Mariateresa Gammone / Mehmet Ali Icbay / Hasan Arslan
(eds.)

Recent Developments in Education

IASSR INTERNATIONAL ASSOCIATION OF SOCIAL SCIENCE RESEARCH

This book is the scholar work of International Association of Social Science Research (IASSR). It is printed with the financial support from IASSR. The papers are first reviewed by the independent reviewers, and then proof-read and edited by the editors. The opinions and views expressed in articles are not necessarily those of this volume's editors.

iassr.org

ISBN 978-83-943963-3-6 (E-book)

ISBN 978-83-943963-3-6 (Print)

© E-BWN 2017

All rights reserved.

All parts of this publication are protected by copyright. Any utilization outside the strict limits of the copyright law, without the permission of the publisher, is forbidden and liable to prosecution. This applies in particular to reproductions, translations microfilming, and storage and processing in electronic retrieval systems. This publication has been peer reviewed.

www.e-bwn.com

Table of Contents

Part I: Learning and Teaching

Veronica Lo Presti
Developing Digital Competences: Work Learn Trajectories in Italian School System 10

Mariateresa Gammone
One Village, Many Tribes, Countless Wolves. Dangerousness and Education in Western Thought 15

Inta Mieriņa, Ilze Koroļeva, Ieva Kārkliņa
What Future for Small Rural Schools? Different Views and Preferences in Latvia and Norway 21

Joseph W. Miller, Voon Chin Phua
Meritocracy in Singapore Education System 31

Kevin Norley
Factors Affecting, and Methods to Improve, the Language Development of EAL Learners 41

Jose María Barroso Tristán
Implicit and Explicit Conflict: Implications for Educational Relations 51

Konrad Gunesch
Foreign Language Learning In Transnational Higher Education: Cosmopolitan Multilingual Students As Citizens Of The World 59

Bengi Birgili, Ercan Kiraz
A Dilemma in Turkish Examination System: Open-Ended or Multiple-Choice? 69

Alina-Andreea Dragoescu
Languages in Contact: The Semantic Evolution of Turkish Loanwords in Romanian 79

Belgin Bal İncebacak, Esen Ersoy
Mathematical Reasoning Skills of 7th Grade Students 87

Esma Buluş Kirikkaya, Gülşah Bali
Investigation of the Relationship of Metacognitive Awareness and Learning Motivations of Secondary School Students to Their Science Achievement 99

Tuğba Çağlak, İlay Bilge Denktaş
The Application of the Course Music Education by the Graduates of Pre-School Education Department at Pre-School Institutions 105

Tuncay Canbulat, Cigdem Senyigit, Fatma Erdogan, Ayse Yesiloglu
Evaluation in the Context of Constructivism of Learning Environments According to Primary School Teacher Candidates 115

Nilüfer Denissova
Initial Steps Towards a Strong Curriculum: Turkish/Russian Translation BA Programs in Turkey 125

Esen Ersoy, Belgin Bal İncebacak
Mathematics Education and Reasoning Skill 135

Sevda Goktepe Yildiz, Ahmet Sukru Ozdemir
Activities with Concrete Manipulatives for Development of Spatial Abilities of Elementary School Students 149

Mustafa Çağrı Gürbüz, Serhat Özgökçeler, Abdullah Ragıp Ersöz
Investigation of the Disadvantaged Student Performance of Turkey: An Evaluation of Light PISA Data 161

Şadiye Karaşah, Süleyman Yaman
Effects of 4E, 5E and 7E Learning Methods On The Academic Success Levels of Students: A Meta-Analysis Study 171

Mevhibe Kobak Demir, Canan Nakiboğlu, Hülya Gür
Modeling Natural Carbon Allotropes With Origami Technique: A STEM Study 181

Yakup Koç
A Study On The Relationship Between High School Students' Physical Education Course Sportsmanship Behaviors And Their Patience Levels 191

Ali Korkut, İsmail Keskin
Metaphors About Academic Staff 201

Ahu Ozturk
The Perceived Effectiveness of Curricular Activities on University Students' Course Contentment 211

Ayfer Sahin
Are Spiral Programs Integrative and Hierarchic? 223

Ebru Senyigit
Too Many Words but Which Words? 235

Canan Nakiboğlu, Halit Coşgun
Examination of Presentation of Ionization Energy in Turkish Secondary School Chemistry Textbooks 243

Initial Steps Towards a Strong Curriculum:Turkish/Russian Translation BA Programs in Turkey

Nilüfer Denissova

1. Introductions

This article has gone through some sort of evolutionary process. In the beginning, the research has focused on the curriculum enhancement, thus the issue of in-service training for academic staff has been laid outside its scope. Nonetheless, in the process of collecting and evaluating the empirical data, it became clear that under the given conditions this is the initial issue one should address before taking further steps. Although a few indicative works shed light on the issue (Kelly, 2005, p. 53-60; Kelly, 2008; Pym, 2003; EMT, 2013), training of trainers remains an area relatively less explored. Using Kelly's formulation:

There are two sets of participants in the teaching and learning process, both of whom are essential for its success: students or trainees, and teachers or trainers. […] little has been said about students and their profiles... But even less has been said about teachers or trainers. (2008, p. 99).

Without any claims to start filling this gap, this paper shares how the findings and conclusions led the author to this direction. The main purpose of the article is to put under the microscope the curricula of the Turkish/Russian Translation (TRT) BA programs in Turkey. The study is descriptive in nature, that is, the author seeks to present a complete picture of the current state of the programs' curricula from the aspect of the translation competence development. Besides, the author pursues to identify the main problems that program designers have faced, as well as suggest the possible solutions to these problems.

2.Data and Methodology

Currently, there are 5 TRT undergraduate programs at the following universities: Okan University (Istanbul), Beykent University (Istanbul), Istanbul Aydın University (Istanbul), Avrasya University (Trabzon) and Kyrgyz-Turk Manas University (Bishkek).

In compliance with the Bologna Process framework, the programs open their curricula, teaching objectives, learning outcomes, academic staff CV's and other relevant information for the public access online. These resources comprise the body of the empirical data for the study. In addition, other relevant characteristics such as, date of opening, type of the university, the number of students, postgraduate level, etc. were also taken into account to give the exhaustive description of the scene.

Empirical data were put to the two-fold comparative analysis: At the first stage, local TRT programs were compared to determine their differences and similarities and, most importantly, to clarify the relationship between the course program and the translation competence development. At the second stage a sort of a "model" was reviewed and to this end 4 CUITI (Conference Internationale Permanente D'Instituts Universitaires De Traducteurs et Interpretes) members: Moscow State University (Russia), Hacettepe University (Turkey), Montréal University (Canada) and Heriot-Watt University (UK) were selected.

Also, a bilingual questionnaire was drawn up for the HoD's, to obtain the first-hand information about the process of work on the curriculum, its fundamental principles and objective difficulties that may have impeded an "ideal" course program. The questionnaire was sent to the recipients via email, the responses have become the major factor in changing the direction of the current research.

3. Limitations

Our study has several limitations that may put, to some extent, under the question the reliability of his findings and conclusions. We have to take as a fact, that the online information about the form and content of the educational process reflects the actual situation with an absolute precision. It is known that in the process of training the content and the methodology of the course can be refracted; a trainer, in the light of numerous and not always predictable developments, may have to revise the different aspects of the course and, accordingly, alter the nature of acquired knowledge and skills. Nevertheless, the general format of the curricula, such basic characteristics as the ratio of practical and theoretical sessions or the liaison among the objectives, outcomes, and translation sub-competencies, remains unchanged. Thus, it seems safe to presume that the collected empirical data reflect the reality.

Since not all programs in question have already completed the open-access documentation package, it was not always possible to obtain all necessary data for the thorough research. For example, it was not possible to access the information on teaching objectives or learning outcomes for Beykent University TRT program. Likewise, the documentation on course content is still not available on the web page of Istanbul Aydın TRT program. However, we believe that the results are still sufficiently indicative.

4. Translation Competence: Theoretical Framework

The question of curriculum design for translation departments has been the subject of detailed and multilateral scientific research for many years already. Kelly's diagram (2005, p. 3) gives the idea about the complexity of the problem. Here we see steps like formulating aims and outcomes, identifying students' needs and profiles, designing overall course content and structure, designing teaching, learning and assessment activities, to name just a few. Each of those deserves a special close attention, but the definition of translation competence is a logical basis for the overall program design: before we start training the *competent translators* we have to know what meaning we actually assign to this term.

A considerable amount of literature has been written on this subject. Of the theories go by a name of a single scholar, one can recall the minimalist approach by Pym (2003), 7 characteristics and 5 sub-competences of the translation competence by Neubert (2000) or other classifications offered by Schäffner (2000), Yazıcı (2007), Akdağ (2015), Komissarov (2002), etc. Other sub-competence structures usually referred belong to research groups like PACTE (2003, 2008, 2011, see also Beeby, 2000 and Hurtado Albir, 2007), EMT (2009) and TransComp (Göpferich, 2016)

Neubert's definition of translation competence highlights the cognitive aspect of translation as a process of task-solving: "Translation involves variable tasks that make specific demands on the cognitive system of the translator. What enables translators to cope with these tasks is their translational competence." (2000, p. 3) PACTE sees the translation competence as the communicative competence enhanced with the expert knowledge (2003, p. 4, for different perspective see Alves & Gonçalves, 2004). According to Yazıcı, translation competence is a sort of a professional awareness, starting even before the actual process of translating (2005, p. 175). Whereas, Pym speaks in defense of a more purified definition that can maintain a solid fundament for translation training in our age of diversity and innovations: "…a simple minimalist concept of translation competence, based on the production then elimination of alternatives, can help orient translator training in times of rapid technological and professional change." (2003, p. 494)

One way or another, the majority of researchers views the translation competence as a sequence of interdependent sub-competences (or parameters, as in Nuebert, 2000) and here, as well, we find alternative sub-structures and definitions:

Table 1. Translation Sub-competences Classifications

Neubert	1. Language; 2. Textual; 3. Subject; 4. Cultural; 5. Transfer
Schäffner	1. Linguistic; 2. Cultural; 3. Textual; 4.Domain/subject; 5. (Re)search; 6. Transfer
Komissarov	1. Language; 2. Textual; 3. Communicative; 4. Transfer; 5. Research; 6. Ethical; 7. Psycho-physiological; 8. Technological
Yazıcı	1. Bilingual /bicultural knowledge; 2. Theoretical knowledge; 3. Knowledge of creating transferable technical texts to be used in multilingual contexts; 4. Research knowledge and skills; 5. Technological knowledge; 6. Project Design knowledge; 7. Marketing knowledge
Akdağ	1. Cultural; 2. Domain; 3. Language; 4. Research; 5. Technological; 6. Textual; 7. Translation knowledge; 8. Translation service provision; 9. Strategic competence; 10. Psycho-physiological component
PACTE	1. Bilingual; 2. Extra-linguistic; 3. Instrumental; 4. Strategic; 5. Knowledge about Translation sub-competence and 6. Psycho-physiological component
EMT	1. Language; 2. Thematic; 3. Intercultural; 4. Translation service provision; 5. Info mining; 6. Technological
TransComp	1. Communicative competence in at least 2 languages; 2. Domain; 3. Psycho-motor; 4. Translation routine activation; 5. Tools and research; 6. Strategic

In all classifications, given in Table 1, we see a Language/Linguistic/Bilingual sub-competence, which in a very simplified way can be defined as a fluency in both languages, with its pragmatic, sociolinguistic, lexical-grammatical, textual, and other aspects. Some researchers differentiate the Textual sub-competence, with its concepts of coherence, discourse, etc. Subject/Domain/Thematic sub-competence focuses on a specific area of expertise, while Technological/Instrumental/Tools and Research category relates to the skills of using the encyclopedias, dictionaries, translation memories, CAT tools, editing software, etc. The semantic fields of the definitions often overlap and even the briefest comparative summary of those would require a considerable place. In this paper, the author uses the terminological framework of PACTE (2003), where 5 sub-competences and 1 component are interrelated in the following manner (p. 18):

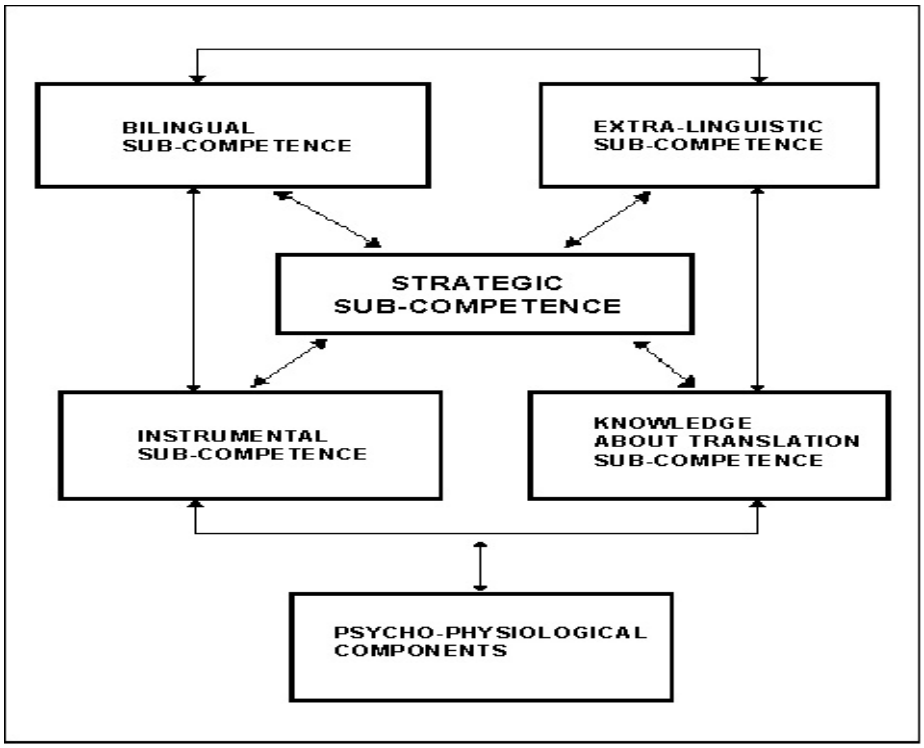

Figure 1. PACTE Translation Competence Chart

While Bilingual and Extra-linguistic sub-competences have a more general nature, Strategic, Instrumental and Knowledge about Translation (KaT hereinafter) are specific to translation competence (PACTE, 2011, p. 6).

Strategic sub-competence is the core of the structure, a procedural knowledge that is used to:

…plan the translation project; activate, monitor and compensate for shortcomings in other translation sub-competencies; detect translation problems; apply translation strategies; monitor and evaluate both the translation process and the partial results obtained in relation to the intended target text, etc. (PACTE, 2003, p. 15)

KaT sub-competence is a declarative knowledge of professional translation realities: work market, clients, methods, procedures, choice of the correct strategies and techniques.

The psycho-physiological component is related to the various mental and physical mechanisms, activated in the process of work, from memory and attention to confidence, motivation and logical reasoning.

It is easy to notice that, unlike most of the abovementioned classifications, PACTE's terminological system does not contain Textual, Domain or even Transfer sub-competences, while the latter is often seen as the supporting column of a translational activity. In their 2003 article, where in the light of the newly collected empirical data the participants of the project presented an update for the 1998 version, this moment is explained in details. Based on the concept of *natural translation* by Harris and Sherwood (1978), PACTE sees all bilinguals as natural translators. Anyone with an excellent knowledge of two languages owns a covert elementary ability of transfer, whereas for professional translators the process of transfer is conscious (PACTE, 2003, p. 15). Besides this, a trained translator has a basis of special theoretical knowledge and practical skills, techniques and strategies, as well as extra-linguistic knowledge for professional specialization. To our understanding, the Bilingual sub-competence here is an extensive concept embracing the fields of Textual and Domain sub-competences. To be precise, the last two are formed at the point of intersection of Bilingual, Extra-linguistic, KaT and other sub-classes.

5. Results

5.1. Okan University

Okan University is a foundation university, founded in 1998. Its TRT program, opened in the 2004-2005 academic year, is the first in the country. TRT program, along with English, Arabic and Chinese translation programs, operates within the Department of Translation Studies, Faculty of Human and Social Sciences. The curricula of English translation program of Bosporus and Istanbul Universities were taken as a model for TRT curriculum design, while the lecturers of both universities provided their support and counseling (personal communication with HoD Hülya Arslan, June 15, 2016). Within 4-years period, the program offers 32 compulsory and 18 elective courses (50 courses in total).

As data analysis demonstrates, this program develops the translation sub-competences in the following order: (1) Bilingual, (2) KaT, (3) Extra-linguistic, (4) Strategic and (5) Instrumental sub-competences.

Among the courses, related to the development of Bilingual sub-competence in terms of domain, we can name Media and Translation, Consecutive Interpretation, Simultaneous Interpretation, Subtitles and Doubling, Specialization in Translation (Tourism or International Trade), etc. In the frame of Bilingual/Textual sub-competence, courses like Discourse Analysis, Text Typology, Introduction to Linguistics, etc. can be mentioned. Courses like Basic Translation/Interpretation Skills, Translation-Aimed Text Analysis, Translation Theory, History of Translation can be linked to the KaT development, while Russian Literature, International Trade, Tourism, Comparative Cultural Studies, European Union, Mass Media, Methods of Scientific Research, etc. seems to be more relevant with Extra-linguistic sub-competence. Of course, we realize that each course develops more than one sub-competence concurrently. On the other hand, it is safe to say that Russian Literature or International Trade courses fall into the Extra-linguistic category rather than any of the others. Besides, we also take into consideration all other available materials existing at the department's information package. Having all these in mind, we believe the results of the research to be quite indicative. We could identify only 4 courses, presumably intended to develop the Strategic sub-competence: 1 compulsory course (Senior Project) and 3 elective courses: Group Project, Internship and Seminar. We could not detect any course, related to the Instrumental sub-competence, although the department has, for example, a simultaneous lab and a computer class. Head of the program explains this fact with the credits vs. hours ratio, time-worn equipment and the shortage of staff with the relevant skills (about similar conditions see Calvo, 2011, p.12).

5.2. Beykent University

This is a foundation university founded in 1997; its TRT department, one of the 2 translation departments (English) of the Faculty of Science and Letters, operates since 2007. The program offers 49 courses in 4 years. Letter from Head of Department states: "Our graduates, following their own individual tendencies and choices, are able to reach possibilities to work in the fields of translation, interpreting, editing, journalism, language education etc."

Based on this statement, we can presume that the program puts a special emphasis on the Extra-linguistic sub-competence and the results of our research support this presumption. The program develops, in following order, (1) Bilingual, (2) Extra-linguistic, (3) KaT, (4) Strategic and (5) Instrumental sub-competences.

5.3. Istanbul Aydın University

Another private university founded in 2007; High School of Foreign Languages has two 4-years translation programs (English & Russian) plus three 2-years programs of Applied Translation in English, Spanish and Russian. Within 4-years period, the program offers 61 courses (50 c/11 e). High School has an internal Translation Office, where the "successful students can practice under the supervision of their instructors" and Simultaneous Interpretation Lab for 3 languages and 35 translators.

Just as in the example of Beykent, these programs develop, in the same order, (1) Bilingual, (2) Extra-linguistic, (3) KaT, (4) Strategic and (5) Instrumental sub-competences. Bilingual and Extra-linguistic sub-competences are equally and very strongly presented; all other sub-competences are hardly addressed at all. Although KaT takes the third place, it can be linked only to one compulsory course (Introduction to Translation Theory and Practice) and one elective course (Translation Analysis).

5.4. Avrasya University

A foundation university in Trabzon (The Eastern Black Sea Region), founded in 2011. TRT program here has an interesting biography. In the beginning, TRT was established as an affiliated program alongside with the Department of Russian Language and Literature (RLL). In 2013-2014 academic year the Board shut down RLL, gathering all students under the single roof of TRT; nevertheless, the course format and contents still show the remarkable traces of its RLL past. To give an example, in the Letter from HoD the program is still referred to as RLL and translation is not mentioned whatsoever:

Russian Language and Literature BA program offers you courses on language structure, grammar, the etymology of words and relationship between Russian and other languages. Besides, you will also be taking courses on Russian Literature, stylistic and thematic specifications of literary texts. […] This education program will maximize your reading, speaking, listening and comprehension skills.

No information about translation education we find on "Our Mission & Vision" page, either. However, the curriculum contains 50 courses (37c/13e) and includes examples like Simultaneous Interpretation, Medical and Legal Translation, Translation-oriented Text Analysis, etc. Based on this data, this curriculum develops, in this order: (1) Bilingual, (2) Extra-linguistic, (3) KaT, (4) Instrumental and (5) Strategic sub-competences.

In all four cases, (1) and (2), being the most pronounced sub-competences, are usually addressed more or less equally. Then, with a certain proportional difference, comes (3); finally, after an extraordinary interval, we see Instrumental and Strategic sub-competences at the end of the list.

5.5. Manas University

The only state university on the list, Manas was founded in 1997. TRT and another two translation programs (Kyrgyz-Turkish and Kyrgyz-English) hierarchically belong to the Faculty of Letters, Department of Translation & Interpretation, opened in 2008. The program has a well-prepared information package, where curriculum and syllabi for most of the courses are available online. Within 4-years period, the program offers 77 compulsory and 5 elective courses (82 courses in total).

As data analysis demonstrates, this program develops the translation sub-competences in the following order: (1) Bilingual, (2) Extra-linguistic, (3) KaT, (4) Instrumental and (5)

Strategic sub-competences. The first three subclasses are introduced in an approximately equal manner, while the presence of the last two is hardly noticeable.

6. Conclusions and Suggestions

Table 2. Summary

	OKAN	**BEYKENT**	**IST. AYDIN**	**AVRASYA**	**MANAS**
Year of Foundation	2004	2007	2007	2014	2008
Number of Courses	50 (32c/18e)	49	61 (50/11)	50 (37/13)	82 (77/5)
Sub-Comp. (top 3)	Bilingual KaT Extra-Ling.	Bilingual Extra-Ling. KaT	Bilingual Extra-Ling. KaT	Bilingual Extra-Ling. KaT	Bilingual Extra-Ling. KaT

Based on the results we can conclude that all curricula put a special emphasis on fluency in both languages, supporting it with supplementary domain knowledge and certain acquaintance with theory and history of translation. Whereas

The translator's competence surpasses pure foreign language competence as acquired in foreign language classes. The translator's competence, as the ability to produce a target language text for a source language text according to certain requirements, the so-called equivalence requirements, is *qualitatively* different from the mastery of the languages involved, thus different from pure language competence. (Koller,1992, p. 19-20 as cited in Rothe-Neves, 2007, p. 2)

We believe one of the reasons behind these results may be found in the academic background of the teaching staff. Reviewing the relevant page of, for example, University of Montréal, one can easily notice the areas of translational expertise next to the name of each lecturer: History of Translation, Translation Pedagogy, Theories of Translation, Literary Translation, Political Discourse in Translation, Biomedical Translation, etc.

Judging by the CV's of TRT academic staff, most of the lecturers working here are prominent specialists with profound teaching experience, but – in a different area. HoDs at Okan, Beykent and Istanbul Aydın are famous literary translators. All other scholars have degrees in Russian Language and Literature or Turkic Languages, with no traceable connection to translation. Their publication lists, although quite impressive, do not reveal any published translations or papers on this subject, as well. And, as Kiraly puts it, "It cannot be expected that language instructors without professional translation expertise will have a professional translator self-concept themselves or that they will be able to help their translation students develop one." (1995, p. 3)

All TRT programs in question are relatively young and still undergo a (re)structuring process. On the other hand, the educational process here is already activated and, under given circumstances, it can be concluded that TRT programs in Turkey need a sort of in-service training for trainers.

Kelly suggests the following list of requirements for a competent translation trainer: (1) Professional translation practice, (2) Translation Studies as an academic discipline, (3) Teaching skills (2005, p. 151; in more detail Kelly, 2008)

As it was mentioned above, TRT academic staff already has sufficient teaching experience; as for professional translation practice, one cannot be forced into it, but a training program may help to raise the awareness towards translation as an inseparable part of a habitual professional activity. In terms of academic knowledge, the course structure and content must be consistent, systematic and thoroughly planned, starting with the stage of trainees' academic background and needs analyses to the stage of envisioned learning outcomes. Certain steps in this direction have already been taken. To give an example, annual one-week CTTT (Consortium for Training Translation Teachers) seminars or Certificate programs at the Universitat de Vic (Spain), University of Monterey (California, USA), postgraduate and doctoral programs in various educational institutions can be mentioned. EMT Translation Trainer Profile (2013) can also be a solid starting point for the program design. In Turkey, Okan University already organized in-service training twice in previous years, so there is a certain international and national experience that can be taken as a basis and/or a framework.

A more general, global objective of this study is to unite the efforts of the teaching staff of the field and design an optimal – as much as possible - curriculum, based on the latest scientific research and taking into account the conditions of the local academic and working environment. Implementation of this objective may take several years and require launching of an inclusive project. This research may serve as a preparatory stage of the given project.

7. References

Akdag, A. I. (2015). *Mütercim Tercümanlık Öğrencilerinde Çeviri Edincinin Ölçülmesi ve Değerlendirilmesi [The Measurement and Evaluation of Translation Competence in Translation Studies' Students]*. (Unpublished doctoral dissertation). Istanbul University: Turkey

Akdag, A. I. (2016). Fransızca Çeviri Eğitiminde Hedefler [Objectives in Translation Training Departments]. *Eğitim ve Öğretim Araştırmaları Dergisi, 5(2)*, 66-73

Alves, F. & Gonçalves, J. (2004). Modelling Translator's Competence: Relevance and Expertise under Scrutiny. In Y. Gambier, M. Schlesinger, & R. Stolze (Eds.), *Translation Studies: Doubts and Directions* (pp. 41-57). Amsterdam: John Benjamins

Beeby, A. (2000). Choosing an Empirical-Experimental Model for Investigating Translation Competence: The PACTE Model. In M. Olohan (Ed.), *Intercultural Faultlines. Research*

Models in Translation Studies I. Textual and Cognitive Aspects (pp. 43-55). Manchester: St Jerome

Calvo, E. (2011). Translation and/or translator skills as organizing principles for curriculum development practice. *The Journal of Specialized Translation, 16,* 5-25

Colina, S. (2003). *Translation Teaching. From Research to the Classroom*. Boston: McGraw Hill.

EMT GROUP (2009). Competences for professional translators, experts in multilingual and multimedia communication. Retrieved from http://ec.europa.eu/dgs/translation/.../emt_competences_translators_en.pdf

EMT GROUP (2013). Translation Trainer Profile. Retrieved from http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/translator_trainer_profile_en.pdf

Göpferich, S. (2013). Translation Competence. Explaining development and stagnation from a dynamic systems perspective. *Target: International Journal of Translation Studies, 25 (1),* 61-76

Göpferich, S. Towards a model of translation competence and its acquisition: the longitudinal study TransComp. Retrieved from gams.uni-graz.at/fedora/get/o:tc-095-187/bdef:PDF/get

Gouadec, D. (2003). Position paper: notes on translator training. In A. Pym, C. Fallada, J. R. Biau & J. Orenstein (Eds.), *Innovation and E-Learning in Translator Training* (pp. 11-19). Tarragona: Universitat Rovira i Virgili

Hurtado Albir, A. (2007). Competence-based Curriculum Design for Training Translators. *The Interpreter and Translator Trainer,1(2)*, 163-195

Kelly, D. (2005). *A Handbook for Translator Trainers. A Guide to Reflective Practice*. Manchester: St Jerome.

Kelly, D. (2008). Training the Trainers: Towards a Description of Translator Trainer Competence and Training Needs Analysis. *TTR : traduction, terminologie, rédaction, 21(1)*, 99-125.

Kiraly, D. (1995). *Pathways to Translation. Pedagogy and Process*. Kent (Ohio): Kent State University Press.

Kiraly, D. (2000). *A Social Constructivist Approach to Translator Education. Empowerment from Theory to Practice*. Manchester: St Jerome.

Neubert, A. (2000). Competence in language, in languages, and in translation. In C. Schäffner & B. Adab (Eds.), *Developing Translation Competence* (pp. 3-18). Amsterdam/Philadelphia: John Benjamins

PACTE (2003). Building a Translation Competence Model. In F. Alves (Ed.), *Triangulating Translation: Perspectives in process oriented research* (pp. 43-66). Amsterdam: John Benjamins

PACTE (2005). Investigating Translation Competence: Conceptual and Methodological Issues. *Meta: journal des traducteurs / Meta: Translators' Journal, 50(2)*, 609-619.

PACTE (2011). Results of the Validation of the PACTE Translation Competence Model: Translation Project and Dynamic Translation Index. In: S. O'Brien (Ed.), *IATIS Yearbook 2010*, Londres: Continuum

Pym, A. (2003). Redefining Translation Competence in an Electronic Age. In Defense of a Minimalist Approach. *Meta : journal des traducteurs / Meta: Translators' Journal, 48(4)*, 481-497.

Rothe-Neves, R. (2007). Notes on the concept of 'translator's competence'. *Quaderns. Rev. trad. 14*, 125-138

Schäffner, C. (2000). Running Before Walking? Designing a Translation Programme at Undergraduate Level. In C. Schäffner & B. Adab (Eds), *Developing Translation Competence* (pp. 143-156). Amsterdam: John Benjamins

Yazici, M. (2005). *Çeviribilimin Temel Kavram ve Kuramları [Basic Concepts and Theories of Translation Studies]*. Istanbul: Multilingual

Yazici, M. (2007). *Yazılı Çeviri Edinci [Translation Competence]*. Istanbul: Multilingual

Комиссаров, В.Н. (2002). *Современное переводоведение.* Москва: ЭТС [Komissarov, V.N. (2002). *Contemporary Translation Studies*. Moscow: ETS]