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**EMT Çevirmen Yeterliklerinin Piyasada İstenen Kriterlerle  
Karşılaştırılması: Türkiye Örneği**

Comparison of EMT Translator Competences to Those Demanded in the  
Market: A Case Study on Turkey

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## Öz\*

Bu çalışma, Türkçe çevirmenlerin küresel pazarda istihdam edilebilirliğine ilişkin bir iç görü sağlamak için Türkiye pazarında aranan çevirmen yeterliliğini araştırmayı ve bunları Avrupa Birliği tarafından belirlenen en yaygın yeterliliklerle karşılaştırmayı amaçlamaktadır. İlk bölüm, genel olarak yeterlilik kavramını sunarken, ikinci bölüm, AB tarafından önerilen yeterliliklere özel vurgu yaparak, çevirmen yeterliliğini çeşitli perspektiflerden ele almaktadır. Daha sonra analiz yöntemi detaylandırılmıştır. Son olarak bulgular grafiklerle sunulmuş ve tartışılmıştır. Bu çalışma, EMT uzman grubu (AB) tarafından listelenen yetkinlikler ile piyasada talep edilen yetkinlikler arasındaki farkları tespit etmek amacıyla içerik analizi kullanılarak gerçekleştirilmiştir. Bilgisayarlı işlemeye uygun kodların oluşturulması mümkün olmadığı için analiz manuel olarak yapılmıştır. Analiz edilecek veri olarak Kasım - Aralık 2021 döneminde tanınmış bir iş arama motoru olan [www.kariyer.net](http://www.kariyer.net)'te yayınlanan iş ilanları seçilmiştir. Reklamlar, Web kazıma için kullanılan bir Python kitaplığı olan BeautifulSoup aracılığıyla alınmıştır. Daha sonra ulaşılan reklamlar Avrupa Birliği tarafından sıralanan yeterlilik kriterlerine göre kodlanmıştır. Araştırma sonucunda, Türkiye pazarına yönelik olarak internette yayınlanan ilanlarda talep edilen çevirmen yeterliklerinin, EMT kriterlerinin çoğunu karşılamadığı görülmüştür. İlanlara bakarak kendine mesleki yol çizen çevirmenlerin küresel pazarda işe alınabilirliği tehlikeye girebilir.

**Anahtar Kelimeler:** Çeviri, Çevirmen, Çeviri yeterliliği, EMT

## Abstract

This study aims to investigate translator competence desired in the Turkish market, and to compare them to the competences determined by the European Union in order to provide an insight regarding the employability of Turkish translators in the global market. The first section presents the notion of competence in general while the second section handles translator competence from various perspectives, with specific emphasis on competences sugges-

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\* This study has been compiled from the ongoing doctoral thesis by Serap DURMUŞ under the supervision of Asst. Prof. Ayşe Selmin SÖYLEMEZ on Social Problems of Freelance Translators due to Intensive Computer Use.

ted by the EU. Later on, the method for the analysis has been elaborated. Finally, the findings have been presented with graphics and then discussed. This study has been carried out utilising content analysis in order to identify the differences between the competences listed by EMT expert group (the EU) and those demanded in the market. The analysis has been performed manually since it was not possible to create codes suitable for computerised processing. The job advertisements posted on the well-known job-search engine, [www.kariyer.net](http://www.kariyer.net), between November and December 2021 were chosen as the data to be examined. The ads were retrieved via BeautifulSoup which is a Python library used for Web scraping. Then the retrieved ads were coded as per the competence criteria listed by the European Union. As a result of the research, it has been seen that the translator qualifications requested in the advertisements broadcast on the internet for the Turkish market do not meet most of the EMT competence criteria. Turkish translators may not be regarded employable in the global market in the event that they shape their career paths by based on the job ads for national market.

**Keywords:** Translation, Translator, Translational competence, EMT

### **Introduction**

The expansion of translation market on a global scale has manifested itself within the Turkish market, as well. In addition to the global developments in information and communication technologies (ICT) and globalisation of economy, the geographical location of Turkey also has contributed to the increase in translation volume as Turkey serves either as a final destination or a stop for those who leave their home countries due to various reasons. Though the numbers of immigrants staying in Turkey vary, it has been announced by The Directorate General of Migration Management that more than 3.5 million Syrian immigrants were living in Turkey as of May 2021 <https://en.goc.gov.tr/>. According to the data provided by UNHCR Turkey, around 320.000 immigrants from such countries as Irak, Iran and Afghanistan should be added to the number of Syrian immigrants (<https://www.unhcr.org/tr/unhcr-turkiye-istatistikleri>). When combined, all these leave little place for imagination as for the volume of translation in Turkey in the 21st century.

Accordingly, this expansion in the translation demand resulted in establishment of training programmes of various levels, both under and post-graduate. The Council of Higher Education lists 45 associate degrees and 44 undergraduate degrees in translation and interpreting on its web page (<https://yokatlas.yok.gov.tr/lisans-bolum.php?b=97174>). The universities and institutions offering degrees in translation studies and translation courses principally aim to provide their students with knowledge and skills that will help them get a place and survive in the translation market. To this end, students are trained on various types and topics of translation and interpretation (Yılmaz-Gümüş 2013; 2018). The main purpose is to equip future translators/interpreters with translation theory, language competence, cultural competence, applied translation, computer technologies, and special field knowledge, all of which constitute translational competence (İşpınar Akçayaoğlu & Özer, 2020:62). In other words, university programs not only equip individuals with the skills and knowledge necessary for the workforce, but also contribute to the advancement of research and understanding in the field of translation (Yılmaz-Gümüş, 2018:50). Thus, the subject of translator competence with all its components has been a hot topic, discussed and studied by many scholars (Kiraly 2013; Kuznick and Albir 2015; Li 2000; Pym 2003; 2013; Valero-Garces & Toudic 2015) as well as professional translators and project managers.

It is no surprise to see blogs on translation company websites advising translators how to succeed as a translator, how to survive in a given market, how to handle various problems concerning translation (terminology, MT or CAT tools, etc) as well as how to find clients, etc. All these, along with the above listed competences, make it obvious that being a translator, now, is something more than maintaining semantic or linguistic transfer between languages. A translator of the digital age has to enjoy skills both in trading and employability to be flexible enough to fit into various professional contexts, in addition to the linguistic competence. Depiction of translators as ‘authors (Paz 1992, Dryden 1992, rewriters (Dryden 1992), creators (Paz 1992, Benjamin 2007), message conveyors (Jakobson 1959), mediators (Schleiermacher 1813, Bassnett 2011, Friedrich 2020) and co-writers (Benjamin 2007)’ is now, though still true, not adequate to define a translator of the 21<sup>st</sup> century. The translator

of the digital age needs to be competent in communication (both personal and online), teamwork, and aware of cultural elements and differences, flexible and capable of thinking critically. Moreover, they need to be ready and willing to step into a period of constant learning (Hoffman 1997; Shreve 1997; Whyatt 2017).

Having the new notion of translator competence in mind, this study aims to investigate translator competences desired in the Turkish market, and to compare them to the most common competences defined by those determined by the European Union in order to find out to what extent Turkish translators can compete with their European peers in a global market. The huge demand for translation and translators both on a global scale (Cronin, 2013:3, Drugan, 2003:9-10; O'Hagan, 2012:124) and in Turkey paved the way for this study. To this end, the demands of Turkish market regarding translator competence have been compared to the competences suggested by the European Master's in Translation (EMT). This study is significant in that it is the first study that deals with the Turkish translator market and competences. Besides, it is also expected that this study will guide other researches about the topic. Although this study handles only a limited number of ads of a certain time, future studies may extend the scope and yield more accurate results.

The first section presents the notion of competence in general while the second section handles translator competence from various perspectives. Specific emphasis on competences suggested by the EU is given in the following sections dealing with suggestions made in 2009 and 2017. Later on the method for the analysis has been elaborated. Finally, the findings are discussed.

### **What Is Competence?**

Prior to the elaboration of translational competence, a brief introduction of the term 'competence' will help better understanding of the issue. Although many definitions have been proposed, competence is frequently described as a set of desired features including knowledge of felicitous sorts, skills and capabilities such as ability to analyse and recognise patterns, to communicate effectively and to solve problems. Hager and Gonczi, combining all these features, suggest an integrate definition for competence which dodges the set numerous tasks by choosing those essential for the execution of the profes-

sion. They then, list these key tasks as cognitive abilities, which include critical thinking, knowledge and problem-solving techniques; interpersonal skills, emotional attributes and technical skills (1996:15). Another holistic approach to professional competence argues that competence is the routine and wise utilisation of communication, information, specialised abilities, critical thinking, feelings, values and reflection in everyday practice for the advantage of the person and the community receiving the service (Epstein and Hundert, 2002:226).

Some scholars, handling the issue from a managerial perspective of businesses, stress out 'core competence' as a key organisational asset that might be abused to obtain competitive advantage (e.g. Campbell and Sommers Luchs, 1997; Nadler and Tushman, 1999; Mitrani et al., 1992). Hamel and Prahalad (1994), on the other hand, describe core competence as 'the collective learning in the organisation, especially how to coordinate diverse production skills and integrate multiple streams of technologies' (Prahalad and Hamel, 1994:82). The core competence cherishes the intricate interaction of people, skills and technologies that sustains company performance, and encourages the significance of the learning (Scarborough, 1998:229). Le Deist and Winterton point out the importance of the combination of education and training, meeting not only the needs of the market but promoting mobility both in career and sectors for those who lack job insecurity, as well (Le Deist and Winterton, 2005:28). Similarly, suggesting a holistic perspective, Weinert defines competence as "[...] *cognitive abilities and skills that individuals have or that they can learn to solve specific problems as well as the associated motivational, volitional and social dispositions and abilities needed to be able to apply solutions to problems [...]*" (2001:27-28).

Due to the abundance of definitions and controversy regarding the definition of the concept of competence, it is hard to determine a single theory which encompasses all uses and components of the term. This diversity of the term also manifests itself in defining translator / translational competence with many scholars suggesting many descriptions depending not only on the age but also on the technology among other skills.

## **Translational Competence**

Global economy and revolution in ICT technologies, among all other things, have refashioned translation and translator; both in terms of work environment and job description. With an eye to dealing with these alterations in work patterns and environment, translators need to figure out ways to keep up with this constantly changing, vigorous market reality. They are forced by this reality to possess skills both in trading and employability to allow them to get flexible enough to fit into various professional contexts. Therefore, the definitions of 'translator' have also shifted from the traditional definitions. Although the traditional view of translators and the content of their profession are still accurate, scholars have come to the fore with novel descriptions for the professionals of translation.

One of the most influential descriptions has been put forth by a research group established in 1997 at the Universitat Autònoma de Barcelona, *Process in the Acquisition of Translation Competence and Evaluation* (PACTE), in order to perform both empirical and experimental research on translation competence and its acquisition. PACTE, suggesting a broad-gauge definition as "the underlying system of knowledge and skills needed to be able to translate" (2000:100), identifies five sub-competences that are necessary for translation: the ability to communicate in two languages (bilingual sub-competence), knowledge of the world and specific subject areas (extra-linguistic competence), knowledge of how translation works and professional translation practice (knowledge about translation), the ability to use resources such as dictionaries and search engines (instrumental sub-competence), and the ability to control the translation process (strategic sub-competence). Additionally, the PACTE model also acknowledges the importance of psycho physiological components, including cognitive and attitudinal factors and psycho-motor mechanisms, such as memory, attention, critical thinking, creativity, and logical reasoning (PACTE, 2017:38-41).

However, there is still debate on what specific knowledge and skills are necessary for a competent translator. Defeng Li (2000) summarises translation competence as the ability to combine translation theory and practice, enhan-

ced bilingual capacity, familiarity with authentic texts, and good command of technology both for translating and finding references.

Valero-Garces and Toudic (2015) have identified and ranked ten competences for the translators of the 21st century following a survey and several workshops held in Europe. According to their study, employers appreciate the ability to produce quality translation as of the utmost importance, and value translators who are cognizant and implementer of quality control procedures. The skills of specialisation and experience are also listed among the competences as they facilitate quality. A graduate or postgraduate degree in translation or any other related field is considered of great importance by the Language Service Providers (LSPs). Ability to address customer requirements and enhance customer connections are also of great importance since these skills are crucial for not only LSPs but also freelance translators. However, they are more likely to be sought in sales and project management positions in the first instance, which is a task that freelancers have to handle. Other competences necessary specifically for freelancers, which are obviously managerial, include the ability to determine the required resources and ability to make predictions. Professional ethics concerning confidentiality, linguistic competence, capacity to translate, fidelity etc. and professional benchmarks regarding quality, on-time delivery, etc. constitute another competence that LSP employers esteem. Since employers prefer people experienced in other professional fields rather than translation on grounds that they have better communication with clients, awareness of professional ethics stands out as an essential competence (Valero-Garces & Toudic, 2015:189). In an industry highly prone to be influenced by technological developments, it is no surprise that technological awareness and capability are essential for translators. The ability to use term memories, or at least convert and process documents is a must-have skill. Some employers may even demand for more advanced knowledge of technology; such as familiarity with mark-up languages, programming macro-commands, configuring some desktop tools, etc.

Kuznick and Albir (2015), focusing on in-house translators, analyse translator competence categorising as 'linguistic job profile' and 'management job profile.' Command of languages, firstly the native one, in addition to writing skills constitute the linguistic profile which includes translation, proofreading,



terminology search, and so on. Moreover, those who fit in this description need to have the ability to manage multiple interruptions while working on a tight deadline, as well as unanticipated task modifications such as inclusion of an error-check for an on-going translation. If a translator enjoys the role of a project manager, then she/he must be prescient, protean, and completely polyvalent. As for the management job profile, they argue that, as is the case for all in-house jobs, IT skills, on-the-job learning, and adjusting to a protean and flexible workplace are among the common needs. Pointing out that the in-house translators' competencies cover the same requirements of many jobs in modern societies, they argue that the competences listed by Köhler and Martin (2005:359) apply to the modern translators. Ability to reason abstractly in order to work with computers, which results in an increase in mental workload while physical needs are reduced; ability to work independently and to make decisions and organise oneself in the workplace, the ability to work in a team; to successfully handle stress, to lead and manage the skills of the teams members; ability to execute a variety of tasks and functions; and capacity to keep with the technological changes, as well as proclivity for ongoing training and the development of information-gathering skills as part of work performance. Although these skills listed by Kuznick and Albir aim to define competencies of in-house translators, they also make up the work description of freelance translators to a greater extent.

Anthony Pym puts stress on the multi-factoriality of translator competence and on the modernisation of translation skills covering 'cognitive, professional and social spaces' (2013:491). According to him, a variety of abilities and information that a professional translator is expected to possess, as well as specific personal attributes are brought together to form a whole as translator competence. However, he rejects the need for a multi-factorial set of translator skills on grounds that thanks to the MT/TM technologies, translators today just need to choose among the already given options, which, thus, reduces cognitive generation skills. To this end, he suggests ten skills under three headings; for the first of which, "learn to learn," he emphasises the importance of constant learning due to the rapid changes in technology. Here he lists four skills which are the ability to locate and process online materials to shorten learning times, the ability to assess applicability of a tool in terms of tech-

nical requirements and cost, the ability to collaborate with peers to solve learning challenges and the ability to critically analyse the work process of the tool. The second heading, which draws attention to the reliability of the data, includes three more skills: the ability to double-check the details of proposed matches using provenance knowledge and/or the relevant pay rates ('discounts'), the ability to concentrate cognitive strain on cost-benefit comparisons, and the ability to control translation data in accordance with translation instructions provided by the client. The heading 'learn to revise translations as texts' presents three more abilities for the translators of the age. Focusing on the revision process, Pym stresses the significance of the ability to recognise and correct suprasentential mistakes, especially those regarding punctuation and cohesion, the ability to do significant style editing in the post-draft phase and the ability to revise and evaluate in groups, with colleagues and field experts in order to achieve the required level of quality (Pym, 2013:494-495).

### **Competences defined by the EMT**

The transformations taking place in both the translation market and within the profession itself have urged the European Union to take a step against the challenges occurred. To this end, the Directorate-General for Translation (DGT) summoned experts and scholars from many various countries for a conference in Brussels (19-20 October 2006) to discuss translator training in Europe and to pursue the confluence and optimisation of intentions and programmes based on the reference framework delineated by DGT - European Master's in Translation (EMT).

The DGT established the EMT expert group in April 2007. Its primary responsibility was to make specific suggestions for establishing a framework for the European Master's in Translation (EMT) across the European Union. The need to respond to the new demands from the globalised and technologized markets, increase in the number of EU languages, the necessity to better professional excellence, the need to improve translators' working conditions and disbursements, and the necessity of an establishment of a true framework of reference are also listed among the main goals.

Three years after the conference held in Brussels, the EMT published a report, titled *Competences for Professional Translators, Experts in Multilingual and*

*Multimedia Communication*, listing competences not only for translators but also a wide range of professions of language, including some modes of interpreting. However, the report also emphasizes that the framework should be viewed within the context of university education. “It sets out what is to be achieved, acquired and mastered at the end of training or for the requirements of a given activity, regardless where, when and how” (Gambier, 2009:3).

According to the report, following their second cycle training, translators should have different types of competences, each with many sub-competences. Although Kiraly criticises this list of competences as it does not mention or suggest anything about the learning process, it touches upon many skills and abilities that professional translators are thought to have (2013:201). The main six competence types, Language, Thematic, Technological, Info-mining, Intercultural and Translation service provision, as shown in Figure 1 below, are comprised of a



**Figure 1. Translator Competences by EMT Expert Group (Gambier, 2009, p. 4)**

Number of related and recognizable sub-competences that are interconnected, interactive, and complement each other to form a comprehensive system.

However comprehensive this set of competences was, it failed to stand the test of time and was bound to be updated as a result of the evolved market

needs, and evolved forms of communication owing to the widespread use of artificial intelligence. Thus, the EMT report published in 2009 was updated in 2017, putting more emphasis on translation technology.

The new report identifies 35 sub-competencies in five main areas, which are 'language and culture, translation, technology, personal and interpersonal, and service provision,' highlighting the multi-dimensionality of translation as a process. The language and culture area covers all linguistic and socio-cultural skills including cultural knowledge. Having a strong proficiency in at least two working languages is a prerequisite. Semantic transfer between two languages and all other field-specific and strategic competencies, including the pre-and post-editing processes, falls within the translation area. The technology covers all know-how and skills required to manage existing and future translation technology, including tools and applications. The fundamental understanding of not only machine translation technologies but also the ability to apply machine translation to specific situations is also required as per this competence. The personal and interpersonal area, on the other hand, deals with soft skills which increase the employability rates of translators as they include time management, complying with deadlines, stress management, teamwork, etc. which contributes also to their adapting skills. The last competence area presented by the EMT, service provision encompasses all abilities related to the execution of translation and all tasks related to business life such as customer awareness, quality check, and project management. All these competences are supplementary and equally essential for translation services.

### **Method**

This study has been carried out utilising content analysis which is a research technique that systematically examines content, usually within the framework of predetermined classifications (Geray, 2004:133). The basic process in content analysis is to bring together similar data within the framework of certain themes and bring them into a systematic form. Although content analysis is mainly used for analysing texts, it is also frequently used for the analysis of various types of written materials such as copies of interviews-discussions used in clinical and social research to stories, films, television programs, advertisements, newspaper and magazine texts so on (Macnamara,

2005:1). Thus, this method has been used to examine 279 job listings posted on a job search website targeting Turkish market <sup>1</sup>during November and December 2021 in terms of their compliance with the competences determined in European Master's in Translation (EMT) Competence Framework in 2009 which was later updated in 2017, which includes translation service provision, language competence, intercultural competence, information mining competence, thematic competence and technological competence.

Before the analysis, the ads were extracted from the job search website by web scraping method whereby unlimited data can be extracted from websites that are open to everyone. The Beautifulsoup<sup>2</sup> library is a widely used Python library to pull data from the internet. Using Beautifulsoup, 279 ads were extracted based on such key words as 'translator, interpreter, mütercim, tercüman and çevirmen.' Although the key words remained the same, there were some ads for other professions such as teaching or patient relations, which were excluded from the analysis since they fall out of the scope of this study. Some other ads which were in languages other than English and Turkish were also excluded due to the knowledge of the author. The information about the companies and/positions and those which were repetitive were also excluded. After all these exclusions a total of 172 ads were obtained for analysis.

Following the selection of ads, they were compared to the five main competences suggested by the EMT manually since it was not possible to create codes suitable for computerised processing. Each item of each ad was listed under the appropriate heading and then the obtained lists were sent to three associate professors each from different universities in Turkey for conformity review. Receiving approval of all three associate professors, the below elaborated findings were obtained.

### **Findings**

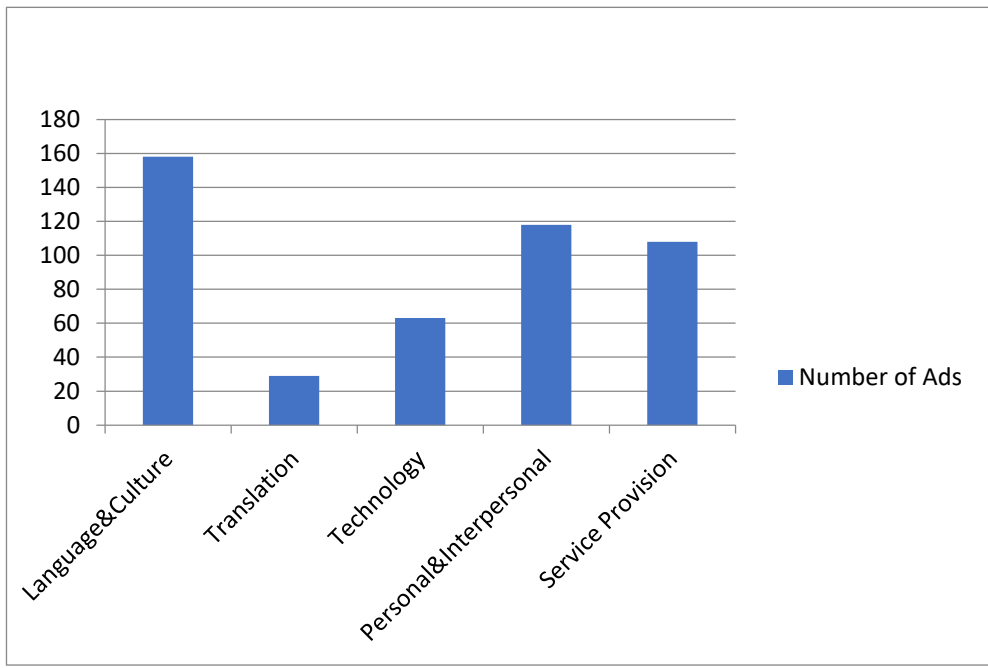
In order to investigate translator competences desired in the Turkish market, and their consistency with those determined by the European Union, a total of 172 ads were analysed. The ads extracted from the job search website

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<sup>1</sup> [www.kariyer.net](http://www.kariyer.net)

<sup>2</sup> <https://pypi.org/project/beautifulsoup4/>

te, dated November and December 2021, were compared to the competences suggested by the EMT in 2017. The 35 sub-competences categorised as five main competence types, Language and Culture, Translation, Technology, Personal and Interpersonal, and Service Provision competences, were taken as the basis for the comparison carried out for this study. Analysing the ads, it has been found out that not all competences are demanded in ads. For instance, an ad may include only 2 or 3 or even 1 of the competences listed in the EMT report. The distribution of the competences to ads has been given in Table 1.



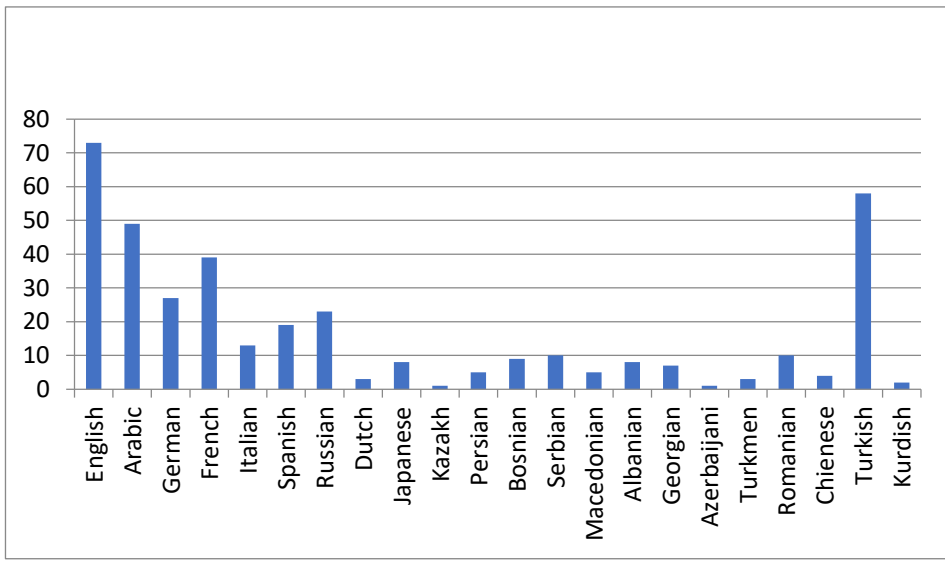
**Table 1. Distribution of competences to ads.**

As clearly seen in the table above, Language and Culture Competence ranks the most demanded among other competences with 158 ads. The Personal and Interpersonal competence follows it with 118 ads. These two are followed by Service Provision Competence, Technology Competence, and Translation Competence with 108, 63 and 29 ads respectively.

### Language and Culture Competence

The EMT elaborates the Language and Culture competence as all linguistic and socio-cultural skills including cultural knowledge. Really good command of at least two working languages, which is specified as “CEFR level C1 and above or an equivalent level in comparable reference systems) [...]” (Toudic & Krause, 2017:6) is a prerequisite.

When the ads analysed, it has been observed that companies are interested in knowledge of languages at various levels rather than any socio-cultural skills, cultural, and linguistic knowledge. Only one out of 172 ads states level of working languages clearly, as ‘Level 6 Chinese’. However, 9 ads demand proof for knowledge of working languages, which include MA or BA diplomas in translation (5 ads), exam results (2 ads), and any proficiency certificates (2 ads). All the others demanding any of the 22 working languages identified within the ads, use phrases as ‘advanced level, native level, very good at., good at., fluent in..., and at acceptable level...’ etc. English appears as the most demanded



**Table 2. Languages demanded and their number of occurrence within the ads**

language. Although the ads are for the Turkish market, Turkish language ranks the second among the most demanded languages following English. Arabic, French, German and Russian follow Turkish respectively.

Despite abundance of languages, only 6 ads demand “*transcultural and sociolinguistic awareness and communicative skills*” (Toudic&Krause, 2017:6) phrased as follows:

‘to have knowledge of the way of life of people from different cultures’ (1 ad)

‘If you are interested in face-to-face communication with people from all over the world’ (1 ad)

‘Born, lived or educated in a country where the relevant language is the mother tongue’ (3 ads)

‘Able to work with people from different cultures’ (1 ad)

Similarly, only 8 ads out of 172, clearly state any linguistic competence.

‘Proficient in spelling and language rules, source and target language’ (7 ads)

‘Sensitive to punctuation marks and general language rules’ (1 ad)

‘Great command of the languages of translation, and high language skills’ (1 ad)

### **Translation Competence**

The meaning transfer process can involve the use of relay languages, but it also involves a variety of strategic, methodological and thematic skills. These skills must be exercised before, during and after the meaning transfer phase itself in order to ensure a successful outcome. Semantic transfer between two languages and all other field-specific and strategic competencies, including the pre-and post-editing processes, falls within the translation area.

A translator who has translation competences should know how to analyse a given source text and identify any textual challenges as well as solu-

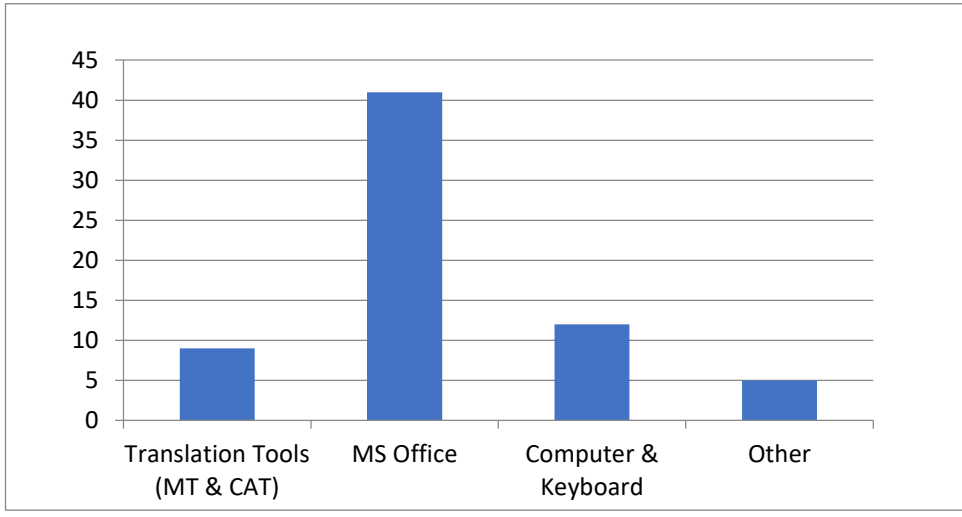


tions, to modify a text in written words or oral communication, to assess the solidity of information sources required for translation, to obtain and utilise field-specific information in line with translation needs, to apply any instructions and/or guidelines or style conventions, to create a translation fitting the predetermined purpose, and to use various materials to translate various forms of texts. Accordingly, the ability to translate in particular intercultural setting, the ability to compose texts in working languages for different purposes, the ability to utilise different translation theories to solve translation problems, the ability to check and revise translated text in terms of compliance with standards and/or project objectives, the ability to select and use appropriate techniques for quality control, and the ability to pre-edit and post edit texts using suitable tools and techniques (Toudic & Krause, 2017:8). Considering all the aforementioned abilities, the translation competence can be summarised as “*strategic, methodological and thematic competence*” (Toudic & Krause, 2017:7).

However, the ads analysed exhibit little correspondence with the sub-items of translation competence. While 25 ads demand any kind of thematic, domain-specific knowledge stating the necessity of experience in certain fields, only 6 ads ask for abilities regarding the actual translation process. No other sub-skill related to translation competence has been identified within ads.

### **Technology Competence**

The fundamental understanding of not only machine translation technologies but also the ability to apply machine translation to specific situations is also required as per this competence. This includes good command of translation technologies and ability to utilise machine translation when needed (Toudic & Krause, 2017:9).



**Table 3. Number of ads demanding technology knowledge**

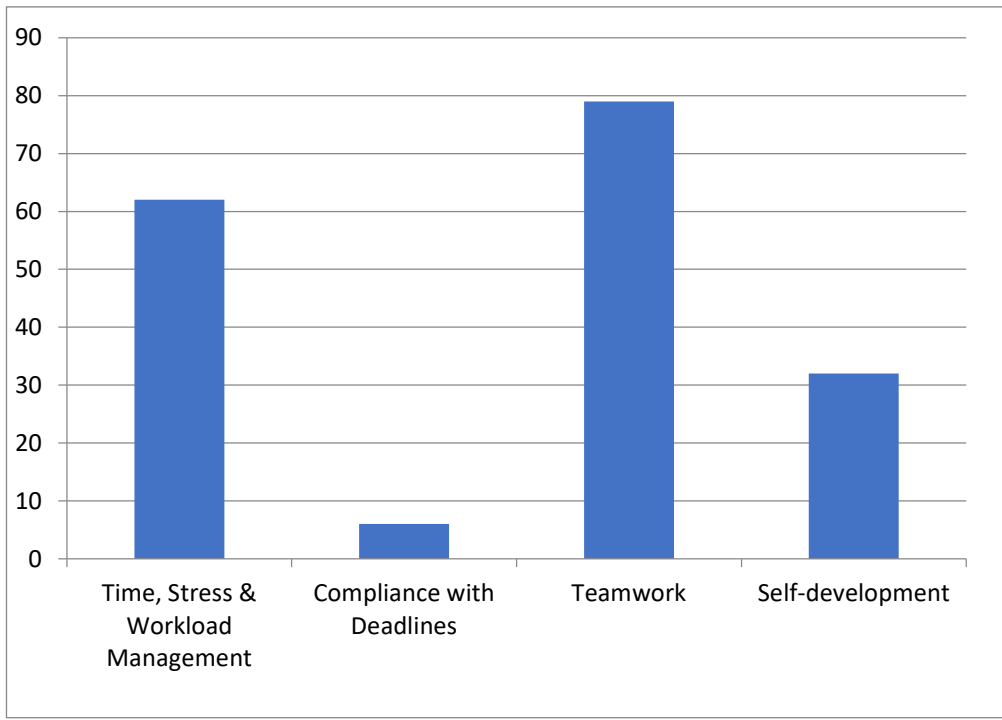
The table above illustrates the number of ads demanding technology knowledge. Translation tools, including machine translation tools such as SmartCat and Google Translate, and computer aided translation tools such as Trados, which directly aim to improve and facilitate translation process, do not seem to be regarded as essential in the market as there are only 9 ads demanding translation tools. Knowledge of MS Office applications, demanded by 41 ads, appears to be the most favourable technological knowledge although it is not directly related to translation. Knowledge of computer and keyboard use is defined as necessary in 12 ads, while 5 ads demand knowledge of programmes not related to translation at all, such as customer relations management (CRM), enterprise resource planning (ERP), and accounting.

Remaining 106 ads do not include statement regarding technology competence.

### **Personal and Interpersonal Competence**

The personal and interpersonal area deals with soft skills which increase the employability rates of translators as they include time management, complying with deadlines, stress management, teamwork etc. which contribu-

te also to their adapting skills. Time, stress and workload management; compliance with instructions, guidelines and due dates; working in and with a team both in real and virtually, utilising social media for professional purposes; paying attention to the design and ergonomics of the workplace; and constant self-assessment and development via personal methods and joint learning are given as the skills and abilities of this competence (Toudic & Krause, 2017:10).



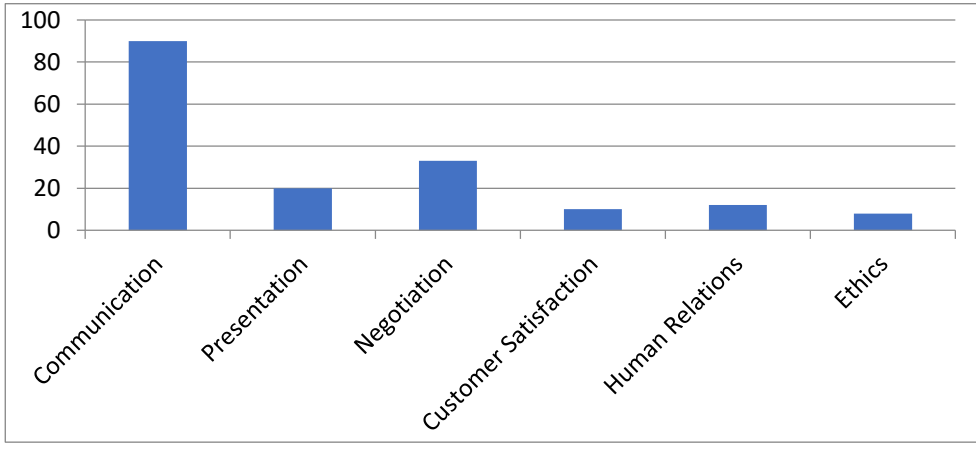
**Table 4. Number of ads per each sub-competence of Personal & Interpersonal Competence**

The table above shows the distribution of ads as per sub-competences of this main area of competence. 62 ads specify planning and management of time, stress and workload while there are 6 ads demanding compliance with instructions, guidelines and due dates. The ability to work in and with a team both in real and virtually appears to be the most demanded skill among the

sub-competences of this area. Constant self-assessment and development via personal methods and joint learning are demanded in 32 ads. No companies require the ability to utilise social media for professional purposes, and to pay attention to the design and ergonomics of the work place for their future translators.

### **Service Provision Competence**

The last competence area presented by the EMT, service provision, encompasses all abilities related to the execution of translation and all tasks related to business life such as customer awareness, quality check and project management. Translators competent in terms of service provision should keep track of trends in the market and language industry; should maintain communication with existing clients and find new ones via proper written and/or oral language; should identify clients' needs and offer appropriate solutions and services; should negotiate about the invoicing, payment, contracts and payment etc.; and should run translation projects in case of working with more translators. Implementation of standards, management and application of quality control procedures, compliance with professional and ethical codes, and suggesting strategies to better language services are also demanded from translators by the EMT (Toudic & Krause, 2017:11).



**Table 5. Focus items of ads in terms of Service Provision**

When the ads are analysed, it has been figured out that five sub-competences of Service Provision area are focused on: good communication skills, presentation skills, negotiation, customer satisfaction, good human relations and attention to professional ethics. Communication skills, either oral or verbal, have been stressed by 90 ads; and it stands out as the most demanded skill. It is followed by negotiation skills demanded by 33 ads and presentation skills demanded by 20 ads. Good human relations, 12 ads, is the fourth most demanded skill. The least demanded ones are customer satisfaction emphasized in 10 ads and compliance with professional ethical codes in only 8 ads.

### **Results And Discussion**

The demand in translation and for translators has increased drastically both on global and national scale. In order to keep up with this expansion, universities opened new undergraduate programmes as well as associate degree programmes in applied English-Turkish translation programmes to train future translators with the necessary skills, including knowledge of translation theory, proficiency in language, understanding of different cultures, practical translation skills, proficiency in computer technologies, and specialized knowledge in their field, all of which are components of translational competences defined by the EMT.

However, the findings of the research suggest that demands regarding translator competence in the Turkish market do not fully correspond to the competences put forward by the EMT. The five main competence areas comprising 35 sub-competences have not been reflected in all ads; in other words, while some ads analysed focus on certain areas others may concentrate on different competence areas.

The analysis has shown that companies are interested in knowledge of languages at various levels rather than any socio-cultural skills, cultural, and linguistic knowledge. Similarly, the ads analysed exhibit little correspondence with the sub-items of translation competence. Although 14 sub-competences are listed, only 25 ads demand any kind of thematic, domain-specific knowledge stating the necessity of experience in certain fields, and just 6 ads ask for abilities regarding actual translation process. No other sub-skill related to translation competence has been identified within ads. Translation tools, including machine translation tools such as SmartCat and Google Translate, and computer aided translation tools such as Trados, which directly aim to improve and facilitate translation process, do not seem to be regarded essential in the market as there are only 9 ads demanding translation tools. However, knowledge of MS Office applications, demanded by 41 ads, appears to be the most favourable technological knowledge although it is not directly related to translation. Remaining ads do not include statement regarding technology competence, which is surprising considering the frequent use of technology in translation environments. Personal and Interpersonal Competence, despite being the second most demanded competence in 118 ads, is considered mainly as the ability to work hard under stress with little time. Accordingly, little emphasis is given to self-development and none to the ability to utilise social media for professional purposes, and to pay attention to the design and ergonomics of the work place for their future translators. When the ads are analysed, it has been figured out that five out of nine sub-competences of the Service Provision area are focused on: communication skills, presentation skills, negotiation, customer satisfaction, good human relations and attention to professional ethics. Having these results in mind, it has become evident that the multi-factoriality of translator competences is reflected in the Turkish market only to a limited extent, which may jeopardise Tur-

kish translators' competitiveness in the global market, which in turn decrease their employability.

The EMT competences and translation acquisition have been widely discussed (Beeby-Lonsdale, 1996; Kiraly, 2013, Eser, 2013; Köktürk, 2020). Many approaches towards translator competence have been developed while designing academic translation curricula (Kaş, 2022: 62). Beeby-Lonsdale (1996:91) discusses the concept of competence not through translation, but through the translator, accepting everyone who communicates as a translator in a sense. According to Kiraly, translators need personal and social competence as well as translation competence to be successful in the professional translation market. Designing translation curricula only in the dimension of translation competence, which is directly related to translation, will cause translators to have to deal with some problems in their professional life after graduation (2006:3). Eser (2015: 4-15), who takes 'translator competence' as an umbrella term, suggests a translator competence model elaborating this meta-competence. In his quantitative study titled "A Model of Translator's Competence from an Educational Perspective", Eser (2015:11) regards the act of translation as an organizational project in a professional context and emphasizes that management functions are also included in the process. Therefore, he adds such managerial concepts as planning, organizing, controlling and directing to the translator's competence model he developed. Eser (2015:11) recommends that the programs that offer translation training be redesigned within the scope of the translator competence model lest translators do experience difficulties in their professional lives.

The EMT report, emphasising that the listed competences should be considered within university education context, aims to train translators fitting in the markets of the globalised world. Yet, the findings of this study indicate that even if the translator training institutions provide EMT appropriate training, the education provided does not seem to be sufficient for employers as the expectations of the sector from translators are very wide-ranging and the expectations of the employer from translators shift out of the profession.

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