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89. A curriculum analysis of applied English translation program in the scope of translator competence: The case of Tokat Gaziosmanpasa University

Buğra KAŞ[1]

Abstract

In today's world, the increasing desire and need for internationalization in all areas of life have increased the interaction of people speaking different languages in parallel. This situation has revealed how important the need for translation and translator is. Thus, translator training programs have become increasingly common in Turkiye and worldwide. In addition to the departments of Translation and Interpreting that offer undergraduate translation education, Applied English Translation programs at associate degrees have also been constituted. Curriculums designed to train translators, whether at undergraduate or associate degree, need to be constantly updated in line with the needs of the translation industry. The developments that cause this update can be exemplified as technological innovations, collaborations developed in different fields, and emerging markets in this sense. The translators need various knowledge, skills, and professional competencies to provide the translation service expected from them. Whereas these competencies are expressed as translation competence, a higher term in some studies, some researchers have preferred to use the concept of translator competence for the same phenomenon. Regardless of the preferred concept, this phenomenon is considered a central element in curriculum design. This competence is gained through translation training programs offered at different levels (undergraduate or associate degree) in higher education institutions. This study aims to present, in the case of Tokat Gaziosmanpaşa University, to what extent the Applied English Translation program curriculum given at the associate degree covers the translator competence needed by the translator candidate.

Keywords: Translator competence, translation training, translation training program, applied English translation, curriculum analysis

Çevirmen edinci kapsamında uygulamalı İngilizce çevirmenlik programının müfredat incelemesi: Tokat Gaziosmanpaşa Üniversitesi örneği

Öz

Günümüz dünyasında hayatın her alanında gün geçtikçe giderek artan uluslararasılaşma isteği ve ihtiyacı farklı dilleri konuşan insanların etkileşimini de paralel olarak artırmıştır. Bu durum çeviriye ve çevirmene olan ihtiyacın ne kadar önemli olduğunu ortaya çıkartmıştır. Böylece, çevirmen yetiştiren öğretim programları hem Türkiye hem de dünya genelinde giderek yaygın hale gelmiştir. Lisans boyutunda çeviri öğretimi sunan Mütercim Tercümanlık bölümlerinin yanı sıra, ön lisans seviyesinde Uygulamalı İngilizce Çevirmenlik programları da açılmıştır. İster lisans isterse ön lisans düzeyinde olsun, çevirmen yetiştirmek amacıyla tasarlanan öğretim programları çeviri sektörünün ihtiyaçları doğrultusunda sürekli olarak güncellenmeye gerek duymaktadır. Güncellemeye neden

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olan gelişmeler ise teknolojik yenilikler, farklı alanlarda geliştirilen işbirlikleri ve bu anlamda ortaya çıkan ihtiyaçlar olarak örneklendirilebilir. Çevirmenlerin, kendilerinden beklenen çeviri hizmetini sunabilmesi için çeşitli bilgi, beceri ve mesleki yetkinliklere ihtiyacı vardır ve bu gereksinimler kimi araştırmalarda bir üst terim olan çeviri edinci adıyla ifade edilirken, bazı araştırmacılar benzer olgu için çevirmen edinci kavramını kullanmayı tercih etmişlerdir. Tercih edilen kavram ne olursa olsun, çeviri öğretim programlarının tasarlanmasında merkezde yer alan bir unsur olarak görülmektedir. Bu edinç ise yükseköğretim kurumlarında farklı seviyelerde (lisans ya da ön lisans) sunulan çeviri öğretim programları aracılığıyla kazandırılmaktadır. Bu çalışma ön lisans seviyesinde verilen Uygulamalı İngilizce Çevirmenlik programının müfredatının çevirmen adayının ihtiyaç duyduğu çevirmen edincini ne ölçüde kapsadığını Tokat Gaziosmanpaşa Üniversitesi örneğinde göstermeyi amaçlamaktadır.

Anahtar kelimeler: Çevirmen edinci, çeviri öğretimi, çeviri öğretim programı, uygulamalı İngilizce çevirmenlik, müfredat analizi

Introduction

How did the act of translation emerge? Many ideas have been put forward on this question. However, to be expressed in its simplest form, the interaction of societies with different languages in the world with each other in various fields such as economy, culture, diplomacy, education, health, tourism, industry, etc., has revealed the phenomenon of translation and the need for translation. Moreover, translation is not an act that emerged in the last century and has an existence as old as human history. Similarly, Yücel stated that the emergence of translation is as old as the history of humanity and associates the birth of translation with the need for people, who are socio-cultural beings, to communicate to understand other people who have different cultures, thoughts, and lifestyles (2016: 11).

This action, as old as humanity's history, has become a subject of academic study over time. Especially the interaction of different countries in various fields has increased both the importance of translation and the need for translators. Thus, the act of translation has ceased to be an action that only people who know the languages to be translated can do and has become a multidimensional academic discipline that needs to be done more professionally because the act of translation is not a linguistic transfer between both languages. In other words, the linguistic dimension represents only one of the parameters to be considered during translation. The act of translation, which the general public assumes as a linguistic transformation, is a complex act with many components contrary to this idea. Boztaş defined translation as an interlinguistic, interdisciplinary, intertextual, and intercultural activity and emphasized how multidimensional an act of translation is (1992: 249).

For the translation to be done in a qualified manner, it is imperative that the people who will carry out this action, namely the translators, have all the knowledge, skills, and understanding dimensions required by the translation. This necessity has enabled translation training to be handled academically. Like the discourses about the history and definition of the act of translation, there are different expressions about the emergence of translation training in the related literature. For example, Akalın argued that translation training emerged from the idea that translation is an action that should not be left to people who do not receive academic translation teaching and can be described as self-educated (2018: 65). The basis of this idea is the approaches that have been expressed before. Translation is much more than a linguistic transfer. For these reasons, the translation training process should provide

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translator candidates with all the knowledge, skills, and understanding they will need in their professional lives. At this point, the idea of conducting this study arose.

In this study, what knowledge, skills and understanding components a translator needs to do a qualified translation will be presented through various propositions in the literature. Afterwards, the Applied English Translation program, which was established to provide translators directly to the translation industry, will be mentioned, and the curriculum applied in these programs will be examined in terms of courses and course contents, with the specifics of the Applied English Translation program at Tokat Vocational School, Tokat Gaziosmanpaşa University. Then, it will be revealed how comprehensive and effective this program is regarding the knowledge, skills and understanding that a translator needs to have a professional presence in the sector.

Method

Considering the subject of the study, it was deemed appropriate to design the research method according to the qualitative research methods frequently implemented in social sciences. The basis of the study is to reveal the extent to which the components that make up the translator competence are covered in the curriculum of the Applied English Translation program given at the associate degree. In this direction, in the study, initially, it is necessary to talk about the components of translator competence. Then, the courses in the program's curriculum should be examined individually, analyzed, and evaluated within the scope of translator competence components. This whole process leads to the conduct of the study through document analysis, one of the qualitative research methods.

When the literature is examined, many approaches are related to the definition, application process, and advantages of document analysis. The most important factor in preferring the document analysis method in the research is the purpose of the study and the way it was constructed. Balcı evaluated various written materials used to collect data as documents during the examination (2016: 229). One of the reasons for choosing the document analysis method is that the content of the courses that make up the curriculum of the Applied English Translation program at Tokat Gaziosmanpaşa University Tokat Vocational School will be analyzed to collect data.

Another reason for conducting the document analysis method is the ability of this research method to provide comprehensive data on the content of curricula. According to Patton, the documents used in qualitative research allow the researchers to obtain comprehensive data on the organizational structure it is in and how this structure works (2002: 118). If an evaluation is made through this approach, as stated before, it is possible to reveal the extent to which the translation training program given at the associate degree covers the translator competence by examining the contents of the courses that make up the curriculum of the relevant program. The document analysis method creates a very suitable basis for this analysis.

In the study, firstly, the knowledge, skills, and understanding-based components presented under the name of translation or translator competence will be given through examples in the literature. Access to the program's curriculum to be analyzed will then be provided. Then, data on the contents of the courses that make up the curriculum will be obtained. The course contents will be examined and matched with the components of the translator competence. The extent to which the components of translator competence are covered, which components are included in the course content, or which components are not included in the course content will be comprehensively revealed.

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Need of Translator: Translation/Translator Competence

To be successful in professional life, it is essential to acquire some gains in the training process in terms of the translation profession, as in every field of expertise. Salihaoğlu defines the concept of the profession as a set of activities that an individual acquires within a predetermined teaching period, earns money to maintain his life, and ultimately offers a product or service (2018: 4). Based on this definition, in its most basic form, translation can be expressed as a profession that consists of activities acquired by the individual in the translation program offered at different levels, enables the translator to earn money to maintain their life, and includes the translation product or action that s/he has produced in this process.

Regardless of the name of the profession, it would not be a wrong approach to associate the starting point of specialization with the training started in higher education. This is also available for the translation profession. Every individual who is a candidate to be a translator gains the most outstanding professional achievements in his education life in higher education programs. For this reason, translation programs, whether undergraduate or associate degrees, should be arranged in line with the needs of the translation industry. A translator's success in the translation career is directly related to the fact that these programs offer professional competencies in terms of content to the translator candidate. As Turkmen stated, the primary purpose of the translation programs at different levels is to train translators with high qualifications (2019: 32). Similarly, Durukan defines translation training as a set of activities that include distant, general, and specific objectives founded on training qualified translators and offered at different levels of higher education (2018: 31). Based on these approaches, it can be stated that translation training serves a specific purpose and includes many activities designed in line with predetermined goals. This situation requires translator candidates to gain some competencies in the training process. When the relevant literature is examined, it is observed that many model recommendations are similar or differ in specific points regarding which gains should be given to the translator candidate.

These recommendations, related to the competencies that translator candidates will need in their professional life, are sometimes based on translation competence and sometimes on translator competence. From these approaches, it can be concluded that translation training programs should be designed with a focus on translation competence or the set of competencies defined as translator competence. In other words, translation, or translator competence, is a guide in the design of translation teaching and is at the very center of the curriculum. Therefore, it is necessary to reveal the concepts of translation or translator competence and their components to determine which acquisitions the translator candidates should acquire in the training process.

When the studies on translation training are examined, it is seen that many models have been developed under the title of either translation competence or translator competence. These models, which play a key role in the design of translation training programs, contain similar components and differ from each other at some points when the needs of the period in which they were developed are taken into account. Since it would exceed the quantitative limits of the study to include all the models developed under the title of translation competence or translator competence, it was deemed appropriate to include the models that are most popular in the field of translation studies. However, to make a comprehensive and detailed analysis, the training program's curriculum will be made within the framework of the translator competence model, which can be considered the most up-to-date model in the translation studies literature since it was generated in the nearest period.

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When the relevant literature is examined, it is seen that the first models developed were generally designed with the title of translation competence (Neubert, 2000; Schäffner, 2000; PACTE, 2000, 2003; EMT, 2009). Neubert designed his translation competence model on two bases, which he defined as contextual and qualitative, and expressed the contextual components as the secondary dimension and the qualitative components as the primary dimension of translation. Contextual (secondary) properties are listed under seven headings: complexity, heterogeneity, approximation, open-endedness, creativity, and historicity. These seven features that interact with each other cover the entire translation process and are directly related to the act of translation itself. On the other hand, the translation's qualitative (primary) components are seen as indispensable elements that the translator should have. According to Neubert, the five sub-components the translator needs to perform the translation action, grouped as primary components, are conveyed as follows: Language competence, Textual competence, Subject competence, Cultural competence, and Transfer competence (2000: 5-10). Each sub-component has a specific scope within itself, but to develop an economic discourse, what all sub-components cover will be explained in detail in the translator competence model, which will be taken as the basis of the study.

In her study to design and evaluate a translation program at the undergraduate level, Schäffner mentioned some components to be considered and explained them under the title of translation competence. Translation competence, which she defines as a systematic and complex concept, consists of the following components: Language competence belonging to language pairs, Cultural competence, Textual competence, Field/Subject competence, (Re) Research competence, and Transfer competence (2000: 146). When the components of the model developed by Schäffner are examined, it can be observed that it overlaps with the model proposed by Neubert.

Another model to be discussed within the scope of the study is the model put forward by a research project known as PACTE. The project, which consists of 14 researchers under the chairmanship of Ampora Hurtado Albir, carried out empirical and experimental research to reveal the components of translation competence, which is accepted as a determining principle in translation training. As a result of experiments and observations, PACTE revealed the following components: Bilingual sub-competence, Extra-linguistic sub-competence, Knowledge translation sub-competence, Instrumental sub-competence, Strategic sub-competence, and Psycho-physiological components (2003: 100-102).

Similarly, an expert group was formed by the Directorate General of Translation of the European Commission. The experts were asked to research translation competence and its components, which are thought to play an active role in the design of translation teaching programs. The EMT group concluded that translation competence consists of 6 functionally interconnected components and listed these components: Translation service provision, Language competence, Intercultural competence, Info mining competence, Thematic competence, and Technological competence (2009: 4).

It has been observed that the translation competence models developed in the relevant literature and included in the study largely overlap. The points where they differ from each other are quite limited. When the models mentioned above are examined, it is observed that all of them are based on language, culture, subject, transfer, research, and translation technologies. As revealed in the previous parts of the study, different from the concept of translation competence, some researchers developed their models under the name of translator competence. In this context, the components of the models developed by Kiraly (2013), Eser (2015), and Köktürk & Türkmen (2020) will be discussed. Then, the components and details of the translator competence, which will be taken as the curriculum analysis criterion in the research, will be presented in detail.

Emphasizing that the professional translation profession has a very complex and multidimensional nature, Kiraly named the model she developed as translator competence since translation cannot be limited to the act of translation itself. He stated that a translator needs three basic sub-components to successfully perform in the translation industry. This model consists of Social Competences, Translation Competences, and Personal Competence. Each sub-competence set contains some components within itself. While the Social Competences consist of etiquette, negotiation, and teamwork components, the personal competences consist of autonomy, preparedness for lifelong learning, quality control, and professional responsibility. Translation competence, the last sub-competence set, includes linguistic, cultural, text typology, norms and conventions, terminology, world knowledge, strategies, technology, and research components (2013: 202). Compared to the models developed before, it can be easily observed that the translator competence model developed by Kiraly is quite comprehensive and detailed.

Similarly, in his quantitative study to design a translator's competence from an educational point of view, Eser suggested a translator competence model consisting of 3 main sub-titles. According to this model, translator competence consists of Technical, Conceptual, and Interpersonal Skills. In detail, the technical skills group includes bilingualism, culture, text, subject, strategic, research, institutional and instrumental sub-competences. Conceptual skills include planning, organizing and controlling practices. The last skill group that constitutes the translator's competence is the orientation (2015: 11).

Köktürk and Türkmen, who think that in addition to the competencies related to translation should have several components other than translation, accepted the expression of translator competence as a top concept and mentioned some sub-components apart from the skills directly related to translation. They listed these sub-components: organizational competence, planning competence, ability to work in harmony with the group, producing practical, creative solutions and management competence. They emphasized that the skills listed above will also be needed in addition to the sub-competencies such as language, culture, subject, transfer, research, expertise, communication, and technology, which they see as directly related to translation (2020: 189-195).

In this part of the study, the details of the translator competence model, which will be considered in the applied English translation program to be analyzed and developed within the scope of sector expectations, generated in the nearest period in the related literature, will be given. For this reason, the model's components will be shown through the figures presented by the generator of the model.

In his book, "Translator Competence", Kaş emphasized that the main purpose of translation training programs is to train qualified translators for the translation industry. Therefore, he pointed out that the sector's expectations should be considered when designing translation education programs. Data were collected through face-to-face interviews with the owners of 10 corporate translation companies with expert staff in Turkiye and are members of an association within the scope of translation companies. The collected data were subjected to descriptive analysis. As a result of the research, a very comprehensive and up-to-date translator competence model was developed (2022: 73-75). The translator competence in question model consists of three themes. These themes are presented in Figure 1.

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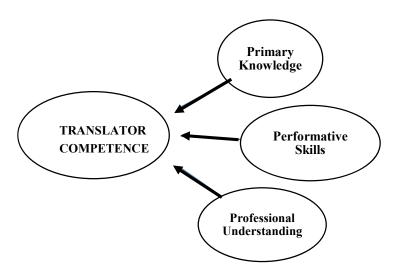
Figure 1. Themes Constituting the Translator Competence (Kaş, 2022: 116)

When Figure 1 is examined, it is seen that while translator competence is accepted as a super-concept, three main themes make up it. Each theme consists of its sub-components. These components are presented in detail in Figure 2.
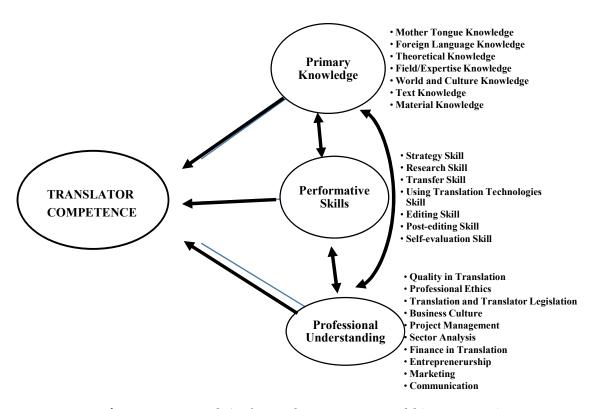
Figure 2. Recommendation for Translator Competence Model (Kaş, 2022: 125)

When Figure 2 is examined, it is seen that all three themes that make up the translator competence consist of several components within themselves. Another remarkable point is that directions show that each theme and its components interact with the other theme and the components that make them up.

When each theme is evaluated within itself, it is seen that the theme called primary knowledge consists of seven different components. These components are mother tongue, foreign language, theoretical, field/expertise, world and culture, text, and material knowledge. Kaş emphasizes that the components in this theme and other themes represent different parameters of knowledge, skills and understanding that interact. According to him, knowledge of the mother tongue is a prerequisite for analyzing the source text for translation purposes or creating the target text. The other component in this context is foreign language knowledge, which is needed for a similar purpose, and has taken its place in the theme. On the other hand, theoretical knowledge serves as a guide for the translator during translation. For this reason, to make an effective translation, it is necessary to have the theoretical dimension of the action. Another component is named field/expertise knowledge. This component represents that the translator should know the subject or area of expertise they are translating. In addition, it was concluded that the world and culture knowledge component should be in this theme by emphasizing that translation is also a cultural transfer. It is stated that the translator should have both world knowledge and knowledge of the cultures in which languages are found to be able to make a qualified translation. Text knowledge is another component, and it is thought that the translator should know text types, with the thought that a different translation strategy should be developed for each type of text. The last component that makes up the primary knowledge theme takes its place in the list as material knowledge. What is referred to in this context means having information about the materials that will be needed during translation, when and how these materials can be used (2022: 117-119).

Kaş named the second theme that creates translator competence as performative skills. The first component of this theme, which consists of seven skills directly related to the translation action itself, is expressed as strategy skill. This skill covers the processes of planning the translation process, making the necessary decisions about translation and putting them into practice. Another type of skill emerged as a research skill, which was also seen in previous models. Thanks to this skill, the translator knows where and how to find the information he needs during translation. This can be seen as a factor that facilitates the completion of the translation process in a reasonable time. Another skill that the translator will need is seen as a transfer skill. The action meant by this skill is the conversion or translation of the source text to the target text. One of the skill types seen under the performative skills theme is expressed as using translation technologies skill. As the name suggests, the translator's ability to use translation technologies that s/he will need during translation brings this skill to the fore. The fact that the translation industry is becoming increasingly digital makes this skill type more and more important every day. The type of skill that could not be observed in previous models, but took its place in this model, has been suggested as editing skill. When the details of the relevant model are examined, it can be said that this skill stems from the expectation that translators in the translation industry are responsible for translating and have to fulfill some duties related to editing. Although it seems like an editing skill, the model mentions another skill under the name of post-editing skill. When the meaning of this skill is examined, it is understood at what point it diverges.

Post-editing skill is expressed as the translator's ability to edit the translation product obtained through machine translation. Participants in the study emphasized that editing and post-editing are different from each other and should be handled separately. The last skill in the performative skills theme is listed as self-evaluation skill. Since this type of skill has not been observed in previous models, it can be

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expressed as a feature distinguishing this model from others. Thanks to this skill, the translator can approach their translation with a critical point of view, observe and correct their mistakes, and thus protect themselves against negative criticisms from both the employer and the reader (2022: 120-122).

The last theme seen in Figure 2 was developed under the name of professional understanding. It is seen that this theme, which consists of 10 different components, covers the understanding dimension of the translation profession. Stating that it will not be enough for a translator to effectively fulfill the operational aspect of translation to be a qualified translator, Kaş emphasizes that the individual must also have a multi-component consciousness related to translation. In this respect, it is thought that the translator should know and understand topics such as quality in translation, professional ethics, translation and translator legislation, business culture, project management, sector analysis, finance in translation, entrepreneurship, marketing, and communication. Looking at the names of the components, it is seen what they cover. For example, a translator who is conscious of translation and translator legislation will be aware of the translation's legal framework or limitations the current regulation imposes on them and will practice her/his profession accordingly. On the other hand, in the sector analysis component, it is stated that the translator's ability to analyse the translation market effectively will contribute to their permanent performance in the translation sector (2022: 122-124).

When this model is examined, the translation profession is based on the themes of knowledge, skills, and understanding. Each theme consists of different components that are different from each other but interact with each other. Compared with other models developed in the related literature, it is observed that it seems comprehensive. Since it is both comprehensive and the latest model developed in the field of translation studies, it would be adequate to use it in the analysis of the applied English translation program's curriculum.

Applied English Translation Program

Due to the increase in the volume of the translation sector in Turkiye, as in the world, applied English translation programs were established at the associate degree after 2000 to meet the need for personnel in the sector. The department, which requires one year of preparatory education, consists of 2 + 1 academic year in total. After one year of compulsory English preparatory education, successful translator candidates are required to take various courses to acquire different knowledge and skills for 4 academic semesters.

When the program atlas of the Council of Higher Education (CHE) in Turkiye is examined, it is seen that there are 23 programs available as of 2023 under the name of Applied English Translation. 11 of these programs are at state universities. The remaining 12 programs are in private universities (CHE ATLAS, 2023).

Students who graduate from the program can be employed directly by the translation industry or work in public institutions such as the Ministry of Foreign Affairs, the Ministry of Tourism and Culture, international press, broadcasting organizations, or institutions providing tourism services. In addition, students who graduate from the associate degree program take the External Transfer Exam (ETE). If they are successful, they can study English Language and Literature, English Translation and Interpretation, English Linguistics, etc. They can move their education level to undergraduate level. Thus, they can diversify their fields of work and increase their employment opportunities. In addition, they can get the chance to participate in postgraduate education in the relevant field.

The Curriculum of the Applied English Translation Program

As mentioned before, students who are successful after one year of foreign language education are subject to a translation training process consisting of 4 academic terms. In this study, since it is not possible to examine each of the curricula of all Applied English Translation programs in Turkiye one by one, the curriculum of the Applied English Translation program at Tokat Gaziosmanpaşa University Tokat Vocational School will be examined to conduct more specific research instead of drawing a general framework.

The relevant university offers the courses in each department's curriculum and the contents of these courses through the course information package, upon an examination related to the program's courses that are the research's subject. The researcher has generated the tables below. The tables below show the program's courses in which term (Tokat Gaziosmanpaşa University, 2023).

Table 1. 1st Semester (Fall Term) Courses

Course Code	Course Name	Course Hours	
		Theory	Practice
D0000106	Ataturk's Principles and History of Revolution I	2	0
D0000194	Turkish Language I	2	0
UIC101	Computer I	2	0
UIC103	Vocabulary and Composition I	3	0
UIC105	Comparative Grammar I	3	0
UIC107	Reading for Translation	3	0
UIC109	Communication and Learning Skills	3	0
UIC111	Introduction to Translation	2	2

Table 2. 2nd Semester (Spring Term) Courses

Course Code	Course Name	Course Hours	
		Theory	Practice
UIC102	Computer II	2	0
UIC104	Vocabulary and Composition II	3	0
UIC106	Comparative Grammar II	3	0
UIC108	Advanced Reading	3	0
UIC110	Written Translation	2	2

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UIC112	Discourse Analysis	3	0
UIC122	Career Planning	1	0
D0000107	Ataturk's Principles and History of Revolution II	2	0
D0000195	Turkish Language II	2	0

Table 3. 3rd Semester (Fall Term) Courses

Course Code	Course Name	Course Hours	
		Theory	Practice
UIC202	Business Ethics	2	0
UIC204	Dubbing and Subtitling Translation	3	0
UIC206	Special-purpose Translation	2	0
UIC208	Interpreting	3	0
UIC210	Translation Project	3	2
UIC214	Advanced Writing	3	0
UIC216	European Union Studies and Translation (Elective)	2	0
UIC220	Literary Translation (Elective)	2	0

Table 4. 4th Semester (Spring Term) Courses

Course Code	Course Name	Course Hours	
		Theory	Practice
UIC202	Business Ethics	2	0
UIC204	Dubbing and Subtitling Translation	3	0
UIC206	Special-purpose Translation	2	0
UIC208	Interpreting	3	0
UIC210	Translation Project	3	2

UIC214	Advanced Writing	3	0
UIC216	European Union Studies and Translation (Elective)	2	0
UIC220	Literary Translation (Elective)	2	0

When Table 1, Table 2, Table 3, and Table 4 showing the courses that make up the curriculum are examined, it is seen that the translator candidates studying in this program take a total of 32 different courses, varying in theory and practice. When the tables are examined in terms of course hours, the program consists of 90 hours of courses, 76 of which are theoretical and 14 are practical.

In the next part of the study, the contents of the courses that make up the curriculum will be examined. The findings will be given on which components that make up the translator competence, which was presented in detail, are included or not.

Findings

When the curriculum of the program that is the subject of the study is examined, the courses given in the first semester of the program are listed as follows: Ataturk's Principles and History of Revolution I, Turkish Language I, Computer I, Vocabulary and Composition I, Comparative Grammar I, Reading for Translation, Communication and Learning Skills, and Introduction to Translation. The courses in the second semester are Computer II, Vocabulary and Composition II, Comparative Grammar II, Advanced Reading, Written Translation, Discourse Analysis, Career Planning, Ataturk's Principles and History of Revolution II, and Turkish Language II. In the third semester of the program, translator candidates take the following courses: Translation Theory, Written Media Translation, Business Translation, Social Sciences Translation, Sciences Translation, Communities and Cultures (Elective), and Communication Skills (Elective). In the last semester of the program, translator candidates are expected to be successful in Business Ethics, Dubbing and Subtitling Translation, Special-purpose Translation, Interpreting, Translation Project, Advanced Writing, European Union Studies and Translation (Elective), and Literary Translation (Elective).

It has been observed that there are statements about the scope and purpose of each course in the course information package that presents the course contents. As a result of the evaluation made in this context, it will be tried to show which of the components make up the translator competence of the courses given in the curriculum offered by the associate degree program serve to acquire. To provide more comprehensive and detailed findings, it was decided to create the tables based on 3 main themes that constitute the translator competence. First, the primary knowledge theme the translator will need in the translation industry will be included. Then, the findings related to the courses serving the theme of performative skills, which represent the skills required during the performance of the translation profession, will be included. Finally, the findings within the scope of the components constituting the theme of professional understanding, which is seen as a complementary element and stated to be in interaction with other themes, will be given in tabular form. Thus, a detailed framework on which course overlaps with which component will be drawn.

Table 5. Names, Semesters, Purpose, and Scope of the Courses towards Primary Knowledge Components

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Course Name	Semester	Purpose and Scope Of The Course	Components of Primary Knowledge Theme
Turkish Language I	1	To enable students to become familiar with the correct and efficient use of the Turkish language and to improve students' understanding of mother tongue	Mother Tongue Knowledge
Turkish Language II	2		
Comparative Grammar I	1	To enable students to acquire basic English grammar rules and sentence structures	Foreign Language Knowledge
Comparative Grammar II	2		
Translation Theory	3	To provide students to be able to relate the translation theory with the practice	Theoretical Knowledge
Business Translation	3	To use of basic sentence patterns and structures used in the business world, to develop students' awareness and understanding of terminology in the field of social sciences, to provide students to become proficient at translation of the text on science and technology, and to improve the translation skills on different fields	Field/Expertise Knowledge
Social Sciences Translation	3		
Sciences Translation	3		
Special-purpose Translation	4		
Communities and Cultures	3	To provide students to learn about different cultures around the World and to provide students to get familiar with the EU	World and Culture Knowledge
European Union Studies and Translation	4		
Vocabulary and Composition I	1	To focus on reading and writing of different types of texts and to focus on translation of new items, articles, editorials, cartoons and film, play, concert, books, and sports	Text Knowledge
Written Media Translation	3		
Computer I	1	To learn how the computer is used and to be aware of computer technology innovations and to enable the students to experience the equipment that is used by a subtitle translator	Material Knowledge

When Table 5 is examined, it is seen that the curriculum for each type of knowledge is inclusive when the courses compatible with the primary knowledge components are discussed in terms of content. Although there is not a homogeneous distribution, it is understood that there are number of courses varying between 1 and 4 for each type of knowledge.

Table 6. Names, Semesters, Purpose, and Scope of the Courses towards Performative Skills Components

Course Name	Semester	Purpose and Scope Of The Course	Components of Performative Skills Theme
Translation Project	4	To enable the students to use translation theories knowledge both in the application and in the criticism	Strategy Skill
Not Found	Not Found	Not Found	Research Skill
Introduction to Translation	1	To focus on reading and writing of different types of texts, to enable students to develop ability to comprehend complicated and sophisticated texts in order to create texts of different types, and to provide students to get efficient in translation activity	Transfer Skill
Discourse Analysis	2		
Written Translation	2		
Vocabulary and Composition II	2		
Advanced Writing	4		
Not Found	Not Found	Not Found	Using Translation Technologies Skill
Reading for Translation	1	To improve their English knowledge by reading various literary and non-literary works, to criticize the different approaches and the texts in translation, to learn about the approaches to literary translations, and to be able to criticize this kind of translated texts.	Editing Skill
Advanced Reading	2		
Literary Translation	4		
Not Found	Not Found	Not Found	Post-editing Skill
Not Found	Not Found	Not Found	Self-evaluation Skill

When Table 6 on the Performative skills theme is examined, it is seen that, unlike the table on the primary knowledge theme, there are no courses related to all skill types. Although there are courses ranging from 1 to 5 courses within the scope of strategy skill, transfer skill, and editing skill, it is observed that there are no courses corresponding to skill types such as research skill, using translation technologies skill, post-editing skill, and self-evaluation skill in terms of the content of the courses in the curriculum.

Table 7. Names, Semesters, Purpose, and Scope of the Courses towards Professional Understanding Components

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Course Name	Semester	Purpose and Scope Of The Course	Components of Professional Understanding Theme
Not Found	Not Found	Not Found	Quality in Translation
Business Ethics	4	to raise ethics awareness in vocational practices	Professional Ethics
Not Found	Not Found	Not Found	Translation and Translator Legislation
Not Found	Not Found	Not Found	Business Culture
Translation Project	4	to enable the students to arrange the whole translation process	Project Management
Career Planning	2	To enable the students to plan their professional life according to both their competences and sector expectations	Sector Analysis
Not Found	Not Found	Not Found	Finance in Translation
Career Planning	2	To enable the students to plan their professional life according to both their competences and sector expectations	Entrepreneurship
Not Found	Not Found	Not Found	Marketing
Communication and Learning Skills	1	to improve students' basic communication skills and to improve	Communication

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Communication Skills	4	students' communicative skills as well as to improve their public speaking abilities

The findings of the third theme of translator competence, professional understanding, are given in Table 7. Accordingly, while there are courses related to half of the ten components that make up the theme, it has been determined that there are no courses in terms of content for the remaining five components in the program's curriculum. While there are no courses in terms of content related to quality in translation, translation and translator legislation, business culture, finance in translation, and marketing components, at least one and at most two courses are compatible with professional ethics, project management, sector analysis, entrepreneurship, and communication components.

Conclusion

A study was conducted in the case of Tokat Gaziosmanpaşa University Tokat Vocational School in order to determine to what extent the curriculum of applied English translation programs offering translation training at the associate degree covers the components that make up the translator competence. In this context, first, it was stated that the translator should have the knowledge, skills, and professional understanding parameters represented by the upper term translator competence to meet the expectations of the translation industry in professional life. In the related literature, the models called translation competence or translator competence, which are put forward in the studies on this subject, are mentioned, and the components of the current translator competence, which are taken as the basis of the study, are presented in detail.

Among the curricula of applied English translation programs in many state and private universities, the Tokat Gaziosmanpaşa University Tokat Vocational School program was taken as a case. As a result of the document analysis, it was concluded that there are compatible courses for each type of knowledge under the theme of primary knowledge, which constitutes the translator competence. However, when the course contents and the types of knowledge in the translator competence are matched, it is understood that the curriculum is relatively inadequate regarding material knowledge. Although it has been determined that there are three different courses within the scope of this knowledge type, when the scope of the knowledge type and the contents of the related courses are compared, it is understood that Computer I and Computer II courses are related to the basic components and basic software of the computer. For this reason, it is not possible to say that the material knowledge course is fully covered in the curriculum.

Another result obtained from the research is related to the performative skills components. There are no courses on teaching research skill, using translation technologies skill, post-editing skill, and self-evaluation skill. The absence of courses related to the digitized translation industry can indicate that the program's curriculum has not been updated for a long time.

The most striking result within the scope of the study belongs to the professional understanding theme. There is no course content related to the five components (quality in translation, translation and translator legislation, business culture, finance in translation, and marketing) of the theme comprising ten components. The course contents of the other five components could be more extensive. Therefore,

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it has been concluded that the professional understanding dimension of translator competence should have been considered while preparing the curriculum of the relevant program.

If a general evaluation is made, it is seen that the curriculum of the mentioned program primarily focuses on the primary knowledge of translation and includes limited courses in terms of performative skills. In addition, it is understood that the components of professional understanding could be improved. In this regard, it can be concluded that the program, whose name is Applied English translation, only focuses on the knowledge dimension of the translator competence, is incompatible with its name, and can be improved in gaining skills.

Some recommendations specific to this translation training program can be made. Accordingly, when the study findings are considered, the curriculum of the program can be revised. The number of primary knowledge-based courses can be partially reduced, and courses with equal amounts of performative skills components can be added. It is also considered appropriate to examine the courses related to the professional understanding components of the translator competence and to make an arrangement regarding the missing components in terms of the course.

The following recommendations can be made for further studies in this field. The program's curriculum at another university can be subjected to a similar analysis. Besides, based on the results of this study, various course contents can be developed for the missing components in the curriculum. In addition, curriculum analysis can be done in Translation and Interpretation departments that offer translation training at the undergraduate level through the current translator competence model.

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