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INTERPRETER TRAINING CURRICULUM IN TURKEY: THE CASE OF SAKARYA UNIVERSITY

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ABSTRACT

In our globalizing and rapidly changing world thanks to the communication technologies, Turkey has a significant strategic position in terms of socio-cultural and economical aspects. Therefore, Turkey has a different commercial and political relationship with many countries comprising various cultures and languages. In order to maintain these relations healthfully, interpreting is of utmost importance. Turkey's membership application for EU shows that Turkey is now an important political power. Besides, commercial contacts with other countries are on the rise and foreign people pay a visit to our country for health tourism. On the other hand, conflicts in neighboring countries increase. All of these factors raise the demand for interpreting in Turkey. In this respect, considering aforementioned explanations we believe that contents of the interpreting courses in academic translation institutions must be refreshed and updated, while doing so, market conditions must also be taken into account. This study deals with interpreting courses offered at Sakarya University taking the above-mentioned suggestions into consideration. In this study, we aim to evaluate interpreting courses in terms of the developments in academic interpreter training and interpreting profession. Hence, curricula of Translation & Interpreting (Studies) Departments were compared to each other and the findings are discussed.

Key Words: Globalization, interpreting, curriculum analysis, interpreter training, interpreting profession.

1. Introduction

Interpreting is a practice applied since the history of mankind for the communication purposes. Interpreting has a significant position for economical, political and socio-cultural communication among different cultures in a changing and developing global world. Thanks to the Turkey's advancement in EU negotiations and its strategic position, Turkey is among the most preferred countries for both economical and touristic purposes. Thanks to the international relations, demand for tourism and increase in migration, more foreign people enter the country which means that more interpreters are needed. This demand is met by Translation & Interpreting (Studies) Departments. The success level of Translation & Interpreting (Studies) Departments offering courses in different languages are closely linked with foreign language teaching as well as translation courses requiring specialization. A requirement for the success of students in interpreting courses is to have a good command of the foreign language.

This study is carried out by analyzing courses and course practices offered in three different universities. Due to the scope of this paper the analysis is restricted with three universities. The aim of this analysis is to understand the best practices to be included in the interpreting courses. With a documentation analysis, courses will be compared with each other in terms of the available

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knowledge on the official websites of the related departments. Other information sources will be excluded from the study. The comparison will be held between the curricula of Sakarya University Translation Studies (German), Boğaziçi University Translation and Interpreting Studies and Ege University Translation & Interpreting Departments.

2. Interpreter Training in Turkey

After the attempts of Ford Association in 1959 and TSEV's² in 1963, first steps were taken in interpreter training. In order to meet the demand for the interpreting in Turkey, courses were offered by language experts. However, the participation in courses was not enough. Over years, interpreting courses were developed. Doğan recites how the interpreting started in Turkey and how first interpreters decided to work in this field in "Sözlü Çeviri Çalışmaları ve Uygulamaları"³ (Interpreting Studies and Applications). With the start of globalization process in Turkey, a need for interpreters was born. However, as the any education regarding the interpreting was not offered at that time, people with proficiency in foreign languages were employed for communication; but later, these people became real interpreters.

In 1980s, the need for the interpreting was on the rise due to the increase of international relations. With the globalization, European countries and Turkey initiated attempts to expand their commercial, political and cultural relations. Therefore, international relations and European Union accession process increased the need for translation and interpretation in Turkey. European Union negotiations and Turkey's possibility to be the member of the Union in the future are expected to increase the need for translation and interpretation due to the multilingualism policy of EU. If Turkey's accession to the EU is approved, Turkish will be the second most spoken language after German. This means that the demand for interpretation and translation will increase.

The data offered by UN High Commissioner for Refugees reveals that the need for the community interpreting increases due to the recent developments. Besides health tourism, higher education in Turkey, student mobility, European settlers in vacation sites, migrants from the Middle Eastern countries due to the war contribute to the formation of foreign communities in Turkey. These people who do not know the language of the country in which they live need community interpreters for social services such as law, security, education services, etc. While important steps were taken in European and American countries in community interpreting for institutionalization purposes, the community interpreting is not yet an institutional service in Turkey. Besides globalization, Turkey shelters a lot of refugees as a passageway due to its geographical position. These developments contribute to the need for community interpreting. According to Güven⁴, interpreting is needed annually in 929124 doctor-patient talks in Turkey; excluding foreign people coming to Turkey for tourism. Especially as of 2011, the number of migrants from Syria to Turkey has been increasing; this has in parallel increased the need for interpreters in health sector.

² Turkish Insurance Institute (TII)

³ See Doğan, 2009: 24-36

⁴ Ross, Jonathan (2015), "Sağlık Alanında Amatör Sözlü Çevirmenlik," *Genç Tercümanlar Çalıştayı*, EDT. S.73-78, Ankara

There are different universities offering Translation & Interpreting (Studies) courses for various languages in Turkey. According to the data offered by OSYM⁵ for 2014-2015, the number of (both state and foundation) universities offering translation training at undergraduate level is 48.

The foundation of the interpreter training is laid by offering a course entitled “oral expression” in the first year of the university education. The courses offered in the second and third years include theory, methodology and later the translation practice. In the fourth year, students are offered simultaneous interpreting at the introduction level. Students are accepted into the interpreting group after passing an aptitude exam in Boğaziçi, Bilkent and Hacettepe universities, all of which proved themselves in interpreter training. Boğaziçi University Conference Interpreting Master Program is the single program in Turkey to be accepted by European Masters in Conference Interpreting (EMCI). The program is also a member of “EU center of excellence” network.

Interpreting training has long been offered in Turkey; however, interpreting is less preferred compared to the translation as a field of specialization. In EU Ministry of Translation Platform, Güner⁶ presents information about the graduation rates of translation and interpretation departments in Turkey. For example, a total of 25 students completed master programs in English, French, German and Italian translation and interpretation in Boğaziçi University and Bilkent University, in 2005 and in 2007, respectively. The quality of these two departments is accredited by international organizations. In other departments, the number of interpreters who continue to work as freelancer depends mainly on the quality of interpreting training offered in these departments. Therefore, the interpreting courses offered in the departments gain utmost importance for being a professional interpreter.

The rest of the study focuses on a comparative analysis of available courses in the departments in order to understand the best practices for training interpreters. In this respect, the criteria for the formation of interpreting courses are first analyzed.

3. Translation Training and Formation of a Curriculum

Higher education programs have changed in accordance with the objectives defined by the Bologna process. Hence, translation and interpretation departments have updated their curricula in cooperation with stakeholders which are the part of the Bologna process, academic translation training and developments in the translation profession. Translation and interpretation departments include theoretical and practical courses the contents of which can be said to be designed by primarily the academic staff as well as internal and external stakeholders. Graduate students, employers, trade associations, associations, and representatives of other universities form the external stakeholders while the academic staff, students, administrative staff form the internal stakeholders. While the program outcomes are defined in the framework of Bologna process, European Qualifications Framework, National Qualification Framework, field qualifications,

⁵ Student selection and placement center in Turkey

⁶ http://www.ab.gov.tr/files/ceb/Ceviri_Platformu_Resimleri/platform_bildirileri.pdf 30.12.2015

department mission, teaching objectives are taken into account as well as the views of stakeholders.

The content and the structure of the curriculum are constantly updated consulting the view of stakeholders. Bologna process practices explain the effect of the professional standards on the courses defined by the Professional Competency Board and the market conditions which should be taken into account in the following manner:

“The definition of professional standards is one of the basic duties of MYK (Professional Competency Board). Professional standards are the keystone for the creation of teaching programs in accordance with the needs of the labor market and for the determination of skills individuals must have to acquire in order to sustain their professions”⁷.

Some updates are made in the courses taking these criteria into consideration and field courses are diversified under the title of elective courses. When we examine the courses of German translation and interpreting (Studies) departments, we observe that there are different courses in the curricula of each department depending on the academic staff. The circumstances that translation and interpreting departments in Turkey do not have a long-established history and the specialization of the academic staff takes a long time are among the factors influencing translator and interpreter training. The comments from the studies of various translation and interpreting scholars on translator and interpreter training are stated below.

Nord indicates that academic translator and interpreter training does not include specialized training. In other words, there should not be any expectation for the training of the personnel prepared for the market. According to Nord, students should be equipped with theoretical and historical information for the basis of translation competence together with practical exercises. A similar opinion is defended by Turgay Kurultay in his study entitled “Neler olmazsa çeviri eğitimi olmaz? Çeviri eğitiminde Temel ilkeler belirlemeye yönelik bir deneme” (What are the sine qua non’s of translator training? An essay for laying the ground of translator training) and he thinks that students should be initially equipped with translation awareness/competence⁸.

It is regarded as natural that various courses are offered in different departments on condition that translation awareness is seen as a shared target for all departments by translation scholars. It was previously emphasized that the market should be taken into consideration which is an important stakeholder in the formation of courses and which was also stated in the practices during the Bologna process. Nord thinks that academic education should offer a broad perspective on the profession rather than offering specialization in that profession. However, Demez supports the consideration of the market conditions in her paper stating that it would be wrong to interpret the

⁷https://www.yok.gov.tr/documents/10279/30217/yuksekokretimde_yeniden_yapilanma_66_soruda_bologna_2010.pdf/f3ec7784-e89d-4ee0-ad39-9f74532cd1dc 30.12.2015

⁸ Şan, 2015: 6

remarks of Nord in the way that the academy is against specialization and does not consider the conditions of the market and does not prepare the students for the market⁹.

Kautz¹⁰ indicates that language competence and culture competence are prerequisites in interpreter training and emphasizes that interpreter training requires predominantly the ability to listen to, express orally and to use active and passive vocabulary unlike translator training.

According to Kautz the targets of interpreting courses as well as the characteristics of an interpreter should be shaped in the below mentioned direction:

1. Culture competence: An interpreter is supposed to have extensive knowledge both in his/her own culture as well as in the foreign culture. Besides, he/she should know the common points and discrepancies between cultures in order to make logical inferences from the speeches.
2. Text competence: An interpreter should be able to comprehend and produce a text in the source language as well as in his/her mother language. And this exercise should be practised intensively in interpreting courses.
3. Interpreting method knowledge competence: Comprehension of what is listened to comes among the first things for accomplishing a task. A holistic comprehension and transfer of the source text can be realized through a suitable training and exercises accordingly. Furthermore, the interpreter should practice memory and note taking exercises in order to improve the ability to store the comprehended information. Exercises including pronunciation and speaking skills are equally significant for the transfer of the source text.
4. Research competence: Research competence (also world knowledge and field knowledge) is important for interpreter training and this competence should be developed through suitable exercises.
5. Professional Ethics and Professional Knowledge: During the training, the student should be informed about how to work under time pressure and to gather the required information and about the fact that he/she must do with the unclear solution of a problem caused by insufficient information as a result of time pressure by creating an environment in which the student can understand the psychological situation of an interpreter in a better way. Students should prepare themselves for this kind of a situation by doing exercises in interpreting courses.

In this study, interpreting courses will be examined in this perspective taking the abovementioned criteria into consideration.

⁹ Demez, 2008: 3

¹⁰ Kautz, 2002: 347-350

4. Curriculum Comparison of the Translation and Interpreting (Studies) Departments in Turkey in terms of Interpreter Training

In this section of the study, the curricula of Sakarya University, Ege University and Boğaziçi University which offer translator and interpreter training at the level of bachelor's degree in Turkey will be examined and interpreting courses will be analyzed. The information gathered from the websites will be analyzed through the method of document examination as a qualitative research method and data on interpreter training will be determined.

The reason why these three universities were selected as sample is the fact that they have different student profiles as the top and base points of these universities are different from each other and the language proficiency of students vary according to the results taken from OSYM (student selection and placement center) exams. Boğaziçi University, as an experienced department in the field of interpreting, owns a structure which can be a model for other departments and its OSYM base point is 492,65940 and its top point is 535,00019. OSYM base point of Ege University is 456,68070 and its top point is 478,89583. When we deal with Sakarya University, we see that there is a great difference between Sakarya University and other departments in terms of OSYM points. OSYM base point of Sakarya University is 275,03742 while its top point is 404,90241¹¹.

Firstly, interpreting courses taken from curriculum examination will be presented via tables. Then, translation and interpreting (Studies) departments included in the study will be comparatively interpreted.

4.1 Interpreting Syllabuses of Sakarya University, Ege University and Boğaziçi University

Sakarya University, Department of Translation Studies started education in 2000. The base point of the department regarding the academic year 2014-2015 is 275,03742 while its top point is 404,90241.

Table 1: Interpreting Courses in the Curriculum of Translation Studies Department at Sakarya University¹²

<u>Name of the Course</u>	<u>Type of the Course</u>	<u>Language of the Course</u>	<u>Semester</u>	<u>ECTS</u>
Oral Expression	Compulsory	German	1 st Semester	4
Oral Communication I	Elective	German	3 rd Semester	4
Oral Communication II	Elective	German	4 th Semester	4
Interpreting Exercises I	Compulsory	German	5 th Semester	6
Consecutive Interpreting Techniques I	Elective	German	5 th Semester	6
Interpreting Exercises II	Compulsory	German	6 th Semester	6

¹¹ <http://www.nkfu.com/2014-2015-ceviribilim-bolumu-taban-puanlari/> 30.12.15

<http://www.ygslyssistemi.com/tabani-puanlar/2014-2015-lisans-taban-puanlari-basari-siralari-ygs-lys/mutercim-tercumanlik-2014-2015-taban-puanlari-ve-basari-siralari-2015-ygs-lys-tercuh-donemi-icin.html> 30.12.15

¹² See http://ceviribilim.sakarya.edu.tr/tr/5761/ebs_bolum_lisans 19.01.2016

Consecutive Interpreting Techniques II	Elective	German	6 th Semester	6
Interpreting Exercises III	Elective	German	7 th Semester	5
Simultaneous Interpreting Techniques I	Elective	German	7 th Semester	5
Interpreting Exercises VI	Elective	German	8 th Semester	5
Simultaneous Interpreting Techniques II	Elective	German	8 th Semester	5

When we examine Table 1, we can see that there are 11 compulsory and elective interpreting courses in the curriculum of the department of Translation Studies at Sakarya University. It is explicitly observed in this table that the number of compulsory courses was decreased while the number of elective courses was increased for harmonization with Bologna process. It was also noted that interpreting courses were offered regularly each term since the first semester.

German Translation and Interpreting Studies Department at Ege University was established in 2009 and launched education in the same year. The base point of this department in the academic year of 2014-2015 is 386,09450 while its top point is 445,25319.

Table 2: Interpreting Courses in the Curriculum of the Department German of Translation and Interpreting Studies at Ege University¹³

<u>Name of the Course</u>	<u>Type of the Course</u>	<u>Language of the Course</u>	<u>Semester</u>	<u>ECTS</u>
Conversation I	Compulsory	German	1 st Semester	5
Conversation II	Compulsory	German	2 nd Semester	6
Onsight Translation	Compulsory	German	4 th Semester	5
Basic Skills in Interpreting	Elective	German	5 th Semester	5
Onsight Translation	Elective	German	5 th Semester	5
Note Taking Methods	Elective	German	6 th Semester	5
Consecutive Interpreting	Elective	German	6 th Semester	5
Simultaneous Interpreting I	Elective	German	7 th Semester	5
Simultaneous Interpreting II	Elective	German	8 th Semester	5

When we examine Table 2, we see that there are 10 compulsory and elective interpreting courses in the curriculum of German Translation and Interpreting Studies at Ege University. It is a striking point that student-oriented elective courses are in majority at Ege University as a part of Bologna process as at Sakarya University and that interpreting courses intensify starting from the 5th semester.

¹³ See <http://ebys.ege.edu.tr/ogrenci/ebp/organizasyon.aspx?kultur=tr-TR&Mod=1&ustbirim=7&birim=16&altbirim=-1&program=2710&organizasyonId=115&mufredatTurId=932001#Anchor3> 19.01.2016

Department of Translation and Interpreting Studies at Boğaziçi University was established first with the name "Translation and Interpreting" in the academic year of 1983-84. The base point of the department is 492,65940 while its top point is 535,00019.

Table 3: Interpreting Courses in the Curriculum of Translation and Interpreting Studies Department at Boğaziçi University¹⁴

<u>Name of the Course</u>	<u>Type of the course</u>	<u>Language of the Course</u>	<u>Semester</u>	<u>ECTS</u>
Rhetoric & Composition for Translators	Compulsory	English	1 st Semester	6
Introduction to Interpreting	Compulsory	English	4 th Semester	3
Introduction to Consecutive Interpreting	Compulsory	English	5 th Semester	6
Introduction to Simultaneous Interpreting	Elective	English	6 th Semester	5
Community Interpreting	Elective	English	6 th Semester	5
Contemporary Issues in Translation and Translation Studies	Compulsory	Turkish	7 th Semester	3
Simultaneous Interpreting I	Compulsory	English	7 th Semester	5
Consecutive Interpreting	Compulsory	English	7 th Semester	5
Interpreting Project Design	Compulsory	English	7 th Semester	1
Simultaneous Interpreting Practice in Conferences	Compulsory	English	8 th Semester	4
Simultaneous Interpreting II	Compulsory	English	8 th Semester	5
Theoretical Approaches to Interpretation	Compulsory	English	8 th Semester	5
Project in Interpreting	Compulsory	English	8 th Semester	5

Table 3 shows that curriculum of Translation and Interpreting Studies Department of Boğaziçi University offers 12 interpreting courses, either compulsory or elective. Compulsory and elective courses are balanced, and interpreting courses intensify starting from the 6th Semester. Students are expected to specialize in either translation or interpreting at the beginning of the 7th semester. Success in interpreting courses in the curriculum till the 6th semester and success in aptitude test taking place at the end of same semester are required for acceptance in the interpreting specialization.

¹⁴ <http://www.transint.boun.edu.tr/?q=tr/node/49> 19.01.2016

4.2 Comparison of Interpreting Courses offered at Sakarya University, Boğaziçi University and Ege University

Translation Studies Department of Sakarya University, Translation and Interpreting Studies Department of Boğaziçi University and Translation and Interpreting Studies Department of Ege University are categorized in terms of their interpreting courses and presented below:

Table 4¹⁵

Content of Course	Sakarya University	Boğaziçi University	Ege University
	Course Name	Course Name	Course Name
Speaking skills, grammar, pronunciation	Oral Expression	Rhetoric & Composition for Translators	Conversation I Conversation II
Textual analysis and discussion, interpretation of these texts, interpretation and translation of audio-medial texts, intralingual translation	Oral Communication I Oral Communication II (+ Note-taking)	Introduction to Interpreting	Sight Translation Note-taking Techniques
Theoretical Information + Practice		Introduction to Consecutive Interpreting Introduction to Simultaneous Interpreting Theoretical Approaches to Interpreting Studies	Basic Skills in Interpreting Sight Translation
Practice	Interpreting Studies I Interpreting Studies II Interpreting Studies III Interpreting Studies IV Consecutive Interpretation Techniques I Consecutive Interpretation Techniques II Simultaneous Interpretation I Simultaneous Interpreting II		Consecutive Interpreting Simultaneous Interpreting I Simultaneous Interpreting II

¹⁵ See <http://www.transint.boun.edu.tr/?q=tr/node/53> 19.01.2016

See http://ceviribilim.sakarya.edu.tr/tr/5761/ebs_bolum_lisans 19.01.2016

See <http://ebys.ege.edu.tr/ogrenci/ebp/organizasyon.aspx?kultur=tr-TR&Mod=1&ustbirim=7&birim=16&altbirim=-1&program=2710&organizasyonId=115&mufredatTurId=932001#Anchor3> 19.01.2016

The data in this study are restricted with the interpreting courses presented on the websites of departments. Comparison of placement points of students reveals that students have different foreign language proficiency levels.

Courses related to speaking skills, pronunciation, understanding, listening skills and analysis, which constitute the basics of language and provide a foundation for interpreting courses, are offered in all departments in discussion. These courses are offered starting from the beginning of the education. The course outlines are different in terms of the materials utilized, but the learning outcomes have the same objectives. The low German proficiency level of students in the department (which is due to the fact that students are offered German as a course for the first time), necessitates the preparatory class in German. After finishing this class, students need to continue their German language education with their own efforts. Apart from this, students willing to continue in interpreting profession and having an aptitude in this direction are recommended to attend Erasmus program and visit German-speaking countries for developing their languages.

Theoretical and applied courses presenting the various types of interpreting, exercises and techniques of interpreting skills and note-taking skills are offered beginning from 4th and 5th semester, as an introduction to interpreting. Learning outcomes differ between departments. Theoretical information is provided in the applied courses in Sakarya University, while Ege University provides the information as elective courses under different names. On the other hand, Boğaziçi University, the students of which have a higher level of language proficiency, offers four theoretical and compulsory courses which present types and methods providing a foundation for interpreting.

It can be said that there are significant differences between three departments in terms of materials utilized and situations experienced in the practice courses. Daily language usage as well as technical and political texts, along with texts related to health and sport are interpreted from videos shown inside the classroom in Sakarya University. In Ege University, realistic conference recordings are employed in 7th and 8th semester. In the 7th semester, courses focuses on in-class practice for comprehension techniques, and in the 8th semester, students are expected to interpret conference recording while utilizing these techniques. Boğaziçi University, on the other hand, follows a different path from other universities due to the professional conference interpreters lecturing in this department, as well as due to the student profile and equipment in the classroom. Students are able to interpret conference recordings in the laboratory. Furthermore, they can attend specific conferences organized outside the university; and thus gain experience.

Compulsory terminology course offered at the 6th semester in the curriculum of Ege University is not offered by Sakarya University and Boğaziçi University. Apart from this, Community Interpreting, Contemporary Issues in Translation and Translation Studies, Interpreting Project Design and Project in Interpreting offered by Boğaziçi University cannot be compared with other two departments as these courses are not offered by Sakarya University and Boğaziçi University.

Curricula of departments under discussion have different courses which contribute to interpreting courses and which are well-suited for market conditions. Sakarya University offers EU Concept and Terminology, Translation of Current Texts, Law for Translators; Boğaziçi University offers

Making of the Modern World, Translating Texts on Economics and Business, Political Discourse of International Organizations; and lastly, Ege University offers European Union Policies and Institutions, Terminology, Translation of Legal Texts.

It is not feasible to provide applied education in all special subjects in the translation market. However, students can translate texts from different areas with the methodological information obtained from different courses, such as research methods, which equip them with translation competence¹⁶.

After analyzing the curricula of three different departments, we can say that all of them have courses contributing to interpreting methods, culture competence, research competence, textual competence, professional ethics and professional knowledge, which are in line with learning objectives of interpretation outlined by Kautz. Boğaziçi University differs from other two universities in terms of professional ethics and professional knowledge; by offering practice outside the university and employing professional conference interpreters as lecturers. A deeper analysis and research is required for understanding the course content as website of the department and other websites don't offer information, but learning objectives defined by Kautz may be included in the content of the courses presented above.

5. Conclusion

This study analyses interpreting courses in the various translation and interpreting departments in Turkey and data and information received through the comparison of these courses have been evaluated. Translation Studies Department of Sakarya University, Translation and Interpreting Studies Department of Ege University and Translation and Interpreting Studies Department of Boğaziçi University, all of which differ in terms of their placement points have been discussed. Interpreting courses, in accordance with the information obtained from the web sites of the departments, have been examined in terms of translator and interpreter training as well as developments in the profession.

Data obtained from the placement points suggests that the students of these three universities differ in terms of their language competences. Thus, it is suggested that a standard and common language education may not be a requirement. Otherwise, the language capacity of students will be overburdened; as a result, presenting terminology in various areas without first solving the language problem will cause a decline in the motivation of students and this will, in turn, affect the education of student negatively. Thus, the student capacity and profile should be among the first things to be considered. When we consider the differences in the universities keeping this in mind, it can be understood that these departments have shaped the interpretation courses in accordance with the language competence of their students.

Considering developments in the translator and interpreter training as well as the profession, it is possible to say that courses cannot fully prepare the students for translation market. Due to the ever-growing nature of interpreting, interpreters will need to learn new terminology for each

¹⁶ See Eruz, 2003:75

project undertook. Thus, students will develop their skills by practicing and exercising more in the interpretation courses and by practicing more outside the University, in the field. The fact that the role of foreign language is as important as translation competence in the interpretation indicates that students need to study multifariously in this area. Apart from Terminology in various subjects, interpreters need to be in full control of the process, and this is accomplished by experiencing in the field.

World knowledge is among the most important aspects upon which many translation scholars agrees in the interpreter training. Apart from this, terminology and mind exercises are among the most important aspects of interpreter training. Considering this, curriculum should include more courses supporting both interpretation and translation skills. Students in translation and interpretation departments and translation studies departments should put vigorous effort for self-development, both inside and outside the University¹⁷. More courses supporting the interpretation skills in the curriculum will be instrumental for students. Exercises in the interpretation courses can be enriched by performing theater plays in foreign language, inviting foreign language speakers to the courses, organizing interpretation projects by performing fiction interpretation under realistic conditions.

Globalization, ever-increasing technology, improving international relations and resulting EU negotiations as well as sociological developments are expected to increase the need for interpretation. Thus, in order to fulfill this need, foreign language courses in the first, elementary and high schools should be built on the speaking, writing, listening and reading skills, instead of multiple choice exams and rote-learning. This will solve the foreign language problem of translation students and curriculums in the translation departments will be able to focus more on the translation courses.

European translation departments offer various languages apart from English as B and C language. Examining the success of these departments may offer a different point of view for interpretation departments in Turkey.

Integration in higher education system is a requirement for EU membership, as in other systems. The interpretation curricula of translation and interpretation departments should be analyzed in order to find a common ground for interpretation courses and overcoming the deficiencies of Turkish translation and interpretation departments. Universities and institution offering translation and interpretation education should be comparatively examined and deficiencies / differences should be overcome, so that interpreters ready for EU standards can be trained. The current status of translation and interpretation departments, the courses offered by these, the balance between practice and theoretical information, the methodology in and outside of courses are among the research areas in the interpretation studies.

If the foreign language proficiency of lecturer is low, then the lecturer will offer a below average education. This is a grave problem especially in the interpretation courses. The capacity of lecturer thus gains importance for a successful course.

¹⁷ See Ersoy, 2012:184

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