

RETHINKING TRANSLATION IN LANGUAGE TEACHING:
A NEEDS ASSESSMENT TO PREPARE CURRICULUM GUIDELINES
SPECIFIC FOR THE TRANSLATION COURSE
AT YADIM, ÇUKUROVA UNIVERSITY

A THESIS
PRESENTED BY
FIGEN ŞAT
TO
THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

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Eigen Sat
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To My Parents,
Sinan and Nadide Őat

ABSTRACT

Title : Rethinking translation in language teaching:
A needs assessment to develop curriculum
guidelines specific for the translation course
at YADIM, Cukurova University

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The role of translation in language teaching has long been questioned; it has alternatively been encouraged or restricted. Recently educators and methodologists have expressed their doubts about ignoring the role of translation in language teaching and have suggested use of translation at all stages, particularly as a "fifth skill" at advanced levels.

This study aimed to prepare curriculum guidelines to redesign the current translation course at YADIM (The Center for Foreign Languages), Cukurova University in line with these current views. To help prepare these guidelines, the views of students, teachers and departments were sampled; a needs analysis covering 50 graduate students, 50 undergraduate students, 20 teachers, and 15 departmental representatives from various departments was conducted at Cukurova University. Two parallel questionnaires were given to the subjects: one to the students and the other to the teachers at YADIM. Interviews with departmental representatives were conducted to investigate departments' expectations from the translation course given at YADIM.

Data gathered through questionnaires and interviews were analyzed using descriptive statistical techniques, and the following results were found. First, translation is perceived as a very important language skill in departmental study and, it is indicated both by students and teachers that translation significantly contributes to language proficiency, which can be used as a basis for reconsideration of the role of translation in general language development. Second, the results show that the current translation course at YADIM does not meet the students' needs and administrators' expectations which are to be prepared for departmental study by translating subject area texts, and practicing extensive (main idea) translation rather than intensive (sentence by sentence) translation. Third, the results show that the use of translation in departmental study for graduate and undergraduate students differs: while graduate students use translation primarily to review the literature written in English for their thesis, projects and so forth, undergraduate students use translation during the lessons to note down what they understand.

Based upon these findings, curriculum guidelines for the design of the translation course given at YADIM were prepared and included in the study.

BILKENT UNIVERSITY
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A THESIS EXAMINATION RESULT FORM

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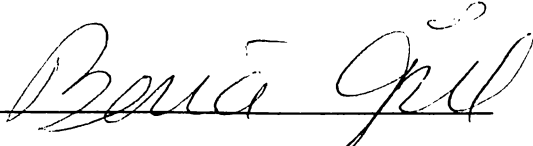
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We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



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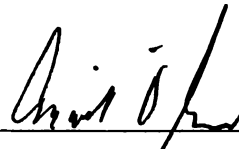


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CHAPTER 1 INTRODUCTION TO THE STUDY

Second (foreign) language teaching is a field where frequent and unsystematic changes take place. Translation is one of those disciplines which has long been affected by the changes in language teaching: it has been both honored and banned according to teaching objectives and fashions (Rivers & Temperley, 1978).

For the last two decades or more, translation has generally been out of favor with language teaching methodologists, whereas for thousands of years it had been the main device of language learning (Duff, 1989). The argument underlying the anti-translation view is that "translation interposes an intermediate process between the concept and the way it is expressed in the foreign idiom, thus impeding the student's ability to operate directly in the foreign language" (Cordero, 1984, p. 351). Translation has been held responsible for interference errors, lack of communicative purposes, boredom in the classroom and for learning about the language instead of learning to speak it (Heltai, 1989).

Despite all the objections to the use of translation in language teaching, Finocchiaro (1973, cited in Parks, 1982) states that, it has never been possible to eliminate translation entirely from language teaching because of two basic reasons:

1- The first one is psychological in nature. That is to say students from the age of ten on, immediately think of the native language equivalent for a concept or word when they

are learning a new language. This intermediate step of translation appears inevitable, irrespective of the method applied or approach adopted

2- The second reason is practical. In many countries in the world, translation to or from the native language is an important part of the examination system.

Finocchiaro (1973) previously cited viewed translation as a sort of annoyance caused either by the students' bad learning habits or the backwardness of government examination systems and indicated that translation is rarely a profitable exercise in language teaching. However, recently translation exercises in language teaching have been viewed more positively as the following statements show:

After several years in which translation was looked upon as a taboo in teaching English as a foreign language or even testing it, it is now enjoying something of a come back in language teaching.

(Diller & Kornelius, 1978,
cited in El-Sayed, 1987, p. 101)

New thinking about getting back to the basics might generate greater tolerance on the part of second language instructors to accept what was once also considered an antediluvian approach: translation.

(Munro, 1992, p. 46)

We conclude in proposing a re-evaluation of translation as a realistic language task, that could help promote cultural and liberal education interests and play a decisive part in international study programs. (Laroche, 1985, p. 5)

Recent years have seen the beginnings of a reappraisal of the role of translation in language learning, and a number of writers have expressed doubts about its banishment from the classroom.

(Cook, 1996, p. 7)

To sum up, translation has long been considered as the whipping boy for complaints about language learning and teaching (Heltai, 1989). However, Newmark (1991) states that it has now been realized that translation can be used profitably at every stage of language learning and teaching, from elementary to the advanced level. The intent of this study is to prepare guidelines for a translation course at the intermediate and upper-intermediate level based on examination of translation practices world wide and on a needs assessment of students determined at the local level.

Background of the Study

YADIM (The Center for Foreign Languages) at Cukurova University offers a one-year intensive English language teaching program for two groups of students. These are undergraduate (UG) students who intend to follow some of

their instruction in English in their home departments (e.g., mathematics, engineering etc.), and graduate (G) students for whom a certain level of English language proficiency is a major prerequisite for graduate programs in their departments. The amount of English instruction to be given in departments to UG students is determined by each department individually.

The program at YADIM, is skill-based and consists of four levels, each covering an eight-week period, namely, elementary, lower-intermediate, intermediate, and upper-intermediate. Translation which is given at intermediate and upper-intermediate levels, is a component of this intensive skill-based program. The main objectives of the translation course given at YADIM are to improve students' English and to bring them to a level where they can understand and translate authentic texts and articles published in their field of specialization (e.g., economics, mathematics, etc.). The primary objective of the course which is to bring the students to a level where they can understand and translate texts published in their field of study, is felt necessary because most scientific and technical publications are available only in English.

The course content and its delivery to the levels for G and UG students is shown in Table 1 and Table 2 below:

Table 1:

The Course Content and Its Delivery to the Levels for Graduate Students

Graduate Students						
Levels	Reading	Writing	Listening	Speaking	Core Language	Translation
Level 1 (Elementary)	-	-	-	-	V	-
Level 2 (Lower-Intermediate)	V	V	V	V	V	-
Level 3 (Intermediate)	V	V	V	V	V	V
Level 4 (Upper-Intermediate)	V	V	V	V	V	V

Note. V= The course that is studied

Table 2

The Course Content and Its Delivery to the Levels for Undergraduate Students

Undergraduate Students						
Levels	Reading	Writing	Listening	Speaking	Core language	Translation
Level 1 (Elementary)	-	-	-	-	V	-
Level 2 (Lower-Intermediate)	V	V	V	V	V	-
Level 3 (Intermediate)	V	V	V	V	V	-
Level 4 (Upper-Intermediate)	V	V	V	V	-	V

Note. The course that is studied

As can be seen in Table 1 and Table 2, both G & UG students at YADIM have the same courses at elementary and lower-intermediate levels. At elementary level, they both take the core language course to learn the basic structures of the language. At the lower-intermediate level they begin to take reading, writing, listening and speaking and continue core language studies. However, the courses for G and UG students differ in intermediate level. At the intermediate level G students begin to take translation lessons three or four hours a week which is integrated into their Core Language course. At the upper-intermediate level, G students continue to have the same courses as in intermediate level.

On the other hand, the Core Language course for UG students changes to the translation course at the upper-intermediate level. UG students take translation lessons seven hours a week at the upper-intermediate level. By the end of the program, both G and UG students have had the same amount of translation lessons and course hours, that is 56 hours. Although the level at which G and UG students start taking translation course differ, the course content and the duration of the course (56 hours) hours both for G and UG students, remain the same. Therefore, the researcher will consider the G and UG translation courses as one translation course in the following chapters.

A translation committee, including five teachers of YADIM, are responsible for designing the translation lessons; that is to say they are responsible for the content of the course and for providing teachers with the weekly materials to be used in the lessons. They prepare materials on different topics to study sentence, paragraph and text level translation. The students study sentence, paragraph and text-level translation using different materials each week. The translation teachers are also the core language teachers of the class. Sometimes the teachers integrate translation into the Core Language course.

At the end of the intensive program, students are given a proficiency test before being released to their departments. As can be seen below, translation comprises 20%

of the proficiency grade. Sections and the grading of the proficiency test given at YADIM are as follows:

Table 3

Sections and the Grading of the Proficiency Test Given at YADIM

<u>Sections</u>	<u>Grading Percentages</u>
Translation	20%
Reading	20%
Writing	20%
Listening	20%
Speaking	20%

The UG students have to take all the exam sections of the proficiency test and obtain a grade of 60 to pass. However, G students do not have to take all exam sections, unless their departments require them to do so. Before the proficiency test, each department sends YADIM their package program requirements in which they determine which of the five exam sections their G students must take. The package programs that are sent to YADIM show that all departments require G students to take the translation section, whereas most of them do not require the listening and the speaking sections (See Appendix A).

Statement of the Problem

According to the preliminary interviews done with students and teachers at YADIM, the existing translation course at YADIM does not meet students' needs and departments' expectations as it focuses primarily on grammar rather than on the translation skill itself. The course begins with simple sentences and moves on to compound and then complex sentences. The texts to be translated in the lessons are chosen randomly, without recourse to students' needs and interests. There is a minimal teaching order for the translation course which is prepared by the translation committee (See Appendix B). However, to meet the students' needs, departments' expectations and develop students' translation skill, a well-designed curriculum is needed to make the course more effective and purposeful.

Purpose of the Study

The purpose of this study was to prepare curriculum guidelines for the translation course given at YADIM. In order to provide the optimum contribution to the development of the students' translation skill, it is vital to have a well-designed and developed program for the translation course. The preparation of this course should involve students, translation teachers and subject area staff. To achieve the purpose of this study, the learner needs (felt), the teacher needs (perceived), the content and instructional factors of the current and the preferred translation course,

with regards to expectations' of the departments were investigated through a needs assessment study. As part of this study, the researcher also investigated the attitudes of the students and teachers toward the existing translation course at YADIM and the value of translation as a skill, in general.

Research Questions

1. What are the needs of the students (G & UG) in translation? (students and teachers views)
2. What are current content and instructional factors of the translation course at YADIM?
3. What are the expectations of the departments for their students (G & UG) from the translation course given at YADIM?
4. What are the students' (G & UG) and teachers' attitudes toward the value of translation as a skill in general and the existing translation course?
5. Do the teachers feel competent when they are teaching translation? What additional support do they require?
6. Are the G and UG students' translation needs and attitudes similar?
7. What form and content should curriculum guidelines take so as to optimally influence the effective re-design of the translation course at YADIM?

Significance of the Study

Since the existing translation course at YADIM does not have a well-designed curriculum at present, a needs assessment was conducted as a first step to prepare such a curriculum. This investigation will be used to prepare translation curriculum guidelines to be used in the following years. The curriculum, prepared according to these guidelines, will make the translation course at YADIM more effective and purposeful in the following years. The study will also provide information about the attitudes of students and teachers toward translation and the value of translation as a skill in general. This information can usefully guide other institutions as they consider including or upgrading translation courses in their language teaching programs.

CHAPTER 2 LITERATURE REVIEW

This study aims to prepare curriculum guidelines for a translation course given at the upper-intermediate level of a language teaching program. As background for this study, the use of translation in the history of language teaching, its current use in this area, some views on how translation should be taught and some studies done on the use of translation in language teaching, especially at the upper-intermediate or advanced level were reviewed. Since the data to prepare the curriculum guidelines for translation were gathered through a needs assessment, the topics of curriculum planning and needs assessment were also reviewed.

Definition of Translation

There is not one definition for translation; instead it has been variously defined:

Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalencies. (Bell, 1991, p. 5)

Translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. (Bell, 1991, p. 5)

Translation is rendering the meaning of a text into another language in the way that the author intended the text. (Newmark, 1988, p. 5)

Translation consists in reproducing the receptor language, to achieve the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

(Nida, 1974 cited in Ulyrich, 1985, p. 27)

Although the definitions for translation as presented above differ in some aspects, they share some common features: movement between languages and the obligation to find equivalents which preserve features of the original. The equivalence of the texts can be equivalent to different degrees, partly or fully equivalent with respect to different linguistic levels (semantics, grammar, lexis etc.) and with respect to different ranks (word-for-word, phrase-for phrase, sentence-for-sentence) (Bell, 1991).

However, since the languages differ from each other in having distinct codes and rules regulating the construction of new sentences, it is very difficult to find exact equivalents (Bell, 1991). In this respect Ulyrich (1985) supports finding the closest natural equivalent, since she believes a perfect match can not be expected between languages. Ulyrich (1985) insists on a "natural equivalent", because she emphasizes that translation should not sound

"translationese" or like a "third language" as Duff (1989) calls it.

"Translationese" is an example of a translation which lacks the features of a good translation. Bell (1991) defines a good translation as one that gives a complete transcript of the ideas of the original work, one that has the same style and manner of writing as the original work, and lastly one that has all the ease of the original composition.

For language teaching, Tudor (1985, cited in Duff, 1989) adds another feature to the definition of translation; that is, the process of translation is eminently a communicative activity.

Translation as the process of conveying messages across linguistic and cultural barriers, is an eminently communicative activity, one whose use could well be considered in a wider range of teaching situations than may currently be the case.

(Tudor 1985, cited in Duff, 1989, p. 2)

However, language teaching has gone through a long period in which translation has not been considered as a communicative activity. Rather translation has taken different roles and functions throughout the history of language teaching.

Translation in the History of Language Teaching

Pedagogical translation which dominated the early history of language teaching has had a varied history. It was actually the fundamental method used for teaching a foreign language- The Grammar Translation Method (GTM)- until the 1950s. GTM was first introduced in the Gymnasia of Prussia in the mid 19th century and soon became popular all over the world. In this method the aim was to have the learners acquire reading knowledge of foreign languages by studying grammar and applying this knowledge to the interpretations of the texts with the use of a dictionary (Howatt, 1984). As the result of GTM, written translation became the main feature of language teaching (Cook, 1996).

However, from the turn of the 19th century onwards several kind of criticisms have been leveled against translation in language teaching. The reasons behind the criticisms can be classified into three categories: the objections to GTM, political and demographic influences, and the influence of second language acquisition theory (Cook, 1996).

The Reasons for the Opposition to Translation

Objections to the Grammar Translation Method

Most of the opposition to translation derives from objections to the Grammar Translation Method (GTM). GTM was criticized for ignoring the spoken language, encouraging false notions of equivalence and presenting isolated

sentences rather than connected texts (Howatt, 1984). As Sweet (1964, cited in Cook, 1996) noted, translation was accused of being artificial and lacking context. GTM was also criticized for strengthening L1 interference, thus having a detrimental effect on the acquisition of native-like processing skill and speed. All of these objections became known as the "Reform Movement", which led to GTM's replacement by the Direct Method (Cook, 1995). The direct method argued that a foreign language could be taught without the use of translation or the use of the learners' native language, if meaning was conveyed directly through demonstration and action (Richards & Rodgers, 1989).

Influence of Political and Demographic Changes

Beside the theoretical reasons for the rejection of translation in language teaching, there were also political and demographic changes which influenced this rejection. In the 20th century, population movements created new types of classes. From the 19th century onwards, immigration into the USA required language courses which were designed to help achieve rapid development of a functional command of the language. Moreover, increased international mobility and tourism strengthened this pedagogic orientation. During this period mixed-language classes in English speaking countries became popular, making L1 to L2 translation difficult or impossible (Cook, 1996).

The politics of English speaking countries have also played an important role in the rejection of GTM. These countries have promoted the employment of native teachers abroad and assured students that the native teacher is the best. Many of these native teachers were monolingual and could not use GTM to teach English (Davies, 1991; Paikadey, 1985; Phillipson, 1992, cited in Cook, 1996).

Influence of Second Language Acquisition Theories

Further opposition to translation in language teaching comes from second language acquisition theories, which in turn derived from first language acquisition theories, in which translation had no role to play. Major first language acquisition theories were behaviorism, which views language acquisition as habit formation, Chomskian nativism, which considered language acquisition as a genetic endowment, and functionalism, which views language acquisition as the result of the need to convey social meaning. None of these theories allowed translation in language learning (Cook, 1996). As a result of nativism and functionalism, most methodologists currently believe that student attention should be focused on meaning and communication rather than on form. This attention can stimulate subconscious acquisition of the language system (Krashen 1982; Prabhu 1987 cited in Cook, 1996). Since translation requires conscious attention to the systems of two languages, it is not compatible with this view of methodology (Cook, 1996).

Reappraisal of Translation in Language Teaching

In the 1960s, people began to recognize the extremism of the banishment of translation in language teaching. It has been recognized that pedagogical values of translation had been limited to the use of translation defined by the GTM (Duff, 1989, cited in Cook, 1996). Methodologists realized that translation can be used more imaginatively and as a complement to direct method teaching. In short, what became recognized was that the use of translation as a pedagogical device and the use of translation in the GTM were confused. Behind this recognition were various insights including the followings (Cook, 1996):

1. Translation can be used as an end in itself for many students rather than as a means to improve language proficiency.
2. Focus only on communication often results in inaccuracy. Translation can develop accuracy.
3. Students are obliged to deal with even the difficult parts in translating an original text. Thus translation discourages use of avoidance strategies.
4. Focusing on differences between L1 and L2 makes learners aware that every expression does not have an exact equivalence.

It also appears true that the cognitive code learning theory, which views language learning as a conscious and intellectual process, played a minor role in the revival of

translation. Since the cognitive code learning theory required conscious control of language patterns through study and analysis in formal classroom settings, it provided a theoretical basis for a selective use of translation in language teaching (Nadstoga, 1988).

Recently translation has been reintroduced in Community Language Learning, which was developed independently of current linguistic and second language theories. Community Language Learning, which views language learning as both cognitive and affective, supported the view that building on the first language in the language classroom provides security for students. Direct translation from first to second language, done by the teacher in this method, allows students to see how target language words can be combined in different ways to create new sentences (Larsen & Freeman, 1986).

To conclude, in recent years methodologists have realized the extremism of the rejection of translation in language learning, and the use of translation has been readmitted in this field (Cook, 1996).

The Current Role of Translation in Language Learning and Teaching

Newmark (1991) points out that translation exercises can be used at every stage of language learning: at the initial stages to give meanings of new words; at the elementary stages for consolidation of basic grammar and vocabulary; and

at the advanced level as a separate skill once students are moderately competent in the other language skills.

It is usually believed that translation should be used at advanced or upper-intermediate levels of language teaching rather than in the initial stages (Heltai, 1989; Rivers, 1970; Ulyrich, 1986). This is because it is assumed that translation, especially good translation can not be achieved without mastery of the second language. Therefore it has been suggested that first the target language, and then translation as a separate skill should be taught (Lado, 1988). Heltai (1989) adds another argument in favor of translation at the advanced level, that is once the students have acquired the basic grammar, some vocabulary and some necessary communicative and avoidance strategies they think they know the language. However, they fail to realize that they have merely learnt to manipulate a simplified code. Thus, Heltai (1989), points out that translation belongs in the curriculum especially when students have reached the advanced level, when adult students are especially interested in the formal aspects of the foreign language and when the teacher speaks the same native language as his or her students.

When translation is used as an end in itself as a separate skill, it is called the "fifth skill" (Newmark, 1991, p.69; Ulyrich, 1985, p. 26). Translation as a separate skill involves mental processes different from those used in the other four language skills. Translation calls for use of

two language systems simultaneously and for the establishment of elaborate connections between the two language systems, usually in the form of a one-way transfer (e.g. English into Italian) (Parks, 1982). According to Nida (1974, cited in Ulyrich, 1986) translation involves three stages:

(a)analysis: the message of the source language text is analyzed, (b)transfer: the analyzed material is transferred in the translator's mind from source language to target language (c)restructuring: the transferred material is restructured in order to make the final message fully acceptable in the target language. During the translation process, the translator moves back and forth between the two languages to test his/her hypotheses on the basis of the text as a whole. Therefore, as Marton points out (1981, cited in Ulyrich, 1986) the translation process can be considered as a hypothesis-testing and a problem-solving exercise. In an ordinary language exchange although, analysis is also required, the person directly responds to the stimulus message either in verbal or written form instead of transferring the message into another code. In short, Park (1982) states that since translation requires different mental processes, the ability to translate is not directly correlated with the ability to speak, read, write or understand the language.

The intellectual tools in the translation process are comprised in five categories (Skyes, 1983):

- a) Knowledge of the source language: recognition of words and their characteristics as lexical units, understanding of the level of style indicated by the choice of particular words, awareness that words in different languages may more or less correspond while not being exactly equivalent, understanding the grammatical structure of the source language and familiarity with life in the country or countries where the language is spoken;
- b) Knowledge of the target language: proper choice of words, word order, punctuation, and the type of language appropriate to various types of document;
- c) Knowledge of the subject: acquired through direct experience or through certain reference materials, such as dictionaries, encyclopedias, textbooks, and so forth;
- d) Applying one's knowledge: Making the proper use of the intellectual equipment to translate;
- e) Capabilities: innate abilities which translators bring to their task.

Although Heltai (1989) claims that translation should be used as an end in itself, Erden (1985, p. 137) points out that translation can be used both as an end and as a means in language learning. According to Erden (1985:137) there are two aims in teaching translation at the advanced level:

- a) Teaching the students the techniques of successful translation as an end in itself, and

b) Teaching the students the techniques of translation as a means of helping them practice and improve their English

Hence, translation can be used both as an end and as a means within a course. When translation is used as a means in language learning and teaching, Munro (1992) points out that it has a number of advantages for students and teachers:

1. Individuals have their own learning styles. These styles indicate that people tend to be grouped into aural, visual and kinesthetic learners. Kinesthetic and visual learners find translation work enables them to absorb material more rapidly.
2. Translation work allows instructors to focus on and reinforce new structural concepts more easily.
3. Translation exercises are to the point and are time efficient.
4. Translation is obviously something the students can readily do outside of class.
5. As used in the classroom, there is greater time control of the activity as opposed, say, to open-ended paragraph writing.
6. It is a means to help students gain a conscious understanding of the other culture.
7. Translation helps to develop many of the thinking skills from recall at the lowest level to syntheses, analyses and critical thinking at the highest level.

8. Classroom translation lays the foundation for later work in the field of translation itself.

Heltai (1989) adds another advantage to the use of classroom translation. Cognitively oriented learners, especially adults value translation because it adds to their linguistic knowledge.

Translation as a goal (actually the logical outcome of using it as a means) has the following benefits according to Munro (1992):

1. It opens up new thoughts and ideas and makes new bodies of literature available to different people from various cultures whether for the purpose of enjoyment or for comparing the work or works with those of other cultures,
2. It teaches the importance of the choice of words and variations of sentences and paragraph types, as well as sensitizing students to both cultures, since translation is the transfer of thoughts and feelings from one language to another.
3. It opens the door to a new academic field and to new professional opportunities

Views on how Translation should be Taught.

Below are some views on how translation should be taught:

1. Students should practice at the discourse level rather than at the individual sentence level (Munro, 1992). Sentence

level translation has a number of hazards, as El Sayed (1981) points out;

-Sentential translation (ST) is likely to confuse students into thinking that translation text production may be done without reference to communicative context.

_ ST may give rise to mistaken ideas with regard to the function of the lexicon.

_ Students may be misled into believing in the ease of translation.

_ The primary element in translation, translation equivalence, is lost in ST.

2. Students should be trained to make more effective use of both bilingual and monolingual dictionaries. Checking the meanings of lexical items in a monolingual dictionary should be stressed (El Sayed, 1987).

3. There may not be one-to-one equivalence in two languages. Therefore, students must be encouraged to pool their ideas and to offer suggestions as to the most suitable equivalent (El-Sayed, 1987).

4. Presuppositions of the audience to understand and appreciate the intention of the text should be considered (El Sayed, 1987).

5. The function of a text and strategies selected to articulate it should be emphasized, since these functions change from society to society (El Sayed, 1987).

6. Before translating, reading the whole text is of great importance (El Sayed, 1987).

7. Since there may be no exact equivalence between L1 and L2 texts students, should be trained in modification techniques (El Sayed, 1987).

8. Important consideration should be given to the choice of materials that are to be translated. In the beginning of the course it is better to select texts that are written in a descriptive, factual style such as an article of scientific nature, because the structures of these types of texts lend themselves well to a study of distinctions between L1 and L2 sentence and paragraph formation. Later, some newspaper or magazine articles can be given. Although syntactical and semantic difficulties increase in these types of texts, students can translate, since they are familiar with the topics (Cordero, 1984)

To sum up, as Munro (1992) points out translation should not be a process of giving students material and requiring them to start translating. Rather, students need to be trained to acquire the ability to translate.

Translation Studies in Language Teaching

(Tudor, 1988)

It has been pointed out that although a traditional translation approach makes the students aware of the shortcomings of their current proficiency level, it does not have any pedagogical value. However, Tudor (1988) proposed that translation can serve a consciousness raising function, making learners more explicitly aware of the forms of second

language input. The consciousness raising function of translation gives rise to a learning mode intermediate between formal learning and acquisition- enhanced acquisition. "Enhanced acquisition" is defined as the combination of an extensive acquisition input mode of learning paired with a heightened awareness of language form.

In translation teaching, this approach can be implemented by providing students with (background) texts which the learners can consult in order to resolve expressive problems in a form conscious manner.

Tudor (1987) applied this approach with two separate groups of tertiary level foreign language learners. In this study, the approach was called "documentation-based translation" since the target text was linked with related documentation material.

In Tudor's study, firstly a text in L1 was selected, in this case about a clash between police and communist-backed strikers in France. Then, a number of texts from the same topic in L2 were selected to accompany the text in L1. Next, the students were asked to translate the text from L1 to L2 using the materials in L2 as their primary resource base. These provided students with useful vocabulary items and culturally related content.

Learners' reaction to this approach was very positive. They showed an increased awareness of the value of authentic materials written in the foreign language as reference sources, and thus became more willing to consult such

materials. Tudor concluded that this approach is usefully centered between learning and acquisition.

Ulyrich (1986)

This study was carried out at Padova University, in Italy which offer a two-year translation option in a four-year modern language degree program.

Ulyrich first evaluated students' attitudes toward translation and its place in the university curriculum through a questionnaire. The results indicated strong support for translation courses, and most of the students were aware of the significant role of translation as a professional skill in their prospective careers. These results supported the view that students should be given the opportunity to engage in translation at an advanced level, and that it is an appropriate didactic tool in advanced EFL classroom. The two-year translation course at Padova University was based on grammatical structures in the first year and varieties of English in the second. The objectives for the second year were:

- a) to teach translation as a skill so that the students would acquire the ability to translate semantically, syntactically, stylistically complex texts from various discourse areas with a high degree of communicative equivalence,
- b) to make students aware of the different stylistic and registral variations of both the source language and the target language.

c) to select lexical items in order to make students realize that although words share the same semantic field, they can have different syntactic, semantic and stylistic restrictions.

Curriculum Development and Needs Assessment

Although, Newmark (1991) points out that although success in a translation course depends 65% on the personality of the teacher, it is believed that the success of a language program involves far more than the personal act of teaching. Any successful educational program involves a number of levels of planning, development and implementation (Richards, 1990). One of these educational levels is curriculum development which involves all those activities in which learners engage in with the support and approval of the school (Rodgers, 1990).

... curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter of methodology) (Nunan, 1989, p.6).

The outcome of this study is intended to be a set of guidelines for design of a translation course at the intermediate and upper-intermediate levels of language study at YADIM, Cukurova University. One question concerns whether these guidelines should be at a more "local" or a more "global" level. The literature on educational design distinguishes between course design at the most local level, syllabus design at the intermediate level and curriculum development at the most global and extensive level. The literature on these options is reviewed below as they relate to this study.

Rogers (1976, cited in Rodgers, 1990), associates syllabus only with the prescription of the content to be covered by a given course, and states that syllabus forms only a small part of the total educational program. On the other hand curriculum includes both the content and the methodology of handling that prescribed content.

One objection to past translation courses- both at our institution and elsewhere is that the design perspective has been too limited to the views of one or two teachers and borrows heavily from similar past course designs. A central concern while preparing the guidelines is how broad a perspective the guidelines should reflect. It is the researcher's intent to tie the principles of curriculum development and needs assessment to the more local course of construction of this study.

An important element in educational design, at whatever level, is needs assessment. What learner needs is the educational design responding to? The importance of methodology for determining student needs- is also dealt with in this section.

Curriculum development in educational design which is the intent of this study is a large and a complex field since it includes various perspectives and is done through various procedures. Richards (1985) describes curriculum development in six phases:

1. Situational Analysis: This is determining the parameters of a program which includes relevant information about the learners, the teachers and constraints of time, and money
2. Needs Analysis: This comprises analysis of learner needs using various instruments such as diagnostic tests, interviews with learners and teachers, observations and self-reports
3. Task Analysis: This is determining the tasks that learners have to perform in the target language and ascertaining the communicative and the linguistic demands of the tasks.
4. Goal Setting: In this phase of the process, broad and specific program objectives are identified reflecting the learners' entry level, communicative needs and program constraints
5. Selection of learning experiences: Appropriate teaching activities are developed according to the program goals that

have been determined in order to meet students needs to communicate in the target language

6. Evaluation: This includes both summative and formative evaluation.

Needs Assessment

Needs analysis, which is the second phase of curriculum development forms the methodology of this thesis. Needs analysis includes procedures for identifying and validating needs and establishing priorities among them (Pratt 1980, cited in Richards, 1990). Richards (1990) mentions three purposes of needs analysis in language curriculum development:

1. It provides a mechanism for obtaining a wider range of input into the content, design and implementation of a language program through involving such people as learners, teachers, administrators and employers in the planning process.
2. It serves to identify general or specific language needs that can be addressed in developing goals, objectives and content for a language program.
3. It provides data that can serve as the basis for reviewing and evaluating an existing program.

Brindley (1984, cited in Nunan, 1989) specifies two types of needs that can be investigated through a needs analysis. The first one is objective needs which can be diagnosed by teachers on the basis of personal data such as

language proficiency and patterns of language use. The second type is subjective needs which include students' wants, desires, expectations and other psychological manifestations. Objective needs analyses help with the specification of the content, while subjective needs help with the methodology. In short, needs analysis is a set of procedures for specifying the parameters of a course of study.

The results of a needs analysis enable goals to be set for a language program. These goals are then turned into a more specific descriptions of what the language program should set out to achieve. This is the process of setting objectives. Subsequent phases in curriculum development deal with planning the means by which these objectives can be achieved (Richards, 1985)

There are a variety of general models for curriculum development and curriculum specification (Dick & Coney, 1985). These have recently been supported by curriculum specification models focused on second language instruction (Prabhu, 1996). One such model for curriculum specification in language education is described in Rodgers (1990). This model comprises four elements labeled Knowledge, Instructional, Learner and Administrative considerations. It has been nicknamed the KILA model. It has the advantages of being relatively simple and easily understood and of having been used to design and define a number of language education projects. This is the model I have chosen as the design framework for the translation course curriculum guidelines

which are the focus of this paper. The elements of the KILA model are outlined below.

The Elements of the KILA Model

"K", Knowledge Considerations:

Knowledge considerations involve both the input and output forms of instructional content. They include the derivation and organization of content (input) as well as the anticipated learner outcomes- whether these are skills, capacities, changed behaviors, or appreciation. In language education knowledge considerations involve the assumptions about what language is- a set of habits, sentences, rules, predisposition, or whatever. It also includes the content of the instructional language examples or texts.

"I", Instructional Considerations:

These reflect the factors which impact on the design and delivery of instruction and reflect the input not only of teachers, but also paraprofessionals, resource people, content specialists and other staff in the program. Instructional considerations include instructional methods, programs, materials, technologies, educational environments, time and scheduling techniques and plans for reporting on the learning process to learners, teachers, sponsors, administrators and other interested groups.

"L", Learner Considerations:

Learner considerations involve the ages, proficiency levels, and developmental stages of the learner or learners, They include as well social background characteristics, world views and learning expectations. Considerations include learners' self-perceptions and learning experiences as well as prior learning styles, strategies, environment and groupings. With regard to group or class learning, characteristics of group size, homogeneity, history, and collective aspirations are included.

"A", Administrative Considerations:

In studies of programmatic educational change, three administrative influences are identified -those from the central office, those from the program, and those from the schools. Administrative Considerations at all levels determine the scale, pace and style of educational delivery. Administrative agents are responsible for the establishment, interpretation and implementation of policy. Plans for and execution of teacher and learner selection and promotion, environmental development and institutional image are also administrative considerations.

As the outcome of this study the researcher plans to prepare curriculum guidelines within the KILA framework using the data collected through the needs analysis and the literature survey on both translation in language teaching and language education curriculum development.

CHAPTER 3 METHODOLOGY

The main aim of this study was to prepare curriculum guidelines specific to the translation course at YADIM. The justification for this study was the assumed discrepancy between the structure of the existing translation course, the needs of the students, and the expectations of the departments.

As background for preparation of the curriculum guidelines, a needs assessment was conducted involving 100 students currently taking the translation course at YADIM, 20 translation teachers and 15 departmental representatives from various departments. In order to collect the necessary data two different versions of a questionnaire were given; one to students (both G and UG) and one to translation course teachers. Interviews were conducted with the departmental representatives. As part of this study, students' and teachers' attitudes toward the existing translation course and the value of translation as a general skill were also investigated. In this study the researcher aimed at answering the following research questions:

1. What are the needs of the students (G & UG) in translation? (Students' and teachers' views)
2. What are the current content and instructional factors of the translation course at YADIM?
3. What are the expectations of the departments for their students (G & UG) from the translation course given at YADIM?

4. What are the students' (G & UG) and teachers' attitudes toward the value of translation as a skill in general and the existing translation course?
5. Do the teachers feel competent when they are teaching translation? What additional support do they require?
6. Are the G and UG students' translation needs and attitudes similar?
7. What form and content should curriculum guidelines take so as to optimally influence the effective re-design of the translation course at YADIM?

Subjects

For this study, data were collected from three groups of subjects. The first and the largest subject group was 100 students. These included 50 G and 50 UG students from various departments of Cukurova University currently taking the translation course at YADIM. 4 or 6 students were chosen randomly from each class. An equal number of G and UG students were chosen in order to compare graduate and undergraduate needs and attitudes. When the questionnaires were administered, the G students had been taking translation lessons for two months, however UG students had been taking such lessons for only two weeks. G students were between the ages 22 and 29; UG students were between 17 and 22. Other characteristics such as educational background, gender and so forth were not taken into account, since they are not related to this study.

The second subject group in this study was 20 teachers at YADIM who were currently teaching in the translation course. The demographic questions in the first part of the teacher questionnaire show that 95% of the teachers had taken translation training only in a university course before they graduated, and 55% of the teachers had not done any professional translation. The teachers' years of full time teaching experience is shown in Table 4:

Table 4

Years of Full Time Experience of the Teachers

<u>Years of full time experience</u>	<u>Number of the teachers</u>
1-4 Years	10
5-8 Years	3
9-16 Years	5
17-20 Years	2

The third and smallest subject group in this study consisted of 15 departmental representatives, most of whom were the administrators or the decision-makers in their departments. The researcher conducted interviews with the representatives from various departments in order to find out their expectations from the translation course given at YADIM. The researcher conducted interviews with the representatives from the following departments:

Business Administration
Civil Engineering
Electronic Engineering
Mechanical Engineering
Architecture
Mathematics
Physics
Chemistry
Agricultural Politics and Information
Food, Science and Technology
Agricultural Structures and Irrigation
Plant Protection
Field Crops (Agronomy)
Horticulture
Zoo Technology

Instruments

Questionnaires and interviews were used as research instruments in this study. Two different, but parallel versions of a questionnaire were used to collect data from students and teachers who participated in this study. Another source for collecting the necessary data was interviews with 15 representatives from various departments.

The first version of the questionnaire (Appendix C) was administered to 100 students, including 50 G students and 50 UG students currently taking the translation course at YADIM in order to determine their needs and interests in

translation lessons. The second version (Appendix D) was administered to translation course teachers at YADIM in order to determine the perceived needs of the teachers, and content and instructional factors of the current translation course. Both versions of the questionnaires had a section sampling attitudes towards the existing translation course and the value of translation in general.

Both versions of the questionnaire were mixed type including both open-ended and closed questions. There were two parts in each of those questionnaires: The first part required the subjects to provide personal information. The second part concerned students' needs (teachers' and students' views), and the content and the instructional factors of the current and the preferred translation course. The second part of the questionnaire also employed attitude scales in order to determine both student and teacher attitudes toward the current translation course and the value of translation as a skill in general. The questionnaires designed for the teachers had an additional section aimed at finding out the need for additional support in teaching translation, and attitudes toward taking part in curriculum preparation for the translation course. The first version of the questionnaire which was administered to the students was translated into Turkish, since it was assumed that the students' English would not be adequate to answer the questionnaires in English (Appendix E).

Semi-controlled type interviews were conducted with 15 departmental representatives which included questions selected parallel to the ones in the questionnaires (Appendix F).

Procedure

Early interviews with students, teachers and departmental staff preceded design of the questionnaires in order to insure inclusion of all relevant points. Next, first drafts of both questionnaires were piloted on five students and two teachers, chosen randomly. This was to assure that the questionnaires were reliable and clear. In the piloting procedure, students were given the questionnaires in a regular classroom. It took approximately 30 minutes to complete. The students were also asked to give their ideas about the questionnaire. The questionnaire version for the translation teachers was piloted by giving the questionnaire to two of the translation teachers at YADIM, who were chosen randomly. The feedback for the teacher questionnaire was gathered from the teachers in written form.

The questionnaires were revised according to the feedback gathered from the pilot subjects. 50 G students and 20 translation course teachers were then given the questionnaires at YADIM on May 7. Students completed the questionnaires in the classroom and teachers were given the questionnaires in the morning to be collected in the afternoon. The researcher was present at YADIM to deal with

any problematic issues during the process. Because May 7 was the first week for UG students in translation study, they might not have yet had any reactions to the translation course. Therefore, UG students were given the questionnaires on May 24.

The interviews, which included questions parallel to the ones in the questionnaires, were conducted with 15 departmental representatives during the period of May 7-10. Since some of the interviewees did not want to be recorded, the researcher took notes during the interviews.

Data Analysis

Since this was a descriptive study designed to investigate needs and attitudes through two different versions of a questionnaire, data gathered through close-ended questions were analyzed employing the descriptive statistics of mean scores, standard deviations, frequencies and percentages. Descriptive categories devised by the researcher were used to code the data gathered through "other" options at the end of some Likert-scale type of questions and responses to open-ended questions at the end of the questionnaire. The interviews were also analyzed by employing descriptive categories. Comparative statistical techniques were then used to compare the responses of students and teachers. In the following chapter, data analysis is presented in detail.

CHAPTER 4 RESULTS OF THE STUDY

Data Analysis Procedures

This study aimed to prepare curriculum guidelines specific to the translation course given at YADIM, by investigating student needs (students' and teachers' views), content and instructional factors of the current and the preferred translation course, and departments' expectations. As part of the study, the researcher also aimed to find out students' and teachers' attitudes toward the existing translation course and the value of translation skill in general.

Data for this study were gathered through two types of instruments: questionnaires and interviews. Two parallel questionnaires were administered to the subjects: one questionnaire to students and the other questionnaire, to the translation course teachers at YADIM. There were two principal parts in the questionnaires: the first part gathered personal information. In the students' questionnaire, the second part dealt with student needs, interests and opinions about the translation course at YADIM. In the teachers' questionnaire, the second part sought students' needs (perceived), and information relevant to the current content and instructional factors of the translation course at YADIM. The second part of both student and teacher questionnaires employed attitude scales in order to determine students' and teachers' attitudes toward the existing translation course and the value of translation skill in

general. In addition, the second part of the teachers' questionnaire included some questions which sought teachers' attitudes toward being involved in translation training and translation curriculum preparation. Teachers' questionnaire were written in English, whereas the students' were translated in Turkish.

In the questionnaires there were five types of questions. The question types and their corresponding numbers in students' and teachers' questionnaire are as follows.

Table 5

Categorization of the Question Types

Question Types	Students' Questionnaire	Teachers' Questionnaire
Ranking type questions	1, 2, 15, 18	1, 15, 17, 21
Likert-type rating questions	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Multiple Choice questions	14, 16, 17, 19*	13, 14, 16, 18*, 19
Yes/No questions	-	20
Open-ended questions	20	22

In ranking type questions, the subjects ranked the items in order of importance, probability, benefits and confidence. Rating questions included Likert-scale categories from 1 to 5, in which 1 stood for: very important, always, very much, strongly agree, whereas 5 stood for: not important at all, never, not at all and strongly agree.

The responses to rating and ranking questions were analyzed by calculating mean scores and standard deviations using the SPSS computer statistical analysis program. At the end of some rating questions, there was an "other" option. Responses here were analyzed for content and were reported as part of the analysis of the related questions. Responses to the only one open-ended question at the end of the questionnaire, asking for subjects' further comments on the translation course, were analyzed in the same way as the "other" option.

The multiple choice and Yes\No questions, were analyzed by calculating the frequencies and percentages of responses to each response alternative. The results were then displayed in tables to enable comparison of the data from the three different subject groups: G students, UG students and teachers. Question 19 in student questionnaire and question 18 in teacher questionnaire which were parallel to each other were also considered as multiple choice questions in which the students and the teachers were asked to report their preferences for the duration and the starting point of the translation course. The responses to these questions were analyzed both by employing mean scores and frequencies.

The second source of data was interviews with 15 departmental representatives from various departments at Cukurova University. Through interviews, the researcher aimed to find out departmental expectations relative to the translation course given at YADIM. The questions which were

asked to the administrators were specified beforehand and used to generate categories for the analysis of the interviews in which the responses within these categories were reported. (See Appendix F). Data gathered through questionnaires and interviews were analyzed separately.

Questionnaire Analysis

To analyze the data in the questionnaires, first the researcher categorized the questions according to their themes. Thus, the following categories (Table 3) were generated:

Table 6

Categorization of the Questions

Categories	Ss' questionnaire	Ts' Questionnaire
Need for translation	1,2,3,4	1,2,3
Difficulties in translation	5,6	4,5
Attitudes toward the course	12, 13	11, 12
Instructional factors	7, 8, 9, 10, 19	6, 7, 8, 9, 18
Instrucional materials	11, 14	10, 13
Attitudes toward translation skill	15,16,17,18	14,15,16,17
Teachers ' attitudes toward taking part in translation training and curriculum preparation	-	19,20,21

Note. Ss=students, Ts= Teachers

Data gathered through questionnaires were analyzed in the order of these categories.

Category 1: Need for Translation

This section first presents the data concerning G students' and UG students' assumptions relevant to the importance of language skills for their departmental study (Table 7). Secondly, students' and teachers' assumptions relevant to the use of various translation tasks for departmental study and teacher importance given to these tasks in translation lessons are presented in Table 8. In Table 9 students' responses about the needs for translation in departmental study and teacher assumptions related to these needs are presented. Finally, in Table 10 both students' and teachers' responses about the purpose of translation instruction are presented.

Table 7 deals with question 1 in the student questionnaire (SQ) in which the students were asked to rank the five language skills in order of importance for their departmental study. Mean scores (M) and their standard deviations (SD) are shown below.

Table 7

Students' Ranking of the Importance of Language Skills for their Departmental Study

Language Skills	Groups			
	UGSs (N=50)		GSs (N=50)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Reading	3.02	1.43	3.22	1.37
Speaking	2.68	1.65	3.32	1.50
Translation	2.52	1.40	1.48	.88
Listening	3.00	1.12	3.58	1.05
Writing	3.78	1.09	3.28	1.10

Note: UGSs= Undergraduate students, GSs= Graduate students, M=mean, SD= Standard Deviation, Rank Means= The subjects ranked the items form 1, (the most important), to 5 (the least important)

As can be seen in the table, both G students and UG students assume translation to be the most important skill for their departmental study (UG M=2.52, G M=1.48). Although both G students and UG students indicated translation to be their uppermost priority, the responses from G students for translation skill received a mean score close to 1 (most important) and SD of .88, while the responses from UG students yielded a mean score 2.52 (somewhat important) and a SD of 1.40, suggesting that G students are more consistent in their answers. UG student responses for all the language skills yielded closely grouped mean scores (between 2.52 and 3.78). This may suggest that G students are convinced of the priority of translation skill while UG students are still

somewhat undecided as to the value of various language skills.

In Table 8 G and UG student responses to question three, (student assumptions as to the importance of the various translation skills for departmental study) and teacher responses to question 2 (emphasis teachers put on the various translation skills) are compared.

Table 8

Importance of Various Translation Tasks by the Students for their Departmental Study, and by the Teachers in Translation lessons

Translation tasks	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Translating word-by-word	2.40	1.14	2.60	1.26	2.95	1.35
Translating the main idea	1.50	.84	1.74	1.04	2.65	1.04
Translating and making inferences	2.34	1.13	2.44	1.09	2.70	1.72
Translating and forming opinions about the text	2.18	1.27	1.98	1.05	2.35	1.22

Note. UGSs=Undergraduate students, GSs= Graduate students, Ts =Teachers, M= Mean, SD= Standard deviation, Rating scale for students and teachers: 1= very important, 2=important, 3=somewhat important, 4= a little important, 5= not important at all.

The results indicate that translating the main idea of a text is rated as the most important translation task in departmental study both by G and UG students which received

mean scores close to 2, important (UG M=1.50, G M=1.74). On the other hand, teachers expressed translating and forming opinions about the text as the most important translation task in the translation lessons at YADIM, which received a mean rating score close to 2, important (T M=2.35). Teacher mean scores indicate that translating the main idea as a somewhat important task in the translation lessons at YADIM (T M=2.65), although it is assumed to be as the most important task by the students. Teacher mean scores for all the translation tasks, except for translating and forming opinions about a text, fall between 2.65 and 2.95 , suggesting that almost all translation tasks are equally important in the translation lessons at YADIM, and teachers do not give special attention to the task of translating the main idea. In

Table 9, the three groups' responses to the question which asked the needs for the use of translation in departmental study are presented (question 2 in SQ, question 1 in each questionnaire(TQ))

Table 9

Needs for Translation in Departmental Study

Needs	Groups					
	UG Ss(N=50)		GSs(N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Taking notes during the lessons	2.08	1.04	3.04	1.02	2.80	1.24
Translating articles for thesis, projects (etc.)	2.74	1.12	1.42	.81	1.60	.94
Demonstrating understanding	2.54	1.19	2.90	.95	2.75	.71
Taking notes while studying at home	2.64	1.02	2.50	.88	2.85	1.08

Note: UGSs=Undergraduate students, GSs=Graduate students, Ts=Teachers , M= Mean, SD=Standard Deviation. Rank Means: The subjects ranked the items from 1 (most probable) to 4 (least probable)

The results indicate that both teachers and G students agree that translating texts for theses and projects is the uppermost need of translation in departmental study (T M=1.42, G M=1.60), and they are very consistent in their answers (G SD=.81, T SD=.94). The use of translation for taking notes during lessons is considered the least important use of translation in departmental study by G students, (G M=3.04), while it is UG students' first priority (UG M=2.08). This might indicate that perhaps different translation skills should be emphasized for G and UG students or perhaps, UG students will change their priorities over time. In the "other" option at the end of the question, UG students

indicated that they will benefit from translation in the workplace in the future, to read literature related to their field of study and to improve their reading and listening skills. On the other hand, the G students reported that translation is useful to benefit from sources in English, thus to keep themselves up-to-date in relevant fields.

In Table 10, students' purposes in taking translation lessons (question 4), and teachers assumptions related to these purposes (question 3) are presented.

Table 10

The Purposes of Translation Instruction

Purposes	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
To pass the test	2.78	1.40	2.68	1.31	1.75	.91
To improve vocabulary	1.78	1.14	1.78	.84	2.05	.82
To consolidate complex structures	1.88	.96	1.94	.99	2.10	.44
To become aware of different language forms	2.57	1.27	2.44	1.09	2.30	.80
To be prepared for departmental study	1.46	.96	1.50	.90	1.85	.75

Note. UGSs=Undergraduate students, GSs=Graduate students, M=Mean, SD=Standard Deviation, Rating scale for students and teachers: 1=very important, 2=important, 3=somewhat important, 4=a little important, 5=not important at all

The results reported in Table 10, indicate that G and UG students' purpose in taking translation lessons is mainly to be prepared for departmental study (UG M=1.46, G M=1.50), and secondly to improve their vocabulary (UG M=1.78, G M=1.78). On the other hand, teachers assume that students' main purpose is to pass the translation test given at YADIM (T M=1.75). This is actually reported as the least important purpose both by the UG and G students (UG M=2.78, G M=2.68). Therefore, the results indicate a discrepancy between the students' indicated purposes in translation study and teachers' assumptions regarding these. In the "other" option, some UG students stated their purpose in translation study as to review and consolidate grammar structures, which may indicate that students associate translation study with grammar lessons.

Category 2: Difficulties in Translation

Here, the researcher aimed to determine students' difficulties in translation, and how teachers perceive these difficulties. The researcher further inquired as to what strategies students follow to overcome the difficulties they experience when they encounter unknown words.

In Table 11, students' responses to question 5 which inquired into the difficulties students encounter in translation, and teachers' responses to question 4 which asked the teachers the difficulties they perceive students to have, are presented as mean scores and standard deviations.

Table 11

Difficulties in Translation

Difficulties	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Lack of Turkish vocabulary knowledge	3.96	.94	3.66	1.17	2.55	1.09
Lack of Turkish grammar knowledge	4.16	.84	3.98	1.02	2.90	1.02
Lack of English grammar knowledge	2.84	.95	2.52	.99	2.40	.59
Lack of English vocabulary knowledge	1.93	.92	1.92	.77	1.80	.76
Inability to get the general meaning	3.34	.83	3.36	.96	3.10	.64
Lack of topic knowledge	3.57	.89	3.38	.83	3.20	.61
Selecting the closest meaning in a dictionary	3.35	1.13	3.24	1.08	2.90	.85
Translating structures which do not have exact correspondence	3.73	5.79	2.72	1.01	2.50	1.05

Note. UGSs= Undergraduate Students, GSs= Graduate Students, M= Mean, SD= Standard Deviation, Rating scale for students and teachers: 1=always difficult, 2=often difficult, 3=sometimes difficult, 4=rarely difficult, 5=never difficult

The analysis of the data in Table 11 indicates that the lack of English vocabulary knowledge is seen by both students and teachers as the most frequent source of difficulty in translation (UG M=1.93, G M=1.92, T M=1.80). Mean scores for all three groups are below 2, indicating that lack of

English vocabulary knowledge is "often a source of difficulty". All three groups agree that lack of English grammar knowledge was the second greatest source of difficulty for students. However, although G and UG students reported that they sometimes have difficulty because of the lack of English grammar knowledge (UG M=2.84, G M=2.52), teachers' responses indicate that students often have difficulty because of the lack of English grammar knowledge (T M=2.40). One interesting finding of the results is that although teachers assume lack of Turkish grammar and vocabulary knowledge is sometimes a source of difficulty (T M=2.55 and 2.90), students' responses indicate that they rarely find difficulty in translation because of the lack of Turkish grammar and vocabulary knowledge (UG M=3.96 and 4.16, G M=3.66 and 3.98). However UG students are more consistent in their responses regarding Turkish grammar and vocabulary difficulties (UG SD=.94 and .84) compared to G students (G SD=1.17 and 1.02). Besides the difficulties reported above, in the "other" option, some of the teachers stated that changing the word order from English into Turkish was an important source of difficulty in translation, since the word order of these two languages is quite different.

In Table 12, data are presented related to student strategies in dealing with their major problem: encountering an unknown word while translating. (question 6 in SQ, and question 5 in TQ)

Table 12

The Strategies Students Use When They Encounter an Unknown Word

Strategies	Groups					
	UGSs (N=50)		GSs (N=50)		Ts(N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Asking the teacher	2.52	.97	2.68	.93	1.90	.71
Guessing the meaning from context	2.86	.83	2.68	.84	3.65	.75
Looking up in a bilingual dictionary	2.44	1.01	2.02	.91	2.40	.82
Looking up in a bilingual and then in a monolingual dictionary	4.20	1.02	4.00	1.05	4.15	.74
Looking up in a monolingual dictionary only	4.12	1.22	4.24	.84	4.35	1.04

Note. UGSs= Undergraduate Students, GSs= Graduate Students, M= Mean, SD= Standard Deviation, Rating scale for students and teachers; 1= always, 2=often, 3=sometimes, 4=rarely, 5= never

In Table 12, students' responses show students mostly look up in a bilingual dictionary when they encounter an unknown word while translating (UG M=2.44, G M=2.02). On the other hand, teachers reported that students mostly ask teachers the meaning of unknown words when they are translating (T M=1.90), whereas students reported that they sometimes ask teachers the meaning of unknown words (UG M=2.52, G M=2.68). The findings also indicate that, although students reported that they sometimes follow the strategy of guessing the meaning of unknown words from context (UG M=2.86, G M=2.68), teachers responses indicate that students

rarely follow this strategy (T M=3.65). In short, the findings suggest that students do have vocabulary difficulty in translation, and that they do not seem to follow alternative strategies such as looking up word in a monolingual dictionary only (UG M=4.12, G M=4.24, T M=4.35) or checking the meaning of a word in a monolingual dictionary (UG M=4.20, G M=4.00, T M=4.35) which might help the students with their vocabulary problems.

Category 3: Attitudes toward the Course

In this category, students' and teachers' feelings about the current translation course and the materials used in this course were sought (questions 12 ,13 in SQ; questions 11,12 in TQ). The researcher asked these questions in order to define the current situation and compare it with students' expressed needs and interests later assessed.

In Table 13, data related to the students' and teachers' attitudes toward the current translation course are presented as mean scores and standard deviations (Student question 13, Teacher question 12).

Table 13

Attitudes toward the Existing Translation Course

Criteria	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Relevant to students purposes	3.42	1.12	2.90	1.16	2.45	.82
Well organized	2.68	1.20	2.90	1.12	3.20	.76
Adequate class hours	3.06	1.31	3.34	1.23	2.90	1.25
Enjoyable	2.54	1.43	2.75	1.26	2.45	.82
Standardization of the materials among classes	3.24	1.19	3.10	1.27	2.65	1.04

Note. UGSs= Undergraduate Students, GSs= Graduate Students, Ts= Teachers, M= Mean, SD= Standard Deviation . Rating scale for students and teachers: 1= strongly agree, 2=agree, 3=neutral, 4=disagree, 5 Strongly Disagree

In Table 13, both G and UG students seem to be neutral with respect to all class features, since their mean scores fall between 2.54 and 3.42. On the other hand, teachers' responses indicate that teachers tend to be positive about the course being enjoyable (T M=2.45) and being relevant to students' purposes (T M=2.45). Therefore, it can be inferred that neither G nor UG students are satisfied with any of the elements of translation course design and delivery. Teachers do not show satisfaction with any of the elements either, except about the course being enjoyable and relevant to students purposes. Hence, the results may suggest that

reconstruction of the translation course given at YADIM is necessary.

In table 14 the three groups responded to the question which inquired about attitudes regarding the current translation materials being used (question 12 in SQ, question 11 in TQ).

Table 14

Attitude towards the Currently Used Translation Instructional Materials

Criteria	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Interesting	2.98	1.09	2.80	1.30	3.00	.85
Appropriate language level	2.22	1.23	2.36	1.06	2.65	1.34
Good layout	2.72	1.08	2.84	.99	3.40	1.14
Relevant to students departmental study	4.32	0.72	3.88	1.11	3.90	.96

Note. UGSs= Undergraduate Students, GSs= Graduate Students, Ts= Teachers, M= Mean, SD= Standard Deviation, Rating scale for students and teachers : 1= strongly agree, 2=agree, 3=neutral, 4=disagree, 5=Strongly Disagree

The results in Table 14 clearly show that all three groups agree on the fact that the materials used in the translation lessons are not relevant to students' departmental study (UG M=4.32, G M=3.88, T M=3.90). However, as was previously indicated in Table 10, being prepared for

the departmental study by translating materials in their field of study is the primary purpose of the students in translation lessons. The findings also show that both G and UG students seem to agree that the language level of the materials used in the lessons is appropriate (UG M=2.22, G M=2.36), whereas teachers seem to be neutral (T M=2.65). About the other criteria, such as the materials being interesting and materials having a good layout, all three groups seem to be neutral, since their mean scores fall between 2.72 and 3.40. Because none of the three groups express satisfaction with any of the aspects of the materials used in the lessons, this may suggest rethinking of material selection and preparation for the translation lessons at YADIM.

Category 4: Instructional Factors

This category related to student preferences for how they would like to study translation. Students replied to questions 7, 9, 10, 19 and teachers were asked questions 6, 8, 9, 20, which were parallel to the students' questions.

In Table 15, student responses as to how they would like to practice translation and teacher responses as to how they presently direct translation practice are presented with mean scores and standard deviations (Question 7 in SQ, Question 6 in TQ).

Table 15

Preferences for Translation Practice

Preferences	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Alone	2.68	1.28	3.24	1.15	2.00	.79
In pairs	2.36	1.04	1.92	.96	2.55	.68
In small groups	3.32	1.20	2.88	1.42	3.30	.92
Outside class (homework)	2.90	1.43	4.22	1.05	2.85	.67

Note. UGSs= Undergraduate students, GSs= Graduate students, Ts= Teachers, M= Mean, SD= Standard Deviation, Rating scale for students and teachers: 1= always, 2=often, 3=sometimes, 4=rarely, . 5= not at all

In response to question 7, G and UG students focused on practicing translation in pairs (UG M=2.36, G M=1.92 ; close to 2=often). Teachers, on the other hand, favored students practicing translation alone (T M=2.00). The results imply that teachers might use pair work activities in translation lessons more, rather than typically directing students to individual study. The results also indicate that the attitudes of G and UG students toward translation study outside classroom differ, since UG students sometimes want to study outside class (UG M=2.90), whereas G students rarely want to study outside class (G M=4.22).

In Table 16, are shown the techniques used in translation classes. The researcher did not ask students' preferences with respect to technique, because she aimed to find out which techniques are used and which are not (SQ question 8, TQ question 7)

Table 16

Techniques Used in the Translation Lessons

Techniques	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
First s-by-s individual translation ,then s-by-s whole class discussion	1.80	1.03	2.30	1.22	1.95	.68
Comparing two parallel texts on the same topic , (e.g.) one in English , one in Turkish	4.61	0.67	4.57	.76	4.35	.81
Translating back into the original language	4.78	0.50	4.83	.47	4.40	.88
Bringing texts to the classroom, then selecting one of them to translate	4.22	1.09	3.53	1.35	3.40	1.09
Listening to a text, taking notes and then translating the notes taken	4.18	1.04	4.34	.80	4.50	1.05
Comparing students' translation with the original version	4.1	1.24	3.95	1.25	3.60	1.23

Note. s-by-s =sentence by sentence, UGSs= Undergraduate Students, GSs= Graduate Students, Ts= Teachers, M= Mean, SD= Standard Deviation, Rating Scale for students and teachers: 1= always, 2=often, 3=sometimes, 4=rarely, 5= never

The results in Table 16, indicate that the main technique used in translation lessons is first translating sentence by sentence and then discussing sentence by sentence answers with the whole class (UG M=1.80, G M=2.30, T M=1.95). Teachers' and students' responses to the other techniques, indicate that these techniques are rarely or never used (mean scores between 3.53 and 4.83). This shows that the teachers rely on one technique and underuse others which might help develop certain translation skills and add variety to the lessons.

In table 17, students' preferences for teaching approaches in the translation lessons and actual teaching approaches teachers use are displayed (question 9 in SQ, question 8 in TQ).

Table 17

Preferences for the Teacher's Approach

Approaches	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Teacher explains all grammar points and selects the texts	2.22	1.07	2.48	1.19	2.20	1.15
Teacher explains all grammar points, students select the texts	2.30	1.01	2.22	1.25	3.20	1.10
Students present all grammar explanations and select the texts	3.08	1.42	2.86	1.32	4.10	.91

Note. UGSs= Undergraduate Students, GSs= Graduate Students, Ts= Teachers. M= Mean, SD= Standard Deviation. Rating scale for students: 1=very much, 2=much, 3=some, 4=a little, 5=none. Rating Scale for teachers: 1=always, 2=often, 3=sometimes, 4=rarely, 5=never

The results in table 17 indicate that both G and UG students often prefer the teachers to explain all grammar points, but would like to be involved in text selection (UG M=2.30, G M=2.22). However teacher responses show that the students are sometimes involved in material selection (T M=3.20). Findings also indicate that students sometimes would like to present the grammar points in translation lessons (UG M=3.08, G M=2.86), although they are rarely allowed to present grammar points (T M=4.10). In this respect it can be said that students would like to be involved in learning process more both in terms of grammar explanation and material selection.

Students' preferences for the correction techniques are presented in Table 18.

Table 18

Preferences for Correction Techniques in Translation Lessons

Correction Techniques	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
T.(Teacher) corrects with the whole class	2.50	1.26	2.20	1.24	2.00	.91
T. corrects outside the classroom individually	1.00	1.56	2.90	1.46	3.20	1.28
T. provides an answer key	2.80	1.42	3.04	1.51	2.80	.69
T. indicates troublesome parts, students study these	1.72	1.01	1.72	.99	2.90	.78

Note. T= Teacher, UGSs= Undergraduate Students, GSs= Graduate Students, Ts= Teachers, M= Mean, SD= Standard Deviation. Rating scale for students: 1= very much, 2=much, 3=some, 4=a little, 5=none, Rating scale for teachers: 1=always, 2=often, 3=sometimes, 4=rarely, 5=never

The results in Table 18 indicate that while UG students' uppermost preference for the correction technique is being corrected outside classroom individually (UG M=1.00), G students prefer to be provided with the opportunity of correcting their own translation with the help of the teachers who indicate the troublesome parts and let students work on those troublesome parts (G M=1.72). However, teachers sometimes indicate troublesome parts and let students work on these parts in order to correct themselves (T M=2.90).

Teacher results indicate that they often correct student translations with the whole class ($T M=2.00$). The results suggest that teachers might encourage students to correct their own translations or help the students outside the classroom individually more.

In Table 19 and 20, teachers' and students' preferences for the duration and the starting point of the translation lessons are presented (question 19 in SQ, question 18 in TQ).

Table 19

Preferences for the Duration and the Starting Point of the Translation Instruction

Level	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=50)	
	f	%	f	%	f	%
Level 1	7	14.0	13	26.0	1	5
Level 2	15	30.0	25	50.0	6	30
Level 3	27	54.0	10	20.0	6	30
Level 4	1	2.0	2	4.0	7	35
Total	50	100	50	100	20	100

Note. UGSs= Undergraduate Students, GSs= Graduate Students, Ts= Teacher,

The results in Table 19 show that 98% of UG students want to start translation courses before level 4 (They now

actually start at level 4). Similar to UG students, 76% of the G students would like to start studying translation earlier too, either at level 2 or level 3. Although the majority of the G students (50%) want to start studying translation at level 2, the majority of UG students (54%) want to start at level 3 which might indicate that G students would like to start translation instruction earlier. On the other hand, although 35% of the teachers would like to start giving translation lessons at level 4, a level preferred by neither G nor UG students, 30% of teachers prefer to start at level 2 and 30% prefer to start at level 3. Thus, general results indicate while the students would like start studying translation earlier than the level they currently start, teachers do not seem to agree on the level to have the students start translation instruction among themselves.

Students' and teachers' preferences for the duration of the translation course are displayed in Table 20.

Table 20

Preferences for the Hour of Translation Instruction per Week

	Groups					
	UGSs (N=50)		GSs (N=50)		TSs(N=20)	
In a week	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Hours	6.05	2.37	9.08	1.98	5.05	2.76

Note. UGSs= Undergraduate Students, GSs= Graduate Students, Ts= Teachers, M= Mean, SD= Standard Deviation

As the results in Table 20 indicate, G students who currently study translation five hours a week at level 3 and level 4, would like to study translation for about nine hours a week (G M=9.08). However, UG students who study translation 6 hours a week at level 4 prefer to continue studying translation 6 hours a week (UG M=6.05). Considering the duration preferences of the students with the preferences of the starting point of the translation course, the majority of both G students would like to start earlier and study translation for a longer period. UG students, on the other hand, want to continue studying translation for 6 hours a week, as is now, however they want to start earlier. Thus it can be inferred that both G and UG students want to study translation more. Teachers, on the other hand, prefer students to study translation five hours a week. However, the SD scores for all three groups show that none of the groups show homogeneity among themselves (UG SD=2.37, G SD=1.98, T SD=2.76).

Category 5: Instructional Materials

The items in this category asked students their preferences for the types of instructional materials (SQ question 11) and translation topics (SQ question 14). The parallel questions which were asked to the teachers sampled the types of materials (TQ question 10) and topics currently studied in translation lessons (TQ question 13) in order to find out whether students' preferences are met.

Table 18 presents the responses to question 11 (in SQ) and question 10 (in TQ).

Table 21

Preferences for the Type of Instructional Material

Type of Instructional Material	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Texts from magazines or newspapers	2.00	1.21	1.98	1.00	2.00	.91
Texts from the Core language course book	3.50	1.07	3.46	1.01	3.20	1.28
Texts from a translation textbook	2.44	1.12	3.10	.03	2.80	.69
Texts related to the departments	1.32	.74	1.48	.73	2.90	.78
Complex sentences prepared by the teacher	2.52	1.32	2.20	1.19	2.30	.92

Note. UGSs= Undergraduate Students, GSs= Graduate Students, Ts= Teachers, M= Mean, SD= Standard deviations, Rating scale for students: 1=very much, 2=much, 3=some, 4=a little, 5=none, Rating scale for teachers: 1=always, 2=often, 3=sometimes, 4=rarely, 5=never

The results in Table 21 indicate that translation texts related to the departments constitute the uppermost preference for both G and UG students (mean scores close to 1; UG M=1.32, G M=1.48). Secondly, UG and G students prefer authentic materials from magazines and newspapers as the instructional material in translation lessons (G M=2.00, G M=1.98). On the other hand, teacher responses show that texts related to the departments as instructional materials in the

translation lessons is teachers' next to the last preference (T M=2.90). Teachers use authentic texts from magazines or newspapers and their own materials including complex sentences from various sources as the primary translation materials in the translation lessons (T M=2.00 and 2.30). The results may also imply that there is little sharing of materials among teachers and classes, since teachers usually prefer to use their own materials (T M=2.30). This suggests that students' needs and interests are not being met adequately with respect to text selection.

In Table 22, students' responses to question 14, which asked them to tick three topics they are interested in and teachers' responses to question 13, to tick three topics that they usually focus on in translation lessons, are presented. Since each teacher and student was allowed to tick three topics, the researcher treated the number of G and UG responses as 150 and teachers as 60, and did the frequency and percentage analysis according to these figures.

Table 22

Preferences for the Topic of the Instructional Materials

Topics	Groups					
	UGSs (N=150)		GSs (N=150)		Ts (N=60)	
	f	%	f	%	f	%
Science and technology	16	10.6	37	37	16	26.6
Popular Cultures	5	3.3	11	11	5	8.3
Education	9	6	25	25	9	15
Sports and Entertainment	36	24	7	7	2	3.3
Medicine	2	1.3	11	11	1	1.66
Art	1	0.6	-	-	1	1.66
Politics	-	-	7	7	-	-
Current Events	42	28	33	33	14	23.30
Fashion	28	18.6	2	2	-	-
Business	12	8	16	16	13	21.6
Total	150	100	150	100	60	100

Note. UGSs= Undergraduate Students, GSs= Graduate Students, Ts= Teachers,

Table 22 indicates that the three topics UG students are interested in are current events, and sports and

entertainment, and fashion. The three topics that G students are interested in are science and technology, current events, and education. On the other hand, teachers' responses indicate that they usually focus on the topics related to science and technology, current events, and business in translation. This shows that G students' interest in the topic of education and UG students' interest in the topic of fashion, and sports and entertainment are not dealt with adequately in the lessons. In the "other" option at the end of the questionnaire, 8 G students, 12 UG students and 2 teachers responded. All the G students, and 5 UG students stated that they prefer materials related to their departments. Two of the UG students stated that they want to translate materials about tourism, one of them about music, one of them from literature, and three of them about current events all over the world. The teachers who responded to this part indicated that there should be a few more topics, but did not suggest any. The results suggest that since G and UG students' interests vary, different topics may be appropriate for these two groups. However, besides general topics, materials related to their departments should also be used in the translation lessons.

Category 6: Attitudes Toward Translation Skill

Since translation has long been questioned in language teaching and often accused of having detrimental effects on language acquisition, the researcher in this category aimed to find out both students' and teachers' attitudes toward

translation as a skill in general. Table 23 displays students' responses to question 15 which asked in what ways students feel translation is beneficial in general language development and teachers' responses to question 18, how teachers perceive students benefit from translation in their general language development.

Table 23

Benefits of Translation

Type of Benefits	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Improving vocabulary	2.02	1.07	1.70	.86	2.25	1.02
Understanding complex structures	2.14	1.29	2.34	1.30	2.50	.94
Guessing words in context	2.96	1.04	2.78	1.05	3.45	1.82
Understanding different language styles	3.26	1.08	3.80	1.19	2.80	1.70
Using dictionary efficiently	4.52	.86	4.04	1.14	4.25	.71

Note. UGSs= Undergraduate Students, GSs= Graduate Students, Ts= Teachers, M= Mean, SD= Standard Deviation, Rank means: The subjects ranked the items from 1 (most profitable) to 5 (least profitable)

As the results in Table 23 indicate, both students and teachers agree on the fact that improving vocabulary is the most beneficial aspect of translation (UG M=2.02, G M=1.70, T

M=2.25). Also both students and teachers agree that understanding complex structures is the second most beneficial aspect of translation study (UG M=2.14, G M=2.34, T M=2.50). Understanding different styles in a language, which is usually stated as the most important benefit of translation instruction in literature when used as an end in itself, is not considered to be important (G M=3.80, UG M=3.26, T M=2.80) which may imply that translation at YADIM is likely to be seen as a tool to improve vocabulary and grammar, but not as an end and as a separate skill in itself.

Table 24 presents student and teacher responses to the inquiry as to whether translation is seen as a taught or a natural skill (question 16 in SQ, question 14 in TQ)

Table 24

Attitudes toward Translation: A Taught or a Natural Skill

	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
Translation is	f	%	f	%	f	%
Taught	37	74	33	67	16	80
Natural	13	26	17	33	4	20
Total	50	100	50	100	20	100

Note. UGSs=undergraduate students, GSs=Graduate students, Ts=Teachers

As the results in Table 24 indicate, 74% of UG students, 67% of G students and 80% of teachers, which constitute the majority believe that translation is a taught skill. This may suggest that just as academic writing or reading, translation should be considered as an academic discipline which can be taught and learnt and should be given special attention.

In Table 25, students' and teachers views on how much translation contributes to language proficiency are displayed (question 17 in SQ, question 16 in TQ).

Table 25

The Contribution of Translation to Language Proficiency

Translation's contribution to language proficiency is	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	f	%	f	%	f	%
very much	21	42.0	20	40.0	4	20.0
much	16	32.0	20	40.0	11	55.0
some	8	16.0	8	16.0	4	20.0
not much	3	6.0	-	-	1	5.0
none	2	4.0	-	-	-	-
Total	50	100	50	100	50	100

Note: UGSs= Undergraduate Students. GSs= Graduate Students, Ts= Teachers,

The responses indicate that 74% of UG students, 80% of G students and 75% of teachers believe that translation contributes to their language proficiency a lot. In this respect, there is no significant difference between G and UG students' attitudes toward the value of translation. Compared to students, only 20% of teachers believe that translation contributes to students' language proficiency very much, which may be because that students do not give enough attention to translation instruction, thus the students do not benefit from translation adequately. In short, the overall response data from this table indicates that translation contributes to language proficiency.

Table 26 shows students' responses to question 18 and teachers responses to question 19 which measured how confident students feel in various skill areas, including translation. With this question the researcher aimed to find out whether the assumption that translation gives students a sense of confidence in relation to other skills is true.

Table 26

The Amount of Confidence Students Feel in Language Skills

Skills	Groups					
	UGSs (N=50)		GSs (N=50)		Ts (N=20)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Reading	2.26	1.33	1.82	1.04	2.35	1.22
Speaking	3.80	1.30	4.24	1.06	4.40	1.14
Translation	2.68	1.22	2.76	1.36	1.95	.94
Writing	2.84	1.29	3.06	1.21	3.75	1.07
Listening	3.42	1.41	3.10	1.09	2.35	1.04

Note. UGSs= Undergraduate Students, GSs= Graduate Students, Ts= Teachers, M= Mean, SD= Standard Deviation. Rank means: The subjects ranked the items from 1 (most confident) to 5 (least confident)

As the results in Table 26 indicate, reading is given as the skill in which the students feel most confident (UG M=2.26, G M=1.82). Students rank translation as the second skill they feel most confident in (UG M=2.68, G M=2.76). On the other hand, teachers strongly agree that students feel most confident in the skill area of translation (T M=1.95). Although teachers' and students' responses differ slightly in regard to the sense of confidence translation provides, the findings show that translation does give students a sense of confidence.

Category 7: Teachers' Attitudes toward Taking Part in
Translation Training and in Curriculum Preparation

The researcher first asked the teachers how they view additional training for translation. Secondly, the researcher asked whether teachers would like to take part in curriculum preparation for a translation course, and if "Yes", on which aspect of course preparation they would like to work. Because teachers are central figures in course construction and course use.

In Table 27, teachers' responses with respect to additional translation training (TQ question 19), are displayed.

Table 24

Teachers' Attitudes toward Additional Translation Training

	Ts (N=20)	
I am interested in additional training in teaching translation	f	%
very much	5	25.0
somewhat	11	55.0
not interested	4	20.0
Total	20	100

Note. Ts=Teachers

The results indicate that only 25% of the teachers are enthusiastically interested in additional training for a translation course, while 55% of them are somewhat interested. However, 20% of teachers are not interested in additional training. The variety in answers might be because of teachers' various teaching experiences. The results may suggest that teachers who are interested should be provided with additional training for translation.

In Table 28, the percentages of teachers who would like to be involved in curriculum preparation for the translation course are presented (question 20 in TQ).

Table 28

Teachers' Attitude toward Being Involved in Preparing Curriculum for the Translation Course

Group (20 Ts)		
	f	%
Yes	9	45.0
No	11	55.0
Total	20	100

Note. Ts=Teachers

As the results in Table 28 indicate, 55% of the teachers do not want to be involved in curriculum preparation for a translation course, whereas 45% of teachers who might be

particularly interested in translation want to be involved in curriculum preparation. This may suggest that only voluntary teachers should take part in curriculum preparation. Related to this table, is Table 29 in which the responses of the 45% of the teachers who would like to be involved in curriculum preparation are analyzed. The responses indicate teachers' preferences for the type of curriculum preparation work they would like to be involved in.

Table 29

Teachers' Preferences for the Types of Curriculum Work

Ts (N=9)		
Parts of Curriculum Preparation	<u>M</u>	<u>SD</u>
Material selection	1.63	.92
Hour setting	2.81	1.07
Working with departments	3.09	1.44
Setting class schedules	3.63	1.78
Teaching methodology	3.81	1.60

Note. Ts=teachers, M=Mean, SD=Standard Deviation, Rank means: The teachers ranked the items from 1 (the most preferred) to 5 (the least preferred)

The results reported in Table 29 show that most of the teachers would like to work in the material selection part of curriculum preparation (T M=1.63). Although rank mean score

for working with departments in curriculum preparation is 3.09, teachers should be encouraged to take part in this phase of curriculum preparation, if YADIM decides to use materials related to students' field of study.

Further Comments on the Translation Course Given at YADIM.

A few subjects from each group answered this part of the questionnaire. Most of the answers come from G students. A few of them commented on course hours and stated that the course hours were not enough. Some indicated that the materials should be chosen from students' interests and more carefully. Two of the G students suggested translation within the departments. Only three UG students responded to this part of the questionnaire. One of them reported that translation lessons were very enjoyable and the class hours should be increased, the other stated that translation lessons were very boring, and the last one suggested enriching the materials used in translation hours. One teacher commented in this part and stated that classes should be homogeneous according to the students' departmental study.

The results of the questionnaire analysis will be used to draw broader conclusions in Chapter 5. In the second part of Chapter 4, interview data will be analyzed.

Interview Analysis

Interviews, which were conducted with 15 departmental representatives from various departments, were the second source of data in this study. To analyze the data, the researcher firstly generated categories which were derived from the questions asked to the departmental representatives. In each category, she specified the main themes stated by the representatives and classified the results in interview data tables. The categories that the researcher generated are as follows.

- 1-The role of translation in departmental study
- 2-The reasons behind the use of translation in departmental study
- 3-The difficulties that students encounter while translating
- 4-Departmental expectations from the translation course given at YADIM.
- 5-Departmental attitudes toward cooperation with YADIM staff

Category 1: The Role of Translation in Departmental Study

In this category the researcher asked departmental representatives to informally rank the language skills according to the need felt in departmental studies. Although the researcher intended to have the representatives rank all the language skills, most of them mentioned only two most important language skills. Below are the points made by the administrators.

Table 30

The Role of Translation in Departmental Study among the Other
Language Skills

<u>Points</u>	<u>Frequency</u>
1. Reading is the most and translation is the second most important skill.	8
2. Translation is not important for the departmental study at all	2
3. Reading is the third most important skill for departmental study	2
4. Students need all language skills equally	3

As the results in Table 30 indicate, reading is considered the most important skill for the students in their departmental study. Most of the departmental representatives agreed on the fact that translation is the second most important skill. Three administrators claimed that language and language learning is holistic and should not be separated into skills. They reported that if students are good at reading, they would logically be good at translation, and also stated that each skill is equally important in the departmental study. Translation is expressed as the least important and the least used skill in departmental study by two departmental representatives.

Category 2: The Reasons behind the Use of Translation

In this category the researcher tried to find out how G and UG students use translation in their departments in order to better specify their needs. The representatives differentiated G and UG students needs as shown in Table 31.

Table 31

The Reasons Behind the Use of Translation in Departmental Study

Reasons	Frequency
1. To review the literature related to their field of study to write their thesis (Graduate Students)	10
2. To inform colleagues about a conference they attend (Graduate Students)	2
3. To review the things taught during the lesson (Undergraduate students)	2
4. To be able to express themselves both in English and in Turkish (Both graduate and undergraduate students)	4
5. To pass nationwide and scholarship exams (Graduate Students)	2
6. To demonstrate understanding or to ask questions in the lessons (Both Graduate and Undergraduate students)	4
7. To understand what they read (Both Graduate and Undergraduate students)	10
8. To make up Turkish terminology in their field of study	1
9. To write the abstract of their thesis (Turkish to English translation) (Graduate Students)	1
10. For their prospective workplace (Both Graduate and Undergraduate students)	3

The points mentioned in the table above show that G and UG students use translation for different purposes in the departments. It is stated that G students usually use translation to benefit from the literature related to their field of study for their thesis. However UG students usually use translation to demonstrate their understanding or ask questions during the lessons. Almost all the departments reported that translation is important, especially for G students, since in scholarship exams language proficiency is assessed only through translation. Moreover, it is stated that nationwide exams are given in Turkish which makes it obligatory for the students to know how to express themselves in their field of study both in English and in Turkish. One view to translation seems to be nationalistic, because it is claimed that students should translate English words into Turkish in their field and make up their own Turkish terminology.

Category 3: The Difficulties that Students Encounter while
Translating

The difficulties that students encounter usually determine the characteristics of educational planning. Therefore, the researcher in this category tried to find out the difficulties that students have in translation:

Table 32

The Difficulties that Students have in Translation

<u>Source of Difficulties</u>	<u>Frequency</u>
1. Lack of Turkish vocabulary knowledge	3
2. Lack of English grammar knowledge	5
3. Lack of English vocabulary knowledge (terminology)	5
4. Being unable to understand the gist	8
5. Inability to use dictionaries	2
6. No difficulty perceived	1

With this question, the researcher aimed to find out the difficulties students encounter in translation in their departments. The results indicate that the main source of difficulty is the inability to get the gist of the text for students, since they are primarily expected to translate the main idea of a text in the departments which requires understanding of the gist. The departmental representatives reported that students sometimes interpret and translate the text incorrectly. Two other important difficulties perceived by the departmental staff are the lack of English grammar and vocabulary knowledge. One administrator noted that their students do not have any difficulty in translation. The results may suggest that although translating the main idea

is of utmost importance both for G and UG students, it still constitutes the primary source of difficulty for students.

Category 4: Departmental Expectations from the Translation
Course Given at YADIM

To specify curriculum content for the translation course it is necessary to find out what departmental expectations are. In Table 30, the expectations and the number of administrators who share the expectations are given.

Table 33

Departmental Expectations

<u>Expectations</u>	<u>Frequency</u>
1-To teach translation techniques (i.e., where to start to translate a sentence)	5
2- To prepare students for departmental study by translating subject area texts	4
3- First to teach translation techniques by translating texts on general topics, later to prepare students for departmental study	3
4-To help students understand what they read	4
5- To teach students summary translation	1

As can be seen in Table 33, 5 of the departmental representatives think that YADIM should teach general translation techniques (i.e., how to start translation, how

to find the closest meaning etc.) because they believe once the students acquire the ability to translate, they can translate texts related to their departments. However, the majority of the departmental representatives (7) expects YADIM to prepare students for their departmental study, either by only using texts related to the students field of study, or by using subject area texts as complementary to the texts written on general topics. Four departmental representatives expect translation lessons to develop students' reading ability. The results show that the techniques of how to translate, both in general topics and in students' field of study, should be taught.

Category 5: Departmental Attitudes toward Cooperation with
YADIM Staff

As indicated by previous findings, the departments expect YADIM to develop students translation skill and to prepare students for the departmental study. To prepare students for the departmental study may include the terminology of the different subject areas. However, as most of the departmental representatives have realized, this requires translation course teachers specialized in one area such as in agriculture, engineering, business etc. With regard to their expectations, the researcher asked the departmental representatives what kind of a contribution they can provide. In the following table, various offers of the

departments for cooperation with YADIM teachers are displayed.

Table 34

Departments' Attitudes toward Cooperation with YADIM Staff

The offers	Frequency
Assigning instructors from their own department	1
Participating in students' translation presentations	1
Helping with material selection and the terminology	9
Helping with the terminology only	1

The results show that most of the departments offered to help with material selection and terminology. One of the department representatives indicated that he could assign one of the instructors to study with G students (i.e., the instructors could give assignments and check these together with the students). The administrator states that this can create closer relationships between the departments and the G students. In short, almost all the departments stated that they can help and work with YADIM. This may suggest YADIM to think more seriously about giving translation lessons related to the students field of study.

In the following chapter, the findings of the interview and questionnaire data will be discussed in more detail and recommendations for curriculum development will be summarized.

CHAPTER 5 CONCLUSIONS

The intent of this study was firstly to prepare curriculum guidelines for the translation course given at YADIM by investigating student needs (students' and teachers' views), content and instructional factors of the current and the preferred translation course, and departments expectations. Secondly the researcher aimed at identifying students' and teachers' attitudes toward the existing translation course and translation as a skill in general. 100 students including 50 graduate and 50 undergraduate students, 20 translation course teachers at YADIM, and 15 departmental representatives from various departments of Cukurova University participated in this study. Two questionnaires which were parallel to each other were administered to the subjects, one to the students and one to the teachers at YADIM. The questionnaires consisted of similar questions with some additional ones specific to the groups. There were ranking , Likert-scale rating, multiple choice, Yes/No questions and only one open-ended question in the questionnaires. The questions mainly dealt with seven themes which were used to generate categories for the analysis of the data. The categories were as follows.

1. Need for translation
2. Difficulties in translation
3. Attitudes toward the course
4. Instructional factors
5. Instructional materials

6. Attitudes toward translation skill

7. Teachers' attitudes toward taking part in translation training and curriculum preparation

The second source of data was interviews which were conducted with 15 departmental representatives most of whom were administrators or decision-makers in their departments. In this chapter general results drawn from the categories of questionnaires and interviews will be presented in relation to research questions. At the end of the chapter curriculum guidelines specific to the translation course at YADIM will be developed according to the literature and the results gathered from the general results.

General Results Drawn from the Questionnaires

Category 1: Need for Translation

The research questions that the findings of this category respond to are as follows:

- What are the needs of the students(G & UG) in translation? (students' and teachers' views)
- Are the G and UG students' translation needs and attitudes similar?

Both G and UG students believe that translation is the most important skill for their departmental study. They assume that the primary skill they will need in translation will be extensive translation (the main idea), rather than intensive (sentence by sentence) translation.

However in the present lessons, main idea translation is not studied adequately. Teachers focus on almost all translation foci equally in the lessons. There is disagreement between G and UG students regarding the specific use of translation in departmental studies. G students state that they will need translation primarily in order to review the literature for their thesis, projects, assignments and so forth. On the other hand, UG students believe that they will need translation mostly to note down what they understand during the lectures. To be prepared for departmental study and improve vocabulary are the primary translation study purposes of students. However, teachers feel that passing the translation test at YADIM is the primary goal for students, although it is reported as the least important purpose by the students. This may indicate that although the students are not exam-focused, teachers teach translation according to the translation test given at YADIM.

Category 2: Difficulties in Translation

This theme identifies students' difficulties in translation, and their main strategies to overcome the difficulties. Since the difficulties that students encounter and the strategies they follow gives an idea about students' needs, the category relates to the following research question:

or the materials used in the course being standard among classes, they do not express satisfaction with the other course aspects either. This suggests that a redesign of the translation course is necessary. With regard to the instructional material used in the translation lessons, it can be said that although texts related to the departmental subject are students' main focus, the present materials are not chosen according to the students' field of study. This well may decrease motivation in the lessons.

Category 4: Instructional Factors

This category together with the next category answers the following research questions:

- What are the current content and instructional factors of the translation course at YADIM?
- What form and content should curriculum guidelines take so as to optimally influence the effective re-design of the translation course at YADIM?

The results of the study show that there is a mismatch between instructional practice students prefer and what teachers do for practice of translation in the class. Students' major preference is for pair-work activities which can profitably be done with translation activities, whereas teachers mostly have students practice alone, which minimizes the communicative side of translation.

In the translation lessons at YADIM, students do not practice various techniques which can improve their translation skill and bring variety to the lessons. Most of the time students translate sentence by sentence individually and then discuss the sentences as a whole class. This technique may prevent students from practicing translation at the discourse level which should be the main objective of the any translation course given at upper-intermediate or advanced levels.

Although students, especially G students would like to contribute to the materials selection in the translation lessons, their opinions are not taken into consideration. It is important to assign students to find texts on a given topic. This helps prepare them for the translation of the actual material in the classroom.

Most of the students prefer teachers to correct their translation outside class individually or by determining the troublesome parts and allowing them to work on their translation again. However, teachers correct students' errors with the whole class.

Both G and UG students would like to start translation courses earlier and study for longer hours than they currently do. The students' desire to study translation for a longer time can be solved by giving the translation course intensively at one or two levels, instead of delivering it to all levels.

Category 5: Instructional Materials

Texts related to the departmental topics are the most preferred type of materials by the students. However, this may be difficult since the classes are heterogeneous. One suggestion is that homogenous subject-based assignments can be given once or twice a week to the students. In other translation lessons, since the classes are heterogeneous, materials on general topics can be used. The general topics that UG and G students are interested in differ a lot. UG students' main interests are current events, sports and entertainment, and fashion. G students, on the other hand, are mainly interested in science and technology, current events, and education. Therefore, it may be inappropriate to use the same materials in both G and UG classes.

Category 6: Attitudes Toward Translation Skill

This category provides answers to the following research questions:

- What are the students' (G & UG) and teachers' attitudes towards the value of translation as a general skill and the existing translation course?
- Are the G and UG students' translation needs and attitudes similar?

Students and teachers report that improving vocabulary and understanding complex structures are the most profitable aspects of translation. Other aspects such

as understanding different language styles, guessing words in context, using the dictionary efficiently were not considered profitable, although they are focused on in any translation course given at the advanced level. This result may indicate that translation is used as a tool to improve vocabulary or understanding complex structures at YADIM, rather than seen as an end in itself. The majority of the teacher and student groups believe that translation is a taught skill rather than a natural skill, which indicates that translation is considered to be an academic discipline that can be taught and learnt such as academic writing and reading. Both students and teachers agree on the fact that translation contributes to general language proficiency a lot. Both G and UG students feel most confident in the skill of reading, followed by translation.

Category 7: Teachers' Attitudes toward Taking Part in Translation Training and in Curriculum Preparation

Responses here provide answer to the following research question:

-Do teachers feel competent when they are teaching translation? What additional support do they require?

While only a few teachers want to take translation training "very much", most of them state that they are somewhat interested. This result might still encourage the administrators to establish a translation training for

teachers. Such training is not available in the language teaching field.

Approximately half of the teachers want to take part in translation curriculum preparation, especially in regard to selection of materials.

How these research findings relate to the recommendations in literature will be dealt with in the discussion part.

General Results of the Interviews

The findings of the interviews provide answer to the following research question:

- What are the expectations of departments for their students (G & UG) from the translation course given at YADIM?

Departmental representatives differentiate the use of translation for G and UG students in departmental study. The representatives indicate that G students use translation primarily to review the literature written in their field of study for their thesis, projects and so forth, whereas UG students use translation during the lessons to note down what they have understood. The findings show that departments expect YADIM to prepare students for departmental studies by translating subject area texts and to improve students' translation skill. In this respect, most of the departments reported that the

departments can help YADIM with the material selection and with subject-area terminology.

Departmental representatives indicated that students have difficulty in translation because they do not understand the gist. Thus, translation activities which require students to understand the gist, such as main idea translation should be involved in curriculum.

Discussion of the Results

In this study it has been found out that both teachers and students think translation is a taught skill, like reading, writing, listening and speaking and that it contributes to language proficiency a lot. Therefore these findings support the claim that translation is an academic discipline that can be taught and learnt (Cordero, 1984). These findings also strengthen the claim that translation is a skill which contributes to students' general language proficiency.

Students also feel that translation helps them with vocabulary. This finding follows Ulyrich (1986) who points out that translation develops both receptive and productive lexical abilities, through the process of selecting the most appropriate vocabulary. Thus, vocabulary development can develop sensitivity to the language, which is one of the sub skills of translation.

Although vocabulary development cited is as the most profitable aspect of translation instruction by the

students, it is also identified as the greatest barrier that students encounter while translating, since they do not use some of the strategies that might help them with vocabulary mastery. To help solve this problem, Rivers (1976) states that students should be trained to use both bilingual and monolingual dictionaries. Monolingual dictionaries are particularly useful in checking the meanings and features of the lexical items. "Research the Subject", which is suggested by Percival (1983) as a step in the translation procedure is another way to help students get used to the terminology or the subject matter of the text. Encouraging students to research the subject matter helps students acquire one of the specific skills of a translator, that is the ability to research the topic of the texts being translated (Newmark, 1991).

The results show that some modification should be made on the materials used in the lessons. The suggestions made by Cordero (1984) appear to support the students' preferences at YADIM. Cordero (1984) suggests that in the beginning of the course, texts written in a descriptive, factual style should be selected whose structure can lend itself well to the study of distinctions of syntax and of the contrastive aspect of sentence and paragraph formation. Later on authentic texts from magazines or newspapers can be used according to the students' needs and interests. This fits well with students' preferences at YADIM. The students may first be given texts related to

their field of study which are usually written in descriptive and factual style, and then authentic texts from magazines or newspapers. As students study in their field of study, they will master their field of study which is cited as a specific skill of a translator (Newmark, 1991).

Students like pair-work activities in translation lessons. A suggestion for a pair-work activity from Sainz (1992) is that after the students finish their individual translation, they compare their translations in pairs in class. Sainz (1992) points out that this kind of pair-work activity can help students realize when a better translation occurs. Pairs can come to an agreement in choosing the most appropriate translation, when two versions seem equally valid to them.

Although many methodologists (Duff, 1989; Parks, 1982; Rivers, 1978; Ulyrich, 1985) think that translation should be taught at advanced levels, after they become competent in the other four skills, students prefer to start studying translation earlier and study it for a longer period of time. This may imply that students not only want to study translation as an end in itself, but also as a means to improve their English.

Both G and UG students' willingness to study translation for a longer time, and belief that it contributes substantially to their language proficiency level a lot supports the view that "Cognitively oriented

learners who are usually adults value translation more" (Heltai, 1989, p.289). The findings of the study also supports the view that translation gives students a sense of achievement (Heltai, 1989).

To date, there has been little written on error correction in translation lessons. However, these findings show that UG students like to be corrected in class, whereas G students like to be corrected individually outside class.

Limitations of the Study

Present students and teachers at YADIM, and departmental representatives from various departments of Cukurova University participated in this study in order to determine the needs and opinions about the translation course given at YADIM. However, because of time constraints, the graduates of YADIM who are currently doing their departmental study or are involved in a workplace, did not participate in the study which would have given an additional dimension to the study.

Suggestions for Further Research

In this study the researcher has found out the expectations of students and departments without considering the individual needs of the departmental instructors. However, expectations might differ from department to department. Therefore, in the following

years a needs assessment might be conducted within each department, which would increase communications between YADIM and departmental staff, and would make the translation course more purposeful.

Pedagogical Implications: Curriculum Development

The analysis of data gathered from students, teachers, and administrators, and the review of literature are implemented in the following guidelines for a translation course according to the KILA model described in Chapter 2. In the model there are four considerations as Rodgers (1990) suggests. A more complete overview of the KILA model is given in the last section of Chapter 2. The first element of the model is knowledge considerations:

Knowledge Considerations;

Knowledge considerations include the organization and derivation of content (input) and anticipated learner outcomes (output). Knowledge Considerations also involve the assumptions about what language is. According to these knowledge consideration characteristics, the following considerations can be written about translation curriculum guidelines:

1) General considerations

- a) Start with discourse level focus rather than sentence by sentence translation.

- b) Use short but complete texts.
- c) Move from extensive (main idea) focus to intensive (sentence by sentence) focus.
- d) Make students aware that there is not always a one- to-one correspondence between languages.
- e) Encourage students to examine several candidates' translations and then select the most appropriate translation equivalents.
- f) Show students the characteristics of a good and a bad text translation to improve their understanding of a good translation.

2) Input

- a) Move from informative highly-structured texts (e.g. scientific) texts to more authentic texts with different structures and styles from magazines or newspapers.
- b) Use both difficult and easy texts in terms of their lexicon, structure and style to prevent avoidance strategies.
- c) Include some oral and some written translation (e.g. for UG students 30\70 for whom the main use of translation is to translate what they understand in the lessons and 20\80 for G students for whom the main use of translation is to review the literature in their field of study).
- d) Texts should first be L2 to L1, later the course might cover L1 to L2 texts.

3) Output

- a) Translating the main idea, summary, abstract, synopses as the first focus.
- b) Some oral presentations of main idea in L1.
- c) New vocabulary focus both in their field of study and on topics of their interests.
- d) Improving general reading ability.
- e) Developing the following translation skills:
 - The ability to write well in a variety of registers in the target language.
 - Having a good cultural background knowledge of the target language.
 - To research the topic of the texts being translated, and to master one specialty.
 - A good reading knowledge in the target language (Newmark, 1991).

Instructional Considerations

Instructional considerations include the factors which affect the design and the delivery of instruction, and reflect the views not only of teachers but of paraprofessionals, resource people, content specialists and other staff in the program. In short, instructional considerations are the instructional methods. The following stages are involved in the basic instructional method of translation (The model is adopted from Percival, 1983: Techniques and Presentations):

1. Read through the text:

Before starting to translate, read through the text to be translated to establish the mood and style of the original and to ascertain the exact meaning.

2. Research the subject:

This stage includes both reference and dictionary work.

This stage should be the "input" part of the basic instructional method. First, teachers may provide students with documentation written on the same topic of the text to be translated; later, students can be assigned to find the documentation texts. In the research stage students should also be encouraged to use monolingual dictionaries to check the meanings of unknown words.

3. Translate in Draft:

After reading the whole document, consider a paragraph separately, then a sentence, then the components of that sentence.

Students should keep lists of the most important terms for each text, or keep a separate word list for each subject.

4. Discussion:

Discuss the translation in pairs or in groups. Since students get very close to the text during translation, it should be discussed to ensure that the original text has not been misunderstood.

5. Correction:

Teacher corrects students' translation either in class or individually outside class.

Learner Considerations

Learner considerations include social background characteristics, world views and learning expectations, preferred learning styles and strategies. According to the results gathered through the needs assessment, the following points should be considered about the learners:

1. Encourage learners to be open and positive about sharing and critiquing translations with pairs.
2. Involve the learners in material selection- choose texts according to the students' interests.
3. Use materials on different topics for G students (e.g., science and technology, current events, education) and UG students (e.g., fashion, sports and entertainment, current events).
- 4) Use different correction techniques according to students' learning styles.

Administrative Considerations

Administrative considerations determine the scale, pace and style of the educational delivery. Administrative considerations for the translation course at YADIM are as follows:

1. Have class assignments given to the students homogeneously by subject rather than by skill level.

2. Encourage cooperation between the prep school and departmental staff. Especially ask the subject area instructors to help in material selection for translation and understanding of terminology.
3. Set up a separate skill course for translation
4. Increase translation hours
5. Provide access to an expert in translation for those who are interested in additional translation training
6. Encourage standard curriculum course development and use
7. Establish a resource center for materials sharing
8. Provide incentives for teacher-based curriculum development

To sum up, a translation course curriculum based on these considerations will make the course more purposeful and effective in the following years.

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Appendix A

Level 3 and Level 4 Translation Course Teaching Orders

LEVEL 3 / G - TRANSLATION

WEEK	NAME OF THE BOOK(S)		PAGES / EXERCISES NO(S)
1	Sentence	Translation Methods	109 - Ex.16 Comparisons
	Paragraph	Healthy Eating	50
	Text	Business in the Future	
2	Sentence	İngilizce Çeviri Klavuzu	62 - Ex.25 Too - Enough 225 - Ex.24 Connectives
	Paragraph	A Conviction	
	Text	The Urban Crisis	
3	Sentence	Translation Methods	46 - Ex.13 Tenses 77 - Ex.15 Prepositions
	Paragraph	Thinking about a problem(Case 1)	
	Text	Television	
4	Sentence	İngilizce Çeviri Klavuzu Translation Methods	146 - Ex.144 Wish Clauses 186 - 187 Reported Speech
	Paragraph	Ghostly Barking/Legions of the Lost Human vs. animals	
	Text	Cabies	
5	Sentence	Translation Methods	127 - Ex.124 Gerund/Inf.-Participle 154 - Ex.21 Causatives
	Paragraph	TV has a tremendous effect on children	
	Text	What is the secret of long-life lamps?	
6	Sentence	İngilizce Çeviri Klavuzu Translation Methods/İng.Cev.Klav. Translation Methods	148 - Ex.20 Relatives 113 - Ex.107 Passives 84 - Ex.14 Modals
	Paragraph	Story 2/Emphasizing a point-Case	
	Text	What is a watt - hourmeter?	
7	Sentence	Translation Methods	127 - Ex.18 If
	Paragraph	Influenza and Colds	
	Text	Sound and Noise	
8	Sentence	İngilizce Çeviri Klavuzu Translation Methods/Cev.Klav.	147-148 Ex.146 Relative Pronouns 139 Ex.19 Passives
	Paragraph	Distinction between a solid and a liquid Distinction between a gas and a liquid	

LEVEL 4 / G - TRANSLATION

EX:	NAME OF THE ARTICLE(S)	PAGES / EXERCISES NO(S)
1	Paragraph - Face in the floor ✓ - Trade Routes to the East ✓	
	Text - Everyone knows that you're not... ✓	
2	Paragraph - Three Myths ✓ ✓ ✓ - The Vegetarian Answer ✓ - Girl in a Raincoat ✓ - Mt. Everest ✓ - Lesson of Death ✓	
	Text - Business magnate Sakıp Sabancı ✓	
3	Paragraph - The Sexes ✓ - Assertiveness ✓	
	Text - What I have lived for. ✓	
4	Paragraph - How do we get it. ✓ - <u>Collection and Storage</u> ? - Contemporary Marriage ✓	
	Text - The Genius of Leonardo ✓ - Words Split by Infinitives ✓	
5	Paragraph - The Human Impact ✓ - The Global Economy ✓	
	Text - Computers for the Masses ✓	
6	Paragraph - Good Friends.... ✓ - Developments in Telecommunications ✓	
	Text - English for Translation ✓ (Unit 28 - 29)	
7	Paragraph - How healthy are you. ✓	
	Text - Water, water everywhere..... ✓ - Japanese Style..... ✓	
8	Paragraph - The E.E.C. ✓	
	Text - Methods of Education..... ✓ - The Psychology of Money ✓ - Genetic Engineering..... ✓	

LEVEL 4 / UG - TRANSLATION

WEEK	NAME OF THE BOOK(S)		PAGES / EXERCISES NO(S)
1	Sentence	Translation Methods ✓ " " " " " " Ingilizce Çeviri Klavuzu ✓	46-47-48 ✓ Tense Revision 64-85 ✓ Modals 109+ Comperatives 109-147 ✓ Passive 112-113-114 Passive
	Paragraph & Text	Thinking about a Problem ✓ Conviction ✓ When I was at school The E.E.C. / LXXXVI Personal Transition Face in the Floor	
2	Sentence	Translation Methods ✓ " "	154 ✓ Causative 127-128 ✓ Participles/Gerunds
	Paragraph & Text	Healthy Eating ✓ The Human Impact on the Environment TV Plays Emphasizing a Point ✓ Lesson of Death Trade Routes to the East Language Similarities Mt. Everest	
3	Sentence	Translation Methods Ingilizce Çeviri Klavuzu ✓ " "	271-272 ✓ Noun Clause 190 ✓ Noun Clause/Whoever ✓ 62-63+ Too / Enough
	Paragraph & Text	How healthy are you Our Planet Contemporary Marriage Human Versus Animals ✓	
4	Paragraph & Text	Holiday in Space Sick Building Syndrome What I have lived for Eczacıbaşı Skylife Three Myths The Sexes Distinction Between Gas and Liquid Refrigeration	
5	Sentence	Translation Methods " "	97-98 ✓ Prepositions 291-2-3-4+ Adverbial Clauses
	Paragraph & Text	Water water everywhere Efficient Reading Assertiveness Simple Distillations From Counting to Computers	Paragraph 3

EK	NAME OF THE BOOK(S)		PAGES / EXERCISES NO(S)
6	Sentence	Translation Methods İngilizce Çeviri Klavuzu " "	251-252 + Relative Clause 147 + Present/Past Passive ✓ 147-148-149 + Relative Clauses !
	Paragraph & Text	The Genius of Leonardo Teaching Au-pair	
7	Sentence	İngilizce Çeviri Klavuzu Translation Methods " " " "	145 + Wish Clauses 188-189-190 + Gerund/Inf/Participles 206 + Inverted Sentences ✓ 127-128 + If Clause
	Paragraph & Text	Japanese Style Influenza and Colds How do we get it Television ✓	
8	Sentence	İngilizce Çeviri Klavuzu Translation Methods Translation Methods	175-76-77-79 + Conjunctions ✓ 225-226 + Conjunctions 306-314 + Karışık Çeviri Örnekleri

Appendix B

Departmental Fifth-Scale Package Programs Used to Assess
Graduate Students in the Proficiency Test

	ANABİLİM DALLARI	OKUMA	YAZMA	GEVİRİ	KONUŞMA	DİNLEME
01	Bahçe Bitkileri	X	X	X	X	X
02	Bitki Koruma	X	X	X	X	X
03	Biyoloji	X	X	X		
04	Çevre Mühendisliği	X	X	X		
05	Endüstri Mühendisliği	X	X	X	X	X
07	Fizik	X	X	X	X	X
08	Gıda Mühendisliği	X	X	X	X	X
09	İnşaat Mühendisliği	X	X	X		X
06	Elektrik-Elektronik Müh.	X	X	X	X	X
10	Jeoloji Mühendisliği	X	X	X		
11	Kimya	X	X	X		X
15	Matematik	X	X	X		
12	Maden Mühendisliği	X	X	X		
13	Makina Mühendisliği	X	X	X	X	X
14	Mimarlık	X	X	X	X	X
16	Peyzaj Mimarlığı	X	X	X	X	X
18	Su Ürünleri	X	X	X		
20	Tarla Bitkileri	X	X	X		
23	Tarımsal Yapılar ve Sulama		X	X	X	
21	Tarım Ekonomisi	X	X	X		
22	Tarım Makinaları	X	X	X		
24	Tekstil Mühendisliği	X	X	X		-
25	Toprak	X	X	X	X	X
26	Zootekni	X	X	X		
19	Sahne Sanatları	X	X	X	X	X
	Müzik	X	X	X	X	X

Sosyal
Bilimler
Enstitüsü

Appendix C

STUDENT QUESTIONNAIRE FOR TRANSLATION COURSES

Dear friends! This questionnaire is for part of my studies in the MA TEFL program at Bilkent University. It is designed to find out your opinions about translation skill in general as well as about the translation course given at YADIM. The purpose of my study is to make the translation course at YADIM more purposeful and efficient in the following years.

I assure you that any information given to me will be kept confidential. Although cooperation is voluntary, I hope you will consider taking part in this study.

FIGEN SAT

PART 1 (Personal Information)

Faculty : _____

Department : _____

Age : _____

School level : _____ Graduate _____ Undergraduate

Sex : _____ Male _____ Female

PART 2

- 1) Put the following language skills in order of importance for your department (1 for the most important, 5 for the least)

_____ Reading

_____ Speaking

_____ Translation

_____ Listening

_____ Writing

- 2) For what purposes do you think you will use translation in your departments? Put the following purposes in order of their probability ? (1 for the most probable , 4 for the least)

_____ Taking notes in the lectures

_____ Translating various texts to prepare term papers, report or weekly home assignments

_____ Demonstrating understanding in the lectures

_____ Taking notes while studying the required course books at home.

OTHER ; Please explain _____

- 3) How important do you think the following translation skills will be for your departmental study ? (Please circle)

1	2	3	4	5
very imprtant	important	somewhat important	a little important	not important at all

- | | | | | | |
|---|---|---|---|---|---|
| a) Translating precisely word by word and sentence by sentence. | 1 | 2 | 3 | 4 | 5 |
| b) Translating the main idea of the text. | 1 | 2 | 3 | 4 | 5 |
| c) Translating and making inferences (conclusions) about the text, such as its word choice, style, purpose etc. | 1 | 2 | 3 | 4 | 5 |
| d) Translating and forming your own opinions about the text. | 1 | 2 | 3 | 4 | 5 |

- 4) How important to you are the following purposes in studying translation ? (besides the fact that it is a requirement) (please circle)

1	2	3	4	5
very important	important	somewhat important	a little important	not important at all

- | | | | | | |
|---|---|---|---|---|---|
| a) To pass the translation test in the level and proficiency exams given at YADIM | 1 | 2 | 3 | 4 | 5 |
| b) To improve vocabulary | 1 | 2 | 3 | 4 | 5 |
| c) To learn / consolidate complex structures | | | | | |
| d) To become aware of various language styles, e.g.: Formal Vs Informal | 1 | 2 | 3 | 4 | 5 |
| e) To be prepared for the departmental study by translating subject area texts. | 1 | 2 | 3 | 4 | 5 |

OTHER ; please explain _____

- 5) How often do you experience the following difficulties while translating ?
(please circle)

1 = always	2 = often	3 = sometimes	4 = rarely	5 = never
------------	-----------	---------------	------------	-----------

- | | | | | | |
|---|---|---|---|---|---|
| a) Lack of Turkish language grammar knowledge. | 1 | 2 | 3 | 4 | 5 |
| b) Lack of Turkish language vocabulary knowledge | 1 | 2 | 3 | 4 | 5 |
| c) Lack of English language grammar knowledge | 1 | 2 | 3 | 4 | 5 |
| d) Lack of English language vocabulary knowledge | 1 | 2 | 3 | 4 | 5 |
| e) Inability to get a general idea about a text | 1 | 2 | 3 | 4 | 5 |
| f) Lack of topic knowledge | 1 | 2 | 3 | 4 | 5 |
| g) Finding the closest meaning of words in context in a dictionary | 1 | 2 | 3 | 4 | 5 |
| h) Translating structures which do not have exact corresponding in Turkish e.g. Present Perfect Tense | 1 | 2 | 3 | 4 | 5 |

OTHER; Please explain _____

- 6) How often do you use the following strategies when you encounter an unknown word while translating in the lesson ? (Please circle)

1 = always	2 = often	3 = sometimes	4 = rarely	5 = never
------------	-----------	---------------	------------	-----------

- | | | | | | |
|--|---|---|---|---|---|
| a) Asking the teacher | 1 | 2 | 3 | 4 | 5 |
| b) Guessing the meaning from the context. | 1 | 2 | 3 | 4 | 5 |
| c) Looking up in a <u>bilingual</u> (English-Turkish and Turkish-English) dictionary | 1 | 2 | 3 | 4 | 5 |
| d) First, looking up in a <u>bilingual</u> (English and Turkish-English) and then in a <u>monolingual</u> (English-English) dictionary | 1 | 2 | 3 | 4 | 5 |
| e) Looking up in a <u>monolingual</u> (English-English) dictionary only. | 1 | 2 | 3 | 4 | 5 |

OTHER; Please specify _____

- 7) How often would you like to practice translation in the following ways ? (Please circle)

1 = always	2 = often	3 = sometimes	4 = rarely	5 = never
------------	-----------	---------------	------------	-----------

- | | | | | | |
|-----------------------------|---|---|---|---|---|
| a) Alone | 1 | 2 | 3 | 4 | 5 |
| b) In pairs | 1 | 2 | 3 | 4 | 5 |
| c) In small groups | 1 | 2 | 3 | 4 | 5 |
| d) In class | 1 | 2 | 3 | 4 | 5 |
| e) Outside class (Homework) | 1 | 2 | 3 | 4 | 5 |

- 8) How often do you use the following translation techniques in the translation lessons ? (Please circle)

1 = always	2 = often	3 = sometimes	4 = rarely	5 = never
------------	-----------	---------------	------------	-----------

- | | | | | | |
|---|---|---|---|---|---|
| a) First translating individually sentence by sentence and then discussing each translated sentence with the whole class | 1 | 2 | 3 | 4 | 5 |
| b) Comparing two parallel text on the some topic; one in English the other in Turkish. | 1 | 2 | 3 | 4 | 5 |
| c) Translating back into the original original language (English), After a period. e.g. after a month. | 1 | 2 | 3 | 4 | 5 |
| d) Finding texts from various sources e.g. articles from magazines, newspaper and discussing their discourse and textual features with the whole class in order to select a translation material for the class. | 1 | 2 | 3 | 4 | 5 |
| e) Listening to a text and taking notes of important points to translate later. | 1 | 2 | 3 | 4 | 5 |
| f) Comparing your own translation with an original published version | 1 | 2 | 3 | 4 | 5 |

OTHER; Please specify _____

- 9) What would you like the teacher's approach to be in the translation lessons ?
(Please circle)

1= very much	2= much	3= some	4= a little	5= none
--------------	---------	---------	-------------	---------

- | | | | | | |
|--|---|---|---|---|---|
| a) Teacher makes all grammar explanations and selects the translation texts | 1 | 2 | 3 | 4 | 5 |
| b) Teacher makes all grammar explanations; students contribute to the selection of translation texts | 1 | 2 | 3 | 4 | 5 |
| c) Students prepare grammar explanations, present to the whole class and they select their own translation texts | 1 | 2 | 3 | 4 | 5 |

OTHER: Please specify _____

- 10) How would you like the teacher to correct your translation ? (Please circle)

1= very much	2= much	3= some	4= a little	5= none
--------------	---------	---------	-------------	---------

- | | | | | | |
|--|---|---|---|---|---|
| a) Teacher corrects my translation in the classroom in front of the other students. | 1 | 2 | 3 | 4 | 5 |
| b) Teacher correct my translation outside the classroom individually | 1 | 2 | 3 | 4 | 5 |
| c) Teacher writes the correct forms on the blackboard or provides an answer key so that I can correct my own work | 1 | 2 | 3 | 4 | 5 |
| d) Teacher indicates the troublesome parts and let us work on them again, if we're unable to correct, teacher corrects at the end. | 1 | 2 | 3 | 4 | 5 |

OTHER; Please specify _____

- 11) What kind of translation materials would you like to translate in the translation lessons ? (Please circle)

1 = very much	2 = much	3 = some	4 = a little	5 = none
---------------	----------	----------	--------------	----------

- | | | | | | |
|---|---|---|---|---|---|
| a) Authentic texts from various sources
such as from magazines or newspapers | 1 | 2 | 3 | 4 | 5 |
| b) Texts from the core language (Grammar)
course book (Third-Fourth Dimension) | 1 | 2 | 3 | 4 | 5 |
| c) Texts from a specific translation
textbook | 1 | 2 | 3 | 4 | 5 |
| d) Texts from the books that might be
used in your departments | 1 | 2 | 3 | 4 | 5 |
| e) Teacher-prepared materials which
Includes various complex sentences | 1 | 2 | 3 | 4 | 5 |

OTHER; Please specify _____

- 12) What do you think of the translation materials you use in the translation lessons ?
(Please circle)

1 strongly agree	2 agree	3 neutral	4 disagree	5 strongly disagree
------------------------	------------	--------------	---------------	---------------------------

- | | | | | | |
|--|---|---|---|---|---|
| a) Interesting | 1 | 2 | 3 | 4 | 5 |
| b) Appropriate
language level | 1 | 2 | 3 | 4 | 5 |
| c) Good layout (format) | 1 | 2 | 3 | 4 | 5 |
| d) relevant to your further
departmental study. | 1 | 2 | 3 | 4 | 5 |

13) What do you think of the existing translation course ? (Please circle)

1 strongly agree	2 agree	3 neutral	4 disagree	5 strongly disagree
------------------------	------------	--------------	---------------	---------------------------

- | | | | | | |
|---|---|---|---|---|---|
| a) relevant to your purposes | 1 | 2 | 3 | 4 | 5 |
| b) well organized | 1 | 2 | 3 | 4 | 5 |
| c) Adequate (enough) class hours | 1 | 2 | 3 | 4 | 5 |
| d) Enjoyable | 1 | 2 | 3 | 4 | 5 |
| e) Standardization of the materials among the classes | 1 | 2 | 3 | 4 | 5 |

14) Put a tick (V) next to three of the following topics that you would prefer as translation topics most. If you are interested in other topics, write them down below others.

_____ Science and technology

_____ Popular cultures

_____ Education

_____ Sports and Entertainment

_____ Medicine

_____ Art

_____ Politics

_____ Current Events

_____ Fashion

_____ Business and Industry

OTHERS: Please specify _____

- 15) What aspect of the translation instruction do you feel you profit most from? Put the followings in order of the degree of profit you get? (1 for most profitable, 6 for the least)

_____ Improving vocabulary

_____ Understanding complex structures

_____ Having an overall idea about a text

_____ Understanding various language styles both in English and Turkish which change according to the situation they are used in e.g. ; formal Vs Informal.

_____ Using both bilingual (English-Turkish and Turkish-English) and monolingual (English-English) dictionaries efficiently

OTHER; Please specify _____

- 16) Do you think translation is mostly a natural or a taught skill ?

_____ natural skill

_____ taught skill

- 17) How useful do you find translation instruction in improving your English ?

_____ very much

_____ much

_____ some

_____ a little

_____ none

- 18) How confident do you feel yourself in the following language skills ? Put them in order of confidence you feel in them (1 for the most confident, 6 for the least)

_____ Reading

_____ Speaking

_____ Translation

_____ Writing

_____ Listening-

19) I would like to start taking translation lessons at level _____ ;
_____ hours a week.

20) Further comments and suggestions for the translation course

THANK YOU FOR YOUR PARTICIPATION
FİGEN ŞAT

Appendix D

TEACHER QUESTIONNAIRE FOR TRANSLATION COURSES

Dear colleagues! This questionnaire is for part of my studies in the MA TEFL program at Bilkent University. It is designed to find out your opinions about translation skill in general as well as about the translation course given at YADIM. The purpose of my study is to make the translation course at YADIM more purposeful and efficient in the following years.

I assure you that any information given to me will be kept confidential. Although cooperation voluntary, I hope you will consider taking part in this study.

FIGEN SAT

PART 1 (Personal Information)

Years of full time Teaching Experience:

_____ 1-4 years _____ 5-8 years _____ 9-16 years _____ 17-20 years

Have you ever done professional translation ?

_____ Yes _____ No

How have you taken translation training ? (Please tick all applicable)

_____ No training

_____ One university course

_____ In-service school

Other; Please explain _____

PART 2

- 1) For what purposes do you think your students will use translation in their department. Put the following in order of their probability (1 for the most probable, 3 for the least)

_____ Taking notes in the lectures

_____ Translating various texts to prepare term papers, report or weekly home assignments

_____ Demonstrating understanding in the lectures

_____ Taking notes while studying the required course books at home.

OTHER; Please explain _____

- 2) How important are the following translation skills in the translation course at YADIM?
(Please circle)

1	2	3	4	5
very important	important	somewhat important	a little important	not important at all

- | | | | | | |
|---|---|---|---|---|---|
| a) Translating precisely word by word and sentence by sentence. | 1 | 2 | 3 | 4 | 5 |
| b) Translating the main idea of the text. | 1 | 2 | 3 | 4 | 5 |
| c) Translating and making inferences (conclusions) about the text, such as its word choice, style, purpose etc. | 1 | 2 | 3 | 4 | 5 |
| d) Translating and forming your opinions about the text. | 1 | 2 | 3 | 4 | 5 |

- 3) How important are the following purposes in the translation course at YADIM ?
(Please circle)

1	2	3	4	5
very important	important	somewhat important	a little important	not important at all

- | | | | | | |
|---|---|---|---|---|---|
| a) To pass the translation test in the level and proficiency exams given at YADIM | 1 | 2 | 3 | 4 | 5 |
| b) To improve vocabulary | 1 | 2 | 3 | 4 | 5 |
| c) To learn \ consolidate complex structures | 1 | 2 | 3 | 4 | 5 |
| d) To become aware of various language forms e.g. formal Vs Informal | 1 | 2 | 3 | 4 | 5 |
| e) To be prepared for the departmental study by translating subject area texts. | 1 | 2 | 3 | 4 | 5 |

OTHER; please explain _____

- 4) How often do your students experience the following difficulties while translating? (please circle)

1 = always	2 = often	3 = sometimes	4 = rarely	5 = never
------------	-----------	---------------	------------	-----------

- | | | | | | |
|--|---|---|---|---|---|
| a) Lack of <u>Turkish</u> language grammar knowledge. | 1 | 2 | 3 | 4 | 5 |
| b) Lack of <u>Turkish</u> language vocabulary knowledge | 1 | 2 | 3 | 4 | 5 |
| c) Lack of <u>English</u> language grammar knowledge | 1 | 2 | 3 | 4 | 5 |
| d) Lack of <u>English</u> language vocabulary knowledge | 1 | 2 | 3 | 4 | 5 |
| e) Inability to get a general idea about a text | 1 | 2 | 3 | 4 | 5 |
| f) Lack of topic knowledge | 1 | 2 | 3 | 4 | 5 |
| g) Finding the closest meaning of words in context in a dictionary | 1 | 2 | 3 | 4 | 5 |
| h) Translating English structures which do not have exact corresponding in <u>Turkish</u> e.g. Present Perfect Tense | 1 | 2 | 3 | 4 | 5 |

OTHER; Please explain _____

- 5) How often do your student use the following strategies when they encounter an unknown word while translating ? (Please circle)

1 = always	2 = often	3 = sometimes	4 = rarely	5 = never
------------	-----------	---------------	------------	-----------

- | | | | | | |
|--|---|---|---|---|---|
| a) Asking the teacher | 1 | 2 | 3 | 4 | 5 |
| b) Guessing the meaning from the context | 1 | 2 | 3 | 4 | 5 |
| c) Looking up in a <u>bilingual</u> (English-Turkish or Turkish-English) dictionary | 1 | 2 | 3 | 4 | 5 |
| d) First, looking up in <u>bilingual</u> (English-Turkish or Turkish-English) dictionary and then in a <u>monolingual</u> (English-English) dictionary | 1 | 2 | 3 | 4 | 5 |
| e) Looking up in a monolingual (English-English) dictionary <u>only</u> . | 1 | 2 | 3 | 4 | 5 |

OTHER; Please specify _____

- 6) How often do students practice translation in the following ways ? (Please circle)

1 = always	2 = often	3 = sometimes	4 = rarely	5 = never
------------	-----------	---------------	------------	-----------

- | | | | | | |
|-----------------------------|---|---|---|---|---|
| a) Alone | 1 | 2 | 3 | 4 | 5 |
| b) In pairs | 1 | 2 | 3 | 4 | 5 |
| c) In small groups | 1 | 2 | 3 | 4 | 5 |
| d) In class | 1 | 2 | 3 | 4 | 5 |
| e) Outside class (homework) | 1 | 2 | 3 | 4 | 5 |

- 7) How often do you use the following translation techniques in the translation lessons ? (Please circle)

1 = always	2 = often	3 = sometimes	4 = rarely	5 = never
------------	-----------	---------------	------------	-----------

- | | | | | | |
|--|---|---|---|---|---|
| a) First students translate sentence by sentence, and then discuss each translated sentence with the whole class | 1 | 2 | 3 | 4 | 5 |
| b) Students compare two parallel text on the same topic; one in English the other in Turkish. | 1 | 2 | 3 | 4 | 5 |
| c) Students translate back their own translation into the original language (English) period. e.g. after a month. | 1 | 2 | 3 | 4 | 5 |
| d) In order to select their own material, students find texts from various source e.g. articles from magazines or newspapers and discuss their textual and discourse features. | 1 | 2 | 3 | 4 | 5 |
| e) Students listen to a text and take notes of important points to translate later. | 1 | 2 | 3 | 4 | 5 |
| f) Students compare their own translation with the original published versions. | 1 | 2 | 3 | 4 | 5 |

OTHER; Please specify _____

- 8) How often do you follow the following approaches in the translation course at YADIM ? (Please circle)

1 = always	2 = often	3 = sometimes	4 = rarely	5 = never
------------	-----------	---------------	------------	-----------

- | | | | | | |
|---|---|---|---|---|---|
| a) I make all grammar explanations and select the translation texts | 1 | 2 | 3 | 4 | 5 |
| b) I make all grammar explanations; students contribute to the selection of translation texts | 1 | 2 | 3 | 4 | 5 |
| c) Students prepare the grammar explanations and they select their own translation texts. | 1 | 2 | 3 | 4 | 5 |

OTHER; Please specify _____

- 9) How often do you use the following correction techniques in the translation lessons at YADIM ? (Please circle)

1 = always	2 = often	3 = sometimes	4 = rarely	5 = never
------------	-----------	---------------	------------	-----------

- | | | | | | |
|--|---|---|---|---|---|
| a) I correct students' translation with the whole group in front of the other students. | 1 | 2 | 3 | 4 | 5 |
| b) I correct students' translation outside the classroom individually | 1 | 2 | 3 | 4 | 5 |
| c) I write the correct forms on the blackboard or provide an answer key so that the students can correct their own work | 1 | 2 | 3 | 4 | 5 |
| d) I indicate trouble some parts, the students study on them again, if they are unable to correct, I correct at the end. | 1 | 2 | 3 | 4 | 5 |

OTHER; Please specify _____

- 10) What kind of materials do you use in the translation lessons at YADIM?
(Please circle)

1 = always	2 = often	3 = sometimes	4 = rarely	5 = never
------------	-----------	---------------	------------	-----------

- | | | | | | |
|--|---|---|---|---|---|
| a) Authentic texts from various sources
e.g. from magazines or newspapers | 1 | 2 | 3 | 4 | 5 |
| b) Texts from the core language (Grammar)
course book (Third-Fourth Dimension) | 1 | 2 | 3 | 4 | 5 |
| c) Texts from a specific translation
textbook | 1 | 2 | 3 | 4 | 5 |
| d) Texts from the books that might be
used in the students' departmental
study' | 1 | 2 | 3 | 4 | 5 |
| e) Your own materials which
Include various complex sentences
from various sources | 1 | 2 | 3 | 4 | 5 |

OTHER; Please specify _____

- 11) What do you think of the translation materials given to you by YADIM ?
(Please circle)

1 strongly agree	2 agree	3 neutral	4 disagree	5 strongly disagree
------------------------	------------	--------------	---------------	---------------------------

- | | | | | | |
|---|---|---|---|---|---|
| a) Interesting | 1 | 2 | 3 | 4 | 5 |
| b) Appropriate
language level | 1 | 2 | 3 | 4 | 5 |
| c) Good layout (format) | 1 | 2 | 3 | 4 | 5 |
| d) Relevant to the students'
further departmental study. | 1 | 2 | 3 | 4 | 5 |

11) What do you think of the existing translation course ? (Please circle)

1 strongly agree	2 agree	3 neutral	4 disagree	5 strongly disagree
------------------------	------------	--------------	---------------	---------------------------

- | | | | | | |
|---|---|---|---|---|---|
| a) Relevant to the students purposes | 1 | 2 | 3 | 4 | 5 |
| b) well organized | 1 | 2 | 3 | 4 | 5 |
| c) Adequate (enough) class hours | 1 | 2 | 3 | 4 | 5 |
| d) Enjoyable | 1 | 2 | 3 | 4 | 5 |
| e) Standardization of the materials among the classes | 1 | 2 | 3 | 4 | 5 |

13) Put a tick (V) next to three of the following topics that are most frequently used in the translation lessons at YADIM ?

_____ Science and technology

_____ Popular cultures

_____ Education

_____ Sports and Entertainment

_____ Medicine

_____ Art

_____ Politics

_____ Current Events

_____ Fashion

_____ Business and Industry

OTHERS; Please specify _____

14) Do you think translation is mostly a natural skill or a taught skill ?

_____ natural

_____ taught

15) What aspect of the translation instruction do you feel your students profit most from? Rank the followings from the most profitable aspect of translation (1) to the least profitable (6)

_____ Improving vocabulary

_____ Understanding complex structures

_____ Having an overall idea about a text

_____ Understanding various language forms both in Turkish and in English which change according to the context they are used in e.g. ; Formal Vs Informal.

_____ Using both bilingual (English-Turkish and Turkish-English) and monolingual dictionary efficiently.

OTHER; Please sprcify _____

16) How useful do you find the translation instruction for students in improving their English ?

_____ very much

_____ much

_____ some

_____ a little

_____ none

17) How confident do your students feel themselves in the following language skills ? Put them in order of confidence they feel in them.
(1 for the most confident, 5 for the least)

_____ Reading

_____ Speaking

_____ Translation

_____ Writing

_____ Listening

- 18) I'd rather have the students start taking translation instruction at level _____ ;
_____ hours a week.
- 19) Would you be interested in additional training in teaching translation ?
_____ very interested _____ somewhat interested _____ not interested
- 20) Would you like to be involved in preparing translation curricula ?
_____ Yes _____ No
- 21) If the answer to question 20 is "Yes", how would you like to be involved ? Rank the following aspects of preparing translation curricula in order of your preference (1 for the most preferred, 5 for the least)
- _____ Material selection
- _____ Hour setting
- _____ Working with departments
- _____ Setting class schedules
- _____ Teaching methodology
- 22) Further comments and suggestions for the translation course

THANK YOU FOR YOUR PARTICIPATION
FİGEN ŞAT

Appendix E

ÖĞRENCİ ÇEVİRİ KURSU ANKET SORULARI

Sevgili arkadaşlar,

Bu anket Bilkent Üniversitesinde, Yabancı dil olarak İngilizce öğretimi, yüksek lisans programındaki çalsımamın bir bölümünü oluşturmaktadır. Anket şu anda YADIM'de verilen çeviri kursu ve genel çeviri becerisi hakkındaki düşüncelerinizi ortaya çıkarmak için hazırlanmıştır. Çalışmanın amacı su anda YADIM'de verilen çeviri kurslarını ileriki yıllarda daha amaçlı ve daha etkili bir hale getirmektir. Vereceğiniz her türlü bilgi gizli tutulacaktır. Katılımınız çok değerli bilgiler sağlayacaktır, ancak bu isteğimize bağlıdır.

FİGEN ŞAT

BÖLÜM 1

Fakülte : _____

Bölüm : _____

Yaş : _____

Öğrenim durumu : _____ Yüksek lisans _____ Lisans

Cinsiyet _____ Bay _____ Bayan

BÖLÜM 2

1) Aşağıdaki dil becerilerini bölümünüz için önem derecelerine göre sıralayınız. (1=en önemli, 5=en az önemli)

_____ Okuma

_____ Konuşma

_____ Çeviri

_____ Dinleme

_____ Yazma

2) Sizce bölümünüzde çeviri becerisini hangi amaçlar için kullanacaksınız ? Aşağıdaki amaçları olasılık derecelerine göre sıralayınız. (1=en olası, 4=en az olası)

_____ Ders sırasında anladığını not etme

_____ Dönem ödevi, rapor ve haftalık ödevler hazırlamak için çeşitli metinler çevirme.

_____ Sınıf içi derslerde anladığını ifade etme.

_____ Okul dışında ders kitaplarına çalışırken anladığını not etme

DİĞER ; Lütfen açıklayınız _____

- 3) Sizce aşağıdaki çeviri çalışmalarını bölümünüzle ilgili çalışmalarınızda ne kadar önemli olacak? (Lütfen daire içine alınız)

1	2	3	4	5
cok önemli	önemli	biraz önemli	cok önemli değil	hic önemli değil

- a) Dikkatli bir şekilde kelime, kelime veya cümle, cümle çevirme. 1 2 3 4 5
- b) Metnin ana fikrini çevirme. 1 2 3 4 5
- c) Metnin çevirisini yapma ve kelime seçimi, amacı ve tarzı hakkında çıkarımlar yapma. 1 2 3 4 5
- d) Çeviri yapma ve metin hakkında kendi fikirlerini oluşturma. 1 2 3 4 5

- 4) Bir zorunluluk olmasının yanında aşağıdaki amaçlar çeviri dersi almanızda ne kadar önemli? (Lütfen daire içine alınız)

1	2	3	4	5
cok önemli	önemli	biraz önemli	cok önemli değil	hic önemli değil

- a) YADİM'de verilen "level" ve "proficiency" sınavlarındaki çeviri bölümünde başarılı olma. 1 2 3 4 5
- b) Kelime haznesi geliştirme. 1 2 3 4 5
- c) Karmaşık yapıları öğrenme ve pekiştirme
- d) Dilin değişik kullanımlarının farkına varma, örneğin resmi ve resmi olmayan dil. 1 2 3 4 5
- e) Bölümle ilgili metinler çevirerek bölüme hazırlanma 1 2 3 4 5

DİĞER ; Lütfen açıklayınız _____

- 5) Çeviri yaparken aşağıdaki zorlukları ne sıklıkla yaşıyorsunuz ?
(Lütfen daire içine alınız)

1 = her zaman	2 = sıklık	3 = bazen	4 = nadiren	5 = hiçbir zaman
---------------	------------	-----------	-------------	------------------

- | | | | | | |
|--|---|---|---|---|---|
| a) Türkçe dilbilgisi bilgisi yoksunluğu | 1 | 2 | 3 | 4 | 5 |
| b) Türkçe kelime bilgisi yoksunluğu | 1 | 2 | 3 | 4 | 5 |
| c) İngilizce dilbilgisi yoksunluğu | 1 | 2 | 3 | 4 | 5 |
| d) İngilizce kelime bilgisi yoksunluğu | 1 | 2 | 3 | 4 | 5 |
| e) Metin hakkında genel bir fikir edinememe | 1 | 2 | 3 | 4 | 5 |
| e) Konu bilgisi yoksunluğu | 1 | 2 | 3 | 4 | 5 |
| f) Konunun gelişine göre kelimelerin en yakın anlamlarını sözlükten bulamama | 1 | 2 | 3 | 4 | 5 |
| g) Türkçe'de tam karşılığı olmayan kelime ve yapıları çevirememme, örneğin Present Perfect Tense | 1 | 2 | 3 | 4 | 5 |

DİĞER; Lütfen açıklayınız _____

- 6) Çeviri dersinde çeviri yaparken bilinmeyen kelimelerin anlamını bulmak için aşağıdaki yolları ne sıklıkla kullanıyorsunuz? (Lütfen daire içine alınız)

1 = her zaman	2 = sıklık	3 = bazen	4 = nadiren	5 = hiçbir zaman
---------------	------------	-----------	-------------	------------------

- | | | | | | |
|--|---|---|---|---|---|
| a) Öğretmene sorma | 1 | 2 | 3 | 4 | 5 |
| b) Konunun gelişinden anlamı tahmin etme. | 1 | 2 | 3 | 4 | 5 |
| c) İngilizce-Türkçe veya Türkçe İngilizce sözlük kullanma. | 1 | 2 | 3 | 4 | 5 |
| d) Önce Türkçe-İngilizce yada İngilizce-Türkçe sözlüğe bakma sonra İngilizce-İngilizce sözlükten kontrol etme. | 1 | 2 | 3 | 4 | 5 |
| e) Sadece İngilizce-İngilizce sözlüğe bakma | 1 | 2 | 3 | 4 | 5 |

DİĞER; Lütfen açıklayınız _____

- 7) Çeviri çalışmalarını aşağıdaki şekillerde ne sıklıkla yapmak istersiniz ?
(Lütfen daire içine alınız)

1= her zaman 2= sıklık 3= bazen 4= nadiren 5=hiçbir zaman

- | | | | | | |
|-----------------------------|---|---|---|---|---|
| a) Yalnız | 1 | 2 | 3 | 4 | 5 |
| b) İki kişi beraber | 1 | 2 | 3 | 4 | 5 |
| c) Küçük gruplarda | 1 | 2 | 3 | 4 | 5 |
| d) Sınıf içerisinde | 1 | 2 | 3 | 4 | 5 |
| e) Sınıf dışında (ev ödevi) | 1 | 2 | 3 | 4 | 5 |

- 8) Aşağıdaki çeviri tekniklerini derslerde ne sıklıkla kullanıyorsunuz?
(Lütfen daire içine alınız)

1= her zaman 2= sıklık 3= bazen 4= nadiren 5=hiçbir zaman

- | | | | | | |
|--|---|---|---|---|---|
| a) Önce, yalnız başına cümle cümle çeviri yapma
sonra çevirisi yapılan her cumleyi sınıfca tartışma | 1 | 2 | 3 | 4 | 5 |
| b) Aynı konu üzerine biri İngilizce'de, biri Türkçe'de
yazılmış iki paralel metni karşılaştırma
her cümleyi sınıfça tartışma | 1 | 2 | 3 | 4 | 5 |
| c) Bir metnin kendi yaptığınız çevirisini
belli bir zaman sonra örneğin bir ay
sonra tekrar orjinal diline (İngilizce)
çevirme. | 1 | 2 | 3 | 4 | 5 |
| d) Çeşitli kaynaklardan metinler bulma
örneğin gazete ve dergilerden makaleler
gibi, sonra bunlardan birini çeviri
materyali olarak seçmek için herbirinin
konu ve yazım şekillerini tartışma. | 1 | 2 | 3 | 4 | 5 |
| e) Daha sonra çevirisini yapmak üzere
bir metni dinleme ve önemli noktalarını
not alma. | 1 | 2 | 3 | 4 | 5 |
| f) Bir metni kendi yaptığınız çevirisini,
orjinal yayınlamış bir çevirisiyle karşılaştırma | 1 | 2 | 3 | 4 | 5 |

DİĞER; Lütfen açıklayınız _____

- 9) Çeviri derslerinde öğretmenin yaklaşımının nasıl olmasını istersiniz ?
(Lütfen daire içine alınız)

1 = oldukça fazla	2 = fazla	3 = biraz	4 = az	5 = hiç
-------------------	-----------	-----------	--------	---------

- | | | | | | |
|--|---|---|---|---|---|
| a) Öğretmen bütün gramer açıklamalarını yapar ve çeviri metinlerini seçer. | 1 | 2 | 3 | 4 | 5 |
| b) Öğretmen bütün gramer açıklamalarını yapar; öğrenciler çeviri metinlerinin seçiminde katkıda bulunur. | 1 | 2 | 3 | 4 | 5 |
| c) Öğrenciler gramer açıklamalarına hazırlanır ve tüm sınıfa sunar, aynı zamanda çeviri metinlerini kendileri seçer. | 1 | 2 | 3 | 4 | 5 |

DİĞER; Lütfen açıklayınız _____

- 10) Öğretmenin yaptığınız çeviriyi nasıl düzeltmesini istersiniz? (Lütfen daire içine alınız)

1 = oldukça fazla	2 = fazla	3 = biraz	4 = az	5 = hiç
-------------------	-----------	-----------	--------	---------

- | | | | | | |
|--|---|---|---|---|---|
| a) Öğretmen yaptığım çeviriyi sınıf içerisinde diğer öğrencilerin yanında düzeltir. | 1 | 2 | 3 | 4 | 5 |
| b) Öğretmen yaptığımız çevirileri sınıf dışında herbirimizle şahsen düzeltir. | 1 | 2 | 3 | 4 | 5 |
| c) Öğretmen tahtaya doğru şekillerini yazar veya cevap anahtarları verir, böylelikle yaptığım çeviriyi kendi basıma düzeltebilirim | 1 | 2 | 3 | 4 | 5 |
| d) Öğretmen düzeltilecek kısımları belirtir ve tekrar üzerinde çalışmamıza izin verir, eğer yine düzeltemezsek öğretmen en sonunda kendisi düzeltir. | 1 | 2 | 3 | 4 | 5 |

DİĞER; Lütfen açıklayınız _____

11) Çeviri derslerinde ne tip materyaller çevirmek istersiniz? (Lütfen daire içine alınız)

1= oldukça fazla	2= fazla	3= biraz	4= az	5= hiç
------------------	----------	----------	-------	--------

- | | | | | | |
|---|---|---|---|---|---|
| a) Çeşitli kaynaklardan, örneğin bir dergiden veya gazeteden gerçek (authentic) metinler | 1 | 2 | 3 | 4 | 5 |
| b) Core Language dersinde okutulan ders kitaplarından (Third-Fouth Dimension) çeşitli metinler. | 1 | 2 | 3 | 4 | 5 |
| c) Belirli bir çeviri kitabından metinler. | 1 | 2 | 3 | 4 | 5 |
| d) Bölümünüzde kullanmanız olası ders kitaplarından metinler. | 1 | 2 | 3 | 4 | 5 |
| e) Öğretmenin kendisinin hazırladığı çeşitli karmaşık yapıları ayrı ayrı cümleler içeren materyaller. | 1 | 2 | 3 | 4 | 5 |

DİĞER; Lütfen açıklayınız _____

12) Derste kullanılan çeviri materyalleri hakkında ne düşünüyorsunuz ?
(Lütfen daire içine alınız)

1 son derece henfikir	2 hemfikir	3 tarafsız	4 hemfikir degil	5 kesinlikle hemfikir degil
-----------------------------	---------------	---------------	------------------------	-----------------------------------

- | | | | | | |
|--|---|---|---|---|---|
| a) İlginç | 1 | 2 | 3 | 4 | 5 |
| b) Dil seviyesi uygun | 1 | 2 | 3 | 4 | 5 |
| c) Şekil olarak güzel | 1 | 2 | 3 | 4 | 5 |
| d) İlerideki bölümünüzle ilgili çalışmalarınıza yönelik. | 1 | 2 | 3 | 4 | 5 |

- 13) Şu anki çeviri kursu hakkında ne düşünüyorsunuz ?
(Lütfen daire içine alınız)

1 son derece hemfikir	2 hemfikir	3 tarafsız	4 hemfikir değil	5 kesinlikle hemfikir değil
-----------------------------	---------------	---------------	------------------------	-----------------------------------

- | | | | | | |
|---|---|---|---|---|---|
| a) Amaçlarınıza yönelik | 1 | 2 | 3 | 4 | 5 |
| b) İyi düzenlenmiş | 1 | 2 | 3 | 4 | 5 |
| c) Ders saatleri yeterli | 1 | 2 | 3 | 4 | 5 |
| d) Zevkli | 1 | 2 | 3 | 4 | 5 |
| e) Sınıflar arası kullanılan materyallerde birlik | 1 | 2 | 3 | 4 | 5 |

- 14) Aşağıdaki konu başlıklarından tercih ettiğiniz üç tanesini işaretleyiniz (V). Eğer çeviri konusunda başka konularla ilgileniyorsanız lütfen belirtiniz.

_____ Bilim ve Teknoloji

_____ Popüler kültürler

_____ Eğitim

_____ Spor ve Eğlence

_____ Sanat

_____ Tıp

_____ Politika

_____ Güncel olaylar

_____ Moda

_____ İş ve Endüstri

DİĞER ; Lütfen belirtiniz _____

- 15) Çeviri derslerinin en fazla hangi yönünden yararlandığınızı hissediyorsunuz ?
Aşağıdaki elde ettiğimiz yarar derecesine göre sıralayınız.

(1=en yararlı, 5=en az yararlı)

_____ Kelime haznesini geliştirme

_____ Karmaşık yapıları anlama

_____ Konunun gelişinden bilinmeyen
kelimelerin anlamlarını tahmin etme

_____ Hem İngilizce hem Türkçe kullanıldıkları duruma göre değişen değişik dil
tarzlarını anlama, örneğin ; resmi ve resmi olmayan dil tarzları

_____ Türkçe- İngilizce , İngilizce-Türkçe ve İngilizce-İngilizce
sözcüklerini iyi kullanma

DİĞER; Lütfen açıklayınız _____

- 16) Sizce çeviri daha çok zaten varolan bir dil becerisi midir? yoksa öğretilen
dil becerisi midir?

_____ Zaten var olan _____ Öğretilen

- 17) Çeviri derslerini İngilizcenizin gelişmesinde ne kadar faydalı buluyorsunuz ?

_____ çok fazla _____ fazla _____ biraz _____ az _____ hiç

- 18) Aşağıdaki dil becerilerinde kendinizi ne kadar iyi (güvenli) hissediyorsunuz ?
Aşağıdakileri hissettiğiniz güven derecesine göre sıralayınız
(1= en iyi (güvenli), 5=en az iyi (güvenli))

_____ Okuma

_____ Konuşma

_____ Çeviri

_____ Yazma

_____ Dinleme

- 19) Çeviri derslerini almaya _____ seviyede (level) başlamak ve haftada _____ saat almak isterim.
- 20) YADIM'deki çeviri kursuna yönelik yorum ve öneriler.

KATILDIĞINIZ İÇİN TEŞEKKÜRLER
FİGEN ŞAT

Appendix F

INTERVIEW QUESTIONS

1. How would you rank the following language skills in order of importance for the students in departmental study?

Reading

Speaking

Listening

Writing

Translation

2. What is the use of translation in departmental study?

3. What difficulties do students encounter while translating in their departments?

4. What are your expectations from the translation course given at YADIM?

5. If YADIM decides to use materials related to the students' field of study, would you like to cooperate with YADIM staff? If "Yes", how would you like to contribute ?