departments. To find answers to the research question “how do translation trainees approach translation tasks?” the researcher replicated the research done by PACTE but for another purpose: to assess the translation knowledge subcompetence and the decision-making ability. In the study, a translation knowledge questionnaire and a translated text provided the data.

In her study Birkan Baydan (2013) explores the development of translation competence with classroom activities. In order to achieve the responsibilities, the translator needs to have certain competencies. The research focuses on problem solving and decision making competency. The researcher designed a classroom activity for undergraduate students in “Introduction to Translation” course. The activity intends to raise students’ awareness of its importance and internalize it through practice. At the end of the study, Birkan Baydan (2013) mentions that the prospective translators recognized the importance of having conscious decisions while solving the translation-related problems. The research also shows us the importance of raising awareness through practice. This study comes from the researcher’s doctoral thesis (2011) which provides fruitful insights to translator training. The study tries to answer two basic questions in translator training: what to teach to prospective translators and how to teach. The theoretical background is based on the principles of social constructivist approach by Donald Kiraly. In addition to the theoretical knowledge, the study (2011) gives us the examples of inclass activities.

Another study was conducted by Li Wu et.al. (2019) in Chinese context. The study was designed as a mixed method research, in which quantitative and qualitative data were collected to investigate translator trainers’ beliefs and training practice. The data analysis from the responses to a questionnaire as well as the interview and classroom observation shows that there were differences between Chinese translator trainers’ beliefs and their training practices. The researchers (2019) found that translator trainers recognised the importance of all the sub-competences of translator competence in general. On the other hand, they focused on developing trainee’s bilingual and translation knowledge sub-competences and marginalised other sub-competences in their training practices.

As mentioned earlier in previous sections, within translation competence research, more specialized competence models have been offered. As an example, Scarpa and Orlando (2017) suggests conceptualization of a model for legal translation competence. It aims to achieve the training and accreditation of highly-skilled legal translators. The model is an integration of EMT model (2009) with sub-competences related to legal translation.

In another study, to develop intercultural competence, Gundula Gwenn Hiller and Maja Woźniak (2009) conducted a number of workshops and training sessions which helped the institution to promote intercultural competence. According to the feedback they have taken, the researchers mention that students at European University of Viadrina have been motivated to think and discuss about interculturalism.

Castillo (2015) has studied investigation of the development of translation acceptability in the process of acquisition of translation competence based on PACTE's model. The study has been designed as an experimental study, which included undergraduate and recently graduated students. The research has showed some evidence of an evolution of the acceptability of translations from the first-year subgroup to the recent-graduates subgroup of the bachelor's program.

Considering the development of translator's intercultural competence, Yarosh and Muies (2011) designed classroom activities. The researchers state that these activities aim to develop two important skills for the translator: visualising and verbalising what the original target culture representative is most likely to visualise or think of when reading a text or hearing a speech (Yarosh and Muies, 2011).

Birkan Baydan's (2019) research on developing textual competence has importance in designing and implementing in-class activities for translation classes. According to the result, a guided and scaffolded translation-oriented text analysis enabled students to be better prepared for the translation of the text. Birkan Baydan (2019: 55) also states that this comes from two reasons; the students had an opportunity to understand and interpret the the story/the text and they also took textual and extratextual clues into consideration which helped them to solve translation problems.

Senem Öner Bulut's study (2018: 36) provides a good example on how to use translation commentaries effectively in translation classes. The researcher's in-class practice encouraged students to take a part in learning process actively and also gave students a chance to use their theoretical knowledge in writing commentaries.

The research on translation competence includes the studies on specific sub-competences as well. For instance, it has been stated in TS literature that culture has been stated as an important issue since the beginning of the discipline (Nida, 1964; Toury, 1978; Vermeer, 1978; Nord, 1988; Lambert, 1991, among others as cited in Olalla-Soler, 2015). In addition, some translation competence models also pay attention to culture as well (Bell, 1991; Kiraly, 1995; Neubert, 2000 or PACTE, 2003, among others as cited in Olalla-Soler, 2015).

In TS research, it can be said that there is a lack of experimental studies in cultural competence research. In order to understand the relationship between culture and translation, empirical research is needed. In the research, Olalla-Soler (2015: 86) offers an efficient design for an empirical research. The study is also important as it constitutes a part of PACTE (Process in the Acquisition of Translation Competence and Evaluation) group's research. Olalla-Soler's article (2015) enables us to see an experimental design which can be conducted for competence development research.

Another research which offers valuable findings on cultural competence has been conducted in English-Arabic context. In his research, Bahumaid (2010) investigates translation competence with an empirical study. The researcher worked with postgraduate translator trainees and the participants tried to translate fifteen culture-specific expressions (English-Arabic). These expressions were used in contextualized sentences. According to the results, the participants showed a low performance in rendering culture-specific expression from English into Arabic. The errors of students mainly came from not having enough knowledge of English culture (Bahumaid, 2010).

Another study which draws attention to the development of cultural competence includes in-class applications by Tükel Kanra (2010). The researcher uses short stories and cultural knowledge is required in translating them. The study has importance in developing a methodological view to develop cultural competence.

In his doctoral research titled “Assessment of the Concept of Competence in Translation Pedagogy”, Oktay Eser (2013) focuses on the issue of assessment in translation competence. As a part of the thesis, a translation competence scale was developed and implemented. The scale was implemented both at the state universities and to the members of translation companies association. In addition to the scale, the researcher also suggest a new sub-competence in translation which is called “managerial competence”. It can be said that this sub-competence is concerned with the skills needed in professional life. Therefore, Eser’s (2013) perspective takes the sectoral skills into consideration. Translator’s competence was summarized by Eser (2013) as in Figure 13.

Another study conducted in Canada is by Mara Reich (2013). The study puts great emphasis on development and application of translation competence. The study was designed as a case study which aims to investigate the subcompetences used by professional translators in translation process and the ways that they differ in novice and experienced translators. Also, the study aims to reveal the perceptions of translators about their use of subcompetences when they work on a translation task. Reich’s study (2013) can be considered as a very significant study since it provides empirical evidence on the use of translation competence by professional translators.

<b>Çevirmen Edinci (Translator’s Competence)</b>	
<b>Çeviri Edinci (Translation Competence)</b>	<b>Yönetim Edinci (Managerial Competence)</b>
-İki dillilik alt-edinci,	- Kavramsal alt-edinç (Conceptual Skills)
-Kültür alt-edinci,	-Planlama (Planning)
-Metin alt-edinci,	-Örgütleme (Organizing)
-Konu alt-edinci,	-Denetim (Controlling)
-Stratejik alt-edinç,	- İnsan ilişkileri alt-edinci (Interpersonal Skills)
-Araştırma alt-edinci,	-Yöneltme (Leading)
-Kuramsal alt-edinç,	
-Araçsal alt-edinç,	

**Figure 13:** Translator’s Competence (Eser, 2013)

In his study, Akalın (2013) tries to put forward the main principles of teaching translation at academic level, namely universities. Based on a comprehensive theoretical background, the researcher mentions that translation competence is made up of 'linguistic competence', 'textual competence', 'cultural competence' and 'pragmatic competence'. In discussing the issue, the researcher also analyzes the aims of translator training at universities in order to justify the components of translation competence offered in the study.

In another study on translation competence, Akdağ (2015) investigates the competence evaluation criteria. The researcher starts by analyzing the conceptualizations by different TS scholars. As the next step, national and international standards were examined in order to understand the needs of the sector. Furthermore, the study includes the analysis of curriculum of Translation and Interpreting Departments in Turkey by referring to Bologna Process. This enables us to make a comparison between the needs of sector and the education at higher education institutions.

Yıldız's (2020) research also contributes to translator teaching by using situated learning in translation education. The research enabled students to perform the translation practice in authentic settings. In the study, undergraduate students visited restaurants in their city and they took notes about the translated menus which needed editing. Yıldız (2020) mentions that as students worked in teams, it also helped them to work in a collaborative way.

Another study by Şahin (2020) also provides us fruitful insights on translation competence. The study focuses on the perception of translation competence in foreign language teaching departments. The study included 430 students from different departments; German Language Teaching, French Language Teaching and English Language Teaching at Gazi University, Hacettepe University and Marmara University. The results of Translation Competence Self-Efficacy Scale showed that the students of the English department had higher self-efficacy perceptions compared to the German and French language teaching students in the total dimension of TC and its subcompetences.

Si Cheng (2017) draws attention to problem-solving skills and relates them to translation competence. Cheng's study (2017) offers a conceptual analysis of TC and its development that regulates the translation and learning processes. The main research instrument was the translation task-based interview performed by a small group of Chinese students from an MA translation programme. The study has importance in providing empirical data. Moreover, the findings put forward new insights to understand TC as follows;

According to the proposed theoretical framework, translation competence includes not only relevant knowledge, skills and attributes, but more importantly, the ability to mobilise them, which is defined as the translation problem-solving ability in this study. The development of translation competence, therefore, can be seen as consisting of two intertwined processes: the accumulation of relevant knowledge, skills and attributes, and the improvement of translation problem-solving abilities, with the latter playing a dominant role...

In her study, Çoban (2013) focuses on the examination of factors that form the skills and abilities of translators and interpreters. Regarding this aim, the researcher explains different approaches to translation by referring to a variety of TS theories and TS scholars. The study has importance in explaining the competences of translation and interpreting with a detailed theoretical background in a comparative way.

Within the context of translation competence, curriculum evaluation studies have also been conducted. For instance, in Türkmen's study (2020), courses of undergraduate level at Sakarya University have been analyzed based on translation competence. The research shows us a detailed analysis of the competences during undergraduate education each year. The study (2020) also includes interviews with the representatives from translation sector.

Another study within the scope of translation competence was conducted in Czech Republic by Stanislava Šeböková (2010). After giving theoretical background on translation competence, the research suggests her own TC model based on existing TC models. In addition, the study includes the examination of target texts (from the field of psychology) produced by 15 participants. These participants were in two groups: Translation trainees and psychology trainee. Similarities and differences among their

target texts were examined and categorized and evaluations were based on error analysis on the products of these two groups.

Considering translation competence, another study by Márta Lesznyák (2008) plays an important role in having both qualitative and quantitative data within the research. The researcher conducted a process-oriented research which constitutes the quantitative part in order to understand the composition and on the development of natural translation competence. For qualitative part, the researcher used Thinking-Aloud and Pair Translation techniques to obtain data on translation processes. These two techniques were used to compare and contrast TA and PT as data collection methods (Lesznyák, 2008). It can be said that using a variety of tools and instruments has made the research rich in providing data to explain translation competence and its development.

Another research on perception of competence was conducted by Khoury (2016) at Aston University in the U.K. As in Lesznyák's (2008) study, Khoury (2016) also adopted a research method which combined qualitative and quantitative analyses. The study has a variety of participants; graduates, translator trainers and employers. The study contributes to translator training in Jordan as it offers detailed data on the issue of competence and how it is perceived. It should also be pointed out that the data obtained from the employers can help to understand the expectations of the market.

Chang (2018) also adopts a multi-method approach in the study where Chinese students' TC was investigated. The study includes thinking-aloud (TA), screen recording and a cue-based retrospective interview. The study focuses on web searching skills which gives us a good example of cognitive translation research. The findings indicate that students had misjudgements during solving a translation-related problem and this contributed not to have successful solutions. Another finding that comes from the study is that students started to learn to crosscheck and used more varied web resources instead of using dictionary-based web resources. Chang's study (2018) also shows that using diversified resources helped translators to enhance their self-concept as translators.

Owatnupat's research (2016) on translation competence also provides a good example of mixed-method approach. The theoretical background of the study comes from Kiraly's social constructivism to translator education, John Dewey's experimental

learning and self-directed learning approach. The researcher designed project-based learning experience. The findings showed that self-directed learning made the learning process more effective and they learned how to carry out a translation project in a competent way. Owatnupat's (2016) suggestion is that this application is convenient especially for translation students undertaking translation courses as part of their second/foreign language degree programmes and students with a low level of self-direction.

As it can be seen so far, the research on translation competence focuses mostly on undergraduate programs. However, a recent master thesis has focused on Applied English Translation programs. In her study, called "describing the place of translation technologies in Applied English Translation programs", Apaydın (2021) tries to investigate the position of translation technologies in Applied English Translation programs. The study has great significance as it provides us data from the lecturers who were teaching translation technologies at the time of study. The researcher used unstructured interviews to gather data.

Apaydın's study (2021) also shows us the beliefs of instructors in Applied English Translation programs. For instance, a participant mentions that he/she only includes translation memory systems in translation technology courses because he thinks that the duration of a two-year program is insufficient compared to a four-year program, and he believes that the mission of a two-year department is not to train translators (Apaydın, 2021: 114). Another participant in the study focuses on simplifying theoretical background in translation technologies courses because of the entry skills of the students. The participant's response supports the purpose of vocational schools which is training semi-skilled workers for a variety of sectors. The response is as follows (Apaydın, 2021: 135);

...I also taught translation courses of English Language and Literature department. There is a gap between them and vocational school students. This is not related to the quality of the university. It may be a mid-level university or a very good university, but there is a big difference between a vocational school student and a faculty student. That's why I'm trying to simplify the resources I have. I skip the theoretical part as a bit more summary. Because you know the student who will come out of us will be in the sector. They will work in the service industry. Yes, so are four-

year-olds, though. Our graduates, for example, can also do secretarial work. They can also work as an English-speaking staff member in public relations (Translation belongs to the researcher).

Şahin's and Kansu-Yetkiner's study (2020) draws attention to the issue of ergonomic conditions of professional translators in Turkey. The study has great importance in terms of designing a course in order to increase awareness about ergonomics. In addition to a nation-wide survey responded by professional translators, the researchers (2020) designed a 12-week course by defining tasks, objectives and instruments. In this aspect, the research is also a curriculum development study in translator training.

The studies mentioned in this part include a variety of topics related to translator training. To give an example, Balkul (2015) focuses on translation technology in Translation and Interpreting (TI) departments. The researcher analyzes the curriculum of TI departments in Turkey and tries to offer a model in teaching translation technology. Furthermore, the thesis has importance in showing the opinions of faculty members towards Computer Aided Translation (CAT) tools. Most of the faculty members in TI departments showed positive attitude in using CAT tools (Balkul, 2015).

In another study, Uysal (2020) draws attention to the importance of certification in translation profession. The study also mentions some problems of translation sector as follows (Uysal, 2020: 3);

- Providing certification conditions for performing the profession,
- Determining the lowest limits in pricing,
- Establishing professional associations,
- Determining ethical and professional rules.

Uysal's (2020: 203) study reveals the fact that the profession of translator lacks or partly lacks main criteria regarding educational activities concerning the profession, professional associations, certification/licensing, practical and ethical standards.

Today, universities offer translation and interpreting degrees not only in English, but also in German, French, Arabic, Russian, Bulgarian etc. According to Uysal (2020: 203), there are 91 departments which provide degrees for translation and interpreting including the universities in Krygyzstan and Northern Cyprus Turkish Republic. At

universities, there are 4-year-programs, namely Translation and Interpretation and 2-year-programs namely Applied English Translation.

In addition to academic studies in translator training research, official reports also enable us to understand the current situation of translators. For instance, according to a report prepared by Prime Ministry of Turkey (2015: 5), the profession of translator contributes to national economy by providing highly-qualified translations. The report (2015: 5) also mentions that the profession has become more significant in recent years with Turkey's EU process.

The report (2015: 6) mentions that those who want to be translators are expected to have the following qualifications;

- To have a high level of general academic knowledge, reading comprehension power, a solid memory and verbal ability,
- To be interested in foreign languages and cultures,
- To be able to use their mother tongue very well,
- To have a competent world knowledge by following international developments closely,
- Willingness to work on written texts for a long time.

Prime Ministry's report (2015: 55) also has significance as it addresses to main problems of translation profession. To give an example, it is stated that graduates of translation and interpretation, translation studies or any foreign language departments of universities in Turkey can start translation offices or work in these offices without any conditions. Due to the lack of professional standards, whether they are competent in the language they will translate or not remains unknown. This situation causes the quality of the translations to decrease. Therefore, people who will perform the translation profession must have a certain qualification to translate in that language.

## **2.7. Curriculum/Program Evaluation at Higher Education**

As this research aims to revise the curriculum of Applied English Translation programs, it is also fruitful to have a deeper examination on curriculum evaluation. According to

Özdemir (2009), curriculum development is a process and it includes various steps namely designing, developing, testing, implementing, evaluating and revising a curriculum. In this process, curriculum evaluation has a significant role in deciding how effective and successful the curriculum is implemented at schools/educational institutions.

### **2.7.1. Key Concepts in Curriculum/Program Evaluation**

In his book “Analyzing the Curriculum”, Posner (1995: 225) mentions that there are varied definitions of the term; curriculum. It may refer to a document for example a content outline, scope and sequence or syllabus or it may also refer to the experiences of students (Posner, 1995: 225). As there are alternative definitions of curriculum, the term “curriculum evaluation” also has a variety of definitions. For instance, it can mean judgment about the educational experiences or evaluating actual outcomes of the educational process (Posner 1995: 225).

In curriculum evaluation process, firstly it is required to clarify the aims of an evaluation (Posner, 1995: 223). Posner (1995: 224) states that decisions about individuals in curriculum evaluation are needed for six objectives: diagnostic, instructional feedback, placement, promotion, credentialing, and selection. In this study’s case, as it is aimed to operationalize the AET programs in Turkey, it can be said that the present study serves more for a diagnostic aim.

Posner (1995: 224) mentions that observations of student performance can be a method for diagnostic purposes. In the present study, students internship reports can be considered as reports of their experiences and observations in workplace. The evaluation can be classified into two main categories as follows (Posner, 1995: 226);

**Formative evaluation** seeks to find ways how to improve a curriculum.  
**Summative evaluation** focuses on making a decision whether to go on using the curriculum.

As it can be seen above, formative evaluation is concerned with improving the curriculum in use. In this sense, as the aim of the present study is to operationalize the

program, namely Applied English Translation, it can be considered as a formative evaluation study.

In terms of deciding what evaluation type to use, it should be noted that Fitzpatrick, Sanders and Worthen (2004: 18) mention the importance of having a balance between these two types by stating the following explanation;

It should be apparent that both formative and summative evaluation are essential because decisions are needed during the developmental stages of a program to improve and strengthen it, and again, when it has stabilized, to judge its final worth or determine its future (Fitzpatrick, Sanders and Worthen (2004: 18).

Ornstein & Hunkins (2004: 328) draws attention to the importance of evaluation by stating "...curriculum evaluation is essential to curriculum development, implementation, and maintenance." They also mention that the definition of evaluation may lead to some conflicts compared to the term assessment. In order to distinguish evaluation from assessment, Ornstein & Hunkins (2004: 328) clarifies the issue as follows;

...assessment narrowly refers to only data-gathering processes aimed at determining how much a student has learned as a consequence of teaching and experiencing the curriculum.

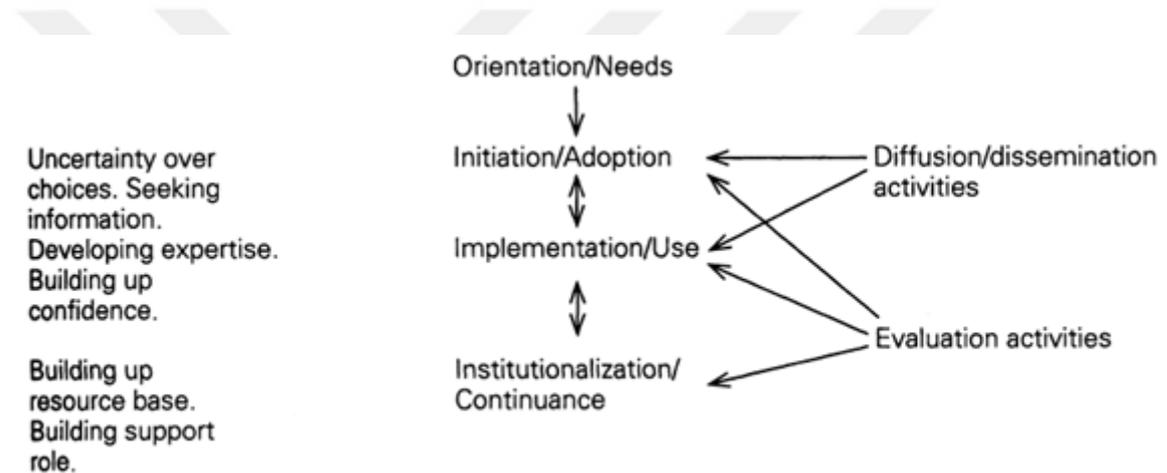
Evaluation processes include whether to continue with the existing curriculum and/or revising it in order to meet the needs of the learners Ornstein & Hunkins (2004: 336). When we consider summative evaluation, it shows us an overall view of the quality of education. In short, it asks a main question "Has the curriculum worked?" (Ornstein & Hunkins, 2004: 339).

In terms of understanding the main points regarding the issues of curriculum development and evaluation in a postmodern period, Patrick Slattery's book "Curriculum Development in the Postmodern Era" (2006) offers a valuable examination. It reveals the fact that curriculum revision may have challenges as well;

Curriculum studies in the postmodern era reminds us that debates about the canon, goals, and objectives of the curriculum, while certainly important to clarifying the content and structure of the educative events

planned by school districts and universities, are of limited value in our efforts to improve education and society. In fact, the competitive nature of these debates engenders futility because it often results in polarization and protracted confrontation (Slattery, 2006 : 292).

Marsh (2004) refers to the change in education by stating that significant changes have taken place in formal education institutions recently. These changes include content, teaching strategies, methods of student assessment etc. (Marsh, 2004: 79). As higher education institutions also offer formal education, changes in these areas – components of a curriculum- can be seen as well. Educational change process put forward ny Fullan (1982) can be seen below (as cited in Marsh, 2004: 83);



**Figure 14:** Educational Change Process (Fullan, 1982 as cited in Marsh, 2004: 83)

It can be seen in Figure 14 that there are 4 phases, namely orientation/needs, initiation/adoption, implementation/initial use and institutionalization/continuation phase. Among these phases, orientation/needs phase can help us to explain for the motivation of revision and development of programs. Marsh (2004: 82) states the issue as follows;

Dissatisfaction, concern, or need is felt and expressed by one or more individuals who seek answers to such dominant questions as:

- What is the problem that is concerning me (us)?
- How and why has it arisen?
- Is it important enough to rectify?
- Do I (we) want to take the necessary steps to overcome the problem?

Fitzpatrick, Sanders and Worthen (2004) also mention that trying to answer some main questions is the central task of program evaluation. They (2004: 4) exemplify these questions as follows;

- Which programs are working well? Which poorly?
- What are the programs' relative costs and benefits?
- Are some parts contributing more than others?
- What can be done to improve those parts of the program that are not contributing what they should?

When we consider the structure of the present study, it is fruitful to distinguish evaluation and research. Fitzpatrick, Sanders and Worthen (2004: 6) state that significant distinctions can be found between evaluation and research. They differ in purpose, who sets the agenda, generalizability of results, criteria and preparation processes of researchers and evaluators (Fitzpatrick, Sanders and Worthen, 2004: 6-7). However, the researchers also mention that evaluation and research can overlap; for example an evaluation can offer insights to understand laws and theories in various fields.

Gredler (1996: 85) mentions that for a number of stages during evaluation process, feedback from individuals can be very useful. Among these individuals, there are teachers, students, managers and other stakeholders. They can offer valuable data/input to evaluation process. On the other hand, it may not be possible to make use of all possible resources. To explain this issue, Posavac and Carey (2003: 78) suggest that the data sources are linked to the cost of gathering data, the size of program and time available for evaluation process. It should also be noted out that a variety of measures can help us to have more objective results. In the present study's case, it can be said that as internship reports show the experiences of students, they can be considered as a good data source and it has been supplemented by different data collection tools as well.

The internship reports of AET students can be considered as records of the program. In such a case, confidentiality must be taken into consideration while working with them. Posavac and Carey (2003: 76) states that if such records are released, it

could give harm to the program participants. Furthermore, it may lead to legal issues due to the lack of sufficient precautions while working on the records.

### **2.7.2. Curriculum/Program Evaluation in Translator Training**

After pointing out the main issues in curriculum and program evaluation, it is useful to mention the evaluation of translator training programs. In his book “Becoming a Translator”, Douglas Robinson (2003) asks a main question in translation teaching, “How best to bring student translators up to speed, in the literal sense of helping them to learn and to translate rapidly and effectively?” Indeed, the issue of teaching effectively has become a fundamental topic in education including translator training. However, there is also a need to revise the current programs to equip prospective translators with necessary skills in translation sector.

In the same way, İnce and Bengi-Öner (2009) state that for an effective translation training, the only way is to equip students with necessary competences in the field. By competence, they (2009) mean having the command of both SL and TL as well as source and target cultures. As language and culture are constantly changing, prospective translators should know how to research.

Kiraly (2000) also states that translator training needs to be revised as the needs in the profession change. The developments and changes in technology, globalization and people’s lives makes translator trainers to rethink about preparing future translators for the profession. Consequently, curriculum revision on regular basis becomes a fundamental issue in translator training.

It should be noted that curriculum evaluation has gained importance with the skills needed in 21st century as the world has experienced great changes with globalization. Consequently, in order to train student in accordance with demands of the 21st century, countries all over the world endeavor to design their curricula in a way that they meet the requirements of the 21st century (Nieto, 2000; Cogan and Morris, 2001; CSCENPA, 2007; as cited in Tutkun, 2010).

As the evaluation of a degree program is a serious issue, a variety of stakeholders take part in the process. For instance, Seymen and Selcen Aslan (2019) draws attention to updating translator training according to the needs of the translation

market. At that point, they mention the co-operation between the universities and translation associations. To give some examples, ÇİD's program called ASİP organized useful events on marketing in translation, the use of terminology, quality in translation etc. These events has utmost importance for facult members to understand the needs of the sector. This helps faculties to update their programs to meet the demands of the market. Another association in Turkey, ÇEVBİR, also organizes translation workshops which help prospective translators to understand the translation processes better. In addition, they organize workshops on translation ethics and rights to inform the translation students about publication issues (Seymen and Selcen Aslan, 2019).

Alimen and Öner Bulut (2020) also draw attention to the issue of revising translator training programs in order to meet the demands of translation sector. Regarding this issue, they (2020) suggest that technical writing practices and research should be included in translator training programs. This suggestion shows us that translator training should come up with the needs of the current needs of sector. Supporting this view, Öner and Öner Bulut (2021) state that translator trainees should be supported with the skills needed in the machine translation age. They (2021) also mention the importance of updating the curricula as follows;

Critically reflecting on the existing practices in the global language and translation services sector and updating translator training curricula have always been regular tasks for researchers and trainers. Especially the advances in the field of MT in the last decade challenge translator training.

## **2.8. Translator Training in Turkey: A Historical Overview**

In order to understand the current status of translator training and education both in associate and undergraduate degrees in Turkey, it is useful to examine the historical background of translator education at higher education institutions.

Considering the fact that Ottoman Empire had strong relations with many countries in different continents, the historical data shows us that the act of translation has a long history in Turkey. Eruz (2010: 63) mentions that in 15th century, there were

a great number of translators in borders, seaports and Divan-ı Humayun which was the managerial center of the empire. Ottomans had translational departments as well. For instance, Translation Office in Ottoman Empire (Turkish: Tercüme Odası) functioned as an organ that managed the official correspondence with foreign consulates in the 19th century (Eruz, 2010).

When we think about a more scientific perspective, it can be said that after the publication of Holmes' seminal paper (1988), Translation Studies had a big step towards becoming an independent field of study with the following publications and journals on translation. As a result, the emergence of this relatively new field enabled the opening of translation and interpreting programs in Turkey as well as around the world. The perspective on the translation profession has begun to change and the translation profession has taken on a professional identity that requires certain skills, not as an amateur occupation (Yazıcı, 2010: 191).

Translation education started as a part of the curriculum of foreign language departments (e.g. English Language and Literature) at higher education institutions in Turkey. As Akbulut (2004) mentions, different departments had a number of both theoretical and applied courses related to translation. The first "Translation and Interpreting" departments (4-year-programs) were set up at Boğaziçi University and Hacettepe University in the early 1980s. According to Akalın (2013), the first translation and interpreting departments can be seen as follows;

- Boğaziçi University (1983-1984 - English)
- Hacettepe University (1983-1984 - English)
- Yildiz Technical University (1992-1993 – French)
- Bilkent University (1993-1994 – English and French)

As it can be seen above, beginning from 1990s, universities started to offer translation education different than Turkish-English language pairs. In addition to Yildiz Technical and Bilkent University, İstanbul University also started to offer Translation and Interpreting in German language in 1994-1995 academic year (Bildik, 2015).

After the flourish of undergraduate programs, universities started to offer translation education at different levels. For instance, a graduate program started at Hacettepe University in 1991-1992 academic year. In the same year, Boğaziçi University started to offer Conference Interpreting master program but this program didn't accept students after one year because of lack of academic staff. In 1993-1994, Boğaziçi University (Written Translation Master Program) and İstanbul University (Translation Studies Master Program) accepted their first master students. Furthermore, the first PhD program was set up at Boğaziçi University in 1994-1995 academic year (Bildik, 2015). Considering the postgraduate programs, Bengi (1992) offers a master program for translation studies departments. The program design was based on the needs of the translation sector at that time. Bengi (1992) mentions that program suggestions should be put forward after describing the current situation. Otherwise, it won't be possible to have functional programs as they are not prepared based on the actual needs. It can be said that such a perspective shows us the importance of equipping prospective translators with the skills needed in translation sector.

In Turkey, translator training has started to gain significance as translation studies departments were opened at universities. As a result, translator training has an academic perspective (Şevik and Gündoğdu, 2018). Şevik and Gündoğdu (2010) also mention that the students of TS departments need to acquire knowledge of language, text, culture, theory and methods. All of these are the necessary components of translator training and need to be acquired by prospective translators.

While these developments were taking place with a focus on Translation and Interpreting departments, a two-year program, namely Applied English-Turkish Translation, was set up at Bilkent University in 1993.

Karavin Yüce's study (2018) is among the studies which focus on Applied English and Translation departments. The study examines the curriculum of these programs and the results show that a number of components of Vocational Qualification Authority of Turkey. This result also shows that two-year programs don't meet the requirements of VQA of Turkey and a revision for these programs can make them more functional.

Another study which discusses the status of Applied English and Translation programs were conducted by Ersoy, Şahin and Türkmen (2017). This study draws

attention to the growing number of the programs (both four-year and two-year translator training programs) and consequently, the quality of education is questioned.

It should also be emphasized that translator training has a dynamic structure just as other educational programs. At that point, the function of curriculum evaluation can be put into practice to revise/develop the program according to needs of various stakeholders. In his article, Balkul (2021) shows the importance of this issue by stating that curriculum evaluation requires continuity and identifying the various sides of the program that need improvement will lead to eliminate the deficiencies. As a result, the quality of the program will increase.

In short, translator education has become an area carried out in higher education institutions, where theory and practice support each other. Translator candidates have more conscious behaviors by learning the theories. In this respect, translator candidates comprehend the decisions taken during the translation process more comprehensively, their awareness increases and they are protected from random decisions before and during translation processes (Akbulut, 2004: 68). As Yazıcı (2010: 191) mention translator training is a department based on scientific foundations which combines theory and practice rather than translation activity.

### **3. METHODOLOGY**

This chapter presents the issues regarding research methodology used in the study. These issues are mainly research model, participants, data collection tools, data analysis and research schedule.

#### **3.1. Research Model**

In this study, it has been aimed to find out Applied English and Translation students' experiences during their internship in different workplaces and reveal the opinions of representatives from different sectors on AET students considering the qualifications needed in various sectors. Based on the data analysis of these procedures, a focus group interview has been organized to draw a framework and offer suggestions for AET programs and evaluate AET programs based on the findings of the study. To achieve these aims, the research has been designed as a qualitative study including different qualitative data collection tools and data analysis methods. As Creswell (2012: 18) states, in qualitative research, researchers analyze words or pictures to describe the main phenomenon examined in the study. The result may be a description of individual people or places.

Qualitative research has a variety of types such as ethnography and phenomenology. As for the present study, a case study research was conducted. Patten and Newhart (2018: 174) mention that it is possible to define a case in different ways. For instance, a family, a village or an organization can be considered as cases. According to another definition offered by Vandertoep and Johnston (2009: 209), a case can be defined as an integrated system whose parts may not be working well. However, it is still considered as a system. These system can be exemplified as organizations, corporations, an ongoing support group or a group of students. In the present study's case, Applied English Translation program can be considered as a case.

To understand the reason of designing the present study as a qualitative research, it is fruitful to mention that qualitative data collection tools offer researchers rich data and with the use of interviews and focus group interviews, the researchers give voice to

the participants (Patten and Newhart, 2018: 114). Therefore, such tools have been used in the present study to have a better understanding of the participants.

### **3.2. Sampling and Participants**

As it has been explained in the previous section, the present study is a qualitative study. In qualitative studies, the researchers do not depend on numerical or statistical data. However, researchers focus on the direct experiences of participants through observations and interviews (Patten and Newhart, 2018: 101).

Considering the sampling method, there are a variety of methods in research methodology which can be categorized as probability and nonprobability sampling. One of the nonprobability methods which is widely used in qualitative research is purposive sampling (in some sources, it is also called as judgmental sampling). While using this method, the researchers choose participants who they think will be good sources of information. It should be also noted here that in qualitative research, as the data is collected, the researcher can encounter with the situation that no new data is emerging. This concept is called data saturation. Consequently, data saturation can be a factor while determining the number of participants (Patten and Newhart, 2018: 100, 101).

In the present study, the participants have been determined according to the research questions of the study. With relation to the this issue, the researcher has chosen participants who will provide rich data (views, opinions, suggestions etc.) on the topic. Therefore, it can be said that a purposive sampling method has been used. This has enabled the researcher to have more reliable and rich data on the topic. The participants are explained in detail below;

41 students who completed their internship practices in a variety of sectors have been included in the study to understand students' experiences during internship. Before getting access to internship reports, firstly the reseacher took permission from Istanbul Medipol University Vocational School of Social Sciences as Applied English Translation program is a part of this vocational school. After that, an e-mail which informs the students about the research and ethical issues were sent to the students. 46 students replied to the e-mail and stated that their internship reports can be examined. As the last step, the researcher applied for permission from Ethics Committee of Social

Sciences Research at Istanbul Medipol University and the committee found the research ethical (For the committee decision, see Appendix 4). It should be noted here that the title of the study was changed after having the committee approval. Therefore, the former name of the present study is seen on the document.

To learn the opinions of representatives from different sectors on the qualifications and employment of associate degree graduates, interviews will be held with open-ended questions. The participants for interviews will be selected according to their positions in their workplaces and their experiences with interns from AET programs. The interviewees can be categorized into two groups;

- Managers from various fields where English skills are needed,
- Human resources specialists.

Faculty members with an experience from translation sector and/or working on translator training field have been brought together for a focus group interview (FGI). The interview aimed to look for further ideas and steps to increase the functionality of Applied English Translation programs. The expert group of faculty members who participated in the interview have been asked for suggestions to revise the AET associate degree program to increase its functionality. All of the faculty members attended the focus group interviews voluntarily. The FGI took place both in person and online as some participants couldn't attend in person.

As ethical issues have utmost importance in scientific research, it must be mentioned that for both semi-structured interviews and focus group interview, the researcher applied for permission from Committee of Scientific Research and Publication Ethics at Istanbul 29 Mayıs University and the committee found the interview questions ethical (See Appendix 5 for the committee decision).

### **3.3. Data Collection Tools**

The study has included different types of data collection tools and they have been chosen in accordance with the research questions of the study. As Creswell (2012: 212) mentions, the research questions play an important role in identifying what qualitative

data collection tools the researchers will use. Creswell (2012) explains this significant issue in research methodology as follows;

In qualitative research you pose general, broad questions to participants and allow them to share their views relatively unconstrained by your perspective. In addition, you collect multiple types of information, and you may add new forms of data during the study to answer your questions. Further, you engage in extensive data collection, spending a great deal of time at the site where people work, play, or engage in the phenomenon you wish to study. At the site, you will gather detailed information to establish the complexity of the central phenomenon.

In a qualitative study, researchers may use one or more types of sources simultaneously. The following categories can be considered as main types qualitative forms of data;

- Observations,
- Interviews and questionnaires,
- Documents,
- Audiovisual materials (Creswell, 2012: 212)

Based on the qualities of a qualitative research mentioned above, this research includes internship reports of students in various sectors, semi-structured interview questions and focus group interview questions that reflect the opinions on developing a framework and suggesting a curriculum revision for Applied English Translation programs in Turkey.

### **3.3.1. Internship Reports**

In qualitative designs, qualitative documents are investigated by researchers as documents can offer valuable data to the researchers. These can be public documents such as newspapers and reports and/or private documents such as personal notes, diaries etc. (Creswell, 2014: 1901). In the present study, intership reports can be considered as private documents as they include the observations and experiences of students during their internship practices.

As it has been pointed out earlier, to understand the experiences of associate degree students during their internship in translation companies, students who have had an internship process in translation companies have been included. The reports have been obtained from an Applied English Translation program located in Istanbul, Turkey. As an initial analysis, students' experiences in translation companies have been analyzed. Furthermore, after the examination of more internship reports, it was found out that most of the students completed their internship practices in a variety of sectors. This revealed a need for a further analysis which includes different sectors. A qualitative document analysis has been made on these students' internship reports. A total number of 66 internship reports have been obtained. However, it was found out that 25 of the reports don't offer valuable data because of the following reasons;

- They were too short and had repeated sentences,
- Some students had internship in language teaching sector. As this research doesn't focus on language teaching, they were excluded.

The internship reports were included in the study to understand the experiences of students in different sectors. In their article, "Translator education in Poland and Ukraine: does the academia vs industry gap persist?", Marczak and Bondarenko (2021: 5) mention the importance of internships as they provide the students significant experience. The researchers (2021: 5) also point out that a more individualized way of internship can enable companies to have closer relationships with universities. Consequently, it can be said that the way universities organize their internships has to be considered according to their aims and local features.

Marczak and Bondarenko (2021: 1) also state that a variety of stakeholders in translation including scholars (Chesterman and Wagner 2002; Drugan, 2013; Orlando, 2016), translation teachers (Milton, 2004) and professional translators (Bondarenko, 2015) report the problem of having a gap between the sector and academy (as cited in Marczak and Bondarenko, 2021: 1). As the present study tries to include sector representatives and faculty members, it contributes to strengthen the ties between sector and academy. The literature also mentions the importance of the relationship between sector and academy. Therefore, more research needed regarding the issue.

### **3.3.2. Job Search Engines**

Job advertisement are significant tools that companies use to attract talented employees. Basic functions of job ads can be listed as informing prospective employees about job posts and convincing them to apply for the job (Alnaçık, 2016: 161).

When we examine the literature review for job advertisements, research shows that they can be useful in identifying the requirements for a job. In addition, they also help researchers to find out the roles of different positions. For instance Karakaya Şatır, Erendağ Sümer and Gök Demir's (2018: 115) research named "An Evaluation on Public Relations Profession through Online Job Advertisements" shows that public relations practitioner roles are not reflected on job advertisements. Consequently, a debate on perception of the profession has started. In another study, Akyıldız (2019) has made a comprehensive research on job advertisements and the research has evaluated job adverts according to national vocational standards. Some researchers tried to integrate the analysis of job advertisements into curriculum. For instance, Çelik and Aydın (2016) offers a "Dynamic Curriculum Model based on Jobs Advertisement". Therefore, job adverts are considered to offer valuable data in understanding the requirements of various sectors.

In their research Pacheco do Vale, Nunes and Carvalho (2018: 85) analyzed job advertisements on a number of websites in Brazil. In the research, they used specific terms and filters to have a better result. In the present study, specific terms and filters have also been used to narrow down the results.

As understanding the needs of the sector has great importance in training well-equipped professionals, job advertisements have been analyzed in the study as well. In this study, three employment websites that serve in the recruitment market and selection of employees have been used to gather data. These websites are considered to be proficient and to provide well-written job descriptions and qualifications.

### **3.3.3. Interviews with Various Stakeholders**

In this study, another qualitative data collection tool is interviews with sector representatives. In a qualitative interview, the researchers ask participant(s) general,

open-ended questions and record their answers. As the next step, the researcher transcribes the recordings and types the data into a computer file for analysis (Creswell, 2012: 217).

In the present study, interviews have been chosen for several reasons. First of all, as the interviews are usually face-to-face, they offer rich responses to the researchers. The nature of interviews also enable the researchers to take notes on intonation, facial expressions etc. Secondly, recording the interviews allows researchers to take more notes on interviews. Thus, the researchers have an opportunity to listen to the interviews repeatedly (Patten and Newhart, 2018: 162).

Confirmation of the interview questions by asking for the expert opinion is also an important criterion in terms of the the reliability of the research. Regarding this issue, three faculty members were asked for expert opinion. Another criterion that increases reliability in qualitative research is that the views/opinions of the participants are shown directly in the findings section. For this reason, the opinions of the participants were shown in findings section by providing direct quotes of the participants (Yıldırım and Şimşek, 2013).

It should be mentioned that there are a number of options for semi-structured interviews. The interviewees participated in the present research are below;

- Sector representatives (managers from different sectors),
- Human Resources Specialists.

#### **3.3.4. Focus Group Interview with Faculty Members**

Focus group interviews (FGIs) provide rich data to the researchers especially when there is only one chance to collect data. In FGIs, the participants engage in group discussions with the help of questions and answers. FGIs usually include six to ten participants guided by a moderator. At this point, research questions have a role in determining the number of FGI participants The (Vandertoep and Johnston, 2009: 235). The effect of this issue can be described as follows;

When the issue is complex, Krueger (1994) recommends that you have no more than seven participants in a focus group (as cited in Vandertoep and Johnston, 2009: 235).

As an alternative option to individual interviews, FGIs have a number of advantages over interviews. The first and leading advantage is the opportunity of having a group interaction. As Vandertoep and Johnston (2009: 235) suggest, the synergy of the group can reveal the ideas and provide information which can't be put forward by individual interviews. Based on the research methodology literature, the advantages of focus group interviews can be summarized as follows (George, 2012);

- FGIs provide a non-threatening environment to participants.
- Large amount of data emerges as FGIs focus on the ideas of every participant,
- Synergy of group interaction supports the emergence of a variety of ideas,
- Collective discussion reveals further ideas which may not be revealed by individual interviews.
- Compared to individual interviews, FGIs are time and cost saving practices.

To operationalize Applied English Translation programs and reveal the opinions of faculty members, a focus group interview has been designed and implemented. There were six participants whose academic interest was translator training. Before the focus group interview was held, the researcher searched for faculty members whose publications and/or experience included translator training at undergraduate programs and/or associate degree programs. The FGI was planned as a one-session-interview and the participants were informed by the researcher about the details (date, duration, content etc.). The focus group interview brought a variety of faculty members from various universities. The opinions of participants were analyzed in detail by using qualitative data analysis methods.

The focus group interview took place at Istanbul 29 Mayıs University in Translation and Interpreting Department's meeting room. There were two online and four face-to-face participants in the meeting room. The focus group interview lasted 2 hours and 30 minutes. The interview was recorded with the permission of participants. The steps in designing FGI can be seen below;

### *Focus Group Interview (FGI) Design*

The aim of the FGI: To discuss translator training with a focus on Applied English Translator programs in Turkey and to offer solutions for problems encountered specifically to these departments.

Place and time of the FGI: The FGI was held on May 31, 2022 at Istanbul 29 Mayıs University which is located in İstanbul/Turkey..

Duration of the FGI: The FGI was completed in 2 hours and 30 minutes in total.

FGI preparation process: Lecturers working in the field of translator training and sector representatives were invited to the FGI. The FGI was held both in person and online.

The content of the FGI program: The FGI was designed in a unique way considering the training of translators in Turkey.

Evaluation of the FGI results: At the end of the FGI, a report was prepared in line with the opinions of the speakers.

### **3.4. Data Analysis**

The data analysis process will include qualitative analysis procedures. Suggested data analysis procedures are document analysis, content analysis and descriptive analysis of interview reports and focus group interview.

In qualitative analysis, document analysis is a method used to investigate documents. In other words, document analysis is the examination of written materials containing information about the case or cases that are aimed to be investigated. In the descriptive analysis phase, the findings are organized and interpreted and presented to the reader (Yıldırım and Şimşek, 2013). For the analysis of internship reports, it was found convenient to use this method.

Regarding the qualitative data which come from interviews, there are a variety of approaches. According to Creswell (2014) there are three steps in analyzing the qualitative data;

- preparation and organization of data for data analysis,

- data coding and forming the themes by combining the codes and the shape of the data,
- present in a table or discussion.

Miles and Huberman (1994) mention that there is not a standard format in analyzing the qualitative data. They (1994) state that the format is more optionally created and reviewed. This may depend on the nature of the research considering the research questions or aims of the study.

In qualitative analysis, descriptive analysis is another way of analyzing the data. In descriptive analysis, quotations from the participants of semi-structured interviews and focus group interview were given to clarify the significant points. In the case of present study, data from interviews were analyzed by emphasizing the significant responses of the participants and they were described with direct words. At the end of each part of analysis, the findings were summarized in tables.

### 3.5. Research Schedule

The proposed study had the agenda as follows;

<p><b>Step 1</b> <b>December</b> <b>2019-June</b> <b>2020</b></p>	<ul style="list-style-type: none"> <li>• Literature Review,</li> <li>• Having Access to online and printed resources,</li> <li>• Designing the research process in detail,</li> <li>• Choosing data collection tools</li> </ul>
<p><b>Step 2</b> <b>July 2020-</b> <b>January 2021</b></p>	<ul style="list-style-type: none"> <li>• Having Access to Internship Reports (Ethics Commission Approval),</li> <li>• Analysing the data from Internship Reports</li> </ul>
<p><b>Step 3</b> <b>February</b> <b>2021-July</b> <b>2021</b></p>	<ul style="list-style-type: none"> <li>• Analysing Job Search Engine Results,</li> <li>• Getting prepared for the Interviews,</li> <li>• Deciding on Participant Selection, Venue etc.</li> </ul>

<p><b>Step 4</b> <b>August 2021-</b> <b>December</b> <b>2021</b></p>	<ul style="list-style-type: none"> <li>• Interviews with representatives from various sectors and human resources specialists</li> <li>• Getting prepared for the Focus Group Interview,</li> <li>• Participant Selection for the Focus Group Interview, Venue etc.</li> </ul>
<p><b>Step 5</b> <b>December</b> <b>2021 –</b> <b>February</b> <b>2022</b></p>	<ul style="list-style-type: none"> <li>• Analysis of interviews,</li> <li>• Preparation for Focus Group Interview with Participants from Different Universities,</li> </ul>
<p><b>Step 6</b> <b>February</b> <b>2022-May</b> <b>2022</b></p>	<ul style="list-style-type: none"> <li>• Analyzing Focus Group Interview</li> <li>• Program Evaluation/Suggestion based on the analysis of all data (Document Analysis, Interviews and Focus Group Interview),</li> <li>• Offering an Alternative Framework for AET Programs</li> </ul>

## 4. FINDINGS

This chapter aims to present the findings which have been obtained through the data analysis procedures. Each sub-heading is presented in accordance with the research questions. For research questions please see Part 1.3.

### 4.1. Findings Related to Student Internship Reports

The first research question of the study is “*What are the experiences of associate degree students during their intership in different sectors?*”. In order to gather data to understand the experiences of associate degree students in Applied English and Translation departments, the researcher reached the internship reports of the students at a private university located in Istanbul. Each student had internship practice which lasted for 30 days. Therefore, the reports are thought to offer valuable data to reveal the experiences of the students in various sectors. The students have a variety of places including translation offices, hotels, import and export companies etc. where they completed their intership practices. As an initial step, 12 internship reports of students who completed their intership practices in translation offices have been included in the study.

#### 4.1.1. Intership in Translation Companies

The students’ experiences mentioned in the reports have been analysed and coded. As Creswell (2012, 243) states, coding is the process of segmenting and labeling text to form descriptions and broad themes in the data. Students have been named as S.1., S.2. etc. as it can be seen in Table 4. After examining the internship reports, it was found convenient to analyse the experiences of students in two categories; translation-related duties and other duties at workplace.

<b>Student No.</b>	<b>Translation-Related Duties</b>	<b>Other Duties at Workplace</b>
S.1.	Diploma, ID register copy, warrant of attorney, tax board, court file, birth certificate, product safety form, passport, instructions about aviation, contract of a football player, interpreting in the presence of a notary	Training on work management, qualifications of certified translator and terminology, Proofreading, checking the translated texts
S.2.	Passport, authorized signatures list, vehicle contract, annual income tax, deed of consent, suspension of study, contract of service, residence permit, criminal record, diploma, transcript, tax board, marriage certificate, driver's licence	
S.3.		Organization of images and figures on Paint, organization of texts on Trados, checking translated texts on chemistry, training on terminology (chemistry and telecommunication), observing how translators used Trados, revising translated texts in terms of punctuation, training on patent texts
S.4.		Training on; Translation sector, notary approval, different types of translation and interpreting
S.5.	Invoice, advertisement of a hotel, petition, medical analysis report of a food, contact, medical reports, transcript, declaration of conformity (EU).	Reading translated texts and articles about translation, training on Nubuto

S.6.	Biopsy report, medical report, commercial contracts	Examination of translated texts on health, trading, subtitling, medical operation report, organising documents on MS Word
S.7.	Passport, ID, residence permit, diploma, driver's licence, marriage certificate, CV	Office work (cleaning, photocopying, serving beverage), taking documents to notary
S.8.	ID register copy, medical report, graduation certificate, commercial contract	Observing the workflow, typing on MS Word
S.9.		Training on; Translation sector, notary approval, different types of translation and interpreting
S.10.	Insurance certificate, diploma, producer certificate, invoice, declaration of conformity, membership contract, real estate consulting document, business letter, tax board, tax obligation document	Training on MateCat, revising the translated texts (punctuation)
S.11.	Commercial texts, legal texts (texts from consulate – country not mentioned)	Observing the workflow, examination of translated texts, meeting with clients, training on the qualifications of a translator and how to start a translation office
S.12.	Insurance text	Observing the workflow, studying insurance terms and translated texts, learning about translation software (MateCat), sending e-mails, communicating with clients in English, taking documents to notary approval.

**Table 4:** Students' duties in translation offices during their intership

As it can be seen in Table 4, students' experiences in translation offices during their internship practices vary. For instance S.1., S.5., S.6., S.7., S.8., S.10., S.11. and S.12. have both translational and other kind of duties. However, S.3., S.4. and S.9. didn't have any duties which include translation activities. Lastly, S.2. only had translation-related duties but no other duties have been involved in his/her experiences.

When the contents of "translational duties" and "other duties" in Table 4 are examined, translation-related duties can be grouped in 3 categories,

- health reports,
- legal documents such as IDs, passports, diplomas etc.,
- commercial papers such as contracts, invoices, business letters, tax boards etc.

As other duties include a variety of tasks and actions, it is also beneficial to group the content of it. These duties can be grouped as follows,

- Use of software such as MS Powerpoint, MS Word, Paint
- Office work such as cleaning, taking care of some documents, sending e-mails,
- Use of translation related tools such as Trados, MateCat,
- Training on a number of topics such as translation sector, qualifications of translators and certified translators etc.

Students' experiences also offer valuable data on the problems students have encountered during their internship practices. For instance, S.4. states that,

All day we learned about simultaneous translation. We tried to practice this type of translation but we couldn't succeed.

S.4. also mentions that they had difficulty in some specific types of interpreting. One example can be seen as follows,

... we went on learning about consecutive interpreting... we tried to practice it with some Youtube videos but as we didn't have enough language skills, we had a great difficulty in consecutive interpreting and we got confused.

Another student – S.1. - also mentions the difficulty of translating some specific terms in the source text as follows;

I translated safety data sheet of a chemical product. Such kind of sheets are called 'MSDS'... I had great difficulty in translating this form; especially with chemical and biological terms. As there were some formulas too, it was really hard. While revising my translation of the form, they found a lot of mistakes. It was my first MSDS. I believe that I'll improve myself.

Along with students' experiences, the internship reports also reveal the situation of the translation sector. It can be said that some translation offices may not be doing well as a business. To give an example, S.11. stated for different days that,

I went to the office at 9:30 a.m. We didn't have anything to do until 1 p.m. At 1 p.m. someone called the office and sent us a diploma. I observed the translator while she was translating this diploma...I reached the office at 8 a.m. I had a short chat with Mr. X at the beginning of the day. He told me that there was not much work these days. After that I helped the translator to complete some unfinished work...

Another significant example comes from the experience of S.12. The intern stated that for many days nothing considerable happened during the day. As it can be seen from the examples, some translation offices didn't have much work and the interns left the workplace early or they studied in the office. Some of the examples can be seen as follows,

I tried to learn the workflow. The boss sent some e-mails to the translators. He sent me back home early... I only revised what I learned in the class. I didn't do something else. There was no work.... I can't say that I did much work. I went on observing the workflow. It was a calm day. The boss closed the office early.

It can be understood from some reports that students got used to the workflow of the places where they had their internships. To give an example, this improvements can be seen in the report of S.1. The intern explains it towards the end of his/her intership practice as follows;

Today is the 27th day of my internship. Most of the things are running smoothly for me. I did daily routines such as taking documents to the notary for approval. After that, I translated three passports. After that, I took their printout and stamped.

As it was mentioned in the limitations part, when the internship reports were examined, it was also found out that most of the students had their internship in different sectors. These sectors included tourism, import and export, healthcare services etc. Therefore, it is also useful to analyze the experiences of students in different sectors as they may provide useful insights on understanding the possible skills that they needed.

#### 4.1.2. Internship in Various Sectors

As a second step, to have a deeper understanding of students' internship experiences in various sectors, 29 intership reports were examined and analyzed. The number of internship reports and their sectors can be seen in the Table 5 below;

Name of the Sector	Number of Interns
Tourism	11
Industrial Services	4
Transportation	3
Medical Services	2
Educational Services	2
Real Estate Industry	2
Governmental Institution	1
Cosmetics	1
Law	1
Accounting	1
Printing	1
<b>TOTAL</b>	<b>29</b>

**Table 5:** Number of Interns in Various Sectors

Considering the numbers in Table 5, it is seen that a total number of 29 students completed their internship practices in 11 different sectors. A significant number of students were in tourism sector as interns. Following this sector, industrial services can be considered another major sector compared to the others. A qualitative analysis on students' experiences was conducted in two categories: sector-related duties and translation-related duties.

<b>Student No.</b>	<b>Sector</b>	<b>Sector-Related Duties</b>	<b>Translation-Related Duties</b>
S.13.	Medical Services	Attending business meetings and taking notes, welcoming international business partners, preparing offer letters, visits to factories	Translating e-mails, offer letters, contracts
S.14.	Cosmetics	Meetings about catalogues, writing e-mails in English, Welcoming international guests, preparing documents about orders, organizing documents about customs	Attending business meetings as an interpreter, translating price lists
S.15.	Tourism	Informing international customers, visits to business partners (hotels), replying customer request mails, making lists of hotels in particular areas	Translating e-mails into Turkish, translating reservation approval mails,
S.16.	Tourism	Informing tourists about the services, selling tickets, handing out brochures, helping tourists.	
S.17.	Governmental Institution	Reading and summarizing international news, reading and summarizing articles,	Translating news into English, texts on social adaptation, e-mails, United Nation (UN) texts,

		attending seminars	reports
S.18.	Industrial Services	Orientation on logistics, welcoming international guests, organizing and delivering documents, registration of lorries, checking orders, text editing on MS Word.	
S.19.	Industrial Services	Preparing powerpoint presentations to introduce products, checking English version of company's website, taking photos of products and sharing them on social media accounts of the company, having phone calls with international customers	Translating mails of thanks, apologies, price lists, business mails, translating the promotional video of the company
S.20.	Industrial Services	Checking e-mails, , having phone calls with international customers, editing on MS Excel, taking photos of products and sharing them on social media accounts of the company, preparing invoices, having training on franchising	Translating a brochure
S.21.	Real Estate Industry	Training on occupational health safety, archiving, preparing reports in English and Turkish, attending a teleconference with business partners from different countries	Checking the translation of English version of company's website, translating the annual report

S.22.	Tourism	Informing tourists about directions and places in the city, handing out brochures	
S.23.	Medical Services	Welcoming the international patients at the airport	Interpreting the patient's complaints
S.24.	Industrial Services	Selling products to international customers, organizing and cleaning the shop, packing products, informing international customers about the products	
S.25.	Tourism	Selling tickets, informing tourists about the museum, selling souvenirs, guiding the tourists in the museum	
S.26.	Educational Services	Learning visa documents, checking visa documents, learning the UK education system, organizing files	Translating letters of intent, e-mails, sponsor forms
S.27.	Tourism	Making reservations, answering phone calls, check in & check out procedures, archiving bills & documents, activating room cards, entering ID information on software	
S.28.	Transportation	Organizing files, checking e-mails, copying files,	Translating a recruitment form, petitions, e-mails and a book about navigation
S.29.	Tourism	Checking e-mails, answering international phone calls, guiding international guests in the hotel, using software on hotel management	Translating a brochure

S.30.	Printing	Attending business meetings and taking notes, organizing the documents and folders, teaching Business English	Translating an interview from a magazine, e-mails, translating a catalogue and texts on finance
S.31.	Tourism	Informing tourists about directions and places in the city, handing out brochures, preparing travel plans for tourists	
S.32.	Tourism	Training on occupational health safety, taking photos of products and sharing them on social media accounts of the company, preparing promotional events	Translating company reports
S.33.	Law		Translating documents on court decisions, marriage&divorce documents, petitions, e-mails, real estate documents
S.34.	Tourism	Informing tourists about the museum, handing out brochures, guiding the tourists in the museum	
S.35.	Tourism	Visiting different museums, informing tourists about directions and places in the city, handing out brochures,	
S.36.	Real Estate Industry	Organizing documents, informing international customers, cleaning the office	
S.37.	Tourism	Informing tourists about the museum, cleaning the office	

S.38.	Accounting	Preparing bills and operating ledgers, organizing the documents, learning a software on insurance procedures	
S.39.	Transportation	Organizing files	Translating a recruitment form, petitions, e-mails and a book about navigation
S.40.	Transportation		Translating commercial correspondence, company's reports into English and having field visits with international business partners
S.41.	Educational Services	Replying to e-mails of international students, organizing documents, writing official documents for visa applications, writing acceptance letters	

**Table 6:** Students' duties in different sectors during their internship

Among 29 students who completed their internship in different sectors, 13 of them didn't have any experience related to translation. However, in most of the reports, it was seen that students had experiences of foreign language use. This reveals the fact that foreign language skills can be applied effectively in a variety of positions. For instance, S.41. who worked the international office of a university mentions the experience as follows;

There were not many things to do with translation but I had a chance to talk to a lot of people with different accents in English. This was a very enjoyable experience and I improved my speaking skills a lot.

Another examples of foreign language use during internship practices are S.31 and S. S.31 mentions that he/she had a chance to communicate with tourists so often. S.31 explains the experience as follows;

I explained the directions to the tourists. Also, while they were buying tickets for train, I tried to help them by translating their requests to the ticket seller. During the day, I told tourists a lot about ancient places of Istanbul.

Having internship practices in different sectors helps us to reveal the skills needed. To give an example, S.33 mentions the importance of archiving in a law firm. Therefore, the intern focused on archiving during the internship. It should also be stated that in some areas, the interns improved their area-specific vocabulary. S.39 who had internship experience in transportation sector explains this issue below;

Today is the 11th day of my internship. They gave me a book which included a lot of nautical terms and wanted me to translate it. I had a lot of difficulties in translating it as I didn't know the terminology but I started to get used to terms as time went by. During the day, I also checked the e-mails. It was a pleasure to read e-mails. Thanks to them, I was learning more and more new terms each day.

Supporting the experience of S. 39, S.30 who completed his/her internship in printing business also mentions the improvement of area-specific vocabulary. The student states that he/she improved his/her vocabulary during translating texts for a catalogue as follows;

Today when I got to office, they told me that they were getting prepared for an international fair. They showed me some parts of catalogues and they asked for my help. So, I translated some parts of it. I spent all day for this task. I learned a lot of new words from textile business. I had great difficulty in translating some sentences.

In some cases, the internship practices in different areas are also related to some branches of translation and interpreting. For example, S.17 had the internship in a governmental instution. The intern mentions that he/she was sent to foreign affairs department and worked on documents concerning refugees.

On my second day, I was sent to Foreign Affairs Department. This department has collaboration with various refugee associations. The manager wanted me to translate documents about refugee issues... I translated documents about health, education and law. Such issues are also important for department's strategic plan.

It was also seen in students' reports that some of the interns had an opportunity to have business meetings outside the office, field work such as visiting hotels etc. S.13 explains the business lunch as follows;

Today we took our guests to lunch. It was our last event before they went to India. In general, they talked about business. After I came back to office, I went on preparing the documents needed for new agreements.

The interaction with other professionals also provides more information on working life. For instance, S.16 shares his/her interaction with a tour guide as follows;

Today a lot of tourists from tour agencies visited the place. I had a chance to talk to their guide. When he/she learned my department at university, he/she gave me very useful advice on business life. It really helped me to have new perspectives. He/she told me about his/her experiences when he/she worked abroad and suggested me some courses to improve myself.

When the internship reports is analyzed in an overall perspective, it is possible to put forth the following conclusions;

- Students can have internship practices in translation companies, but there are internship opportunities in other sectors as well.
- Language skills are used intensively in sectors where students have internship practices other than translation sector.
- In sectors other than translation sector, besides language skills, some other skills are needed to perform the tasks. This situation has been revealed by the duties that the students fulfilled during the internship in various sectors.

## 4.2. Findings Related to Job Search Engines

The second research question of the study is “*What are the possible positions for Applied English Translation graduates based on vocational school training?*”. In order to gather data to find out the possible positions for Applied English Translation graduates, working on job adverts from different job search engines/websites was considered as an effective source.

As an initial step to find positions for graduates of Applied English Translation, three most well-known job search engines in Turkey, namely kariyer.net, yenibiris.com and secretcv.com have been included to the present study. The first key word for search was “Applied English Translation”. Only one position as a translator was found in one of the job search engines. In fact, this leads us to a valuable discussion. It can be concluded that even for the position of translator, various companies do not include associate degree programs to their job adverts. Therefore, it can be stated that the employment of students who graduated from AET programs is problematic even in translation sector. This may come from the idea that the profession of translator is seen as a position for undergraduate degree.

As the next step, the researcher focused on the positions convenient for vocational school graduates with knowledge of English language. Therefore, in this search, some elements have been excluded as follows;

- Positions that require bachelor’s degree or higher levels of education,
- Positions that require technical skills such as engineering, medical applications etc.
- Part-time jobs.

This job search procedure has been conducted in three different web sites. As a result, a variety of positions from different sectors have been found. These positions and their frequency rates in job search web sites are presented in Table 7.

Table 7 shows potential positions for vocational school graduates. All of these job adverts demand to have a command of English language. Therefore, they can be considered as potential positions for graduates of Applied English Translation programs. When the table is examined, the sectors industrial production, tourism,

medical services, commerce and textile are the leading ones. In addition, IT and automotive sectors also demand semi-skilled workers who have a command of English.

<b>Sector</b>	<b>Kariyer.net</b>	<b>Yenibiris.com</b>	<b>Secretrcv.com</b>	<b>TOTAL</b>
Industrial Production	21	4	8	33
Tourism	11	12	1	24
Medical Services	7	8	-	15
Commerce	7	4	3	14
Textile	6	2	-	8
IT	3	2	-	5
Automotive	3	1	1	5
Education	1	2	-	3
Chemistry	2	1	-	3
Construction	1	1	1	3
Logistics	2	-	-	2
<b>TOTAL</b>	<b>64</b>	<b>37</b>	<b>14</b>	<b>115</b>

**Table 7:** Sectors with semi-skilled worker positions that require English skills

After examining the sectors, it is also fruitful to analyse the potential positions for graduates of Applied English Translation programs. To do this, another table has been prepared and presented in Table 8.

Table 8 shows the potential positions for graduates of Applied English Translation programs. It can be seen in Table 8 that the positions; Foreign Trade Specialist, Sales Representative, Customer Services Assistant are the leading possible positions for graduates of AET departments. In addition to these positions, they have potential employment opportunities as Managerial Duties Assistants, Receptionists and International Patient Coordinators. The positions cover a variety of sectors. Therefore, besides the diversity of the sector, there is also diversity in the job positions.

<b>Positions</b>	<b>Kariyer.net</b>	<b>Yenibiris.com</b>	<b>Secretcv.com</b>	<b>TOTAL</b>
Foreign Trade Specialist	25	9	2	36
Sales Representative	14	2	3	19
Customer Services Assistant	9	4	1	14
Executive Assistant	1	2	5	8
Managerial Duties Assistant	5	3	-	8
Receptionist	1	6	1	8
International Patient Coordinator	1	5	-	6
Reservation Specialist	5	-	-	5
Call Center Specialist	2	3	-	5
Secretary	-	3	1	4
Marketing Executive	1	-	1	2
<b>TOTAL</b>	<b>64</b>	<b>37</b>	<b>14</b>	<b>115</b>

**Table 8:** Positions for semi-skilled worker positions that require English skills

Due to the diversity of job positions and sectors, examining the qualifications in the job adverts will reveal the skills that students of AET departments need to gain. Job adverts provide information about different positions and sectors, as well as data on qualifications related to these positions. In this respect, the analysis of the qualifications published in job adverts was also included in the research. The examination of job adverts revealed the most common qualifications as it can be seen in Table 9;

<b>Qualifications</b>	<b>Frequency</b>
Excellent skills in communication	62
MS Office skills	49
Teamwork	32
Having knowledge in foreign trade regulations	30
Archiving and reporting skills	28
Following the sector/workflow efficiently	19
Time management & Organization	18
Analytical thinking & Problem Solving	15
Having knowledge in logistic operations	5
Innovative	3

**Table 9:** Qualifications needed for semi-skilled worker positions that require English skills

In addition to qualifications related to these positions, job descriptions are also provided in the adverts. It is beneficial to examine these descriptions as they show the duties to be undertaken by the employees in the specified positions. The examination of job descriptions can be seen in Table 10,

<b>Job Descriptions (Duties)</b>	<b>Frequency</b>
Following the workflow/sector and reporting to managers	26
Communicating and Visiting present clients/customers	19
Presenting and selling the products/services to potential buyers/clients	17
Preparing documents for customs and following the procedure	14
Meeting foreign clients/customers	13
Writing commercial documents to clients/customers in English (letters, e-mails)	9
Planning schedule for buying&selling products	5
Participating in international fairs	5
Organizing transportation process	3
Following quality management systems in the sector	1

**Table 10:** Job descriptions (duties) for semi-skilled worker positions that require English skills

When the job descriptions (duties) are analyzed, “Following the workflow/sector and reporting to managers”, “Communicating and Visiting present clients/customers”, “Presenting and selling the products/services to potential buyers/clients” and “Preparing documents for customs and following the procedure” are the leading duties. As it was pointed out in job adverts, all of these duties are expected to take place with a good command of English language. In addition, in “Meeting foreign clients/customers”, language skills play a crucial role. Shortly, while fulfilling the duties mentioned in Table 10, English skills constitute an important part of business in a variety of sectors.

It must be pointed out here that the analysis of job adverts in the present study can be supported with “Dynamic Curriculum Model based on Jobs Advertisement” developed by Çelik and Aydın (2016). This model offers the ways how job adverts can be a useful tool to revise the programs at higher education.

In their research, Çelik and Aydın (2016) also offer the courses to revise the program based on the data from job adverts. For this reason, as the last step of job advert analysis, the proposed courses have been identified and shown below in Table 11;

<b>Qualifications</b>	<b>Course Suggestion</b>
Excellent skills in communication	Communication (in Business Settings)
MS Office skills	Information Technology
Teamwork	Management and Organization
Having knowledge in foreign trade regulations	Introduction to Foreign Trade
Archiving and reporting skills	Documentation Skills
Following the sector/workflow efficiently	Research Techniques
Time management & Organization	Management and Organization
Analytical thinking & Problem Solving	Analytical Thinking (in Business)
Having knowledge in logistic operations	Introduction to Logistics
Innovative	Innovation

**Table 11:** Course Suggestions based on Job Adverts

Based on the information from job adverts, Table 11 shows us the course suggestions for AET programs. Considering the results of job adverts, it can be said that

there are a variety of chances for AET graduates to be employed by different sectors as semi-skilled workers. At that point, the leading required skills and qualifications which can be added to AET students' training are;

- Foreign Trade Regulations,
- Information and Document Management,
- Reporting and Archiving skills,
- Communication in Business Settings,
- Having advanced skills in MS Office.

By analyzing the job adverts, it became possible to find the potential sectors where AET students can be employed. As the next step, semi-structured interviews were conducted with sector representatives and the qualifications needed in these positions were identified and the researcher gathered further data which revealed supportive ideas in terms of employment opportunities of AET students in a variety of positions.

#### **4.3. Findings of Semi-Structured Interviews with Various Stakeholders**

The third research question of the study is “*What are the opinions and suggestions of representatives from different sectors on the qualifications and employment of Applied English Translation graduates?*”. In order to answer this research question, semi-structured interviews were considered as a good tool as they allow researchers to ask follow-up questions depending on the nature of the interview.

A total of nine participants participated in the semi-structured interviews. As indicated by the internship reports and job adverts, the participants were selected from the sectors where the employment opportunities of the graduates of the Applied English translation program are considered to be high. The interviews were conducted in Turkish language and translated into English by the researcher for qualitative descriptive analysis. All of the participants were in a managerial position in their sectors. Detailed information about the participants in managerial positions is given in the Table 12.

It should be noted that the data collection process took place with the answers to the interview questions, and it was deemed appropriate to examine these data under four sub-headings in findings section. These sub-headings are also compatible with the interview questions (see Appendix 6).

No.	Sector	Position	Experience
<b>Participant 1 (P1)</b>	Media	Media Reporting Manager	7 years
<b>P2</b>	Industrial Production	Educational Planning Manager	9 years
<b>P3</b>	Import and Export	Senior Manager	11 years
<b>P4</b>	Industrial Production	Senior Manager	10 years
<b>P5</b>	Educational Consultancy	Senior Manager	22 years
<b>P6</b>	Import and Export	Senior Manager	10 years
<b>P7</b>	Educational Consultancy	Manager and Company Owner	3 years
<b>P8</b>	Medical Services	Senior Manager	15 years
<b>P9</b>	Tourism	Senior Manager	5 years

**Table 12:** Participants from Various Sectors in Semi-Structured Interviews

In addition, all of the participants have been informed about the structure of AET departments before the interviews. This helped the participants to understand the program better and give more effective answers during the interviews.

#### **4.3.1. Managers' Opinions on Employment of Applied English Translation Graduates as Semi-Skilled Workers**

Before the interviews, the researcher conveyed the participants about the issue that they were a part of study and they were informed about the purpose of the study. In this regard, the researcher tried to have more detailed answers from the participants by ensuring anonymity as well (Creswell, 2012: 231).

Considering the analysis of interviews, P1 starts the interview with a focus on the significance of having English language skills. According to P1, by using English skills, there can be a variety of areas where AET students can be employed;

Everyone's common language is English. If he/she can understand the news and developments by following the publications in English language, there are many job opportunities.

Regarding semi-skilled staff positions that require English skills, P1 stated that various positions are possible in the media sector. An example given by the participant can be seen below;

For example, a company receives services from us and they want us to research the news about them in the media daily or weekly. They can work as 'news analysts' in the follow-up and reporting of news in foreign languages... In order to follow these news, these people need to know the foreign language well.

The interview with P1 also revealed a possible position for AET students in social media management services. P1 states that the position of social media manager can be a promising field for graduates of AET programs. P1 mentions that especially international companies are looking for staff to manage their social media accounts in English. Along with English skills, social media content creation and management play a crucial role in such a position.

More possible positions for AET students have been put forward by P2 who works in industrial production field. As it can be seen below, there can be a variety of positions as semi-skilled workers in the same company and for these positions, having a good command of English language is required. The participant, P2, states the potential positions as follows;

For such people who have English skills, it may be foreign relations, corporate marketing... Or there are administrative assistants in our company. They are also English-speaking people and often communicate with foreigners... There may be such needs in the human resources department as well. They may not be able to work as experts, but they can act as semi-skilled staff to support the experts in these departments.

In the interview of P3, the participant shows us a good example about communication skills from import and export sector. P3 mentions his/her own background to draw attention to the employment in the sector;

The most important feature of our job is human relations. For example, a metallurgical material engineer should do the work I do. Me and my other manager friend in the office graduated from English departments.

Considering the potential positions for AET students, P3 mentions two positions. The participant emphasizes the positions of managerial assistants and foreign trade specialists;

For instance, the administrative assistant position is very suitable for these students. For this, they need to have very good planning skills. In addition, the possibility of finding a job in foreign trade is very high... They can be employed in the fields of operations and foreign exchange.

As for P4, the participant works for a factory which produces steel and iron. The participant states that graduates of AET programs can find positions as supporting staff to experts;

They (graduates of AET programs) can provide support in the sales unit. For example, our factory has a sales unit and we sell abroad. But the employees in these units already speak English. These students can't be employed just because they know English. They should also have knowledge of the sales processes.

From educational consultancy field, P5 states that English speaking staff is needed in a variety of positions. As most of the other participants have already stated, it can be seen that there is more than one potential position in which an English-speaking person can be employed;

There are many sub-units in our office. For example, the marketing department. English speaking staff is needed here. Also I should add something here, as we are working with international students, we need staff who can produce content for our social media accounts.

Another participant of the interviews is P6 who works in import and export sector. The participant states that he/she focuses on certification processes of products to be sold to other countries. The manager, P6, explains the company's services and potential position for AET students as follows;

Our company provides services on certification related to trade transactions. For example, they can work in the operations unit of our company because a significant part of our correspondence is done in English. Also, our headquarters send us instructions in English and someone who understands them needs to explain it to other staff.

Different than other participants, P7 (as a manager and company owner) has employed graduates of AET programs in various positions. P7 explain the employment experience of AET graduates as follows;

The reason why I preferred the graduates of this department was that I thought they knew English very well. Unfortunately, they were not able to fully master the English language. However, they can still take part in situations where a foreign language is used to a certain extent. For instance, they can be employed as office assistants.

As a manager from medical services sector, P8 states that there can be two potential positions for AET students. These positions are 'international patient specialist' and 'call center specialist'. P8 explains the issue below;

Graduates of this department can be employed to communicate with international patients. In addition, there are foreign language-speaking employees in the call center. Their work status is also slightly different. There is a little difference in a positive way in the rights of these people compared to people in the same position who do not speak foreign languages.

As tourism can be a potential sector for AET students, an interview with a manager working for a hotel was also conducted. P9 mentions the possible positions for AET students as follows;

In some hotels, there is a need for receptionists who can speak English. Especially big hotel chains pay attention to have receptionists who can communicate with international guests very well. In our hotel, we usually have businessmen all over the world.

The total of nine participants offered valuable positions for AET students. As it can be understood from the words of managers, English skills are needed in a variety of positions. All of these positions are shown in Table 13 below;

No.	Sector	Positions Offered for AET Students
<b>Participant 1 (P1)</b>	Media	News analyst, social media management
<b>P2</b>	Industrial Production	Administrative assistant, supporting staff in corporate marketing, foreign relations and human resources
<b>P3</b>	Import and Export	Managerial assistants, foreign trade specialist
<b>P4</b>	Industrial Production	Sales representative
<b>P5</b>	Educational Consultancy	Marketing, social media management
<b>P6</b>	Import and Export	Operation specialist
<b>P7</b>	Educational Consultancy	Secretary and office management
<b>P8</b>	Medical Services	International patient specialist, call center specialist
<b>P9</b>	Tourism	Receptionist

**Table 13:** Potential Positions Offered by Managers from Different Sectors

#### **4.3.2. Managers' Opinions on Qualification Requirements for Semi-skilled Worker Positions**

P1 focuses on presentation and reporting skills in media sector with a focus on news analyst position. The participant mentions the importance of reporting and presentation skills as follows;

Summarizing, reporting and presentation skills must be high. Because these data may need to be submitted to the companies. Such big company managers and owners, can't spend hours to read long reports. So, the analyst must summarize the news about their companies in the report... In order to write reports, they must know how to use MS Office programs basicly.

Another qualification mentioned by P1 is being a text writer which is needed for summarizing and content. P1 explains that qualification as follows;

A person in such a position must also be a text writer. For example, he needs to write a summary, how will it be? In this case, a text should be produced. A person in such a position must also be a good copywriter. For example, he needs to write a summary, how will it be? In this case, a text should be produced.

Among the qualifications stated by P2, time management and knowledge of foreign trade and marketing legislation play an important role. The participant explains these qualifications by giving examples from his/her industrial company;

Human relations are very important for administrative assistants. We can also call it communication management. The most important aspect of this position is time management. Time management needs to be organized very well. For other positions in the fields of foreign trade and marketing, he needs to know a little bit of legislation. He should know how to do official correspondence.

As a manager from import and export sector, P3 works for an international company. The participant focuses on the importance of intercultural communication;

Intercultural communication is very important in our business. First, we receive an e-mail. Then we struggle to understand that e-mail. Because, for example, an e-mail that seems like an insult to us can be very normal for them. In this respect, intercultural communication skills are very important in order to avoid communication accidents.

As English is also needed in technical fields, P4 mentions the importance of having a good command in English in technical fields. The participant explains the issue by giving an example from industrial production;

If the person is going to work in a technical field, for example, iron and steel production, it would be very beneficial to take a course in this field. Because people usually don't know technical English very much. For example, there is the word 'core'. But he/she needs to know the meaning of this word in the context of industrial production.

P5's opinions on qualifications of positioned mentioned in 4.3.1. also support the need for an update/revision of AET departments. The manager clarifies the issue as follows;

Of course, people need to have some skills, at least at a basic level, to be able to take charge in these areas. They should know the basics of marketing and advertising as our job includes finding new markets for our services. Also, we have a lot of international students who visit our office. They (graduates of AET departments) should know how to communicate with them effectively.

Another participant, P6 mentions that previous experience is not a significant prerequisite in order to be employed in his/her sector. This shows us that some companies may look for inexperienced workers as well;

Having worked in import and export sector in the past would be an important advantage. But the person doesn't have to have such an experience. Because even if he/she is experienced, an orientation will be required when he starts working in our company. E-mailing and reporting on time are important tasks in our job. It would be nice if he/she had a little knowledge of the trade terms. It may sound simple, but for example, that person needs to know what a 'container' is.

P7 focuses on the skills that AET students lack by giving examples from his/her own experience. The participant exemplifies the case below;

In my opinion, the biggest deficiency is office management. They need basic skills related to the tasks in the office. For example, data storage and management, archiving etc. Like being aware of his/her responsibilities as an office assistant. Such as the following the status of documents in government offices, MS Office skills... They also need skills in relation to sales and marketing. Um... for example how to communicate with people in a proper way. An AET graduate employee

of mine said he couldn't talk to people in a formal way, so he/she quit the job.

Considering the qualification requirements in medical services regarding the positions of international patient representative and call center specialists, P8 states the expected qualifications as follows;

... of course very good communication skills are needed just like in any other jobs. For international patients, you also need to know about their culture, at least a little bit. You may annoy them without being aware of it. This is the same for call center specialists. You have calls from people all over the world. You must not offend them in any ways. You need to be patient, understand them very well and make necessary arrangements.

In tourism, P9 suggests, communication skills and intercultural communication skills have utmost significance as they need to communicate with people from a diverse range of cultures. In addition, the participant mentions that receptionists work at night shifts as well.

The qualifications mentioned by the participants in this section have been summarized in Table 14;

<b>No.</b>	<b>Positions Offered for AET Students</b>	<b>Expected Qualifications for the Position(s)</b>
<b>P1</b>	News analyst, social media management	Summarizing, presentation, reporting, text writing
<b>P2</b>	Administrative assistant, supporting staff in corporate marketing, foreign relations and human resources	Communication, Foreign trade legislation, time management
<b>P3</b>	Managerial assistants, foreign trade specialist	Intercultural communication, texting, reporting
<b>P4</b>	Sales representative	Technical vocabulary
<b>P5</b>	Marketing, social media management	Marketing, advertising
<b>P6</b>	Operation specialist	Trade terms, reporting

<b>P7</b>	Secretary and office management	Reporting, data management, communication,
<b>P8</b>	International patient specialist, call center specialist	Communication, intercultural awareness, team work, time management
<b>P9</b>	Receptionist	Communication, intercultural communication, to work at night shift

**Table 14:** Expected Qualifications for Potential Positions

### 4.3.3. Managers' Opinions on Revision of Applied English Translation Programs

Considering the revision of AET programs, P1 mentions that English skills are not enough to be employed. The participant gives an example emphasizing the fact that another skills are needed to increase employment opportunities;

Knowledge of English alone is not enough. Along with this skill, there must be another skill. For example, media management, text writing, etc...

Another suggestion put forward by P2 who again mentions the fact that English skills are not enough to employ AET students. P2 explains the issue as follows;

I have to tell you, some other skills are required besides English. Otherwise, the employment chances will be low. People who speak English already apply to our company. In addition, even at the entry level, they should have knowledge in areas such as marketing and advertising.

Introductory courses about specific areas, such as foreign trade, can contribute to AET students to be employed in import and export sector. P3 mentions this issue by giving an example from his/her own experience;

No one asked me what my department was, or what courses I had... But now I think about it, if I had taken courses such as Introduction to Foreign Trade, Marketing, it would have accelerated my orientation process to my profession.

During the interview, P3 starts to check courses given in other departments and mentions the issue as follows;

For example, let's take a look online (The participant checks the courses during the interview). For example, introduction to marketing, introduction to advertising, introduction to public relations, principles of marketing... There are so many good courses! Wait a second, introduction to logistics. Another great course! All of these will provide great opportunities for students who already have English skills.

At the end of the interview, P3 states that graduates of AET departments have more employment chances compared to the other associate degree programs. Such a comment can't be generalized, however, it indicates the importance of skills that AET students gain;

For example, I prefer your department over another associate degree programs. Because, first of all, these students have language skills. We need people who know foreign cultures or who have awareness at this point, even if they don't. People with good communication skills are needed in a social environment... Also, at least entry level foreign trade courses would make their orientation process faster.

P4 also mentions that elective courses that AET students will take increase their job opportunities. The participant focuses mostly on elective courses related to sales and marketing. In addition, elective courses about foreign trade regulations will be also helpful.

The courses mentioned by the previous participants are also mentioned by P5. The participant states the importance of these as;

Some courses, such as marketing, public relations, will be very valuable for us if taught to these students. These courses don't have to be in an advanced level, at least introductory courses...

The educational background of P6 shows us that having courses related to his/her sector may increase employment opportunities of AET students. The participant explains the issue with his/her undergraduate education;

I myself did not take a foreign trade or export-related course during my undergraduate education. I have come to this day by improving myself in the sector. Therefore, it is very beneficial to take elective or compulsory courses related to these fields. This is very important, especially besides English skills.

P7, like other participants, emphasizes that students should have not only English skills but also business life and other skills when they graduate. P7 stated the following suggestions in the program revision in the context of these skills;

In my opinion, taking courses in the fields of marketing and, more importantly, digital marketing will make a great contribution to them. They can also do online sales and marketing as they have English knowledge. But as I said before, it would be good for them to take some lessons from office management departments. At least, their employment opportunities in the fields of education and consultancy abroad will increase.

As for medical services field, P8 draws attention to the intercultural communication, planning, time management courses. The participant states that having courses related to these topics will contribute to AET students;

Well, I understand that there are many language courses in your program. However, in business life people will need business-related skills as well. I think courses about team work, management, marketing (the participant states that the hospital employs English-speakers in marketing department as well) will be very useful for them.

The last participant, P9, didn't offer any specific courses regarding the tourism sector during the interview. However, it can be inferred from the participant's opinions in the previous section that intercultural communication skills and time management can be convenient suggestions for AET programs.

Managers' suggestions on revision of AET programs have been shown in Table 15. This table also summarizes all the collected during the semi-structured interviews. As a result, an overall analysis can be seen as follows;

<b>No.</b>	<b>Sector</b>	<b>Positions Offered for AET Students</b>	<b>Expected Qualifications for the Position(s)</b>	<b>Suggested Courses for AET programs</b>
<b>P1</b>	Media	News analyst, social media management	Summarizing, presentation, reporting, text writing	Social media management, content writing
<b>P2</b>	Industrial Production	Administrative assistant, supporting staff in corporate marketing, foreign relations and HR	Communication, Foreign trade legislation, time management	Introduction to Marketing, Introduction to Advertising
<b>P3</b>	Import and Export	Managerial assistants, foreign trade specialist	Intercultural communication, texting, reporting	Introduction to Foreign Trade
<b>P4</b>	Industrial Production	Sales representative	Technical vocabulary	Introduction to Sales and Marketing, Introduction to Foreign Trade
<b>P5</b>	Educational Consultancy	Marketing, social media management	Marketing, advertising	Introduction to Marketing, Introduction to Public Relations
<b>P6</b>	Import and Export	Operation specialist	Trade terms, reporting	Introduction to Foreign Trade
<b>P7</b>	Educational Consultancy	Secretary and office management	Reporting, data management, communication,	Introduction to Marketing, Office management
<b>P8</b>	Medical Services	International patient specialist, call center specialist	Communication, intercultural awareness, team work, time management	Introduction to Marketing, Team work, Time management

<b>P9</b>	Tourism	Receptionist	Communication, intercultural communication, to work at night shift	Intercultural Communication, Time management
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**Table 15:** An Overall Look on Potential Positions, Qualifications and Suggested Courses Suggested by Managers

#### 4.3.4. Human Resources Specialists' Opinions on Employment of Applied English Translation Graduates

As a second step of the interviewing process, in order to verify the data from interviews with managers from various sectors and to have more detailed information, an interview was conducted with human resources specialists (HRS). Considering the semi-skilled worker positions which require English skills, human resources specialist explains the potential positions as follows;

Foreign language knowledge is needed in many fields. Of course, this applies not only to undergraduate students, but also to associate degree students. For example, some fields require foreign language knowledge due to their structure... I would like to explain this with an example. Last week, I went to visit a logistics company with my students (associate students). Here's what the managers there say: First of all, you need foreign language knowledge. Basic knowledge of logistics is sufficient. When he starts to work, he will learn many logistics terms here, but candidates need to know very basic things.

The specialist continues the interview with giving more examples from a variety of sectors and positions;

I gave an example about logistics, but in all trade-related fields, such as foreign trade, English speakers are needed. In the past, it was thought that 'only senior managers know English', but now the knowledge of English is taken into account in job recruitment, and if this skill is available, the chances of employment increase.

The interview also reveals a surprising case concerning the employment of AET students. This case comes from HRS's opinion as follows;

I think the students of your program may have a higher chance of employment than the students of other programs at vocational schools. First of all, they have foreign language skills. But right now, English skill alone is not enough to find a job. In addition to this, there must be another skill, such as office management or accountancy... In whichever field the person wants to work, he/she must know the basics of that sector...

The interview conducted with HRS supports the interviews with managers from various sectors. According to the HR specialist, there is a demand for English speaking semi-skilled workers in a variety of sectors as well.

In qualitative research, when the research encounters the same data, it turns out that enough data has been collected. In other words, having new data makes no contributions to existing insights and views. This situation is called 'data saturation' in qualitative research (Creswell, 2014: 189; Patten and Newhart, 2018: 101). In this study, it was determined that the responses of the participants started to repeat each other in the examinations made so far. For this reason, the researcher did not need to meet with another human resources specialist.

#### **4.4. Findings of Focus Group Interviews**

The fourth research question of the study is “*What are the opinions and suggestions of faculty members on training and instruction in Applied English Translation programs?*”. In order to answer this research question, focus group interviews (FGI) were seen as a good tool because of a number of reasons. First, they contribute to the interaction of the participants with each other. Second, they support the formation of synergy within the group (Vandertoep and Johnston, 2009).

A total of six participants – an expert group of translation studies scholars from public and private universities - and one moderator (the researcher was the moderator) participated in the focus group interview. Two of the participants could participate in the interview online and the rest of them participated face-to-face in a meeting room at Istanbul 29 Mayıs University. The information about the participants is given in Table 16. It should be noted that detailed information was not given about the participants to keep their privacy.

No.	University	Department
<b>Faculty Member 1 (FM1)</b>	Private	Translation and Interpreting
<b>FM2</b>	Public	Translation and Interpreting
<b>FM3</b>	Private	Applied English Translation
<b>FM4</b>	Private	Applied English Translation
<b>FM5</b>	Private	Applied English Translation
<b>FM6</b>	Private	Applied English Translation

**Table 16: Participants - Focus Group Interviews**

The focus group interview started with the presentation of the problem of the study by referring to competencies and challenges in employment of AET students. The moderator/researcher shared the main points and findings of the study with the participants. This presentation was made by the moderator and lasted approximately for 20 minutes. The findings of FGI will be examined in the following sections.

#### **4.4.1. Views on Associate Degree Programs in Translator Training**

To understand the views of faculty members, it is fruitful to examine faculty members' opinions on AET programs in terms of education and instruction. Faculty member 1 (FM1) starts the interview by stating the importance of all associate degree programs. FM1 explains the issue below.

I am aware of the idea that some people think translators cannot be trained in associate degree programs. However, I think that the associate degree programs will contribute a lot to many fields.

After discussing the general points about associate degree programs, the interview also revealed the idea that students of AET programs can be supported with double major and minor programs. FM1 mentions the issue as follows;

Expansion of a modular structure can also be with a double major or a minor. In line with the information provided by the stakeholders in the sector, the modular structure can also be supported by double major and minor programs.

FM3 states that double major may have difficulties for AET students because of differences among the structure of programs. The participant explains the challenging points as follows;

FM3: Students do the double major program in programs similar to their own programs. However, since there is no program similar to ours, when students want to do a double major, their education is extended by one year. A minor program would be much more useful.

Moderator: Do you have minor programs available in vocational school?

FM3: We don't have but it would be useful... I don't know the regulation of minor programs in detail.

FM3 also shares his/her views on potential departments in which students can have double major and/or minor degrees. FM3 focuses on the department of public relations department as follows;

When I think in terms of skills, I see a lot of similarities between our program and especially the public relations department. That's why I think public relations should always be at the back of our minds...

Considering a modular program, FM1 draws attention to the importance of cooperation with other departments while forming modules. In addition, the participant suggests that the students should have the courses concerning a variety of topics in related departments;

What we understand from the modular program is very important. In my opinion, the relation of the modular program with other fields should be by establishing cooperation with those departments. That's why I encourage programs like minors... Or, if it will be in the same department, it can be like elective courses. Therefore, courses should be taken from the relevant departments.

#### **4.4.2. Problems of AET Programs**

During the focus group interview, the participants explained the problems of AET programs by providing specific examples. For instance, readiness level of students

becomes a problematic issue when students start their departmental courses. FM6 explains the problem by giving example from his/her own experience;

When students start their department courses, I see that their language level is insufficient... Also, we cannot offer enough elective courses because the number of students is low... In our previous program design, students were taking courses from other departments, but we did not find it very effective. Because students could take a few lessons with translation, especially in the 2nd grade. That's why we changed the courses in the program.

FM5 also supports FM6's views on problems of readiness level of AET students as follows;

I also taught in the preparatory program. So I have experience in this department as well. Unfortunately, this training was insufficient. There were problems in the lessons I gave in the 2nd grade, even in my mother tongue skills. Of course, this problem is also related to previous education levels.

Another problem is lack of communication between undergraduate and associate degree programs. FM5 shares his/her experience about the issue and FM6 also supports this problem as well;

FM5: I observed that there is a lack of communication between the undergraduate and associate degree programs. They don't know much about what's going on in either program. Maybe this was done on purpose, I don't know.

FM6: I have been working in my institution for a long time, but I have just met the department head and professors of the undergraduate program.

One of the problems mentioned by participants was also the name of the department. As the department includes the word 'translation', FM3 mentions that it is hard to meet the goals of the department;

The word 'translator' in the title of the department... With this name, it is difficult to determine the targets of the program. Setting goals may be

easy for managers and policy makers, but it is very difficult to implement... There is a problem between the objectives in the department and the entry qualifications of the students. I think the reason for this is that there is the word 'translator' in the title of the program.

Another issue mentioned by the participants during the FGI was a problem concerning international students. FM3 and FM6 stated that some international students have been accepted to the program without having necessary Turkish language skills. This may come from the fact that AET programs' medium of instruction is English according to Higher Education Council's regulations. However, without having an advanced level of Turkish skills, it becomes impossible to translate between English-Turkish language pair.

Lastly, the admission requirements of AET programs constitutes a problem. The candidates of AET programs are enrolled to these programs without being evaluated in terms of their language skills. Basically, a student who has no English knowledge and skills has a chance to study at AET programs. It might be considered as an advantage for those who want to improve his/her language skills. However, considering the fact that the program aims to equip students with translation competence, a need for setting entry requirements becomes essential. This issue is mentioned by few scholars in Turkey. For instance Ersoy and Odacıoğlu (2014: 371) state that as AET students start the program without necessary language skills, they have problems in their departmental courses. This leads to a fall in the quality of education as the objectives of the program cannot be met fully.

As it can be seen in this section, faculty members of AET programs are trying to deal with some significant problems. The main problems can be listed as follows;

- Readiness level of students,
- Lack of communication between undergraduate and associate degree programs,
- The name of the department as it includes the word 'translation',
- International students without proper Turkish language skills,
- Students with insufficient English language skills.

#### 4.4.3. Suggestions on Operationalizing AET programs

After drawing attention to problems of AET programs, faculty members offered possible solutions. First of all, a practical program revision has been offered during the FCI. To explain it, FM3 and FM4 stated that the content of the courses in the translation program, especially those requiring translation practice, could be revised according to sectoral needs. Such a revision can be named as Content Based Course Design (CBCD). FM4 mentions that this can also be considered as a step towards modular system;

This idea suddenly came to me; I wonder if we should organize some of the courses according to the prominent sectors within the scope of your work? This may be considered as a preliminary study before the modular system.

FM3 and FM6 also support FM4's suggestion by mentioning that many courses in AET programs are convenient for CBCD and it is a good solution considering the time limitation in the program;

FM3: In fact, there are many courses that are suitable for this kind of arrangement. Some skills can be gained through organizing the content accordingly.

FM6: ... We are faced with a time limitation in our program. We have only 2 years for training. I think we can solve such a problem by creating more content-oriented courses according to the sectors where students have the potential to work.

Another suggestion appeared in terms of internship practices. At that point, FM2 suggests following the internship opportunities offered by Presidency of The Republic of Turkey, Human Resources Office. The Office (2022) explains the aim of the program as follows;

Through the program; with a transparent, traceable and innovative valuation method, it is aimed to increase the employability of our youth, to support equal opportunities in accessing career opportunities, and to expand internship opportunities to all departments, not limited to technical departments that require compulsory internship.

The suggestions of faculty members also included the readiness levels of AET students. During the interaction among the participants, the problem of students' having insufficient readiness levels for departmental courses was discussed and a suggestion of having prerequisite courses was offered by FM3;

Since we can't do anything about the admission of these students to the departments... Besides, we can't interfere with the English preparatory program... We can only do something about the program beginning from the 1st grade. At this point, prerequisite courses can ensure their progress...

Considering the FCI as a whole, the suggestions put forward by the participants and possible actions to put these suggestions into practice can be summarized in Table 17. Table 17 indicates the suggestions which appeared during the FGI. It also shows us the necessary action(s) which needs to be taken to actualize the suggestions. Thanks to FGI, participants were able to have an in-depth discussion about the issues regarding AET programs. As a result of a fruitful discussion and sharing of ideas, new revision ideas about the program emerged. The FGI also acted as a platform where participant could share the problems of AET programs.

<b>Suggestion</b>	<b>Possible Action(s)</b>
Double Major and Minor Programs	Having courses from a variety of departments according the sectoral needs
Content Based Course Design in AET Programs	Designing the content of translation courses according to the sectoral needs
Internship in a Different Sectors	Following national intership opportunities, such as Presidency's Human Resources Office
Modular Program Design	After implementing CBCD, having a modular program in cooperation with related departments

**Table 17:** Suggestions of Faculty Members on Operationalizing AET Programs

## 5. DISCUSSION

In this study, the problems of AET programs were explained in detail and it became crucial to make some changes in the program design to make it more functional. Such a more functional design is expected to increase students' employment opportunities. To support this case, opinions and suggestions were received from students through internship reports, different sector representatives and faculty members to develop a framework for AET programs to make it more functional. It was aimed to operationalize the programs based on the needs of various sectors and eventually to increase graduates employment opportunities.

In this context, it can be said that the proposed suggestions for AET programs are based on various data sources. Therefore, it is thought that the recommendations put forward in the study will make the program more operationalized. As the last step of the present study, it is crucial to discuss the main issues and implications for AET programs in this chapter.

### 5.1. Implications for Applied English Translation Programs

The last research question of the present study is "*How can Applied English Translation programs be evaluated and revised according to the needs of various sectors?*" This research question can be considered as a very comprehensive one. Therefore, it has been answered relying on the whole data collection and data analysis processes.

All the data collected in the research show that the employment opportunities of the graduates of the Applied English Translation program are higher than many graduates of vocational schools at higher education institutions (especially in the field of social sciences). It has emerged after the data collection and analysis procedures that some arrangements are needed in the program in order to increase these opportunities. A number of potential revision suggestions occurred at the end of the present study as follows;

- Modular Program Design,
- Supporting AET Programs with Double Major and Minor Degrees,
- Content Based Course Design in translation-related courses

## 5.2. A Modular Program Suggestion for Applied English Translation Programs

The term, module, is designed as self-contained, stand-alone units of a planned sequence of learning activities to assist students in meeting certain well-defined objectives. Özkan (2005: 19) states that modular programs increase the rate of adaptation and efficiency in education. In addition, due to its flexibility, it can be applied to every field of education and can create a suitable structure with concepts such as continuous education and lifelong education (Özkan, 2005: 19). The main purposes of Modular Teaching are as follows (Gömleksiz and Erten, 2010: 178);

- to allow the student to progress at their own pace,
- to allow the student to choose his own learning style,
- to provide the choice among the subject variety of any course or discipline,
- to allow the student to define his own strengths and weaknesses.

Kumaravadivelu (2012: 125) explains the modular program from a conceptual point of view. The modules interact in a complex way as it offers a dynamic network among modules. By working together, the modules generate varied experiences and outcomes which cannot be obtained by any of the modules working alone. As a result, it can be said that the learning outcomes of a modular program can be more productive and valuable as all of the modules are organized to serve for an ultimate aim in education. Kumaravadivelu (2012: 127) offers five phases for language teacher education which can be applied to other instructional processes as well;

- discovery (building a solid foundation for ideas, and opening up to new opportunities);
- interpretation (finding meaning in what is observed, and turning it into actionable opportunities);
- ideation (brainstorming for ideas, and sparking useable thoughts);
- experimentation (making ideas tangible, and building rough prototypes); and
- evolution (planning next steps, and documenting the process).

The benefits of modular programs include more varied teaching practices and they enable teacher to plan more effectively (Bell and Wade, 1993: 9). As modular

programs offer a more flexible framework, students with different learning needs and/or aims can follow the modules at different times. Such a flexible framework's rationale can be seen as follows (Bell and Wade, 1993: 9)

The need for Flexible Learning is based on the following rationale:

- fostering an ethos which is achievement-led and works towards maximising the full potential of the students;
- providing the skills and competences needed to cope with rapid change;
- preparing students for the world in which they will work;
- increasing motivation amongst students;
- ensuring that students are treated as individuals and that their different learning needs and aspirations can form the basis for differentiated learning pathways.

Modular programs can be arranged in different ways to meet the educational needs of different groups. The following stages are involved in the preparation of modular programs (Alkan, 1989: 17);

- 1- Analysis of the field,
- 2- Gathering the educational processes around a specific function,
- 3- Identification of target behaviors,
- 4- Preparation of measurement tools (Evaluation and measurement processes),
- 5- Organization of necessary subjects and applications (in teaching and learning processes).

In this study, the proposed program is a two-module program which has specific characteristics for Applied English Translation programs in Turkey. These modules can be specified as follows;

- **Sector Module:** In this module, introductory courses in the fields of Foreign Trade, Marketing, Tourism, Advertising, Social Media Management will be given as a result of the data obtained in the research. Thanks to these courses, in addition to their English skills, department graduates will take basic field courses related to the sectors

they can work as intermediate staff. These sectors are the areas where employment opportunities for students as intermediate staff are concentrated.

As it is pointed out by Alkan (1989: 17) organization of modules requires a collaborative work of a variety of experts. In this sense, the courses of sector module has to be prepared including the experts from Foreign Trade, Marketing, Tourism, Advertising, Social Media Management fields. It is expected that such a modular program will have two main advantages in teaching. First, it will equip students with necessary skills demanded by various sectors and this will enable students to have better employment chances. Second, as it will be a flexible program, translator trainers, as translation education curriculum planners, will arrange the necessary changes depending on the labour market in the future.

- **Academy Module:** This module mainly aims to go on with the current curriculum of Applied English Translation programs. Some of the students who choose the program want to continue undergraduate programs and complete their translation education. This module aims to prepare students for Translation and Interpreting bachelor programs and to provide the theoretical and practical courses they will need in the profession.

Another positive side of such a proposed modular framework is that it considers the needs of today's students. Lightfoot (2006: 65) mentions that most of the higher education institutions offer a curriculum based on a traditional perspective. Such a perspective may have been satisfactory for generations. However, it is overly restrictive and does not take modern technology advances and current learners' needs into account.

In some cases, as it is pointed out by Fidgeon (2010: 708), curriculum development specialists find themselves in a challenging situation to have a balance of academic and sector-related skills. The proposed modular program framework in the present study overcomes such a case as the modules will be prepared towards the needs of various sectors and also academy. Therefore, vocational and academic skills will be included in these modules.

The concerns towards developing module based programs have also been mentioned by Hayward and McNicholl (2007: 345). Among the concerns, the researchers state that modular program development may not be cost effective. In

addition, the students may experience confusion about the selection of modules, and this may cause educational results not to be at the expected level.

To summarize, a modular framework for AET program will enable the educators to organize more effective program as it is based on the needs of the various sectors. In a leading business magazine in the U.S.A., it is stated by Anant Agarwal (2019) that;

...modular content will benefit students and employees by allowing them to tailor their education background to better position them for job prospects and career mobility. Modular learning also enables lifelong learning because working professionals are able to learn new skills in shorter amounts of time, even while they work. They will be able to combine humanities skills with tech skills, communication skills with coding skills, analytical skills with design skills. Students will essentially be able to synthesize their own education with the customized skill set they need to advance their careers, making for a truly unique job candidate.

### **5.3. Supporting AET Programs with Minor Degrees**

Minor degrees in higher education support students educational needs and interests by offering courses from a variety of departments. Minor degrees enable successful students to become more knowledgeable in other areas.

In the case of present study, another suggestion for making AET programs more functional was to offer minor programs to students. With the help of minor programs, AET students can equip themselves with the skills in the programs which will increase their employment opportunities. These programs can be defined based on the findings of the present study. These potential programs can be;

- Public Relations,
- Marketing,
- Foreign Trade,
- Tourism and Hotel Management etc.

On the other hand, there is currently no minor program in associate degree programs in Turkey. With the change in the legislation in 2017, it has become possible

to participate in a double major program for the students of associate degree programs, but no decision was made regarding the offer minor programs.

In this respect, double major can be considered another option for AET program students. This option may also have challenges. For instance, the problem of prolonging the education period mentioned by FM3 in FGI may arise. Such a situation can be overcome by enrolling in the 2nd program in open education or distance education programs already offered by a number of universities in Turkey.

As minor degree programs for associate degree are not available in Turkey, an alternative application to a minor degree might be to offer students elective courses as a part of their education. At this point, core courses (such as Introduction to Foreign Trade, Introduction to Marketing) related to the above-mentioned departments can be included as a part of AET programs.

#### **5.4. Content Based Course Design in AET Programs**

The second and more applicable suggestion has been offered during the focus group interview. As it may not be possible to design a modular program in some cases, for instance it may not be easy to change the structure of the program because of legal or administrative reasons, a more practical suggestion appeared. This suggestion is organizing the content (the texts to be used in translation courses) based on the sectors where students have more opportunities to be employed. Such a content design approach can be named as Content Based Course Design (CBCD). In the literature background of education and instruction, it is named as Content-Based Instruction (CBI). However, it is a term widely used for second language teaching.

In educational contexts, content selection concerns the issue of what of the curriculum. In other words, content can be named as the ‘stuff’ of the curriculum. It is about what to teach and what students will learn (Ornstein and Hunkins, 2004: 200). In the same way, it was mentioned earlier by Hurtado Albir (2015) that text selection is an important part of translation education. The texts must be useful pedagogically. In other words, they must be functional in order to meet the learning needs of the students, prospective translators. Consequently, it can be said that Hurtado Albir’s views on

content selection in translator training support the suggestion of CBCD in the present study's case.

Considering the structure of the present study, it is more useful to offer CBCD which will enable lecturers of AET programs to design their course content according to the sectoral needs. In this respect, material design and selection are extremely significant in the course planning process. In the courses with translation applications in the AET programs, the materials can be selected from the fields/professions where the employment opportunities of the students are high. Thus, the knowledge level of students for different sectors can be increased without changing the structure of the program too much. Such an implementation can be practical in institutions in which the structure of programs cannot be revised or changed easily because of legal and/or managerial issues. Such an issue was already mentioned by a participant in FGI.

Material selection can be an effective tool especially when it is implemented with the participation of faculty members from a variety of departments, namely public relations, foreign trade, tourism and management, secretary and office management etc. As it was revealed in FGI, the courses such as media translation, technical translation and introduction to specialized texts. A suggested CBCD process can be as follows;

- Examining the profile of students (learning more about their knowledge and skills),
- Deciding from what field the content is convenient for the course,
- Deciding on more relevant content for students by contacting the relevant department,
- Implementing the materials in the course and revise/change the content according to course evaluation.

## CONCLUSION

The motivation for the study was the problematic situation of AET programs. The current situation of AET programs leads to an employment problem. In this context, in order to make the program more functional, examinations were made in the context of competencies, sectoral needs and the suggestions of academy by having the opinions of different stakeholders.

Çelik and Aydın (2016: 1) state that universities can provide and maintain the well-qualified education only if they meet the expectations of the sectors. The quality of vocational education depends on maintaining curriculum planning and updates based on the needs and objectives of the sectors. In order to provide better employment opportunities to students, it is crucial to identify the expectations of the sectors where the students perform their profession. Regarding this issue, the present study tried to answer these main questions:

- Different than translation sector, in what sectors can the graduates of AET departments be employed?
- What do these sectors demand from the graduates as semi-skilled workers?
- How can AET programs be revised/updated according to sectoral needs to boost their employment chances?

The present study revealed the potential positions for AET students for their professional life. Furthermore, it also showed the expected knowledge and skills from the semi-skilled workers with a focus on AET students. As a result of this examination, a need in revising the program has become essential to operationalize the functionality of the program. As the present study reveals based on a variety of data sources, such an operationalization process can be implemented in a number of ways;

- Forming a modular program which enables students to choose their direction to sector or academy, to bachelor degree programs,
- Offering minor programs whose courses will contribute to AET students in terms of employability,
- Designing the content of a number of AET courses based on sectoral needs.

The findings of the study also indicate a need for further research with itself. For the future studies, following recommendations can be offered to scholars in translator training research with a focus on Applied English Translation programs;

- It is recommended that minor programs should be started at associate degree level and AET students receive training in the departments that stand out according to the findings of the present study. This will also enable other students of vocational schools to have courses from AET programs.
- It is recommended to start modules specifically for the 2nd grade of the AET program in cooperation with scholars in different departments. These modules can be named as sector module and academy module,
- Lecturers who teach in AET programs can organize the content of the courses in the curriculum according to the sectoral needs by forming a course design commission. This commission can work in collaboration with relevant departments to decide on the content.

It should be emphasized that the suggestions mentioned above require a collaborative work and definition of main principles. As it was mentioned by faculty members in focus group interview, what we understand from a ‘module’ and how we design it have utmost importance in implementing it in an effective way. In addition, there can be a need for legal arrangements for a modular system.

To some extent, the present study can be considered as a program evaluation study which tried to make AET programs more functional. As program evaluation is an ongoing practice which needs to be performed periodically, future research on program evaluation is suggested. For future studies, more diverse participants such as students and graduates can be included. In addition, the present study included the sector representatives focusing on some specific sectors. Further research can be conducted to reveal more possible positions for AET students and include different sectors as well.

Finally, another suggestion for further research is to design a competence model for AET programs. As it is an associate degree program, such a model can be designed based on EQF Level 5. This will enable faculty members to design the educational processes according to the correct level of students.

In terms of designing a competence model for AET programs, the present study can be considered as a preliminary work which may lead to a prospective model. The present study also gives an overall framework to make the program more functional in a variety of ways as it included the views and experiences of;

- Experiences of students through their internship reports,
- Job adverts (sectors, positions, expected qualifications, job descriptions),
- Opinions of managers from different sectors and human resources specialists,
- Opinions of faculty members (FGI)

At that point, it can be claimed that such a model will depend on previous research which includes data from different stakeholders. Regarding this aspect of the study, it is similar to PACTE's (2003; 2005; 2008) model as it has been designed based on empirical data. Therefore, the present study's data collection processes and findings can support a prospective competence model for AET programs.

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## APPENDICES

### Appendix 1: Course Design of an Applied English Translation Program

1.Sınıf												
Türü	Kodu	Adı	Eğitim Şekli	Dili	DS	T	U	UK	AKTS	Koordinatör	Ders Verenler	
<b>Güz Dönemi</b>												
Zorunlu	ATE1177610	SÖZLÜ İLETİŞİM BECERİLERİ I	Karma	İngilizce	MDS	4	4	4	5	Öğr.Gör. Nimetullah YAŞAR	Öğr.Gör. Celal SARIDOĞLU	
Zorunlu	ATE1177620	İNGİLİZCE-TÜRKÇE KARŞILAŞTIRMALI DİL BİLGESİ I	Karma	İngilizce	MDS	2	2	3	3	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Özlem İLYAS	
Zorunlu	ATE1177630	ÇEVİRMENLER İÇİN YAZMA BECERİLERİ I	Uzaktan Eğitim	İngilizce	MDS	3	3	3	5	Öğr.Gör. Nimetullah YAŞAR	Öğr.Gör. Nimetullah YAŞAR	
Zorunlu	ATE1177640	BİLGELİK VE ÇAĞRI İŞL. METİN OKURYAZARLIĞI	Karma	İngilizce	MDS	4	4	4	8	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Gözge ÖZGEN	
Programa Bağlı Seçmeli	ATE1177650	İLERİ OKUMA BECERİLERİ	Karma	İngilizce	MDS	4	4	4	7	Öğr.Gör. Nimetullah YAŞAR	Öğr.Gör. Bülent YAŞAR	
Programa Bağlı Seçmeli	ATE1177660	DİL VE ANALİTİK DÜŞÜNCE	Uzaktan Eğitim	İngilizce	MDS	4	4	4	7	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Hande İSMOĞLU	
Ortak Zorunlu	TDL1110400	TÜRK DİLİ I	Uzaktan Eğitim	Türkçe	MDS	2	2	2	2	Öğr.Gör. Kübra GÜRSOY	Öğr.Gör. Kübra GÜRSOY	
<b>Türü</b>												
<b>Kodu</b>	<b>Adı</b>	<b>Eğitim Şekli</b>	<b>Dili</b>	<b>DS</b>	<b>T</b>	<b>U</b>	<b>UK</b>	<b>AKTS</b>	<b>Koordinatör</b>	<b>Ders Verenler</b>		
<b>Bahar Dönemi</b>												
Zorunlu	ATE1277670	SÖZLÜ İLETİŞİM BECERİLERİ II	Karma	İngilizce	MDS	4	4	4	5	Öğr.Gör. Celal SARIDOĞLU	Öğr.Gör. Celal SARIDOĞLU	
Zorunlu	ATE1277680	İNGİLİZCE-TÜRKÇE KARŞILAŞTIRMALI DİL BİLGESİ II	Karma	İngilizce	MDS	2	2	3	3	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Özlem İLYAS	
Zorunlu	ATE1277690	ÇEVİRMENLER İÇİN YAZMA BECERİLERİ II	Karma	İngilizce	MDS	3	3	3	5	Öğr.Gör. Nimetullah YAŞAR	Öğr.Gör. Nimetullah YAŞAR	
Zorunlu	ATE1277720	EDEBİ METİN OKURYAZARLIĞI	Karma	İngilizce	MDS	4	4	4	5	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Çiğdem TAŞKIN GEÇMEN	
Programa Bağlı Seçmeli	ATE1213787	SEMİNER	Uzaktan Eğitim	İngilizce	MDS	3	3	3	3	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Celal SARIDOĞLU	
Programa Bağlı Seçmeli	ATE1277710	STAJ	Yüz Yüze	İngilizce	MDS				8	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Celal SARIDOĞLU	
Programa Bağlı Seçmeli	ATE1277730	ELEŞTİREL OKUMA	Karma	İngilizce	MDS	2	2	2	2	Öğr.Gör. Nimetullah YAŞAR	Öğr.Gör. Celal SARIDOĞLU	
Programa Bağlı Seçmeli	ATE1277740	DİLİN KÜLTÜREL BOYUTLARI	Karma	İngilizce	MDS	2	2	2	2	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Celal SARIDOĞLU	
Programa Bağlı Seçmeli	ATE1213939	STAJ	Karma	İngilizce	MDS				5	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Celal SARIDOĞLU	
Ortak Zorunlu	TDL1210600	TÜRK DİLİ II	Karma	Türkçe	MDS	2	2	2	2	Öğr.Gör. Kübra GÜRSOY	Öğr.Gör. Kübra GÜRSOY	
<b>1.Sınıf Toplamı</b>						<b>45</b>	<b>0</b>	<b>45</b>	<b>77</b>			

2.Sınıf													
Türü	Kodu	Adı	Eğitim Şekli	Dili	DS	T	U	UK	AKTS	Koordinatör	Ders Verenler		
<b>Güz Dönemi</b>													
Zorunlu	ATE2110993	ÇEVİRİYE GİRİŞ	Yüz Yüze	İngilizce	MDS	4	4	4	7	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Kerem GEÇMEN		
Zorunlu	ATE2110994	ÇEVİRİMENLER İÇİN BİLGİ TEKNOLOJİLERİ	Yüz Yüze	İngilizce	MDS	4	4	4	5	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Celal SARIDOĞLU		
Zorunlu	ATE2110995	ÖZEL ALAN METİNLERİNE GİRİŞ	Yüz Yüze	İngilizce	MDS	4	4	4	6	Öğr.Gör. Celal SARIDOĞLU	Öğr.Gör. Celal SARIDOĞLU		
Zorunlu	ATE2110996	KÜLTÜRELARASI İLETİŞİM	Uzaktan Eğitim	İngilizce	MDS	3	3	3	4	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Rüçhan Çiğdem AKANYILDIZ GÖLBAŞI		
Programa Bağlı Seçmeli	ATE2110997	İNGİLİZ EDEBİYATI: GİRİŞ	Yüz Yüze	İngilizce	MDS	4	4	4	6	Öğr.Gör. Çiğdem TAŞKIN GEÇMEN	Öğr.Gör. Çiğdem TAŞKIN GEÇMEN		
Programa Bağlı Seçmeli	ATE2110998	DİL BİLİME GİRİŞ	Uzaktan Eğitim	İngilizce	MDS	4	4	4	6	Öğr.Gör. Ferit ACAR	Öğr.Gör. Ferit ACAR		
Ortak Zorunlu	ATA2110300	ATATÜRK İLKELERİ VE İNKILAP TARİHİ I	Uzaktan Eğitim	İngilizce	MDS	2	2	2	2	Öğr.Gör. Nimetullah YAŞAR	Öğr.Gör. Nimetullah YAŞAR		
<b>Türü</b>													
<b>Kodu</b>			<b>Eğitim Şekli</b>		<b>DS</b>	<b>T</b>	<b>U</b>	<b>UK</b>	<b>AKTS</b>	<b>Koordinatör</b>			<b>Ders Verenler</b>
<b>Bahar Dönemi</b>													
Zorunlu	ATE2110999	TEKNİK ÇEVİRİ	Karma	İngilizce	MDS	4	4	4	8	Öğr.Gör. Celal SARIDOĞLU	Öğr.Gör. Celal SARIDOĞLU		
Zorunlu	ATE211001	ÇEVİRİ TEKNOLOJİLERİ	Uzaktan Eğitim	İngilizce	MDS	4	4	4	5	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Kerem GEÇMEN		
Zorunlu	ATE211002	ALTYAZI ÇEVİRİSİ	Uzaktan Eğitim	İngilizce	MDS	4	4	4	5	Öğr.Gör. Celal SARIDOĞLU	Öğr.Gör. Nüket KANTURK		
Programa Bağlı Seçmeli	ATE211003	MEDYA ÇEVİRİSİ	Uzaktan Eğitim	İngilizce	MDS	3	3	3	5	Öğr.Gör. Kerem GEÇMEN	Öğr.Gör. Rüçhan Çiğdem AKANYILDIZ GÖLBAŞI		
Programa Bağlı Seçmeli	ATE211004	EDEBİYAT ÇEVİRİSİ	Karma	İngilizce	MDS	4	4	4	5	Öğr.Gör. Çiğdem TAŞKIN GEÇMEN	Öğr.Gör. Çiğdem TAŞKIN GEÇMEN		
Programa Bağlı Seçmeli	ATE211005	ÇEVİRİYE TARİHSEL VE KURAMSAL YAKLAŞIMLAR	Karma	İngilizce	MDS	4	4	4	5	Öğr.Gör. Ferit ACAR	Öğr.Gör. Ferit ACAR		
Programa Bağlı Seçmeli	ATE211006	YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİNE GİRİŞ	Karma	İngilizce	MDS	4	4	4	5	Öğr.Gör. Nimetullah YAŞAR	Öğr.Gör. Kenan BOOUR		
Ortak Zorunlu	ATA2110500	ATATÜRK İLKELERİ VE İNKILAP TARİHİ II	Uzaktan Eğitim	İngilizce	MDS	2	2	2	2	Öğr.Gör. Nimetullah YAŞAR	Öğr.Gör. Nimetullah YAŞAR		
<b>2.Sınıf Toplam</b>						<b>54</b>	<b>0</b>	<b>54</b>	<b>76</b>				

## Appendix 2: Descriptors defining levels in the European Qualifications Framework

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.			
	Knowledge	Skills	Responsibility and autonomy
Level 1 The learning outcomes relevant to Level 1 are	In the context of EQF, knowledge is described as theoretical and/or factual.  basic general knowledge	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).  basic skills required to carry out simple tasks	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility  work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes relevant to Level 4 are	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Level 5* The learning outcomes relevant to Level 5 are	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change  review and develop performance of self and others
Level 6** The learning outcomes relevant to Level 6 are	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts  take responsibility for managing professional development of individuals and groups
Level 7*** The learning outcomes relevant to Level 7 are	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research  critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches  take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8**** The learning outcomes relevant to Level 8 are	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

**Appendix 3: TQF qualifications framework qualification types (Turkish Qualifications Framework (2015))**

8	Higher Education Institutions	Doctoral Diploma (PhD, Proficiency in Arts and Specialty in Medicine)		Vocational Qualifications Authority	Level 8 Vocational Qualification Certificate
7		Master Degree (with Thesis) Master Degree (without Thesis)			Level 7 Vocational Qualification Certificate
6		Bachelor's Degree			Level 6 Vocational Qualification Certificate
5		Associate Degree (Academic) Associate Degree (Vocational)			Level 5 Vocational Qualification Certificate
4	Ministry of National Education	High School Diploma	Vocational and Technical High School Diploma	Skilled Worker Certificate	Level 4 Vocational Qualification Certificate
3				Semi-Skilled Worker Certificate <sup>31</sup>	Level 3 Vocational Qualification Certificate
		Lower Secondary Education Certificate			
2		Primary Education Certificate			Level 2 Vocational Qualification Certificate
1		Pre-School Participation Certificate			

## Appendix 4: Ethics Committee of Social Sciences Research's Decision

İSTANBUL MEDİPOL ÜNİVERSİTESİ  
SOSYAL BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULU  
ETİK KURULU KARAR FORMU

<b>BAŞVURU BİLGİLERİ</b>	ARAŞTIRMANIN AÇIK ADI	Türkiye'deki Uygulamalı İngilizce ve Çevirmenlik Programlarına Yönelik Çeviri Edinci Geliştirme Çalışması: Önlisans Programları için Bir Eğitim Programı Önerisi			
	KOORDİNATÖR/SORUMLU ARAŞTIRMACI UNVAN/ADI/SOYADI	Ferit ACAR			
	KOORDİNATÖR/SORUMLU ARAŞTIRMACININ UZMANLIK ALANI	Öğretim Görevlisi			
	KOORDİNATÖR/SORUMLU ARAŞTIRMACININ BULUNDUĞU MERKEZ	İstanbul			
	DESTEKLEYİCİ	-			
	ARAŞTIRMAYA KATILAN MERKEZLER	TEK MERKEZ <input checked="" type="checkbox"/>	ÇOK MERKEZLİ <input type="checkbox"/>	ULUSAL <input checked="" type="checkbox"/>	ULUSLARARASI <input type="checkbox"/>

İSTANBUL MEDİPOL ÜNİVERSİTESİ  
SOSYAL BİLİMLER BİLİMSEL ARAŞTIRMALAR ETİK KURULU  
ETİK KURULU KARAR FORMU

Değerlendirilen Belgeler	Belge Adı	Tarihi	Versiyon Numarası	Dili
	ARAŞTIRMA PROTOKOLÜ/PLANI			
BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU				Türkçe <input checked="" type="checkbox"/> İngilizce <input type="checkbox"/> Diğer <input type="checkbox"/>
Karar Bilgileri	<b>Karar No: 53</b>	<b>Tarih:08/06/2021</b>		
	Yukarıda bilgileri verilen Sosyal Bilimler Bilimsel Araştırmalar Etik Kurulu başvuru dosyası ile ilgili belgeler araştırmanın gerekçe, amaç, yaklaşım ve yöntemleri dikkate alınarak incelenmiş ve araştırmanın etik ve bilimsel yönden uygun olduğuna <b>“oy birliği”</b> ile karar verilmiştir.			

## Appendix 5: Committee of Scientific Research and Publication Ethics's Decision



### İSTANBUL 29 MAYIS ÜNİVERSİTESİ BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU (Karar Sureti)

**Toplantı Tarihi:** 30.05.2022

**Toplantı Sayısı :** 2022/05

**KARAR NO: 2022/05-2:** Sosyal Bilimler Enstitüsü Çeviribilim Bölümü Doktora Programı öğrencisi Ferit ACAR'ın "Türkiye'deki Uygulamalı İngilizce Çevirmenlik Programlarının İşlevselliğini Artırma Üzerine Bir Çalışma: Edinçler/Yeterlilikler, Sektör ve Akademi Bağlamında Bir İnceleme " konulu bilimsel çalışma ve araştırma yapmaya ilişkin talebi incelenmiş olup, yapılan değerlendirme sonucunda "Türkiye'deki Uygulamalı İngilizce Çevirmenlik Programlarının İşlevselliğini Artırma Üzerine Bir Çalışma: Edinçler/Yeterlilikler, Sektör ve Akademi Bağlamında Bir İnceleme " konulu bilimsel çalışmada etik açıdan bir sakınca olmadığına oybirliği ile karar verildi.

ASLI GİBİDİR  
30.05.2022

## **Appendix 6: Semi-Structured Interview Questions**

### **Interview Questions For Representatives From Various Sectors**

- What positions are suitable for semi-skilled workers with English skills in your sector? Could you explain it by giving specific examples? / Sektörünüzde İngilizce bilen ara elemanlar için uygun olan pozisyonlar nelerdir? Kısaca açıklayabilir misiniz?
- What are the qualifications of semi-skilled workers with English skills in your sector? Could you explain it briefly? Sektörünüzde İngilizce bilen ara elemanların sahip olması gereken nitelikler nelerdir? Kısaca açıklayabilir misiniz?
- What are the positions that associate degree graduates (Applied English Translation) can be employed in your sector? Uygulamalı İngilizce Çevirmenlik mezunları sektörünüzde nasıl istihdam edilebilir?
- In what ways (in terms of competences), should Applied English Translation students be supported while training in order to increase their employment in your sector? Uygulamalı İngilizce Çevirmenlik öğrencilerinin eğitimi sektörünüzde istihdamını artırmak için ne yönlerden desteklenebilir?

### **Interview Questions for Human Resources Specialists**

- In what field is there a need for semi-skilled workers who have the command of English language? / İngilizce bilen ara elemana hangi sektörlerde yoğun olarak ihtiyaç duyulmaktadır?
- What are other skills needed in these sectors/positions? / Belirttiğiniz bu alanlardaki ara elemanlardan beklenen diğer beceriler nelerdir?
- How can Applied English Translation programs be supported and revised to meet these demands and employed in these positions? / Uygulamalı İngilizce Çevirmenlik programı öğrencileri belirttiğiniz alanlarda istihdam edilebilmek için eğitimleri sürecince nasıl desteklenebilir?

### Questions for Focus Group Interview

- To what extent do Applied English Translation programs meet the translator's qualifications in the context of professional qualifications as a field expert? / Alan uzmanı olarak mesleki yeterlilikler bağlamında Uygulamalı İngilizce Çevirmenlik programları çevirmen yeterliliklerini ne ölçüde karşılamaktadır?
- What are the difficulties you encounter within the framework of the education given in the Applied English Translation programs? Can you explain briefly? / Uygulamalı İngilizce Çevirmenlik programlarında verilen eğitim-öğretim çerçevesinde karşılaştığınız zorluklar nelerdir? Kısaca açıklayabilir misiniz?
- What are the areas where Applied English Translation students can be employed as semi-skilled staff? What is the feedback from alumni? / Uygulamalı İngilizce Çevirmenlik öğrencilerinin ara eleman olarak istihdam edilebileceği alanlar neler olabilir? Mezunlardan alınan geri bildirimler nelerdir?
- How can the structure of the Applied English Translation program be arranged according to sectoral needs? / Uygulamalı İngilizce Çevirmenlik programının yapısı sektörel ihtiyaçlara göre nasıl düzenlenebilir?

<b>ÖZGEÇMİŞ</b>			
<b>Adı, Soyadı</b>	Ferit		ACAR
<b>Doğum Yeri ve Yılı</b>			
<b>Bildiği Yabancı Diller ve Düzeyi</b>	İngilizce		Almanca
	İleri		Başlangıç
<b>Eğitim Durumu</b>	<b>Başlama – Bitirme Yılı</b>	<b>Kurum Adı</b>	
<b>Lise</b>	2001	2005	Safranbolu Anadolu Lisesi
<b>Lisans</b>	2005	2009	Mersin Üniversitesi
<b>Yüksek Lisans</b>	2010	2013	Ankara Üniversitesi
<b>Doktora</b>	2017	2022	İstanbul 29 Mayıs Üniversitesi
<b>Çalıştığı Kurum (lar)</b>	<b>Başlama - Ayrılma Yılı</b>	<b>Çalışılan Kurumun Adı</b>	
<b>1.</b>	2011	Devam ediyor	İstanbul Medipol Üniversitesi
<b>2.</b>			
<b>3.</b>			
<b>Üye Olduğu Bilimsel ve Mesleki Kuruluşlar</b>			
<b>Katıldığı Proje ve Toplantılar</b>			
<b>Yayımlar:</b>			
<b>Diğer:</b>			
<b>İletişim (e-posta):</b>			
<b>Tarih</b>			
<b>İmza</b>			
<b>Adı Soyadı</b>			Ferit ACAR

