

**T.C.
ATILIM ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜTERCİM
TERCÜMANLIK ANABİLİM DALI
ÇEVİRİ BİLİMİ BİLİM DALI**

**CONTRIBUTION OF LINGUISTICS COURSES TO TRANSLATOR
EDUCATION AT UNIVERSITY LEVEL: A CASE STUDY OF
ATILIM AND BILKENT UNIVERSITIES**

YÜKSEK LİSANS TEZİ

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CHAPTER ONE

INTRODUCTION

The following study was conducted to present the level of usefulness of certain predetermined courses that have for years been taught, both in Turkey and abroad, within Translation and Interpreting Departments.

The study aims to analyze the usefulness of these courses when the information provided and the learning acquired through the courses is put to use in later, more advanced, directly translation and interpreting related and practice courses.

The study takes as a focal point the fact that students are endowed with certain awareness about the necessity of said courses before passing on to the actual practice of translation and interpreting.

1.1. BACKGROUND OF THE STUDY

The background of the study is based on an in-depth analysis of translator and interpreter training literature, which is cited in detail in the literature review part of the study.

Basically, almost all pedagogues in this field, even those of older generations who have been trained in other fields then moved on to translation and interpreting studies as a legitimate field of separate study:

“Institutional translator training is a phenomenon which begins in the mid twentieth century. Until then translators were essentially either language specialists or bilinguals, self-taught in translation, or with some form of apprenticeship or mentoring alongside more experienced colleagues”

(Kelly, 2005:8)

Those who are trained in the field of translation and interpreting itself seem to agree on simple facts, like, for example, a simple list of attributes necessary for the translator to acquire through training and also the fact that this should be done through a building blocks like method.

Previous approaches of plunging the students into translation courses and letting them either sink or swim through the production process of translating a text have no pedagogical foundation. Newer approaches all encourage that the training process is done through building blocks (Kelly, 2005:11). Initially identifying student skills necessary for translation, designing courses in a progressive manner to allow for this, and designing syllabi that allow the student to interlink said courses with future training in the practice of the profession in higher level courses. Basically, this is also what is underlined by Cannon and Newble,

“The key to curriculum planning is to forge educationally sound and logical links between planned intentions (expressed as objectives), course content, teaching and learning methods, and the assessment of student learning while taking account of students characteristics.” (2000: 142-143)

1.2. STATEMENT OF THE PROBLEM

Just like in any field of expertise, when students sit in a classroom and start to learn a new discipline they are eager to pass over the theory and the background and get to work on it, actually produce something. Studies have shown that students have always been more interested in practice based courses where they can actually “create”.

Oblinger stresses that, “the current generation of college students (ages 18-22) tend to be experiential learners - they prefer to learn by doing, as opposed to learning by listening,” (2004: 2). The same, naturally, applies to the translation and interpreting students.

They are not immediately comfortable when they learn that they will be taking very few translation courses in their first years, that they will have to master many other skills and levels of knowledge before they can actually move on to text production both in the written and oral genres.

The ability and the responsibility to overcome this problem lie with the trainer. The trainer needs to explain the purpose of the course and the ultimate goals as well as the progression of skills to the students.

This may be done through detailed syllabi or in class discussions and examples, and, of course, many other alternatives which have been developed by colleagues throughout the years of experience.

The students need to acquire an awareness that courses like text and composition will serve them well when they pass on speech delivery in note-taking courses for consecutive, or for example culture courses will be of great help having learned the British Parliamentary system for example when translating legal texts from English.

The problem is not a problem that has no solution or needs to be deliberated on: A level of understanding needs to be passed on from the trainer to the students in a correct, explicit and clear manner. This also needs to be repeated in each course for which this is relevant.

Simple examples, like a baby rolling around in a cradle, then crawling, then trying to stand holding on to something, then moving on to walking, and mastering that, running are very clear images that convey this message of working step by step, skill by skill, towards an ultimate composite of skills.

Unless such a clarification and explanation is given by the pedagogue responsible for these initial courses the students feel disappointment because of, what in their eyes, becomes a shallow form of teaching (i.e.

repeating linguistics and text and composition courses they have been taking since middle school).

Also, not only the conception and acceptance but the realization of this is important. Meaning such courses actually need to be oriented to prepare the student for skills they will use in the actual act of translation. For instance, classical linguistics courses where they learn subject, object, and verb definitions in the languages in which they are trained may seem simplistic and purposeless, whereas courses where a comparison is drawn between similarities and differences between the two languages to be used in the translation process serve as clear examples of the usefulness of the course. These examples are countless. The widely held belief is that any trainer who is aware of the said problem uses these techniques without fail in all such courses.

1.3. PURPOSE OF THE STUDY

As with all contemporary training methodology currently accepted within the ECTS (European Credit Transfer System) credit system of study the focal point of the training has shifted. It has become, not how many hours a trainer lectures or the evaluation of homework, but, how many hours the student spends on projects and work etc. As it is explained as follows on the European Union website,

“ECTS is a learner-centered system because it helps institutions to shift the emphasis in program design and delivery from traditional teacher-centered approaches to approaches that accommodate for learners’ needs and expectations. (...) Learner-centered learning puts learning at the heart of curriculum design and delivery, and gives learners more choice in content, mode, pace and place of learning. In such a learner-centered approach, institutions have the role of facilitating and supporting learners in shaping their own learning pathways and helping them to build on their individual learning styles and experiences. By using learning outcomes and learners’ workload in curriculum design and delivery...”

In simple terms, what this implies is that ECTS helps to place the learner at the centre of the educational process. Furthermore, it allocates credits to educational components, thus facilitates the creation of flexible learning paths.

Simply put, teaching and training are no longer a point of reference, the focus is on learning; meaning the student. The purpose of the study is also to enrich this approach through receiving feedback from the students allows us as trainers to remodel and rescale our courses in a way in which they will acquire more. The findings of the study may be of help to trainers who choose to employ certain methods and others who have not so far.

1.4. HYPOTHESIS

Translation and interpreting require at the most simplistic level a very good understanding of: 1) Both source and target languages, 2) cultures, terminologies and 3) text analysis and discourse techniques specific of the languages in question. Thus, this study aims to prove that linguistics based courses contribute and are necessary to core translation and interpreting courses taught in upper grades.

1.5. SCOPE OF THE STUDY

The scope of the study based on the facts given above encompasses the collection of data from students from two universities - Atılım University and Bilkent University - to either verify or dispute the initial hypothesis.

A sample of the survey is as provided in appendix A.

The details of the questions asked, the purposes and all relevant details are explained in the methodology part of the study. This is followed by the analysis of the results in both a quantitative and an analytical perspective. Further areas of study are also suggested in the conclusion, stating the findings in a conclusive manner.

1.6. ASSUMPTIONS AND LIMITATIONS

As with every such study there are a certain number of assumptions held by the researcher. These may be listed as follows:

- Trainers are aware of the problems stated above and utilize course time, syllabi design and so on in such a manner as to be helpful.
- Trainers are focused on the learning purpose and not the teaching process, in the sense as it is interpreted today.
- Trainers who give these preliminary courses work in tandem and unison with other trainers who give the higher grade courses. An exchange of ideas and cooperation is constant to ensure the careful transition of the students through each grade level.

Some of the limitations of the study may also be listed as follows:

- Translation and interpreting classes are by definition small so the group study and questionnaires can only be answered by a certain number of students.
- Translation and interpreting courses, though similar in many universities, also exhibit differences not only in terms of trainers' approaches

but also course design and definitions. Therefore, what might be relevant for one group of students in one institution may not apply to the other group.

- A further limitation is the fact that students in one university are trained in two foreign languages, whereas the other university trains in a single foreign language. This may also affect the results in an unforeseeable manner. Thus it is a limitation to some aspects of the study.

- Not all courses chosen to be included in the study were given in the same time, period, semester, in each of the institutions. They were spread over at least two terms. This also limited the researchers' ability to shorten the analysis gathering process.

1.7. DURATION OF THE STUDY

The initial study began with research into what other types of study were conducted in the field. The approach or rather tendency to shift from training based to learning based schooling was an important starting point. This research part took almost one month.

The choice of universities to be included in the study was made simply on the basis of the proximity of the researcher to both trainers and students in said institutions. Thus, the researcher would be able to limit the timing of the study as well as conduct it quicker.

Initial reading for background information showed that, though many articles were written on the subject, the perspective had always been that of the trainer. Thus, the duration of the study was prolonged by one month to reach a wider group, i.e. the students who were to provide the data to be analyzed.

A duration of three weeks was devoted to the preparation, distribution and collection of the questionnaire. The second period of study, which took three to four months, was devoted to analysis and gathering of further information enabling an in depth analysis of the study results leading to the conclusions.

1.8. DEFINITION OF SPECIFIC TERMS

The terms to be used during the study are defined underneath each relevant section so as to enable the researcher to clarify and reiterate what she intends and proposes as the study progresses. Key terms to be used are also explained in order to avoid misunderstandings within the study.

In the study all studies undertaken at higher level education institutions like universities and colleges, all studies conducted by researchers in the field be in written or oral translation/interpreting are referred to as **Translation and Interpreting Studies**.

Throughout the study special emphasis is placed on the link between **linguistics and translation**. The point of view held by contemporary scholars is clearly that these are two separate fields of study, that are interlinked in many ways, contribute to and enrich one another. Neither one nor the other is a subdiscipline of the other. The relationship between them is a strong bond of the use of resources of the study of language to the transference of meaning and implicature from one language to another.

Building blocks theory refers to a system of training and learning whereby the trainers and experts within the field identify skills to be acquired at each level in addition to a skill progression to reach the final aim of actually

enabling and facilitating the students' grasp of a subject matter. This is not limited to translation and interpreting studies, but is applicable in many disciplines. But, it is used more rigidly in the field in question as one cannot translate a text from one language to another without, for example, understanding the cultures in question, or the difference in the grammatical structures in question. Thus, skill building begins with language and culture skills, later moves on to comparative language skills and finally transference and relay skills referred to as translation.

The emphasis in **student oriented-centered training** programs is that there is a shift from traditional teacher-centered approaches to approaches that accommodate for learners' needs and expectations. Otherwise referred to as student centered-learning, puts learning at the heart of curriculum design and delivery. Students have more of a say in content, mode, pace and place of learning.

To be able to apply a learner-centered approach, institutions use learning outcomes and learners' workload in curriculum design and delivery. What this implies is that the students are at the centre of the educational process.

CHAPTER TWO

REVIEW OF LITERATURE: LINGUISTICS AND TRANSLATION

As will be reiterated by quotes from other colleagues and experts in the field, in this part the study tries to exemplify and prove linguistic studies have a major contribution to “the good grounding” of a translator or interpreter.

Peter Fawcett, claims that there are many things in translation which can only be described and explained by linguistics. He also states that he believes that a translator who lacks at least a basic knowledge of linguistics is not working with a complete toolkit (1997: foreword).

It is a well accepted of fact that if someone does not know the rules of a language s/he can not use it in a proper manner. Thus, the translation produced could not be adequate or even a translation.

Another important fact of language is that a word can have different meanings according to its context. In translators terms, without reference to the discourse and structure in which the word appears, the translator may deem the word as having many meaning and implatures, and therefore “ambiguous”.

A word gains meaning in a sentence, which in turn becomes meaningful within a text. In oralized text, the voice, the body language and all other parameters should also not be disregarded. Because, without them, the words which have a certain purpose, may become ambiguous.

As Peter Fawcett explains (as paraphrased in continuation) that (1997: 64), a professional and novice translators actually relate the translation of the micro-level of words and phrases to higher textual levels of sentence and paragraph, and beyond that to such parameters as register, genre, text conventions, subject matter, and so on, in a constant dialectic. Thus, it is

clearly necessary to link linguistics and translation, which have a twofold relationship. And, this applies, naturally, not only to research, but also to training in the field.

Returning to this twofold relation: Initially, one may apply the findings of linguistics to practice of translation, and secondly one may have a linguistic theory of translation, as opposed, say, to a literary, economic or psychological theory of translation (Fawcett 1997: 2). Therefore, it is possible to say that translation without linguistics does not mean much and, as it was stated before, the link between the two fields is a necessity in the training period.

When browsing through textbooks on the subject and course designs applied in different universities, it becomes clear that many experts believe that wherever languages are taught in translation programs, close coordination between staff is essential. Thus, as an example Kelly reiterates that, “language teaching could centre on the particular language skills a translator requires: textual knowledge rather than theoretical knowledge of the phonetic system,” (2005: 73).

In order to better understand the developments and the logical process leading to this conclusion one needs to follow up on the history of not only translation studies itself but also on the history of translator training.

As Kelly states:

“For a long time in the history of translator training, trainers have assumed that students or apprentices learn to translate simply by translating. As professional translators with little time to devote to reflection on how to organize teaching and learning, many early trainers limited class activity to asking for on-sight.... and to offering their own “correct” version as a model after public confirmation that the students’ versions lacked professional quality.”

(Kelly, 2005: 11)

Basically, this approach of training was essentially a-pedagogical as suggested by Kelly. However, fortunately, as experts have declared that translator training has evolved, not only alongside Translation Studies and alongside Linguistics (with the consolidation of text linguistics, discourse analysis, pragmatics, for example), but also with educational approaches in general (2005: 11).

It is clear that to train in translation and interpreting, knowing what they are and what relation they can have with linguistics are not enough. As Translation Studies became a new separate field that has evolved apart from linguistics, the necessity to develop a new educational approach became necessary.

A brief overview of this development would take us to the basic educational premise of establishing clear objectives for any teaching/learning process was probably first applied to translator training by the Canadian scholar Jean Delisle, as late as 1980.

In his first major publication *L'analyse du discours comme méthode de traduction* (1980), Delisle offers a systematic proposal in order to undertake or give a practical introductory course in English-French translation (Kelly, 2005: 11).

Nevertheless, starting to translate without any knowledge of 'what should be translated how' cannot help the novice to understand why the translation is not adequate. Thus, it is always necessary to clearly explain the purpose of the translation in the classroom, so the students can better grasp the meaning of the course. Basically the fact is that they are there to learn how to translate.

This notion is also strongly supported by Nord (1988/1991) who proposes a very complete model for translator training, based on the premise

that, “training should simulate professional practice, that is, it should never involve translating without meaningful realistic purpose,” unlike many of Delisle’s rather more contrastive-linguistic activities. The proposal is centered on a translation-orientated and functionalist model for text analysis.

Even though Delisle was maybe the first scholar establishing clear objectives for the teaching/learning process, like in any field, his educational premise evolved. Thus, it is possible to say that, though Nord’s approach (Kelly, 2005: 12-13), translator training moved towards student-centered teaching/learning. Many such voices can be heard in the field with suggestions and prepositions that:

“Teaching emphasizes the acquisition of interlingual, intercultural and intertextual associations. Or even that based on error analysis, teachers can provide guided practice to improve the acquisition of skills and then teach conscious strategies as methods for problem solving and the production of alternatives.

(Kiryaly, 1995: 110-112)

Basically, the idea behind all this can be summarized as: training that develops a reorganization around a theoretical framework that allows the identification of cognitive skills that translation students’ need to acquire. Of course this should include the pedagogical tools for teaching and testing the acquisition of those skills and knowledge.

In reference to translation criticism, for example, Suat Karantay (2003: 171-172) talks of ‘objective criteria’ by which to evaluate a translation/interpretation. This points to a set of skills the translator has and must have reflected in his/her work of translation.

In reference to the skills mentioned above, Wilss (1976: 120) suggests that a translator should have three competences. The author outlines several points which are later to be developed by others:

- a) a receptive competence in the source language (the ability to decode and understand the source text)
- b) a productive competence in the target language (the ability to use the linguistic and textual resources of the target language)
- c) a supercompetence, basically defined as an ability to transfer messages between linguistic and textual systems of the source culture and linguistic and textual systems of the target culture.

As for Delisle (1980: 235), four major competences must be a part of the translator's skills: the linguistic, encyclopedic, comprehension and re-expression competences. Erten states also clearly (2000: 52) the importance of the ability to methodically analyze the text on all the levels to translate.

Roberts (1984: 172), to give another example, with Kelly's translation (2005: 29), offers a five-point description:

- 1) Linguistic (competence) (ability to understand the source language and quality of expression in the target language)
- 2) Translational (ability to grasp the articulation of meaning in a text and to transfer it without deforming it into the target language, avoiding interference)
- 3) Methodological (ability to document themselves on a given subject and to assimilate the corresponding terminology)
- 4) Disciplinary (ability to translate texts in certain basic disciplines such as economics, computing, law)
- 5) Technical (ability to use different translation aids).

A renown translation scholar Berrin Aksoy (2001: 1-2), in referring to equivalence, actually points to achievement of all the above skills within the scope and limitations of the languages involved in the act.

To sum up the different views presented above, it could be stated, referring to Nord (1991: 235), that the most important competences required of a translator are competence of text reception and analysis, research

competence, transfer competence, competence of text production, competence of translation quality assessment, and, of course, linguistic and cultural competence both on the source and target side.

In reference to the link between, or the correlation and connection between language learning/translation in translator training, particularly at undergraduate level, seems to be based on the “myth” that learners already master their “working languages”. The term myth is not wrongly used here because the vast majority of translator trainers are aware that the future translators they are working with simply do not have the language competence necessary to undertake many translation tasks.

At this juncture, it would be useful to add that Bengi-Öner (1999: 61) also places emphasis on translation norms that must be considered before, during, and at the editing/criticism phases of the act of translation. This must also be taught.

So as Kelly (2005: 115) states clearly “as individual trainers, there is normally little we can do to remedy the overall situation, at least in the short term. What we can do is to make sure that the activities we design, and the order in which we put them into practice, are in consonance with a realistic appraisal of the language level of our students.”

Thus far, the study has tried to establish that translation training requires a ‘building blocks approach’ (where skills and information build on and are developed in turn, and, on top of each other to an ultimate accumulation of translation aptitude).

This also implies that the field is one in which the trainer deals with a multitude of tasks like cultural education, language training, grammar training, translation skill development and many more. Among these this study particularly concentrates on the linguistic teachings involved. Bulut

(2006: 154) points out the importance of this not only in technical but also literary texts as she refers to text analysis, problem evaluation and translation choices.

As stated by Branchadell in discussions regarding review of literature of this field the author clearly states that:

“Interestingly enough, these papers, while dissolving common-sense, purely linguistic views on translation, do have a clear linguistic dimension, a fact that reminds us of the interdependence of approaches to translation based on both linguistics and cultural studies. Indeed, the first advocates of the cultural turn never obliterated this independence.”

(Branchadell, 2005: 10-11)

Not only Branchadell but also, Diaz Fouces (2005: 95-104) is well aware that translation can be useful resource for promoting linguistic and cultural imposition, but also to avoid it. In other words paraphrasing his statement the author henceforth argues that “efficient planning in the area of translation can be very useful in improving the status of minorised languages.”

Other supporters of this notion and mentioned by Branchadell (2005: 14-16) are for example, Salter who believes that interdependence of approaches to translation is based on both linguistics and cultural studies and Sara Rovira-Esteva who argues for a cognitive approach to this linguistic phenomenon.

Furthermore, other specialists have even argued that in linguistic terms, translation activities contribute to standardizing the language and to spreading among the users (see Mallafré 2003) (Diaz Fouces, 2005: 99).

As Hamzé states in his paper (2005: 53-56), though the prevalence and importance of linguistics and language is apparent in translation because

in a translation, it's inevitable for the translator to work through the linguistic sign, a translator isn't aiming at giving, in the target language, the equivalent of the sign or the equivalent of the elements which constitute it. S/he is actually aiming at finding the sign or the signs in the target language which can render the concept of the source language. Aksoy (2002: 25) also refers to this phenomenon when she refers to co-existence of structure and deep-structure which relays meaning. Analysis of one is necessary for comprehension of the other.

As it is widely accepted, with Hamzé's words, "modern linguistics stresses the fact that languages aren't nomenclatures, that translation isn't a transfer of language but a transfer operating from one culture to another."

Then the translation of a term is not the search for its linguistic equivalent in the target language. It becomes attempt to render the same traits in the target language means to translate the significant. Unfortunately since languages are not homogenous, the translation of significant is always limited by the diversity and the lack of overlap between relevant source languages.

According to Evan-Zohar (1978/1990: 47), it is clear that the very principles of selecting the works to be translated are determined by the situation governing the (home) polysystem: "the texts are chosen according to their compatibility with the new approaches and the supposedly innovatory role they may assume within the target language".

As Toury (1999: 15) states in support of Evan-Zohar's view, "after all, it cannot be contested that, being norm-governed by its very nature, translation is a much a means of effecting planning as it is a paradigmatic case thereof."

Alongside and in parallel to these views, when translation is considered at its' micro-level, one may not dismiss that of course another

important aspect of translation is syntax, syntax understood in a wide sense of the term, including especially phraseology and rhetoric. They reveal “patterned choice” which is motivated by the (implicit) necessity to suppress “disjointed” sequences of propositions and practice an “articulated” manner of writing which extends across the boundaries of individual texts and may boil down to the applicability of a limited array of syntactic phenomena (Sager et al. 1980: 186ff).

On the other hand, the equal significance of other factors is also argued. Aguilar-Amat and Botsho (2005: 156) argue, for instance, translation techniques, which are good example of how experienced translators solve problems. They simply apply an enormous store of (organized) practical knowledge. This knowledge is represented in the awareness of lexical, idiomatic (phraseological), and syntactic equivalence relations, as indicated, not necessarily on a one-to-one basis.

In one of her comparative studies, Erten (2005: 19, 22-24) provides ample examples for this phenomenon, stressing exactly the same points. Thus, if these translators didn't have the necessary linguistic knowledge, they couldn't translate correctly. Experience naturally helps but it is not enough for translation.

Beyond all that, the translator must also analyze the discourse s/he translates which means that the translator becomes a discourse analyst. Brown and Yule explain clearly what discourse analysis is and how it goes hand in hand with what has been mentioned:

“The analysis of discourse is, necessarily, the analysis of language in use. As such, it cannot be restricted to the description of linguistic form independent of the purposes or functions which those forms are designed to serve in human affairs. While some linguists may concentrate on determining the formal properties of a language, the discourse analyst is committed to an investigation of what that language is used for.”

(Brown/Yule 1983/1989: 1)

Therefore, translating a text does not only require simple knowledge of linguistic structures of the languages. When words are used together, they gain a specific meaning. Changing only one word may entirely transform the meaning of whole texts. For example even a simple link can change the whole meaning of a unit of translation: 1) Inflation is on the rise, the central bank has done nothing. 2) Inflation is on the rise, but the central bank has done nothing. 3) Inflation is on the rise, thus the central bank has done nothing. 4) Inflation is on the rise and the central bank has done nothing. As the example clearly states thus, discourse analysis becomes one of the first steps of the translation process.

On the other hand, the universal character of speech functions (promise, apology, answer, question, etc.) has led Widdowson to make a clear distinction between text and discourse:

“When confronted with a sample of language, a chapter in a chemistry textbook, for example, there are two ways in which we might describe it. We may treat it as an exemplification of the language system and point out the incidence of certain linguistic structures and items of vocabulary: in other words, we can describe its formal properties as an instance of linguistic usage. To do this is to conduct a register analysis and to characterize this sample in this way, however, there are number of things about it that we fail to account for.”

(Widdowson 1979: 23)

To discuss this in detail; primarily it clearly does not just exist as usage, as an exemplification of the language system, meaning that it is also an instance of use. Furthermore, it communicates something. This is also done in a certain manner. If asked the author or the reader to describe the sample text, s/he could say a *report* or a set of *instructions*, or an *account* of an experiment. These terms as can be seen do not refer to the linguistic properties of the sample as text. These refer to communicative function of the sample as *discourse*.

As texts and discourses are not only studied within linguistics, it means that they implicitly give some information about the author. Thus, many scholars state that the human being communicates through the surface structure of a text or discourse.

One of these scholars is Wilss. The expert states that the outward appearance of a particular text gives us clues concerning the (propositional) meaning of a particular text specimen, the text function (message intention of the author), and the implied or explicit, in either case (largely) reconstructable, relation between the text producer and the text recipient (Wilss, 1996: 165).

In other words, it is possible to understand why the author wrote the text, for what purpose, and for who. Depending on the text, it is also possible to feel the text producer's emotions (such as in poetics), but to understand them, it is necessary to analyze deeply the text/discourse.

In the trainers' experience, as Wilss points out (1996: 172-173), the novice translator will realize very quickly that text understanding is a kind of problem-solving. This is one of the tasks of pre-translational text analysis in order to find where the solutions of textual comprehension problems come from. If the analysis is not done, the comprehension can only be superficial.

On the other hand, Wilss underlines that if the command of the linguistics of lexicon, phraseology, (intersentential) grammar, and text is not achieved, it is not possible to render a translation successfully.

This type of linguistic knowledge is, in fact, the basis on which to build translator performance, the objective being to find equivalence. As it has been reiterated, translation is not only about finding a one-to-one transfer basis between two languages but it is about finding equivalents in one language for something stated in another.

Wilss is of course not the only scholar who gives importance to equivalence in translation. For example, Katharina Reiss also worked in the 1970's on the concept of equivalence. Reiss (1977/89: 113-14) views the text, rather than the word or sentence, as the level which communication is achieved and at which equivalence must be sought.

As it is stated by Munday (2001: 73-83), Reiss's functional approach initially intends to systematize the assessment of translations and borrows Karl Bühler's three-way categorization of the functions of language. Reiss refers to these as their corresponding language 'dimensions'. Bühler further refers to text types or communicative situations in which they are used.

Text typology helps, first of all, to understand quickly with what kind of text the translator deals with, and, secondly, to determine how the text will be translated. Before the act of translating a text an analysis is necessary because once the source text and the target text profiles have been compared, the source text can be analyzed in order to decide on functional priorities of the translation strategy.

Other scholars share the same kind of thoughts. According to Nord (1997: 62), "What is important, though, is that [it] include[s] a pragmatic analysis of the communicative situations involved and that the same model be used for both source text and translation brief - thus making the results comparable".

It is almost impossible to compare a translation with the source text if any analysis has not been done, since no analysis means no deep understanding, then there is no equivalence in target language.

In order to differentiate between text and discourse or to draw a distinctive line, Munday (2001: 89-90) explains that text analysis normally concentrates on describing the way in which texts are organized (sentence

structure, cohesion, etc.) and discourse analysis looks at the way language communicates meaning and social and power relations.

In the study, this is taken to mean that textual analysis is more strongly linked to linguistics as basic and discourse analysis to linguistics as a function.

The concept of function appears hand in hand with the concept of communication. Communication through signs, words, sentences and so on. Which means that is based on linguistic, as it can only be performed with choices.

Another example, for discourse analysis, is Halliday's model (1994), which is based on what he calls systematic functional grammar. His model is geared to the study of language as communication and sees meaning in the writer's linguistic choices which systematically relate to a wider sociocultural framework.

Equivalence is an important term for translation. As it has been stated above, source text and target text can be compared only if there is equivalence between them. Nevertheless, equivalence must be seen as a series of correspondences at different levels. Baker (1992) looks at equivalence at a series of levels such as at word, above-word, grammar, thematic structure, cohesion and pragmatic levels, which are, once again, part of linguistics.

Back to the function, in terms of linguistics, for discourse analysis, Munday cites (2001: 99) two other scholars, Hatim and Mason, who integrate a semiotic level into their model of discourse analysis and pay extra attention to the realization in translation of ideational and interpersonal functions (rather than just the textual function).

It must not be forgotten that translating the ideas and the intentions of the text are two other very important conditions of producing a successful translation. This means, considering if they do not exist there is no translation but simple rewriting or interpretation. Thus, it is possible to say in Munday's words (2001: 101) that, "discourse analysis models have become extremely popular among many linguistics-oriented translation theorists and serve a useful way of tackling the linguistic structure and meaning of a text".

Basically, in short, "in both translation and interpreting, participants can be repositioned in relation to each other and to the reader or hearer through the linguistic management of time, space, deixis, dialect, register, use of epithets, and various means of self and other identification." (Baker, 2006: 132)

Looking at the bigger picture, (at the macro-level, whereas words, expressions and ideas are part of the micro-level) the structure, framework and way the speech is built up form the macro-level. For example, Gillies (2005: 6) states that notes taken, in consecutive interpreting, are a representation of the skeleton structure of the speech that is a group of ideas in a certain order, and not an arbitrary muddle of unrelated ideas.

Speeches are always given for a certain purpose, such as providing information or convincing the audience. In order to reach this objective, a structured text is necessary, which also means that the interpreter has to analyze and identify ideas. Otherwise, the interpreter will not be able to reflect /relay the speaker's intentions.

Nevertheless, consecutive interpreting is not only about note taking but also involves a number of different tasks that have to be completed simultaneously with finite and competing intellectual capacities – multi-tasking.

Daniel Gile (1995: 178) stresses these tasks in two phases: listening, analysis, note-taking, short-term memory operations and the coordination of these tasks as well as note-reading, remembering, and production.

This is how the subject of study ties in with the study of linguistics before passing on to the study of consecutive like translation and interpretation courses. To illustrate this fact:

“A student interpreter hears often the sentence “note the ideas and not the words!”. However, what is an idea for the student? Thus grammar enters into it. And how can we recognize them so that we can reproduce them properly in interpretation? You might say that a whole speech boils down to one idea, but will that help us in our note-taking? Each word might seem like an idea, but they won’t all be as important as each other.”

(Gillies, 2005: 35)

In short, Gillies refers to the sentence, and thus, to linguistic analysis as the basic level of noting- thus returning us to the axis of the study of linguistics.

Also according to Gile, Translation and Interpreting instructors, theoreticians and practitioners know well that translation involves at least some degree of non-trivial comprehension that goes beyond the simple recognition of words and linguistic structures which is an idea probably as old as translation itself.

Everybody knows that there is no one-to-one correspondence between the words and structures of any two languages since they are not modeled on exactly the same lexical and structural patterns. This means that languages are not isomorphic and it is why comprehension in Translation and Interpreting is required. This once again boils down to the basic level of linguistics and not simple phonetics and words.

Gile also points out that comprehension is necessary “when linguistic rules in the target language require the Translator to express explicitly information which is not given in the source-language text,” (1995: 75-76). As mentioned before, analysis helps to read between the line in order to obtain an equivalence in the target language.

As further stated by Gile, when listening to a speech or when reading a text, a feeling of comprehension arises. This feeling seems to be related to actual content processing and four other elements:

- “- The receiver’s familiarity with the linguistic structures and vocabulary of the text.
- The number of technical terms with respect to the total length of the text.
- The length and the complexity of sentences.
- The functional requirements of the receiver.”

(Gile, 1995: 81-82)

In other words, a translator, who can not comprehend the text, in terms of linguistic and technical knowledge, who is not familiar with ‘translation wise difficult’ sentences, and who does not know what the audience/reader is expecting, can not succeed, which simply means that s/he does not produce a translation.

According to another scholar, Mellen (1988: 272) who draws attention to the study of linguistics within translation studies, “Only by understanding the author’s meaning thoroughly can the translator be sure to choose the best available words and to present them in the best possible structure”.

Kurz (1988: 424) also emphasizes the same thing for interpreting which requires a grounding in translation: “The basic principle is that an interpreter cannot interpret, what he does not understand”.

As many scholars agree, comprehension is one of the pillars of translation. Gile explains this as:

“Translation can be modeled as a recurrent two-phase process operating on successive text segments: the first phase is comprehension, and the second is reformulation in the target-language. (...) In the case of highly specialized texts or speeches in fields translators are not very familiar with, they can do a good job in the comprehension component by relying on their knowledge of the language, their extralinguistic knowledge, and analysis.”
(Gile, 1995: 86)

He also states that “For the translator, it is essential to understand the functional and logical infrastructure underlying sentences so as to be able to reproduce in the target-language” (1995: 93). Thus, a linguistic and discursal analysis becomes necessary.

Basically, according to Hatim and Munday (2004: 27), “Language has two facets, one to do with the linguistic system (a fairly stable langue), the other with all that which a speaker might say or understand while using language (a variable parole)”.

Hence, it is impossible to consider language only by taking into account only the linguistic features or only by the implicit such as what is ‘stated’ between the lines. Both are necessary for expression and comprehension. For instance, interpreters’ booth are always installed somewhere they can see the speakers so they can also use body language as an interpretation resource.

Furthermore, when a text or discourse is analyzed, the sentence structure and two kinds of linguistic meaning which are the referential meaning (denotation- deals with the words as signs or symbols) and connotative meaning (connotation- the emotional reaction engendered in the reader by a word), are examined (2004: 34-35).

Otherwise, the text or discourse won't be understood since one word has in general more than one meaning. In addition to the above mentioned, Hatim and Munday also claim that,

“In dealing with issues such as markedness and equivalence from a text-linguistic point of view, a gradient may be proposed to capture how, specifically as a reader, the translator tends to move backwards and forwards between what may be called ‘reader-supplied’ information at one end, and information ‘supplied by the text’ at the other. Research into reading suggests that, as the reading process gets underway, there would ideally be less reliance on information supplied by the reader, and more on information which the text itself supplies. Indeed, according to Beaugrande (1978: 88), it is only when reading becomes almost entirely dependent on information dominated by the text that a ‘truly objective translation’ is possible, ‘a translation which validly represents the perceptual potential of the original’.”
(Hatim and Munday, 2004: 70)

Hatim and Munday point out Beaugrande's idea which is: translators do not read the same way readers read a text. Readers read to acquire information or just for fun, whereas translators read in order to permit readers to acquire information or to enjoy texts and ideas. Şengül et al. (2005: 73) also refer to translator friendly resources within this scope to facilitate the translators work.

To go back to text linguistics, Gonzales Davies (2004: 69) states that according to Hatim and Mason (1990) in *Discourse and the Translator*, to sum up their ideas, in contrast to a reader-centered or author-centered analysis of translations, text-centered-analysis should cover the communicative, the semiotic and the pragmatic dimensions. Here again, linguistic functions are mentioned, and have to be considered in a whole.

According to Maria Gonzales Davies (2004: 75), the communicative competence and the idea that the communicative purpose is at the heart of the translator's choices- Reiss and Vermeer's skopos (1996), later developed by Christiane Nord (1991, 1997)- are theories which are relevant to translation from the point of view of linguistics.

When a translator has to translate a text, s/he must take into consideration the public for whom s/he translates. If, for instance, a recipe book for adults must be translated for children, the language used has to change. This means that linguistically it is not possible to make sentences or to use words as in the source text. The children do not have the same linguistic knowledge; it is for this reason that an adaptation becomes necessary.

Therefore, the translator is not seen as a simple decoder, but as a social being who reads, interprets and produces a text. Moreover, Gonzales Davies (2004: 75) points out that the text is not considered as static group of elements but as a product that expresses meanings according to its uses and its users. Language also is not seen as a code but a variable means to an end.

Hence, in Hatim and Mason's (1990: 52) words, translation is sometimes defined as a "dynamic process of communication". Thus, all examples given above reinforce these purposes.

Nevertheless, translation must not be seen only as a communication process in relation with the target public. In translation, communication is possible with language. If there are problems with language, communication fails. Therefore, language competence is very important, both in source and target language, as without understanding and a good linguistic knowledge translation is not possible.

As Gonzales Davies states in the same vein,

"Linguistic knowledge refers to the level of language competence and performance, which will vary according to the students' ability, that is, to the combination of their aptitudes and attitudes. The greater their command of the languages involved in the translation, the better. This is a good moment to emphasize not only the importance of the source language (usually their L2), but also the even greater importance of correct expression in the target

language (usually their L1) and of being aware of interferences and negative transfer.”

(Gonzales Davies, 2004: 132)

Except the level of understanding in the second language, Gonzales Davies emphasizes the fact that the mother tongue is very important. Translators usually translate into their mother tongue, and it is what trainers generally do in the classroom.

It may be observed that at the beginning of their studies, students think they may be capable of translating into their mother tongue easily. However, they also realize quickly that their language competence is not as good they think. The importance of linguistic knowledge appears once again.

The translator recreates the author’s work in another language. S/he first reads or listens to and comprehends the text, then transfers in the target language with his/her own words.

Eugene Nida, a pioneer of translation and linguistics, avows in his works that “the translator first analyses the message of the source language into its simplest and structurally clearest forms, transfers it at this level, and then restructures its to the level in the receptor language which is most appropriate for the audience which he intends to reach,” (Nida, 1969: 484). In addition, from his point of view the analysis phase starts with a set of procedures which are employed in “discovering the kernels underlying the source text and the clearest understanding of the meaning, in preparation for the transfer,” (Nida and Taber, 1969: 197).

As may be deduced, transfer into the target language must be prepared and this is only possible after full comprehension of the text. Thus, linguistic competences in reformulating come into play.

During the analyses phase, grammar and lexis are handled firstly by means of appropriate techniques such as componential analysis. However “what to do with stylistic and connotative meanings” becomes an essential question.

At this stage of the analysis, Hatim (2001: 24) points out that Nida recommends that features of style should somehow be accounted for, without proposing any specific techniques, probably because of the rather open-ended nature of this kind of meaning.

At this point, to sum up, it could be interesting to give some scholars' quotes:

James Holmes emphasizes that translation is apart linguistic but not independent, it is why he searched to name this new field separate from linguistics in the mid twentieth century.

“No adequate general theory of translation can be developed before scholars have turned from sentence-restricted linguistics to produce a full theory of nature of texts. Such a theory will devote extensive attention to the form of texts – how their parts work together to constitute an entity, to the way texts convey often very complex patterns of meaning, and the manner in which they function communicatively in a given socio-cultural setting.”

(James Holmes, 1978b: 100)

Thus, comprehending a text is seeing what the text means. Thus, being attached to only very strict linguistic explanations does not help to translate. Neubert also gives importance to meaning as follows:

“[Meaning is] the kingpin of translation studies. Without understanding what the text to be translated means... the translator would be hopelessly lost. This is why the translation scholar has to be semanticist over and above everything else. By semanticist we mean a semanticist of the text, not just of words, structures and sentences. The key concept for the semantics of translation is textual meaning.”

(Albert Neubert- 1984: 57)

By meaning Neubert explains that a word is nothing without a text. A word may have significance but without sentences, paragraphs, text and context it has no 'specific meaning'. Moreover, as a text is read or listened to by different people, the text takes on different meanings. Two people do not generally think, understand, and speak with the same words. Thus, translation can become too subjective if certain conditions are not taken into consideration.

Beaugrande states that idea as below:

"The reader is likely to discover not one definite meaning for the text, but rather an increasing range of possible meanings (...) Only if the reading process is consistently pursued to the point where interpretation is maximally dominated by text-supplied information can a truly objective translation be produced."

(Beaugrande, 1978: 87- 88)

In addition to the words being put together, the type of the final product is important. Depending on the type of the text, the translation process is different. For example, a European commercial can not be translated as it is for the Asiatic public. Therefore,

"Translation requires the recognition of discourse typologies in order to ascertain the fundamental characteristics of particular texts to be translated. That is to say, the conscious theorization of the problematic embodied in a particular source text is a useful and, I would argue, necessary step in achieving as 'satisfactory' translation."

(Donald Bruce, 1994: 47)

Nevertheless, the fact that the meaning also changes in the context should not be forgotten. At that point, linguistics is not enough to explain translation and it is why Translation Studies has to be separated from linguistics in order to become a separate field of study.

As Fawcett states,

“Berman (1989: 673) has the following to say about the linguistic discourse on translation studies: linguistics continues to insist that translation is a proper object of linguistic study, and provides a conceptual analytical framework for that study, but defines translation in such an abstract way that it ignores almost entirely the written and textual aspects of the act, not to mention its cultural and historical dimensions. He attributes this to the fact that theoretical linguists have no real interest in translation studies.”

(Fawcett, 1997: 144)

In the past translations were done largely by language connoisseurs. Then, with the emergence of linguistics some of these translations started to be criticized by some linguists. However, it has been noted by others that studying translation only with a linguistic point of view was not efficient either. With that though, some scholars moved away without ignoring their origin, thus, Translation Studies was born.

As a final point, Fawcett’s statement on the relation between linguistics and translation illustrates very well- that linguistic based courses contribute to translation and interpreting courses- the main idea supported in the study:

“Earlier linguistic theories of translation fell mainly within the domain of contrastive linguistics, which is not the same as a translation linguistics but still an important element of translation studies. Without systematic comparisons you have no basis for discussion. But the comparisons need to be, and have been, extended beyond the confines of differential semantics and grammar into the broader areas of text structure and functioning, into the sociocultural functioning of translation and how it is shaped and constrained by the place and time in which it takes place. In all of this, linguistics will have a part to play.”

(Fawcett, 1997: 145)

Inal (1997: 135-137) also states the same realities in her article about the programs in Turkey and lays strong emphasis on grounding in linguistics, culture and language. With this widely accepted norm, we move on the objective of the study and the methodology to be employed.

CHAPTER THREE

METHODOLOGY

The following section summarizes the methodology used in the study in four parts.

The first describes subjects which have been used as the testing groups of this study. Information regarding Atılım and Bilkent universities Translation and Interpreting programs are given.

The second part of this methodology section sets has the objective to give information about the curriculum of the two universities Translation and Interpreting departments.

In the third section, the courses selected for the study in both universities are described briefly.

In the last part of this section several points are given: Information regarding the questionnaires, the groups to which the questionnaires were distributed the process of assessment, the statistical analysis, the reliability of the instruments of the study and the t-test results comparing translation and interpreting courses are explained.

3.1. SUBJECTS TO BE USED AS TESTING GROUPS IN THE STUDY

The study is based on data collected from students studying in the Translation and Interpreting Departments of two universities situated in Ankara: Atılım University and Bilkent University. Initially, it is of course necessary for the study to be able to set up the methodological basis that the two test groups have common aims. Also that the points of difference are duly noted so as the finally be able to analyze the data correctly.

With this idea in mind the methodology also contains the mission statements (or rather total of aims and purposes) of the two departments in question. There is also a detailed curriculum for each showing the emphasis that both place on certain aspects of study as well as credit units. Such academic markers which help understand the outlook towards the aims of achieving the aims of the programs in question.

The following sections deal in detail with the two departments to be scrutinized through their student eyes.

3.1.1. Atılım University Translation and Interpreting Program

As it is described on Atılım University's website, the four-year undergraduate program in Translation and Interpretation offers an intensive and concrete vocational education which covers all kinds of translation and interpretation, as well as a sound foundation comprising the terminology and the key concepts of fields such as international relations, technology, medicine, law, literature and social sciences.

Conducted within a scientific framework and with a healthy mixture of theory and practice, the program furnishes its students with a superior command over the target and source languages, both written and oral.

The translation and interpretation training provides seeks to raise professionals who are knowledgeable, eager to research and learn, multicultural, interested in current issues and cultural relations, aware of the expectations and conditions of the market and professionals who can utilize their knowledge and experience in translation and interpretation through scientific methods with the aid of cutting-edge technology.

Since the department places equal emphasis on both translation and interpreting, the graduates are awarded the dual title of "translator / interpreter" upon successful completion of the program.

Translation and Interpretation Program curriculum incorporates theoretical and practical courses that are taught using authentic material and a fully equipped state-of-art simultaneous interpreting laboratory.

Graduates of the course are able to find employment as translators in a range of organizations. These include major European and international companies and Institutions, EU projects, translation agencies, media, NGOs or government departments or may also work as freelance translators.

3.1.2. Bilkent University Translation and Interpreting Program

As it is explained on Bilkent University's website, the objective of the degree program in Translation and Interpretation is to train translators and interpreters in Turkish/English/French.

The curriculum aims to develop the special skills needed for translating and interpreting, and to achieve mastery of the contemporary spoken and written languages. In addition, a wide range of elective courses are available to provide a broad cultural background required by professional translators.

Language studies in English and French include: Oral and written comprehension, oral and written translation, oral proficiency, essays, precise writing, note-taking in addition to translation workshops.

Elective courses deal with fields such as national government and administration, political, economic, legal, social, cultural life and institution, current affairs, modern literature, European organizations, computer literacy.

The third year includes a summer program which forms an integral part of the curriculum. After a period of one month, spent in a firm/agency of the public or private sector, students submit a summer practice report which should also be presented orally either in English or French.

In the fourth year students may follow a more specialized track of study by choosing one of the following: Written Translation or Interpretation. However, access to Interpretation requires the successful completion of a written and oral examination. This examination is prepared by the school examination committee comprised of at least three members including the director and one instructor teaching the course. For both specializations a project is undertaken which requires research to be carried out.

3.2. CURRICULUM

The respective curriculums of the Universities presented are actually concrete examples of the skill building blocks that both consider necessary to achieve stated ultimate aims and purposes.

As can be presupposed, since both departments in question aim for the same purpose of training high level translation and interpreting students, there are certain similarities.

The ideas about prospective employment for graduates, the timing of the establishment of the programs and the trainer profiles recruited lead to inevitable changes in what can be referred to on the micro level the names and the wording of the definitions of the courses. On the macro level as the amount of courses and options open to students plus the orientation stages at which each curriculum had in laid within the students the necessary set of skills.

The following is a detailed list of the respective curriculums and will provide the perspective through which the courses were counted as equivalent to one another during the study and of course why some courses could not be included within the study

3.2.1. Atılım University

Atılım University being one of the later additions to the Departments of Translation and Interpretation had a definite advantage in being able to draw from the experience of similar departments before them and also employ a myriad of already tested trainers whose capabilities had been approved through years of practice and experience in other institutions. On the other hand, not all these factors are so easy to gauge in a team playing effort which is basically what a curriculum is. Mixing and merging the best examples, or the best practices does not always lead to the best results.

Atılım's curriculum for the Translation and Interpreting Department is a very successful example of being able to put together a program that not only works but draws on the strength of previous examples.

The curriculum is as follows:

1st Semester

Course Code	Course name
TURK 101	Turkish Language I
HIST 101	Turkish History I
ETI 107	English speaking I
ETI 105	Linguistics and Translation
ETI 103	Text Analysis I
ETI 101	English composition I
COMPE 103	Introduction to IT

2nd Semester

Course Code	Course Name
TURK 102	Turkish Language II
HIST 102	Turkish History II
ETI 112	English speaking II
ETI 110	Research Techniques
ETI 106	Contemporary subjects
ETI 102	English composition II
ETI 104	Text Analysis II

3rd Semester

Course Code	Course name
ETI 211	Listening comprehension and speaking I
ETI 209	European Culture and Institutions
ETI 205	Discourse Analysis
ETI 203	Specific Language Uses I
ETI 201	Media and Press

4th Semester

Course Code	Course Name
ETI 212	Listening comprehension and speaking II
ETI 206	International Politics
ETI 204	Specific Language Uses II
ETI 202	International Institutions
ETI 200	Introduction to Translation
NT	Social Elective

5th Semester

Course Code	Course Name
ETI 319	Theories of Translation
ETI 317	Introduction to Interpreting
ETI 311	Note-Taking
ETI 307	Sight Translation
ETI 303	Translation of Social Sciences Texts
TE	Technical Elective

6th Semester

Course Code	Course Name
ETI 320	Technical Translation
ETI 318	Introduction to Interpreting
ETI 312	Editing
ETI 310	Translation of Media and Communication Texts
ETI 308	Translation of Medical Texts
TE	Technical Elective

7th Semester

Course Code	Course Name
ETI 417	Computer Assisted Translation
ETI 413	Simultaneous Interpretation
ETI 411	Consecutive Interpretation
ETI 409	Translation of International Relations and Legal Texts
ETI 407	Literature and Translation I
TE	Technical Elective
TE	Technical Elective
NT	Social Elective

8th Semester

Course Code	Course Name
ETI 416	Translation of Texts on Economics and Business
ETI 414	Simultaneous Conference Interpretation
ETI 412	European Union Works and Translation
ETI 410	Translation Practice
ETI 408	Literature and Translation II
ETI 402	Translation Criticism
TE	Technical Elective
TE	Technical Elective

3.2.2. Bilkent University

Bilkent University, Department of Translation and Interpretation was the second Translation and Interpreting Department to be established in Ankara and it was the first program that offered training in two foreign languages – English and French- plus mother tongue.

Being the first private University to enter such a venture, the original conception of the curriculum had to yield a flexible structure that could at points be manipulated to fit market needs.

The myriad profiles of trainers, and the rich infrastructure provided by the administration enables Bilkent University Translation and Interpreting Department in general cater to various needs and a broad variety of skills for differing sectors.

The basic program is as follows:

1st Semester

Course Code	Course Name
GE 100	Orientation
TRIN 101	Comparative Grammar (English-Turkish)
TRIN 103	Comparative Grammar (French-Turkish)
TRIN 131	Texts and Composition in English I
TRIN 133	Texts and Composition in French I
TRIN 161	Introduction to Translation
TURK 101	Turkish I

2nd Semester

Course Code	Course Name
TRIN 102	Applied Linguistics
TRIN 132	Texts and Composition in English II
TRIN 134	Texts and Composition in French II
TRIN 166	English-Turkish-French Translation
TRIN 172	Computer Literacy
TURK 102	Turkish II

3rd Semester

Course Code	Course Name
GE 250	Collegiate Activities Program I
HISTR 201	History of Turkish Republic I
TRIN 205	English-American and French Culture I
TRIN 265	Translation of Texts on Economics (Eng-Tr-Fr)
TRIN 267	Sight Translation I
TRIN 271	Business Communications
	Restricted Elective (1)

4th Semester

Course Code	Course Name
GE 251	Collegiate Activities Program II
HISTR 202	History of Turkish Republic II
TRIN 206	English-American and French Culture II
TRIN 236	Group Communication and Discussion
TRIN 266	Translation of Politics and Legal Texts (Eng-Tr-Fr)
TRIN 268	Sight Translation II
	Restricted Elective (1)

5th Semester

Course Code	Course Name
TRIN 335	Note-Taking and Consecutive Interpretation
TRIN 337	Precis Writing in English-French
TRIN 361	Technical Translation (English-Turkish)
TRIN 363	Technical Translation (French-Turkish)
	Restricted Elective (1)

6th Semester

Course Code	Course Name
TRIN 330	Criticism and French Literature
TRIN 332	Selected Topics from English Literature
TRIN 364	Literary Translation (English-Turkish)
TRIN 366	Literary Translation (French- Turkish)
TRIN 390	Summer Practice
	Restricted Elective (1)

7th Semester (Conference Interpretation Track)

Course Code	Course Name
SFL 431	French in Corporate Communication
TRIN 461	English-French Translation Workshop I
TRIN 473	Turkish Diction
TRIN 481	Consecutive and Simultaneous Interpretation Techniques
TRIN 487	Interpreting for Public Services

8th Semester (Conference Interpretation Track)

Course Code	Course Name
TRIN 462	English-French Translation Workshop II
TRIN 484	Simultaneous Interpretation II: Fieldwork+Projectwork
	Non Technical Elective (2)

7th Semester (Written Translation)

Course Code	Course Name
SFL 431	French in Corporate Communication
TRIN 461	English-French Translation Workshop I
TRIN 463	Translation Criticism
TRIN 473	Turkish Diction
TRIN 485	Translation Workshop for EU Texts and Documents I (English-French-Turkish)

8th Semester (Written Translation)

Course Code	Course Name
TRIN 462	English-French Translation Workshop II
TRIN 486	Translation Workshop for EU Texts and Documents II (English-French-Turkish)
	Non Technical Elective (2)

Electives

Course Code	Course Name
ACC 323	Business Law
ACC 374	Information Systems Security and Information Distortion (in French)
ACC 473	Management Information Systems (in French)
BF 161	Economics I
TRIN 207	Language of Journalism
TRIN 301	Analysis of Scientific and Technical Texts
TRIN 303	Technology for Translators
TRIN 334	Media Studies
TRIN 336	Introduction to Simultaneous Interpretation
TRIN 339	Introduction to Interpersonal Communication (in French)
TRIN 340	Audiovisual Media Translation I
TRIN 371	Computer Literacy II

3.3. SELECTED COURSES

In order to be able to limit the scope of the study in the analysis a selection of courses were made.

There were limitations to these choices: Initially that the courses were similar enough to be defined as equivalent; secondly the number of students attending the courses be sufficient enough to yield results; a third concern was that the courses had to be grouped under a certain perspective. Meaning that if the courses selected were a collection of differing skills or aims it would be extremely difficult to be able to analyze, as each would serve as a different study.

Thus, with these limitations in mind, this study aims to show the contribution of the linguistics based courses for three translation courses and two interpreting courses which are as follows:

- ETI 407 & 408 (7th and 8th semester) and TRIN 364&366 (6th semester):

Literary Translation,

- ETI 416 (8th semester) and TRIN 265 (3rd semester):

Translation of Texts on Economics,

- ETI 412 (8th semester) and TRIN 485 & 486 (7th and 8th semester):

Translation of EU texts,

- ETI 413 (7th semester) and TRIN 335 (5th semester):

Consecutive Interpretation,

- ETI 411 (7th semester) and TRIN 336 & 481 (5th and 7th semester):

Simultaneous Interpretation.

Due to the fact that the research has been realized in two universities, the name of the two linguistics based courses is not the same name but the syllabi are similar. The courses are as follows: “Linguistics and Translation” and “Discourse Analysis” for Atılım University and “Applied Linguistics” and “Texts and Composition” for Bilkent University.

3.3.1. The Description of “Linguistics and Translation” and “Applied Linguistics” Courses

Since the basis of comparison and contrast need to be set for the study the following is a brief overview of the syllabi of the courses in question. This gives the researcher the ability to support the notion that s/he is working with comparable material and not different courses.

The following brief review may make this more apparent:

3.3.1.1. ETI 105 “Linguistics and Translation”

This course is designed to provide students with the basic theory of applied linguistics which would help translators reflect the original message in the target language as effectively and as efficiently as possible by making use of linguistic element.

3.3.1.2. TRIN 102 “Applied Linguistics”

This course is an introduction to applied linguistics with special emphasis on the morphological, syntax and semantics of the French and Turkish languages. It aims to show the role of linguistics in translation and in rhetoric analysis.

3.3.2. The Description of “Discourse Analysis” and “Texts and Composition” Courses

This part of the study aims to describe briefly the content of the seven courses selected for the study.

3.3.2.1. ETI 205 “Discourse Analysis”

This course is designed to provide students with the basic theory of functional discourse analysis. The course’s purpose is to show that translation should not be regarded as a sterile linguistic exercise, but an act of communication which includes a rich variety of discourse and it aims to

relate an integrated account of discourse processes to the practical concerns of translator.

3.3.2.2. TRIN 131-132-133-134 “Texts and Composition”

This course uses texts of a general nature as a basis on which to develop the students' oral and written command of foreign languages. Emphasis is laid on style, language registers, vocabulary building and composition. Oral work includes small group discussions and debates on current topics in addition to public speaking.

3.3.3. ETI 364 & 366 and TRIN 407 & 408 “Literary Translation”

This course consists of written and oral translation from English into Turkish and includes documentary and terminological research with emphasis on style and language registers.

3.3.4. ETI 416 and TRIN 265 “Translation of Texts on Economics”

This course consists of written translation from English into Turkish and French into Turkish on topics related to economics and business from a variety of sources. The course includes terminological research and emphasizes style and language registers.

3.3.5. ETI 412 and TRIN 485 & 486 “Translation of EU Texts”

This course consists of translation from English into Turkish, French into Turkish on topics of current interest. The course is related with the European Union, its institutions and Turkish legal and official documents.

3.3.6. ETI 413 and TRIN 335 “Consecutive Interpretation”

This course aims at combining oral comprehension with the ability to reproduce speeches and to note them down while a speaker delivers a speech. Note-taking procedures and bilateral interpretation techniques are also stressed.

3.3.7. ETI 411 and TRIN 336&481 “Simultaneous Interpretation”

This course emphasizes the techniques and practice of simultaneous interpretation. It also includes the techniques of other modes of interpretation.

3.4. INSTRUMENTS

The last part of the methodology section consists of a description of the instruments used in the study. Thus, detailed information about the questionnaires, the groups and the reliability analysis are given.

3.4.1. The Questionnaires

Two linguistics based courses have been used as the 'sources' of the study for the reasons explained above in comparison of Department curricula, course descriptions, limitation and the rest.

Initially, the instrument used for testing was a survey prepared specifically for this purpose. The main purpose of these two questionnaires was as follows: Two questionnaires have been prepared to evaluate the contribution of these courses to the other courses.

The questionnaires were designed by Assistant Professor Dr İsmail Erton, Atılım University. The focal point of the questionnaires is, once again as stated at the beginning of the study, the students' perceptions. Thus, the questions are related with the skills which have to be achieved at the end of the courses.

Each questionnaire contains ten skills to be achieved at the end of the course. Once again these skills are those deemed necessary and even compulsory for Translation and Interpreting student training in most countries, not only in Turkey.

The students were asked to rate the contribution of each achieved skill of that course for each course they have taken. They rate from 1 to 5, a scale designed with the Likert Scaling method. As the method itself has been proven to be useful in this type of analytical study. McLeod explains this scaling method as follows:

"Various kinds of rating scales have been developed to measure attitudes directly. The most widely used is the Likert Scale. (...) In its final form, the Likert Scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement. Each of the five (or seven) responses would have a numerical value which would be used to measure the attitude under investigation. Likert

Scales have the advantage that they do not expect a simple yes / no answer from the respondent, but rather allow for degrees of opinion, and even no opinion at all. Therefore quantitative data is obtained, which means that the data can be analyzed with relative ease.”

The scaling used in the survey is as follows:

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

3.4.2. The Groups

Once again to be able to limit the scope of the study to lead to tangible results the questionnaires have been distributed at the end of the second term of the academic year 2009-2010 to the 4th year students of Translation and Interpretation in both universities.

Numerically, there were 21 students at Atılım University and 42 students at Bilkent University. The questionnaires were distributed to 63 students in total.

At Bilkent University Translation for EU texts is a course given only to students in the written translation track and simultaneous translation is an elective course given only to students who wants to study in the conference interpreting track, 35 students could rate the skills for the course “Translation for EU texts” and 7 rated the skills for the course “Simultaneous Interpretation”.

The questionnaires are provided in appendices:

- Questionnaire for the “Linguistics and Translation” and “Applied Linguistics” courses in appendix A,
- Questionnaire for the “Discourse Analysis” and “Texts and Composition” courses in appendix A.

3.4.3. The Reliability Analysis

As the study was conducted on the basis of an assumption through observation and skill level analysis there needed to be a reliability analysis stage were the researcher needed to test the reliability of the data received.

3.4.3.1. Reliability

The University of Wisconsin-Madison Office of Testing and Evaluation Services explains clearly what is reliability as follows:

“The reliability coefficient produced is an alpha coefficient. This number gives an estimate of the internal consistency reliability of the test. Internal consistency reliability is a measure of the extent to which the ordering of students’ scores on this test would correspond to the ordering obtained if an equivalent form of the test were given to these same students.

(...) The higher the reliability estimated for the test, the more confident one may feel that the discriminations between students scoring at different score levels on the test are, in fact, stable differences.”

3.4.3.2. Results of the Analysis

The statistics have been evaluated with SPSS. After the reliability analysis is evaluated between 0 and 1, the standard deviation for the first survey was as $\alpha=0.9210$ ($r=0.9210$) and for the second survey as

alpha=0.9282 (r=0.9282). The results show that both questionnaires were extremely consistent.

3.4.4. T-test Comparing Results for Translation and Interpreting Courses

To compare the two populations a t-test may be used. The t-test is a statistical hypothesis test that uses t-distribution to evaluate the null hypothesis (which is the interest of this study) by using sample evidence.

In this study, a comparison of the student responses, in two groups of classes, to individual questions, regarding the skills that they mastered was undertaken.

As the test involves comparison of two class groups, two-sample test of hypothesis need to be used. Given that, samples are independent, variances are different, and population variances are unknown. Thus, two-sample test of hypothesis under unknown and unequal variances assumption are used.

The hypothesis is:

$$H_0: \mu_1 = \mu_2$$

$$H_0: \mu_1 \neq \mu_2$$

The decision rule requires comparison of test statistics (t-computed) with a critical value obtained from t-distribution with the determined level of significance (alpha level) and degrees of freedom. Rejecting the null hypothesis is decided if t-computed is larger, in absolute value, than the critical value.

Otherwise, rejecting the null hypothesis has failed to conclude that sample evidence does not provide sufficient evidence against the null. A large test statistic indicates that the difference between two population means is too large to be explained by chance.

The test statistic is calculated by following equation:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

\bar{x} represent sample means and s_i represent sample standard deviations. Sample sizes are given by n_1 and n_2 . The degree of freedom is corrected by the following formula for the unequal variances.

$$df = \frac{[(s_1^2/n_1) + (s_2^2/n_2)]^2}{\frac{(s_1^2/n_1)^2}{n_1 - 1} + \frac{(s_2^2/n_2)^2}{n_2 - 1}}$$

The t-test used for the study aims to prove that the linguistics based courses are useful for both translation and interpreting courses. Thus, a comparison between the selected translation courses which are Literary Translation, Translation of Texts on Economics and Translation of EU texts and the two interpreting courses – consecutive and simultaneous- has been done for each skill which had to be achieved at the end of the two linguistics based courses.

CHAPTER 4

ANALYSIS OF DATA AND DISCUSSION

The analysis of data is undertaken in two sections throughout the analysis section of the study. Initially, to provide objective and unbiased input to be able to interpret the results the researcher needs to conduct a quantitative analysis which will be provided in the form of graphics.

The second part of the analysis composed of elements of interpretation of this quantitative data in line with the aim and the scope of the research conducted. This is done so as to be able either to support or to refute the original focal point of the study.

The methodology, as explained in brief above, is composed of the application of asset of questionnaires and in order to better explain the analysis of these we need to initially to take a brief look at the definition of the questionnaires used and the aims of these once again.

4.1. DEFINITION OF THE SURVEY

The survey used in the study is composed of two surveys.

The first questionnaire was about the linguistics based course “Linguistics and Translation” / “Applied Linguistics”.

The second questionnaire was on the course “Discourse Analysis” / “Texts and Composition”.

In order to achieve tangibly comprehensible and analytical data the students were asked to use a simple rating system. The students had to rate

skill (SKILL) which had to be achieved at the end of the related course and for each course by using a scale from 1 to 5. The courses were as follows:

- Course 1: Literary Translation,
- Course 2: Translation of Texts on Economics,
- Course 3: Translation of EU texts,
- Course 4: Consecutive Interpretation,
- Course 5: Simultaneous Interpretation.

The analysis of the results is initially dealt with in the following manner: each skill is evaluated on its own and in line with each course. A second step is the sixth, so called pie chart, which summarizes the usefulness of these skills of all courses. Thus, the micro and macro levels of analysis are also used as markers to be able to test one another. This is done to ensure the dependability of the data collected and the results achieved.

In short, as can be noted below, this analysis of the results is presented with figures which contain five pies giving the results for each skill and for each course. A sixth pie summarizes each skill for all courses.

4.2. DATA ANALYSIS AND DISCUSSION OF THE COURSE “LINGUISTICS AND TRANSLATION” / “APPLIED LINGUISTICS”

This part of the section shows the analysis of the data obtained questioning the skills achieved at the end of “Linguistics and Translation” / “Applied Linguistics” in relation with the other five courses. This analysis may allow researchers to determine if this course contributed to the translation and interpreting courses.

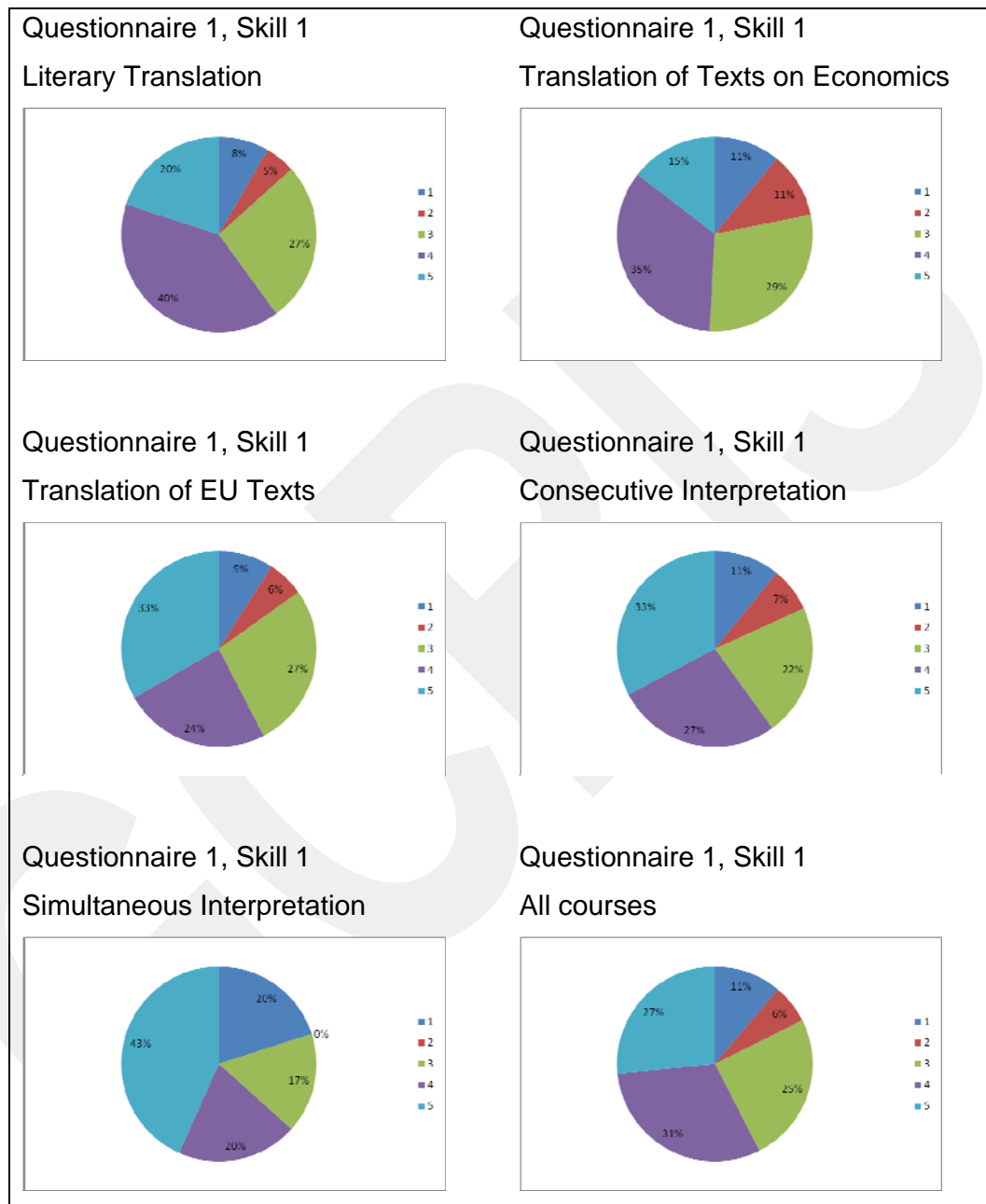
4.2.1. Data Analysis and Discussion of Skill 1

As was designated in the literature review part of the study, one of the most important skills for the translator-interpreter is the use of language and the aptitude in the successful use of this. The multidisciplinary nature of the field itself implies very clearly that this is where linguistics theories forming the basis of translation studies of which it was in the past a sub-branch is the first skill to be assessed.

Thus, the first question starts with the thought that: The first skill which must be achieved is the recognition of the roles of linguistics theory and related fields in professional and personal decision-making during the translation process.

Skill 1: Recognition of the roles of linguistic theory and related fields in professional and personal decision-making during the translation process.

Figure 1: Graphical Description of Analysis of Skill 1



Questionnaire's results are summarized for skill 1 for all courses and for course 1 to 5 separately in figure 1.

Answers 3, 4 and 5 are assumed positive responses.

Thus, overall results show that:

- About 83% of students agree that the skill is achieved at the end of the course.
- 27% rated 5, 32% rated 4 and 25% rated 3.

When the results are observed for individual courses, it is noticed that the course "Literary Translation" is different from others as it yields a smaller proportion of negative responses. These may be dependent on factors like trainer ability, classroom material used or even the timing of the course in question.

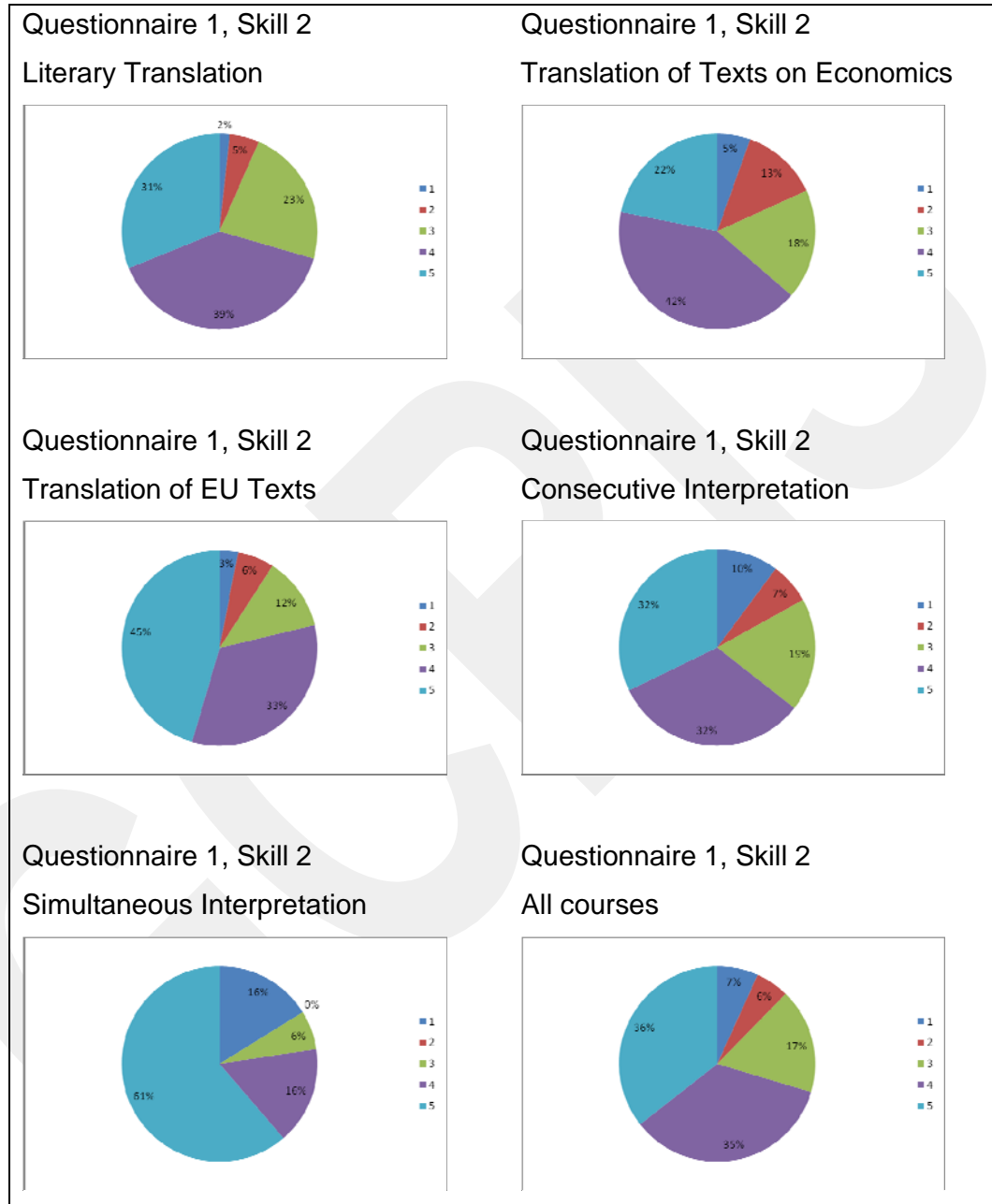
Therefore, it is possible to say, that this skill contributes to all of the courses, and especially to the literary translation courses.

4.2.2. Data Analysis and Discussion of Skill 2

As is widely recognized in any school, institution or university department training T&I students the importance of relaying messages and meanings and not words is the essence of the profession. Thus, students have to realize at a very early stage that there is a vast difference between the forms of communicational choices a translator and interpreter makes from that of an original speaker without deviating from the original in any way. This we may refer to as the recognition of the precise and clear and communicative use of language. The recognition of the importance of precise and clear language, appropriate sentence construction for the translation is the second skill.

Skill 2: Recognition of the importance of precise and clear language, appropriate sentence construction for the translation.

Figure 2: Graphical Description of Analysis of Skill 2



Questionnaire's results are summarized for skill 2 for all courses and for course 1 to 5 separately in figure 2.

Answers 3, 4 and 5 are assumed positive responses.

Thus, overall results show that about 88% of students agree that the skill was useful for the five courses.

It is possible to say that the course for which this skill was the most useful is the simultaneous interpretation course as 61% of the students rated it 5.

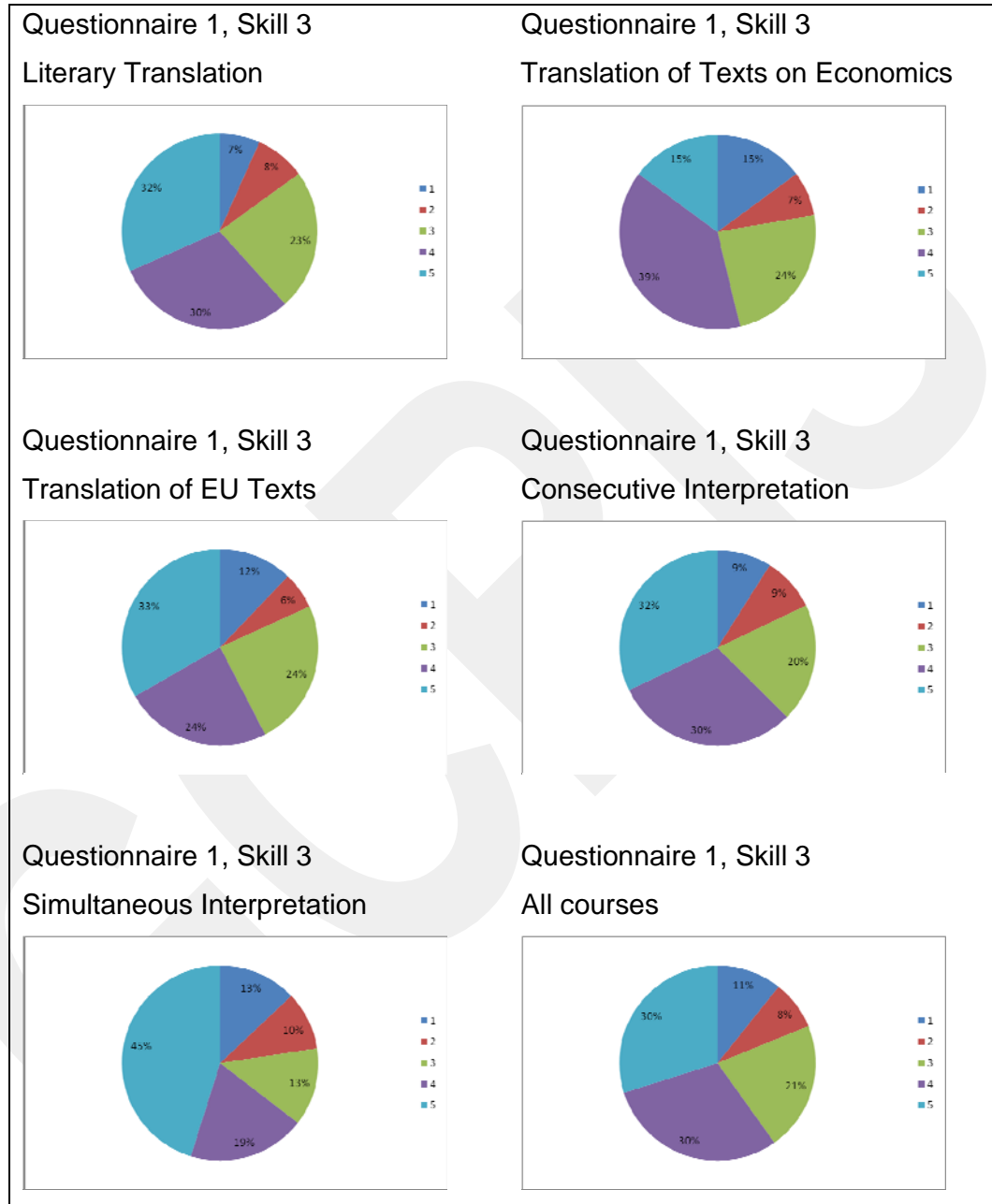
4.2.3. Data Analysis and Discussion of Skill 3

As previously stated above since the translators and interpreters choice in the transfer or relaying of meanings and not words occurs in a context as there is a communicative situation whether in written form or in spoken form the translator-interpreter has to also be able to analyze not only individual meanings but how they fit in the whole of the communicative act. These of course differ from language to language, hence the need for training in Translation and Interpreting. But, it basically is the ability or rather the learned skill of being able to concentrate on discourse analysis. That is, focusing on the micro level, and also understanding how this fits into the macro level.

In line with this widely accepted norm, solving discourse problems and offering solutions during the translation is the third skill which has to be achieved.

Skill 3: Solving discourse problems and offering solutions during the translation

Figure 3: Graphical Description of Analysis of Skill 3



Questionnaire's results are summarized for skill 3 for all courses and for course 1 to 5 separately in figure 3.

Answers 1 and 2 are assumed negative responses.

Thus, the overall result shows that 19% of students don't think that this skill was useful for the five courses. If we look as individual course, we notice that this skill is found useful with approximately 80%. Therefore, it is possible to say, that this skill contributes to all the courses.

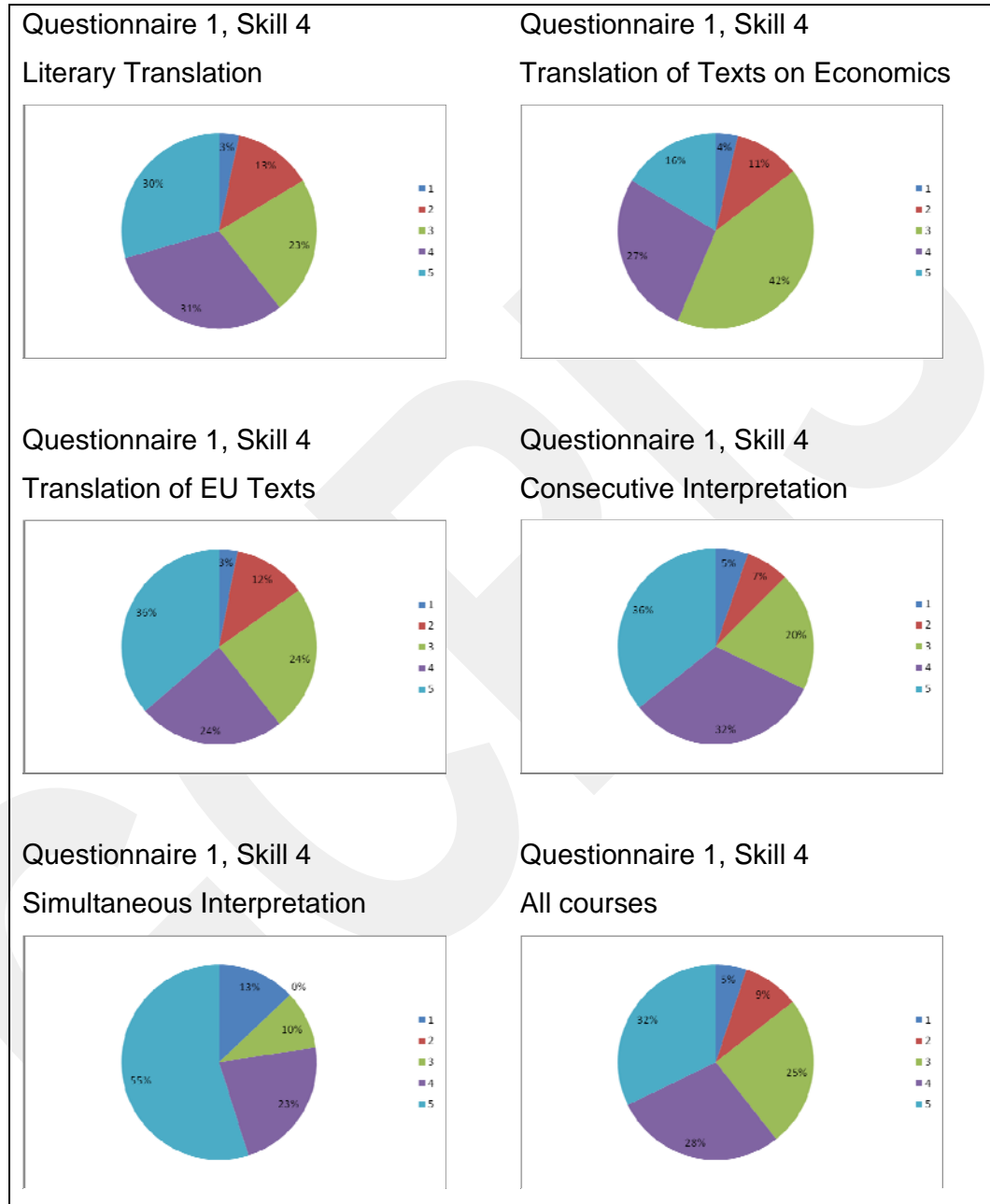
4.2.4. Data Analysis and Discussion of Skill 4

A fourth skill that a translator and interpreter has to achieve is the ability to structure a communication relayed to him/her in such a manner that is comprehensible to the listeners. This can be summarized as the recognition of the parts of the 'speech' or the 'text' delivered, as in the sections that compose the mind-set of individual arguments and the final argument it supports. This is also supported by the understanding of the text as a whole- in a holistic approach.

In line with these thoughts, the forth skill of the survey is the identification of arguments in written/spoken texts for the translation process.

Skill 4: Identification of arguments in written/spoken texts for the translation process

Figure 4: Graphical Description of Analysis of Skill 4



Questionnaire's results are summarized for skill 4 for all courses and for course 1 to 5 separately in figure 4.

Answers 3, 4 and 5 are assumed positive responses.

The research shows that 85% of students think that, after taking this linguistics based course, they were able to identify arguments in written/spoken texts for the translation process and that was very useful for the simultaneous interpreting course (55%).

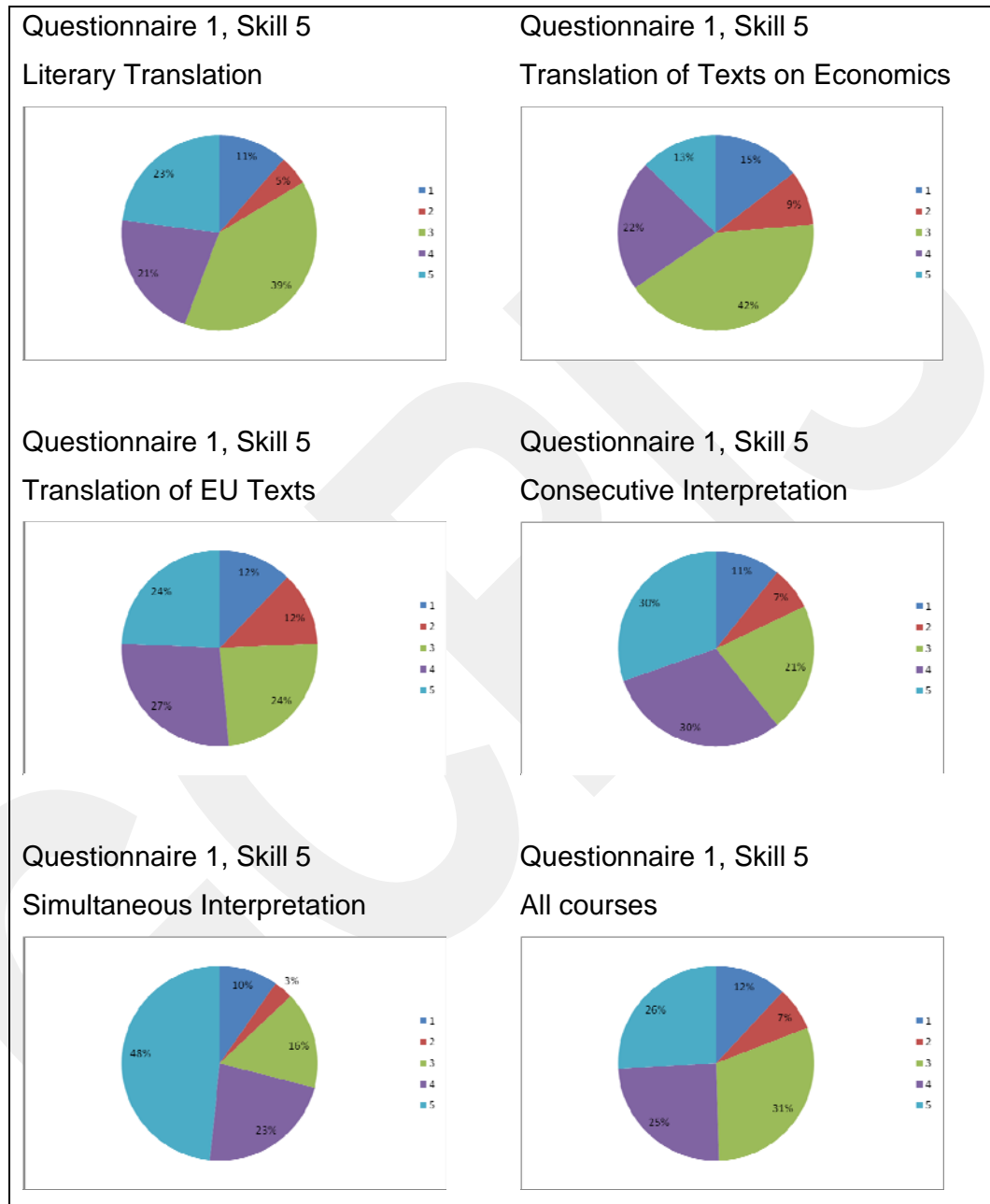
It may also be noted that the course is found useful from time to time for the translation of texts on economics. Nevertheless, it is possible to say, that this skill contributes to all the courses.

4.2.5. Data Analysis and Discussion of Skill 5

In line with the skill stated above, naturally, the premises or in other words the structure of the speech or text and the conclusion which basically is the crux of the communicative act are again one of the 'facts' that the translator/interpreter has to derive from the text. Thus, the distinction of the premises and the conclusion of arguments in written/spoken texts for translation purposes is another important skill.

Skill 5: Distinction of the premises and conclusion of arguments in written/spoken texts for translation purposes

Figure 5: Graphical Description of Analysis of Skill 5



Questionnaire's results are summarized for skill 5 for all courses and for course 1 to 5 separately in figure 5.

Answers 3, 4 and 5 are assumed positive responses.

The overall results show that 31% of students find this skill. 48% of the students find this skill very useful for the simultaneous interpreting course. Nevertheless, it is possible to say, with a total of 82% of positive responses, that this skill contributes to all the courses.

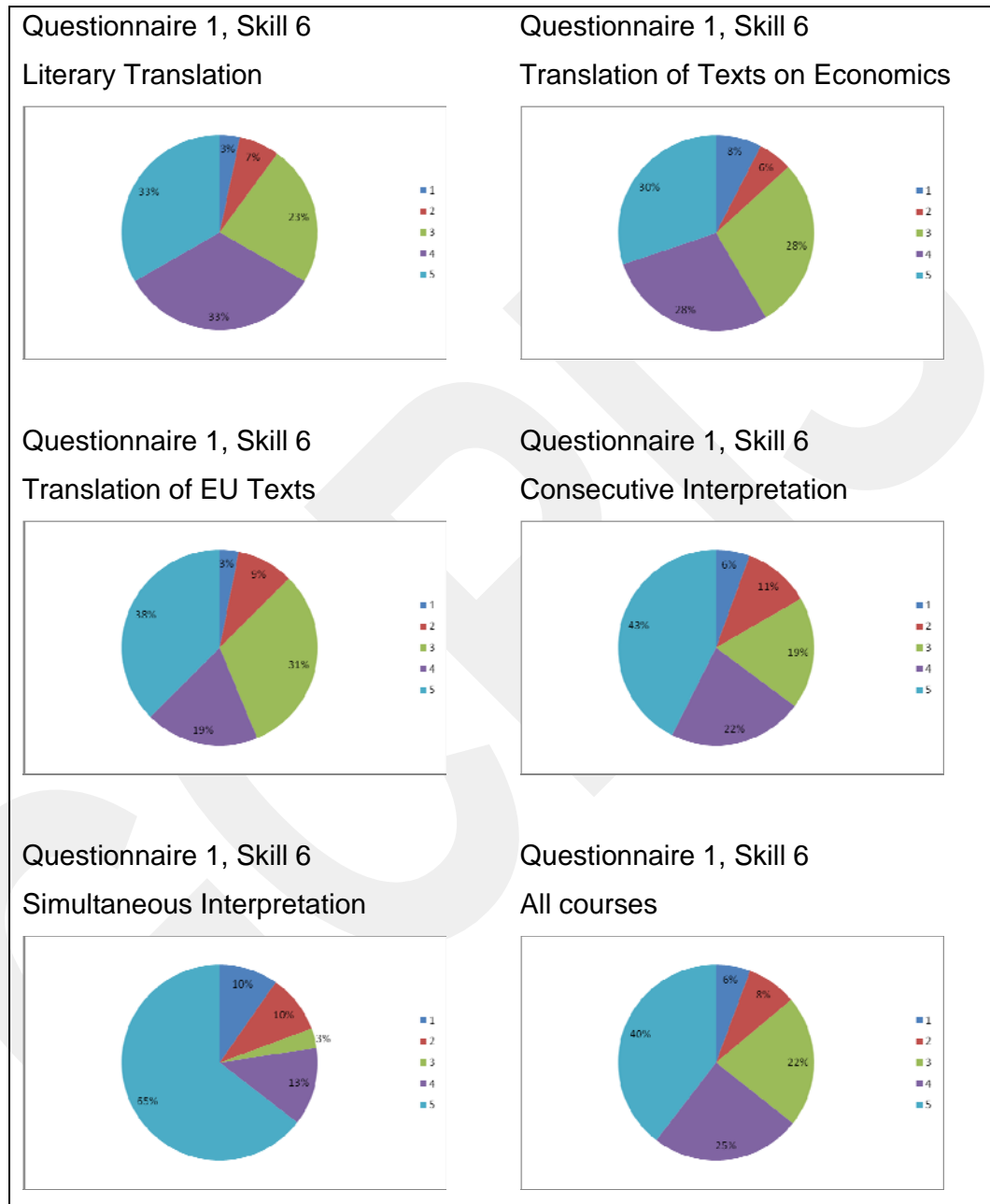
4.2.6. Data Analysis and Discussion of Skill 6

The basic concept of communication is based on the simple fact that we agree that certain words, idioms, items and utterances imply the same thing for use in any given language within itself. This of course requires a certain structuring to make it cognitive to the human mind which in turn thinks along the line of the same logic provided by language and the society in which it lives. It becomes equally crucial for the translator-interpreter to be able in the simplest terms to draw an outline of the speech or text before the translation or interpretation process begins. The lack of the ability would imply that the listeners or the readers would be receiving cut and select pieces of information with no links and connections. The communication would be interpreted in various ways not intended by the writer or the speaker.

As the above stated premise presupposes then the translators'-interpreters' ability to reach the capacity of making clear the relationships of subordinate arguments to main arguments for translation is the sixth skill that is a prerequisite to this field of study.

Skill 6: Capacity of making clear the relationships of subordinate arguments to main arguments for translation.

Figure 6: Graphical Description of Analysis of Skill 6



Questionnaire's results are summarized for skill 6 for all courses and for course 1 to 5 separately in figure 6.

Answers 3, 4 and 5 are assumed positive responses.

It is possible to note through the results that the capability clearly linking subordinate arguments to main arguments in translation is achieved at the end of the course as 87% of students have rate this skill between 3 and 5. Therefore, it is possible to say, that this skill contributes to all the courses.

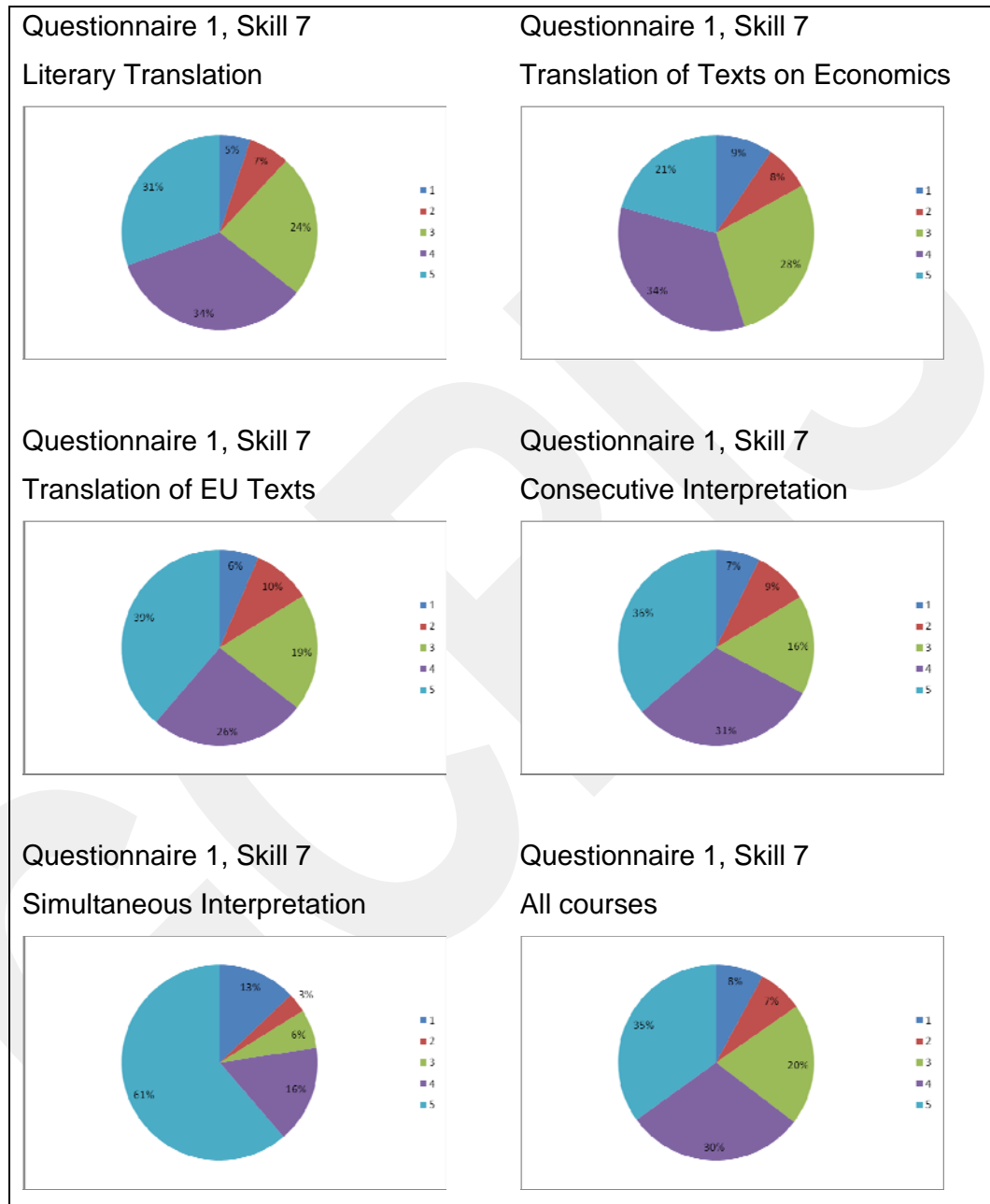
4.2.7. Data Analysis and Discussion of Skill 7

Experience in classroom environments and dealing with the Turkish educational system in the instance of this study and mostly with students who have learned a foreign language not as a mother tongue leads to some very common fallacies that students make during the learning process. Such fallacies may be referred to as the steps they need to climb in order to avoid clumsy replications of texts or speeches and achieve true translation and interpretation through the re-expression of the text or speech in another language. The trainer usually knows these even before s/he meets his /her class. It is necessary that they raise awareness among students about this.

The student needs to cling to a set of rules, as every learning experience requires being limited to work with does and don'ts at the beginning, and this requires that they recognize and be able to categorize common fallacies. The fact that they need to be able to do this is each text or speech is a new challenge. Furthermore, there are alternative solutions for each. In order to come up with these the 7th skill a translator-interpreter has to achieve is the capacity to recognize and avoid common fallacies in translation.

Skill 7: Capacity to recognize and avoid common fallacies in translation.

Figure 7: Graphical Description of Analysis of Skill 7



Questionnaire's results are summarized for skill 7 for all courses and for course 1 to 5 separately in figure 7.

Answers 1 and 2 are assumed negative responses.

Thus, for all courses, approximately 15% of students don't think they can recognize and avoid common fallacies in translation after taking this linguistics based course. The most important difference is once again for the simultaneous interpretation course for which only 9% of students don't believe they can achieve this skill. Nevertheless, it is possible to say, with a total of 76% of positive response, that this skill contributes to all the courses.

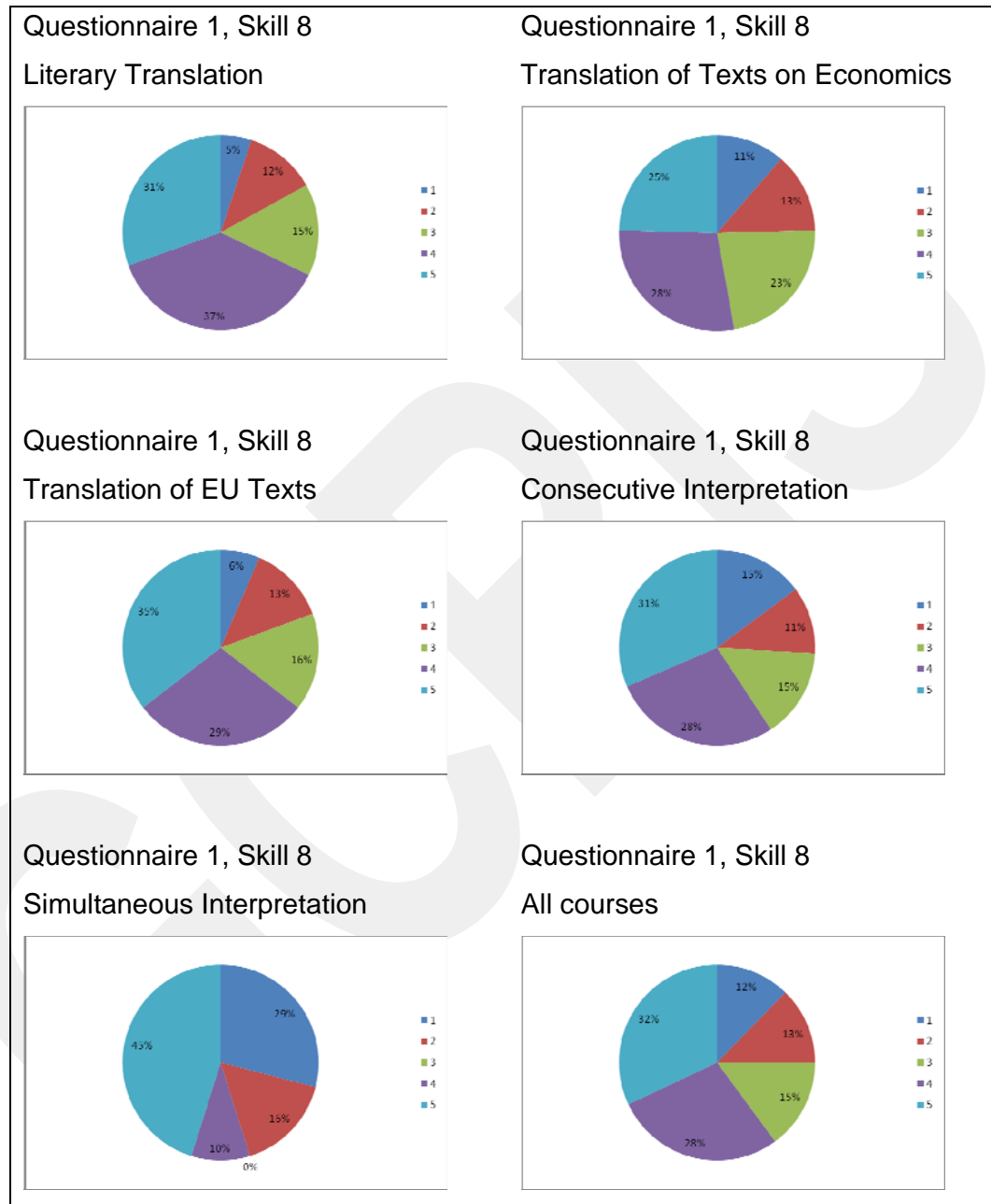
4.2.8. Data Analysis and Discussion of Skill 8

Since the translators' most basic tool is language s/he also requires to be able to gauge accuracy of texts in both oral and written form, reliability and relevance to the major argumentation and to the whole of the literature to be conveyed into another language also figure in this. Intertextuality and the sufficiency of the communication in both directions have to be assessed by the translator and the interpreter.

In the light of these facts, the greatest tool that the translator-interpreter to be has at his/her disposal is the use of linguistic tools. The eighth skill is the use of linguistics to test for accuracy, reliability, relevance, intertextuality and sufficiency in translation.

Skill 8: Use of linguistics in texts for accuracy, reliability, relevance, intertextuality and sufficiency in translation

Figure 8: Graphical Description of Analysis of Skill 8



Questionnaire's results are summarized for skill 8 for all courses and for course 1 to 5 separately in figure 8.

Answers 1 and 2 are assumed negative responses.

25% of students don't agree that the skill is useful, especially for the simultaneous interpretation course with 45%. But, it is also interesting to notice that for this same course 45% think that it is very useful. However, 75% of students attest to have learned to use linguistics in texts to achieve accuracy, reliability, relevance, intertextuality and sufficiency in translation at the end of the course. Thus, it is possible to say that this skill contributes to all the courses.

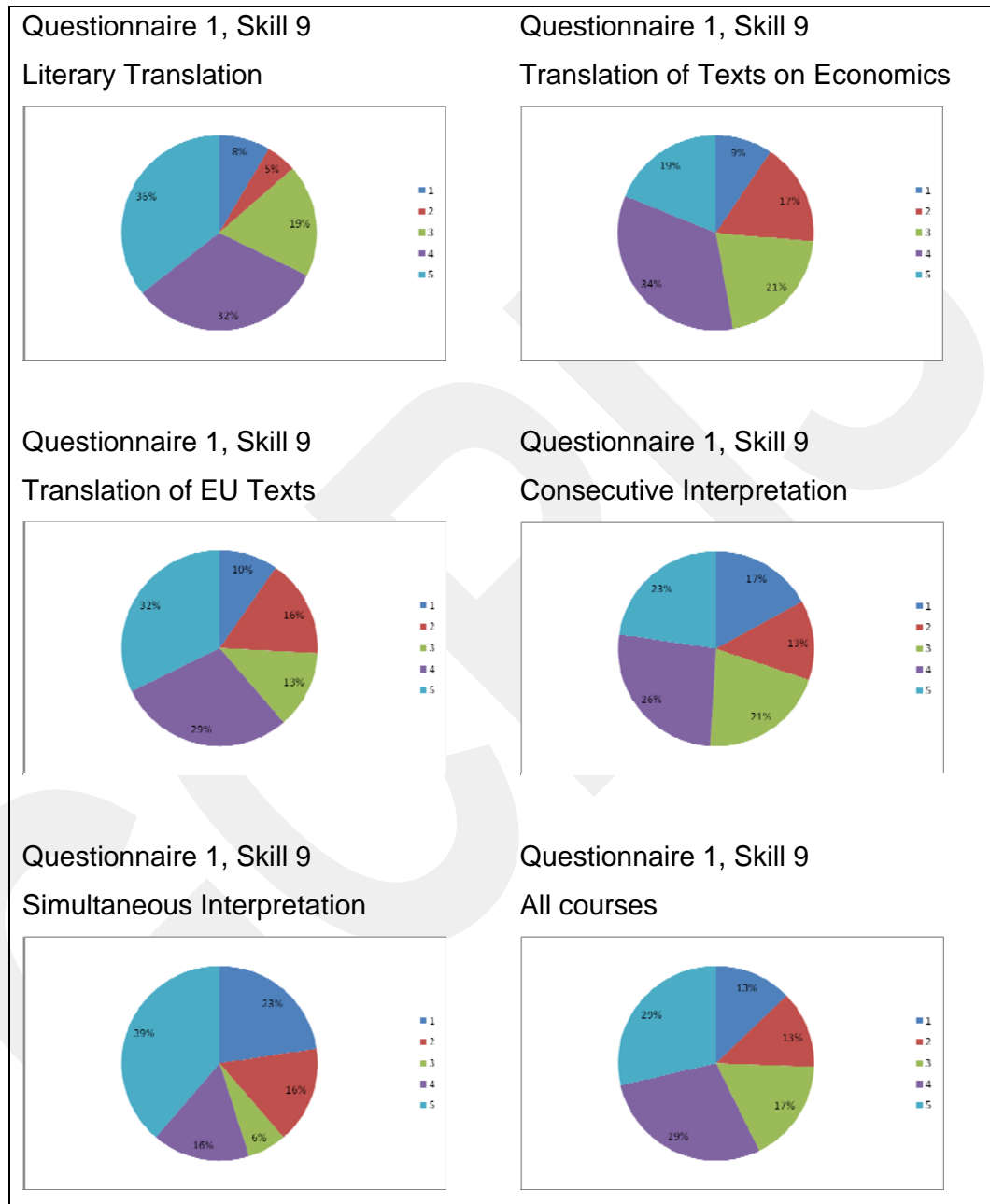
4.2.9. Data Analysis and Discussion of skill 9

With the common approaches to texts and speeches what you put in is what you get out of the translation or the interpretation. Translators and interpreters in the past centuries developed a larger freedom with the text which does not in most cases apply for the professionals of our age. This is not to disregard of course the spectrum of rewriting or adaptation or even the act of reproduction ever present in the translation – interpretation process.

To be able to achieve this, the analysis of the text, be it written or spoken, is one of the major focal points or rather problems that the translator - interpreter has to solve. Hence, to be capable of developing a critical outlook to the texts to translate is skill 9.

Skill 9: Capacity of developing a critical outlook to the texts to translate

Figure 9: Graphical Description of Analysis of skill 9



Questionnaire's results are summarized for skill 9 for all courses and for course 1 to 5 separately in figure 9.

Answers 1 and 2 are assumed negative responses.

It is important to emphasize that except for literary translation, between 25% and 39% of students don't think that the skill is achieved at the end of the course. Nevertheless, it is possible to say, with a total of 85% of positive response, that this skill contributes to all the courses.

4.2.10. Data Analysis and Discussion of Skill 10

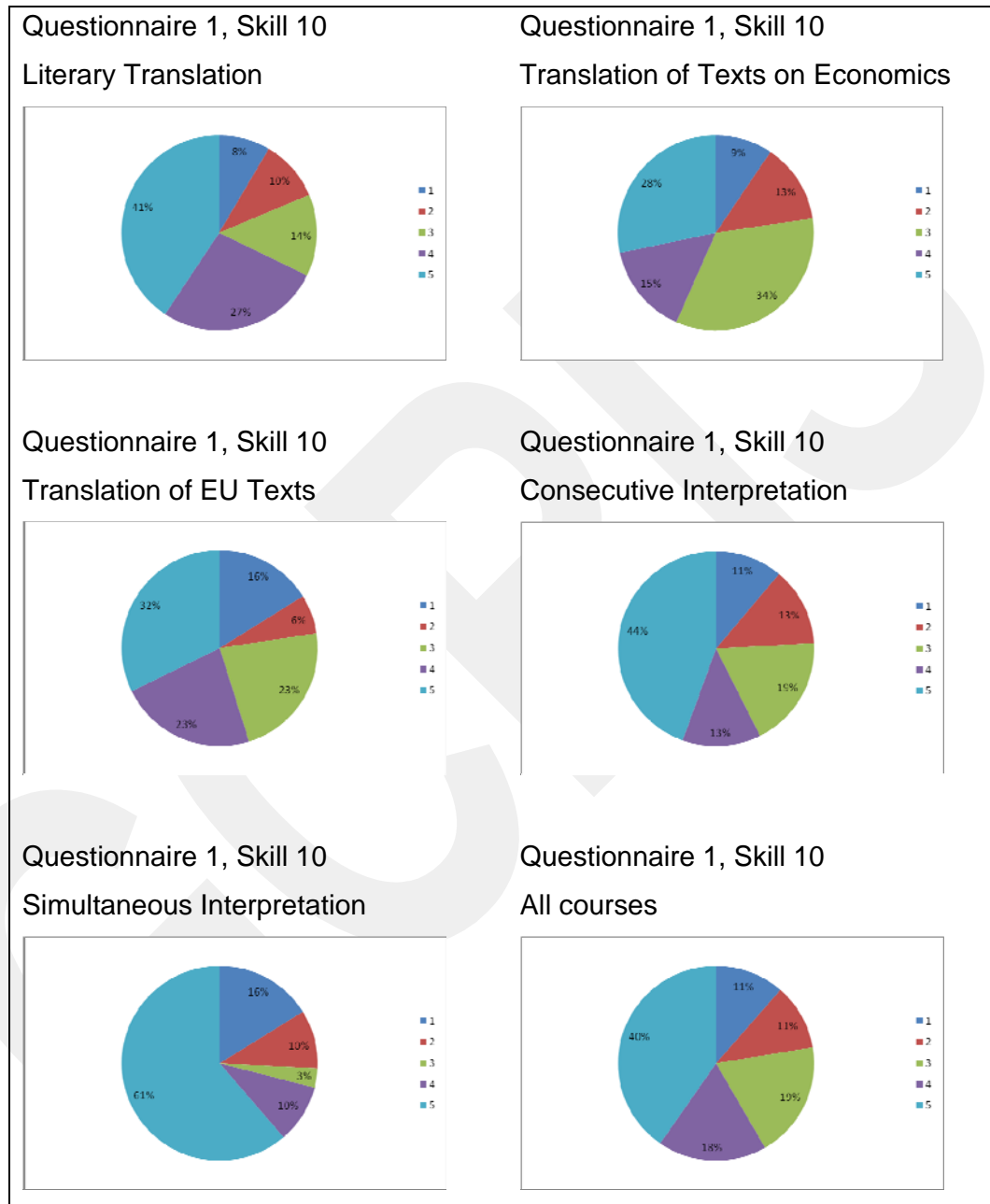
Many translation and interpretation scholars agree that though the process of translation has been resembled to many acts there is no clear-cut definition of it- or rather there are too many each with a variant thrown in. The analysis of text or speech is definitely is something that is a must as has been reiterated through the other skills included in the study. This must be done not only on a conscious level but also with a critical outlook. This outlook implies critically evaluating not only the speech or text, or the speaker and writer or even in some cases the readers and the listeners, but it implies most of all the critical attitude the Translation and Interpreting student must develop to his/her own work.

Self-evaluation and editing, rewriting, re-editing in the case of the translator, correcting mistakes or being clearer wherever possible in the case of the interpreter as factors that vitally and positively affect the final product the translation or the interpretation.

In line with this thought, the last skill to be achieved at the end of this linguistics based course is the use of an analytic, conscious and critical attitude in translation.

Skill 10: Use of analytic, conscious and critical attitude in translation

Figure 10: Graphical Description of Analysis of Skill 10



Questionnaire's results are summarized for skill 10 for all courses and for course 1 to 5 separately in figure 10.

Answers 3, 4 and 5 are assumed positive responses.

The results show that the majority of students agree on that this skill is very useful for literary translation (41%), translation of EU texts (32%), consecutive (44%) and simultaneous (61%) interpreting. The overall results show that 22% don't agree with the usefulness of the skill. Therefore, it is possible to say, with a total of 87% of positive response, that this skill contributes to all the courses.

4.3. DATA ANALYSIS AND DISCUSSION OF THE COURSE “DISCOURSE ANALYSIS” / “TEXTS AND COMPOSITION”

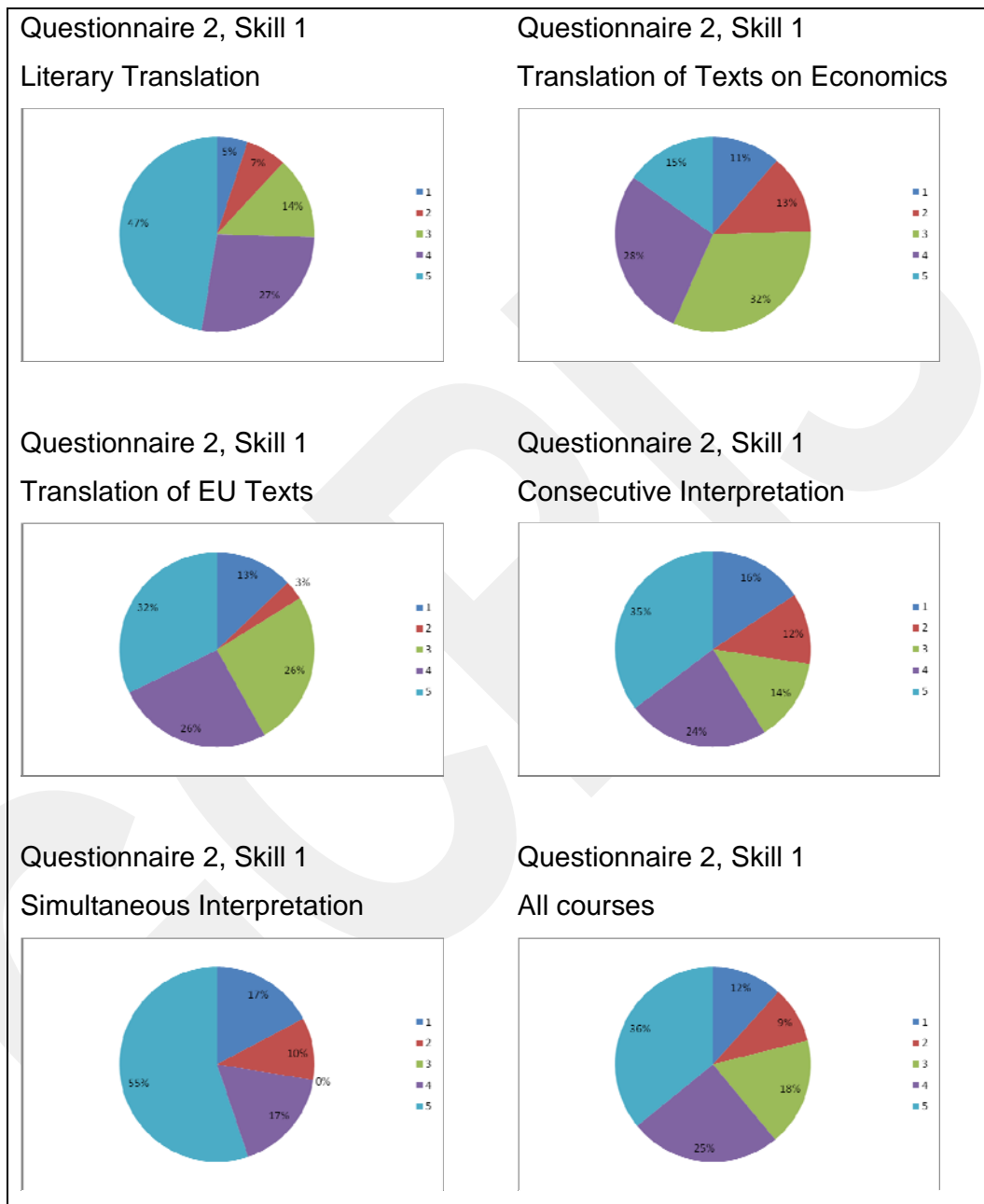
This part of the section analyzes the data obtained questioning the skills achieved at the end of “Discourse Analysis” / “Texts and Composition” in relation with the other five courses.

4.3.1. Data Analysis and Discussion of Skill 1

The first skill which must be achieved at the end of this linguistics based course aims on being capable to make the distinction between reading for pleasure and reading for translation purposes. Whereas one requires that one look at the text in an emotional manner, the other requires evaluating the text on the basis of objective criteria as well as understanding and gauging the necessary capabilities to translate or interpret it.

Skill 1: Distinction between reading for pleasure and reading for translation

Figure 11: Graphical Description of Analysis of skill 1



Questionnaire's results are summarized for skill 1 for all courses and for course 1 to 5 separately in figure 11.

Answers 3, 4 and 5 are assumed positive responses.

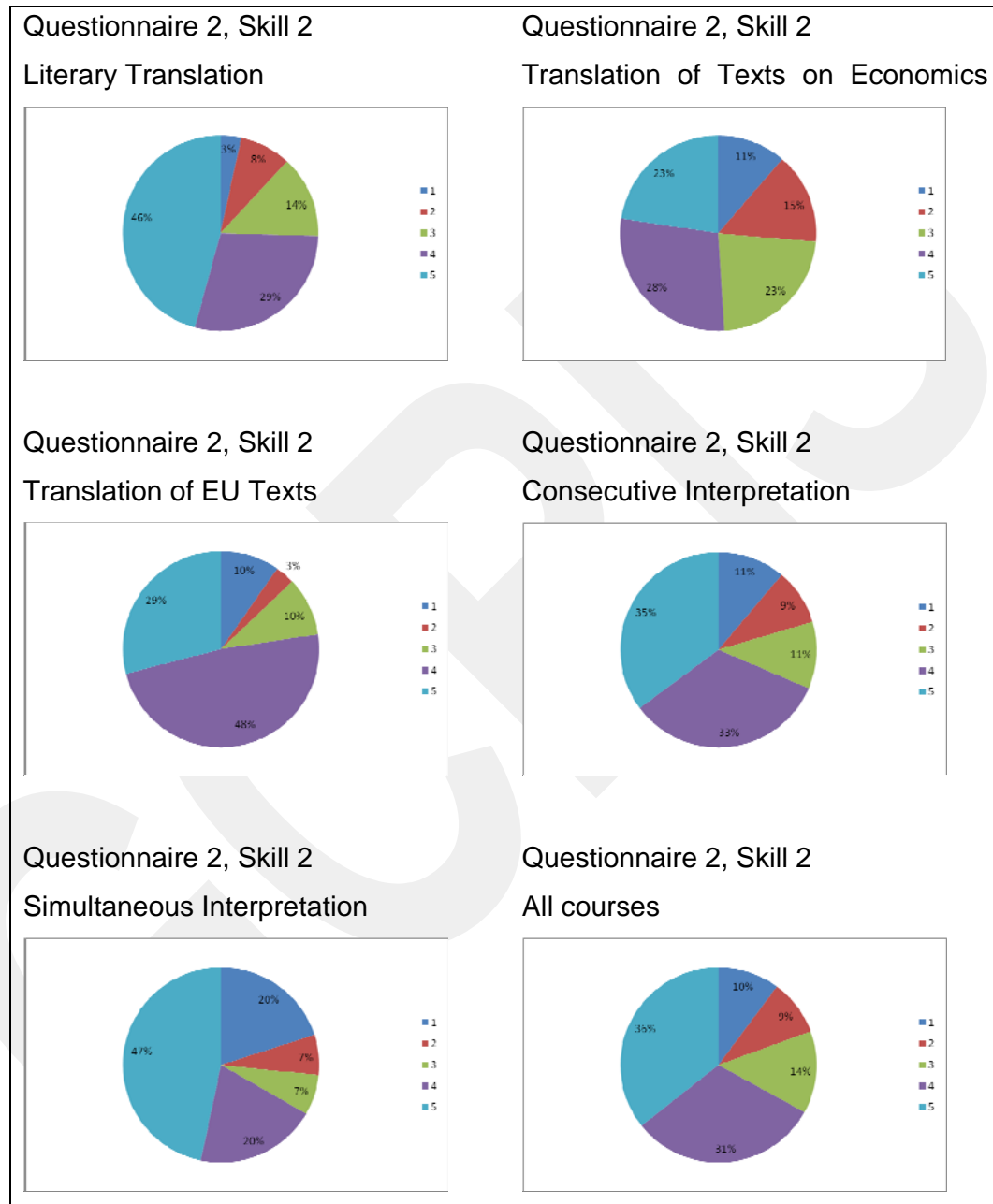
The analysis shows that 79% of students think to have achieved the skill on being capable to make the distinction between reading for pleasure and reading for translation at the end of the course “Discourse Analysis” / “Texts and Composition”. Therefore, it is possible to say, that this skill contributes to all the courses.

4.3.2. Data Analysis and Discussion of Skill 2

The original of the text or speech reaches the translator-interpreter late - it is a fact of the profession. Some essentials are the aptitude for perusal of texts; and quick judgments about skills necessary to undertaking the endeavor and the ability to quickly grasp are what requires the translator-interpreter to take a holistic look at the whole of the material presented. It also necessitates that the translator-interpreter to be able to understand before the real reading process what it is s/he is dealing with. Thus, the second skill is to learn the application of reading skills as skimming, scanning during the translation process.

Skill 2: Application of reading skills as skimming, scanning during the translation process

Figure 12: Graphical Description of Analysis of Skill 2



Questionnaire's results are summarized for skill 2 for all courses and for course 1 to 5 separately in figure 12.

Answers 3, 4 and 5 are assumed positive responses.

This skill seems to be very useful for literary translation (46%), consecutive (33%) and simultaneous (47%) interpreting. The overall results show that only 19% don't agree with the usefulness of the skill. Therefore, it is possible to say, with a total of 81% of positive response, that this skill contributes to all the courses.

4.3.3. Data Analysis and Discussion of Skill 3

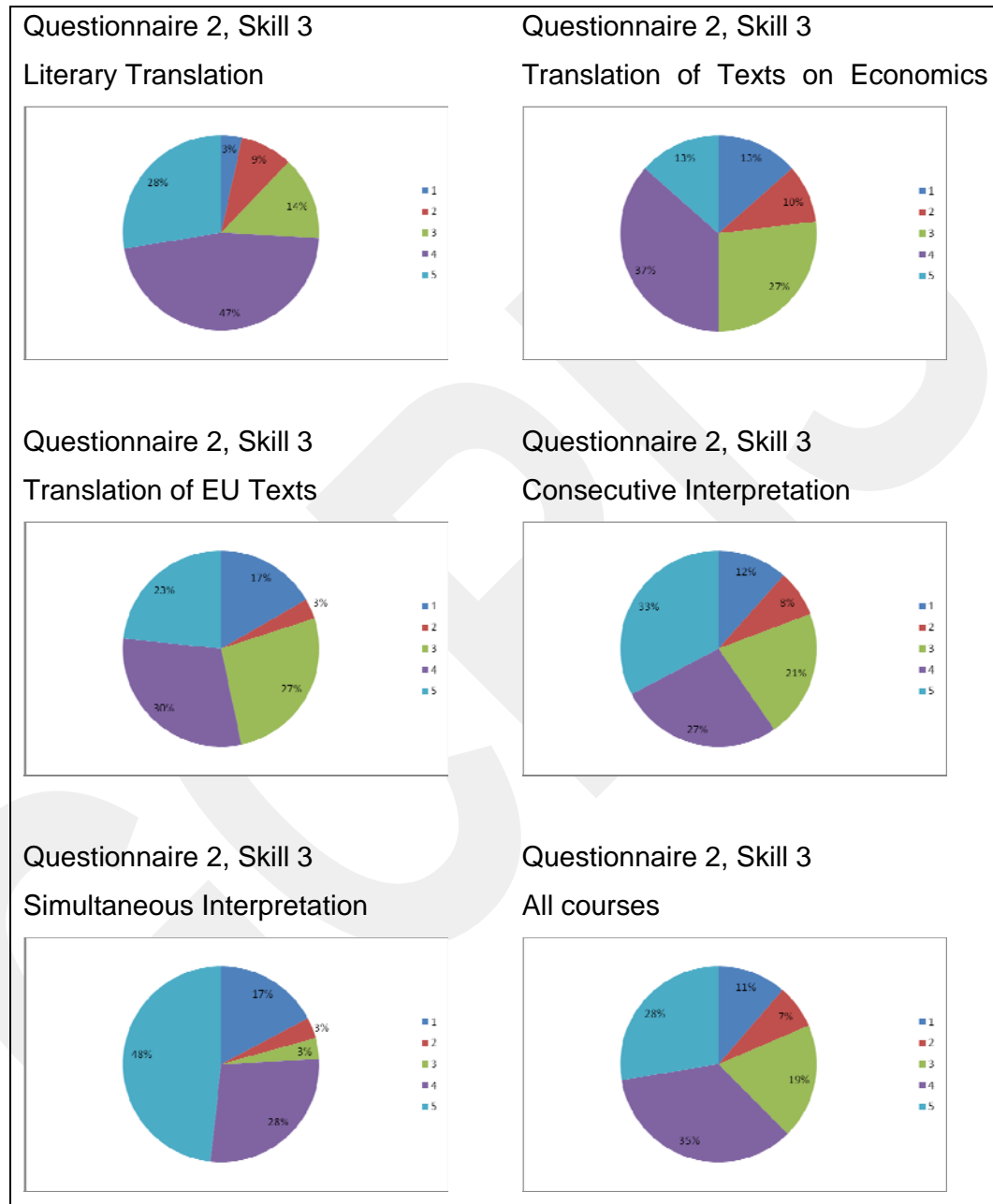
Discourse can be a very tricky problem for translators and especially for interpreters. Discourse problems may arise from the use of politically incorrect expressions in a certain culture, to span to non-recognition of countries, like for example not being able to say the Turkish Republic of Northern Cyprus, in a paper where the country in question does not recognize such an entity.

Many tests have been conducted by scholars and students have been given texts and for example group A was told that for example the text reflected the views of a certain political tendency whereas as group B was told the opposite. The result was two complete different renditions of the same text. This all amounts to the simple fact of being able to analyze discursal problems correctly. This, as reiterated, can happen at micro and macro levels within texts and speeches.

Solving discourse problems and offering solutions during the translation is the third skill of the course.

Skill 3: Solving discourse problems and offering solutions during the translation.

Figure 13: Graphical Description of Analysis of Skill 3



Questionnaire's results are summarized for skill 3 for all courses and for course 1 to 5 separately in figure 13.

Answers 3, 4 and 5 are assumed positive responses.

Through the analysis we could note that 82% of students think they have mastered the skill. Meanwhile it is important to notice that the majority of students confirm that this skill is useful for translation courses (literary translation 47%, translation of texts of economic 37%, translation of EU texts 30%) whereas the skill is very useful for interpreting courses (consecutive 33%, simultaneous 48%). Thus, it is possible to say that this skill contributes to all the courses.

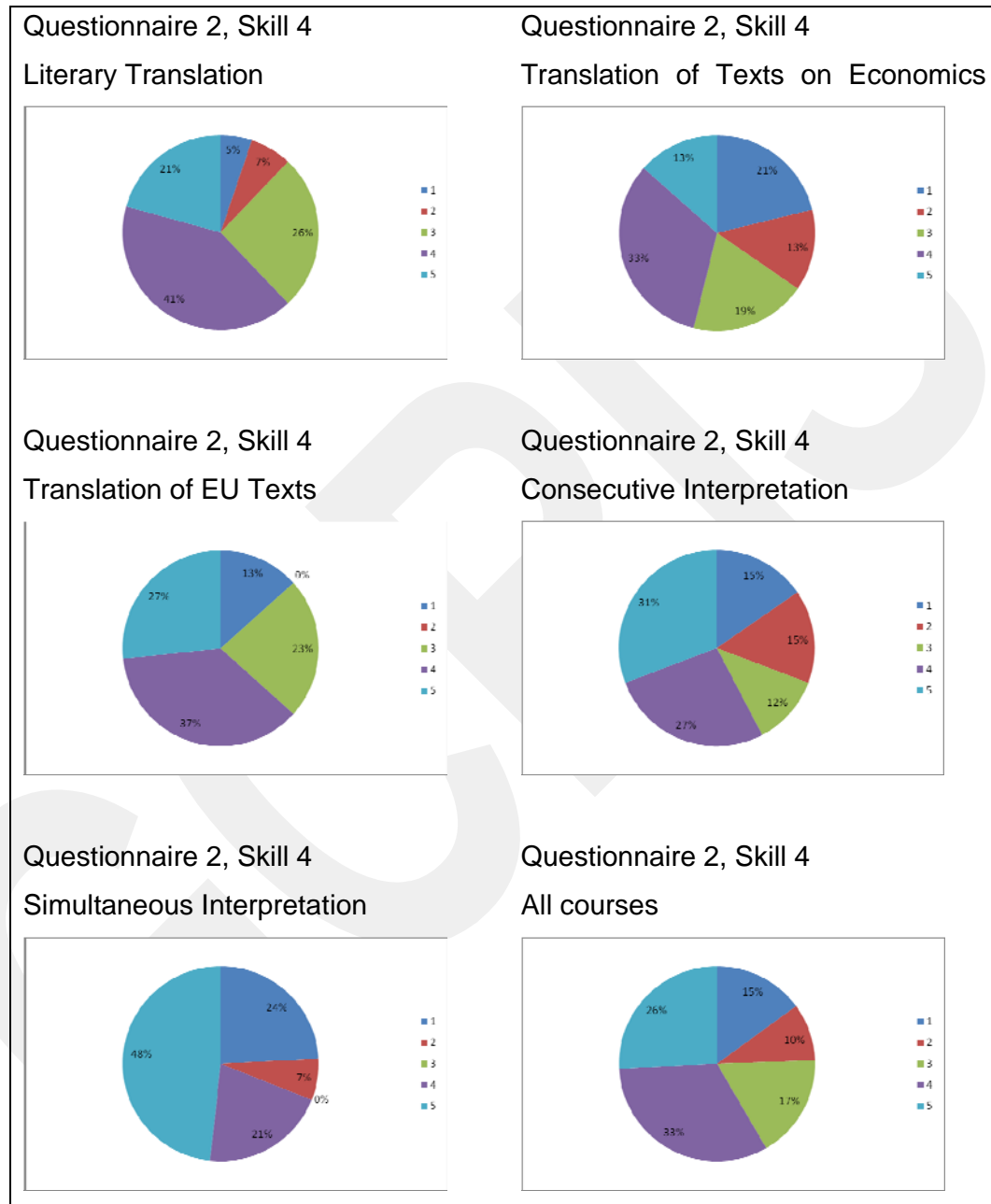
4.3.4. Data Analysis and Discussion of Skill 4

This skill is similar to the discourse skill discussed above and many of the arguments stated above hold for this skill also. But, the emphasis at this point is more on structure. In some languages and cultures directness is clearer whereas in others it is crude. Even simple realities like these require that the translator-interpreter develop the skill not only to recognize but also to outline arguments.

In view of above expressed thoughts the identification of arguments in written/spoken texts for the translation process is another skill of the course.

Skill 4: Identification of arguments in written/spoken texts for the translation process

Figure 14: Graphical Description of Analysis of Skill 4



Questionnaire's results are summarized for skill 4 for all courses and for course 1 to 5 separately in figure 14.

Answers 3, 4 and 5 are assumed positive responses.

It is interesting to note that the results for this skill are very similar to the results of the third skill for this course. The majority of students affirm that this skill is useful for translation courses (literary translation 41%, translation of texts on economics 33%, translation of EU texts 37%) whereas the skill is very useful for interpreting courses (consecutive 31%, simultaneous 48%). Therefore, it is possible to say that this skill contributes to all the courses.

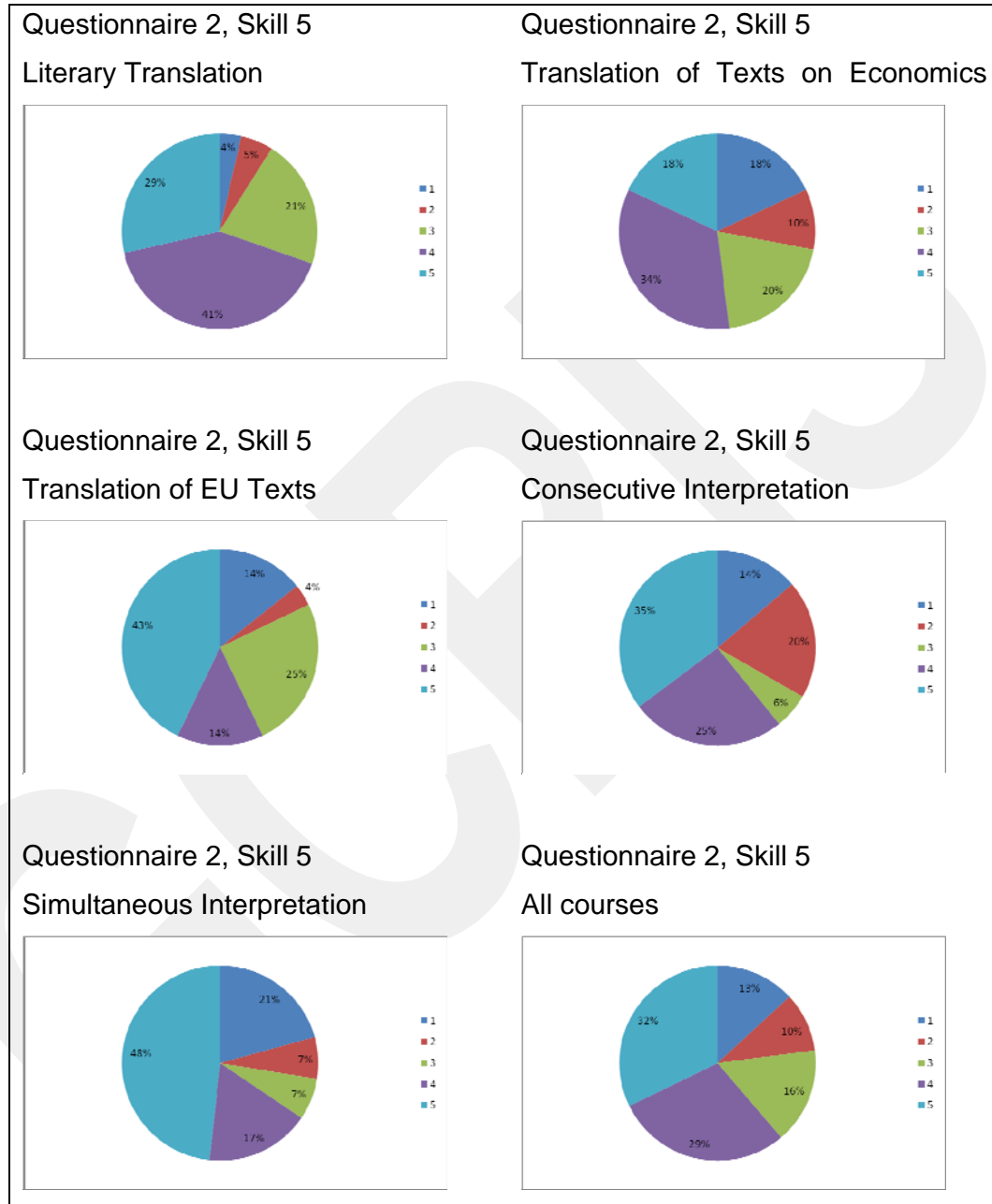
4.3.5. Data Analysis and Discussion of Skill 5

Yet again this skill is closely linked to the previous two, but differs in the impact it has on the readers or the listeners. The premise of the texts also implies the limits by which the translator-interpreter can reproduce the text in the language combination s/he is working in. The conclusion, as should be underlined, is the crux of the message with the building blocks being the argumentations throughout the process of original writing or speaking.

After all, the skill 5 is gaining the ability to distinctly surmise the premises and conclusion of arguments in written/spoken texts for translation purposes.

Skill 5: Distinction of the premises and conclusion of arguments in written/spoken texts for translation purposes

Figure 15: Graphical Description of Analysis of Skill 5



Questionnaire's results are summarized for skill 5 for all courses and for course 1 to 5 separately in figure 15.

Answers 3, 4 and 5 are assumed positive responses.

The overall results show that 77% of students agree with the usefulness of the skill. 32% affirm the skill very useful while 13% affirm it not useful at all. Therefore, it is possible to say, with a total of 77% of positive response, that this skill contributes to all the courses.

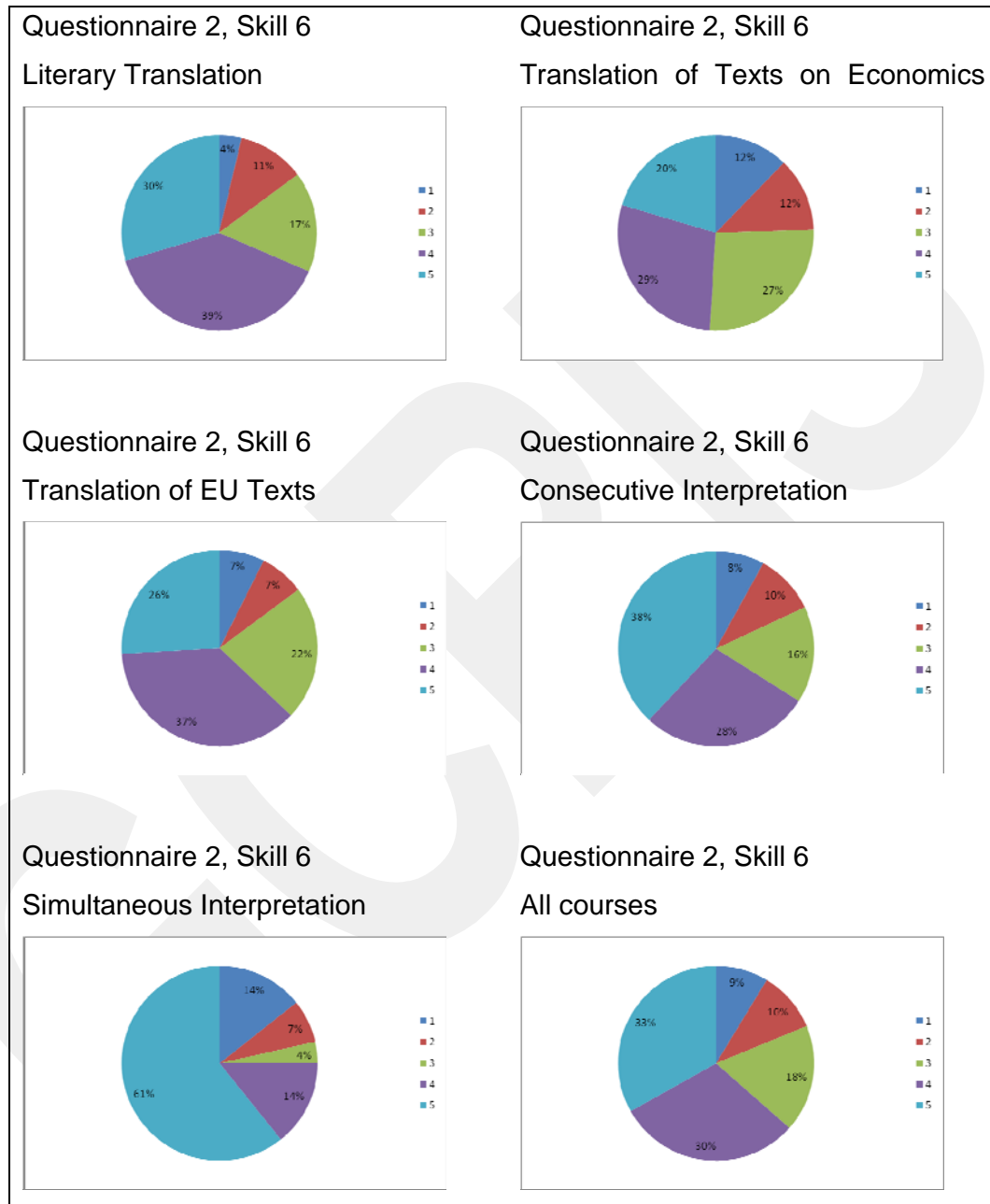
4.3.6. Data Analysis and Discussion of Skill 6

Communication requires that there is structure and discourse for it to be clearly accessed by the person to whom it is relayed. This is true for communication in the same language. It is slightly more difficult as the number of actors and languages increase in the acts of translation-interpretation.

This is where the translators-interpreters ability to differentiate between main points and links comes in. This may be referred to as the capability of making clear the link between subordinate arguments and main arguments for translation is the 6th skill.

Skill 6: Capacity of making clear the relationships of subordinate arguments to main arguments for translation

Figure 16: Graphical Description of Analysis of Skill 6



Questionnaire's results are summarized for skill 6 for all courses and for course 1 to 5 separately in figure 16.

Answers 3, 4 and 5 are assumed positive responses.

The capability of making clear the links between subordinate arguments and main arguments for translation is achieved at the end of the course for 81% of students. However, the majority of students affirm that this skill is useful for translation courses (literary translation 39%, translation of texts on economics 29%, translation of EU texts 37%) whereas the skill is very useful for interpreting courses (consecutive 38%, simultaneous 61%). Therefore, it is possible to say, that this skill contributes to all the courses.

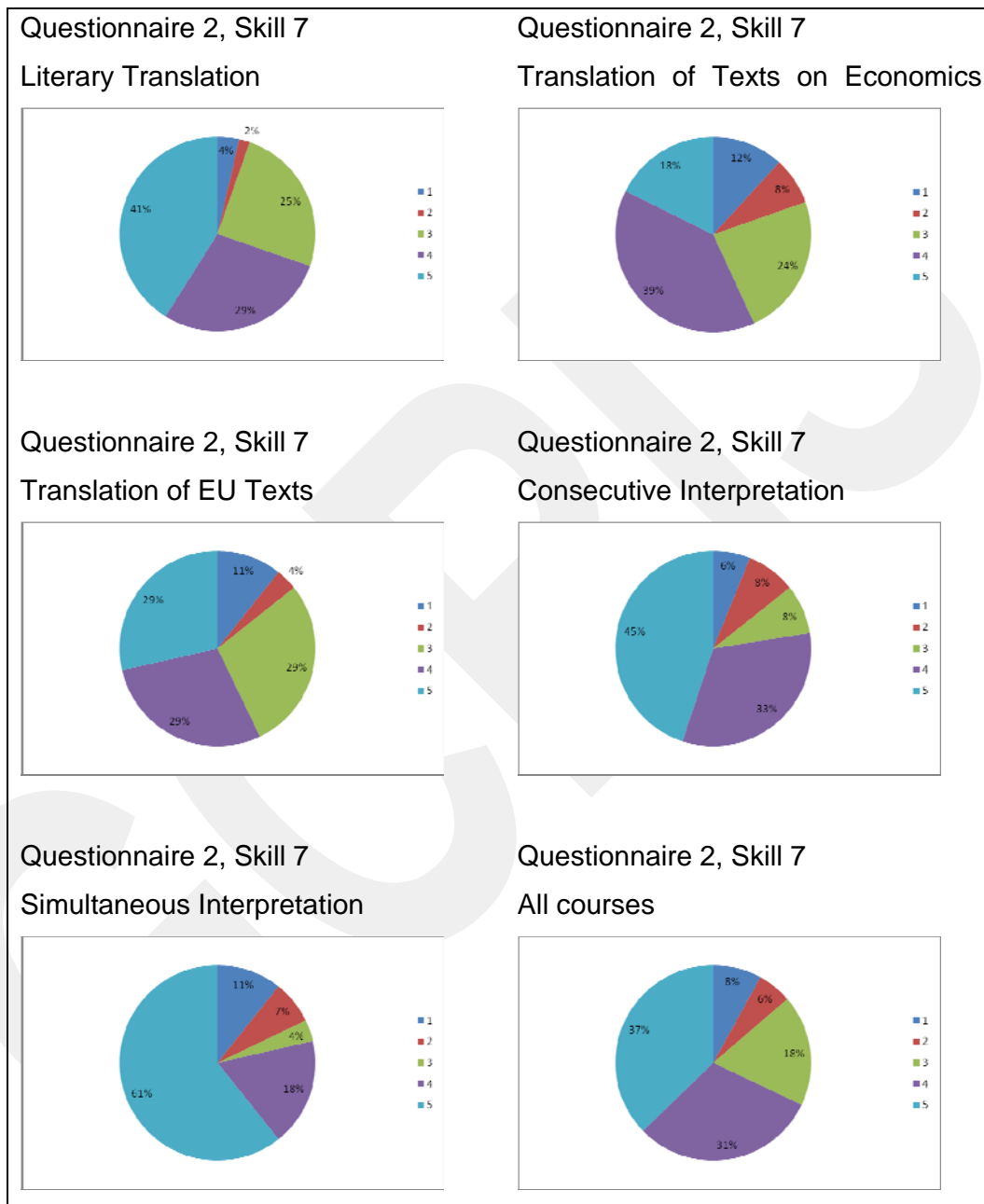
4.3.7. Data Analysis and Discussion of Skill 7

The ability of the translator-interpreter to manipulate language in such a fashion as to be able to use language functions correctly is one of the most necessary skills in clear and concise communication to be achieved.

It becomes clear then that the seventh skill assessed is also one of the most crucial. The seventh skill aims at being able to identify language functions such as representing, expressing, and appealing for translation purposes.

Skill 7: Identification of language functions such as representing, expressing, appealing for translation

Figure 17: Graphical Description of Analysis of Skill 7



Questionnaire's results are summarized for skill 7 for all courses and for course 1 to 5 separately in figure 17.

Answers 1 and 2 are assumed negative responses.

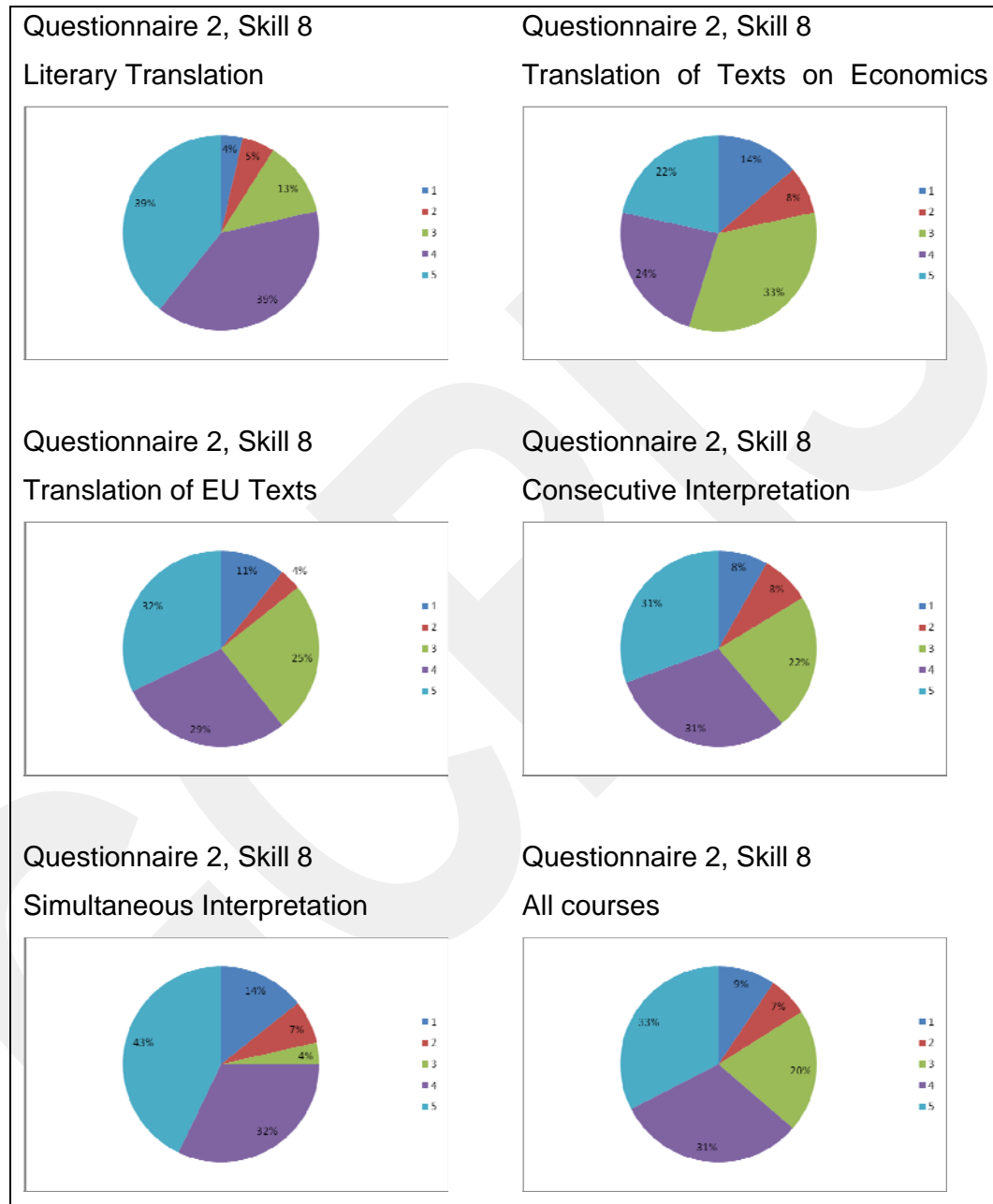
Only 14% of students don't think they have mastered the skill at the end of this course. The majority (37%) affirm the skill very useful for the five courses in question. Nevertheless, it is possible to say, with a total of 86% of positive response, that this skill contributes to all the courses.

4.3.8. Data Analysis and Discussion of Skill 8

This skill ties in very closely with the skill mentioned above. The differences between them are the levels and the instances when the translator-interpreter uses the skill. The relevance of the material uttered during a very fast speech rendition should be correct as the interpreter can gloss over it in the booth if necessary to convey the main message. In the same vein a footnote explaining something already known to the target readers may also require such an outlook. The places the translator-interpreters use these skills are varied. The skill and the mind-set of being able to think in this fashion are what is important. Thus, the evaluation of the function of the clue, utterance or the evidence in text for accuracy, reliability, relevance and sufficiency in written/spoken texts for translation is the eighth skill which must be achieved at the end of the course.

Skill 8: Evaluation of the function of the clue, utterance or the evidence in text for accuracy, reliability, relevance and sufficiency in written/spoken texts for translation

Figure 18: Graphical Description of Analysis of Skill 8



Questionnaire's results are summarized for skill 8 for all courses and for course 1 to 5 separately in figure 18.

Answers 3, 4 and 5 are assumed positive responses.

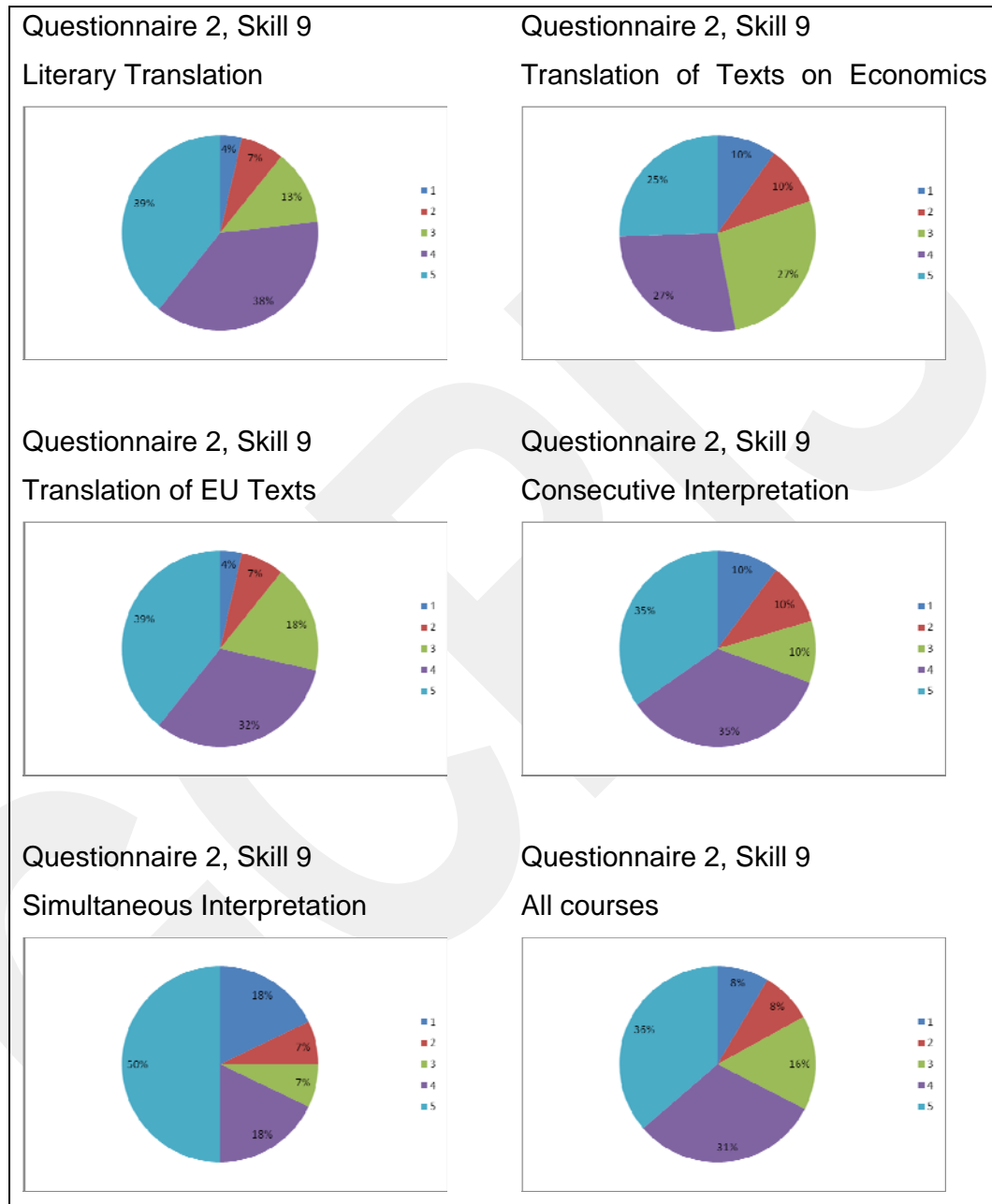
The eighth skill which is the evaluation of the function of the clue, utterance or the evidence of a text for accuracy, reliability, relevance and sufficiency in written/spoken texts for translation is achieved for 84% of students at the end of the course. Therefore, it is possible to say, that this skill contributes to all the courses.

4.3.9. Data Analysis and Discussion of Skill 9

Knowing about text types not only helps the translator-interpreter grasp what is to come, but also grasp the argumentation technique of the original. The same is applicable to language functions. This is a fundamental set of skills. Clearly, the ninth skill is about the comprehension of the relationship between language functions and text types for translation purposes.

Skill 9: Comprehension of the relationship between language functions and text types for translation

Figure 19: Graphical Description of Analysis of skill 9



Questionnaire's results are summarized for skill 9 for all courses and for course 1 to 5 separately in figure 19.

Answers 3, 4 and 5 are assumed positive responses.

Overall results show that, except for translation of economic texts, students affirm the skill very useful for all courses in question. 36% of students declare the skill very useful and 31% declare it useful. Therefore, it is possible to say, with a total of 85% of positive response, that this skill contributes to all the courses.

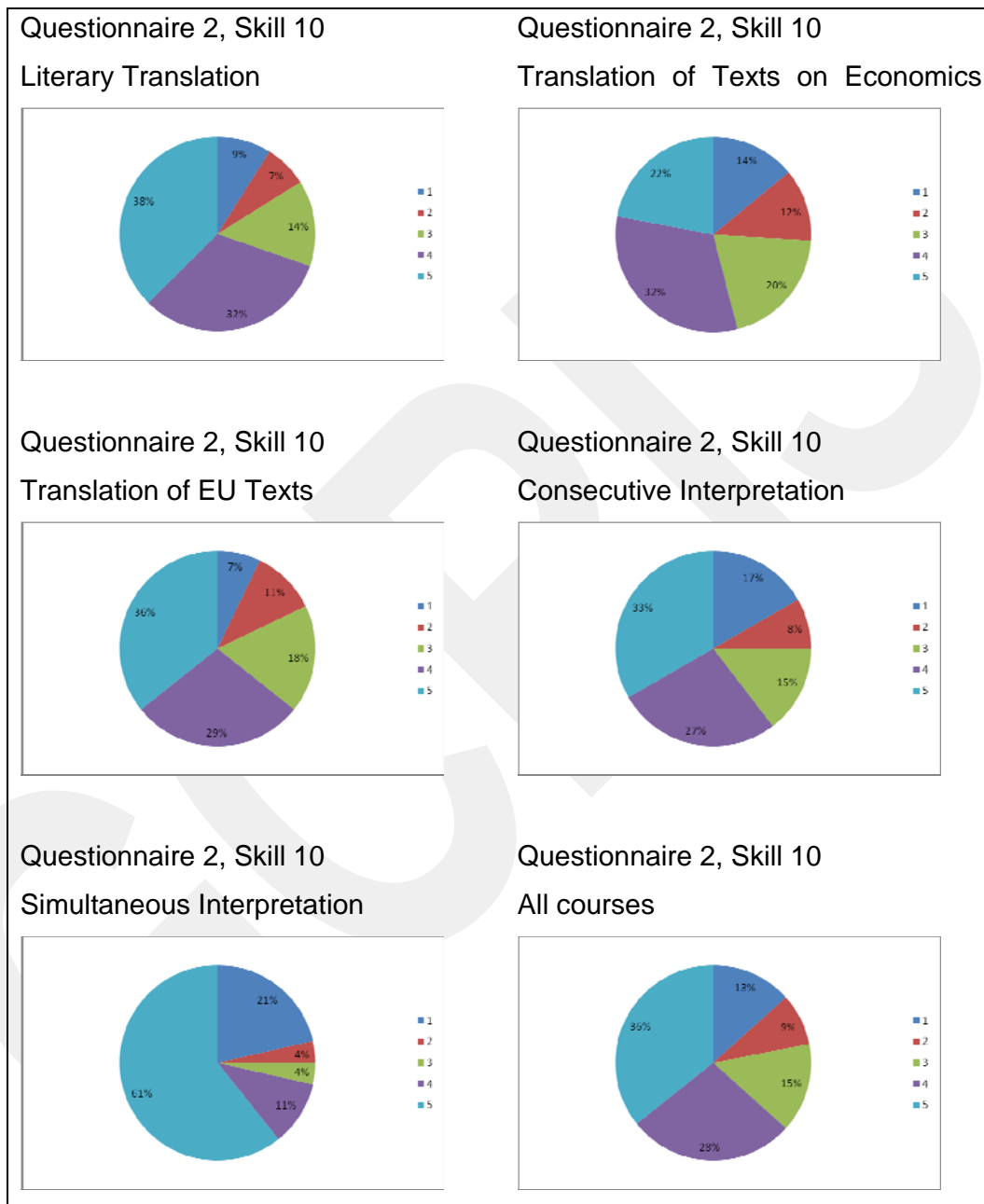
4.3.10. Data Analysis and Discussion of Skill 10

This skill ties in very closely with the previous one. There are differences in the fact that genres of speeches differ from language to language and from culture to culture. But, human thought processes always remain the same. Rather the 'logic of the human brain' is unique. Identification of the mind set or frame of the text, whether written or spoken, allows the translator-interpreter to overcome the gaps or the sets of mismatches that may occur with the target and the source text.

The last skill to be achieved during this course is the identification of different text types for the process of translation.

Skill 10: Identification of different text types for the process of translation

Figure 20: Graphical Description of Analysis of Skill 10



Questionnaire's results are summarized for skill 10 for all courses and for course 1 to 5 separately in figure 20.

Answers 3, 4 and 5 are assumed positive responses.

The majority of students agree on that the skill is very useful for literary translation (38%), translation of EU texts (36%), consecutive (33%) and simultaneous (61%) interpreting whereas 32% think the skill is only useful for translation of texts on economics. Therefore, it is possible to say, with a total of 79% of positive response, that this skill contributes to all the courses.

4.4. T-TEST COMPARING RESULTS FOR TRANSLATION AND INTERPRETING COURSES

As stated initially, the t-test used for the study aims to prove that the linguistics based courses are useful for both translation and interpreting courses. Thus, a comparison between the selected translation courses which are Literary Translation, Translation of Texts on Economics and Translation of EU texts and the two interpreting courses – consecutive and simultaneous – has been done for each skill which had to be achieved at the end of the two linguistics based courses.

Table 1: T-test Results for “Applied Linguistics” / “Linguistics and Translation”

Skill	\bar{x}_1	\bar{x}_2	t-computed	p-value
1	3,50345	3,66667	-0,90482	0,36698
2	3,86986	3,88372	-0,08196	0,93479
3	3,54167	3,68605	-0,81030	0,41889
4	3,63014	3,94186	-1,93612	0,05458
5	3,28767	3,75581	-2,69125	0,00782
6	3,77931	3,95294	-1,02130	0,30869
7	3,67832	3,90698	-1,33164	0,18482
8	3,62937	3,41176	1,09163	0,27679
9	3,59441	3,27381	1,65020	0,10096
10	3,58741	3,75294	-0,84092	0,40164

Table 1 reports test results for Applied Linguistics' skills. Sample means and test statistic (t-computed) are provided along with p-value. P-

value is the lowest level of significance that may reject the null hypothesis. As a result, if p-value is less than 10% (0.10) there is some evidence to reject the null. In addition, If p-value is less than 5%, there is strong evidence and if p-value is less than 1% than there is strong evidence to reject the null hypothesis. If p-value is larger than 10%, it may be concluded that there is not sufficient evidence to reject the null hypothesis.

As it can be observed in table 1, the p-value for skill 4 and 5 are less than 10%. These values mean that these two skills which had to be achieved at the end of the course of “Applied Linguistics” / “Linguistics and Translation” are found more useful for interpreting courses. This value means that the skill “identification of arguments in written/spoken texts for the translation process” and the skill “distinction of the premises and conclusion of arguments in written/spoken texts for translation purposes” are more useful for interpreting classes.

However, these results do not mean that because of these two skills, this course is more useful for interpreting courses, because it only refers to two skills among ten. The p-values of the eight other skills’ cannot be overlooked.

Table 1 shows that the course “Applied Linguistics” / “Linguistics and Translation” is useful for both translation and interpreting courses.

Table 2: T-test Results for “Discourse Analysis” / “Texts and Composition”

Question	\bar{x}_1	\bar{x}_2	t-computed	p-value
1	3,69697	3,58667	0,53299	0,59496
2	3,73485	3,66667	0,34288	0,73219
3	3,56589	3,67105	-0,53818	0,59131
4	3,40152	3,51282	-0,53660	0,59240
5	3,57576	3,57692	-0,00568	0,99548
6	3,59231	3,85897	-1,42663	0,15582
7	3,71970	4,05263	-1,85989	0,06489
8	3,68939	3,72368	-0,18529	0,85325
9	3,81818	3,80769	0,05234	0,95834
10	3,62595	3,64474	-0,08922	0,92904

Table 2 reports test results for “Discourse Analysis” / “Texts and Composition” courses skills. Sample means and test statistic (t-computed) are provided along with p-value. P-value is the lowest level of significance that one may reject the null hypothesis. As a result, if p-value is less than 10% (0.10) there is some evidence to reject the null. In addition, If p-value is less than 5%, there is strong evidence and if p-value is less than 1% than there is very strong evidence to reject the null hypothesis. If p-value is larger than 10%, it may be concluded that there is not sufficient evidence to reject the null hypothesis.

As can be observed in table 2, the p-value for skill 7 is less than 10%. This value means that this skill which had to be achieved at the end of the course “Discourse Analysis” / “Texts and Composition” is found more useful

for interpreting courses. This value means that the skill “identification of language functions such as representing, expressing, appealing for translation” is more useful for interpreting classes. However, this result does not mean that because of this skill, this course is more useful for interpreting courses. It is only one skill among ten. The nine other skills’ p-values cannot be overlooked. Therefore, table 2 shows that the course “Discourse Analysis” / “Texts and Composition” is useful for both translation and interpreting courses.

CHAPTER FIVE

CONCLUSION

In conclusion to the study there is to be a two part evaluation. The rationale behind this is as follows:

- Firstly, a statistical conclusion which could be used in other studies as data, or be presented as evidence to support the type of training supported throughout the study,

- Secondly, the interpretation of this data as a researcher in the field of the teaching/training and learning of Translation Studies.

Since the first part provides the data for the second part mentioned, initially, as given below are the statistical results in summary:

First, it should be reiterated that the questionnaires had been distributed to respectively 21 and 42 students (a total of 63 students) of Translation and Interpretation of Atılım University and Bilkent University.

Both questionnaires distributed were to be graded from 1 to 5 according to the contribution to the following five courses - Literary Translation, Translation of Texts on Economics, Translation of EU texts, Consecutive Interpretation and Simultaneous Interpretation - of the skills which have to be achieved at the end of the linguistics based courses "Linguistics and Translation" / "Applied Linguistics" and "Discourse Analysis" / "Texts and Composition". A skill was found useful when graded between 3 and 5.

In reference to the "Linguistics and Translation" / "Applied Linguistics" course, 83% of the students stated that they thought that they could

recognize the roles of linguistic theory and related fields in professional and personal decision-making during the translation process.

Furthermore, 88% declared they were able to recognize the importance of the use of precise and clear language, appropriate sentence construction for the translation purposes. Other than this, 81% could solve discourse problems and offer solutions during the translation.

In consequent questions, 85% stated that they thought that they could identify the arguments in written/spoken texts for the translation process; at the end of this course, 82% of the students could distinguish the premises and conclude arguments in written/spoken texts for translation purposes; the capability of making clear the links between subordinate arguments and main arguments for translation has been useful for 86% of the students. In respect to translation per se, 85% stated that they thought that they were capable to recognize and avoid common fallacies in translation.

The other three skills in question, which are, the use of linguistics in texts for accuracy, reliability, relevance, intertextuality and sufficiency in translation, the capacity of developing a critical outlook of the texts to be translated and the use of analytic, conscious and critical attitude in translation have been founded less useful than the others with respectively 75%, 75% and 78% ratings by the students.

The results show that 81.8% of the Translation and Interpreting students thought that this linguistics based course was useful in translation and interpreting courses.

The questionnaire for the courses "Discourse Analysis" / "Texts and Composition" also constituted of ten skills had to be rated.

The results were as follows:

79% of the students stated that it is useful to be able to make the distinction between reading for pleasure and reading for translation for the translation and interpreting courses.

In reference to reading skills, 81% could apply reading skills such as skimming, scanning during the translation process. On the other hand in reference to discourse 82% of the students stated that they could solve discourse problems and offer solutions during the translation at the end of the course.

When asked about argumentation, 76% were capable to identify the arguments in written/spoken texts for the translation process. Furthermore, 77% declared to be able to distinguish the premises and conclusion of arguments in written/spoken texts for translation purposes during the five courses in question. Also they had mastered the capability of linking subordinate arguments and main arguments. 81% of the students attested to this.

It was interesting to note that according to the data collected the most useful skill for the students is the identification of language functions such as representing, expressing, appealing for translation. 86% find it useful; 84% of the students stated that the evaluation of the function of the clue, utterance or the evidence in text for accuracy, reliability, relevance and sufficiency in written/spoken texts for translation was useful. The comprehension of the relationship between language functions and text types for translation is another skill founded useful from 83% of the students. 79% declared that that the ability to identify different text types in translation was a useful skill.

These results show that 80.8% of the students are adamant about the usefulness of the “Discourse Analysis”/ “Texts and Composition” course for the five translation and interpreting courses.

After this initial analysis encompassing figures, it is clear that there are certain conclusions to be reached through the above given facts.

Translation Studies as a discipline developed separately from linguistics and related studies in recent years, but such an evolution does not imply the implicit and explicit contribution of the grounding of linguistics and language-discourse knowledge to the training of translators. Initial training lies on the premise that this grounding is essential to the study of the discipline.

The results of the study clearly show two distinct facts: Firstly, that it is important that there is a continuity between the courses and this fact is recognized by the students of translation studies as they need to concentrate on the aim of the courses; and furthermore, what they need to master or rather the skills that need to internalize within the courses.

This is important for harmony in the classroom and also allows the students to better understand the skills. This needs to be initiated by the trainer of the course. The trainer needs to explain the objectives and also clearly define aims for further courses to follow. This is clearly achieved by the trainers in the two universities scrutinized, as the results of the survey show.

Secondly, it is clear that the linguistic and discourse analysis based courses help students in the courses that they take in later years as they have achieved better understanding of the discipline through the study of these courses. The students clearly state these facts as the figures given above prove.

A t-test was also conducted to statistically and analytically approved process of the questionnaires and the results obtained. The t-test further proved that there is no difference between preparatory courses leading to either translation or interpreting courses.

This brings us to the core of the study which is that student centered training is certainly the new trend to be adhered to in the classroom. This can be clearly noted from the results given by the 'conscious' students.

Once the student has clear objectives set in front of him/her, s/he is definitely more successful and more objective in judging the training and the trainer. The scenario is a win-win scenario for both the institution and trainer and the student.

Moreover, it is important that a building blocks like training structure is used in the training of translators and interpreters. The sink or swim method (where students just start translating from the first day) or previously used methods seem to have failed whereas the results of the survey show that the building blocks methodology is useful.

This methodology can be explained as follows as applied in the study: 'Using linguistics and discourse courses with particular formulations and aims towards advancing student skill levels which contribute to better understanding and achievement of translation and interpreting courses'.

The study proves beyond doubt that this methodology works better in translator and interpreter training. This is relevant both in terms of the coordination of curriculum, thus for universities; for trainers as they are both constrained in their aims but very clear in their objectives and can improve themselves through cooperation and building on each others courses and aims. This also encourages cooperation within trainers and further

development. And finally it is definitely a better choice for the student who is more aware and more then aware more motivated.

Further studies need to be performed in this field to find if the same applies to courses for cultural studies, of general culture and if the same could be true of these. This study may further serve as an example for these types of studies where other disciplines contribute to the training of translation and interpretation studies.

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APPENDIX A

Student Opinion Questionnaire

Dear Students,

This questionnaire is prepared to collect information about your opinion regarding the contribution of the Linguistics based courses (“Applied Linguistics” / “Linguistics and Translation” and “Discourse Analysis” / “Texts and Composition”) for the following courses:

- Literary Translation,
- Translation of Texts on Economics,
- Translation of EU texts,
- Consecutive Interpretation,
- Simultaneous Interpretation.

Your ratings regarding the contribution of the skills achieved at the end of these two Linguistics courses will provide us the opportunity to determine how important these courses are in the Department of Translation and Interpretation at Atılım and Bilkent Universities. It is assured that any information given will be confidential and be used for research purpose only, so, please do NOT write your name, surname and number on the questionnaire.

Your cooperation and serious consideration are appreciated. Thank you in advance.

Yasemin TANBI

Atılım University

Faculty of Arts & Sciences

Department of Translation and Interpretation

MA Student

Thesis Adviser: Assist.Prof.Dr. İsmail ERTON

Date: ____ / 05 / 2010

Titles of the Linguistics based courses : “Applied Linguistics” / “Linguistics and Translation”

Please specify to what extent these two linguistics based courses contributed to the following translation courses given on the right side of the chart. Please specify your opinion about the statements below by using the following scale. Write ONLY 1, 2, 3, 4 or 5 in the following boxes. If you did not receive the course leave the column blank.

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

NOTICE : PLEASE ANSWER ALL THE FOLLOWING QUESTIONS

Notice: Leave these two columns empty if you did NOT receive these courses

Skills achieved in Linguistics based Courses (Applied Linguistics / Linguistics & Translation)	Contribution for the following courses				
	Literary Translation	Translation of Texts on Economics	Translation of EU texts Received this course: Yes / No	Consecutive Interpretation	Simultaneous Interpretation Received this course: Yes / No
1. recognition of the roles of linguistic theory and related fields in professional and personal decision-making during the translation process.					
2. recognition of the importance of precise and clear language, appropriate sentence construction for the translation.					
3. solving discourse problems and offering solutions during the translation.					

4. identification of arguments in written/spoken texts for the translation process.					
5. distinction of the premises and conclusion of arguments in written/spoken texts for translation purposes					
6. capacity of making clear the relationships of subordinate arguments to main arguments for translation.					
7. capacity to recognize and avoid common fallacies in translation.					
8. use of linguistics in texts for accuracy, reliability, relevance, intertextuality and sufficiency in translation.					
9. capacity of developing a critical outlook to the texts to translate.					
10. use of analytic, conscious and critical attitude in translation.					

Notice: Leave these two columns empty if you did NOT receive these courses

Thank you for your cooperation.

Date: ____ / 05 / 2010

Titles of the Linguistics based courses : “Discourse Analysis” / “Texts and Composition”

Please specify to what extent these two linguistics based courses contributed to the following translation courses given on the right side of the chart. Please specify your opinion about the statements below by using the following scale. Write ONLY 1, 2, 3, 4 or 5 in the following boxes. If you did not receive the course leave the column blank.


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

NOTICE : PLEASE ANSWER ALL THE FOLLOWING QUESTIONS

Notice: Leave these two columns empty if you did NOT receive these courses

Skills achieved in Linguistics based courses (Discourse Analysis / Texts and Composition)	Contribution for the following courses				
	Literary Translation	Translation of texts on Economics	Translation of EU texts Received this course: Yes / No	Consecutive Interpretation	Simultaneous Interpretation Received this course: Yes / No
1. distinction between reading for pleasure and reading for translation					
2. application of reading skills as skimming, scanning during the translation process.					
3. solving discourse problems and offering solutions during the translation.					

4. identification of arguments in written/spoken texts for the translation process.					
5. distinction of the premises and conclusion of arguments in written/spoken texts for translation purposes					
6. capacity of making clear the relationships of subordinate arguments to main arguments for translation.					
7. identification of language functions such as representing, expressing, appealing for translation.					
8. evaluation of the function of the clue, utterance or the evidence in text for accuracy, reliability, relevance and sufficiency in written/spoken texts for translation.					
9. comprehension of the relationship between language functions and text types for translation.					
10. identification of different text types for the process of translation					



Notice: Leave these two columns empty if you did NOT receive these courses

Thank you for your cooperation.

ABSTRACT

[Tanbi, Yasemin] [Contribution of Linguistic Courses to Translator Education at University Level: A Case Study of Atılım and Bilkent Universities] [M.A. Thesis] [Ankara, 2011]

Translation studies, Translation and Interpreting, is a field that evolved from or as a sub-discipline of Linguistics and related subjects and in time developed as a separate area of study still encompassing its origins. Hence, the training of translator and interpreter cannot be totally separated from linguistics. This thesis aims to prove that linguistic based courses in Translation and Interpreting departments contribute to the grounding and achievement of the students in translation and interpreting classes in upper grade levels. Two universities, Atılım University and Bilkent University, have been chosen as sources of study. As trainers know the importance and the link with other courses of the building blocks given during the undergraduate program, two surveys have been distributed to the students of these universities. The results obtained prove through student based training and research and building blocks theory, the usefulness of linguistic based courses and their contribution to translation.

Key words:

1. Translation and Interpreting Studies
2. Linguistics and translation
3. Building blocks theory
4. Student oriented-centered training.

ÖZET

[Tanbi, Yasemin] [Contribution of Linguistic Courses to Translator Education at University Level: A Case Study of Atılım and Bilkent Universities] [Y.L. Tezi] [Ankara, 2011]

Çeviribilim ve/ya Mütercim-Tercümanlık, Dilbilimi ve ilgili alanlardan zamanlarla ayrışıp, ayrı bir bilim alanı olarak kabul görmüş olmasına rağmen köklerinden kopmamış bir alt bilim dalı olarak ortaya çıkmış bir bilim dalıdır. Bu nedenle mütercim-tercümanlık eğitiminde dilbiliminin payı büyüktür. Bu tezin amacı dilbilimi kökenli derslerin, mütercim-tercümanlık bölümlerinde verilen diğer derslerin temelini oluşturduğunu ve yararını ıspatlamaktır. Araştırma için Atılım ve Bilkent Üniversiteleri seçilmiştir. Eğitimciler temel derslerin önemli ve diğer derslerle bağlantılı olduğunu bildiklerinden, bu üniversitelerin öğrencilerinden iki anket doldurmaları istenmiştir. Elde edilen sonuçlar, dilbilimi kökenli derslerin öğrenci odaklı eğitim ve araştırma ile temel ders kuramı aracılığıyla çeviriye olan katkısını kanıtlamaktadır.

Anahtar kelimeler:

1. Çeviribilim araştırmaları
2. Dilbilim ve çeviri
3. Temel ders kuramı
4. Öğrenci odaklı merkezli eğitim

