

**A NEEDS ANALYSIS STUDY FOR THE ENGLISH-TURKISH
TRANSLATION COURSE OFFERED TO MANAGEMENT STUDENTS OF
THE FACULTY OF ECONOMIC AND ADMINISTRATIVE SCIENCES AT
BAŞKENT UNIVERSITY**

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ÖZLEM MUTLU

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Approval of the Graduate School of Social Sciences

Prof. Dr. Sencer Ayata
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

Prof. Dr. Hasan Şimşek
Head of Department

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

Prof. Dr. Ali Yıldırım
Supervisor

Examining Committee Members

Prof. Dr. Ali Yıldırım

Assist. Prof. Dr. Ahmet Ok

Assist. Prof. Dr. Gölge Seferoğlu

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this work.

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ABSTRACT

A NEEDS ANALYSIS STUDY FOR THE ENGLISH-TURKISH TRANSLATION COURSE OFFERED TO MANAGEMENT STUDENTS OF THE FACULTY OF ECONOMIC AND ADMINISTRATIVE SCIENCES AT BAŞKENT UNIVERSITY

Mutlu, Özlem

M.Sc., Department of Educational Sciences

Supervisor: Prof. Dr. Ali Yıldırım

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The purpose of this study was to identify and analyze the needs of the third year Management students of the Faculty of Economic and Administrative Sciences at Başkent University with regard to the English-Turkish Translation Course through the perceptions of the students; course instructors including the course designer; graduates who took the course; subject-area instructors of the Department of Management; and the professionals practicing in different fields of management and business administration. Based on the findings of the study, recommendations were extended to the course designer and the instructors who teach the course for the improvement of the course.

The data collection instruments used for the study were a Needs Analysis Questionnaire administered to fifty-three students and structured interviews conducted with the six course instructors, sixteen departmental instructors, ten

graduates and ten professionals. The reliability of the questionnaire was measured by using Cronbach Alpha test and all the instruments were pilot-tested. Both qualitative and quantitative data were gathered which were analyzed using descriptive statistics (percentages and frequencies).

The study brought into light the fact that translation particularly from English into Turkish was perceived to be a very important skill primarily in students' departmental studies most of which they do in Turkish and for which they do most of their field-specific readings in English, which renders transfer from the foreign language into the native language indispensable. Perceptions of the participants also revealed that the translation course, in addition to improving the translation skill, raised competence in the foreign language, primarily in terms of enhancing knowledge of vocabulary, reading comprehension skill and writing skill.

One of the major strengths of the translation course was found out to be the total relevance of the content of its translation materials to the students' area of study. Preferences of the course instructors and the students were generally in line with the requirements of the target situations and the suggestions of the literature. Based on the findings, recommendations were extended to the course designer and the instructors. The most important ones included were extending the duration of the course from one semester to two semesters; shifting from sentence-level to paragraph-level and text-level translations; more emphasis on communicative rather than faithful translation; incorporation of authentic materials such as texts from magazines and newspapers and texts used in professional life into the course materials in addition to the texts extracted from field-specific course books and resources already used in the course for translation.

Keywords: Need, needs analysis, current academic needs, future professional needs, translation, teaching translation as a means, teaching translation as an end

ÖZ

BAŞKENT ÜNİVERSİTESİ İKTİSADİ VE İDARİ BİLİMLER FAKÜLTESİ İŞLETME ÖĞRENCİLERİ İÇİN AÇILAN İNGİLİZCE-TÜRKÇE ÇEVİRİ DERSİNE YÖNELİK BİR İHTİYAÇ ANALİZİ ÇALIŞMASI

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Bu çalışmanın amacı, Başkent Üniversitesi İktisadi ve İdari Bilimler Fakültesi İşletme Bölümü üçüncü sınıf öğrencilerinin Çeviri Dersi'ne yönelik ihtiyaçlarının, öğrenciler, dersi veren öğretim elemanları, bölüm öğretim görevlileri, mezunlar ve işletme ve iş idaresi alanlarında faaliyet gösteren çalışanların algılarına dayanarak belirlenmesi ve analiz edilmesidir. Çalışma bulguları doğrultusunda, ders tasarımcısına ve dersi veren öğretim elemanlarına önerilerde bulunulmuştur.

Bu çalışma kapsamında kullanılan veri toplama araçları, elli üç öğrenciye uygulanan İhtiyaç Analizi Anketi ve dersi veren altı öğretim elemanı, onaltı bölüm öğretim görevlisi, on mezun ve on çalışan ile yürütülen yapılandırılmış görüşmelerdir. Tüm veri toplama araçlarının ön testleri yapılmış ve görüşmelere temel teşkil eden Öğrenci İhtiyaç Analizi Anketi'nin güvenilirliği Cronbach Alpha testi ile sağlanmıştır. Anket ve görüşmeler yoluyla elde edilen nitel ve nicel veriler, betimsel istatistikler (yüzde ve frekans dağılımı) kullanılarak incelenmiştir.

Çalışma sonucunda öğrencilerin, birçok çalışma ve etkinliğin Türkçe yapıldığı ancak alana yönelik okumaların çoğunun İngilizce yapıldığı ve dolayısıyla yabancı dilden ana dile aktarımların söz konusu olduğu bölümleriyle ilgili çalışmalarında, özellikle İngilizce'den Türkçe'ye çevirinin çok önemli bir ihtiyaç olarak algılandığı ortaya çıkarılmıştır. Ayrıca veri kaynaklarının algıları, çeviri dersinin, çeviri becerisini geliştirmesinin yanısıra, yabancı dilde yetkinliği artırdığı, özellikle yabancı dilde okuma ve anlamayı, sözcük bilgisini ve yazı becerisini geliştirdiği yönündedir.

Çalışma sonucunda, çeviri dersinde kullanılan çeviri materyallerinin içerik bakımından tamamen öğrencilerin alanlarına yönelik olması dersin olumlu bir boyutu olarak ortaya çıkmıştır. Dersi veren öğretim elemanlarının ve öğrencilerin tercih ve beklentileri genelde hedef alan (durum) beklentileri ile tutarlıdır. Çalışma bulguları doğrultusunda ders tasarımcılarına ve dersi veren öğretim elemanlarına önerilerde bulunulmuştur. Çeviri dersinin bir dönemden iki döneme çıkarılması; tümce düzeyinde çeviriden paragraf ve metin düzeyinde çeviriye doğru geçiş; biçim çevirisinden çok iletişimsel çeviri üzerine yoğunlaşılması; halihazırda çeviri için kullanılan alana yönelik ders kitaplarından ve kaynaklardan alınan metinlere ek olarak gazete ve dergilerden alınan metinlerin ve iş hayatında kullanılan metinlerin dersin çeviri materyalleri arasına entegre edilmesi sunulan en önemli önerilerdir.

Anahtar Kelimeler: İhtiyaç, ihtiyaç analizi, mevcut akademik ihtiyaçlar, mesleğe yönelik ihtiyaçlar, çeviri, çevirinin amaç olarak öğretilmesi, çevirinin araç olarak öğretilmesi

To my beloved husband, Levent...

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CHAPTER I

INTRODUCTION

This is a study which aims at identifying and analyzing the needs of the third year Management students at Başkent University with regard to the English-Turkish Translation Course (MENG 317) through the perceptions of the students, the course instructors including the course designer; the graduates who took the course; the instructors, including the Head, of the Department of Management; and the professionals practicing in different fields of management and business administration.

This chapter comprises four main sections presenting information on the background, the purpose and the significance of the study as well as the definition of some basic terms used in the study.

1.1 Background to the Study

1.1.1 Translation in Foreign Language Teaching

In today's world, recent changes and developments that take place in a wide range of fields such as science, technology, commerce, business, and diplomacy

inevitably influence the field of foreign language teaching and lead to the emergence of various methods, techniques and materials in order to assure quality in language education that constantly strives to keep up with the current requirements of the world. Translation is one of the disciplines which has long been influenced by the changes in foreign language teaching, and has been both honored and banned according to teaching objectives and fashions (Rivers & Temperley, 1978). The role of translation has always been a matter of controversy to educators and methodologists among whom some have advocated its restriction whereas some have been for its encouragement depending on the prevailing objectives and teaching preferences.

Translation, although it had been at the heart of language learning for thousands of years, has generally been out of favor with language teaching community for the past two decades or more (Duff, 1989). According to Cordero (1984) the basic argument that lies under objections to the usage of translation as a language-learning tool is that “it 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” (p. 351). Falk (cited in Laroche, 1985) attributes the lack of interest in translation in foreign language classrooms to the reaction to old grammar-translation method, which entails the usage of translation as the only technique in second language grammar teaching, as well as to the emergence of audio-lingual methods which emphasize the diversity among languages. Maley (cited in Duff, 1989) also ascribes the underestimation of

translation as a poor relation in the family of language teaching techniques to its close association with its cousin, Grammar. One of the reasons contributing to the formation of such anti-translation views is the fact that the label “grammar-translation” is found to be misleading in some respects by Howatt (1988) in the sense that it draws attention to two of the less significant features of the approach although the origins of the method do not lie in an attempt to teach languages by grammar and translation but to make language learning easier. The label “grammar translation” for a method in foreign language teaching has turned out to be influential in coming up with an idea that translation, when considered as a way to learn a language, is a characteristic of a structure-based lesson which glorifies the mastery of form but most of the time ignores the communicative language skills that are today considered to be crucial components of syllabi in foreign language teaching either for general or specific purposes. According to Bhatia (1989) translation can be regarded as a characteristic of a communicative lesson when it is taught as a separate language skill in addition to four monolingual skills, which are reading, writing, listening, and speaking.

Elimination of translation entirely from language teaching has never been possible despite all objections to its use in language teaching. Finocchiaro (1973, cited in Parks, 1982) puts forward two reasons for this case which are psychological and practical in nature. The former is psychological in the sense that students of about the age of ten and above immediately think of a native language equivalent for a word or a concept when learning a new language. This immediate step of translation

inevitably takes place irrespective of the method applied or approach adopted. The latter is practical in the sense that translation to or from the native language is an important part of the examination system in many countries in the world therefore students need to be helped to translate.

According to Rivers and Temperley (1978) much of the discussion of the place of translation has been at cross-purposes since the kind of translation and its function in the language learning process have not been specified. 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, or as a tool to facilitate learning foreign language. Newmark (1991) points out that translation can be used at every stage of language learning from elementary to advanced levels. He suggests its use as a facilitator in language learning at the elementary and intermediate stages and as a separate skill at the advanced levels. Ulrych (1985), on the other hand, states that translation, in addition to its teaching as a specialized skill, can also be utilized as an effective pedagogic device for advanced EFL students.

In today’s world where there is an overwhelming tendency for designing communicative syllabi both in EGP (English for General Purposes) and ESP (English for Specific Purposes), the applicability of translation as a communicative activity has been brought into light by many educators and methodologists such as Tudor (cited in Duff, 1989) who states that translation is an effective communicative activity as a process of conveying messages across linguistic and cultural barriers and its use can

be considered in a broad range of teaching situations. Laroche (1985) also highlights the desirability of translation as a very useful language skill which raises the students' awareness of cultural differences more intensely than any other language activity and proposes the re-evaluation of translation as a facilitator in foreign language learning.

1.1.2 Teaching of Translation at Başkent University

Prior to giving information with regard to the Translation Course (MENG 317) offered by ELSBU (English Language School of Başkent University) to the third year Management students, it will be useful to briefly explain the general structure of English courses at Başkent University.

Başkent University is a Turkish-medium university where students are required to sit for an English Proficiency Test after they register. Students who pass the proficiency test continue their academic studies in their departments, whereas the ones who fail the test undergo a placement test subsequent to which they attend one of the A (Advanced), B (Intermediate), C (Elementary) English preparatory groups according to their level of proficiency in English.

After the preparatory school where students are offered General English, they start taking ESP courses in their first and second years. Although Başkent University is one of those universities where Turkish is the medium of instruction, the learners studying in their departments are required to follow the literature from a variety of English sources. Moreover, the mission of the school is 'to educate successful and

dynamic researchers in their field of study who can also operate in the international platform' which calls for the ability to receive and convey information in the target language for their professional studies. Thus, they take ESP courses (depending on the department they are studying at) offered by the English Language School during their undergraduate education. Students studying at the Department of Management, for instance, take Business English, scheduled as six class hours a week, in their first and second years. In these courses students mainly deal with authentic texts related to management and business administration in order to practice mainly the reading skill integrated into the other language skills, namely, writing, speaking and listening. Thus they learn reading and vocabulary necessary to work independently on materials specific to their own discipline. It is in their third and fourth years that they consecutively take compulsory elective courses which are Translation, Presentation Skills, and Preparation for TOEFL that are scheduled as three class hours a week. Translation Course (MENG 317) is offered to third year Management students in the first semester of their third year.

The Curriculum Development Unit of ELSBU is in charge of designing all GE (General English) and ESP (English for Specific Purposes) courses in accordance with its own Curriculum Development Model in which evaluation is an essential component. All programs are continuously evaluated each semester and necessary changes are made according to the results of the evaluation, which is also highlighted by many educationalists and ELT specialists. Through such evaluations, feedback concerning the effectiveness of the programs is also provided. In addition to such

summative evaluations, however, the instructors give regular feedback about the programs in the weekly curriculum meetings of English Language School of Başkent University, which is also a good example of formative evaluation. They fill in reports requiring information on pacing, course book(s), supplementary materials, projects and tests, and if possible, necessary measures are taken in order to redress relevant problems or drawbacks, if any. All curricular suggestions, feedback and evaluations are submitted to the Academic Board of ELSBU for final decision.

The English Language School of Başkent University (ELSBU) offers translation courses to third or fourth year students studying at the departments of Management, Economics, International Relations, Public Relations, Administration of Health Organizations, Tourism and Hotel Management, Law, and Turkish Language and Literature. The translation courses for the above mentioned departments are field-specific in the sense that the Management students, for instance, translate from and into their native language the texts specific to their area of study. The Translation Course (MENG 317) started to be offered to Management students in the Academic Year 1999-2000.

Some informal interviews were conducted and documentary analyses were done by the researcher, who is the current Coordinator of the Translation Group, in order to clarify the retrospective context with regard to the Translation Course (MENG 317). Based on preliminary informal interviews with the previous Coordinator of the Translation Group, it can be commented that the Translation Course (MENG 317) was designed for the Management students so as to teach them

translation as a means of raising their familiarity with the syntactic structures of English as well as with the terminology specific to their area of study so that they could be brought to a level where they can more effectively understand and, when needed, translate articles, extracts from their course books and other resources published in their area of specialization and most of which are available in English. The informal group interview held by the researcher with twenty Management students also verified the reasons put forward by the Coordinator for offering such a course to Management students in the sense that the students need, but find it difficult, to translate most of their field-related sources that are in English in order to prepare assignments and projects, make comments in lectures, and even answer the questions of some departmental exams in Turkish. Therefore it is a necessity for them to be able to read in English and usually to transfer what they have acquired from these English sources to a variety of departmental tasks which are required to be done in Turkish.

When the objectives of the course were examined, it was evident that the focus of MENG 317 was primarily on raising students' English language proficiency through the teaching of translation and through exposing the students to a comparative and contrastive analysis of grammatical structures and lexical elements in both English and Turkish. Furthermore, it is stated among the objectives of MENG 317 that reading skills are also intended to be improved through the contextual analysis of given texts or extracts in the source language to ensure sound reading comprehension, which is an indispensable step in the process of translation. Besides,

writing skills are indicated to be improved through the studies of translating from the source into the target language with the correct form and meaning. These features of MENG 317 can be considered as clear indicators of the fact that MENG 317, in addition to being a translation course, is a course that intends to contribute to Management students' competence in English that they are supposed to use for their academic and also professional purposes. However, translation is a bilingual process therefore MENG 317's intention to further students' competence in Turkish cannot also be ignored. However, students' needs in terms of their command of discipline-based Turkish are assumed to be covered in their departments through the instruction that is delivered in Turkish therefore, based on the informal feedback taken by the MENG 317 instructors from the students taking the course, it is apparent that most of the students feel the usefulness of the course in terms of its contribution to their proficiency in English and to bringing them to a level where they can understand and translate authentic texts and articles published in their area of specialization that are available in English.

Upon the examination of the content list and the materials of MENG 317, it can be stated that MENG 317 students do translations at the sentence and paragraph levels consecutively. They start the course by translating sentences with different grammatical structures each of which is dealt with every week and then go on to translate paragraphs which contain various semantic and syntactic structures. When the pacing table of MENG 317 in the Academic Year 2003-2004 was examined, it was clearly seen that students devoted most of the semester, that is, almost ten weeks

to translating at the sentence level. In addition to translation, students have also been given vocabulary study materials in order to make it easier for them to translate field-specific texts by expanding their discipline-based vocabulary. A Grammar Booklet for Translation Courses, which is an in-house material that contains contrastive analysis of Turkish-English grammatical structures with examples and exercises of translation, has also been used as a supplementary source to which students and the course instructors refer to when needed. The translation study materials with sentences to be translated into Turkish or English with specific grammatical structures are photocopiable materials that are assigned to the students a week before they are covered in class where they are checked both by the peers and the instructor and necessary feedback and strategies are provided for the betterment of their quality.

As indicated in the course outline of MENG 317, the achievement level of MENG 317 students is evaluated by a midterm, a final exam, and teacher evaluation grade (based on the evaluation of the students' weekly assignments and their participation in class activities) which constitute 40%, 50%, and 10% of the total grade respectively.

The Translation Group is responsible for designing and delivering all the translation courses offered to the students of seven different departments and consists of six members, three of whom are in charge of MENG 317. The group members hold weekly meetings during which any kind of issues related to MENG 317 program are discussed and necessary precautions are taken so as to improve the program either in the short or long term.

Subsequent to giving information about the translation course offered to Management students, it will be useful to clarify the reasons lying behind conducting this study. Based on an informal interview held by the researcher with the previous Coordinator of the Translation Group, it was identified that the Translation course for the third-year Management students was prepared upon the request of the Head of the Department of Management who pointed out, while filling out the needs assessment questionnaire administered by ELSBU to the Heads of Departments at Başkent University, the Management students' need for a written translation course. Such a course, according to him, could render it easier for the students to understand and translate texts or extracts taken from their course books and other resources most of which are in English in an environment where the medium of instruction as well as most, if not all, of the departmental tasks (e.g., assignments, lectures, presentations.) are in Turkish. As evidenced from the initiation process of MENG 317 explained above, no systematic and comprehensive needs assessment directly involving the Management students, instructors of ELSBU, departmental instructors, graduates and professionals in business sector was carried out. However, students' need for such a course was reported to have been perceived by the Head in the general needs assessment procedure undertaken by ELSBU to identify the English language needs of students studying at the Department of Management.

Although conducting on-going program evaluation, as well as needs analysis as an inevitable component of program evaluation, is an indispensable philosophy of the English Language School of Başkent University, various practical reasons such as

the increasing number of new departments sometimes make it difficult to explore the specific needs of the students systematically and comprehensively. This lack is also observed in the Translation Course (MENG 317) offered to third year Management students. As mentioned before, prior to designing the course, no systematic and comprehensive needs analysis directly involving all the potential stakeholders was carried out. Moreover, the translation-oriented needs of the Management students at the start of the following academic years were also neglected to be systematically and comprehensively analyzed. Although it has been a standard to conduct as much of the needs analysis as possible before the start of the course, it is now generally accepted that the procedure should be repeated during the course as suggested by Robinson (1991) as well as at the end of the course as recommended by Hoadley-Maidment (1983), so that needs analysis becomes an on-going process. This is a reflection of the now-common acceptance that a concern with process is a “good thing” in all areas of education.

To sum up, the lack of a comprehensive and systematic needs analysis study directly involving the Management students, the departmental instructors, the instructors of ELSBU, the graduates and the professionals in business sector before the initiation of the Translation Course (MENG 317) and also the indispensability of needs analysis as an on-going process of any program evaluation attempt, as also suggested by the relevant literature, motivated the researcher to conduct this study.

1.2 Purpose of the Study

The purpose of the study is to identify and analyze the needs of the third year Management students at Başkent University with regard to the English-Turkish Translation Course through the perceptions of the students, the course instructors including the course designer; the graduates who took the course; the instructors, including the Head, of the Department of Management; and the professionals practicing in different fields of management and business administration. Answers to the following research questions were explored in order to accomplish this purpose:

1. What are the students' and course instructors' perceptions and preferences regarding various elements of the course such as the
 - 1.1 levels of translation used in the course?
 - 1.2 translation methods used in the course?
 - 1.3 translation activities done in the course?
 - 1.4 strategies used by the students to find the meanings of unknown words while doing translation?
 - 1.5 grammar input techniques used in the course?
 - 1.6 error correction (analysis) techniques used in the course?
 - 1.7 selection of the translation texts?
 - 1.8 materials used in the course?
 - 1.9 content of the translation materials used in the course?
 - 1.10 assessment techniques used in the course?

2. What is the importance of the translation course in providing benefits to proficiency in English and Turkish languages as perceived by the students, course instructors and graduates?
3. What are the students' and the course instructors' opinions with respect to the translation course?
4. What are the suggestions with respect to the translation course extended by the students, course instructors, departmental instructors and graduates?
5. How do students and graduates rate their proficiency in translation and course instructors rate the students' proficiency in translation?
6. What are the difficulties encountered while doing translation as perceived by the students, graduates and course instructors?
7. What are the perceptions regarding students' translation-oriented academic (departmental) needs?
 - 7.1 What is the importance of the English language skills and areas of knowledge in students' departmental studies as perceived by the students, course instructors and departmental instructors?
 - 7.2 What is the frequency of using English language in departmental studies and activities as perceived by the students and departmental instructors?
 - 7.3 What is the importance of translation in students' departmental studies and tasks as perceived by the students, course instructors and departmental instructors?

- 7.4 What is the importance of the translation methods and activities in students' departmental studies as perceived by the students, course instructors and departmental instructors?
- 7.5 What are the English language-related difficulties students encounter in their departmental studies as perceived by the students and departmental instructors?
- 7.6 What is/can be the contribution of the translation course to students' performance in their departmental studies as perceived by the students, course instructors and departmental instructors?
- 7.7 What was the contribution of the translation course to their past academic performance as perceived by the graduates?
8. What are the perceptions regarding students' translation-oriented professional needs?
- 8.1 What is the importance of the English language skills and areas of knowledge in students' future professional lives as perceived by the students, course instructors and departmental instructors?
- 8.2 What is the importance of the English language skills and areas of knowledge in their professional lives as perceived by the graduates and professionals?
- 8.3 What is the importance of translating the given text types in students' future professional lives as perceived by the students, course instructors and departmental instructors?
- 8.4 What is the importance of translating the given text types in their professional lives as perceived by the graduates and professionals?

- 8.5 What is the importance of the translation methods and activities while doing translation in their professional lives as perceived by the graduates and professionals?
- 8.6 What can be the contribution of the translation course to students' future professional lives as expected by the students, course instructors and departmental instructors?
- 8.7 What is the contribution of the translation course to their performance in their professional lives as perceived by the graduates?

1.3 Significance of the Study

It is doubtless that the success of a program depends on the processes of meticulous planning, development, implementation and evaluation that should involve the contribution and collaboration of a wide range of stakeholders who are directly or indirectly affected by the program. Unfortunately the general tendency in translation courses is the limitedness of the design perspective to the views of a few teachers and heavy dependence on similar past course designs in most of the institutions (Şat, 1996). The narrowness of translation program design perspectives and reliance on previous examples of design are natural consequences of the assumption that translation is usually regarded as not more than providing the students with materials and requiring them to start translating. This often stems from the tendency to think that the needs of students who take translation courses are taken

for granted. Such a view, as a result, tends to neglect comprehensive and systematic needs analysis attempts before, during or after the delivery of a translation program.

According to Gabr (2000) translation programs are expected to be carefully and continuously evaluated on a regular basis. However, what happens in reality is that educational settings barely pay attention to translation program evaluation, and if the evaluation step is considered at all, it is traditionally placed at the end of the program delivery. As a result, the form of evaluation measures only the reaction of students whose needs remain to be a question. Consequently, since translation programs suffer from the scarcity of systematic development and evaluation attempts, it is not surprising that models for comprehensive and systematic analysis of the needs of students taking translation courses turn out to be scarce. This study will highlight the importance of analyzing the needs of students who take translation in a systematic and comprehensive manner and will therefore serve as a needs analysis model that might be worth considering for the designers and evaluators of translation programs and for the relevant literature.

Translation has long been considered as the whipping boy for complaints about language learning and teaching (Heltai, 1989). This study, in its attempt to analyze the needs of students who are taught translation also as a means of improving their competence in English may reveal some information concerning how translation, when incorporated into language teaching programs, can turn out to be effective and purposeful when with recourse to students' needs and interests. This effectiveness can display itself in the study in terms of raising students' level of

competence in the target language and thus adding to their academic and also future professional performance. Besides, there are very few studies conducted so as to analyze the needs of students pertaining to a translation course, offered whether as a means or an end. This study, therefore, can be a contribution to the relevant literature with its model and findings.

Başkent University has a positive attitude towards any research project conducted to contribute to the improvement of education at Başkent University. Therefore, the findings of this study as well as the recommendations to be extended so as to raise the effectiveness and purposefulness of the current Translation Course offered to Management students are believed to be considered by the course designers in tailoring the existing course to the needs of the students or in designing a new needs-based course syllabus. Besides, the procedures followed during the study will be an aid to any attempts of ELSBU, and to those of many educational institutions, to analyze the needs of students prior to, during or subsequent to the delivery of any program.

1.4 Definition of Terms

The following terms were commonly used within the scope of this study and are clarified below so as not to leave any room for any kind of misunderstanding:

Need: A change or direction desired by a majority of some reference group (Stufflebeam et al., 1985) and suggested pursuant to identifying and analyzing the requirements arising from the learning and target situations and the areas of deficiency.

Needs Analysis: A systematic set of procedures carried out in order to set priorities and suggest solutions or means to a desired end pursuant to analyzing the current and desired status and identifying the requirements arising from the learning and target situations and the areas of deficiency.

Current academic needs: Requirements or necessities for the learners the fulfillment of which will enable them to carry out their studies effectively in their academic departments.

Future professional needs: Requirements or necessities for the learners the fulfillment of which will enable them to function effectively in their future professional lives.

Translation: The replacement of a representation of a text in one language by a representation of an equivalent text in a second language (Bell, 1991).

Teaching Translation as an End: Teaching students the techniques of successful translation as a separate skill to be used when practicing the profession of translation.

Teaching Translation as a Means: Teaching students the techniques of translation as a means of helping them practice and improve a foreign language, in other words, enhance their foreign language proficiency.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the review of literature with the theoretical background of the study as well as related studies will be presented. Within this scope firstly, general information concerning the definition of translation; history of translation in foreign language teaching; objections to and revival of translation in foreign language teaching and approaches to the use of translation as an end or a means will be dealt with. Secondly, needs analysis in program evaluation is to be discussed together with the definitions of need and needs analysis after which information about when to conduct needs analysis and who are to identify needs will be given, which will be followed by methodological issues on and approaches to how to conduct needs analysis. After that, models suggested for conducting needs analysis will be discussed. Finally, some needs analysis studies will be presented.

2.1. Definition of Translation and the Translation Process

It is possible to come across a variety of definitions for translation when the relevant literature is reviewed. It should be noted at this point that the term

‘translation’ is confined to the written language since professionally the term ‘interpretation’ is used to represent spoken language (Newmark, 1991). Newmark (1988) defines translation as “rendering the meaning of a text into another language in the way that the author intended the text” (p. 5) or as “transferring the meaning of a stretch or a unit of language of the whole or a part of a text, from one language to another...” (Newmark, 1991, p. 27).

Nida’s (1975) classical definition of translation is “the reproduction of receptor language to achieve the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style” (cited in Newmark, 1991, p. 34).

Bell (1991) puts forward two typical definitions of translation. According to him “translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences” (p. 5). In his second definition, Bell states that “translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language” (p. 6).

Urgese (1989) defines translation as “...any transfer, for any reason, of any text from one language code to another language code – the expression by means of one language of any thought expressed by means of another language” (p. 38). According to Houbert (1998) translation is “...the process whereby a message expressed in a specific source language is linguistically transformed in order to be understood by readers of the target language.” Catford (1965) also defines translation

as the act of replacing a text material in the source language by an equivalent text material in the target language.

When the definitions of translation mentioned above are examined, two qualities can be considered to pertain to almost all of them which are transfer from one language, that is source language (SL), to another language, that is target language (TL), as well as the target being to ensure equivalents, that is preserving the features of the original text and reflecting them in the translation product. Texts in different languages can be equivalent in different degrees (fully or partially), in respects of different levels of presentation (equivalent in respect of context, of semantics, of grammar, of lexis, etc.) and at different ranks (word-for-word, phrase-for-phrase, sentence-for-sentence) according to Bell (1991). Bell states that the ideal of equivalence is most of the time beyond being achievable since languages differ in form that has distinct codes and rules regulating the construction of grammatical stretches of languages and these forms possess different meanings. Therefore shifting from one language to another inevitably entails altering the forms. Ulrych (1986) also finds exact translation with exact equivalence impossible due to mismatches among languages, and agrees with Krakowian (1984) who suggests some sort of modification to be made in a native-language concept to fit a foreign-language equivalent. Otherwise, the result will not be translation but “translationese” that happens in the course of translating out of one’s own language. Translationese is found to be bad by Newmark (1991) not because it misrepresents the facts but because in its reproduction of source language idioms and syntax, translationese fails

to transmit the tone, mood, and feeling of the original, and therefore its style diverts the reader from its message. Newmark (1991) takes translationese to be an area of interference where a literal translation of the source language text falsifies or ambiguates its meaning, or violates usage. “Good trips!” can be considered translationese for “İyi Yolculuklar!” in Turkish which should be translated as “Have a good trip!”

Various definitions of translation bring along the question of how the translation process occurs. Bell (1991) proposes a translation process model (Figure 1) in which the processes that take place within memory during the transformation of a source language text into a target language text are displayed.

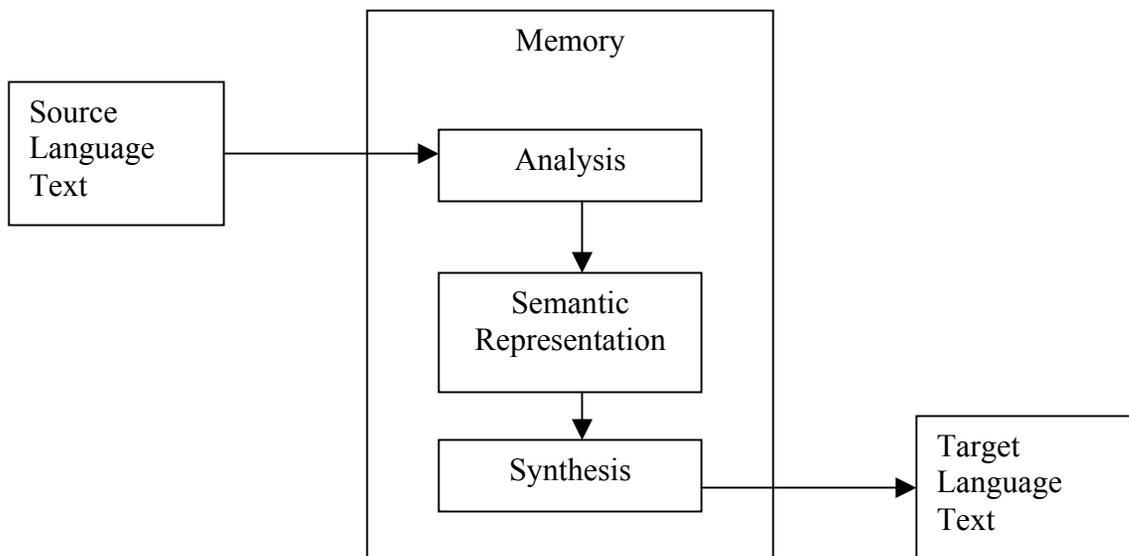


Figure 1. The Translation Process (Bell, 1991, p. 21)

Rini (1996) highlights the importance of making the learners aware of translation process through a diagram (Figure 2) and suggests that this diagram be drawn on the board right at the beginning of a translation course.

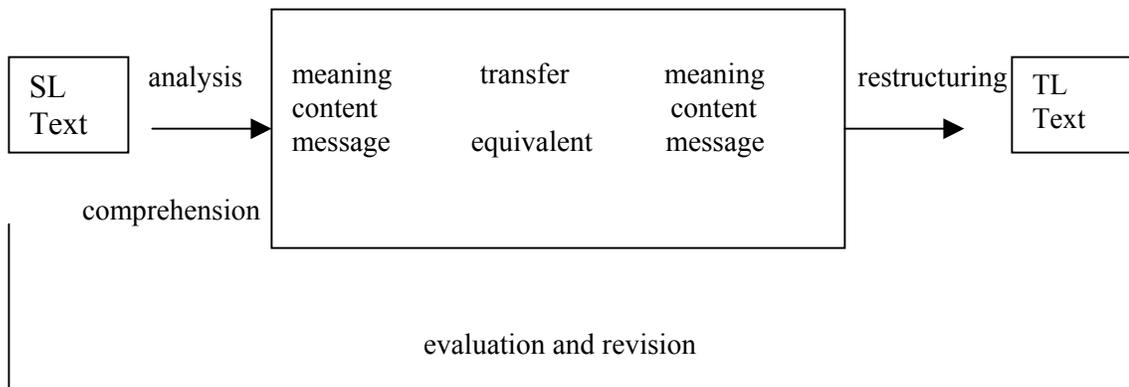


Figure 2. The Translation Process (Rini, 1996)

The translation models displayed above are a clear indication of the fact that translation should be considered a process rather than a product. A product-to-product comparison of source language text and target language text tends to ignore the communication process involved (Hatim and Mason, 1990). The application of translation activities will become easier if the teacher bears in mind the fact that translation is a process.

2.2. Use of Translation in the History of Language Teaching and Its Rejection

The use of translation in foreign language classes has always held a controversial position in the history of foreign language teaching and some educators and methodologists have advocated its restriction whereas some have been for its encouragement depending on the prevailing objectives and teaching preferences. Cook (2001) states that the argument that a new language should be taught without reference to the students' first language has dominated almost all influential theoretical works on language teaching from the turn of the twentieth century onwards. The reasons underlying the rejection of the use of translation in language teaching can be categorized under several headings such as the emergence of the direct method as a reaction to the grammar-translation method; political and demographic influences; and the influence of second language acquisition theory.

2.2.1 Emergence of the Direct Method as a Reaction to the Grammar-Translation Method

The Grammar-translation method, which was first introduced in the Gymnasia of Prussia in the mid-nineteenth century, led language-teaching syllabuses to be dominated by written translation exercises as a means of instruction, practice and assessment. The accuracy of the lexical and grammatical equivalence attained in translation became a criterion of measuring L2 competence (Howatt, 1988). Too

much emphasis on accuracy, ignorance of the spoken language, encouragement of false notions of equivalence and presentation of isolated sentences rather than connected texts were the criticism leveled by the 'Reform Movement' against the grammar-translation method at the turn of the 20th century. Sweet (1964, cited in Cook, 2001) ridiculed a context-free sentence found in a translation exercise as a "bag into which is crammed as much grammatical and lexical information as possible" (p. 101). The grammar-translation method was also found to have a detrimental effect on the acquisition of native-like processing skill and speed due to factors such as the demotivating difficulty of translating from L1 to L2, the reinforcement of reliance on processing through the L1, and the strengthening of L1 interference (Stern, 1992, cited in Cook, 2001).

Various arguments that laid the foundations for opposition to the use of grammar-translation method have led to its replacement by the direct method which entails teaching of an L2 by using only that language as a means of instruction or through any kind of action or demonstration but without going through the process of translating into the students' native language (Larsen & Freeman, 1986). Although the emergence of the direct method aimed at the banishment of translation from foreign language classes, grammar-translation method has continued to be used in various educational settings.

2.2.2 Political and Demographic Influences

The growing dominance of English as the world's main international language has led to the development of ideas about English language teaching in recent years with an implicit assumption that these ideas also apply to foreign language teaching in general. The use of translation as a pedagogic tool in foreign language teaching has been, as a result, has been influenced by this trend (Cook, 2001).

From the nineteenth century onwards, immigration into the United States led to the escalation of demand for English language courses so as to keep up with the rapid development of a functional command of English. Increased world trade and tourism along with the growing dominance of English as a world language have brought about the need for schools in English-speaking countries that cater for visitors and immigrants from mixed linguistic background. The typical teachers in these schools are preferred to be native English speakers, making the use of translation impossible (Cook, 2001). Besides, the English-speaking countries, especially Britain, have fostered the employment of native-speaker English teachers abroad with the prevailing assumption that they are the best. This has turned out to be an important factor in elimination of translation from foreign language classes (Davies, 1991; Paikeday, 1985; & Phillipson 1992, cited in Cook, 2001).

2.2.3 Influence of Second Language Acquisition Theory

The emergence of second language acquisition theories, arising from children's first language acquisition, has undermined the role of translation in foreign language classes. Behaviorism, which views language acquisition as a process of habit formation; the Chomskian nativism, which considers a disposition to acquire language as a genetic endowment; and functionalism, which regards language acquisition as the result of a need to convey social meaning, have been quite influential on teaching practices. All of them, especially nativism and functionalism, have glorified focusing the attention of students on meaning and communication rather than on form, as they will promote the subconscious acquisition of the language system (Krashen, 1982 & Prabhu, 1987, cited in Cook, 2001). Therefore translation has not been considered among the activities compatible with this belief since it requires a conscious knowledge of two language systems as well as their utilization with full awareness.

2.3 Rebirth of Interest in Translation

Despite all arguments leveled against the use of translation in language teaching, it has never been possible to eradicate its use from foreign language classes. Finocchiaro (1973, cited in Parks, 1982) puts forward two reasons for this case which are psychological and practical in nature. The former is psychological in the sense

that students of about the age of ten and above immediately think of a native language equivalent for a word or a concept when learning a new language. This immediate step of translation inevitably takes place irrespective of the method applied or approach adopted. The latter is practical in the sense that translation to or from the native language is an important part of the examination system in many countries in the world, therefore students need assistance to be able to translate.

The limited uses of translation in the grammar-translation method have caused most criticisms of translation to overlook the fact that translation can be used in many other ways which could be more imaginative (Duff, 1989). Howatt (1988) also attributes the reasons for the formation of such anti-translation views to the label “grammar-translation” which he finds misleading in the sense that it draws attention to two of the less significant features of the approach although the origins of the method do not lie in an attempt to teach languages by grammar and translation but to make language learning easier.

In the foreign language acquisition literature, translation is defined as “using the first language (L1) as a base for understanding and producing the second language” (O’Maley, Chamot, Stewner-Manzanares, Kupper, & Russo, 1985, p. 33), and rendering ideas from one language to another in a relatively verbatim manner (Chamot, Kupper, & Impink-Hernandez, 1988 cited in O’Malley et al., 1990). This definition does not indicate the presence of a communicative nature pertaining to the use of translation in foreign language classes and this is why translation has been a controversial element in the teaching of foreign languages for almost three decades,

and has been frowned upon, or even banned, as a language teaching method. Some educators and methodologists find these anti-translation views justifiable in the sense that Heltai (1989), for instance, considers the over-use of translation as a major type of exercise isolated from other activities, which was almost the case in the past, quite unnecessary and inefficient. Such heavy reliance on translation as an exclusive activity in language teaching has brought into light the question of whether it could have detrimental effects on communicative aspects of language teaching. This question has occupied the peak of the mountain especially in the past two or three decades during which communicative language teaching has made considerable headway in many countries.

Only in recent years has there been a reappraisal of the role of translation in language learning and a number of writers have expressed their doubts about its banishment from the classroom (Cook, 2001). Maley (cited in Duff, 1989), attributes the resurgence of interest in traditional practices such as translation to the fact that communicative movement has begun to run short of ideas. Besides Cook (2001) points out the existence of a growing awareness of the formal inaccuracy which can result from an exclusive focus on communication and a realization that translation can develop accuracy, as it was traditionally believed to do. Therefore, the use of translation is finding acceptance not only as a matter of expedience, namely, as the quickest and most efficient way to explain the meaning of a new word, but also as a theoretically justified activity aiding acquisition. Furthermore, despite arguments criticizing the scarcity of communicativeness in translation, Tudor (1985, cited in

Duff, 1989) considers translation a communicative activity and states that “translation, as the process of conveying messages across linguistic and cultural barriers, is an eminently communicative activity, one whose use could be considered in a wider range of teaching situations than may currently be the case” (p. 5).

2.4 Approaches to the Use of Translation as a Means or as an End

According to Rivers and Temperley (1978) the discussion of translation has been at cross-purposes due to the poor specification of the kind and function of translation in the language learning process. A distinction should have been made between the role of translation in language learning and teaching translation as a skill in its own right. Attempts to clarify the role and function of translation have raised the question of whether it should be used as an end or a means. It is generally considered to be an end when teaching of translation as a separate skill is restricted to programs for future translators whereas it is regarded as a means when used as a pedagogic tool mainly in courses that aim optimizing students’ proficiency in the target language. Cordero (1984) states that translation, as an activity, is a specific skill whose practice extends over differing areas with distinct objectives and distinguishes among three main areas of translation: educational, professional, and linguistic research which he describes as follows:

As an educational activity, translation is considered a learning device or a convenient means of verifying comprehension and accuracy. Quite unlike this

kind of activity is the work of the professional translator who no longer translates to understand, but to make others understand. Furthermore, translation sheds light on certain linguistic phenomena which otherwise would remain unknown (p. 350).

Cordero (1984), with such a categorization, perceives translation not as an exclusive foreign language course in a student's language program, but as a skills course among diversified options. Therefore when taught properly, translation can maintain and strengthen its own vital role, which is the development of translation skill, while contributing to the development of other skills, which consequently results in a higher overall competence. Thus translation is regarded as an end desired in itself as well as a method or a means of furthering foreign language proficiency.

Newmark (1991) suggests that translation, in addition to its teaching for professional purposes, can be used at every stage of foreign language learning: as a time-saver in the initial stages to give meanings of new vocabulary; as a means of controlling and consolidating basic grammar and vocabulary in the elementary stages; as a method of dealing with errors and expanding vocabulary in the middle stages; and as a separate skill in the advanced or final stage of language teaching. Newmark calls translation the "fifth skill" when it is taught as an end in itself or as a separate skill in addition to four monolingual skills, which are writing, reading, speaking and listening. Whereas Newmark points out teaching translation as a skill in its own right in the advanced stage of foreign language teaching, Ulrych (1985) stresses the use of

translation also as an effective pedagogic device for advanced foreign language learners in addition to its teaching as a specialized skill.

Laroche (1985) suggests use of translation in foreign language classes once basic mastery of the target language is achieved since he believes that it will bring important language-associated advantages. He insists on considering translation as an advanced option that deserves a specialized course of study, and is far from hoping that translation gains its role in elementary language teaching. Lado (1988) is also among the ones who believe that translation should be used at the advanced and upper-intermediate levels of language teaching rather than in the initial stages. Therefore teaching the target language is suggested before teaching how to translate assuming that translation skill requires a mastery of the target language. Heltai (1989) is also in favor of teaching translation at the advanced levels of language teaching and suggests that translation belongs in the curriculum when it is an end in itself. However, he also points out the use of especially oral translation as a supplementary exercise to practice and build vocabulary at the advanced level.

Urgese (1989) thinks that considering translation a fifth skill that requires bilingual mastery and a concern of only specialized courses for advanced students is a dogma and asserts that even beginners may need to translate and should be taught at least how to use a dictionary and translate contextualized items when, for instance, understanding a written text or writing to a pen pal.

It is no longer sinful to use the student's native language as a resource to facilitate foreign-language acquisition according to Costa (1988) who identifies three

translation-using programs. The first one is translation-oriented undergraduate programs for students who will leave their colleges with a degree in translation, and where translation is an end in itself. The second is foreign language programs where the main activity is translation but whose students are not translators-to-be. In such programs translation can be an end if the purpose is to introduce students to another professional activity that uses the foreign language or can be a means if the purpose is to enhance students', for instance, reading comprehension skills. The third is foreign language programs, such as reading-comprehension oriented course programs, that use translation as their basic methodology but include other language activities, or that use translation as a technique out of many to reach specific goals. Here translation is a pedagogic means for optimizing students' access to written information in a foreign language.

Erden (1985), just like Costa (1988) claims that translation can be used both as an end and a means in foreign language learning, and puts forward two purposes 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 the target language.

Nadstoga (1988) finds translation rewarding and highly motivating although it is a demanding activity. According to him it is for most foreign language learners a means for developing sensitivity to various linguistic mechanisms used by the two languages to convey various meanings through which students learn to translate ideas rather than words.

Despite arguments that favor the use of translation as a means in foreign language classrooms, Parks (1982) considers translation a separate language skill and a difficult art, which cannot be profitably used to teach other language skills. He continues by saying that translation, although it cannot replace other types of exercises in foreign language classrooms, can be used to teach valuable insights into the culture and concepts of the language to be learned. Lado (1964, cited in Parks, 1982) also finds it erroneous to equate translation with speaking, writing, listening, and reading, and regards translation as a valuable skill in itself, but not as a substitute for practicing the language without recourse to translation. Such an approach brings us to the need to identify the processes involved in translation different than in the four language skills namely reading, writing, listening, and speaking. According to Parks translation process entails taking the following steps:

1. Perception (it is visual in the case of a written text);
2. Semantic analysis (it also includes structural analysis as a part of the process of deriving the total message meaning);
3. Semantic reconstruction of the message in the target language, which is called “transfer” by Nida and Taber (1974), during which the analyzed material is transferred in the translator’s mind from source language to target language;
4. Expression of the message in the target language, which Nida (1975) calls “restructuring.”

During the translation process, it is the duty of a translator to move back and forth between the source and the target languages so as to test his/her hypotheses on the basis of the text as a whole. That is why Darwish (1989) calls translation a decision-making process just like Marton (1981, cited in Ulrych, 1986) who considers the translation process a hypothesis-testing and a problem-solving exercise.

When the steps taken in a translation process are considered, it can be realized that the difference between this process and that of ordinary language exchange lies in the third and fourth steps, which are transfer and restructuring (Parks, 1982). The first and second steps, which are perception and semantic analysis, remain the same in ordinary language exchange; however, what is done next is to respond to the stimulus message either by a verbal or a written reply of some kind instead of transferring the message into another code, which is unique to the translation process. It is due to these differences between the processes of translation and of ordinary language exchange that Parks (1982) does not find translation a profitable method of teaching other language skills but suggests that translation exercises can offer practice in the perception and analysis of messages, which are also necessary in all other language use.

The contextual analysis undertaken by the researcher revealed that the starting point in offering the Translation Course (MENG 317) to Management students at Başkent University was to enable them to translate into and from English so that they can come to a level where they can understand and also translate authentic texts and articles published in their area of specialization most of which are available in

English. Management students' academic needs, as also identified through the general needs analysis study undertaken by ELSBU, have become the most important driving force in designing a Translation Course for Management students who are not to be professional translators. This study also attempted to identify the translation-oriented professional needs, in addition to the academic ones, of the students through extending its scope to the graduates and professionals who are indispensable stakeholders whose views should be resorted to in a comprehensive and systematic needs analysis if the aim is to design a needs-based program for the learners.

Furthermore, considering the informal interviews held by the researcher with the instructors of MENG 317 and the previous Coordinator of the Translation Group as well as the documentary analysis, it can again be said that the focus of MENG 317 is primarily on teaching students translation, which they are supposed to do in their departmental studies, as means of helping them to practice and improve English, in a Turkish-medium university where most of the discipline-based textbooks and sources utilized are in English so that they can understand them easily and incorporate what they understand into tasks, assignments, exams...etc. that are usually done in Turkish. In other words, translation is used as a means rather than an end in MENG 317, which is possible in foreign language classes where the students are not translators-to-be, according to the relevant literature. Therefore, MENG 317 will be regarded as a course within the scope of a foreign language program since the students taking the course are the ones who have not chosen translation as a profession but are taught translation primarily as a means of enabling them to

improve and practice their English and secondarily with the aim of improving their translation skill they are supposed to use for their departmental studies.

2.5 Suggestions on the Teaching of Translation

The following suggestions are extended by the translation theorists and practitioners with regard to the teaching of translation either as a means or an end:

- Students should be provided with complete short texts and trained to practice translation at discourse level rather than at sentential level (El Sayed, 1987). Only messages but not words can be translated and thus translation can start to occur at sentence level since sentence is the smallest unit that transmits message (Parks, 1982). However, a single sentence may most of the time fail to supply necessary contextual clues to reconstruct the meaning intended in the source language and to express it without any loss in the target language. El Sayed states that translation at sentence level may confuse students into thinking that a text can be produced without referring to communicative context and prevents students from practicing translation at discourse level, which then results in interferences from the mother tongue and the loss of translation equivalence.
- Students should be urged to read the whole text several times in order to interpret the meaning of the entire context before starting to translate it as suggested by Newmark (1991), Nida (1975) Cordero (1984), Ulrych (1985), Costa (1988),

Parks (1982), Nadstoga (1988) and Larson (1984). Gerding-Salas (2000) also suggests that the students be given enough time to read the text to comprehend it and then to read it a second time for the intention of translation during which they should be encouraged to take notes and underline the points that need consideration.

- Cordero (1984) suggests that especially the first reading of the text can be done aloud so that another linguistic aspect, namely pronunciation, intonation and other aspects of accurate reading can be exercised. Heltai (1989) also indicates that reading out the text before the actual translation process is useful especially in terms of minimizing interference from the mother tongue.
- Students' familiarity with the content of the translation materials cannot always be expected therefore some familiarity-raising techniques should be used before the actual translation process. Cordero (1984), Costa (1988) and Gerding-Salas (2000) suggest that the students should be encouraged to consult complimentary literature, in other words, resort to parallel texts in the source and/or target language so that they can have a better understanding of the content. This pre-translation activity is called documentation. Discussion is another pre-translation activity that can be used prior to the actual translation process with a view to raising students' familiarity with the content of the material to be translated (Newmark, 1998).
- All words are meaningful in their own contexts therefore students should be encouraged to work out their "contextualized intuition," or the ability to find the

nearest meanings of the words or expressions within its context as suggested by Gerding-Salas (2000). For a more effective learning and retention of the new vocabulary, the students should also be encouraged to use a monolingual dictionary in conjunction with an up-to-date bilingual dictionary as recommended by Richards (1976), Rivers (1981), Cordero (1984) and Ulrych (1985). Monolingual dictionaries are quite useful since they enable checking the meanings and features of lexical items and thus they are a means of double-check. This bilateral use of dictionaries also brings into light the effective use of dictionaries that, according to Doğan (1999), requires teaching students how to make use of entries in dictionaries and raising students' awareness of the semantic and syntactic contents of the words.

- Doğan (1999) recommends analysing the text or a piece of text to be translated at a syntactic level and highlighting complex grammatical structures in both languages. Therefore, it is advisable that the grammatical structures found in the text be dealt with in advance by contrasting and comparing the structures in both languages. Urgese (1989) suggests that, for the retention and accurate production of a newly learned or revised grammatical structure, the students should be encouraged to compare the structure with its counterpart in their own language repeatedly and translating short contextualized texts or pieces of texts such as dialogues are useful in serving such a purpose.
- Costa (1988) sees no reason for a translation class not to benefit from a communicative and interactive approach and suggests that most of the time be

devoted to students doing translation on their own but at the same time puts forward some pre- and post-translation activities which require communication and interaction of the whole class members. Translation critique suggested by Cordero (1984), is an extremely important follow-up activity or a post-translation activity during which the students examine both the source text and its various translations done by the students and debate and offer possible solutions for the final version. Translation critique is recommended to be done by Ulrych (1985), Costa (1988), Duff (1989) in pairs, in groups or as a whole class activity and is found extremely helpful by Cordero who indicates that it raises students' linguistic awareness and helps them alert their minds.

- Duff (1989) recommends that much of the error correction or analysis during translation critique should be done by the students themselves. The teacher, as a facilitator and a guide, should control the discussion or the translation critique and intervene in the process of discussion when necessary. Erdem (1999) states that both the teachers and the students can make use of the feedback provided during error analysis through which the students can judge their competence and the teachers can judge the students' evolving competence and identify areas that need consideration.
- Error correction should be regarded as a technique of assessment and should not be limited to highlighting only the errors but also the intelligent solutions. Therefore, at the very beginning of and throughout the translation course, students

should be assured that there is not only one perfect translation and should be encouraged to propose alternative translations, as suggested by Costa (1988).

- The choice of translation materials is of great importance in a translation course and should be given due consideration. Heltai (1989) indicates that the texts to be translated should be relevant to the students' needs. Cordero (1984) suggests starting a translation course with texts written in descriptive and factual style since this type of texts can enable the study of structural distinctions between L1 and L2. Cordero, at the same time, recommends gradually increasing the sophistication of the translation texts and suggests the use of authentic materials such as magazines and newspapers after descriptive and factual texts. Doğan (1999) also thinks that making use of authentic materials is a must and provides a good conduct of language, as they are the products of real life situations. Furthermore, Caminade and Pym (1998, cited in Gabr, 2000) argue that the market structure and demands determine or indirectly affect the kinds of texts to be translated and therefore need to be taken into account as well.
- The most appropriate translation method should be selected depending on the objectives of the translation course and the nature of the texts to be translated. For instance, *word-for-word translation* is the immediate interlinear translation of TL words below the SL words without referring to the context of the whole text (Newmark, 1988) and can be used while comparing and contrasting the structures of both languages or as a pre-translation method while dealing with difficult texts; however, the major drawback of word-for-word translation is that SL words sound

unnatural and out of context. *Faithful translation* is the reproduction of the precise contextual meaning of the source text within the constraints of the target language grammatical structures (Newmark, 1988). This method can also be used for grammatical analyses in both languages and still sound unnatural to the speakers of the TL in its attempt to reflecting the exact grammatical equivalence of the SL. *Semantic translation method* aims at reflecting the aesthetic value of the SL text and is usually preferable for literary translation. *Communicative translation method* is more flexible than the previously mentioned translation methods and intends to render the exact contextual meaning of the source text in such a manner that both content and language are acceptable and comprehensible to the readers (Newmark, 1988). Conveying the intended message as well as the cultural and the contextual elements with the minimum loss of meaning is the most important merit of communicative translation which can, therefore, be regarded as the most convenient method particularly when the texts to be translated are of factual and informative nature.

2.6 Needs Analysis in Program Design and Development

Needs analysis is the door opening to the whole program planning process, that is to say, it is the very first step to be taken and plays a crucial role in the design and development of any educational program. As Richterich and Chancerel (1980) point out, it is necessary to identify needs so as to become aware of the learning

conditions of individuals or groups to align these with their physical, intellectual and emotional possibilities as well as to devise learning materials which will respond to what is to be taught and thus to clarify the pedagogical objectives pursuant to negotiating with the learners.

Needs analysis is considered an indispensable procedure also in language teaching either for general or specific purposes. According to Richards (1990), needs analysis serves three functions in language curriculum design:

- 1) It is through the involvement of a large group of people such as learners, teachers, administrators and employers in the planning process that needs analysis provides a mechanism for obtaining a wider range of input in the contents, design, and implementation of a language program.
- 2) It serves to identify general or specific language needs so that they can be addressed while 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.

McKillip (1987) also emphasizes the importance of needs analysis in program evaluation and states that the extent the program addresses the needs of participants must be found out if the worth of a program is to be judged. Programs cannot be evaluated but can only be described without needs analysis according to McKillip. At this point it should be noted that needs analysis and program evaluation, although they go hand in hand, have distinct roles to serve in planning educational programs.

The former usually addresses future-oriented questions such as “What goals could or should a program be pursuing?” whereas the latter addresses present or past-oriented questions as “What has the program accomplished?” and “What was the program worth?” Despite this major and generally accepted distinction, Stufflebeam et al. (1985) point out that needs analysis and evaluation accommodate many of the common measurement and analysis techniques and state that both of them attempt to identify and rank the importance of problems and examine the effectiveness and worth of programs in relation to the problems they are intended to address.

Through this study which was actually conducted towards the end of the delivery of the translation course, the needs, expectations as well as the areas of deficiency were identified by the researcher through perceptions of various participants. In addition to these prospective attempts of the study which could be useful starting points for the design of the course in the following years, the worth of the course was also inquired by focusing the students and the course instructors on their perceptions of what was achieved, in order to put forward sound recommendations and remedial solutions to the people in charge of the course design and delivery.

2.7 What is Need?

There are various definitions for “need.” Richterich and Chancerel (1980) argue that coming up with a simple definition of need is difficult and must be a

continuous process since needs are also in a process of constant development and change. However, a working definition of “need” is always essential to a needs analysis study since it provides significant implications for how the study will be conducted and turns out to be a guide for the undertaker(s) of any needs analysis procedure.

The most conventional form of definition for “need” in the field of education is “the gap between what is and what should be” (Brindley, 1990, p. 65). Ornstein and Hunkins (1998) also emphasize the existence of a “gap” by using the word “discrepancy” and defines need as “a recognized and accepted discrepancy between a current state and a desired state” (p.74). Packwood and Whitaker’s (1988) definition of need is not different from the previous ones in the sense that they also regard need as a perceived discrepancy or gap between some desired condition and the assessed condition. Altschuld and Witkin (1995) discriminate between the definitions of need as a noun and a verb in the sense that need, as a noun, points to the gap or discrepancy between the present state and the desired future or end state whereas need, as a verb, refers to what is required to fill this gap or a set of solutions or means to a desired end. McKillip (1987) incorporates four areas of concern as values, target population, problem, and solution into the definition of need by defining it as “the value judgment that some group has a problem that can be solved” (p. 10).

When the language programs are concerned, it is possible to come across almost similar but more detailed definitions of need. Berwick (1984) perceives need as a gap or a measurable discrepancy between what learners need and what they

receive in language programs. The measurability of need is an important aspect integrated into this definition. Richterich and Chancerel (1980) state that the concept of language needs remains at ambiguity owing to the fact that it has never been clearly defined. Brindley (1989) attributes the reason lying behind this ambiguity to the distinction or even contradiction among various concepts of need. Brindley (1989), for instance, makes a distinction between *objective* and *subjective* needs. *Objective needs* can be assumed to be general needs which can be inquired through the analysis of the typical everyday situations in which the target population is to be involved, and these needs are identified by means of a needs analysis approach known as target situation analysis as connoted by Chambers (1980). *Subjective needs*, on the other hand, are the kind of needs that the individuals themselves have and can be identified from the information concerning affective and cognitive factors such as personality, attitudes, wants and expectations. In addition to such a classification, Hutchinson and Waters (1987) put forward the distinction between *target needs* and *learning needs*. The former, which is called objective needs by Brindley, refers to what knowledge and abilities the individuals will require to be able to perform effectively in the target situation, which is identified through target situation analysis. The latter connotes what individuals need to do in the learning situation, which is identified via present situation analysis. Hutchinson et al. classify target needs as necessities, lacks, and wants. *Necessities* are what individuals have to know in order to function effectively in the target situation while *lacks* are the gap between what they need to know and already know. *Wants* are the needs felt or perceived by the

individuals themselves and refer to what Brindley calls subjective needs. Although it is generally difficult to meet wants and expectations of individuals, which may vary from person to person, Nunan (1988) and Kennedy & Bolitho (1984) emphasize taking into consideration the target population's wishes that may be valuable data in any needs analysis.

Regarding the suggestions of the literature, both the target and the learning needs of the students were inquired through resorting to the views of various data sources, namely, the students of MENG 317; the course instructors and the course designer; the graduates who took MENG 317; the instructors, including the Head, of the Department of Management; and the professionals practicing in different fields of management and business administration. Through analysing the target situations and identifying the areas of deficiency, the needs as well as the lacks of the students were attempted to be identified, which led to the revelation of objective needs. Besides, through the inquiry of the existing elements of the course as well as those expected or preferred, the subjective needs of the students were identified which were then compared to the course-related expectations of the instructors, requirements of the target situations and suggestions of the relevant literature in order to see to what extent they matched and how much students' expectations and preferences moved beyond subjectivity and turned out to be real needs.

2.8 What is Needs Analysis?

Since there has been a great deal of confusion and debate over the definitions of the term “need,” it is not surprising to come across a variety of definitions regarding needs analysis.

According to Altschuld and Witkin (1995) needs analysis is a set of systematic procedures pursued in order to establish priorities based on identified needs and make decisions aiming at the improvement of a program and allocation of resources. It is worth mentioning at this point that, as evidenced from the definition, needs analysis calls for identifying needs in a systematic manner and setting priorities on the needs identified.

Kaufman (1995) who sees needs as gaps in results defines needs analysis as a process for identifying these gaps, placing the needs in an order of priority and selecting the needs of highest priority. Reviere et al. (1996) also view needs analysis as a systematic process of collecting and analyzing data with the goal of identifying the areas where the people concerned are lacking when compared to the generally accepted standards. This definition refers to the closure of gaps between the standards set and the absence or insufficient presence of them through a deliberate and pre-determined set of procedures.

Stufflebeam et al. (1985) and McKillip (1987) perceive needs analysis not as an end but as a means for making decisions about programs and resources. According to Stufflebeam et al., needs analysis assists in determining what needs exist and how

they should be addressed as well as providing the degree to which intended needs are addressed effectively and efficiently through the program or resources available. However, it is not the sole aim of the needs analysis to identify the needs but to make certain recommendations or take certain actions in order to fill the probable gaps or to satisfy the needs. However, as McKillip and Stufflebeam et al. stress, needs analysis is an aid to the decision making process since it helps decision making by clarifying what and how important needs are, which does not make it a substitute for decision making.

2.9 When to Conduct Needs Analysis and Who are to Identify the Needs?

Pursuant to reviewing various approaches to what needs analysis means, it will be useful to mention fundamental questions pertaining to it such as when to carry out needs analysis or who are to decide what the needs are.

There seems to be three possible answers to be given to the question of when to carry out needs analysis. Richards (1990), who views needs analysis as an important basis for determining the objectives and organizing the content of language programs, recommends conducting as much of the needs analysis as possible before the start of the course. Chambers (1980) also suggests carrying out needs analysis in advance of any course so that the course designer finds adequate time to prepare a syllabus and select or develop appropriate materials.

Hughes and Knight (1977, cited in West, 1994) bring up the term on-line or first-day needs analysis that takes place at the start of the delivery of a program. In this type of needs analysis, the trainer or the course designer can attain full, relevant and accurate data depending on the input to be taken from the learners themselves although he or she can find little time to prepare a detailed course outline.

The fullness, accuracy and relevancy of data acquired by a needs analyst at the start of a course might be short-lived. This necessitates conducting re-analysis of the learners' needs during program implementation in response to changing perceptions so that new priorities can be established. Richterich and Chancerel (1980) and Nunan (1986) find re-analysis of learners' needs during program implementation very useful in the sense that it is usually difficult to articulate learners' needs and preferences at the initial stages of a course and learners and the instructors can be more aware of the prevailing needs as time proceeds.

The answer to the question of whether needs analysis should be carried out only before any program starts would therefore be negative. Communities are exposed to a variety of constantly evolving changes, which in turn leads to continuous changes in individuals' expectations, needs and motivations. This makes it necessary for the needs analyst to carry out the procedure of needs analysis not only before any program initiation but also during and after program implementation on a regular basis so as to keep up with the constantly changing structure, quality, expectations and needs of the target groups. To clarify more, needs analysis might be used at the beginning of or before the program to determine appropriate program

types and course content; during the program to assure that learner and program goals are being met and to make necessary program changes, if needed; at the end of the program to assess progress and plan future directions for the learners and the program. Stufflebeam et al. (1985) verify this by stating that needs analysis is an on-going cyclical set of activities that is an integral part of the process of program development, implementation and evaluation.

When the question asking who are to identify the needs is concerned, the answers are more or less the same. Richards (1990) stresses the involvement of people as learners, teachers, administrators, and employers in the needs analysis procedure so that a wide range of input can be incorporated into the contents, design and implementation of a program.

Smith (1989) also emphasizes collecting information from as many potential data sources as feasible in a needs analysis process so as to be able to obtain reliable and valid data that will ensure planning meaningful programs. To this effect, Smith proposes two categories of data sources such as readily accessible data sources which are available to all systems as well as additional data sources which are considered supplementary sources of information. In addition to school records, enrollment figures, grades, test scores, student profiles and other documents, Smith suggests that needs analysts consult opinions of students, parents, teachers, counselors and administrators, who are readily accessible sources of data, and those of graduates and employers, whom he considers among additional data sources.

The National Center for Industrial Language Training (cited in Johns & Dudley-Evans, 1996) proposes a triangle (Figure 3) displaying the groups who should play a crucial role in needs analysis; the learners, teachers and company. The term “company” is large in the sense that it includes both the employers and the administrators in the institutional system who are expected to interact with the learners and the teachers in a cooperative manner.

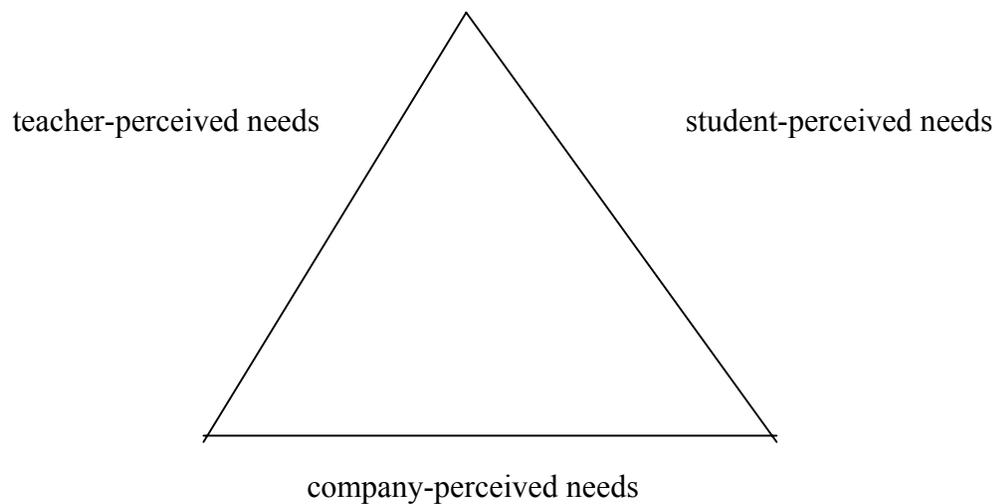


Figure 3. A Triangle for Needs Analysis proposed by NCILT (cited in Johns & Dudley-Evans, 1996, p. 8)

Richterich and Chancerel (1980) put forward four reasons for consulting learners, the teaching establishment, the user institution and the society in a needs analysis approach centered on the learner. Firstly, information obtained from learners may raise learners’ awareness of their own resources and objectives as well as enabling program developers to realize student-perceived needs. Secondly, the

teaching establishment may present information that can assist teachers in determining how they can adapt their resources, objectives, and curricula to the learners' expectations, requirements and objectives. Teachers can also, through this information, suggest curricula appropriate to learners and their resources. Thirdly, the user institution can inform the curriculum planners about the expectations of the institution, the facilities and equipment available for the teaching situation as well as the general financial portrait. Finally, the requirements, expectations and characteristics of the society in which the learners take part and by which they are constantly affected can be revealed pursuant to obtaining information to be extended by the society.

Various views on what data sources are to be involved in a needs analysis process arrive at a consensus on the fact that the more the variety of data sources is, the more reliable and valid the data to be obtained will be. Taking this into consideration, in the preparation phase of this study, documents in relation to the Translation Course (MENG 317) such as the objectives, the content list, the pacing schedule and the materials used were examined in addition to the informal interviews conducted with the people concerned with the course, in order to come up with a sound clarification of the context. Afterwards the study, which was actually conducted towards the end of the delivery of the course, involved readily accessible sources of data, namely, the students, course instructors, including the program coordinator and the departmental instructors, including the Head of the Department of Management, as well as additional sources of data, namely, the graduates and

professionals in order to identify the learning and target needs of third year Management students taking the Translation Course at Başkent University.

2.10 Methodological Issues About and Approaches to How to Conduct Needs Analysis

The procedure of needs analysis should be executed systematically and deliberately so that it will be worth the efforts and the time spent for the meaningful purpose of identifying the deficiencies in terms of the needs and preferences of the target people and striving to provide effective and efficient means for closure and satisfaction of the identified needs. Some methodological issues should be put under view and discussed meticulously prior to starting to carry out the needs analysis process so that some problems and drawbacks likely to be encountered during the functioning of the process can be avoided.

Mountford (1981, cited in Robinson, 1991) identifies three methodological problems to needs analysis which ask the needs analyst to answer some questions such as “whose needs are to be analyzed, what should the analysis include and exclude as relevant content and how should the analysis be undertaken and applied in practice?” Providing answers for these questions lay the foundations for any needs analysis process. The first group of methodological problems asks for an answer directed at the identification of the target group. McKillip (1987) defines target group as a particular group of people who possess a need in a certain set of circumstances.

Pursuant to the identification of the target group, the components to be involved within the scope of the needs analysis process are determined and the irrelevant and unnecessary steps are eliminated in order to attain the goals of needs analysis in the most effective and efficient manner. After the identification of “what” comes the identification of “how” during which the decisions are taken with the goal of determining the means and methods of collecting data to identify and analyze the needs.

The literature on needs assessment may sometimes cause confusion regarding terms used in the scope of the study. This might result from the approaches governing the needs analysis studies in the sense that they will affect the type of information to be gathered. Stufflebeam et al. (1985) puts forward four approaches to identifying needs.

The first approach is the discrepancy view and perceives need as a difference or a discrepancy between the desired and the actual performance. Although the discrepancy philosophy is criticized for limiting the needs analysis process to the consideration of achievements and products, it is the most popular one utilized especially in educational settings. McKillip (1987) specifies the phases of a needs analysis study dominated by this approach as

- 1) goal setting, identifying what ought to be,
- 2) performance measurement, determining what is,
- 3) discrepancy identification, ordering differences between what ought to be and what is (p. 20).

The second approach identified by Stufflebeam et al. (1985) is the democratic view which defines need as a change or direction desired by a majority of some reference group. It is of high public relations value since it involves many people in the needs analysis process; however, it accommodates the problem of leading to the confusion of needs and preferences.

The diagnostic view is the third approach suggested by Stufflebeam et al. (1985) for identifying needs. The term “need” is described as anything whose absence or deficiency proves harmful. This approach is criticized mostly for its overemphasis on basic survival needs rather than higher order needs for which it is quite difficult to establish relationships between deprivation and harm.

The fourth approach, which is the analytic view, defines need as a direction in which improvement can be predicted to occur in the light of information about current status. This approach has a prospective nature in the sense that it involves critical thinking about trends or problems that might arise and addresses broad questions. This approach is usually criticized for its dependence on informed judgment and for its broad improvement of performance rather than immediate enhancement of performance in areas of deficiency identified (Stufflebeam et al., 1985).

This study was governed by three needs analysis approaches in the sense that it held the democratic view by considering the perceptions and views of a variety of data sources, namely, the students; Translation Course instructors including the course designer; departmental instructors including the Head of the Department of

Management; graduates and professionals. Furthermore, it is possible to observe the effects of diagnostic view on the study since it addressed the areas of deficiency as perceived by a variety of participants such as the students, course and departmental instructors, graduates...etc. as well as providing for the identification of met and unmet needs so that necessary remedial solutions and recommendations could be extended to the people concerned with the program. It was possible to observe the influences of analytic view in the study as well because information concerning the current status of the course was gathered through asking broad questions to the participants such as “What are your opinions with regard to the Translation Course?” or “What are your suggestions regarding the Translation Course?” in order to provide solutions and recommendations for the future-oriented questions and drawbacks related to the course.

2.11 Models Suggested for Conducting Needs Analysis

For a needs analysis process to be carried out systematically, a sequence of activities is required. Several systematic and thorough procedural models of needs analysis give direction to program development studies in the field of education.

Altschuld and Witkin (1995) display a general plan for assessing needs in three phases: pre-assessment (exploration), assessment (data gathering) and post-assessment (utilization) that occur in a sequence and each of which ends up with a written product. In Phase I, a management plan for the needs assessment is set up;

general purpose of the needs assessment is defined; major need areas and/or issues as well as the existing information concerning need areas are identified; potential data sources, methods and potential uses of data are determined; and at the end the design and management plan for Phase II is developed as well as setting criteria for evaluating the whole needs assessment. In Phase II, the context, scope, and boundaries of the needs assessment are determined; data on needs are collected; preliminary priorities are set; causal analyses related to all three system levels are analyzed; all data are analyzed and synthesized; and the criteria for action based on high-priority needs are determined. Phase III requires setting priorities and criteria for solutions; weighing alternative solutions; and developing action plans for implementing solutions such as program changes or other interventions. It is at the end of Phase III that the needs assessment itself is evaluated and the results and recommendations for action are communicated to decision makers and stakeholders. This needs assessment model is quite comprehensive although it consists of three phases because each phase also consists of sub-phases adding depth to the scope of the model.

Smith (1990) presents five steps to be followed in a needs analysis study which starts with preparing for the needs analysis during which the sources of data collection are identified and procedures for collecting the data and analyzing the data collected are established. Subsequent to the preparation phase, data are collected, summarized and analyzed after which needs assessment priorities are determined.

The results are reported at the end of the needs analysis. The needs analysis design offered by Smith does not involve the critique of the project as a whole.

Schutz and Derwing (1987) suggest that a needs analysis study start with the definition of purposes, in other words, whether learning needs or target needs are to be revealed. Then the target population from whom the necessary data will be gathered should be determined. After that, the parameters of the investigation, namely, the major characteristics of the learners' needs are delimited and the information-gathering instruments are selected. These tasks constitute the preparation phase of the needs analysis study after which the data are collected, the results are analyzed and interpreted for their report and the needs assessment project as a whole is evaluated.

Stufflebeam et al. (1985) indicate the following sequence of activities to be carried out for the systematic conduct of any needs analysis process which starts with the preparation phase. This phase is of utmost importance since the success of further stages depends on how carefully and meticulously the needs analyst has done planning and preparation. This very first stage starts with the identification of the client, -the person or the group who commissions the needs analysis study-, the audience, -any kind of people who are to be affected by the study in some way-, and the target population, -the people, program or any other phenomena about which information will be collected and analyzed. After identifying who will be served, the purpose of the study is made clear and the ways the client(s) and the audience(s) will use the results are determined. Afterwards, the person or the agency responsible for

conducting the study is designated pursuant to which the procedures to be followed in the study are established. The basic design of the study identified is then converted into a management plan, that is, decisions regarding the schedule resource planning and budget are made. It is at the end of the preparation phase that the essential agreements that will guide and govern the needs analysis study are clarified. The second phase, which is data gathering, proceeds firstly with the specification of the sources of information as well as the general procedures for obtaining the information. Secondly, appropriate samples of information sources are determined. Then, the required instruments or procedures are selected and developed. After that, a schedule for the information-gathering procedure is established. Finally, data collection procedures are conducted. The following phases in the needs analysis model suggested by Stufflebeam et al are analyzing the data collected; reporting the needs analysis information; and evaluating the needs analysis process in terms of appropriate and generally agreed upon standards. A national committee called the Joint Committee on Standards for Educational Evaluations has identified thirty standards for use in assessing evaluations of educational programs, projects and materials under four headings such as utility, feasibility, propriety and accuracy that Stufflebeam also finds worth considering while evaluating a needs analysis process.

Gravatt, Richards, and Lewis (1997, cited in Richards, 2001) suggest the following set of steps to be taken in a needs analysis process in the light of a study conducted to investigate the language needs of students at New Zealand University who have no English background:

1. review of the related literature
2. review of instrumentation used in similar studies
3. contact with people who conducted similar studies
5. interviews with relevant people to analyze the context
6. identification of participating departments
7. presentation of project proposal to participating departments and identification of liaison person in each department
8. furnishing of a pilot student and staff questionnaire
9. review of questionnaires by colleagues
10. piloting of the questionnaires
11. selection of staff and student subjects
12. setting a schedule for data collection
13. administration of questionnaires
14. follow-up interviews with selected participants
15. tabulation of responses
16. analysis of responses
17. reporting the results and extending recommendations

This model is generally the same as the previous needs analysis models but looks different from them in the sense that it displays each step one by one without categorizing them under general headings. Besides, it lays emphasis on the review of relevant literature, similar studies and contact with people who conducted similar studies and suggests holding follow-up interviews with selected participants after the

administration of instrumentation, which turns it into a detailed one. These steps are taken for granted in the other models and are actually indispensable elements to be considered when conducting a research.

When the five needs analysis models proposed by Altschuld and Witkin (1995), Smith (1990), Schutz and Derwing (1987), Gravatt, Richards and Lewis (1997, cited in Richards, 2001) and Stufflebeam et al (1985) are considered, it is evidenced that these models are more or less similar in the sense that all of them consist of four major stages which are preparation for the needs analysis process, data collection, data analysis and final report. The evaluation of the needs analysis project as a whole is also incorporated into most of the models as a fifth step. The significance of these needs analysis models lies in the fact that they involve the basic stages of a research study that make them research projects on their own rather than simple pre-instruction activities and they lay great emphasis on the planning or preparation stage of needs analysis process. This study, therefore, took these five models or parts of them as a reference for the courses of actions carried out; however, its scope was limited to the initial four stages which are preparation for the needs analysis, data collection, data analysis, and final report.

2.12 Needs Analysis Studies

Many needs analysis studies have been carried out in order to analyze students' learning and/or target needs and to revise or design programs in various

areas. However, it is quite surprising that very few studies have been conducted so as to identify and assess needs of students who are offered translation courses either as an end or a means both in Turkey and other countries. Therefore, since the Translation Course for Management students at Başkent University is given under the scope of English language program and also aims at improving students' competence in English through teaching translation studies to be presented below will be concerning English language programs except for the first two which were done to analyze students' translation-oriented needs.

Foltz (1984) conducted a needs assessment study in order to assess needs with regard to translation education in colleges and universities in Pennsylvania. A questionnaire administered to the chairpersons of 64 degree-granting Spanish departments in the state revealed that the majority of these administrators viewed translation as a separate and teachable skill which could be appropriately housed within their departments in conjunction with traditional liberal art offerings. The two primary impediments to the development were shown to be the lack of faculty with appropriate training to teach such a course and the lack of commercially available materials for classroom use. The respondents, however, expressed a strong preference for print materials, particularly textbooks and workbooks for all levels of instruction. If commercial materials were available around which to structure a translation education course in Spanish, the majority of departments would probably consider buying them. Likewise, a majority of departments would probably avail themselves

of faculty development initiatives designed to prepare an instructor to teach a translation-training course.

Şat (1996) carried out a needs analysis study with 50 graduate students, 50 undergraduate students, 20 teachers and 15 departmental representatives to develop curriculum guidelines so as to redesign the current translation course offered to undergraduate and graduate students at YADIM (The Center for Foreign Languages), Çukurova University. Two parallel questionnaires were given to the students and teachers whereas departmental representatives were interviewed to investigate departments' expectations from the translation course given at YADIM. expectations which were getting prepared for departmental study by translating subject area texts and practicing extensive (main idea) translation rather than intensive (sentence by sentence) translation. In addition to this, the results showed that graduate and undergraduate students differed in the use of translation in their departmental studies. Graduate students indicated that they used translation primarily to review the literature written in English for their theses, projects...etc., whereas undergraduate students used translation to note down what they understood during the lectures. At the end of the study, curriculum guidelines for the design of the translation course at YADIM were presented.

Boran (1994) carried out a needs analysis study for the ESP classes at the Tourism Education Department of the Trade Business and Tourism Education Faculty at Gazi University in Ankara. The study attempted to reveal students' perceptions of their communication needs as well as the ESP lecturers' and the

tourism subject lecturers' perceptions of the students' communication needs. This study also attempted to reveal whether the ESP classes at the Tourism Education Department met what was required by the students' future work domain, namely, professional target needs. To this effect three parallel questionnaires were distributed to the sources of data who were 100 students, 10 tourism subject lecturers and three ESP lecturers from the Tourism Education Department. Descriptive data were used for the analysis of these questionnaires. The results revealed that students did not practice effective speaking and listening activities in their ESP classes although all subject groups agreed on the fact that speaking and listening were the most important skills in the students' future professional performance. On the other hand, there were discrepancies among the subject groups' perceptions of some issues in that ESP instructors considered translation the third most important skill after speaking and listening, whereas the students and the tourism subject lecturers perceived translation to be the least important skill for the students' target situation, namely, professional life.

Another needs analysis study was carried out by Elkılıç (1994) to determine the English language needs of the students of Veterinary Medicine at Selçuk University. 67 students, 15 subject professors and five English instructors were administered questionnaires to elicit information regarding students' English language needs. Descriptive statistics was used to analyze the data. All groups agreed that reading was the most important skill among other skills in order to be able to understand scholarly journals, magazines and reports and to translate materials from

English to Turkish. Listening was agreed to be the second most important skill by all groups. Based on the findings, the researcher extended recommendations aiming at the improvement of existing English language curriculum at Selçuk University.

Atay (1998) conducted a needs analysis study with the goal of analyzing the English language needs of Management students at the Faculty of Political Sciences at Ankara University. Questionnaires and interviews were used to collect data from three groups who were 50 fourth year Management students, nine teachers and three administrators. Descriptive statistics like frequencies and percentages were initially used to analyze data after which chi-square tests were conducted to see whether there were significant differences among students' choices. The results showed that all three groups agreed on the importance of English for a mastery of subject matter in Management and on the necessity of English in their future career. Both the students and teachers perceived writing to be the most important skill and agreed that students' lack of discipline-based vocabulary was the major reason for difficulties encountered in reading, writing and listening. All the groups also indicated that the current English program offered in their university failed to provide the students with sufficient speaking practice. On the other hand the students, teachers and administrators differed in that students pointed out speaking, the teachers reading and the administrators speaking, reading and listening as the most important skills. Besides, the students stated that their teachers did not provide them with sufficient field-specific terminology and content although their teachers felt that they did just like administrators who also indicated that English courses provided students with

adequate terminology and content although some areas needed to be emphasized more. Based on the findings, the researcher presented some recommendations for the improvement of the English program at the end of the study.

Baştürkmen (1998) conducted a needs assessment study in the College of Petroleum Engineering at Kuwait University to assess the communicative language needs of the students. Questionnaires, classroom observations and examinations of students' materials and samples were incorporated into the study to collect data. The results revealed differences between students' and faculty' perceptions of the importance of language skills. Furthermore, the students considered listening much more difficult than reading, speaking and writing whereas the faculty saw no differences among these skills in terms of difficulty. The study contributed to the revision of the existing English program with its findings.

Chan (2001) carried out a research in order to identify the English language needs of students at Hong Kong Polytechnic University. A survey was conducted involving 701 tertiary learners and 47 English instructors through which perceptions of the students with regard to their needs and wants as well as ratings of their competence in terms of academic and professional domains were inquired and the data obtained were compared to those of the English instructors. The responses of the students and the instructors were congruent with each other, which was an indication of the fact that the students were aware of their needs as well as of their competence with respect to English language.

Işık (2002) conducted a needs analysis study in order to identify the needs, lacks and wants of second year International Relations and Political Science students at Başkent University with respect to writing skill in English academic and professional domains. A questionnaire was administered with the students in addition to structured interviews held with English instructors, departmental instructors, administrators of the English Language School of Başkent University and the professionals in different fields of International Relations and Political Science. Besides, samples of the students' written productions in different academic tasks were analyzed. At the end of the analysis and interpretation of the data collected, instructional goals and objectives for the writing component of the course were established and some recommendations were extended with regard to the methodology and syllabus design.

Ekici (2003) analyzed the English language needs of Tour Guidance students of Faculty of Applied Sciences at Başkent University through the perceptions of students, English instructors and curriculum coordinators and inquired whether there was a relationship between students' ratings of learning and target needs and their attitude towards English. To this effect, an attitude scale and a needs assessment questionnaire were administered to forty-five students, an ESP Identification Form was administered to two curriculum coordinators and a questionnaire was administered to the curriculum coordinators and three English instructors. Similarities and differences were observed among the perceptions of the participants regarding the learning and target needs of students and various needs were identified regarding

most of the skills as a result of the paired t-test. The researcher, for the improvement of the program, made necessary recommendations to the program designers.

As evidenced from the review of needs analysis studies above, it is possible to increase the number of needs analysis studies directed at English language teaching, particularly ESP, programs. However, there exists a scarcity of needs analysis projects targeted at translation programs offered whether in the scope of language programs or as a part of translator training programs for the students who choose to be professional translators. This study, by attempting to analyze the translation-oriented needs of Management students at Başkent University, attempted to fill this void with its findings and model. Moreover, it is apparent in most of the studies presented above that needs of learners were also analyzed in two domains, namely, academic or professional, or at least one of them. This is an explicit indication of the fact that inquiry of learners' needs in terms of target situation(s) in which they are or will be involved is one of the crucial elements in any needs analysis study. This was kept in mind by the researcher in the study during which the needs of third year Management students offered Translation Course at Başkent University were analyzed through perceptions of a variety of sources of data, namely, students, instructors, the Head and the instructors of the Department of Management, graduates and professionals in different sectors of management by considering students' learning as well as target needs in which the latter can be revealed when referred to two important domains which are academic performance and future professional performance.

CHAPTER III

METHOD

In this chapter, firstly the overall design of the study including the needs analysis model offered for the study as well as the timeline for the phases of the study is presented. Then, information concerning the participants of the study is given. Thirdly, data collection instruments used in the study are introduced. After that, data collection procedures are described, which is followed by the presentation of data analysis procedures. Finally, limitations of the study are discussed.

3.1 Overall Design of the Study

This is a case study with the purpose of identifying and analyzing the needs of the third year Management students at Başkent University with regard to the English-Turkish Translation Course (MENG 317) through the perceptions of the students, the course instructors including the course designer; the graduates who took the course; the instructors, including the Head, of the Department of Management; and the professionals practicing in different fields of management and business

administration. Based on the findings of the study, necessary recommendations were extended for the improvement of the course.

The research design in this study was based on a needs analysis model adapted from the models proposed by Altschuld and Witkin (1995), Smith (1990), Schutz and Derwing (1987), Stufflebeam et al. (1985) and Gravatt, Richards and Lewis (1997, cited in Richards, 2001). The needs analysis model offered for the study (See Table 3.1.1) was composed of four major stages that were preparation (planning) for the needs analysis, data collection, data analysis and final report. The dimension of evaluating the needs analysis study, suggested by Altschuld and Witkin (1995), Schutz and Derwing (1987), Stufflebeam et al. (1985), was not included within the scope of this study.

In the preparation or planning phase of the study, the researcher, who was the Coordinator of the Translation Group, made the purpose of the study clear to the audience (i.e., the Academic Board of ELSBU and the Translation Group members, among whom are the instructors and the designer of MENG 317) and preliminary approval for the implementation of the study was taken from the Academic Board of ELSBU. Then, parallel to the related literature survey, the situational analysis regarding the existing Translation Course offered to third year Management students was carried out through documentary analysis (i.e., analyses of the course outline, the objectives and the pacing schedule of the Translation Course) and through informal interviews with the previous Coordinator of the Translation Group, the course designer, instructors and students of MENG 317. Subsequent to reviewing the

relevant literature, contacting with experts and people who conducted similar studies and examining similar studies done and instrumentation used in those studies, the appropriate samples of data sources as well as the data collection tools were identified. The design of the study with a comprehensive explanation of the courses of action to be carried out was submitted to the Academic Board for final approval. Pursuant to obtaining necessary approvals, the data collection instruments were furnished. The instruments prepared were presented to some colleagues and experts in the departments of Educational Sciences and English Language Teaching for having their views and recommendations for the validity of the instrumentation. After making the necessary modifications in the instruments, the student questionnaire was piloted with 25 students who took MENG 317 in the previous year in order to test its reliability prior to its actual administration after which the structured interviews were piloted-tested as well. As a final step of the preparation phase of the study, a final schedule to collect data from the data sources identified was established. It is during the second phase of the study, namely, the data collection phase that the data were collected from the participants identified. Pursuant to the collection of data, the data were analyzed and the needs identified were summarized and prioritized during the third phase of the study, which is data analysis. In the final phase of the study, the results of the study were put under view to consider alternative solutions and develop action plans to implement solutions. The findings were made ready to be communicated to the Translation Group and the Board of ELSBU in order to inform them about the findings and conclusions resulting from the analysis and interpretation

of information and to extend necessary recommendations and action plans to enable them to put the solutions suggested into practice.

The sources of data involved in the study were all of the third year Management students at Başkent University who were taking the translation course in the Academic Year 2003-2004, the current and the previous instructors of the course including the course designer, the graduates who took the Translation Course, the instructors as well as the Head of the Department of Management and the professionals involved in the field of business management.

Questionnaires and structured interviews constituted the data collection instruments of the study through which both qualitative and quantitative data were gathered. A needs analysis questionnaire was administered to the students whereas structured interviews were conducted with the other participants in order to reveal the perceptions of all research participants regarding the translation-oriented learning and target needs of the Management students. The language of the student questionnaire and the structured interviews with graduates and professionals was Turkish considering that there might be differences in their levels of proficiency in English the poorness of which can undermine the reliability of the responses given to the items. The structured interviews with the course instructors and the departmental instructors were held in English due to the fact that their high level of proficiency in English language is taken for granted.

The needs analysis model offered for the study and the timeline of the study are displayed in Tables 3.1.1. and 3.1.2 respectively.

Table 3.1.1*A Needs Analysis Model Offered for the Study*

<p style="text-align: center;">PHASE I Preparation / Planning</p>	<p style="text-align: center;">PHASE II Data Collection</p>	<p style="text-align: center;">PHASE III Data Analysis</p>	<p style="text-align: center;">PHASE IV Presentation and Discussion of Findings</p>
<ol style="list-style-type: none"> 1. Identify the target group and the audience 2. Make the purpose of the study clear 3. Review the relevant literature 4. Contact with people who conducted similar studies 5. Examine the context through documentary analysis, informal interviews...etc. 6. Determine the sources of data 7. Identify the data collection tools 8. Formalize an agreement to govern the study with the Academic Board of the institution 9. Furnish the data collection tools 10. Consult expert judgments for validity 11. Pilot the data collection tools for reliability 12. Make modifications on the tools, if necessary 13. Set a schedule for the data collection procedure 	<ol style="list-style-type: none"> 1. Collect the data 	<ol style="list-style-type: none"> 1. Analyze the data collected 1. Summarize the data collected 2. Prioritize the needs identified 	<ol style="list-style-type: none"> 1. Consider alternative solutions 2. Communicate the results to the target audience for action and provide them with recommendations

Table 3.1.2*Timeline of the Study*

Phases of the Study	TIME SPAN								
	2003				2004				
	March/April/ May/June	September/ October	November	December	January /February	March	April	May	June
1. Literature Review	√								
2. Contextual Analysis	√	√							
3. Development of Tools		√	√						
4. Piloting the Tools				√					
5. Administration of Tools					√	√	√		
6. Data Analysis					√	√	√		
7. Results and Conclusions							√	√	√

3.2 Participants

The study involved five groups of participants who were the third year Management students taking the Translation Course (MENG 317) in the fall term of 2003-2004 Academic Year; the course instructors one of whom was the course designer; the graduates who took MENG 317; the instructors and the Head of the Department of Management; and the professionals involved in different fields of management and business administration.

3.2.1 Students

All of the 53 third year students of the Department of Management who were taking MENG 317 in the fall semester of Academic Year 2003-2004 were included in the study. The third year students studying at the departments of Economics and Tourism and Hotel Management also take the same Translation Course (MENG 317). However, they will not be included in the study since the primary focus of the study was the Management students and their needs, lacks and wants regarding translation.

The students were aged between 19 and 23. Twenty-eight of the students were female whereas 25 were male. Thirty of the students had attended the Preparatory School at Baškent University. Eight of the students passed the English proficiency exam with a score between 60-70, 15 of them scored between 71-80, 22 of them scored between 81-90 and eight of them scored a grade between 91-100.

3.2.2 Course Instructors

Structured interviews were held with six instructors, including the course designer. Three of the instructors were teaching MENG 317 in the Academic Year 2003-2004 whereas the other three had taught MENG 317 in the previous years. Among the ones who were currently teaching MENG 317, one was at the same time responsible for designing the syllabus and developing the tests of MENG 317. One of the other two was in charge of designing the syllabus and developing the tests of another translation course while the other one had no other duties except for teaching. Among the ones who had taught translation in the previous years, one was retired whereas the other two were teaching different English courses to departmental students.

All of the instructors were teaching or had taught translation to Management students for at least two years therefore they were expected to give accurate and valid responses to the items in the structured interview. Three of the instructors had graduated from English Translation and Interpretation Department while the other three had graduated from English Language and Literature Department and taken a translation course at university. None of the instructors had had any training on teaching translation by then.

3.2.3 Departmental Instructors

All of the 16 instructors, including the Head of the Department of Management, who were teaching the Management students at Baškent University in the Academic year 2003-2004 were involved in the study. All of the instructors were teaching at Baškent University, Department of Management for at least three years.

Six of the departmental instructors had worked in various areas outside the university. Three of them were project coordinators in private companies and the remaining three worked as a banker, a human resources manager and a marketing manager.

3.2.4 Graduates

Ten graduates of the Department of Management who took MENG 317 at Baškent University were involved in the study assuming that they would be valuable data sources in identifying MENG 317 students' translation-oriented target needs and in analysing the target situation. The graduates, with whom structured interviews were held, were selected through maximum variation sampling, a purposeful sampling strategy, thinking that participants representing various sectors would enable the researcher to analyse the target situation with more objective and reliable data. The graduates involved in the study had the following jobs:

- Project coordinator in an engineering company

- Coordinator in the exportation department of a textile factory
- The owner and manager of an Internet café
- Individual banking specialist in a bank
- Representative of customer services in a telecommunication company
- Research assistant in a state university
- Auditing assistant in an auditing company
- Regional sales manager in an international transportation company
- Assistant Manager of the Food and Beverages Department at a five-star hotel
- Marketing chief in a representative company involved in defence industry.

3.2.5 Professionals

Ten professionals involved in various sectors of management and business administration, where graduates of Management Department are generally employed, were selected for the study through maximum variation sampling, a purposeful sampling strategy, thinking that commonalities as well as differences that might arise from their heterogeneity could be worth considering in the study when attempting to reveal the target situation from a variety of points of views. The professionals involved in the study had the following jobs:

- Manager of the Trade Department in a power generation company
- Marketing manager in a telecommunication company

- Human resources manager in a medical equipment development and sales company
- Project manager in a civil engineering company
- Production planning and control manager in a company involved in defence industry
- Finance manager in a company supplying consultancy services in exportation and importation procedures
- Specialist in the Undersecretariat of Treasury and Foreign Trade
- Specialist in the Board of Free Trade
- Institutional Marketing Manager in a bank
- Insurer in an insurance company

All of the professionals had majored in Management and Business Administration at various universities. Two of them graduated from the Middle East Technical University and the other two graduated from Bilkent University whereas the rest were the graduates of Hacettepe University, Başkent University, Gazi University, Ankara University, Uludağ University and Selçuk University. One of them had an Ms degree in Management and Business Administration.

3.3 Data Collection Instruments

In this study, questionnaires and structured interviews were utilized as data-gathering instruments in order to collect data from five different data sources so as to

identify third year Management students' translation-oriented learning and target needs. A needs analysis questionnaire was administered to the students while structured interviews were conducted with the course instructors, the instructors of the Department of Management, the graduates and the professionals. The needs analysis questionnaire administered to the students constituted the backbone of the study and most of the items in the structured interviews held with the other participants were formulated based on those of the student questionnaire.

The scarcity of parallel needs analysis studies and literature specifically focusing on identifying the translation-oriented needs of learners urged the researcher to construct the student questionnaire and the structured interviews subsequent to reviewing the literature on the teaching of translation as a means to EFL students and the literature on conducting needs assessment studies suggested by especially Altschuld and Witkin (1995), Smith (1990), Schutz and Derwing (1987), Stufflebeam et al. (1985) and Gravatt, Richards and Lewis (1997, cited in Richards, 2001) and pursuant to examining previously conducted needs analysis studies and their instrumentation directed at English language programs, particularly the needs assessment study undertaken by Şat (1996) to develop curriculum guidelines so as to redesign the current translation course offered to undergraduate and graduate students at YADIM (The Center for Foreign Languages), Çukurova University. This study involved two parallel questionnaires administered to the students and teachers whereas departmental representatives were interviewed to investigate departments' expectations from the translation course given at YADIM.

Expert judgment was taken from three curriculum development and instruction specialists in the Department of Educational Sciences and two ELT specialists in English Language Teaching Department at Middle East Technical University and Başkent University and the English Translation and Interpretation Department at Hacettepe University during and after the construction of the instrumentation with the goal of collecting meaningful, reliable and valid data.

Moreover, the contextual analysis regarding the Translation Course which was done through documentary analysis and informal interviews with the previous Coordinator of the Translation Group, the course instructors as well as the course designer in addition to the preliminary analysis of target situation through informal interviews with some departmental instructors, Management students and some professionals also contributed to the construction of the instrumentation a great deal.

3.3.1 Student Needs Analysis Questionnaire

The Student Needs Analysis Questionnaire (See Appendix A) consisted of four main parts with particular purposes. The language of the questionnaire was Turkish. 5-point Likert scale items, Yes / No items and open-ended items were used in order to gather both quantitative and qualitative data. Importance, rating and frequency scales were involved in the questionnaire. The importance scale consisted of the following descriptors: 1: Unimportant, 2: Slightly important, 3: Moderately important, 4: Important, 5: Very Important. The rating scale was furnished with the

following descriptors: 1: Extremely poor, 2: Below average, 3: Average, 4: Above average, 5: Excellent. The frequency scale consisted of the following descriptors: 1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always.

The first part of the questionnaire aimed at collecting personal information about the students through inquiring the demographic elements and their English education background at Başkent University.

The second part of the questionnaire consisted of 25 items among which were 5-point Likert Scale items, organized either in one-scale or a two-scale format, Yes / No items and open-ended items. This part, in an attempt to reveal students' learning needs, focused on the students' perceptions, expectations and suggestions regarding the Translation Course, their perceptions of the frequency of translation-related difficulties they experienced, their ratings of their proficiency in translation and their perceptions with respect to the benefits of the translation course to proficiency in Turkish and English languages.

The third part of the questionnaire consisted of six items among which were four 5-point Likert scale items, open-ended item and one Yes / No item involving an open-ended extension. This part, in an attempt to reveal the students' target needs and the worth of the translation course in terms of these target needs, focused on the students' perceptions regarding their academic (departmental) studies and tasks, English language-related difficulties they experience while doing their departmental tasks and the contribution of the translation course to their academic performance.

The fourth part of the questionnaire consisted of two 5-point Likert scale items and one Yes / No item with an open-ended extension. This part, in its attempt to reveal students' target needs and the worth of the translation course in terms of these target needs, aimed at collecting information on the students' perceptions regarding their future professional lives and the benefits of the translation course to their performance in their future professional lives.

The very end of the questionnaire was allocated to an open-ended section asking the students to extend their further comments, if any, and/or to point out issues neglected in the questionnaire, if any.

3.3.1.1 Reliability of the Student Needs Analysis Questionnaire

Reliability, as defined by Krathwohl (1998), refers to “the consistency of an instrument in measuring whatever it measures” (p. 435). According to Litwin (1995), testing the reliability of new survey instruments is imperative before using them to collect data from which inferences will be drawn.

In this study the Student Needs Analysis Questionnaire, from which the structured interviews were derived, was developed by the researcher pursuant to (a) contextual analysis through documentary analysis and informal interviews with the stakeholders, (b) review of the related literature and the previously developed instruments, especially that of Şat (1996), adapted to the student needs assessment questionnaire in the study with content and format modifications, (c) expert

judgments taken from specialists in the Departments of Educational Sciences, English Language Teaching and English Translation and Interpreting before, during and after the construction of the instrument primarily for content and face validity checks.

In order to minimize errors that might prevent the data to be collected from reflecting the truth accurately, the internal consistency reliability, -the consistency with which all the items are measuring the same thing (Krathwohl, 1998)-, of the student questionnaire was measured by using Cronbach's coefficient alpha. It is a statistic that reflects the homogeneity of the scale, that is, it reflects the extent to which the different items complement each other in the measurement of different aspects of the same variable (Litwin, 1995). Likert scales were intentionally used in the scale of this study since, as Oppenheim (1992) suggests, reliability of scales having Likert scales tend to have high reliability, which is often .85.

The Student Needs analysis Questionnaire was piloted on 25 fourth year Management and Business Administration students in order to measure the reliability of the scale by using Cronbach's coefficient alpha. The alpha ranged between .81 and .97 for each section involving Likert scale items and was .89 for the whole questionnaire, which represented a high reliability.

3.3.2 Structured Interviews with the Course Instructors

The structured interview (See Appendix B) conducted with the six instructors who were teaching or had taught MENG 317 consisted of four main parts with

particular purposes and contained mainly the same categories as the Student Needs Analysis Questionnaire did. The interviews were held in English. 5-point Likert scale items, Yes / No items and open-ended items were used in order to gather both quantitative and qualitative data. Importance, rating and frequency scales were involved in the structured interview. The importance scale consisted of the following descriptors: 1: Unimportant, 2: Slightly important, 3: Moderately important, 4: Important, 5: Very Important. The rating scale was furnished with the following descriptors: 1: Extremely poor, 2: Below average, 3: Average, 4: Above average, 5: Excellent. The frequency scale consisted of the following descriptors: 1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always.

The first part of the interview aimed at collecting personal information about the course instructors concerning their educational background and translation teaching background.

The second part of the interview consisted of 25 items among which were 5-point Likert Scale items, organized either in one-scale or a two-scale format, Yes / No items and open-ended items. This part focused on the instructors' perceptions, expectations and suggestions regarding the Translation Course, their perceptions of the frequency of translation-related difficulties the students experience, their ratings of the students' proficiency in translation and their perceptions with respect to the benefits of the translation course to English and Turkish language proficiency.

The third part of the interview consisted of four items among which were four 5-Point Likert scale items and one Yes / No item with an open-ended extension. This

part, in an attempt to reveal the students' target needs and the worth of the translation course in terms of these target needs, focused on the instructors' perceptions regarding the students' academic (departmental) studies and tasks as well as the benefits of the translation course to the students' academic performance.

The fourth part of the interview consisted of two 5-point Likert scale items and one Yes / No item with an open-ended extension. This part, in its attempt to reveal students' target needs and the worth of the translation course in terms of these target needs, aimed at collecting information on the instructors' perceptions regarding students' future professional lives and the benefits of the translation course to the students' performance in their future professional lives.

An open-ended question was asked at the end of the interview to enable the instructors to extend their further comments, if any, and/or to point out issues neglected in the interview, if any.

3.3.3 Structured Interviews with the Departmental Instructors

The structured interview (See Appendix C) conducted with the departmental instructors, including the Head of the Department of Management, consisted of three parts parallel to the Student Needs Analysis Questionnaire with some modifications and adaptations. The interviews were held in English. 5-point Likert scale items, Yes / No items and open-ended items were used in order to gather both quantitative and qualitative data. Importance, rating and frequency scales were involved in the

structured interview. The importance scale consisted of the following descriptors: 1: Unimportant, 2: Slightly important, 3: Moderately important, 4: Important, 5: Very Important. The rating scale was furnished with the following descriptors: 1: Extremely poor, 2: Below average, 3: Average, 4: Above average, 5: Excellent. The frequency scale consisted of the following descriptors: 1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always.

The first part of the interview aimed at collecting information concerning the teaching and field-related experiences of the departmental instructors through Yes / No questions and open-ended items.

The second part of the interview consisted of eight items among which were four 5-point Likert scale items, three open-ended items and one Yes / No item involving an open-ended extension. This part, in an attempt to reveal the students' target needs and the worth of the translation course in terms of these target needs, focused on the departmental instructors' perceptions regarding the students' academic (departmental) studies and tasks and the benefits of the translation course to their academic performance followed with their suggestions for a translation course to be useful for Management students.

The third part of the questionnaire consisted of two 5-point Likert scale items and one Yes / No item with an open-ended extension. This part, in its attempt to reveal students' target needs and the worth of the translation course in terms of these target needs, aimed at collecting information on the instructors' perceptions regarding

the students' future professional lives and the benefits of the translation course to their performance in their future professional lives.

An open-ended section was placed at the end of the interview asking the graduates to submit their further comments, if any, and/or to point out issues neglected in the interview, if any.

3.3.4 Structured Interviews with the Graduates

The structured interview (See Appendix D) with the graduates who took MENG 317 consisted of three main parts with particular purposes and was parallel to the Student Needs Analysis Questionnaire with some differences and adaptations. The interviews were held in Turkish. 5-point Likert scale items, Yes / No items and open-ended items were used in order to gather both quantitative and qualitative data. Importance, rating and frequency scales were involved in the structured interview. The importance scale consisted of the following descriptors: 1: Unimportant, 2: Slightly important, 3: Moderately important, 4: Important, 5: Very Important. The rating scale was furnished with the following descriptors: 1: Extremely poor, 2: Below average, 3: Average, 4: Above average, 5: Excellent. The frequency scale consisted of the following descriptors: 1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always.

The first part of the interview focused on collecting information about the professional status and translation-related experiences of the graduates.

The second part of the interview with the graduates consisted of four items among which were a 5 point-Likert scale item, two open-ended items and one Yes / No item with an open-ended extension. This part focused on the graduates' perceptions with respect to the benefits of the translation course to their Turkish and English language proficiency and its contribution to their past academic performance followed by their suggestions regarding the translation course they took during their undergraduate education.

The third part of the interview, which consisted of 5- point Likert scale items, Yes / No items and open-ended items, attempted to gather information about graduates' professional lives, the place of translation in their professional lives, translation-related difficulties they experience, their self-ratings in translation and the contribution of the translation course to their professional performance. This part generally focused on revealing the translation-oriented target needs.

An open-ended section was placed at the end of the interview asking the graduates to submit their further comments, if any, and/or to point out issues neglected in the interview, if any.

3.3.5 Structured Interviews with Professionals

The structured interview (See Appendix E) conducted with the professionals was composed of two main parts with particular purposes and was parallel to the Student Needs Analysis Questionnaire with some differences and adaptations. The

interviews were held in Turkish. 5-point Likert scale items, Yes / No items and open-ended items were used in order to gather both quantitative and qualitative data. An importance scale was used for the 5-point Likert scale items involved in the structured interview. The importance scale consisted of the following descriptors: 1: Unimportant, 2: Slightly important, 3: Moderately important, 4: Important, 5: Very Important.

The first part of the interview focused on collecting information about the professional status and the educational background of the professionals.

The second part of the interview, which was made up of 5- point Likert scale items, attempted to gather information about the professionals' current professional lives and the place of translation in their professional lives and thereby focused on revealing the translation-oriented target needs.

An open-ended section was placed at the end of the interview asking the professionals to submit their further comments, if any, and/or to point out issues neglected in the interview, if any.

3.4 Piloting of the Student Questionnaire and the Structured Interviews

After the construction of the data collection instruments with modifications and amendments pursuant to continuous feedback and suggestions extended by experts for content for the sake of content validity, they were piloted in order to identify potential impediments or errors and correct them in advance.

Twenty-five fourth-year students of Management and Business Administration, who took the translation course (MENG 317) in their previous year, were chosen in order to pilot the Student Needs Analysis Questionnaire. During the piloting of the questionnaire, the researcher was present in the classroom where the questionnaire was piloted and thus had the chance of interacting with the students directly when needed. The students were also informed of the fact that they could ask about any item which they thought unclear or unambiguous. Minor modifications were made on the wording of a few items after the piloting.

The structured interview to be held with the course instructors was piloted on two English instructors teaching translation to Law students. The structured interview with the departmental instructors was piloted on three instructors of the Tourism and Hotel Management Department. The structured interview with the graduates was piloted on two graduates of Management Department who were then involved as participants in the study. The structured interview with the professionals was piloted on two professionals, who were graduates of Management and Business Administration, working as a Human Resources Manager and a Marketing Manager in a private company involved in telecommunication and power generation. Before the piloting process, the participants were informed of the fact that they could ask for the confirmation of the comprehension of the items. The interviewees could give full responses to the items and reported no ambiguity concerning the wording of the items and did not ask for any clarification or paraphrasing.

3.5 Data Collection Procedures

The whole data were collected in the fall and spring semesters of the Academic Year 2003-2004. Subsequent to the clarification of the context that is, the learning and the target situation, through documentary analysis and preliminary informal interviews with representatives of potential data sources, reviewing the relevant literature, contacting with experts and people who conducted similar studies and examining similar studies done and instrumentation used in those studies, the instruments of the study were furnished with the expert judgments taken and then piloted for ensuring reliability and minimizing any potential errors or ambiguities. It was after this long and meticulous process that the actual data collection started.

The Student Needs Analysis Questionnaire was administered to the students in three different classrooms on three different days in the week of 22-26 December, which was three weeks before the completion of the Translation Course (MENG 317). The course instructors were interviewed in the week of 29 December – 2 January, which was two weeks before the completion of the course. Such a date was intentionally chosen for the administration of the student questionnaire and the interview with the course instructors since the researcher thought that the students and the instructors would be more aware of the needs, lacks and wants and provide more concrete and reliable data. The literature also suggests that the fullness, accuracy and relevancy of data acquired by a needs analyst at the start of a course might be short-lived. This necessitates conducting re-analysis of the learners' needs

during program implementation in response to changing perceptions so that new priorities can be established. Richterich and Chancerel (1980) and Nunan (1986) find re-analysis of learners' needs during program implementation very useful in the sense that it is usually difficult to articulate learners' needs and preferences at the initial stages of a course and learners and the instructors can be more aware of the prevailing needs as time proceeds.

The researcher was present during the administration of the Student Needs Analysis Questionnaire the data of which were collected from three different groups of third year Management students in three different sections so that any kind of problems that might arise could be handled immediately. The students were not required to write down their names on the questionnaires thinking that they might feel reserved to give sincere responses. Thirty minutes was allocated for the administration of the questionnaire and no problem was encountered during the data collection. The researcher gave some examples by presenting them on the board in order to clarify some items, particularly the terminological ones such as translation methods (e.g., communicative translation, faithful translation) thinking that the students might not know what they stand for.

The structured interviews with the departmental instructors were held at the very beginning of the Spring Semester and completed in the first half of March. The graduates, who were contacted through resorting to the graduate records kept by the Department of Management and Business Administration, were interviewed during

the second half of March and the first week of April. The professionals were interviewed during the first three weeks of April.

Prior to the interviews, the interviewees were provided with a copy of the interview form so as to allow them to read the questions when they needed in addition to hearing them from the interviewer. Besides, pursuant to taking each interviewee's consent, the interviews were tape recorded in addition to taking notes so as not to miss any points and to be as loyal as possible to what is said by the interviewees.

3.6 Data Analysis Procedures

The data collected through the Student Needs Analysis Questionnaire were analysed by using descriptive statistics through the Statistical Package for Social Sciences (SPSS). Data collected through 5-Point Likert Scale items as well as from Yes / No items were also analysed by calculating percentages. The data gathered from open-ended questions were categorized under general headings after which percentages for each category were calculated. For the items answered by less than thirty participants, frequencies were calculated. In addition to the percentages and frequencies, some descriptors such as "all," "almost all," "half," and "more than half" were used while presenting the results of the questionnaire. The frequencies and percentages were displayed in tables for the ease of interpretation.

In the analysis of the data obtained from the structured interviews, descriptive statistics was used. Since the four groups of participants with whom interviews were held were less than thirty in number, frequencies were calculated for the data collected through 5-Point Likert scale items by means of the Statistical Package for Social Sciences (SPSS). The data collected from open-ended questions were categorized under general headings after which frequencies for each category were calculated. In addition to the frequencies, some descriptors such as “all,” “almost all,” “half,” and “more than half” were used while presenting the results of the interviews. The results were displayed in tables for the ease of interpretation.

3.7 Limitations of the Study

This is a case study the results of which are applicable only to Başkent University. The differences that might stem from the backgrounds of the students and the instructors in different universities might yield different results.

Another limitation of the study is with regard to its data collection tools. Expecting that the comprehensive questionnaire and structured interviews with a variety of data sources would provide sufficient data for this study, no other data collection instruments such as classroom and workplace observations were incorporated into the study.

The number of participants in the groups of graduates and professionals with whom structured interviews were held was limited to ten. Besides, structured

interviews were conducted with them in order to obtain the same type of information while focusing on the same or similar issues. The enlargement of the sample size as well as conducting unstructured rather than structured interviews might ensure the attainment of more in-depth and multi-faceted data which could help analyze the target situation more effectively with the consideration of diverse perspectives and points of view.

CHAPTER IV

RESULTS

In this chapter, the results obtained through the data collection instruments are examined and presented for all participants under the general headings indicated in the instruments. They are displayed in tables for the ease of interpretation. Besides, at the end of the chapter, the results are summarized in tables.

4.1 Students' and Course Instructors' Perceptions and Preferences Regarding Various Elements of the Translation Course

Perceptions of the students and course instructors regarding the methods, techniques, materials and other elements of the current translation course as well as their expectations and preferences with regard to these elements of the course are examined and the results, in frequencies and percentages, are presented in tables.

4.1.1 Levels of Translation Used in the Course as Perceived and Preferred by the Students

Perceptions and preferences of the students with respect to the levels of translation used in the course are examined and the results are presented in Table 4.1.1 in the form of percentages.

All of the students reported that translation was most frequently done at sentence level in class. Translation was indicated by 68% of the students to be rarely done at paragraph level and by 79% to be never done at text level in class.

The students preferred translation at sentence level (75%) and paragraph level (73%) the most whereas they reported a moderate preference for translation at text level (59%).

Table 4.1.1

Levels of Translation Used in the Course as Perceived and Preferred by the Students

Levels of Translation	Perceived <i>P</i>					Preferred <i>P</i>				
	N	R	S	O	A	N	R	S	O	A
Sentence Level	-	-	-	36	64	-	6	19	47	28
Paragraph Level	-	68	32	-	-	-	4	23	62	11
Text Level	79	21	-	-	-	8	11	23	38	21

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N= 53

4.1.2 Levels of Translation Used in the Course as Perceived and Preferred by the Course Instructors

Perceptions and preferences of the course instructors with respect to the levels of translation used in the course are examined and the results are presented in Table 4.1.2 in the form of frequencies.

The course instructors' perceptions regarding this item were parallel to those of the students in the sense that translation at sentence level was reported by all of the instructors to be most frequently done in class while translation at paragraph level was stated to be rarely done by most of the instructors. All of the instructors indicated that translation at text level was never done in class.

The course instructors, like the students, displayed more preference for translation at sentence and paragraph levels. All of the instructors indicated that translation should be often or always done at sentence level. Most of them stated that translation at paragraph level should be often done as well. Translation at text level was preferred by five instructors to be sometimes in class whereas one instructor preferred it to be a rarity.

Table 4.1.2

Levels of Translation Used in the Course as Perceived and Preferred by the Course Instructors

Levels of Translation	Perceived <i>f</i>					Preferred <i>f</i>				
	N	R	S	O	A	N	R	S	O	A
Sentence Level	-	-	-	4	2	-	-	-	4	2
Paragraph Level	-	4	2	-	-	-	-	2	4	-
Text Level	6	-	-	-	-	-	1	5	-	-

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 6

4.1.3 Translation Methods Used in the Course as Perceived and Preferred by the Students

Perceptions and preferences of the students with respect to the translation methods used in the course are examined and the results are presented in Table 4.1.3 in the form of percentages.

The most frequently used translation method was reported to be faithful translation (77%) whereas the least frequently used method was word-for-word translation (21%).

The most preferred translation technique was communicative translation (59%) and the least preferred one was word-for-translation (13%).

Table 4.1.3*Translation Methods Used in the Course as Perceived and Preferred by the Students*

Translation Methods	Perceived <i>P</i>					Preferred <i>P</i>				
	N	R	S	O	A	N	R	S	O	A
Word-for word translation	53	21	6	13	8	47	21	19	11	2
Faithful translation	-	6	17	51	26	9	25	36	17	13
Communicative translation	11	26	32	17	13	9	11	21	36	23

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 53

4.1.4 Translation Methods Used in the Course as Perceived and Preferred by the Course Instructors

Perceptions and preferences of the course instructors with respect to the translation methods used in the course are examined and the results are presented in Table 4.1.4 in the form of frequencies.

Responses of the course instructors were parallel to those of the students. The most frequently used translation technique in the course was faithful translation as indicated by all of the instructors. Most of the instructors also indicated that communicative translation method was also sometimes used. Almost all of the instructors stated that word-by-word translation was never used as a translation method in class.

Preferences of the course instructors were consistent with those of the students in the sense that almost all of them thought communicative translation

method should be often or always used in class. No instructors preferred word-for-word translation at all.

Table 4.1.4

Translation Methods Used in the Course as Perceived and Preferred by the Course Instructors

Translation Methods	Perceived <i>f</i>					Preferred <i>f</i>				
	N	R	S	O	A	N	R	S	O	A
Word-for-word translation	5	1	-	-	-	5	1	-	-	-
Faithful translation	-	-	-	4	2	-	3	2	1	-
Communicative translation	-	2	4	-	-	-	-	1	2	3

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 6

4.1.5 Translation Activities Done in the Course as Perceived and Preferred by the Students

Perceptions and preferences of the students with respect to the translation activities done in the course are examined and the results are presented in Table 4.1.5 in the form of percentages.

The most frequent translation activities were translating at home and then discussing each sentence with the whole class (100%) and analysing the meaning of the text before translating it (70%). Forty-four percent of the students also indicated that they often or always translated in class before discussing each sentence with the

Table 4.1.5*Translation Activities Done in the Course as Perceived and Preferred by the Students*

Translation Activities	Perceived <i>P</i>					Preferred <i>P</i>				
	N	R	S	O	A	N	R	S	O	A
First analysing the meaning of the text and then translating	2	4	25	36	34	-	-	4	28	68
First translating <u>in class</u> and then discussing each sentence with the whole class	4	25	28	36	8	17	19	47	11	6
First translating <u>at home</u> and then discussing each sentence with the whole class	-	-	-	30	70	2	2	11	38	47
Comparing textual pairs- one in English and the other in Turkish- and then discussing each sentence with the whole class	85	8	6	2	-	19	38	19	13	11
Comparing the students' own translation with its original published version (translation)	81	9	4	6	-	13	11	43	17	15
Translating back into the original language after a period (future-back translation)	91	9	-	-	-	26	15	36	15	8
Translating the text by summarizing it	53	45	2	-	-	9	21	15	32	23
Translating the main idea of the text	77	23	-	-	-	11	15	21	28	25

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 53

whole class. As evidenced from the students' responses, they almost never compare their own translation with its original published version (6%) or compare textual pairs on the same topic, one in English and the other in Turkish (2%). Future-back translation, translating the text by summarizing it, and translating the main idea of the text were the least frequent activities as reported by all of the students.

The students showed a high preference for analysing the meaning of the text before translating it (96%), doing translation at home and then discussing each sentence with the whole class (85%), translating the text by summarizing it (55%), translating the main idea of the text (53%). Comparing textual pairs (24%) and doing future back-translation (23%) were the least preferred translation activities. Students' comparing their own translation with the original version was preferred by 43% of the students to be sometimes done in class. Almost half of the students (47%) preferred to sometimes translate in class before discussing each translated sentence with the whole class.

4.1.6 Translation Activities Done in the Course as Perceived and Preferred by the Course Instructors

Perceptions and preferences of the course instructors with respect to the translation activities done in the course are examined and the results are presented in Table 4.1.6 in the form of frequencies.

Table 4.1.6*Translation Activities Done in the Course as Perceived and Preferred by the Course Instructors*

Translation Activities	Perceived <i>f</i>					Preferred <i>f</i>				
	N	R	S	O	A	N	R	S	O	A
First analysing the meaning of the text and then translating	-	-	1	1	4	-	-	-	-	6
First translating <u>in class</u> and then discussing each sentence with the whole class	-	1	5	-	-	1	3	2	-	-
First translating <u>at home</u> and then discussing each sentence with the whole class	-	-	-	4	2	-	-	-	2	4
Comparing textual pairs- one in English and the other in Turkish- and then discussing each sentence with the whole class	6	-	-	-	-	1	3	1	1	-
Comparing the students' own translation with its original published version (translation)	6	-	-	-	-	1	2	3	-	-
Translating back into the original language after a period (future-back translation)	6	-	-	-	-	-	-	2	4	-
Translating the text by summarizing it	6	-	-	-	-	-	2	3	1	-
Translating the main idea of the text	6	-	-	-	-	1	3	1	1	-

N: Never, R: Rarely, S; Sometimes, O: Often, A: Always
N = 6

According to all of the course instructors the students often or always do translation at home before discussing each sentence with the whole class. Almost all of the instructors also indicated that the students always or often analysed the meaning of the text before translating it. Translating in class before discussing each sentence with the whole class was also reported by almost all of the instructors to be sometimes done. All the instructors reported that the other five translation activities were not used at all.

All of the course instructors preferred that the students always analyse the meaning of the text before translating it and almost always do translation at home and then discuss each sentence with the whole class. Besides most of them displayed a high preference for the students' doing future back-translation although the students did not. The other five translation activities were not preferred by most of the instructors much.

4.1.7 Strategies Used to Find the Meanings of Unknown Words as Perceived and Preferred by the Students

Perceptions and preferences of the students with respect to the strategies they use to find the meanings of unknown words while doing translation are examined and the results are presented in Table 4.1.7 in the form of percentages.

The strategies most frequently employed by the students to find meanings of unknown words were looking up in a bilingual dictionary only (73%) and guessing

the meaning from the context (66%). The other two strategies, namely first looking up in a bilingual and then in a monolingual dictionary to check the meaning (21%) and looking up in a monolingual dictionary only (15%) were rarely or never used by most of the students.

Eighty-three percent of the students preferred to often or always guess the meaning from the context while doing translation. The other strategy preferred by 72% of the students was looking up in a bilingual dictionary only. Looking up in a bilingual dictionary only (24%) was the least preferred one.

Table 4.1.7

Strategies Used to Find the Meanings of Unknown Words as Perceived and Preferred by the Students

Strategies for the Unknown Voc.	Perceived <i>P</i>					Preferred <i>P</i>				
	N	R	S	O	A	N	R	S	O	A
Guessing the meaning from the context	-	9	25	55	11	-	2	15	43	40
Looking up in a bilingual dictionary only	-	8	19	47	26	-	9	19	42	30
Looking up in a monolingual dictionary only	28	30	26	13	2	19	40	17	15	9
First looking up in a bilingual and then in a monolingual dictionary to check the meaning	53	21	6	13	8	36	15	8	26	15

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 53

4.1.8 Strategies Used by the Students to Find the Meanings of Unknown Words as Perceived and Preferred by the Course Instructors

Perceptions and preferences of the course instructors with respect to the strategies the students use to find the meanings of unknown words while doing translation are examined and the results are presented in Table 4.1.8 in the form of frequencies.

All of the course instructors indicated that the students often or always looked up only in a bilingual dictionary while doing translation, which is parallel to the students' response to this item. However, guessing the meaning from the context was rated by almost all of the course instructors as a strategy the students rarely use, which is lower than the students' rating for this item. Almost all of the instructors reported that the students rarely looked up only in a monolingual dictionary and most of them indicated that the students rarely looked up first in a bilingual and then in a monolingual dictionary to check the meaning.

Almost all of the instructors had high preferences for the students' first looking up in a bilingual and then in a monolingual dictionary to check the meaning and guessing the meaning from the context. Half of the instructors stated that the students should sometimes look up only in a bilingual dictionary or only in a monolingual dictionary.

Table 4.1.8

Strategies Used by the Students to Find the Meanings of Unknown Words as Perceived and Preferred by the Course Instructors

Strategies for the Unknown Voc.	Perceived <i>f</i>					Preferred <i>f</i>				
	N	R	S	O	A	N	R	S	O	A
Guessing the meaning from the context	-	5	1	-	-	-	-	1	3	2
Looking up in a bilingual dictionary only	-	-	-	4	2	-	3	3	-	-
Looking up in a monolingual dictionary only	1	5	-	-	-	-	3	3	-	-
First looking up in a bilingual and then in a monolingual dictionary to check the meaning	2	4	-	-	-	-	-	1	2	3

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 6

4.1.9 Grammar Input Techniques Used in the Course as Perceived and Preferred by the Students

Perceptions and preferences of the students with respect to the grammar input techniques used in the course are examined and the results are presented in Table 4.1.9 in the form of percentages.

The most frequently used grammar input technique was the teacher's making the grammar explanations before the translation exercises as indicated by 72% of the students. On the other hand, all of the students reported that they did not present the grammar topics to the whole class after studying them at home.

Table 4.1.9*Grammar Input Techniques Used in the Course as Perceived and Preferred by the Students*

Grammar Input Techniques	Perceived <i>P</i>					Preferred <i>P</i>				
	N	R	S	O	A	N	R	S	O	A
The teacher makes all the grammar explanations before the translation exercises.	-	2	26	34	38	-	4	11	30	55
Students study the grammar topics at home and present them to the whole class.	96	4	-	-	-	40	30	17	9	4
Students study the grammar topics at home and no further information is given in class	28	32	32	8	-	32	25	23	8	13

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 53

Eighty-five percent of the students displayed the highest preference for the explanation of all grammar points by the teacher before starting the translation exercises whereas the study of grammar topics by the students at home for no further teacher's explanation in class (21%) and for the students' presentation to the whole class (13%) were not preferred by most of the students.

4.1.10 Grammar Input Techniques Used in the Course as Perceived and Preferred by the Course Instructors

Perceptions and preferences of the course instructors with respect to the grammar input techniques used in the course are examined and the results are presented in Table 4.1.10 in the form of frequencies.

The course instructors' responses to this item were parallel to those of the students. Almost all of the instructors stated that they often or always made the grammar explanations before the translation exercises and that the students rarely or never studied the grammar topics at home for no further information in class. All the instructors reported that the students did not study the grammar topics at home to present them to the whole class.

Most of the course instructors preferred to make all the grammar explanations before starting the translation exercises. Four instructors preferred that the students sometimes study the grammar topics at home for no further explanation in class. No instructors preferred students' presentation of the grammar topics to the whole class.

Table 4.1.10*Grammar Input Techniques Used in the Course as Perceived and Preferred by the Course Instructors*

Grammar Input Techniques	Perceived <i>f</i>					Preferred <i>f</i>				
	N	R	S	O	A	N	R	S	O	A
The teacher makes all the grammar explanations before the translation exercises.	-	-	1	3	2	-	-	2	3	1
Students study the grammar topics at home and present them to the whole class.	6	-	-	-	-	4	2	-	-	-
Students study the grammar topics at home and no further information is given in class	2	3	1	-	-	-	1	4	1	-

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 6

4.1.11 Error Correction Techniques Used in the Course as Perceived and Preferred by the Students

Perceptions and preferences of the students with respect to the error correction techniques used in the course are examined and the results are presented in Table 4.1.11 in the form of percentages.

As evidenced from the responses of the students, all of the correction techniques are given emphasis in class. However, the most frequent technique is teacher correction as perceived by 85% of the students. Peer correction (59%) and self-correction (57%) are used in almost the same frequency.

The students had the highest preference for teacher-correction (93%). Sixty-six percent of the students preferred self-correction and 60% preferred peer-correction. When the students' ratings for the three correction techniques are examined, it is evident that they prefer all of them to be applied in class.

Table 4.1.11

Error Correction Techniques Used in the Course as Perceived and Preferred by the Students

Error Correction Techniques	Perceived <i>P</i>					Preferred <i>P</i>				
	N	R	S	O	A	N	R	S	O	A
Teacher correction	-	2	13	30	55	-	2	6	40	53
Peer correction	-	11	30	40	19	2	9	28	30	30
Self-correction	4	9	30	34	23	-	13	21	30	36

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 53

4.1.12 Error Correction Techniques Used in the Course as Perceived and Preferred by the Course Instructors

Perceptions and preferences of the course instructors with respect to the error correction techniques used in the course are examined and the results are presented in Table 4.1.12 in the form of frequencies.

The course instructors rated teacher-correction as the most frequent error correction technique. Peer-correction and self-correction were also reported by most of the instructors to be used in class.

The course instructors, in contrast to the students, indicated that peer-correction and self-correction techniques should be given more emphasis than teacher-correction.

Table 4.1.12

Error Correction Techniques Used in the Course as Perceived and Preferred by the Course Instructors

Error Correction Techniques	Perceived <i>f</i>					Preferred <i>f</i>				
	N	R	S	O	A	N	R	S	O	A
Teacher correction	-	-	-	4	2	-	-	4	2	-
Peer correction	-	-	2	3	1	-	-	-	6	-
Self-correction	-	-	2	2	2	-	-	-	2	4

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 6

4.1.13 Selection of the Translation Texts as Perceived and Preferred by the Students

Perceptions and preferences of the students regarding the selection of the translation texts are examined and the results are presented in Table 4.1.13 in the form of percentages.

All of the students reported that they neither contributed to the selection of translation texts nor selected the texts themselves. Almost all of the students, namely 94% indicated that the teacher selected the translation texts.

Most of the students, namely 64% preferred the teacher to select all the translation texts and 8% of the students preferred to select all the translation texts themselves. More than half of the students, 55%, preferred that they often or always contributed to the selection of the materials.

Table 4.1.13

Selection of the Translation Texts as Perceived and Preferred by the Students

Selection of the Translation Texts	Perceived <i>P</i>					Preferred <i>P</i>				
	N	R	S	O	A	N	R	S	O	A
Teacher selects all the translation texts.	-	-	6	45	49	8	11	17	34	30
Ss select all the translation texts.	96	4	-	-	-	32	38	21	4	4
Ss contribute to the selection the translation texts.	79	21	-	-	-	-	11	34	42	13

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 53

4.1.14 Selection of the Translation Texts as Perceived and Preferred by the Course Instructors

Perceptions and preferences of the course instructors regarding the selection of the translation texts are examined and the results are presented in Table 4.1.14 in the form of frequencies.

All of the course instructors stated that the course designer always or often selected the translation texts and most of them reported that they rarely selected the texts. Students' selections of the texts and their contribution to the selection of the texts were rated by all the instructors with the lowest rate of frequency, namely "never".

All the course instructors preferred the course designer to always or often select the translation texts but almost all of them still wanted to be sometimes involved in material selection. They indicated that the students should sometimes contribute to the selection of the texts as well and most of them preferred that the students rarely select all the texts themselves.

Table 4.1.14

Selection of the Translation Texts as Perceived and Preferred by the Course Instructors

Selection of the Translation Texts	Perceived <i>f</i>					Preferred <i>f</i>				
	N	R	S	O	A	N	R	S	O	A
The teacher selects all the translation texts.	-	4	2	-	-	-	-	5	1	-
Course designer(s) select(s) all the translation texts.	-	-	-	2	4	-	-	-	4	2
Ss contribute to the selection of the translation texts.	6	-	-	-	-	-	-	6	-	-
Ss select all the translation texts.	6	-	-	-	-	1	4	1	-	-

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 6

4.1.15 Materials Used in the Course as Perceived and Preferred by the Students

Perceptions and preferences of the students regarding the materials used in the course are examined and the results are presented in Table 4.1.15 in the form of percentages.

Eighty-eight percent of the students indicated that field-specific course books and resources were the most frequently used course materials. Vocabulary study materials and a grammar book to revise grammatical structures were reported to be sometimes used by 57% and 49% of the students respectively. Fifty-five percent of the students stated that documents used in professional life were rarely or never used

Table 4.1.15*Materials Used in the Course as Perceived and Preferred by the Students*

Course Materials	Perceived <i>P</i>					Preferred <i>P</i>				
	N	R	S	O	A	N	R	S	O	A
Authentic materials such as magazines and newspapers	25	21	17	28	9	-	9	21	34	36
Documents used in professional life	34	21	23	21	2	-	6	21	45	28
A translation textbook	15	38	34	9	4	13	38	23	17	9
Field-specific course books and resources	2	2	8	43	45	4	4	13	47	32
A grammar book to revise grammatical structures used in translation materials	6	9	49	30	6	-	19	26	32	23
Vocabulary worksheets to revise vocabulary used in translation materials	6	15	57	19	4	-	8	26	47	19

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 53

and 46% of the students reported that authentic materials such as magazines and newspapers were rarely or never used.

The students indicated a high preference for a variety of materials to be used in class. When their ratings were examined, it was observed that field-specific course books and resources (79%), documents used in professional life (73%) and authentic materials such as magazines and newspapers (70%), vocabulary study materials (66%), a grammar book (55%) received high levels of preference. The least preferred material was a translation textbook (26%).

4.1.16 Materials Used in the Course as Perceived and Preferred by the Course

Instructors

Perceptions and preferences of the course instructors regarding the materials used in the course are examined and the results are presented in Table 4.1.16 in the form of frequencies.

Responses of the course instructors were parallel to those of the students in the sense that all of the course instructors rated field-specific course books and resources as the most frequently used materials. Half of the instructors stated that they always or often used a grammar book whereas the other half indicated they sometimes used a grammar book in class. Vocabulary study materials were also reported by almost all of the instructors to be sometimes used in class. The least

Table 4.1.16*Materials Used in the Course as Perceived and Preferred by the Course Instructors*

Course Materials	Perceived <i>f</i>					Preferred <i>f</i>				
	N	R	S	O	A	N	R	S	O	A
Authentic materials such as magazines and newspapers	1	4	1	-	-	-	-	-	6	-
Documents used in professional life	5	1	-	-	-	-	-	-	6	-
A translation textbook	-	6	-	-	-	-	4	2	-	-
Field-specific course books and resources	-	-	-	-	6	-	-	-	4	2
A grammar book to revise grammatical structures used in translation materials	-	-	3	2	1	-	-	1	4	1
Vocabulary worksheets to revise vocabulary used in translation materials	-	-	5	1	-	-	-	-	4	2

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 6

frequently used materials were authentic materials, documents used in professional life and a translation textbook.

Responses of the course instructors also revealed a need for a variety of materials to be used in the translation course. They indicated a high level of preference for field-specific course books and resources, vocabulary worksheets, authentic materials, documents used in professional life and a grammar book to revise grammatical structures. However, a translation textbook was preferred by most of the instructors to be rarely used as a course material.

4.1.17 Content of the Translation Materials Used in the Course as Perceived and Preferred by the Students

Perceptions and preferences of the students regarding the content of the translation materials used in the course are examined and the results are presented in Table 4.1.17 in the form of percentages.

The translation materials were considered by all of the students to be often or always totally relevant to their field of study. The materials were reported by 87% of the students to be rarely or never partially relevant to their area. As evidenced from all the students' responses, the materials are never irrelevant to their area.

The highest preference regarding the content of the translation materials was for their total relevancy to the students' area of study as indicated by 94% of the students.

Table 4.1.17

Content of the Translation Materials Used in the Course as Perceived and Preferred by the Students

Content of the Trans. Materials	Perceived <i>P</i>					Preferred <i>P</i>				
	N	R	S	O	A	N	R	S	O	A
Totally relevant to Ss' field of study	-	-	-	30	70	-	-	6	13	81
Partially relevant to Ss' field of study	32	55	13	-	-	47	26	21	4	2
Irrelevant to Ss' field of study	98	2	-	-	-	75	9	15	-	-

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 53

4.1.18 Content of the Translation Materials Used in the Course as Perceived and Preferred by the Course Instructors

Perceptions and preferences of the course instructors regarding the content of the translation materials used in the course are examined and the results are presented in Table 4.1.18 in the form of frequencies.

The course instructors' perceptions regarding this item were parallel to those of the students in the sense that almost all of the course instructors reported the translation materials to be often or always totally relevant to the students' field of study and never partially or totally irrelevant to their field.

The course instructors' preferences were also parallel to those of the students since all of them preferred the translation materials to be often or always relevant to the students' area of study.

Table 4.1.18

Content of the Translation Materials Used in the Course as Perceived and Preferred by the Course Instructors

Content of the Trans. Materials	Perceived <i>f</i>					Preferred <i>f</i>				
	N	R	S	O	A	N	R	S	O	A
Totally relevant to Ss' field of study	-	-	-	1	5	-	-	-	1	5
Partially relevant to Ss' field of study	6	-	-	-	-	5	1	-	-	-
Irrelevant to Ss' field of study	6	-	-	-	-	6	-	-	-	-

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always
N = 6

4.1.19 Effectiveness of the Assessment Techniques Used in the Translation Course as Perceived by the Students

All of the students responded to the question inquiring whether they find the assessment techniques used in the translation course effective. Most of the students, namely 85% indicated that the assessment techniques were effective whereas 15% found the assessment techniques ineffective in terms of evaluating their level of achievement.

4.1.19(a) Preferences of the Students (Who Found the Assessment Techniques Ineffective) Regarding the Assessment Techniques Used in the Translation Course

Among the 8 students (15%) who stated that they found the assessment techniques used in the translation course ineffective, 7 indicated their preferences that are presented in Table 4.1.19(a) in the form of frequencies.

Table 4.1.19(a)

Preferences of the Students (Who Found the Assessment Techniques Ineffective) Regarding the Assessment Techniques Used in the Translation Course

	Students ($n = 7$, Missing = 1)
Preferences Regarding the Assessment Techniques	f
A midterm exam and a final exam only (assessment of class participation and weekly assignments excluded)	2
Project study in addition to the current techniques used	2
Two midterms instead of one	2
Quizzes in addition to the current techniques used	1

4.1.20 Effectiveness of the Assessment Techniques Used in the Translation Course as Perceived by the Course Instructors

All of the instructors found the assessment techniques effective in terms of evaluating students' level of achievement and therefore they did not extend any preferences in this issue.

4.2 Importance of the Translation Course in Providing Benefits to Proficiency in Turkish and English Languages

Perceptions of the students, course instructors and graduates with respect to the importance of the translation course in providing the benefits given which involve elements of proficiency in English and Turkish languages are examined and the results are presented in Table 4.2 displaying frequencies and percentages.

4.2.1 Importance of the Translation Course in Providing Benefits to Their Proficiency in Turkish and English Languages as Perceived by the Students

Students tended to rate the Translation Course as important or very important in terms of providing all the given benefits. The translation course was considered to have utmost importance in improving their general English vocabulary (94%),

Table 4.2

Importance of the Translation Course in Providing Benefits in Terms of Turkish and English Language Proficiency as Perceived by the Students, Course Instructors and Graduates

Benefits of the Translation Course	Students (<i>N</i> = 53)					Course Instructors (<i>N</i> = 6)					Graduates (<i>N</i> = 10)				
	<i>P</i>					<i>f</i>					<i>f</i>				
	U	SI	MI	I	VI	U	SI	MI	I	VI	U	SI	MI	I	VI
Improving the translation skill	-	4	8	55	34	-	-	-	-	6	-	-	1	-	9
Improving general English vocabulary	-	-	6	47	47	-	-	-	-	6	-	-	1	3	6
Improving general Turkish vocabulary	6	25	25	28	17	-	-	2	4	-	1	3	4	2	-
Improving English field-specific vocabulary	2	-	6	25	68	-	-	-	-	6	-	-	-	3	7
Improving Turkish field-specific vocabulary	-	17	19	32	32	-	-	-	3	3	-	2	3	5	-
Understanding complex grammatical structures in English	2	5	15	38	40	-	-	-	-	6	-	-	-	4	6
Understanding complex grammatical structures in Turkish	19	19	21	26	15	-	1	4	1	-	1	4	4	1	-

U: Unimportant, SI: Slightly important, MI: Moderately important, I: Important, VI: Very important

Table 4.2 (Continued)

Importance of the Translation Course in Providing Benefits in Terms of Turkish and English Language Proficiency as Perceived by the Students, Course Instructors and Graduates

Benefits of the Translation Course	Students ($N = 53$)					Course Instructors ($N = 6$)					Graduates ($N = 10$)				
	P					f					f				
	U	SI	MI	I	VI	U	SI	MI	I	VI	U	SI	MI	I	VI
Using complex grammatical structures in English accurately	-	4	17	36	43	-	-	-	-	6	-	-	1	4	5
Using complex grammatical structures in Turkish accurately	11	21	32	23	13	-	-	2	3	1	1	3	5	1	-
Improving reading comprehension in English	-	-	8	34	58	-	-	-	-	6	-	-	-	4	6
Improving English writing skill	-	4	11	28	57	-	-	-	-	6	-	-	-	5	5
Understanding various language forms (e.g., formal and informal language)	-	9	17	36	38	-	-	-	2	4	-	-	2	3	5
Using both bilingual and monolingual dictionaries effectively	2	8	21	38	32	-	-	-	1	5	-	-	3	3	4

U: Unimportant, SI: Slightly important, MI: Moderately important, I: Important, VI: Very important

English field-specific vocabulary (93%), reading comprehension in English (92%), translation skill (89%) and English writing skill (85%). On the other hand, they found the course less but still moderately important in providing some Turkish language-related benefits such as improvement of general Turkish vocabulary, comprehension of complex grammatical structures in Turkish and accurate usage of complex grammatical structures in Turkish.

4.2.2 Importance of the Translation Course in Providing Benefits to Students' Proficiency in Turkish and English Languages as Perceived by the Course Instructors

All of the course instructors perceived the translation course to be important or very important in providing all of the given benefits except that four instructors rated the course as important in terms of improving students' general Turkish vocabulary. Besides most of the instructors considered the course to be moderately important in enabling the students to understand complex grammatical structures in Turkish.

4.2.3 Importance of the Translation Course in Providing Benefits to Their Proficiency in Turkish and English Languages as Perceived by the Graduates

The graduates, like the students and the course instructors, rated the course as important or very important in providing all of the benefits except for some Turkish language-related ones. Specifically all of the graduates indicated that the course was of utmost importance in improving their English field-specific terminology, enabling them to understand complex grammatical structures in English, and improving their English reading comprehension and writing skills.

4.3 Opinions Regarding the Translation Course

Students', course instructors' and departmental instructors' views regarding the translation course are examined and the results are presented in tables.

4.3.1 Students' Opinions Regarding the Translation Course

Out of 53 students, 49 indicated their opinions regarding the translation course. They also mentioned some benefits of the course they perceived. Table 4.3.1 displays, with the presentation of percentages, the students' opinions regarding the translation course.

Table 4.3.1*Students' Opinions Regarding the Translation Course*

	Students (<i>n</i> = 49, Missing = 4)
Opinions	<i>P</i>
It is a necessary course in a Turkish-medium university where most of the course books and resources used are in English.	57
The course is enjoyable.	14
It is the most useful English language course I have taken so far at university.	10
This course has very intensely exposed me to vocational English thanks to the choice of materials specific to our area of study.	6
The course has improved my reading comprehension in English.	37
The course has improved my writing in English.	12
The course will provide a lot of benefits in my professional life.	14
The course has increased my level of proficiency in English.	14
The course has improved my proficiency in my native language, Turkish.	8
It is a very difficult course that requires a lot of practice.	4
The workload of the course is heavy.	6
Since English language courses are less important, compared to our departmental courses, I find this course unnecessary as well.	2
If one has high level of English language proficiency, s/he can be successful in the translation course otherwise being successful is a matter of luck.	2

4.3.2 Course Instructors' Opinions Regarding the Translation Course

Opinions of the course instructors with respect to the translation course are examined and summarized in Table 4.3.2 by presenting the frequencies.

Table 4.3.2

Course Instructors' Opinions Regarding the Translation Course

Opinions	Course Instructors ($N = 6$) f
The course is useful for the students.	6
The course improves students' proficiency in Turkish especially in terms of grammar and vocabulary knowledge.	2
The course allows for comparative and contrastive analysis of Turkish and English, which enables students to be aware of their strong and weak points in both languages.	2
The course improves students' translation skill, which they need for their departmental studies.	3
Allocation of only one term for the course hinders its effective implementation.	4
The course helps students to revise and enlarge their knowledge of general and field specific vocabulary in English.	5
The course exposes students to production in both languages, which is activated by reading comprehension in the source language and writing in the target language during the translation process.	1
The course is sometimes a big challenge for the students who have serious problems in English.	1
The course raises students' English language proficiency.	4

4.4 Suggestions Regarding the Translation Course

Students', course instructors', departmental instructors' and graduates' suggestions with respect to the translation course are examined and displayed in tables with the presentation of percentages and frequencies.

4.4.1 Suggestions as to the Yearly and Weekly Schedule of the Translation Course

Students', course instructors, departmental instructors and graduates' responses to the items "When should the translation course start to be offered, how many terms should be allocated for the translation course, and how many hours a week should the translation course be scheduled as?" are examined and summarized in tables with the presentation of percentages and frequencies.

4.4.1.1 Students' Suggestions as to the Yearly and Weekly Schedule of the Translation Course

Table 4.4.1.1 displays, with the presentation of percentages, the students' suggestions with regard to the schedule of the translation course in terms of the year of its start, the number of terms and the number of hours-a-week allocated for the course.

Table 4.4.1.1*Students' Suggestions as to the Yearly and Weekly Schedule of the Translation Course*

	Students (<i>N</i> = 53)
<hr/>	
When should the translation course start to be offered?	<i>P</i>
In the 1. year	16
In the 2. year	38
In the 3. year	42
In the 4. year	4
<hr/>	
How many terms should be allocated for the translation course?	
1 term	32
2 terms	48
3 terms	2
4 terms	9
6 terms	4
8 terms	4
<hr/>	
How many hours a week should the translation course be scheduled as?	
2 hours	15
3 hours	68
4 hours	4
6 hours	11
8 hours	2
<hr/>	

4.4.1.2 Course Instructors' Suggestions as to the Yearly and Weekly Schedule of the Translation Course

Table 4.4.1.2 displays, with the presentation of frequencies, the course instructors' suggestions with regard to the schedule of the translation course in terms of the year of its start, the number of terms and the number of hours a week to be allocated for the course.

Table 4.4.1.2

Course Instructors' Suggestions as to the Weekly and Yearly Schedule of the Translation Course

	Course Instructors ($N = 6$)
<hr/>	
When should the translation course start to be offered?	f
In the 2. year	2
In the 3. year	4
<hr/>	
How many terms should be allocated for the translation course?	
2 terms	6
<hr/>	
How many hours a week should the translation course be offered?	
3 hours	5
6 hours	1
<hr/>	

4.4.1.3 Departmental Instructors' Suggestions as to Yearly and Weekly Schedule of the Translation Course

Table 4.4.1.3 displays, with the presentation of frequencies, the departmental instructors' suggestions with regard to the schedule of the translation course in terms of the year of its start, the number of terms and the number of hours a week to be allocated for the course offered to the Management students.

Table 4.4.1.3

Departmental Instructors' Suggestions as to the Yearly and Weekly Schedule of the Translation Course

	Dept. Instructors ($N = 16$)
<hr/>	
When should the translation course start to be offered?	f
In the 2. year	4
In the 3. year	9
In the 4. year	3
<hr/>	
How many terms should be allocated for translation course?	
2 terms	16
<hr/>	
How many hours a week should the translation course be scheduled as?	
3 hours	16
<hr/>	

4.4.1.4 Graduates' Suggestions as to the Yearly and Weekly Schedule of the Translation Course

Table 4.4.1.4 displays, with the presentation of frequencies, the graduates' suggestions with regard to the schedule of the translation course in terms of the year of its start, the number of terms and the number of hours a week to be allocated for the course.

Table 4.4.1.4

Graduates' Suggestions as to the Yearly and Weekly Schedule of the Translation Course

	Graduates ($N = 10$)
<hr/>	
When should the translation course start to be offered?	f
In the 1. year	1
In the 2. year	4
In the 3. year	5
<hr/>	
How many terms should be allocated for the translation course?	
2 terms	6
3 terms	1
4 terms	2
6 terms	1

Table 4.4.1.4 (Continued)

Graduates' Suggestions as to the Yearly and Weekly Schedule of the Translation Course

	Graduates (<i>N</i> = 10)
How many hours a week should the translation course be scheduled as?	<i>f</i>
3 hours	7
4 hours	2
6 hours	1

4.4.2 Suggestions Regarding the Translation Course in General

Students', course instructors', graduates' and departmental instructors' suggestions with respect to the translation course which could contribute to its usefulness are examined and displayed in tables with the presentation of frequencies and percentages.

4.4.2.1 Students' Suggestions Regarding the Translation Course in General

Out of 53 students, 22 extended their suggestions for the improvement of the translation course. The suggestions, most of which were about materials used in the course, are presented in frequencies in Table 4.4.2.1.

Table 4.4.2.1

Students' Suggestions Regarding the Translation Course in General

Suggestions	Students (<i>N</i> = 22, Missing = 31)
	<i>f</i>
Documents used in professional life should also be translated in the course.	14
Articles from authentic materials such as Times, News Week...etc. should be translated too.	8
Different techniques should be used to make the course more interesting.	4
Topics of the texts translated should not be limited to our subject area.	3
More vocabulary studies should be done in class.	4

4.4.2.2 Course Instructors' Suggestions Regarding the Translation Course in General

Suggestions of the course instructors regarding the translation course are displayed in Table 4.4.2.2 with the presentation of frequencies.

Table 4.4.2.2

Course Instructors' Suggestions Regarding the Translation Course in General

	Course Instructors (<i>N</i> = 6)
Suggestions	<i>f</i>
Documents used in professional life should also be incorporated into the course syllabus.	2
Duration of the course should be increased for effective instruction and learning.	4
The course should be offered to the students after their reading and writing skills are improved.	1
Techniques of effective dictionary usage should be given to the students at the very beginning of the course.	1

4.4.2.3 Graduates' Suggestions Regarding the Translation Course in General

Suggestions of the graduates with respect to the translation course are displayed in Table 4.4.2.3 with the presentation of frequencies.

Table 4.4.2.3*Graduates' Suggestions Regarding the Translation Course in General*

Suggestions	Graduates (<i>N</i> = 10)
	<i>f</i>
Texts used in professional life should be incorporated into the course materials.	5
Duration of the course should be extended.	8
More grammar and vocabulary support should be provided in the course.	2
The content of materials used in the course should not be limited to our area of study but also cover a variety of areas.	1
Sight translation, although too professional, should also be taught to students.	2
The course can be enriched by laying more emphasis on terminology used in professional life.	2

**4.4.2.4 Departmental Instructors' Suggestions Regarding the Translation Course
in General**

Suggestions of the departmental instructors as to the translation course offered to Management students are presented in Table 4.4.2.4 with the presentation of frequencies.

Table 4.4.2.4*Departmental Instructors' Suggestions Regarding the Translation Course*

	Dept. Instructors (<i>N</i> = 16)
Suggestions	<i>f</i>
The course should be offered to the students after their reading and writing skills are improved.	2
The materials used in the course should be related to the students' area of study.	13
The course instructor should be familiar with the field-specific terminology.	2
The content of materials used in the course should not be limited to their area of study.	1
Not only academic texts but also texts used in professional life should be incorporated into the course syllabus.	7
Students should be encouraged to analyse the syntactic structures of both Turkish and English so that they can be more aware of the equivalences and non-equivalences between the two languages.	3

4.5 Ratings of Proficiency in Translation

Students' and graduates' ratings of their proficiency in translation as well as the course instructors' perceptions with respect to the students' proficiency in translation are examined and the results are displayed in tables with the presentation of percentages and frequencies.

4.5.1 Students' and Graduates' Ratings of Their Proficiency in Translation

The students indicated that they were more successful in translating from English into Turkish than in translating from Turkish into English. Specifically 58% of the students rated themselves as above average in English-Turkish translation and 66% rated themselves as average or above average in Turkish-English translation.

Responses of the graduates to this item were parallel to those of the students. Eight of the graduates rated themselves as above average or excellent in English-Turkish translation while six of them rated themselves above average in Turkish-English translation.

Table 4.5.1 displays students' and graduates' ratings of their proficiency in translation by presenting percentages and frequencies.

Table 4.5.1

Students' and Graduates' Ratings of Their Proficiency in Translation

Translation	Students ($N = 53$)					Graduates ($N = 10$)				
	P					f				
	P	BA	A	AA	E	P	BA	A	AA	E
from English into Turkish	2	6	9	58	25	-	-	2	5	3
from Turkish into English	8	17	32	34	9	-	1	3	6	-

P: Poor, BA: Below average, A: Average, AA: Above average, E: Excellent

4.5.2 Course Instructors' Ratings of the Students' Proficiency in Translation

The course instructors indicated that the students were more successful in English-Turkish translation than in Turkish-English translation. Specifically most of the instructors rated the students as above average in English-Turkish translation and as average in Turkish-English translation.

Table 4.5.2 displays course instructors' ratings of the students' proficiency in translation by presenting frequencies.

Table 4.5.2

Course Instructors' Ratings of the Students' Proficiency in Translation

Translation	Course Instructors ($N = 6$)				
	f				
	P	BA	A	AA	E
from English into Turkish	-	-	2	4	-
from Turkish into English	-	2	4	-	-

P: Poor, BA: Below average, A: Average, AA: Above average, E: Excellent

4.6 Perceptions Regarding Difficulties Encountered While Doing Translation

Students' and graduates' perceptions with respect to difficulties they experience while doing translation as well as course instructors' perceptions regarding difficulties the students experience while doing translation are examined. The results are presented in tables displaying frequencies and percentages.

4.6.1 Difficulties Encountered While Doing Translation as Perceived by the Students and Graduates

Perceptions of the students and graduates regarding the frequency of difficulties they encounter while doing translation are examined and the results, in percentages and frequencies, are presented in Table 4.6.1.

The difficulties that were stated to be often or always experienced by the students were lack of English vocabulary knowledge and lack of proficiency in English writing as indicated by 57% and 55% of the students respectively. The least frequent difficulties were inability to find the closest meaning of words from the dictionary (11%), lack of Turkish vocabulary (9%) and grammar knowledge (7%). Lack of English grammar knowledge (47%) and lack of proficiency in English reading comprehension (40%) were rated by the students as difficulties sometimes encountered while doing translation.

The graduates, when compared to the students, indicated lower ratings for the difficulties encountered while doing translation. Half of them identified lack of English vocabulary knowledge and lack of proficiency in English writing as the most frequently experienced difficulties. Lack of proficiency in English reading comprehension and lack of English grammar knowledge were reported by half of the graduates as difficulties sometimes encountered while translating.

Table 4.6.1*Difficulties Encountered While Doing Translation as Perceived by the Students and Graduates*

Difficulties Experienced While Translating	Students (<i>N</i> = 53)					Graduates (<i>N</i> = 10)				
	<i>P</i>					<i>f</i>				
	N	R	S	O	A	N	R	S	O	A
Lack of Turkish grammar knowledge	38	38	17	8	-	7	2	1	-	-
Lack of Turkish vocabulary knowledge	36	36	19	9	-	4	6	-	-	-
Lack of English grammar knowledge	11	13	47	23	6	1	1	5	2	1
Lack of English vocabulary knowledge	-	9	34	38	19	-	2	3	5	-
Lack of proficiency in English reading comprehension	2	28	40	28	2	-	2	5	2	1
Lack of proficiency in English writing	-	17	28	36	19	-	3	2	4	1
Inability to guess the meaning of words from the context	6	36	38	19	2	2	6	1	1	-
Inability to find the closest meaning of words in a dictionary	28	38	23	11	-	4	3	2	1	-
Inability to translate structures with no exact correspondence in English or Turkish	19	32	34	9	6	2	3	3	2	-

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always

4.6.2 Difficulties Students Encounter While Doing Translation as Perceived by the Course Instructors

The course instructors' ratings for the students' translation-related difficulties were higher than those of the students. All of them stated that lack of English grammar knowledge, lack of English vocabulary knowledge as well as lack of proficiency in English writing were the most frequent difficulties experienced by the students in addition to lack of proficiency in English reading comprehension which was stated by most of the instructors to be frequently experienced by the students. The other difficulties were reported by all or most of the instructors to be sometimes experienced by the students while doing translation.

The results pertaining to the perceptions of course instructors as to the frequency of difficulties encountered by the students are displayed in Table 4.6.2 with the presentation of frequencies.

Table 4.6.2

Difficulties Students Encounter While Doing Translation as Perceived by the Course Instructors

Difficulties Experienced While Translating	Course Instructors ($N = 6$)				
	f				
	N	R	S	O	A
Lack of Turkish grammar knowledge	-	1	5	-	-
Lack of Turkish vocabulary knowledge	-	-	6	-	-
Lack of English grammar knowledge	-	-	-	2	4
Lack of English vocabulary knowledge	-	-	-	1	5
Lack of proficiency in English reading comprehension	-	-	2	3	1
Lack of proficiency in English writing	-	-	-	1	5
Inability to guess the meaning of words from the context	-	-	4	1	1
Inability to find the closest meaning of words in a dictionary	-	1	4	1	-
Inability to translate structures with no exact correspondence in English or Turkish	-	1	4	1	-

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always

4.7 Perceptions Regarding Students' Translation-Oriented Academic (Departmental) Needs

Perceptions of the students, course instructors and departmental instructors with respect to the students' departmental studies and the contribution of the teaching of translation to the students' departmental studies are examined.

4.7.1 Perceptions Regarding the Importance of the English Language Skills and Areas of Knowledge in Students' Departmental Studies

Perceptions of the students, course instructors and departmental instructors as to the importance of the English language skills and areas of knowledge in students' academic studies are presented in frequencies and percentages in Table 4.7.1.

4.7.1.1 Importance of the English Language Skills and Areas of Knowledge in Their Departmental Studies as Perceived by the Students

Reading (89%), translation from English into Turkish (83%), field-specific vocabulary (83%) were rated by the students as the most important English language skills and areas of knowledge. Listening (26%) and speaking (25%) were indicated to be the least important ones. Almost half of the students, indicated that translation from Turkish into English (47%) and writing (45%) were moderately important for their departmental studies.

4.7.1.2 Importance of the English Language Skills and Areas of Knowledge in Students' Departmental Studies as Perceived by the Course Instructors

All of the course instructors reported that reading, translation from English into Turkish and field-specific vocabulary were very important in students'

Table 4.7.1

Importance of the English Language Skills and Areas of Knowledge in Students' Departmental Studies as Perceived by the Students, Course Instructors and Departmental Instructors

English Skills and Areas of Knowledge	Students (<i>N</i> = 53)					Course Instructors (<i>N</i> = 6)					Dept. Instructors (<i>N</i> = 16)				
	<i>P</i>					<i>f</i>					<i>f</i>				
	U	SI	MI	I	VI	U	SI	MI	I	VI	U	SI	MI	I	VI
Reading	-	2	9	40	49	-	-	-	-	6	-	-	-	1	15
Writing	2	25	45	17	11	-	1	1	4	-	-	3	4	9	-
Translation (English – Turkish)	-	8	9	25	58	-	-	-	-	6	-	-	-	12	4
Translation (Turkish – English)	-	11	47	28	15	-	-	1	5	-	-	2	8	5	1
Speaking	7	36	32	19	6	-	1	3	2	-	-	9	6	1	-
Listening	23	25	26	15	11	-	2	3	1	-	-	8	6	1	1
Field-Specific Vocabulary	-	-	17	36	47	-	-	-	-	6	-	-	-	1	15

U: Unimportant, SI: Slightly important, MI: Moderately important, I: Important, VI: Very important

departmental studies, which was parallel to students' responses. Most of the instructors considered writing important and almost all of them indicated that translation from Turkish into English was important as well. Listening and speaking were reported to be the least important ones.

4.7.1.3 Importance of the English Language Skills and Areas of Knowledge in Students' Departmental Studies as Perceived by the Departmental Instructors

Almost all of the departmental instructors rated reading, field-specific vocabulary and translation from English into Turkish as the most important skills and writing was considered to be important by more than half of the instructors. Listening and speaking were considered to be the least important ones.

4.7.2 Perceptions Regarding the Frequency of Using English Language in Departmental Studies and Activities

Ratings of the students and departmental instructors regarding how often departmental activities are done in English are displayed in frequencies and percentages in Table 4.7.2.

Table 4.7.2

Frequency of Using English Language in Departmental Studies and Activities as Perceived by the Students and Departmental Instructors

Departmental Studies and Activities	Students (<i>N</i> = 53) <i>P</i>					Dept. Instructors (<i>N</i> = 16) <i>f</i>				
	N	R	S	O	A	N	R	S	O	A
Lectures given by instructors	60	38	2	-	-	6	7	3	-	-
Ss' expressing their views in lectures	72	21	8	-	-	6	10	-	-	-
Ss' presentations	55	34	9	2	-	5	9	2	-	-
Ss' assignments, projects...etc.	23	32	32	9	4	1	9	5	1	-
Ss' field-specific readings	-	6	6	34	55	-	-	-	4	12
Ss' answering exam questions	8	30	51	9	2	1	3	9	2	1

N: Never, R: Rarely, S: Sometimes, O: Often, A: Always

4.7.2.1 Frequency of Using English Language in Departmental Studies and Activities as Perceived by the Students

Almost all of the students, namely 89% indicated that they often or always read their course books and field-specific resources in English. 51% of the students stated that they sometimes answered the exam questions in English. The rest of the departmental studies and activities, namely the lectures (98%), students' expressing their views and comments in lectures (93%), students' presentations (89%) and students' assignments, projects...etc. (55%) were indicated to be rarely or almost never done in English.

4.7.2.2 Frequency of Using English Language in Departmental Studies and Activities as Perceived by the Departmental Instructors

Responses given by the departmental instructors to the relevant item were parallel to those of the students in the sense that students' readings for their departmental studies were reported by all the departmental instructors to be almost always in English. Nine of the instructors indicated that students sometimes answered the exam questions in English, which was also consistent with students' responses. The other departmental activities and studies were indicated to be rarely or never done in English.

4.7.3 Perceptions Regarding the Importance of Translation in Students' Departmental Studies and Tasks

Table 4.7.3 presents students', course instructors' and departmental instructors' ratings of the importance of translation in students' departmental studies and tasks by presenting frequencies and percentages.

Table 4.7.3

Importance of Translation in Students' Departmental Studies and Tasks as Perceived by the Students, Course Instructors and Departmental Instructors

	Students (N = 53)					Course Instructors (N = 6)					Dept. Instructors (N = 16)				
	<i>P</i>					<i>f</i>					<i>f</i>				
Students' Departmental Studies and Tasks	U	SI	MI	I	VI	U	SI	MI	I	VI	U	SI	MI	I	VI
Understanding Eng. course books and resources	-	4	6	36	55	-	-	-	-	6	-	1	2	6	7
Expressing in written Turkish what is understood from Eng. resources	-	4	13	45	38	-	-	-	-	6	-	-	2	6	8
Expressing in written English what is understood from Turkish resources	-	34	55	6	6	-	-	1	5	-	-	3	9	4	-
Preparing assignments, projects, reports...etc.	-	6	21	42	32	-	-	-	-	6	-	-	2	7	7

U: Unimportant, SI: Slightly important, MI: Moderately important, I: Important, VI: Very important

4.7.3.1 Importance of Translation in Their Departmental Studies and Tasks as Perceived by the Students

Most of the students found translation important or very important in almost all of their departmental studies and tasks. Specifically, translation was found by 91% of the students to be of utmost importance in comprehending English course books and resources. Students considered translation important or very important in their expressing in written Turkish what they understand from their English course books and resources (83%) and in preparing assignments (74%). Fifty-five percent of the students indicated that translation was moderately important in their expressing in written English what they understand from their Turkish resources.

4.7.3.2 Importance of Translation in Students' Departmental Studies and Tasks as Perceived by the Course Instructors

All the course instructors concluded that translation was very important in students' understanding their English course books and resources, expressing in written Turkish what they understand from their English course books and resources and preparing their assignments. Translation was considered important by almost all of the course instructors in students' expressing in written English what they understand from their Turkish course books and resources.

4.7.3.3 Importance of Translation in Students' Departmental Studies and Tasks as Perceived by the Departmental Instructors

The departmental instructors' responses to the same item were parallel to those of the students in the sense that almost all of them considered translation important in students' expressing in written Turkish what they understand from their English course books and resources, preparing their assignments, and understanding their English course books and resources. Nine of the instructors stated that translation was moderately important in students' expressing in written English what they understand from their Turkish course books and resources.

4.7.4 Perceptions Regarding the Importance of Translation Methods and Activities in Students' Departmental Studies

Table 4.7.4 presents, in frequencies and percentages, the perceptions of the students, course instructors and departmental instructors regarding the importance of translation methods and activities in students' departmental studies.

Table 4.7.4

Importance of the Translation Methods and Activities in Students' Departmental Studies as Perceived by the Students, Course Instructors and Departmental Instructors

Translation Methods and Activities	Students (<i>N</i> = 53)					Course Instructors (<i>N</i> = 6)					Dept. Instructors (<i>N</i> = 16)				
	<i>P</i>					<i>f</i>					<i>f</i>				
	U	SI	MI	I	VI	U	SI	MI	I	VI	U	SI	MI	I	VI
Word-for-word translation	32	36	32	-	-	6	-	-	-	-	16	-	-	-	-
Faithful translation	4	4	58	23	11	1	3	2		-	2	5	6	3	-
Communicative translation	-	8	26	28	38	-	-	-	3	3	-	-	-	3	13
Translating the text by summarizing it	-	11	28	53	8	-	-	1	4	1	-	-	4	7	5
Translating the main idea of the text	-	11	38	47	4	-	-	2	3	1	-	1	4	9	2

U: Unimportant, SI: Slightly important, MI: Moderately important, I: Important, VI: Very important

4.7.4.1 Importance of the Translation Methods and Activities in Their Departmental Studies as Perceived by the Students

The most important translation method in students' departmental studies was communicative translation method as indicated by 66%. Fifty-eight percent of the students also indicated that they faithful translation was moderately important for their departmental studies.

The two translation techniques namely translating the text by summarizing it (61%) and translating the main idea of the text (51%) were considered to be important or very important in students' departmental studies as well.

4.7.4.2 Importance of the Translation Methods and Activities in Students' Departmental Studies as Perceived by the Course Instructors

The course instructors' perceptions of the relative importance of translation methods in students' departmental studies were parallel to those of the students in the sense that the translation method which was considered by all the instructors to be of utmost importance was communicative translation. Faithful translation was not considered important by most of the instructors and word-for-word translation was considered to be unimportant by all of the instructors.

The two translation techniques namely translating the text by summarizing it and translating the main idea of the text were considered by most of the course instructors important or very important in students' departmental studies.

4.7.4.3 Importance of the Translation Methods and Activities in Students' Departmental Studies as Perceived by the Departmental Instructors

All of the departmental instructors indicated that communicative translation method was of utmost importance in students' departmental studies.

The two translation techniques namely translating the text by summarizing it and translating the main idea of the text were considered by most of the departmental instructors important or very important in students' departmental studies.

4.7.5 English Language-Related Difficulties Students Encounter in Their Departmental Studies as Perceived by the Students and Departmental Instructors

Students' perceptions regarding English language-related difficulties they experience in their departmental studies as well as departmental instructors' perceptions regarding English-related difficulties experienced by the students are examined and the results are presented in tables by displaying the percentages and frequencies.

4.7.5.1 English Language-Related Difficulties Students Encounter in Their Departmental Studies as Perceived by the Students

Table 4.7.5.1 displays students' perceptions with respect to the English language-related difficulties they encounter in their departmental studies with the presentation of frequencies.

Table 4.7.5.1

English Language-Related Difficulties Students Encounter in their Departmental Studies as Perceived by the Students

English Language-Related Difficulties	Students (<i>N</i> = 50, Missing = 3)
I have problems in understanding English course books and resources.	24
My knowledge of vocabulary is poor.	10
My knowledge of field-specific terminology is poor.	14
My writing skill is poor.	12
My speaking skill is poor.	10

4.7.5.2 English Language-Related Difficulties Students Encounter in Their Departmental Studies as Perceived by the Departmental Instructors

Table 4.7.5.2 displays departmental instructors' perceptions with respect to English language-related difficulties Management students encounter in their departmental studies by presenting frequencies.

Table 4.7.5.2

English Language-Related Difficulties Students Encounter in their Departmental Studies as Perceived by the Departmental Instructors

English Language-Related Difficulties	Dept. Instructors (<i>N</i> = 16)
Students can hardly understand their course books and resources.	<i>f</i> 11
Their command of general and field-specific vocabulary knowledge is poor.	8
They do not know how to use a bilingual or monolingual dictionary.	4
Their writing skill is poor.	6

4.7.6 Perceptions Regarding the Contribution of the Translation Course to Students' Performance in Their Departmental Studies

Contribution of the translation course to the students' departmental studies as perceived by the students, course instructors and departmental instructors as well as graduates' perceptions as to the contribution of the course to their past academic performance are examined and the perceptions are given in tables with the presentation of frequencies and percentages.

4.7.6.1 Contribution of the Translation Course to Their Performance in Their Departmental Studies as Perceived by the Students

All of the students responded to the item asking whether the translation course contributes to their performance in their departmental studies. Forty-nine of the students (92%) indicated that the course contributed to their performance in their departmental studies whereas four of them stated that it did not.

Forty-seven, out of 49 students, who indicated that the translation course contributed to their performance in their departmental studies, explained in what aspects the translation course enhanced their academic performance. The responses are given in Table 4.7.6.1 in percentages.

Table 4.7.6.1

Contribution of the Translation Course to Their Performance in Their Departmental Studies as Perceived by the Students

	Students (<i>n</i> = 47, Missing = 2)
Opinions	<i>P</i>
I can understand English course books and resources used for our departmental studies more effectively and easily.	94
I can catch important points and details while reviewing the literature related to my subject area.	13
I feel more competent in translating any kinds of materials written in English, which reduces the time I need for preparing projects, presentations and other assignments.	9
I have improved my translation skill.	38
I have improved my knowledge of the English vocabulary (general or field-specific).	45
I can study for the departmental exams more effectively.	6
I can express myself with complex grammatical structures in written English more effectively.	28

4.7.6.2 Contribution of the Translation Course to Students' Performance in Their Departmental Studies as Perceived by the Course Instructors

All of the course instructors indicated that the translation course could contribute to students' performance in their departmental studies.

The course instructors explained in what aspects the translation course could contribute to students' performance in their departmental studies. The responses are given in Table 4.7.6.2 in frequencies.

Table 4.7.6.2

Contribution of the Translation Course to Students' Performance in Their Departmental Studies as Perceived by the Course Instructors

Opinions	Course Instructors (<i>N</i> = 6)
	<i>f</i>
Students can improve their English vocabulary (general or field-specific)	6
Contrastive and comparative analysis of Turkish and English raises students' proficiency in both languages.	3
Analysis of syntactic and semantic elements of English sentences during the reading comprehension phase of translation process enables the students to understand their English course books and resources effectively.	5
The course improves students' translation skill, which they need for their departmental studies.	5
Producing any written material in the target language, that is, restructuring in the target language, improves students' writing skill.	4

4.7.6.3 Contribution of the Translation Course to Students' Performance in Their Departmental Studies as Perceived by the Departmental Instructors

Fifteen departmental instructors, out of 16, indicated that the translation course could contribute to students' performance in their departmental studies.

Fifteen departmental instructors, who indicated that the translation course could contribute to students' departmental studies, explained in what aspects it could contribute to students' academic performance. The responses are given in Table 4.7.6.3 with the presentation of frequencies:

Table 4.7.6.3

Contribution of the Translation Course to Students' Departmental Studies as Perceived by the Departmental Instructors

	Dept. Instructors (<i>n</i> = 15)
Opinions	<i>f</i>
Students can comprehend their English course books and resources more effectively.	6
They can be more careful readers in search of details and important points.	3
They can do translation more easily and accurately while doing their departmental studies.	7
They can understand and produce complex grammatical structures in both languages.	2
Their English vocabulary knowledge can be improved.	9
They can be aware of similarities and differences between Turkish and English and thus can express in Turkish what they read or listen in English effectively in a university trying to make Turkish a scientific language.	1

4.7.6.4 Contribution of the Translation Course to Their Past Academic Performance as Perceived by the Graduates

All of the 10 graduates indicated that the translation course they took had contributed to their performance in their past academic life.

All of the 10 graduates who believed that the translation course had contributed to their academic performance explained in what aspects the course enhanced their performance in their past academic lives. The responses are given in Table 4.7.6.4 in frequencies:

Table 4.7.6.4

Contribution of the Translation Course to Their Past Academic Performance as Perceived by the Graduates

Opinions	Graduates (<i>N</i> = 10)
	<i>f</i>
I could understand my English course books and resources more easily and effectively.	7
My knowledge of English vocabulary (general and/or field-specific) improved	8
My knowledge of Turkish field-specific vocabulary improved.	1
I felt more competent and faster in doing translation while preparing projects, presentations and other assignments.	5
My English writing skill improved so that I could express myself in written English more effectively.	3
My self-confidence rose since I observed that I was able to improve my English.	1

4.8 Perceptions Regarding Students' Translation-Oriented Professional Needs

Perceptions of the students, course instructors and departmental instructors with regard to the students' future professional lives as well as graduates' and professionals' perceptions with respect to their professional lives are examined. Furthermore, contribution of the teaching of translation to students' future professional lives is inquired through the perceptions of the students, course instructors and departmental instructors and the results are presented in the form of frequencies and percentages in tables.

4.8.1 Perceptions Regarding the Importance of the English Language Skills and Areas of Knowledge in Professional Life

Perceptions of the students, course instructors and departmental instructors regarding the importance of the English language skills and areas of knowledge in students' future professional lives along with graduates' and professionals' perceptions as to the importance of the English language skills and areas of knowledge in their current professional lives are examined and the results are presented in frequencies and percentages in tables.

4.8.1.1 Importance of the English Language Skills and Areas of Knowledge in Students' Future Professional Lives as Perceived by the Students, Course Instructors and Departmental Instructors

Among the English language skills and areas of knowledge all of which were regarded by the students as important or very important, the percentages from the most to the least were as follows: reading (94%), speaking (92%), listening (88%), field-specific vocabulary (87%), translation from English into Turkish (85%), writing (79%) and translation from Turkish into English (72%).

All the course instructors rated all the skills and areas of knowledge important or very important, as did the students. Reading, writing, speaking, listening and field-specific vocabulary were reported to be very important in students' future professional lives by all the six instructors. Most of the instructors, namely four indicated that translation from English into Turkish would be very important and translation from Turkish into English would be important in students' future profession.

The departmental instructors' ratings for this item were consistent with those of the students and course instructors. All of the departmental instructors reported that reading would be very important or important in students' future professional lives. Besides writing, field-specific vocabulary, speaking and listening were found to be important or very important by almost all of the instructors. Most of the instructors

Table 4.8.1.1

Importance of the English Language Skills and Areas of Knowledge in Students' Future Professional Lives as Perceived by the Students, Course Instructors and Departmental Instructors

Eng. Lang. Skills and Areas of Knowledge	Students (<i>N</i> = 53)					Course Instructors (<i>N</i> = 6)					Dept. Instructors (<i>N</i> = 16)				
	<i>P</i>					<i>f</i>					<i>f</i>				
	U	SI	MI	I	VI	U	SI	MI	I	VI	U	SI	MI	I	VI
Reading	2	-	4	47	47	-	-	-	-	6	-	-	-	2	14
Writing	2	2	17	43	36	-	-	-	-	6	-	-	1	5	10
Translation (English – Turkish)	4	4	8	43	42	-	-	-	2	4	-	1	4	6	5
Translation (Turkish – English)	6	2	21	38	34	-	-	-	4	2	-	1	5	6	4
Speaking	-	4	4	32	60	-	-	-	-	6	-	-	2	3	11
Listening	2	4	6	43	45	-	-	-	-	6	-	-	2	5	9
Field-Specific Vocabulary	-	2	11	34	53	-	-	-	-	6	-	-	1	2	13

U: Unimportant, SI: Slightly important, MI: Moderately important, I: Important, VI: Very important

considered translation from English into Turkish and translation from Turkish into English important or very important in students' future professional lives as well.

The results pertaining to students', course instructors' and departmental instructors' responses are presented in Table 4.8.1.1 in frequencies and percentages.

4.8.1.2 Importance of the English Language Skills and Areas of Knowledge in Their Professional Lives as Perceived by the Graduates and Professionals

All of the graduates indicated that reading, translation from English into Turkish, translation from Turkish into English and field-specific vocabulary were important or very important in their professional lives. The other skills, namely writing, speaking and listening were also reported to be important or very important by most of the graduates.

Almost all of the professionals, namely nine of them found reading, writing, speaking, listening and field-specific vocabulary important or very important in their professional lives. Besides, translation from English into Turkish and translation from Turkish into English were stated to be important or very important by more than half of the professionals.

The results pertaining to graduates' and professionals' responses are presented in Table 4.8.1.2 in frequencies and percentages.

Table 4.8.1.2

Importance of the English Language Skills and Areas of Knowledge in Their Professional Lives as Perceived by the Graduates and Professionals

Eng. Lang. Skills and Areas of Knowledge	Graduates (N = 10)					Professionals (N = 10)				
	<i>f</i>					<i>f</i>				
	U	SI	MI	I	VI	U	SI	MI	I	VI
Reading	-	-	-	2	8	-	-	1	4	5
Writing	-	-	2	2	6	-	-	1	4	5
Translation (English – Turkish)	-	-	-	4	5	-	-	4	4	2
Translation (Turkish – English)	-	-	-	4	6	-	1	3	3	3
Speaking	-	-	2	3	5	-	-	1	6	3
Listening	-	-	1	1	8	-	-	1	5	4
Field-Specific Vocabulary	-	-	-	6	4	-	-	1	5	4

1: Unimportant, 2: Slightly important, 3: Moderately important, 4: Important, 5: Very important

4.8.2 Perceptions Regarding the Importance of Translating the Given Text Types in Professional Life

Perceptions of the students, course instructors and departmental instructors regarding the importance of translating the given text types in students' future professional lives along with graduates' and professionals' perceptions as to the importance of translating the given text types in their professional lives are examined and the results are presented in the form of frequencies and percentages in tables.

4.8.2.1 Importance of Translating the Given Text Types in Students' Future Professional Lives as Perceived by the Students, Course Instructors and Departmental Instructors

Students indicated that translating all the text types would be important or very important in their future professional lives except for translating academic texts, which they considered moderately important.

All of the course instructors, when asked to consider their students' future professional lives, indicated that translating business letters and reports would be of utmost importance in students' future professional lives. Translating fax messages, e-mail messages and memorandums was also reported to be important or very important most of the instructors.

Thirteen departmental instructors stated that translating reports and business letters would be of utmost importance in students' future professional lives. Most of them also considered translating fax messages, e-mail messages and memorandums to be important. More than half of the instructors indicated that translating field-specific academic texts would be moderately important in students' future professional lives.

The results pertaining to students', course instructors' and departmental instructors' responses are presented in Table 4.8.2.1 in frequencies and percentages.

4.8.2.1 Importance of Translating the Given Text Types in Students' Future Professional Lives as Perceived by the Students, Course Instructors and Departmental Instructors

Students indicated that translating all the text types would be important or very important in their future professional lives except for translating academic texts, which they considered moderately important.

All of the course instructors, when asked to consider their students' future professional lives, indicated that translating business letters and reports would be of utmost importance in students' future professional lives. Translating fax messages, e-mail messages and memorandums was also reported to be important or very important most of the instructors.

Thirteen departmental instructors stated that translating reports and business letters would be of utmost importance in students' future professional lives. Most of them also considered translating fax messages, e-mail messages and memorandums to be important. More than half of the instructors indicated that translating field-specific academic texts would be moderately important in students' future professional lives.

The results pertaining to students', course instructors' and departmental instructors' responses are presented in Table 4.8.2.1 in frequencies and percentages.

Table 4.8.2.1

Importance of Translating the Given Text Types in Students' Future Professional Lives as Perceived by the Students, Course Instructors and Departmental Instructors

Text Types	Students (<i>N</i> = 53)					Course Instructors (<i>N</i> = 6)					Dept. Instructors (<i>N</i> = 16)				
	<i>P</i>					<i>f</i>					<i>f</i>				
	U	SI	MI	I	VI	U	SI	MI	I	VI	U	SI	MI	I	VI
Business letters	2	-	13	36	49	-	-	-	-	6	-	-	3	5	8
Memorandums	2	2	19	47	30	-	-	1	4	1	-	1	4	7	4
Minutes	2	-	26	43	28	-	2	1	2	1	1	5	5	3	2
Agendas	2	-	19	55	25	-	1	3	1	-	2	6	4	2	2
Notices	2	-	19	47	32	-	3	2	1	-	3	5	5	2	1
Fax messages	-	8	28	38	26	-	-	1	3	2	-	-	6	6	4
e-mail messages	-	-	21	30	49	-	-	3	1	2	-	-	7	5	4
Reports	2	2	6	47	43	-	-	-	3	3	-	-	3	6	7
Field-specific academic texts	13	19	38	25	6	-	4	2	-	-	-	3	9	2	2

U: Unimportant, SI: Slightly important, MI: Moderately important, I: Important, VI: Very important

4.8.2.2 Importance of Translating the Given Text Types in Their Professional Lives as Perceived by the Graduates and Professionals

Almost all of the graduates indicated that translating business letters, fax messages, e-mail messages and reports was of utmost importance in their professional lives. Translating memorandums, notices and academic texts was considered to be the least important.

The professionals' responses were consistent with those of the graduates. Translating reports, business letters, fax messages and e-mail messages was reported by almost all of the professionals to be the most important. Translating minutes and academic texts was stated to be the least important.

The results pertaining to graduates' and professionals' responses are presented in Table 4.8.2.2 in frequencies and percentages.

4.8.3 Perceptions Regarding the Importance of Translation Methods and Activities in Professional Life

Graduates' and professionals' perceptions as to the importance of given translation methods and the activities in their professional lives are examined and the results are presented in the form of frequencies in tables.

Table 4.8.2.2

Importance of Translating the Given Text Types in Their Professional Lives as Perceived by the Graduates and Professionals

Text Types	Graduates ($N = 10$)					Professionals ($N = 10$)				
	U	SI	MI	I	VI	U	SI	MI	I	VI
Business letters	-	1	1	3	5	-	1	1	3	5
Memorandums	-	3	4	2	1	1	-	4	3	2
Minutes	2	2	2	3	1	1	2	4	2	1
Agendas	-	4	2	3	1	1	3	2	4	-
Notices	1	3	3	2	1	2	3	4	1	-
Fax messages	-	2	1	3	4	-	-	1	5	4
e-mail messages	-	2	-	4	4	-	-	2	4	4
Reports	-	-	2	4	4	-	1	2	4	3
Field-Specific Academic Texts	1	2	5	1	1	3	3	2	1	1

U: Unimportant, SI: Slightly important, MI: Moderately important, I: Important, VI: Very important

4.8.3.1 Importance of the Translation Methods and Activities in Their Professional Lives as Perceived by the Graduates and Professionals

The translation method that was indicated by almost all of the graduates to be of utmost importance was communicative translation. The two translation activities namely translating the text by summarizing it and translating the main idea of the text were considered by the graduates important or very important in their professional lives as well.

Professionals' perceptions of the relative importance of translation methods and activities in their professional lives were parallel to those of the graduates in the sense that the method that received the highest level of importance was communicative translation method. The two translation activities, that are, translating the text by summarizing it and translating the main idea of the text were considered important or very important by almost all of the professionals.

The results as to the graduates' and professionals' perceptions are presented in Table 4.8.3.1 in percentages.

Table 4.8.3.1

Importance of the Translation Methods and Activities in their Professional Lives as Perceived by the Graduates and Professionals

Translation Methods and Activities	Graduates ($N = 10$)					Professionals ($N = 10$)				
	f					f				
	U	SI	MI	I	VI	U	SI	MI	I	VI
Word-for-word translation	7	3	-	-	-	9	1	-	-	-
Faithful translation	2	4	3	1	-	2	4	3	1	-
Communicative translation	-	-	3	4	3	-	-	-	3	7
Translating the text by summarizing it	-	-	2	6	2	-	-	1	5	4
Translating the main idea of the text	-	1	2	4	3	-	-	2	5	3

U: Unimportant, SI: Slightly important, MI: Moderately important, I: Important, VI: Very important

4.8.4 Perceptions and Expectations as to the Contribution of the Translation Course to Professional Life

Contribution of the translation course to the students' performance in their future professional lives as expected by the students, course instructors and departmental instructors as well as graduates' perceptions as to the contribution of the course to their performance in their current professions are examined and the responses are given in tables with the presentation of frequencies and percentages.

4.8.4.1 Contribution of the Translation Course to Their Performance in Their Future Professional Lives as Expected by the Students

All of the students responded to the item asking whether the translation course can contribute to their performance in their prospective profession. Forty-eight (91%) of the students indicated that the course would contribute to their performance in their future professional lives whereas five students (9%) stated that it would not.

Forty-six, out of 48 students, who indicated that the translation course would contribute to their performance in their future professional lives, explained in what aspects it might contribute to their future professional performance. The responses are given in Table 4.8.4.1 in percentages:

Table 4.8.4.1

Contribution of the Translation Course to Their Performance in Their Future Professional Lives as Expected by the Students

	Students (<i>n</i> = 48, Missing = 2)
Opinions	<i>P</i>
I will be able to understand documents written in English effectively.	60
I will be able to translate documents used in professional life easily and effectively when needed.	40
I will be able to follow international publications and researches effectively during my graduate studies.	10
My improved knowledge of the English field-specific terminology will be useful in my professional life.	40
I will be able to express myself more effectively in spoken English.	13
I will be able to express myself more effectively in written English.	23
The course will be useful for increasing my success in exams required while applying for a job (e.g., KPDS, exams administered while applying for a position in a bank...etc.)	8

4.8.4.2 Contribution of the Translation Course to Students' Performance in Their Future Professional Lives as Expected by the Course Instructors

All of the six instructors indicated that the translation course could contribute to students' performance in their future professional lives.

The course instructors explained in what aspects the translation course could contribute to students' performance in their future professional lives. The responses are given in Table 4.8.4.2 in frequencies:

Table 4.8.4.2

Contribution of the Translation Course to Students' Performance in their Future Professional Lives as Expected by the Course Instructors

	Course Instructors (<i>N</i> = 6)
Opinions	<i>f</i>
Students can understand documents or any kind of materials written in English more effectively.	4
Improvement of students' translation skill through this course will be an asset for them in their future professional lives.	4
Students will be able to express themselves more effectively in written English with the improvement of their writing skill	3
Enlargement of field-specific vocabulary through this course will be an asset for the students in their future profession.	5
Students can be more successful in exams they might undergo while applying for a job since some institutions ask applicants to do translation to test their level of English proficiency.	3
Students' command of Turkish field-specific vocabulary is enhanced, which will be useful for their professional lives.	1

4.8.4.3 Contribution of the Translation Course to Students' Performance in their Future Professional Lives as Expected by the Departmental Instructors

Fifteen departmental instructors, out of 16, indicated that the translation course could contribute to students' performance in their future professional lives.

Fifteen departmental instructors, who believed that translation course could contribute to students' future professional performance, explained in what aspects it could enhance their performance in their future professional lives. The responses are given in Table 4.8.4.3 in frequencies:

Table 4.8.4.3

Contribution of the Translation Course to Students' Performance in Their Future Professional Lives as Expected by the Departmental Instructors

	Dept. Instructors (<i>n</i> = 15)
Opinions	<i>f</i>
They can do correspondence with international organizations more effectively.	4
They can translate documents from or into English more effectively and easily.	7
They can find jobs in international organizations more easily.	1
Increased knowledge of English field-specific terminology is an asset for them in keeping up with developments in their profession.	6
They can more effectively express their ideas and opinions in written English.	4
They can more effectively express their ideas in spoken English.	2

4.8.4.4 Contribution of the Translation Course to Their Performance in Their Professional Lives as Perceived by the Graduates

Nine graduates, out of 10, indicated that the translation course they had taken contributed to their performance in their current professional lives.

Nine graduates, who believed that the translation contributed to their current professional performance, explained in what aspects the course enhanced their performance in their professional lives. The responses are given in Table 4.8.4.4 in frequencies.

Table 4.8.4.4

Contribution of the Translation Course to Their Performance in their Professional Lives as Perceived by the Graduates

Opinions	Graduates (<i>n</i> = 9) <i>f</i>
Contrastive analysis of both Turkish and English raised my awareness of similarities and differences between two languages and enhanced my proficiency in English, which is indispensable for my profession.	1
I feel confident while corresponding with foreign firms.	2
The course made me more competent and faster while thinking and speaking in English.	2
I can translate documents easily when I need to or have to.	4
As a research assistant, I can translate international publications and articles related to my area without any loss of meaning.	1
I can understand documents written in English easily due to my improved knowledge of English vocabulary and grammar.	5

4.9 Summary of the Results

The results of the study are summarized in tables in line with the research questions.

4.9.1 Summary of the Perceptions and Preferences Regarding Various Elements of the Translation Course

Table 4.9.1 displays students' and course instructors' perceptions and preferences regarding various instructional elements of the translation course.

Table 4.9.1

Summary of the Perceptions and Preferences Regarding Various Elements of the Translation Course

Various Elements of the Course	Students		Course Instructors	
	Perceived	Preferred	Perceived	Preferred
Levels of Translation	<ul style="list-style-type: none"> • Sentence level 	<ul style="list-style-type: none"> • Sentence level • Paragraph level • Text level 	<ul style="list-style-type: none"> • Sentence level 	<ul style="list-style-type: none"> • Sentence level • Paragraph level • Text level*
Translation Methods	<ul style="list-style-type: none"> • Faithful translation 	<ul style="list-style-type: none"> • Communicative translation 	<ul style="list-style-type: none"> • Faithful translation • Communicative translation* 	<ul style="list-style-type: none"> • Communicative translation

* The perception of or the preference for the item is at a moderate level.

Table 4.9.1 (Continued)

Summary of the Perceptions and Preferences Regarding Various Elements of the Translation Course

Various Elements of the Course	Students		Course Instructors	
	Perceived	Preferred	Perceived	Preferred
Translation Activities	<ul style="list-style-type: none"> • Translating at home and then discussing each sentence with the whole class • Analyzing the meaning of the text before translating it • Translating in class before discussing each sentence with the whole class* 	<ul style="list-style-type: none"> • Analyzing the meaning of the text before translating it • Translating at home and then discussing each sentence with the whole class • Translating the text by summarizing it • Translating the main idea of the text • Comparing translation with its original version* • Translating in class before discussing each sentence with the whole class* 	<ul style="list-style-type: none"> • Translating at home and then discussing each sentence with the whole class • Analyzing the meaning of the text before translating it • Translating in class before discussing each sentence with the whole class* 	<ul style="list-style-type: none"> • Analyzing the meaning of the text before translating it • Translating at home and then discussing each sentence with the whole class • Future-back translation
Strategies to Find Meanings of Unknown Words	<ul style="list-style-type: none"> • Looking up in a bilingual dictionary only • Guessing the meaning from the context 	<ul style="list-style-type: none"> • Looking up in a bilingual dictionary only • Guessing the meaning from the context 	<ul style="list-style-type: none"> • Looking up in a bilingual dictionary only 	<ul style="list-style-type: none"> • Guessing the meaning from the context • First looking up in a bilingual and then in a monolingual dictionary

* The perception of or the preference for the item is at a moderate level.

Table 4.9.1 (Continued)

Summary of the Perceptions and Preferences Regarding Various Elements of the Translation Course

Various Elements of the Course	Students		Course Instructors	
	Perceived	Preferred	Perceived	Preferred
Grammar Input Techniques	<ul style="list-style-type: none"> • Teacher makes the grammar explanations before translation exercises 	<ul style="list-style-type: none"> • Teacher makes the grammar explanations before translation exercises 	<ul style="list-style-type: none"> • Teacher makes the grammar explanations before translation exercises 	<ul style="list-style-type: none"> • Teacher makes the grammar explanations before translation exercises • Ss study grammar topics at home for no further information in class*
Error Correction Techniques	<ul style="list-style-type: none"> • Teacher correction • Peer correction • Self correction 	<ul style="list-style-type: none"> • Teacher correction • Peer correction • Self correction 	<ul style="list-style-type: none"> • Teacher correction • Peer correction • Self correction 	<ul style="list-style-type: none"> • Peer correction • Self correction • Teacher correction*
Selection of the Translation Texts	<ul style="list-style-type: none"> • Students do not select the translation texts themselves • Students do not contribute to the selection of the translation texts 	<ul style="list-style-type: none"> • Students contribute to the selection of translation texts 	<ul style="list-style-type: none"> • Program coordinator selects the translation texts 	<ul style="list-style-type: none"> • Program coordinator selects the translation texts • The teacher selects the translation texts* • Students contribute to the selection of translation texts*

* The perception of or the preference for the item is at a moderate level.

Table 4.9.1 (Continued)

Summary of the Perceptions and Preferences Regarding Various Elements of the Translation Course

Various Elements of the Course	Students		Course Instructors	
	Perceived	Preferred	Perceived	Preferred
Course Materials	<ul style="list-style-type: none"> • Field-specific course books and resources • A grammar book* • Vocabulary study materials* 	<ul style="list-style-type: none"> • Field-specific resources • Documents used in professional life • Authentic materials such as magazines and newspapers • A grammar book • Vocabulary study materials 	<ul style="list-style-type: none"> • Field-specific course books and resources • A grammar book • Vocabulary study materials* 	<ul style="list-style-type: none"> • Field-specific resources • Documents used in professional life • Authentic materials such as magazines and newspapers • A grammar book • Vocabulary study materials
Content of the Translation Materials	<ul style="list-style-type: none"> • Totally relevant to Ss' field of study 	<ul style="list-style-type: none"> • Totally relevant to Ss' field of study 	<ul style="list-style-type: none"> • Totally relevant to Ss' field of study 	<ul style="list-style-type: none"> • Totally relevant to Ss' field of study
Assessment Techniques	<ul style="list-style-type: none"> • Effective (as indicated by 85% of the students) 	–	<ul style="list-style-type: none"> • Effective (as indicated by all of the course instructors) 	–

* The perception of or the preference for the item is at a moderate level.

4.9.2 Summary of the Perceptions Regarding the Importance of the Translation Course in Providing Benefits to Proficiency in Turkish and English Languages

Table 4.9.2 presents students', course instructors' and graduates' views concerning the contribution of the translation course to proficiency in Turkish and English languages.

Table 4.9.2

Summary of the Perceptions Regarding the Importance of the Translation Course in Providing Benefits to Proficiency in Turkish and English Languages

Benefits of the Translation Course	Students	Course Instructors	Graduates
• Improvement of the translation skill	√	√	√
• Improvement of general Eng. vocabulary	√	√	√
• Improvement of general Turkish vocabulary	√*	√	
• Improvement of Eng. field-specific vocabulary	√	√	√
• Improvement of Turkish field-specific vocabulary	√	√	
• Comprehension of complex grammatical structures in English	√	√	√
• Comprehension of complex grammatical structures in Turkish	√*	√*	
• Accurate usage of complex grammatical structures in English	√	√	√
• Accurate usage of complex grammatical structures in Turkish	√*	√	
• Improvement of English reading comprehension	√	√	√
• Improvement of English writing skill	√	√	√
• Comprehension of various lang. forms (e.g., formal and informal language)	√	√	√
• Effective usage of monolingual and bilingual dictionaries	√	√	√

* stands for “moderately important”

4.9.3 Summary of the Opinions Regarding the Translation Course

Students’ and course instructors’ opinions regarding the translation course are presented in Table 4.9.3.

Table 4.9.3

Summary of the Opinions Regarding the Translation Course

Participants	Opinions
Students	<ul style="list-style-type: none">• It is a necessary course in a Turkish-medium university where most of the course books and resources are in English.• The course has improved my English reading comprehension.
Course Instructors	<ul style="list-style-type: none">• It is a useful course for the students.• The course helps students revise and enlarge their knowledge of general and field-specific English vocabulary.• Allocation of only one term for the course hinders its effective implementation.• The course raises students' English language proficiency.• The course improves students' translation skill which they need for their departmental studies.

4.9.4 Summary of the Suggestions Regarding the Weekly and Yearly Schedule of the Translation Course

Table 4.9.4 presents students', course instructors', departmental instructors', and graduates' suggestions regarding the weekly and yearly schedule of the translation course

Table 4.9.4

Summary of the Suggestions Regarding the Weekly and Yearly Schedule of the Translation Course

Participants	Suggestions
Students	<ul style="list-style-type: none">• The course should start to be offered before or in the third year.• Two terms should be allocated for the course.• The course should be scheduled as three-hours a week.
Course Instructors	<ul style="list-style-type: none">• The course should start to be offered in the third year.• Two terms should be allocated for the course.• The course should be scheduled as three-hours a week.
Departmental Instructors	<ul style="list-style-type: none">• The course should start to be offered in the third year.• Two terms should be allocated for the course.• The course should be scheduled as three-hours a week.
Graduates	<ul style="list-style-type: none">• The course should start to be offered before the third year.• The course should start to be offered in the third year.• Two terms should be allocated for the course.• The course should be scheduled as three-hours a week.

4.9.5 Summary of the Suggestions Regarding the Translation Course in General

Table 4.9.5 displays students', course instructors', departmental instructors', and graduates' suggestions regarding the translation course in general

Table 4.9.5*Summary of the Suggestions Regarding the Translation Course in General*

Participants	Suggestions
Students	<ul style="list-style-type: none"> • Also documents used in professional life should be used for translation. • Articles from authentic materials such as newspapers and magazines should be translated too.
Course Instructors	<ul style="list-style-type: none"> • Duration of the course should be extended for effective instruction and learning.
Graduates	<ul style="list-style-type: none"> • Duration of the course should be extended. • Texts used in professional life should be incorporated into the course materials.
Departmental Instructors	<ul style="list-style-type: none"> • The course materials should be related to the students' area of study. • Texts used not only in academic life but also in professional life should be incorporated into the course syllabus.

4.9.6 Summary of the Ratings of Proficiency in Translation

Table 4.9.6 displays students' and graduates' ratings of their proficiency and course instructors' ratings of the students' proficiency in translation

Table 4.9.6*Summary of the Ratings of Proficiency in Translation*

Participants	Ratings of Proficiency in Translation	
	Translation from English into Turkish	Translation from Turkish into English
Students	Above average	Average or above average
Graduates	Above average	Above average
Course Instructors	Above average	Average

4.9.7 Summary of the Perceptions Regarding Difficulties Encountered While Doing Translation

Table 4.9.7 presents students' and graduates perceptions regarding the difficulties they experience while doing translation as well as course instructors' perceptions as to the difficulties encountered by the students while doing translation.

Table 4.9.7

Summary of the Perceptions Regarding Difficulties Encountered While Doing Translation

Difficulties Experienced While Translating	Students	Course Instructors	Graduates
• Lack of Turkish grammar knowledge		√*	
• Lack of Turkish vocabulary knowledge		√*	
• Lack of English grammar knowledge	√*	√	√*
• Lack of English vocabulary knowledge	√	√	√
• Lack of proficiency in English reading comprehension	√*	√	√*
• Lack of proficiency in English writing	√	√	√
• Inability to guess the meaning of words from the context		√*	
• Inability to find the closest meanings of words in a dictionary		√*	
• Inability to translate structures with no exact correspondence in English or Turkish		√*	

* stands for "sometimes"

4.9.8 Summary of the Perceptions Regarding Students' Translation-Oriented Academic (Departmental) Needs

Table 4.9.8 displays the results pertaining to the students' translation-oriented academic needs as perceived by the students, course instructors and the departmental instructors

Table 4.9.8

Summary of the Perceptions Regarding Students' Translation-Oriented Academic (Departmental) Needs

Items as to Students' Departmental Studies	Students	Departmental Instructors	Course Instructors
Importance of Eng. Lang. Skills and Areas of Knowledge	<ul style="list-style-type: none"> • Reading • Translation from English into Turkish • Field-specific vocabulary • Writing* • Translation from Turkish into English* 	<ul style="list-style-type: none"> • Reading • Translation from English into Turkish • Field-specific vocabulary • Writing • Translation from Turkish into English* 	<ul style="list-style-type: none"> • Reading • Translation from English into Turkish • Translation from Turkish into English • Field-specific vocabulary • Writing*
Studies and Activities Done in English	<ul style="list-style-type: none"> • Field-specific readings • Answering exam questions* 	<ul style="list-style-type: none"> • Field-specific readings • Answering exam questions* 	This item was not asked to the course instructors.

* stands for "sometimes" or "moderately important"

Table 4.9.8 (Continued)

Summary of the Perceptions Regarding Students' Translation-Oriented Academic (Departmental) Needs

Items as to Students' Departmental Studies	Students	Departmental Instructors	Course Instructors
Studies and Tasks for Which Translation is Used	<ul style="list-style-type: none"> • Understanding English course books and resources • Expressing in written Turkish what is understood from Eng. resources • Preparing assignments, projects, reports and the like • Expressing in written English what is understood from Turkish resources* 	<ul style="list-style-type: none"> • Understanding English course books and resources • Expressing in written Turkish what is understood from Eng. resources • Preparing assignments, projects, reports and the like • Expressing in written English what is understood from Turkish resources* 	<ul style="list-style-type: none"> • Understanding English course books and resources • Expressing in written Turkish what is understood from Eng. resources • Preparing assignments, projects, reports and the like • Expressing in written English what is understood from Turkish resources*
Importance of Translation Methods and Activities	<ul style="list-style-type: none"> • Communicative translation method • Translating the text by summarizing it • Translating the main idea of the text • Faithful translation method* 	<ul style="list-style-type: none"> • Communicative translation method • Translating the text by summarizing it • Translating the main idea of the text 	<ul style="list-style-type: none"> • Communicative translation • Translating the text by summarizing it • Translating the main idea of the text

* stands for "sometimes" or "moderately important"

4.9.9 Summary of the English-Language Related Difficulties Encountered by the Students in Their Departmental Studies

Table 4.9.9 presents the English-language related difficulties most frequently encountered by the students in their departmental studies as perceived by the students themselves and the departmental instructors

Table 4.9.9

Summary of the English-Language Related Difficulties Encountered by the Students in Their Departmental Studies

Participants	English-Language Related Difficulties
Students	<ul style="list-style-type: none"> • Poor comprehension of course books and resources in English
Departmental Instructors	<ul style="list-style-type: none"> • Poor comprehension of course books and resources in English • Poor command of general and field-specific vocabulary

4.9.10 Summary of the Perceptions Regarding the Contribution of the Translation Course to Academic Performance

Table 4.9.10 presents summarized results as to the contribution of the translation course to the students' performance in their departmental studies as perceived by the students themselves, course instructors and departmental instructors as well as to the graduates' past academic performance as perceived by themselves.

Table 4.9.10

Summary of the Perceptions Regarding the Contribution of the Translation Course to Academic Performance

Participants	Opinions
Students	<ul style="list-style-type: none">• Better understanding of English course books and resources• Enrichment of the English vocabulary (general and/or field-specific)• Improvement of the translation skill• More effective usage of complex grammatical structures in written English
Course Instructors	<ul style="list-style-type: none">• Enrichment of their English vocabulary (general and/ or field-specific)• Improvement of their translation skill• Better understanding of their English course books and resources• Improvement of their writing skill
Graduates	<ul style="list-style-type: none">• Enrichment of the English vocabulary (general and/ or field-specific)• Better understanding of English course books and resources• Improvement of the translation skill
Departmental Instructors	<ul style="list-style-type: none">• Enrichment of their English vocabulary• Improvement of their translation skill• Better understanding of their English course books and resources

4.9.11 Summary of the Perceptions Regarding Translation-Oriented Professional Needs

Table 4.9.11 presents translation-oriented needs in students' future professional lives as perceived by the students themselves, course instructors and departmental instructors and in graduates' and professionals' current professional lives as perceived by them.

Table 4.9.11*Summary of the Perceptions Regarding Translation-Oriented Professional Needs*

Items as to Professional life	Students	Course Instructors	Dept. Instructors	Graduates	Professionals
Importance of Eng. Lang. Skills and Areas of Knowledge	<ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing • Field-specific voc. • Translation (E-T) • Translation (T-E) 	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Field-specific voc. • Translation (E-T) • Translation (T-E) 	<ul style="list-style-type: none"> • Reading • Writing • Field-specific voc. • Speaking • Listening • Translation (E-T) • Translation (T-E) 	<ul style="list-style-type: none"> • Reading • Translation (E-T) • Translation (T-E) • Field-specific voc. • Writing • Speaking • Listening 	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Field-specific voc. • Translation (E-T) • Translation (T-E)
Importance of Translating the Given Types of Texts	Translating <ul style="list-style-type: none"> • business letters • memorandums • fax messages • e-mail messages • reports • minutes • agendas • notices • academic texts 	Translating <ul style="list-style-type: none"> • business letters • memorandums • fax messages • e-mail messages • reports • minutes* • agendas* 	Translating <ul style="list-style-type: none"> • business letters • memorandums • fax messages • e-mail messages • reports • academic texts* 	Translating <ul style="list-style-type: none"> • business letters • fax messages • e-mail messages • reports 	Translating <ul style="list-style-type: none"> • business letters • fax messages • e-mail messages • reports

* stands for “moderately important”

Table 4.9.11 (Continued)

Summary of the Perceptions Regarding Translation-Oriented Professional Needs

Items as to Professional Life	Students	Course Instructors	Dept. Instructors	Graduates	Professionals
Importance of the Translation Methods and Activities	This item was not asked to this group.	This item was not asked to this group.	This item was not asked to this group.	<ul style="list-style-type: none">• Communicative translation• Translating the text by summarizing it• Translating the main idea of the text	<ul style="list-style-type: none">• Communicative translation• Translating the text by summarizing it• Translating the main idea of the text

4.9.12 Summary of the Perceptions and Expectations Regarding the Contribution of the Translation Course to Professional Performance

Table 4.9.12 presents summarized results as to the contribution of the teaching of translation to the students' future professional performance as perceived by the students themselves, course instructors and departmental instructors as well as to the graduates' current professional performance as perceived by themselves.

Table 4.9.12

Summary of the Perceptions and Expectations Regarding the Contribution of the Translation Course to Professional Performance

Participants	Opinions
Students	<ul style="list-style-type: none"> • Better understanding of documents written in English • Being able to translate documents used in professional life effectively • Improvement of English field-specific vocabulary • Improvement of the writing skill
Course Instructors	<ul style="list-style-type: none"> • Enrichment of their English field-specific vocabulary being an asset in their future profession • Improvement of their translation skill being an asset in their future profession • Better understanding of documents written in English • Improvement of their writing skill • Increased success in job-application exams which include translation to test applicants' Eng. lang. proficiency
Graduates	<ul style="list-style-type: none"> • Better understanding of documents written in English due to improved vocabulary and grammar knowledge • Translating documents easily when needed
Departmental Instructors	<ul style="list-style-type: none"> • More effective translation of documents used in professional life • Enrichment of their English field-specific vocabulary being an asset for them in keeping up with recent developments in their profession

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter first presents the conclusions with the discussion of the results attained in the light of the relevant literature. Then, implications for practice are submitted after which the implications for further research as a follow-up of this study are presented.

5.1 Conclusions

The purpose of this case study was to identify and analyze the needs of third year Management students at Başkent University with regard to the Translation Course through the consideration of various instructional elements of the course and the current academic and future professional situations of the students. To this effect, perceptions of the students, course instructors, departmental instructors, graduates and professionals were inquired into subsequent to the analysis of the context through documentary analyses and informal interviews along with the review of the relevant literature and previously done parallel studies. The data collection instruments employed in the study, by means of which both quantitative and qualitative data were

gathered, were a needs analysis questionnaire for the students and structured interviews with the rest of the participants involved in the study.

The research design in this study was based on a needs analysis model adapted from the models proposed by Altschuld and Witkin (1995), Smith (1990), Schutz and Derwing (1987), Stufflebeam et al (1985) and Gravatt, Richards and Lewis (1997, cited in Richards 2001). The needs analysis model proposed for the study was composed of four major stages, namely, preparation (planning) for the needs analysis, data collection, data analysis and final report. The dimension of evaluating the needs analysis study, suggested by Altschuld and Witkin (1995), Schutz and Derwing (1987), Stufflebeam et al (1985), was not included within the scope of this study.

When the data obtained from the five groups of participants involved in the study were analysed, similarities as well as differences were observed among the perceptions, preferences and suggestions. The conclusions of the study are presented and integrated into the current literature where it is relevant by signalling and dwelling upon these similarities and differences and considering the findings derived from the perceptions and the preferences of the students and the course instructors regarding various instructional, pedagogical and methodological elements of the course and the compatibility of these findings with the perceptions regarding current and future target situations as well as the suggestions extended by the participants and the relevant literature.

Similarities were more than differences when the students' and the course instructors' perceptions and preferences were put under view. Sentence-level translation came up to be the most frequent translation level used in the course as perceived both by the students and the course instructors. However, translation was preferred to be done also at paragraph and text levels in addition to sentence level both by the students and the course instructors although the latter group's preference for text level translation was at a moderate level. As Parks (1982) indicates, only messages but not words can be translated and thus translation can start to occur at sentence level since sentence is the smallest unit that transmits message. The reason for taking the sentence but not the text as a starting point in the course might result from the teaching of translation not as an end but primarily as a means of enhancing students' English language competence and thus intensive emphasis might be laid on the recognition of long, complex and intricate sentence patterns to determine their meaning and on the reconstructing of the same meaning using the equivalent grammatical structure and lexicon. However, a single sentence may most of the time fall short of supplying necessary contextual clues to reconstruct the meaning intended in the source language and to express it without any loss in the target language and also it prevents students from practicing translation at discourse level. Therefore, considering the time limitations, which is most of the time a common problem of translation courses where translation is taught as a means, providing the students with complete short texts might be preferable even if translation is done at sentence or paragraph levels.

Another similarity identified was concerning students' and course instructors' perceptions and preferences regarding the translation methods used in the course. The translation method most frequently employed while doing translation in the course was faithful translation. However, it was not considered as an important translation method in students' current departmental studies by the students, course instructors and departmental instructors and in their professional lives by the graduates and professionals. Faithful translation is the reproduction of the precise contextual meaning of the source text within the constraints of the target language grammatical structures (Newmark, 1988). Strong emphasis on faithful translation in the course might be due to the attempts to direct students' attention to the recognition and comprehension of the grammatical structures in the source language and the faithful reproduction of the equivalent grammatical structures and lexicon in the target language, which can be an indicator of favoring form over meaning. Another reason for this might be the use of sentence-level contexts rather than complete text-level contexts for the translations, almost all of which are done at sentence-level, in the course. As mentioned above, a single sentence might most of the time be barren in terms of providing necessary contextual clues and thus might urge the students to focus immediately on the structural aspects and the lexicon rather than considering the whole context. The documentary analysis made by the researcher through the examination of the translation materials and their keys also verified the use of faithful translation and the strong emphasis on producing the exact equivalents of the structural and lexical items in the target language.

The instructors indicated that communicative translation method was also sometimes used in addition to faithful translation; however, the students found the use of communicative translation less frequent than the course instructors. This might be due to students' general tendencies to focus on the form rather than meaning while doing sentence-level translations in sentence-level contexts rather than in complete text level contexts. Communicative translation intends to render the exact contextual meaning of the source text in such a manner that both content and language are acceptable and comprehensible to the readers (Newmark, 1988) and favours meaning over form. Communicative translation method was perceived to be the most important translation method by all the participants when the academic and professional settings are concerned, which matches with the preferences of the students and the course instructors who reported communicative translation as the most preferred translation method to be used in the course. According to Newmark (1988), communicative translation is the most appropriate translation method of all and can duly fulfill the two major purposes of translation which are accuracy and economy. Conveying the intended message as well as the cultural and the contextual elements with the minimum loss of meaning is at the heart of communicative translation. It can, therefore, be regarded as the most convenient method particularly when the texts to be translated are of factual and informative nature, which is generally the case in MENG 317. Faithful translation, on the other hand, attempts to translate these cultural and contextual elements of the source language with the target language words and within the boundaries of the grammatical structures in the target

language. It is, therefore, possible that the translation might sound unnatural to the speakers of the target language since it might lead to interferences from the mother tongue.

The translation activities most frequently used in MENG 317 were identified as analyzing the meaning of the text before translating it and doing translation as a take-home activity prior to discussing each sentence with the whole class. These two activities were still preferred to be used in the course by the students and the course instructors.

Suggestions made by Newmark (1991), Nida (1975) Cordero (1984), Ulrych (1985), Costa (1988), Parks (1982), Nadstoga (1988) and Larson (1984) for the translation process to start by interpreting the meaning of the entire context in order to synchronize the source language and the target language is supportive of translating the text after analyzing its meaning, which is also recommended by the researcher. To this end, the text is recommended to be read several times by Cordero (1984) until a global understanding of the text is attained as also suggested by Ulrych (1985) who believes that no effective interlingual communication can take place without an accurate interpretation of the message in the source language. Erdem (1999) also points out two problematic communication factors, namely literal translation and avoidance when limited resources are available to the ones who are to translate. Not being sure of certain structural and lexical items, the learners avoid taking risks and tend to translate word for word and use less difficult items so as not to make mistakes. Gerding-Salas (2000) also suggests that the students be given

enough time to read the text to comprehend it and then to read it a second time for the intention of translation during which they should be encouraged to take notes and underline the points that need consideration. The reading of a text with translation intention is called a deep reading laying emphasis on elements where translation problems may emerge. Cordero, just like Bulut (1988), suggests that especially the first reading of the text can be done aloud so that another linguistic aspect, namely pronunciation, intonation and other aspects of accurate reading can be exercised. Heltai (1989) also indicates that reading out the text before the actual translation process is useful especially in terms of minimizing interference from the mother tongue. In summary, the actual process of translation should be delayed as much as possible, as Lado (1988) suggests, through giving guidance to students in analyzing and interpreting the source-language text correctly via several readings, at least one of which can be done aloud. This process entails the provision of short but complete texts and enables a smooth transition from discourse level focus to sentence-by-sentence translation, in other words, from extensive focus to intensive focus, as also indicated by Şat (1996).

As mentioned above, another most frequently used and most preferred translation activity in MENG 317 was the students' doing their translation assignments at home before discussing each sentence with the whole class. Meanwhile, doing translation in class before discussing the translations with the whole class was preferred to be sometimes done in class whereas the course instructors did not prefer students' doing translation in class at all. This might be due

to the course instructors' consideration of the time constraints resulting from the allocation of a three hours-a-week period to the one-semester course, which is usually the case in courses where translation is taught not as an end but as a means. This might be also due to the instructors' emphasis on sparing more time for the discussion of translations in class.

The literature regarding the teaching of translation either as a means or an end suggests various translation activities which are in consistency with the experiences and also preferences of the students and the course instructors. The actual translation process generally tends to be, although it does not always have to be, an individual effort whereas the pre- and post-translation activities tend to be interactive and communicative during which group dynamics can be used. Costa (1988) who sees no reason for a translation class not to benefit from a communicative and interactive approach, suggests that most of the time be devoted to students doing translation on their own but at the same time puts forward some pre- and post-translation activities which require communication and interaction of the whole class members. Translation can be done individually either as a take-home activity or in-class activity. The former is generally useful for translation courses, like MENG 317, where translation is primarily taught as a means and which are scheduled as three hours a week. Translation as a take-home activity was indicated to be the most frequent translation activity and was still preferred both by the students and the instructors of MENG 317 because it might allow the students to have more time for a final translation and discussion in class. Discussion, also called as translation critique

by Cordero (1984), is an extremely important follow-up activity or a post-translation activity during which the students examine both the source text and its various translations done by the students and debate and offer possible solutions for the final version. Discussion is recommended to be done by Ulrych (1985), Costa (1988), Duff (1989) in pairs, in groups or as a whole class activity and is found extremely helpful by Cordero who indicates that it raises students' linguistic awareness and helps them alert their minds. Newmark (1988) also finds discussion and giving feedback on translations very useful and states that translation is for discussion. Duff (1989) considers translation as naturally suited to discussion and finds the questions, usually solved by the translator alone, worth discussing with others. Razmjou (2002) also suggests shifting a teacher focus in the classroom to a more workshop-like approach during which students bring solutions to their problems by interacting and communicating with their peers under teacher's supervision. Such an approach enhances students' self-confidence and decision-making skills and naturally requires creation of a friendly, flexible and supporting atmosphere in class.

It is through discussion or translation critique that different techniques of error analysis or correction, namely self-, peer-, and teacher correction can take place in a translation class. The students and the instructors of MENG 317 reported that different error correction or analysis techniques, namely self-, peer- and teacher-correction were used in class. Meanwhile, the three correction techniques were still preferred by the students and the course instructors but the latter group's preference for teacher correction was at a moderate level. This might be due to the fact that the

instructors favor student-centered instructional techniques over teacher-centered ones. Duff (1989), in parallel to the course instructors' preference, also recommends that much of the correction be done by the students themselves during which the teacher, as a facilitator and a guide, controls the discussion and intervenes in the process of discussion when needed. Erdem (1999) states that both the teachers and the students can make use of the feedback provided during error analysis through which the students can judge their competence whereas the teachers can judge the students' evolving competence and decide on the procedures to be pursued in the course. At this point, Costa (1988) suggests the students should be assured that there is not only one perfect end-product of translation and therefore they should be encouraged to propose alternative versions. Hence, error correction should be regarded and instilled in the students as a technique of assessment and should not be limited to highlighting only the errors but also the intelligent solutions.

The remaining four translation activities, namely students' comparison of their own translation with its original published version, comparison of textual pairs, one in English and the other in Turkish, translating the text by summarizing it, translating the main idea of the text and future-back translation were reported by the students and the course instructors to be not used in MENG 317. However, the preferences were for the use of some of these activities. For instance; the students preferred to sometimes compare their own translation with its original published version; however this was not preferred by the course instructors since finding the translation of course books and resources related to the students' field of study, which

are the primary translation materials of MENG 317, might be difficult although translations of literary works are easily found in the market. The instructors might also have considered the time limitations when not preferring this activity. Students' comparing their own translations with published versions is recommended by Costa (1988), Sainz (1991) and Gerding-Salas (2000) and is regarded as a post-translation activity during which the students are provided with a published version of the source text which they already translated. Sainz finds this activity enriching and useful in the sense that it allows the students to be aware of their mistakes, failures and even strengths. Gerding-Salas also considers it an effective self-correction technique. However, this activity is sometimes time-consuming for classes where translation is taught as a means and finding published versions of source texts may not always be easy.

The students, in addition to sometimes comparing their translation with the original version, preferred translating the text by summarizing it and translating the main idea of the text. When the academic and professional settings of the students were analyzed through the perceptions of the departmental instructors, the graduates and the professionals, translating the text after summarizing it and translating the main idea of the text came up to be among the most frequent translation activities in these settings. These two activities can be included in the course syllabus especially at the earlier stages of the course. Cordero (1984) considers translating the text by summarizing it as an important activity in a translation course and calls it "contraction." Translating the main idea of the text can also be regarded as another

type of contraction and both techniques can be quite useful in the sense that they require a thorough comprehension of the source text and a critical mind for selecting the crucial information to be transmitted to the target language.

Future back translation was another translation activity, preferred only by the course instructors. In future back translation, the target text is translated by the original translator into its original language in a future time, not preferable less than a month. Sainz (1991) finds this activity very useful since it enables the students to be aware of their capabilities and boundaries and shows them how far they are from the original version.

Students' and course instructors' perceptions regarding the strategies used to find the meanings of unknown words were to some extent consistent with each other. The most frequently used vocabulary search strategies, according to the students, were looking up only in a bilingual dictionary and guessing the meaning from the context. However, the course instructors indicated that the students did not have a tendency to use the latter strategy at all while finding the meaning of the unknown vocabulary. This perception of the instructors might result from the fact that the students most frequently do translation at sentence level and are deprived of the whole text with necessary and sometimes life-saving clues at the students' disposal to enable them to guess the meaning from the context easily.

Students' and course instructors' preferences regarding the strategies used to find the meanings of unknown vocabulary were different from each other in the sense that the students still preferred to look up only in a bilingual dictionary and guess the

meaning from the context whereas the course instructors preferred the students to use both bilingual and monolingual dictionaries in addition to their guessing meaning from the context. The literature also supports the course instructors' preferences regarding lexical inquiries during translation. Subsequent to the basic understanding of the text, Cordero (1984) suggests that the source text be analyzed in chunks, namely paragraph-by-paragraph and sentence-by-sentence and a list of unknown words be established in the order of their appearance in the text. At this stage, Cordero recommends that students be encouraged to use a monolingual dictionary in conjunction with an up-to-date bilingual dictionary, as do Richards (1976), Rivers (1981), Cordero (1984) and Ulrych (1985). Monolingual dictionaries are quite useful since they enable checking the meanings and features of lexical items and thus they are a means of double-check. Besides, Laufer and Hadar (1997, cited in Grace, 1998) claim that bilingual and monolingual dictionaries, when used together, result in greater comprehension and production than either type of dictionary when used in isolation and allow learners to choose explanations in the language they are most comfortable with or in both languages for reassurance and reinforcement. This use of dictionaries also brings into light the effective use of dictionaries that, according to Doğan (1999), requires teaching students how to make use of entries in dictionaries and particularly raising students' awareness of the semantic and syntactic contents of the words. For instance, the word "belirlemek" has a high frequency of use in Turkish but its semantic equivalence might usually be a different lexical item in English. However, usually "determine" tends to be used for this word, although it is not

always an appropriate equivalent in all contexts. Doğan (1999) exemplifies this issue of multi-semantic equivalence with different contexts in the following way: For “sınır değerleri belirlemek,” “determine” is the right choice whereas “specify” for “yönetmelik maddelerini belirlemek” or “detect” for “sağlıksız işyerlerini belirlemek” might be better choices.

However, it is not always possible to find the contextualized meanings of words from the dictionaries or inferring the meaning of a word or expression from the context can be preferred before dictionary search as it is usually the case. At these times, according to Gerding-Salas (2000), “contextualized intuition,” the ability to find the nearest meanings of the words or expressions within its context, is one of the greatest virtues of a good translator. Actually this virtue cannot be attributed only to translators but also to effective readers who do reading either in their own language or particularly in a foreign language since it is also an indispensable reading comprehension strategy. However, for the smooth functioning of the contextualized intuition or guessing the meaning of a word or expression from the context it is involved in, it is highly advisable that the students be provided with the whole text through the analysis of which they can cope with the vocabulary included because, the words and expressions can be meaningful only in their contexts and the clearer the context provided is, the easier it will be to approach to what is to be translated through the analysis of the aim of the text, the style of the text and its social function.

Although guessing the meaning of a word from its pure context might result in greater retention of the inferred meaning since it encourages processing at a deeper

level, Grace (1998) recommends that the guesses be verified by means of a dictionary or L1 translations since learners need to be assured of the correctness of their guesses. In parallel to Grace's suggestions, several studies examining the effectiveness of dictionary use in L1 or L2 vocabulary instruction studies have found that, for either L1 or L2 vocabulary learning, a combination of contextual and definitional approaches is more effective than either one in isolation. For instance, Stahl and Fairbanks' (1986, cited in Grace, 1998) meta-analysis study suggests that contextual guessing is most effective when a dictionary is provided as do Davis' (1989, cited in Grace) and Knight's (1994, cited in Grace) studies which conclude that recall is enhanced when a dictionary is provided.

The analysis of the content list of MENG 317 by the researcher revealed that the translation exercises, almost all of which are at sentence level, were done under specific grammar topics. The students and the course instructors both reported that the grammar input was provided by the instructors prior to starting the translation exercises. This grammar input technique was preferred to be continued in the same manner by both groups, which might be due to the nature of the course aiming at teaching translation primarily as a means of language practice. However, the instructors also preferred the students to sometimes study grammar topics at home for no further information in class. This might be due to the instructors' consideration of the time constraints. The necessity for dealing with complex grammatical structures is taken for granted in translation courses and is suggested by translation theorists especially through contrastive and comparative linguistic studies of the text or the

pieces of text to be translated. Doğan (1999) recommends that what is to be translated be analyzed at syntactic level and complex grammatical structures be highlighted in both languages. Therefore, if the grammar input is to be given before the translation exercises particularly in translation courses, where translation is taught as a means, it is advisable that the grammatical structures likely to be found in the translation exercises be dealt with and analyzed in advance by contrasting and comparing the structures in both languages. Afterwards, this syntactic contrastive analysis should be pursued in the text or a piece of text to be translated. Urgese (1989) suggests that, for the retention and accurate production of a newly learned or revised grammatical structure, the students should be encouraged to compare the structure with its counterpart in their own language repeatedly and translating short contextualized texts or pieces of texts such as dialogues can help a great deal.

The materials used in MENG 317 were primarily sentences extracted from the students' field specific course books and resources, as indicated by the students and the course instructors who reported that a grammar book and vocabulary study materials were also sometimes used as supplementary materials. Both groups' preferences were in the form of making additions to the currently used ones and increasing the frequency of the already used ones. The students and the course instructors wanted documents used in professional life and authentic materials such as magazines and newspapers to be used in addition to field specific course books and resources. Besides, they indicated that the grammar book and vocabulary study materials should be used more frequently. The dominant use of field-specific course

books and resources for translation in MENG 317 indicated that the students were provided with texts or pieces of texts with an informative nature. This choice of materials is primarily attributable to the fact that the Management students almost always do their academic readings in English in a Turkish medium university where most of other departmental tasks and studies are in Turkish, which was also revealed by the perceptions of the students and the departmental instructors. Cordero (1984) also recommends starting the course with texts written in a descriptive and factual style so that distinctions of syntax and other contrastive aspects can be studied.

However, limitation of the translation course materials only to such texts is not recommended. Cordero suggests increasing the complicatedness of the translation texts gradually and recommends that, following factual and informative texts, authentic materials such as magazines and newspapers be used. Doğan (1999) also thinks that making use of authentic materials is a must and provides a good conduct of language, as they are the products of real life situations. This fits well with the preferences and suggestions of the students and the course instructors.

Another translation material preferred by the students and the course instructors and suggested by the graduates and departmental instructors to be used in the course was documents used in professional life. Heltai (1989) indicates that the texts to be translated should be relevant to the students' needs. Emphasis on the use of field-specific course books and resources in MENG 317 reveals due consideration of the students' academic needs. However, the analysis of the students' translation-oriented professional needs also brought into light the incorporation of documents

used in professional life into the course syllabus. Translating business letters, fax messages, e-mail messages and reports was commonly regarded by the students, course and departmental instructors, graduates and professionals as having utmost importance in professional life. It is, therefore, advisable that these texts be included among the course materials so that needs of the students and the market can be covered, which is considered to be highly important by Gabr (2000). Caminade and Pym (1998, cited in Gabr, 2000) raise the issue of specialization and argue that the market structure and demands determine or indirectly affect the kinds of texts to be translated and therefore need to be taken into account.

The content of the translation materials used in MENG 317 was reported to be totally relevant to the students' area of study by the students and the course instructors who also preferred it to remain the same, which was consistent with the suggestions of the departmental instructors since they also recommended that the materials used MENG 317 be pertinent to the students' field of study. This is an ideal situation in a translation course especially where translation is taught as a means. Even in courses where translation is taught as an end to translators-to-be, the issue of specialization and the selection of translation materials in accordance with the area of specialization are recommended. Caminade and Pym (1998, cited in Gabr, 2000) propose that translation should be taught to students as a general set of communication skills that they can apply and adapt to the changing demands of future markets and professions. Kingscott (1996, cited in Gabr, 2000) also mentions the merits of a field-specific translation program and indicates that such a program

prepares the students to meet market demands through enriching their terminology and widening the spheres of their subject-area competence. Therefore, meticulous consideration of profession-oriented target needs in designing a translation course is indispensable, no matter whether translation is taught as an end or a means.

Even in field-specific translation courses, like MENG 317, where translation is primarily taught as a means to the students of that field, students' complete familiarity with the content of the translation materials cannot always be expected. In such cases, considering that having familiarity with the content of what is to be translated or ensuring this familiarity before translation is indispensable for attaining a reliable final version, some familiarity-raising techniques should be used. Cordero (1984), Costa (1988) and Gerding-Salas (2000) suggest that the students be encouraged to consult complimentary literature, in other words, resort to parallel texts in the source and/or target language through which they can have a better understanding of the content and a better command of the vocabulary and the terminology used. Translation theorists call this extremely useful pre-translation activity documentation. Discussion is another activity that can be used prior to the actual translation process with a view to raising students' familiarity with the content of the material to be translated.

Perceptions of the students and the course instructors regarding the material selection techniques indicated that the program coordinator selected the translation texts and neither the students nor the instructors were involved in this process. The preferences with respect to this issue revealed the instructors' desire for the selection

of the texts by the program coordinator, which displayed their contentedness with the current situation, and for their involvement in and the students' contribution to the selection of the texts, which they wanted to happen sometimes. The students also wanted to contribute to the selection of the texts but did not prefer to select the texts themselves. Gabr (2000) suggests forming a team of program developers with diverse and complementary skills, knowledge and experiences when translation programs are concerned. According to him, although an experienced developer may design the course, it is advisable that the process of development be conducted by more than one person and input from others be received so as to take advantage of different views, perspectives and suggestions.

The suggestions made by the students, graduates, course instructors and departmental instructors were mostly on the course materials and the duration of the course. As mentioned and dealt with in detail with the guidance of the relevant literature above, the students, graduates and departmental instructors suggested that texts from authentic materials such as magazines and newspapers and/or documents used in professional life be incorporated into the course syllabus in addition to the field-specific resources and course books. Besides the course instructors and the students pointed out these kinds of texts among the most preferred course materials to be used for translation.

Another suggestion made by all the groups whose suggestions were asked for was for extending the duration of the course. The students, course instructors and the graduates pointed out their dissatisfaction with the allocation of one semester for the

course and suggested that the course should be given in a two-semester period. Especially the students' eagerness to study translation for a longer time might be attributed to their satisfaction with the course and their enthusiasm to benefit more from the course. Nadstoga (1988) attributes students' common tendency to feel satisfied with translation courses to their challenging, rewarding and highly motivating nature. Heltai (1989) also thinks that translation can give students a sense of achievement.

Most of the participants in the four groups were found to be contented with the weekly schedule of the course. Most of the course instructors and the departmental instructors stated that starting the course in the third year would be preferable. Approximately half of the students and the graduates also indicated that the course should be started in the third year and the other half preferred it to start earlier, preferably in the second year. The former group of the students, like the course instructors and the departmental instructors, might have thought that they should become competent enough in the four English language skills before they start taking the translation course just like Parks (1982), Ulrych (1985), Duff (1989), Laroche (1985), Lado (1988) and Heltai (1989) who suggest use of translation in foreign language classes once mastery of the target language is achieved. The latter group of the students might have regarded translation as a means of furthering their English language proficiency and therefore preferred to take it as soon as possible. Such a view is consistent with the views of Newmark (1991) and Urgese (1985) who do not consider bilingual mastery a prerequisite for translation.

The students and the graduates rated themselves more successful in translation from English into Turkish than in translation from Turkish into English. The course instructors' ratings of their students' proficiency in translation was parallel to those of the students and the graduates. This finding of the study was compatible with the literature in the sense that, as Ladmiral (1979, cited in Cordero, 1984) does not find it realistic to expect students to have bilingual competence when in fact they are still endeavoring to acquire a working knowledge of the foreign language. Therefore, it is quite natural that the level of success in translation from the native (L1) into the foreign language (L2) tends to be lower than that from the foreign into the native language. Nadstoga (1988), who thinks that even an advanced student's knowledge of a foreign language is not comparable to that of a native speaker, suggests that the direction of translation should be from foreign language to native language until the students' familiarity with the grammatical, lexical and stylistic feature of the foreign language is raised. Bulut (1988) also recommends placing translation from native language into foreign language at further stages in the academic calendar when students' ability to comprehend and use the foreign language is enhanced.

The English language skills and areas of knowledge attached utmost importance in students' departmental studies were reading, field-specific vocabulary, translation from English into Turkish and writing. The students and the departmental instructors indicated that the students often or always read in English and sometimes answered exam questions in English. Writing in English can be important for the students especially when they need to summarize after they read in English and while

answering the questions in the exams, which are sometimes done in English. Reading, field-specific vocabulary and translation from English into Turkish might be important when students read their field-specific course books and resources most of which are in English and when they need to transfer what they understand from their English resources into departmental tasks and activities most of which are most of the time done in Turkish such as expressing their views and opinions in lectures, doing presentations and preparing projects, reports and other assignments as also verified by the students and the instructors who attached high level of importance to the role of translation in these departmental tasks and activities.

All of the English language skills and areas of knowledge were considered to be important or very important in professional life by the students, course instructors, departmental instructors, graduates and professionals. However, translation from English into Turkish and translation from Turkish into English, although rated important or very important, followed the other skills and areas of knowledge in terms of importance except that the graduates ranked them as the most important of all in addition to reading and field-specific vocabulary.

When the views of the students, course instructors, departmental instructors and graduates with respect to the contribution of translation to academic and professional performance were asked, they generally tended to focus on issues related to areas of English language proficiency. Accordingly, better and more effective comprehension of resources used for departmental studies or documents used in professional life, enlargement of English vocabulary, particularly field-specific

terminology, and improved ability to translate written materials used in academic life or professional life were identified to be the most important benefits of translation in terms of enhancing students' performance in their target situations. Actually, improvement of the translation skill tends to be attributed to courses where translation is taught, as an end in itself, to the would-be-translators. Although MENG 317 primarily aims at enhancing students' English language proficiency through the teaching of translation, its expected contribution to improving students' ability to translate in their academic and/or professional settings was revealed through the views of the students, course instructors, graduates and departmental instructors.

As mentioned above, the perceived and expected benefits of the teaching of translation to performance in academic and professional life were found to be overlapping with the perceived contribution of the translation course to areas of English language proficiency. The students, graduates and course instructors who found the translation course important in providing benefits to various areas of English and Turkish language proficiency also reported that the translation course contributed to the improvement of the translation skill; general English vocabulary, English field-specific vocabulary, Turkish field-specific vocabulary, English reading comprehension and English writing skill as well as to the comprehension and accurate usage of complex grammatical structures in English, comprehension of various language forms (e.g., formal and informal language) and effective usage of dictionaries. The course was found by the three groups to be of utmost importance primarily in improving English rather than Turkish language proficiency. However,

course instructors' ratings for the course's contribution to Turkish language proficiency were relatively higher than those of the students and the graduates.

The literature focuses on the contribution of translation to furthering overall competence in the foreign language and raising awareness of the native language. Nadstoga (1988) claims that translation brings students to a stage where they seriously consider the expressive possibilities of the foreign language and appreciate the semantic extensions and limitations of their native language. Translation, according to Bulut (1988), enhances students' ability to comprehend, interpret and transfer (transpose) the message intended to the source/target language. Cordero (1984) considers translation from English into Turkish a two-fold pedagogical exercise in the sense that it is an exercise of precision as well as a stylistic exercise, which is accompanied by a two-fold test, which tests the student's comprehension in the foreign language and his skill to transpose into his native language. It is evident that he, like Bulut (1988), lays emphasis on two indispensable and successive phases in the translation process, namely comprehension and transposition. The relationship between these two phases can be explained by the dependence of the quality of transposition on the precision of comprehension. It is therefore not surprising to expect that such an exercise gradually improves students' reading comprehension skill and also leads to perfected writing ability, as also expressed by Cordero (1984). At this stage, for the attainment of a high-quality translation, Gerding-Salas (2000) recommends the use of reading comprehension strategies for translation such as

underlining words, detecting translation difficulties, contextualizing lexical items, - never isolating them- and analyzing.

As mentioned above, it is generally agreed upon that translation, especially from foreign language into the native language, furthers students' reading comprehension skill in the foreign language. Costa (1988), for instance, suggests use of translation for a variety of purposes in foreign language teaching, including teaching a crucial component, that is, reading because it is possible for most foreign language teachers to come across ceaseless complaints made by learners about not being able to fully comprehend a text written in foreign language despite their familiarity with the text's vocabulary and content. Translation therefore, besides being considered as a skill, or an end in itself, is also regarded as a means that can be utilized as a pedagogical tool with the goal of optimizing students' access to written information in a foreign language, which is also the case in MENG 317.

The major functional benefit of translation to reading, according to Kern (1994), is that it facilitates semantic processing and permits consolidation of meaning that would otherwise remain fragmented if presented in L2 form. Readers of L2 texts may encounter comprehension difficulties due to inefficient processing and memory bottlenecks. According to Kern, the load placed on cognitive resources may be compensated for in two ways: Readers optimize their short-term retention when they translate less familiar L2 words into more familiar L1 words. Second, once words are translated into L1 form, L1 chunking processes help them be combined into meaningful proportions more effectively. According to Kern, translation also

facilitates reading by removing affective barriers that often arise when students try to make sense of L2 texts. Readers gain greater confidence in their ability to comprehend the text once they make the input more familiar in a reduced feeling of insecurity, they are likely to experience when reading in L2. Furthermore, Çanlı (1997) who conducted an experimental study on 40 advanced-level EFL freshman students at Bilkent University argued that translating an L2 text would help learners better comprehend it and would also help them in the retention and recall of the text content.

The contribution of translation to the learning and retention of vocabulary, also revealed by the study through the perceptions of the participants, is also stressed in the literature. The stage of the translation process, during which the students are exposed to the analysis of the lexical items involved in the source language for finding reasonable semantic equivalents in the target language, ensures an effective learning and retention of new vocabulary. Guessing the meaning of a word from its pure context, which is an effective reading strategy and a suggested translation strategy, might result in greater retention of the inferred meaning since it encourages processing at a deeper level. However, even so, Grace (1998) recommends that the guesses be verified by means of a dictionary or L1 translations since learners need to be assured of the correctness of their guesses. In parallel to Grace's suggestions, several studies examining the effectiveness of dictionary use in L1 or L2 vocabulary instruction studies have found that, for either L1 or L2 vocabulary learning, a combination of contextual and definitional approaches is more effective than either

one in isolation. For instance, Stahl and Fairbanks' (1986, cited in Grace, 1998) meta-analysis study concludes that contextual guessing is most effective when a dictionary is provided as do Davis' (1989 cited in Grace) and Knight's (1994, cited in Grace) studies which conclude that recall is enhanced when a dictionary is provided.

The undeniable importance of effective dictionary use in translation renders it indispensable to teach students how to make use of entries in dictionaries and such a training to be accompanied with repeated practice of conscious dictionary use can be a good starting point for the students to use dictionaries effectively. The students, course instructors and the graduates involved in this study also pointed out that they found the translation course important in terms of contributing to their effective use of dictionaries.

Accurate comprehension and production of the grammar structures in the foreign language was another contribution of the translation course indicated by the students, graduates and the course instructors. Heltai (1989) regards formal correctness as a significant issue in translation and stresses that certain aspects of the language, both lexical and grammatical, tend to escape the attention of learners if translation is not used. According to Bulut (1988), translation does not only help students comprehend the grammar items accurately but also enable them to immediately put into practice their knowledge of grammar since the translation process urges them to analyze the structural tendencies in both languages. To this effect, Urgese (1989) suggests that, for the retention and accurate production of a

newly learned or revised grammatical structure, the students should be encouraged to compare the structure with its counterpart in their own language repeatedly.

Cordero (1984), who thinks that the benefits of translation courses are not limited exclusively to the development of translation skill, summarizes the contribution of translation to English language proficiency as follows, which is quite consistent with the findings of this study:

In the (translation) process the student has acquired knowledge and competence in other areas of the foreign language as well: ...he has built up his passive and active vocabulary, deepened his comprehension, and perfected his writing ability. It all adds up to learning to communicate, and that is, after all, what lies at the heart of foreign language learning (p. 355).

It was quite surprising that although improvement of English vocabulary, accurate comprehension and use of English grammar and improvement of English writing skill were considered by the students, course instructors and the graduates among the most important benefits of the translation course, the translation process-related difficulties common to the perceptions of the three groups were the lack of English grammar knowledge, lack of English vocabulary knowledge, lack of proficiency in English writing and lack of proficiency in English reading comprehension. Actually the students and the graduates indicated that they sometimes had difficulties in translation due to their lack of proficiency in English reading comprehension whereas the course instructors reported that the students often or always had difficulties in translation due to their lack of proficiency in English

reading comprehension. Meanwhile, the most important English language-related difficulty experienced by the students in their departmental studies was understanding their course books and resources written in English as indicated both by most of the departmental instructors as well as the students.

Newmark (1995, cited in Gerding-Salas, 2000) distinguishes some essential characteristics that any good translator or anyone who attempts to do translation should possess; reading comprehension ability in a foreign language, familiarity with the subject of what is to be translated, which also entails the knowledge of relevant vocabulary and terminology, sensitivity to both mother and foreign language and competence to write the target language clearly and dexterously. Jacobsen (1994) is of the view that reading and writing are skills that come before translating and therefore translation students should first acquire these skills, the absence of which inevitably undermines the quality of translation. These characteristics or the required skills, although improvable by means of translation according to Ulrych (1986), are in perfect match with what the students, graduates and the course instructors in this study considered as the major benefits of and also barriers to doing translation. Ulrych (1986) concludes that the preconditions for being able to translate can also be remedied by translation itself and explains this dilemmatic situation as follows:

The ability to synchronize the source language and target language requires as a precondition a comprehensive syntactic, lexical, morphological, and stylistic knowledge of both the foreign and the native language; translation is a means to both explore and develop such knowledge (p.15).

In translation courses, like MENG 317, where translation is primarily taught as a means of raising foreign language competence, these prerequisite characteristics and skills can be considered as areas, but not insurmountable barriers, that need to be elaborated on for improvement by means of effective remedial strategies and techniques mentioned in detail above and to be recommended below to the course designer(s) and instructors.

5.2 Implications for Practice

Needs assessment constitutes an indispensable component of the program evaluation process. Since needs are not fixed but change over time depending on the continuously changing features and demands of the context, needs assessment should not be regarded as a pre-course attempt but an ongoing process which can be undertaken prior to, during or after the course delivery. Taking this for granted, the following recommendations can be extended to the course designer and the instructors of MENG 317 in line with the conclusions attained in the study:

1. The translation course can start to be offered to the students of the Department of Management in their third year, which is parallel to the current situation, as agreed upon by the course instructors, departmental instructors, half of the graduates and almost half of the students. However, the other half of the students and the graduates indicated that the course should be started before the third year,

particularly in the second year. Translation, subsequent to close cooperation with the first and second year ESP instructors, can be integrated as a component into the syllabi of the students' ESP courses, which can also ensure a smooth transition to the translation course to offered in the third year.

2. The schedule of the course, which is three hours a week, can be maintained and the duration of the course, which is one semester, can be extended to two-semester, as also suggested by the students, course instructors, departmental instructors, and graduates. Translation, although considered as a means of improving competence particularly in foreign language, at the same time requires some level of competence in the language, especially in reading and writing. One-semester may not be sufficient for the students to duly benefit from the merits of translation when they still have a lot to learn for the general conduct of foreign language.
3. The direction of translation should be first from foreign language (L2) to native language (L1) and then, when the students' familiarity with the grammatical and lexical aspects of the foreign language is enhanced, the texts can start to be translated from the native language to foreign language. It might be far from being realistic to expect students to translate from L1 to L2 when they are still striving for the attainment of a working knowledge of the foreign language.

4. Not only the course designer(s) but also the instructors and the students should be involved in the selection of the course materials. Besides, the subject area instructors and also professionals in the area of Management and Administration should be asked for their assistance in the selection of appropriate translation texts and the provision and verification of field-specific terminology. This requires the encouragement of cooperation with the departmental academic staff as well as professionals involved in various sectors.
5. The content of the translation texts being totally relevant to students' area of study should be maintained, which can contribute a lot to the enrichment of the students' terminology and the widening of their spheres of subject-area competence, which is quite useful in terms of being able to cover current academic and future professional demands.
6. Considering the needs emerging from the target situations the students are or will be involved in, namely their academic and future professional settings, the materials used should not be limited to the texts extracted from the students' subject area resources but also documents used in professional life such as formal letters, memos, fax messages, and reports should be integrated into the course syllabus. The students should be made familiar with the texts they will have to deal with in their professional lives either for translation or for any other purposes.

7. Sophistication of the translation texts in terms of their lexicon, structure and style can be gradually increased, which helps prevent students' from resorting to literal translation and avoidance strategies, namely translating word for word and using less difficult items so as not to make any errors. To this end, the use of texts taken from students' field-specific resources and course books, which have an informative and factual style, can be appropriate translation materials to start with. Then documents used in professional life and field-specific texts from authentic materials such as magazines and newspapers can be used so that the students can be exposed to the products of real life situations.

8. The procurement of field-specific course books and resources requires maintaining cooperation with the academic staff in the Department of Management as well as the students studying in this department. Besides, the provision of documents used in professional life makes it essential to cooperate with professionals involved in various sectors and also translation experts specialized in the relevant area.

9. The use of a grammar book and vocabulary study materials should be increased with a view to providing assistance to the students for dealing with structural and lexical items while doing translation.

10. The course should shift from sentence-level orientation to discourse-level orientation. This requires providing the students not with pregnant single sentences deprived of clear contexts but with short and complete texts, which make all the contextual clues to the students' disposal, considering that any word, expression or sentence is meaningful in its context. Even translations at sentence and paragraph levels, still preferred by the students and the course instructors, should be done within the whole text provided.
11. Communicative translation rather than faithful translation should be emphasized in the course considering the target situations of the students and the suggestions of the relevant literature. The current and the suggested translation materials such as texts from field-specific course books and resources, documents used in professional life and field-specific texts taken from authentic materials such as magazines and newspapers generally tend to have informative and vocative functions for which the use of communicative translation is recommended by the translation theorists.
12. Translating the text by summarizing it and translating the main idea of the text can also be included in the course syllabus since these techniques are used in the students' current academic and future professional settings and are quite useful in terms of urging the students to thoroughly comprehend the source text with a view to selecting the crucial information to be conveyed to the target language.

13. The concept of linguistic and cultural untranslatability should be introduced to the students at the earlier stages of the course since there is not always one-to-one correspondence between the source and the target language. The students should be made aware of some basic but not very sophisticated strategies such as linking an expression to source language behavioral patterns or working out their contextualized intuition (Gerding-Salas, 2000) since they are not to be professional translators.

14. The complex grammar issues dominantly found in the text to be translated should be elaborated on in class before starting to translate. The grammar input can be consolidated through the contrastive analysis of the structures in both languages, which enables the retention and accurate production of the revised grammatical structure. To this end, short contextualized texts or pieces of texts such as dialogues can be used, as also suggested by Urgese (1989).

15. The students may not sometimes be familiar enough with the content of a text even if its content is totally relevant to their area of study. In such cases, some familiarity raising techniques can be used. One of these techniques is discussion in pairs, groups or with the whole class on the content of the text to be translated, which can be used as a warm-up activity before beginning to translate in order to ensure better alternatives for translation. The second technique is consulting

complimentary literature or documentation during which the students resort to parallel texts in the source and the target language so as to know more about the content of the text and at the same time raise their knowledge of the terminology dominantly used in the text.

16. The students should be encouraged to always analyze the meaning of the text to interpret the message intended by it prior to the actual translation process. To this end, they should be given enough time to read the text at least two times to have a global understanding of the text before reading it with the intention of translation.

17. The first reading of the text to be translated can be done aloud in class so that pronunciation, intonation and other aspects of accurate reading can be exercised, which minimizes interference from the native language. At this stage, the instructor should be very careful about the main purpose, which is getting ready for translation, and should not interrupt the reader ceaselessly for the sake of correcting any kind of errors but can highlight them after the reading-out is over.

18. Pursuant to reading the text to be translated so as to comprehend it, the students should be encouraged to read the text again for the intention of translation during which taking notes and underlining lexical or structural points that need consideration can be necessary in terms of revealing significant translation problems that might arise. At this stage, the whole document is divided into its

smaller units such as paragraphs, sentences and components of the sentences which need to be considered separately in detail.

19. During the detailed analysis of smaller units in the text, a list of unknown words can be established. At this stage, the students should be encouraged to use a monolingual dictionary together with an up-to-date bilingual dictionary. This, of course, makes it essential to teach students beforehand how to use dictionaries effectively and benefit from the services of a dictionary in the most profitable manner.

20. The students should be made aware that all words and expressions are meaningful in their own contexts. Therefore, they should be encouraged to work out their contextualized intuition, namely their ability to infer or guess the meanings of unknown words through making use of the contextual clues that are sometimes implicitly found within the text.

21. Both strategies, namely guessing (inferring) the meaning of a word or an expression from the context and using a monolingual dictionary in conjunction with a bilingual dictionary can be used together and usually successively for a greater retention of the newly learned vocabulary. An up-to-date specialist dictionary can also be recommended to the students from which they can benefit a lot primarily when dealing with the terminology.

22. Giving the translation texts or pieces of texts as take-home assignments before the class hours can be maintained so that more time can be allocated for the final translation and discussion in class. As long as the pace of the course allows, translation tasks can also be done in class with the implementation of pre- and post-translation activities with due consideration.
23. Discussion or translation critique in pairs, groups, or with the whole class after the actual translation process during with the source text as well as its various translations done by the students are examined with a critical eye and possible solutions can be extended for attaining the final translation should be used as an extremely useful post-translation activity which raises students' linguistic awareness and competence in translation in addition to developing their critical mind, self-confidence and decision-making skills. It, at the same time, enables students to interact and communicate with each other while tolerating different views and criticisms.
24. The smooth functioning of discussions on the translations requires the establishment of a friendly, supportive and flexible class atmosphere in which the students do not hesitate to give constructive feedback to each other's translation and tolerate each other's views and suggestions.

25. The teacher should be attentive in controlling the discussions and act as a guide and a facilitator who intervenes in the process of discussion when needed.
26. Error analysis during discussions is useful since it helps students and the instructors to identify problematic areas that need consideration as well as strong points that deserve appreciation.
27. The students should be made aware of the fact that there is not a sole perfect end-product of translation and be encouraged to propose various alternatives for translation. Accordingly, the teacher should make the students feel that it is the translation process but not the product to be focused on and it is progress but not perfection to be emphasized.
28. Primarily the students themselves should do much of the correction, which requires more emphasis on peer and self-correction or error analysis techniques. Error analyses or corrections by the teacher can be done at the end of the discussions by highlighting and dealing with the common problematic areas identified and noted down during the discussions. Meanwhile, teacher can correct students' translations particularly in cases of problems the solution of which may require meticulous attention which might sometimes be time-consuming for the other students in the class.

29. Students can sometimes be given the opportunity to compare their own translations with the published version, which makes them aware of their mistakes, weaknesses and strengths regarding various translation-related issues. In the absence of published versions, the teacher can provide the students with his or her own translation already checked and refined and the specialist vocabulary of which were verified by subject area instructors and professionals.
30. Future back translation, during which the target text is translated by the original translator back into its original language in a future time preferably not less than a month, is another post-translation activity which can sometimes be used to make the students be aware of their capabilities and limitations and show them their position in relation to the original version.
31. Some prerequisites of translation such as reading comprehension ability in the foreign language in translations from L2 into L1 and competence to write the target language dexterously and clearly especially in translations from L1 into L2, which correspond to the two of the benefits and the difficulties reported to be experienced during translation, should not be considered as insurmountable barriers to doing translation but should be regarded as areas that need special attention and consideration for improvement through translation. To this end, the students should be encouraged to use some effective remedial reading comprehension strategies for translation such as underlining words, detecting

translation difficulties, contextualizing lexical items and analyzing (Gerding-Salas, 2000). Furthermore, some extra reading and writing tasks can be assigned to the students as long as the pace of the course allows.

At this point, it will be highly preferable to come up with necessary precautions before problems arise rather than bringing solutions to the existing problems. It would be quite reasonable to emphasize again that the designer(s) of the translation course should work in genuine cooperation with the designers of the English preparatory program and particularly with the designers of first and second year ESP programs in their institutions and should carefully decide on the necessary measures to be taken in order improve students' English language proficiency and equipping them with the necessary skills and areas of knowledge which they will need to be successful in the translation course they are to take in their third year as well as in their academic studies and future professional lives.

It is doubtless that the translation course, as any other course, should be evaluated on a regular basis to determine whether the objectives, course content and delivery are in consistency with each other and to identify the strengths to be maintained and the weaknesses to be addressed so that the quality of the current and the future courses can be enhanced. Besides, the needs analysis to be conducted as an inevitable part of the evaluation process, should be systematic and comprehensive in scope; that is to say, it should not focus on identifying only the learning needs but also the target needs of the students, which entails the involvement of as many

stakeholders as possible, namely the students, course instructors, subject-area instructors, administrators, graduates and professionals through which the recent trends, changes, developments and requirements pertaining to academic and professional situations can be kept up with.

5.3 Implications for Further Research

Needs analysis constitutes an indispensable phase of a program evaluation process and should be pregnant to successive attempts which can turn it into a meaningful endeavor. These successive attempts, when adapted to the study, should ideally be course syllabus design, material design and development, implementation and evaluation of the course. This is a cycle that makes program evaluation an on-going process and needs analysis, as an essential component of this process, cannot be considered as a one-time procedure. Needs of the students will change over time depending on the constantly changing qualities of target populations and situations, which might turn the data obtained from previous needs analysis studies into outdated accumulation of information. That is why a needs analysis should always be regarded as a starting point but not an end.

There is not much research on translation programs in foreign language settings. The findings of this case study cannot be generalized to other educational settings with different characteristics but can be quite a useful reference for them in designing translation programs for foreign language learners. Furthermore the

research design, method and research questions unique to this study can be used in other needs analysis studies in the institution where the study was conducted and in other educational institutions.

The analysis of the translation-oriented learning and target needs of the students should not be limited to the Department of Management. There are six other departments at Başkent University the students of which are offered translation courses. Their needs can be inquired through taking this study as a model so that they can be provided with needs-based translation courses.

Involvement of a variety of stakeholders in the study is the major strength of this study. Populations of the students, course instructors and departmental instructors and 10-participant samples of graduates and professionals were involved in the study. Enlargement of these samples in the further needs analysis studies can be recommended for a multi-faceted investigation of the future target situations of the students.

Perceptions of the participants in this study with regard to the benefits of the teaching of translation to proficiency in English and Turkish languages, academic performance and future professional performance tended to overlap in the sense that the most common benefits, in addition to the improvement of translation skill, were identified to be improvement of English reading comprehension, writing skill and vocabulary. This finding can be a starting point for studies to be conducted in order to identify the effects of translation on furthering foreign language proficiency, particularly the improvement of reading comprehension, writing and vocabulary.

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APPENDICES

APPENDIX A

ÖĞRENCİ ANKETİ

Sevgili Öğrenciler,

Bu anket, siz İşletme öğrencilerinin çeviri dersine ve çeviri becerisine ilişkin algılarını ve ihtiyaçlarını saptamak ve akademik çalışmalarında ve gelecekteki iş yaşamlarında çeviri becerisine ne şekilde ve ne oranda gereksinim duyacaklarını belirlemek üzere hazırlanmıştır.

Bu araştırma, ODTÜ Eğitim Bilimleri yüksek lisans programındaki çalışmamın bir bölümünü oluşturmaktadır. Ankette sunacağınız bilgiler gizli kalacak olup yalnızca araştırma amaçları doğrultusunda kullanılacak ve çeviri dersini daha etkili ve verimli kılmak amacıyla değerlendirilecektir.

Katkılarınız için şimdiden teşekkür ederim.

Özlem Mutlu
Eğitim Bilimleri
O.D.T.Ü.

BÖLÜM I

KİŞİSEL BİLGİLER

Lütfen aşağıdaki soruları okuyarak, açık uçlu sorulara yanıtınızı yazınız ya da kapalı uçlu sorular için ilgili seçeneğe (√) işareti koyunuz.

1. Yaşınız: _____

2. Cinsiyetiniz: K () E ()

3. Başkent Üniversitesi İngilizce Hazırlık Okulu'nda okudunuz mu?

() Evet () Hayır

4. İngilizce Yeterlilik Sınavı notunuz nedir?

() 60-70 () 71-80 () 81-90 () 91-100

BÖLÜM II

ÇEVİRİ DERSİ & ÇEVİRİ BECERİSİ

Bu bölümdeki soruları yanıtlarken size verilen ceviri dersini göz önünde bulundurunuz ve lütfen her madde için aşağıda verilen ölçeklerde size uygun olan rakamı (1,2,3,4 veya 5) *yuvarlak* içine alınız. Açık uçlu sorulara yanıtınızı yazınız ya da kapalı uçlu sorular için ilgili seçeneğe (√) işareti koyunuz.

1. Çeviri dersinde aşağıda verilen düzeylerde hangi sıklıkla çeviri yapıyorsunuz ?
2. Çeviri dersinde sizce aşağıda verilen düzeylerde hangi sıklıkla çeviri yapılmalıdır?

ÇEVİRİ DÜZEYLERİ

1. Mevcut Durum

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
--------------	---------	-------	---------	-----------

2. Tercihiniz

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
--------------	---------	-------	---------	-----------

- | | | | | | | | | | | |
|-----------------------|---|---|---|---|---|---|---|---|---|---|
| a) Cümle düzeyinde | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| b) Paragraf düzeyinde | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| c) Metin düzeyinde | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

NOT: Bundan sonra karşınıza çıkacak sorularda, hangi düzeyde çeviri yaptığınızı dikkate almaksızın “METİN” kelimesi kullanılmıştır. “Metin” kelimesi yukarıda belirtilen diğer düzeyleri de (cümle veya paragraf düzeyleri) temsil etmektedir.

3. Çeviri dersinde aşağıda verilen çeviri yöntemleri hangi sıklıkla kullanılmaktadır?
4. Çeviri dersinde sizce aşağıda verilen çeviri yöntemleri hangi sıklıkla kullanılmalıdır?

ÇEVİRİ YÖNTEMLERİ

3. Mevcut Durum

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
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4. Tercihiniz

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
--------------	---------	-------	---------	-----------

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| a) Sözcüğü sözcüğüne çeviri | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| b) Biçim çevirisi (metni gramer yapılarına sadık kalarak çevirme) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| c) İletişimsel çeviri | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| d) Diğer (Lütfen belirtiniz) _____ | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

5. Çeviri dersinde aşağıdaki çeviri faaliyetlerini hangi sıklıkla yapıyorsunuz?
6. Çeviri dersinde sizce aşağıdaki çeviri faaliyetleri hangi sıklıkla yapılmalıdır?

ÇEVİRİ FAALİYETLERİ

	5. Mevcut Durum					6. Tercihiniz				
	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
a) Önce metnin anlamını çözümlene ardından çevirme	1	2	3	4	5	1	2	3	4	5
b) Önce <u>sınıfta</u> çeviri yapma sonra yapılan çeviriyi sınıfça tartışma	1	2	3	4	5	1	2	3	4	5
c) Önce çeviriyi <u>evde</u> yapma sonra yapılan çeviriyi sınıfta tartışma	1	2	3	4	5	1	2	3	4	5
d) Biri İngilizce diğeri Türkçe yazılmış aynı iki metni karşılaştırma ve her cümleyi sınıfça tartışma	1	2	3	4	5	1	2	3	4	5
e) Bir metnin kendi yaptığınız çevirisini, orijinal yayınlanmış bir çevirisiyle karşılaştırma	1	2	3	4	5	1	2	3	4	5
f) Bir metnin kendi yaptığınız çevirisini belli bir zaman (örneğin; 15 gün) sonra tekrar orijinal diline çevirme	1	2	3	4	5	1	2	3	4	5
g) Metni özetleyerek çevirme	1	2	3	4	5	1	2	3	4	5
h) Metnin ana fikrini çevirme	1	2	3	4	5	1	2	3	4	5
i) Diğer (Lütfen belirtiniz)_____	1	2	3	4	5	1	2	3	4	5

7. Çeviri yaparken bilinmeyen sözcüklerin anlamını bulmak için aşağıdaki stratejilere hangi sıklıkla başvuruyorsunuz?
8. Çeviri yaparken bilinmeyen sözcüklerin anlamını bulmak için sizce aşağıdaki stratejilere hangi sıklıkla başvurulmalıdır?

BİLİNMEYEN SÖZCÜKLERİN ANLAMINI BULMA STRATEJİLERİ

	7. Mevcut Durum					8. Tercihiniz				
	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
a) Çeviri metninin içeriğinden tahmin etme	1	2	3	4	5	1	2	3	4	5
b) Sadece İng. - Türkçe veya Türkçe - İng. sözlük kullanma	1	2	3	4	5	1	2	3	4	5
c) Sadece İng. – İng. sözlüğe bakma	1	2	3	4	5	1	2	3	4	5
d) Önce İng. - Türkçe veya Türkçe - İng. sözlüğe bakma sonra İng. – İng. sözlükten kontrol etme	1	2	3	4	5	1	2	3	4	5
e) Diğer (Lütfen belirtiniz)_____	1	2	3	4	5	1	2	3	4	5

9. Çeviri dersinde aşağıdaki gramer bilgisi edinme tekniklerini hangi sıklıkla uyguluyorsunuz?
10. Çeviri dersinde sizce aşağıdaki gramer bilgisi edinme teknikleri hangi sıklıkla uygulanmalıdır?

GRAMER BİLGİSİ EDİNME TEKNİKLERİ	9. Mevcut Durum					10. Tercihiniz				
	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
a) Öğretmen çeviri öncesinde tüm gramer açıklamalarını yapar.	1	2	3	4	5	1	2	3	4	5
b) Öğrenciler gramer açıklamalarına hazırlanı ve tüm sınıfa sunar.	1	2	3	4	5	1	2	3	4	5
c) Öğrenciler gramer açıklamalarına hazırlanarak sınıfa gelir ve sınıfta gramer açıklaması yapılmaz.	1	2	3	4	5	1	2	3	4	5
d) Diğer (Lütfen belirtiniz)_____	1	2	3	4	5	1	2	3	4	5

- 11.Yaptığımız çevirilerdeki hatalar aşağıdaki tekniklerle hangi sıklıkla düzeltilmektedir?
- 12.Yaptığımız çevirilerdeki hatalar aşağıdaki tekniklerle sizce hangi sıklıkla düzeltilmelidir?

ÇEVİRİ HATALARINI DÜZELTME TEKNİKLERİ	11. Mevcut Durum					12. Tercihiniz				
	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
a) Öğrencilerin çevirilerini öğretmen düzeltir.	1	2	3	4	5	1	2	3	4	5
b) Öğrenciler birbirlerinin çevirisini sınıf içerisinde dinleyerek düzeltirler.	1	2	3	4	5	1	2	3	4	5
c) Her öğrenci çevirisini öğretmenin ve diğer öğrencilerin geri bildirim sonucunda kendisi düzeltir.	1	2	3	4	5	1	2	3	4	5
d) Diğer (Lütfen belirtiniz)_____	1	2	3	4	5	1	2	3	4	5

13. Çeviri dersinde çeviri metinleri hangi sıklıkla aşağıdaki şekillerde seçilmektedir?
 14. Çeviri dersinde çeviri metinleri sizce hangi sıklıkla aşağıdaki şekillerde seçilmelidir ?

ÇEVİRİ METİNLERİNİN SEÇİLMESİ

13. Mevcut Durum

14. Tercihiniz

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
--------------	---------	-------	---------	-----------

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
--------------	---------	-------	---------	-----------

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| a) Öğretmen tüm çeviri metinlerini seçer. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| b) Öğrenciler tüm çeviri metinlerini kendileri seçer. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| c) Öğrenciler çeviri metinlerinin seçiminde öğretmene katkıda bulunur. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| d) Diğer (Lütfen belirtiniz) _____ | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

15. Çeviri derslerinde aşağıdaki materyaller hangi sıklıkla kullanılmaktadır?
 16. Çeviri derslerinde aşağıdaki materyaller hangi sıklıkla kullanılmalıdır?

DERS MATERYALLERİ

15. Mevcut Durum

16. Tercihiniz

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
--------------	---------	-------	---------	-----------

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
--------------	---------	-------	---------	-----------

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| a) Dergiler, gazeteler...vb. gerçek metinler | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| b) İş hayatında kullanılan belgeler ve yazışma metinleri | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| c) Çeviri çalışma kitabı | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| d) Alanınıza yönelik ders kitapları ve kaynaklar | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| e) Çeviri materyallerinde geçen gramer yapılarını pekiştirmek için gramer kitabı | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| f) Çeviri materyallerinde geçmesi olası sözcükleri pekiştirmek için sözcük çalışma materyalleri | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| g) Diğer (Lütfen belirtiniz) _____ | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

17. Çeviri dersinde çevirdiğiniz metinlerin içeriği hangi sıklıkla aşağıdaki gibidir?
18. Çeviri dersinde çevirdiğiniz metinlerin içeriği sizce hangi sıklıkla aşağıdaki gibi olmalıdır?

ÇEVİRİ METİNLERİNİN İÇERİĞİ

18. Mevcut Durum

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
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19. Tercihiniz

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
--------------	---------	-------	---------	-----------

- | | | | | | | | | | | |
|-------------------------------|---|---|---|---|---|---|---|---|---|---|
| a) Tamamen alanımla ilgili | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| b) Kısmen alanımla ilgili | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| c) Alanımla hiçbir ilgisi yok | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

19. Çeviri dersinde kullanılan değerlendirme tekniklerini performansınızı ölçmesi açısından etkili buluyor musunuz?

() Evet

() Hayır

Yanıtınız Hayır ise, lütfen hangi tekniklerle değerlendirilmeyi tercih ettiğinizi belirtiniz.

20. Çeviri dersini size aşağıdaki faydaları sağlamada ne derece önemli buluyorsunuz?

ÇEVİRİ DERSİNİN FAYDALARI	Önem Derecesi				
	Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
a) Çeviri becerisini (teknik ve stratejilerini) geliştirme	1	2	3	4	5
b) Genel İngilizce sözcük hazinesini geliştirme	1	2	3	4	5
c) Genel Türkçe sözcük hazinesini geliştirme	1	2	3	4	5
d) Alanla ilgili İngilizce sözcük hazinesini geliştirme	1	2	3	4	5
e) Alanla ilgili Türkçe sözcük hazinesini geliştirme	1	2	3	4	5
f) İngilizce'deki karmaşık gramer yapılarını anlayabilme	1	2	3	4	5
g) Türkçe'deki karmaşık gramer yapılarını anlayabilme	1	2	3	4	5
h) İngilizce'deki karmaşık gramer yapılarını doğru bir şekilde kullanabilme	1	2	3	4	5
i) Türkçe'deki karmaşık gramer yapılarını doğru bir şekilde kullanabilme	1	2	3	4	5
j) İngilizce'de okuduğunu anlama becerisini geliştirme	1	2	3	4	5
k) İngilizce yazma becerisini geliştirme	1	2	3	4	5
l) Dilin değişik kullanımlarının farkına varma (örneğin; resmi ve resmi olmayan dil)	1	2	3	4	5
m) Türkçe-İngilizce, İngilizce-Türkçe ve İngilizce-İngilizce sözlükleri etkili kullanma	1	2	3	4	5
n) Diğer (Lütfen belirtiniz) _____	1	2	3	4	5

21. Çeviri dersi hakkında genel olarak düşünceleriniz nelerdir?

22. Sizce

çeviri dersi kaçınıcı yılda verilmeye başlanmalıdır? _____

çeviri dersi kaç dönem boyunca verilmelidir? _____

çeviri dersi haftada kaç saat verilmelidir? _____

23. Çeviri dersi hakkında daha başka önerileriniz varsa lütfen aşağıda belirtiniz.

24. Aşağıda verilen çeviri becerilerinde kendinizi ne derece yeterli görüyorsunuz?

ÇEVİRİ BECERİLERİ

- a) İngilizce'den Türkçe'ye çeviri
b) Türkçe'den İngilizce'ye çeviri

Yeterlilik Derecesi

Yetersiz	Az yeterli	Orta derecede yeterli	Yeterli	Çok yeterli
1	2	3	4	5
1	2	3	4	5

25. Çeviri yaparken aşağıda verilen zorlukları hangi sıklıkla yaşıyorsunuz?

ÇEVİRİ YAPARKEN YAŞANAN ZORLUKLAR

- a) Türkçe dilbilgisi eksikliği
b) Türkçe sözcük bilgisi eksikliği
c) İngilizce dilbilgisi eksikliği
d) İngilizce sözcük bilgisi eksikliği
e) İngilizce okuduğunu anlama becerisinde yetersizlik
f) İngilizce yazma becerisinde yetersizlik
g) Çeviri metninde geçen kelimelerin anlamını metnin içeriğinden tahmin edememe
h) Çeviri metninde geçen kelimelerin tam karşılığını sözlükten bulamama
i) Türkçe'de veya İngilizce'de tam karşılığı olmayan kelime veya yapıları çeviremememe (Örneğin; Pres. Perf. Tense)
j) Diğer (Lütfen belirtiniz) _____

Sıklık Derecesi

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

BÖLÜM III

BÖLÜMÜNÜZ İLE İLGİLİ ÇALIŞMALARINIZ

Bu bölümdeki soruları cevaplarırken **bölümünüzle ilgili derslerinizi ve çalışmalarınızı** göz önünde bulundurunuz ve lütfen her madde için aşağıda verilen ölçeklerde size uygun olan rakamı (1,2,3,4 veya 5) *yuvarlak* içine alınız.

1. Aşağıdaki İngilizce dil becerileri ve bilgi alanları sizce bölümünüz açısından ne derece önemlidir?

Önem Derecesi

Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
---------	-----------	----------------------	--------	------------

İNG. DİL BECERİLERİ VE BİLGİ ALANLARI

a) Okuma	1	2	3	4	5
b) Yazma	1	2	3	4	5
c) Çeviri (İngilizce – Türkçe)	1	2	3	4	5
d) Çeviri (Türkçe – İngilizce)	1	2	3	4	5
e) Konuşma	1	2	3	4	5
f) Dinleme	1	2	3	4	5
g) Alan terminolojisi	1	2	3	4	5

2. Aşağıda verilen faaliyetler bölümünüzde ne sıklıkla İngilizce yapılmaktadır?

Sıklık Derecesi

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
--------------	---------	-------	---------	-----------

BÖLÜM FAALİYETLERİ

a) Öğretim görevlilerinin dersleri anlatması	1	2	3	4	5
b) Öğrencilerin derslerde yorum ve görüşlerini ifade etmesi	1	2	3	4	5
c) Öğrencilerin derslerde sunum yapması	1	2	3	4	5
d) Öğrencilerin ödev, proje, rapor...vb. hazırlaması	1	2	3	4	5
e) Öğrencilerin alanları ile ilgili kaynakları okuması	1	2	3	4	5
f) Öğrencilerin sınav sorularını cevaplandırması	1	2	3	4	5
g) Diğer (Lütfen belirtiniz) _____	1	2	3	4	5

3. Çeviriyi bölümle ilgili çalışmalarınızda ne amaçla kullandığınızı veya kullanabileceğinizi düşünün. Sizce çeviri aşağıdaki amaçlara ulaşmanızda ne derece önemlidir?

ÇEVİRİYİ KULLANMADAKİ AMAÇLAR	Önem Derecesi				
	Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
a) İngilizce kaynakları okuyup anlama	1	2	3	4	5
b) İngilizce kaynaklardan anladığınızı Türkçe yazılı ifade etme	1	2	3	4	5
c) Türkçe kaynaklardan anladığınızı İngilizce yazılı ifade etme	1	2	3	4	5
d) Ödev, rapor, proje...vb. hazırlama	1	2	3	4	5
e) Diğer (Lütfen belirtiniz) _____	1	2	3	4	5

4. Aşağıdaki çeviri yöntemleri ve faaliyetleri bölümünüzdeki çalışmalarınız gereği yaptığınız çevirilerde ne derece önemlidir?

ÇEVİRİ YÖNTEMLERİ VE FAALİYETLERİ	Önem Derecesi				
	Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
a) Sözcüğü sözcüğüne çeviri	1	2	3	4	5
b) Biçim çevirisi (metni gramer yapılarına sadık kalarak çevirme)	1	2	3	4	5
c) İletişimsel çeviri	1	2	3	4	5
d) Metni özetleyerek çevirme	1	2	3	4	5
e) Ana fikri çevirme	1	2	3	4	5
f) Diğer (Lütfen belirtiniz) _____	1	2	3	4	5

5. Bölümünüzle ilgili çalışmalarınızda İngilizce'ye dair ne tür zorluklar yaşıyorsunuz?

6. Çeviri dersinin bölümünüzdeki çalışmalarınızda performansınıza katkıda bulunduğunu düşünüyor musunuz?

() Evet

() Hayır

Yanıtınız Evet ise, çeviri dersinin bölüm çalışmalarınızda size ne tür katkılar sağladığını açıklayınız.

BÖLÜM IV

GELECEKTEKİ İŞ YAŞAMINIZ

Bu bölümdeki soruları yanıtlarken gelecekteki iş yaşamınızı göz önünde bulundurunuz ve lütfen her madde için aşağıda verilen ölçeklerde size uygun olan rakamı (1,2,3,4 veya 5) *yuvarlak* içine alınız.

1. Aşağıdaki İngilizce dil becerileri ve bilgi alanları sizce gelecekte iş yaşamınız açısından ne derece önemlidir?

Önem Derecesi

Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
---------	-----------	----------------------	--------	------------

İNG. DİL BECERİLERİ VE BİLGİ ALANLARI

a) Okuma	1	2	3	4	5
b) Yazma	1	2	3	4	5
c) Çeviri (İngilizce - Türkçe)	1	2	3	4	5
d) Çeviri (Türkçe – İngilizce)	1	2	3	4	5
e) Konuşma	1	2	3	4	5
f) Dinleme	1	2	3	4	5
g) Alan terminolojisi	1	2	3	4	5

2. Aşağıdaki metin türlerini çevirebilmenin gelecekte iş yaşamınız açısından ne derece önemli olacağını düşünüyorsunuz?

Önem Derecesi

METİN TÜRLERİ

Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
---------	-----------	----------------------	--------	------------

a) Resmi mektuplar	1	2	3	4	5
b) Memorandumlar	1	2	3	4	5
c) Toplantı tutanakları	1	2	3	4	5
d) Gündem notları	1	2	3	4	5
e) Bildiriler	1	2	3	4	5
f) Faks mesajları	1	2	3	4	5
g) Elektronik posta mesajları	1	2	3	4	5
h) Raporlar	1	2	3	4	5
i) İşletme ile ilgili akademik metinler	1	2	3	4	5
j) Diğer (Lütfen belirtiniz)_____	1	2	3	4	5

3. Çeviri dersinin gelecekteki iş yaşamınızda performansınıza katkıda bulunacağını düşünüyor musunuz?

() Evet

() Hayır

Yanıtınız Evet ise, hangi açılardan katkı sağlayacağını lütfen belirtiniz.

Tüm anket boyunca verdiğiniz cevaplara eklemek istedikleriniz veya ankette değinilmediğini düşündüğünüz hususlar varsa lütfen aşağıda belirtiniz.

Katkılarınız için teşekkürler.

APPENDIX B

STRUCTURED INTERVIEW FOR THE INSTRUCTORS OF THE TRANSLATION COURSE

Dear Colleague,

This interview was designed for a research study which I am doing as a requirement for my studies for an M.Sc. degree at M.E.T.U, Educational Sciences Department. The research aims at identifying the needs of the third year Management students at Başkent University with respect to the Translation Course (MENG 317) and their translation-oriented academic and future professional needs. Your feedback will be of great use since the results are to be considered for course development and improvement purposes at Başkent University.

Let me assure you that any information given to me by you will be kept confidential and will serve for research purposes only. I hope you will seriously consider taking part in this study. Thank you in advance for your invaluable contributions.

Özlem Mutlu
Educational Sciences
M.E.T.U

PART I

PERSONAL INFORMATION

Please answer each question carefully. Where applicable, write in the space (_____) provided, tick (✓) the appropriate item (), or circle (O) the relevant number (1,2,3,4,or 5).

1. How long have you been teaching MENG 317?

2. What is your undergraduate education?

3. Have you had any training or instruction on teaching translation?

() Yes

() No

If "Yes," please specify.

() In a university course

() In a private translation course

() As a part of an in-service training at my workplace

Other; (Please specify) _____

PART II

THE TRANSLATION COURSE & TRANSLATION SKILL

While answering the questions in this Part, please consider the translation course (MENG 317) you are currently teaching and circle (O) the relevant number.

1. How often is translation done at the following levels in the course?
2. How often should translation be done at the following levels in the course?

TRANSLATION LEVELS	1. is...					2. should...				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
a) Sentence level	1	2	3	4	5	1	2	3	4	5
b) Paragraph level	1	2	3	4	5	1	2	3	4	5
c) Text level	1	2	3	4	5	1	2	3	4	5

NOT: The term “TEXT” shall be used in the questions to follow, regardless of the levels at which translation is done in the translation course you are teaching. The term “text” shall refer to the other two levels (sentence and paragraph levels) mentioned above.

3. How often are the following translation methods used in the course?
4. How often should the following translation methods be used in the course?

TRANSLATION METHODS	3. is...					4. should...				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
a) Word-for-word translation	1	2	3	4	5	1	2	3	4	5
b) Faithful translation	1	2	3	4	5	1	2	3	4	5
c) Communicative translation	1	2	3	4	5	1	2	3	4	5
d) Other (Please specify) _____	1	2	3	4	5	1	2	3	4	5

5. How often are the following translation activities used in the translation course?
 6. How often should the following translation activities be used in the translation course?

TRANSLATION ACTIVITIES	5. is...					6. should...				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
a) First analyzing the meaning of the text and then translating it	1	2	3	4	5	1	2	3	4	5
b) First Ss translate <u>in class</u> and then discuss each translated sentence with the whole class	1	2	3	4	5	1	2	3	4	5
c) First Ss translate <u>at home</u> and then discuss each translated sentence with the whole class	1	2	3	4	5	1	2	3	4	5
d) Ss compare textual pairs,- one in English and the other in Turkish- and discuss each sentence with the whole class	1	2	3	4	5	1	2	3	4	5
e) Ss compare their own translation with its original published version (translation)	1	2	3	4	5	1	2	3	4	5
f) Ss translate back into the original language after a period (future-back translation)	1	2	3	4	5	1	2	3	4	5
g) Translating the text by summarizing it	1	2	3	4	5	1	2	3	4	5
h) Translating the main idea of the text	1	2	3	4	5	1	2	3	4	5
i) Other (Please specify)_____	1	2	3	4	5	1	2	3	4	5

7. How often do your students use the following strategies to find the meanings of unknown words while translating?
 8. How often do your students should use the following strategies to find the meanings of unknown words while translating?

STRATEGIES TO FIND THE MEANINGS OF UNKNOWN WORDS	7. is...					8. should				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
a) Guessing the meaning from the context	1	2	3	4	5	1	2	3	4	5
b) Looking up in a bilingual (English-Turkish or Turkish-English) dictionary only	1	2	3	4	5	1	2	3	4	5
c) Looking up in a monolingual dictionary (English-English) only	1	2	3	4	5	1	2	3	4	5
d) First looking up in a bilingual dictionary and then in a monolingual dictionary to check the meaning	1	2	3	4	5	1	2	3	4	5
e) Other (Please specify)_____	1	2	3	4	5	1	2	3	4	5

9. How often are the following grammar input techniques used in the translation course?
10. How often should the following grammar input techniques be used in the translation course?

GRAMMAR INPUT TECHNIQUES	9. is...					10. should...				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
a) The teacher makes all the grammar explanations before the translation exercises.	1	2	3	4	5	1	2	3	4	5
b) Students study the grammar topics at home and present them to the whole class.	1	2	3	4	5	1	2	3	4	5
c) Students study the grammar topics at home and no further information is given in class.	1	2	3	4	5	1	2	3	4	5
d) Other (Please specify) _____	1	2	3	4	5	1	2	3	4	5

11. How often are the following error correction techniques used in the translation course?
12. How often should the following error correction techniques be used in the translation course?

ERROR CORRECTION TECHNIQUES	11. is...					12. should...				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
a) The teacher corrects Ss' translation in class.	1	2	3	4	5	1	2	3	4	5
b) The other Ss correct a student's translation in class.	1	2	3	4	5	1	2	3	4	5
c) Each student corrects his / her own work according to the feedback given by the other Ss and the teacher.	1	2	3	4	5	1	2	3	4	5
d) Other (Please specify) _____	1	2	3	4	5	1	2	3	4	5

13. How often are the translation texts selected in the following ways?
 14. How often should the translation texts be selected in the following ways?

SELECTION OF THE TRANSLATION TEXTS	13. is...					14. should...				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
a) The teacher selects all the translation texts.	1	2	3	4	5	1	2	3	4	5
b) Course designer(s) select(s) all the translation texts.	1	2	3	4	5	1	2	3	4	5
c) Students contribute to the selection of translation texts.	1	2	3	4	5	1	2	3	4	5
d) Students select the translation texts themselves.	1	2	3	4	5	1	2	3	4	5
e) Other (Please specify)_____	1	2	3	4	5	1	2	3	4	5

15. How often are the following materials used in the translation course?
 16. How often should the following materials be used in the translation course?

COURSE MATERIALS	15. is...					16. should...				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
a) Authentic materials such as magazines, newspapers...etc.	1	2	3	4	5	1	2	3	4	5
b) Documents and formal letters used in professional life	1	2	3	4	5	1	2	3	4	5
c) A translation textbook	1	2	3	4	5	1	2	3	4	5
d) Field-specific course books and resources	1	2	3	4	5	1	2	3	4	5
e) A grammar book to revise grammatical structures in translation materials	1	2	3	4	5	1	2	3	4	5
f) Vocabulary worksheets to revise vocabulary in translation materials	1	2	3	4	5	1	2	3	4	5
g) Other (Please specify)_____	1	2	3	4	5	1	2	3	4	5

17. How often is the content of translation materials as the following?

18. How often should the content of translation materials be as the following?

CONTENT OF TRANSLATION MATERIALS	17. is...					18. should...				
	Never	Rarely	Sometimes	Often	Always	Never	Rarely	Sometimes	Often	Always
a) Totally relevant to the students' field of study	1	2	3	4	5	1	2	3	4	5
b) Partly relevant to the students' field of study	1	2	3	4	5	1	2	3	4	5
c) Irrelevant to the students' field of study	1	2	3	4	5	1	2	3	4	5

19. Do you find the assessment techniques effective in terms of assessing your students' level of achievement?

Yes

No

If "No," what assessment methods do you think would be more effective? Please explain why.

20. How would you rate the importance of the translation course in providing the following benefits to your students?

BENEFITS OF THE TRANSLATION COURSE	How important?				
	Unimportant	Slightly important	Moderately important	Important	Very important
a) Improving the translation skill (strategies and techniques)	1	2	3	4	5
b) Improving general English vocabulary	1	2	3	4	5
c) Improving general Turkish vocabulary	1	2	3	4	5
d) Improving English field-specific vocabulary	1	2	3	4	5
e) Improving Turkish field-specific vocabulary	1	2	3	4	5
f) Understanding complex grammatical structures in English	1	2	3	4	5
g) Understanding complex grammatical structures in Turkish	1	2	3	4	5
h) Using complex grammatical structures in English accurately	1	2	3	4	5
i) Using complex grammatical structures in Turkish accurately	1	2	3	4	5
j) Improving reading comprehension in English	1	2	3	4	5
k) Improving English writing skill	1	2	3	4	5
l) Understanding various language forms (e.g., formal and informal language)	1	2	3	4	5
m) Using both bilingual and monolingual dictionaries effectively	1	2	3	4	5
n) Other (Please specify) _____	1	2	3	4	5

21. What do you think about the translation course in general? (i.e., strengths and weak points...etc.)

22. In which year do you suggest the course start to be offered? _____
 How many terms do you suggest be allocated for offering the course? _____
 How many hours a week do you suggest the course be scheduled as? _____

23. Please indicate your other suggestions, if any, regarding the translation course (MENG 317) you are teaching or have taught.

24. How would you rate your students' proficiency in the following translation skills?

TRANSLATION SKILLS

Level of proficiency

Poor	Below average	Average	Above average	Excellent
------	---------------	---------	---------------	-----------

- | | | | | | |
|--|---|---|---|---|---|
| a) Translation from English to Turkish | 1 | 2 | 3 | 4 | 5 |
| b) Translation from Turkish to English | 1 | 2 | 3 | 4 | 5 |

25. How often do your students experience the following difficulties while doing translation?

DIFFICULTIES EXPERIENCED BY STUDENTS WHILE TRANSLATING

How often?

Never	Rarely	Sometimes	Often	Always
-------	--------	-----------	-------	--------

- | | | | | | |
|---|---|---|---|---|---|
| a) Lack of Turkish grammar knowledge | 1 | 2 | 3 | 4 | 5 |
| b) Lack of Turkish vocabulary knowledge | 1 | 2 | 3 | 4 | 5 |
| c) Lack of English grammar knowledge | 1 | 2 | 3 | 4 | 5 |
| d) Lack of English vocabulary knowledge | 1 | 2 | 3 | 4 | 5 |
| e) Lack of proficiency in English reading comprehension | 1 | 2 | 3 | 4 | 5 |
| f) Lack of proficiency in English writing | 1 | 2 | 3 | 4 | 5 |
| g) Inability to guess the meaning of words from the context | 1 | 2 | 3 | 4 | 5 |
| h) Inability to find the closest meaning of words in a dictionary | 1 | 2 | 3 | 4 | 5 |
| i) Inability to translate structures which do not have exact correspondence in English or Turkish (e.g., Pres. Perf. Tense) | 1 | 2 | 3 | 4 | 5 |
| j) Others (Please specify) _____ | 1 | 2 | 3 | 4 | 5 |

PART III

STUDENTS' DEPARTMENTAL STUDIES

While answering the questions in this Part, please consider *your students' departmental courses and studies* and circle (O) the relevant number (1,2,3,4, or 5).

1. How would you rate the importance of having the following English language skills and areas of knowledge in your students' departmental studies?

ENG. LANG. SKILL & AREAS OF KNOWLEDGE	How important?				
	Unimportant	Slightly important	Moderately important	Important	Very important
a) Reading	1	2	3	4	5
b) Writing	1	2	3	4	5
c) Translation (English - Turkish)	1	2	3	4	5
d) Translation (Turkish – English)	1	2	3	4	5
e) Speaking	1	2	3	4	5
f) Listening	1	2	3	4	5
g) Field-specific vocabulary	1	2	3	4	5
h) Other (Please specify) _____	1	2	3	4	5

2. How would you rate the importance of translation for your students in attaining the following purposes?

STUDENTS' PURPOSES FOR USING TRANSLATION	How important?				
	Unimportant	Slightly important	Moderately important	Important	Very important
a) Understanding English course books and resources	1	2	3	4	5
b) Expressing in written Turkish what is understood from English course books and resources	1	2	3	4	5
c) Expressing in written English what is understood from Turkish course books and resources	1	2	3	4	5
d) Preparing projects, term papers, assignments...etc.	1	2	3	4	5
e) Other (Please specify) _____	1	2	3	4	5

3. How would you rate the importance of the following translation methods and activities for your students when they do translation for their departmental studies?

TRANSLATION METHODS &
ACTIVITIES

How important?

Unimportant	Slightly important	Moderately important	Important	Very important
-------------	--------------------	----------------------	-----------	----------------

a) Word-for-word translation	1	2	3	4	5
b) Faithful translation	1	2	3	4	5
c) Communicative translation	1	2	3	4	5
d) Translating the text by summarizing it	1	2	3	4	5
e) Translating the main idea of the text	1	2	3	4	5
f) Other (Please specify) _____	1	2	3	4	5

4. Do you think the translation course can contribute to your students' performance in their departmental studies?

() Yes

() No

If "Yes," please explain in what aspects the course can contribute to the students' academic performance.

PART IV

STUDENTS' FUTURE PROFESSIONAL LIVES

While answering the questions in this Part, please consider *your students' future professional lives* and circle (O) the relevant number (1,2,3,4,or 5).

1. How would you rate the importance of having the following English language skills and areas of knowledge in your students' future professional lives?

ENG. LANG. SKILLS & AREAS OF KNOWLEDGE	How important?				
	Unimportant	Slightly important	Moderately important	Important	Very important
a) Reading	1	2	3	4	5
b) Writing	1	2	3	4	5
c) Translation (English - Turkish)	1	2	3	4	5
d) Translation (Turkish – English)	1	2	3	4	5
e) Speaking	1	2	3	4	5
f) Listening	1	2	3	4	5
g) Field-specific vocabulary	1	2	3	4	5
h) Others (Please specify) _____	1	2	3	4	5

2. How would you rate the importance of translating the following text types in your students' future professional lives?

TEXT TYPES	How important?				
	Unimportant	Slightly important	Moderately important	Important	Very important
a) Formal letters	1	2	3	4	5
b) Memorandums	1	2	3	4	5
c) Minutes	1	2	3	4	5
d) Agenda	1	2	3	4	5
e) Notices	1	2	3	4	5
f) Fax messages	1	2	3	4	5
g) e-mails	1	2	3	4	5
h) Reports	1	2	3	4	5
i) Academic texts related to the students' field	1	2	3	4	5
j) Others (Please specify) _____	1	2	3	4	5

3. Do you think the translation course can contribute to your students' performance in their future professional lives?

Yes

No

If "Yes," please explain in what aspects the course can contribute to their future professional performance.

Please feel free to add below any comments or views that you think have been neglected in this questionnaire.

Thank you for your cooperation.

APPENDIX C

STRUCTURED INTERVIEW FOR THE DEPARTMENTAL INSTRUCTORS

This interview was designed for a research study which I am doing as a requirement for my studies for an M.Sc. degree at M.E.T.U, Educational Sciences Department. The research aims at identifying the needs of third year Management students at Başkent University with respect to the Translation Course (MENG 317) offered. Your feedback will be of great use since the results are to be considered for course development and improvement purposes at Başkent University.

Let me assure you that any information given to me by you will be kept confidential and will serve for research purposes only. I hope you will seriously consider taking part in this study. Thank you in advance for your invaluable contributions.

Özlem Mutlu
Educational Sciences
M.E.T.U.

PART I

PERSONAL INFORMATION

Please answer each question carefully. Where applicable, write in the space (_____) provided, tick (√) the appropriate item (), or circle (O) the relevant number (1,2,3,4,or 5).

1. How long have you been teaching at the Department of Management of Başkent University?

2. What courses are you teaching at the Department of Management?

3. Have you worked in the field of Management or any other field outside the University?

() Yes () No

If "Yes," please specify below.

PART II
STUDENTS' DEPARTMENTAL STUDIES & THE TRANSLATION COURSE

While answering the questions in this Part, please consider Management students' departmental courses and studies and circle (O) the relevant number (1,2,3,4, or 5).

1. How would you rate the importance of having the following English language skills and areas of knowledge in your students' departmental studies?

SKILLS	How important?				
	Unimportant	Slightly important	Moderately important	Important	Very important
a) Reading	1	2	3	4	5
b) Writing	1	2	3	4	5
c) Translation (English - Turkish)	1	2	3	4	5
d) Translation (Turkish – English)	1	2	3	4	5
e) Speaking	1	2	3	4	5
f) Listening	1	2	3	4	5
g) Field-specific vocabulary	1	2	3	4	5
h) Other (Please specify) _____	1	2	3	4	5

2. How often are the following departmental activities done in English?

DEPARTMENTAL ACTIVITIES	How often?				
	Never	Rarely	Sometimes	Often	Always
a) Lectures held by instructors	1	2	3	4	5
b) Students' expressing their views and opinions in lectures	1	2	3	4	5
c) Presentations done by students in lectures	1	2	3	4	5
d) Students' preparing term papers, projects, reports, weekly assignments...etc.	1	2	3	4	5
e) Students' reading course books and other field-specific resources	1	2	3	4	5
f) Students' answering exam questions	1	2	3	4	5
g) Others (Please specify) _____	1	2	3	4	5

3. How would you rate the importance of translation for your students in attaining the following purposes?

STUDENTS' PURPOSES FOR USING TRANSLATION	How important?				
	Unimportant	Slightly important	Moderately important	Important	Very important
a) Understanding English course books and resources	1	2	3	4	5
b) Expressing in written Turkish what is understood from English course books and resources	1	2	3	4	5
c) Expressing in written English what is understood from Turkish course books and resources	1	2	3	4	5
d) Preparing projects, term papers, assignments...etc.	1	2	3	4	5
e) Others (Please specify)_____	1	2	3	4	5

4. How would you rate the importance of the following translation methods and activities for your students when doing translation for their departmental studies?

TRANSLATION METHODS AND ACTIVITIES	How important?				
	Unimportant	Slightly important	Moderately important	Important	Very important
a) Word-for-word translation	1	2	3	4	5
b) Faithful translation (translating the text precisely by being loyal to its grammatical structures)	1	2	3	4	5
c) Communicative translation	1	2	3	4	5
d) Translating the text by summarizing it	1	2	3	4	5
e) Translating the main idea of the text	1	2	3	4	5
Other (Please specify)_____	1	2	3	4	5

5. What difficulties do you think your students experience in terms of using English language in their departmental studies?

6. Do you think the teaching of translation can contribute to your students' performance in their departmental studies?

() Yes

() No

If "Yes," please explain in what aspects the teaching of translation can contribute to your students' performance in their departmental studies.

7. In which year do you suggest the translation course start to be offered? _____
How many terms do you suggest be allocated for offering the course? _____
How many hours a week do you suggest the course be scheduled as? _____

8. What are your suggestions for the translation course to be useful for the Management students?

PART III

STUDENTS' FUTURE PROFESSIONAL LIVES

While answering the questions in this Part, please consider Management students' future professional lives and circle (O) the relevant number (1,2,3,4,or 5).

1. How would you rate the importance of having the following English language skills and areas of knowledge in your students' future professional lives?

ENG. LANG. SKILLS AND AREAS OF KNOWLEDGE	How important?				
	Unimportant	Slightly important	Moderately important	Important	Very important
a) Reading	1	2	3	4	5
b) Writing	1	2	3	4	5
c) Translation (English - Turkish)	1	2	3	4	5
d) Translation (Turkish – English)	1	2	3	4	5
e) Speaking	1	2	3	4	5
f) Listening	1	2	3	4	5
g) Field-specific terminology	1	2	3	4	5
h) Other (Please specify) _____	1	2	3	4	5

2. How would you rate the importance of translating the following text types in your students' future professional lives?

TEXT TYPES	How important?				
	Unimportant	Slightly important	Moderately important	Important	Very important
a) Formal letters	1	2	3	4	5
b) Memorandums	1	2	3	4	5
c) Minutes	1	2	3	4	5
d) Agenda	1	2	3	4	5
e) Notices	1	2	3	4	5
f) Fax messages	1	2	3	4	5
g) e-mails	1	2	3	4	5
h) Reports	1	2	3	4	5
i) Academic texts related to the students' field	1	2	3	4	5
j) Other (Please specify) _____	1	2	3	4	5

3. Do you think the teaching of translation can contribute to your students' performance in their future professional lives?

Yes

No

If "Yes," please explain in what aspects it can contribute to their performance in their future professional lives.

Please feel free to add below any comments or views that you think have been neglected in this questionnaire.

Thank you for your cooperation.

APPENDIX D

MEZUNLAR İÇİN GÖRÜŞME FORMU

Bu görüşme formu, Başkent Üniversitesi İşletme Bölümü öğrencilerinin çeviri dersine ve çeviri becerisine ilişkin ihtiyaçlarını ve gelecekteki iş yaşamlarında çeviri becerisine ne şekilde ve ne oranda gereksinim duyacaklarını belirlemek üzere hazırlanmıştır.

Bu araştırma, ODTÜ Eğitim Bilimleri yüksek lisans programındaki çalışmamın bir bölümünü oluşturmaktadır. Ankette sunacağınız bilgiler gizli kalacak olup yalnızca araştırma amaçları doğrultusunda kullanılacak ve çeviri dersini daha etkili ve verimli kılmak amacıyla değerlendirilecektir.

Katkılarınız için şimdiden teşekkür ederim.

Özlem Mutlu
Eğitim Bilimleri
O.D.T.Ü.

BÖLÜM I

KİŞİSEL BİLGİLER

Lütfen aşağıdaki soruları okuyarak, açık uçlu sorulara yanıtınızı yazınız ya da kapalı uçlu sorular için ilgili seçeneğe (√) işareti koyunuz.

1. Hangi sektörde çalışıyorsunuz?

2. Yaptığınız iş (göreviniz) nedir?

3. Yaptığınız işin niteliklerini lütfen kısaca açıklayınız.

BÖLÜM II

ÇEVİRİ DERSİ

1. Çeviri dersi size aşağıdaki faydaları sağlamada ne derece önemli olmuştur?

	Önem Derecesi				
	Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
ÇEVİRİ DERSİNİN FAYDALARI					
a) Çeviri becerisini (teknik ve stratejilerini) geliştirme	1	2	3	4	5
b) Genel İngilizce sözcük hazinesini geliştirme	1	2	3	4	5
c) Genel Türkçe sözcük hazinesini geliştirme	1	2	3	4	5
d) Alanla ilgili İngilizce sözcük hazinesini geliştirme	1	2	3	4	5
e) Alanla ilgili Türkçe sözcük hazinesini geliştirme	1	2	3	4	5
f) İngilizce'deki karmaşık gramer yapılarını anlayabilme	1	2	3	4	5
g) Türkçe'deki karmaşık gramer yapılarını anlayabilme	1	2	3	4	5
h) İngilizce'deki karmaşık gramer yapılarını doğru bir şekilde kullanabilme	1	2	3	4	5
i) Türkçe'deki karmaşık gramer yapılarını doğru bir şekilde kullanabilme	1	2	3	4	5
j) İngilizce'de okuduğunu anlama becerisini geliştirme	1	2	3	4	5
k) İngilizce yazma becerisini geliştirme	1	2	3	4	5
l) Dilin değişik kullanımlarının farkına varma (örneğin; resmi ve resmi olmayan dil)	1	2	3	4	5
m) Türkçe-İngilizce, İngilizce-Türkçe ve İngilizce-İngilizce sözlükleri etkili kullanma	1	2	3	4	5
n) Diğer (Lütfen belirtiniz)_____	1	2	3	4	5

2. Çeviri dersinin üniversite eğitiminiz esnasında bölümünüzdeki çalışmalarınızda performansınıza katkıda bulunduğunu düşünüyor musunuz?

() Evet

() Hayır

Yanıtınız Evet ise, lütfen hangi açılardan katkı sağladığınızı açıklayınız.

3. Sizce
çeviri dersi kaçınıcı yılda verilmeye başlanmalıdır? _____
çeviri dersi kaç dönem boyunca verilmelidir? _____
çeviri dersi haftada kaç saat verilmelidir? _____

4. Almış olduğunuz çeviri dersini yapmakta olduğunuz iş bakımından daha faydalı hale getirmek için hangi açılardan değiştirmek isterdiniz? Lütfen önerilerinizi belirtiniz.

BÖLÜM III

İŞ YAŞAMI

Bu bölümdeki soruları cevaplarırken **yapmakta olduğunuz işi** göz önünde bulundurunuz ve lütfen her madde için aşağıda verilen ölçeklerde size uygun olan rakamı (1,2,3,4 veya 5) çember (O) içine alınız.

1. Aşağıdaki İngilizce dil becerileri ve bilgi alanları sizce yaptığınız iş açısından ne derece önemlidir?

Önem Derecesi

Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
---------	-----------	----------------------	--------	------------

İNG. DİL BECERİLERİ VE BİLGİ ALANLARI

a) Okuma	1	2	3	4	5
b) Yazma	1	2	3	4	5
c) Çeviri (İngilizce – Türkçe)	1	2	3	4	5
d) Çeviri (Türkçe – İngilizce)	1	2	3	4	5
e) Konuşma	1	2	3	4	5
f) Dinleme	1	2	3	4	5
g) Alan terminolojisi	1	2	3	4	5
h) Diğer (Lütfen belirtiniz) _____	1	2	3	4	5

2. Aşağıda verilen çeviri yöntem ve faaliyetleri işiniz gereği çeviri yaparken ne derece önemlidir veya önemli olabilir?

ÇEVİRİ YÖNTEMLERİ VE FAALİYETLERİ

Önem Derecesi				
Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli

a) Sözcüğü sözcüğüne çeviri	1	2	3	4	5
b) Biçim çevirisi (metni gramer yapılarına sadık kalarak çevirme)	1	2	3	4	5
c) İletişimsel çeviri	1	2	3	4	5
d) Metni özetleyerek çevirme	1	2	3	4	5
e) Ana fikri çevirme	1	2	3	4	5
f) Diğer (Lütfen belirtiniz) _____	1	2	3	4	5

3. Aşağıdaki metin türlerini çevirebilmenin yaptığınız iş açısından ne derece önemli olduğunu veya olabileceğini düşünüyorsunuz?

METİN TÜRLERİ

Önem Derecesi				
Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli

a) Resmi mektuplar	1	2	3	4	5
b) Memorandums	1	2	3	4	5
c) Toplantı tutanakları	1	2	3	4	5
d) Gündem notları	1	2	3	4	5
e) Bildiriler	1	2	3	4	5
f) Faks mesajları	1	2	3	4	5
g) Elektronik posta mesajları	1	2	3	4	5
h) Raporlar	1	2	3	4	5
i) İşletme ile ilgili akademik metinler	1	2	3	4	5
j) Diğer (Lütfen belirtiniz) _____	1	2	3	4	5

4. Aşağıda verilen çeviri becerilerinde kendinizi ne derece yeterli görüyorsunuz?

ÇEVİRİ BECERİLERİ

- a) İngilizce'den Türkçe'ye çeviri
b) Türkçe'den İngilizce'ye çeviri

Yeterlilik Derecesi

Yetersiz	Az yeterli	Orta derecede yeterli	Yeterli	Çok yeterli
1	2	3	4	5
1	2	3	4	5

5. Çeviri yaparken aşağıda verilen zorlukları hangi sıklıkla yaşıyorsunuz?

ÇEVİRİ YAPARKEN YAŞANAN ZORLUKLAR

- a) Türkçe dilbilgisi eksikliği
b) Türkçe sözcük bilgisi eksikliği
c) İngilizce dilbilgisi eksikliği
d) İngilizce sözcük bilgisi eksikliği
e) İngilizce okuduğunu anlama becerisinde yetersizlik
f) İngilizce yazma becerisinde yetersizlik
g) Çeviri metninde geçen kelimelerin anlamını metnin içeriğinden tahmin edememe
h) Çeviri metninde geçen kelimelerin anlamını sözlükten bulamama
i) Türkçe'de veya İngilizce'de tam karşılığı olmayan kelime veya yapıları çevirememme (Örneğin; Present Perfect Tense)
j) Diğer (Lütfen belirtiniz)_____

Sıklık Derecesi

Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

6. Almış olduğunuz çeviri dersinin yaptığınız iş açısından performansınıza katkıda bulunduğunu düşünüyor musunuz?

() Evet

() Hayır

Yanıtınız Evet ise, lütfen hangi açılardan katkı sağladığını belirtiniz.

Tüm anket boyunca verdiğiniz cevaplara eklemek istedikleriniz veya ankette değinilmediğini düşündüğünüz hususlar varsa lütfen aşağıda belirtiniz.

Katkılarınız için teşekkürler.

APPENDIX E

ÇALIŞANLAR İÇİN GÖRÜŞME FORMU

Bu görüşme formu, Başkent Üniversitesi İşletme Bölümü öğrencilerinin çeviri dersine ve çeviri becerisine ilişkin ihtiyaçlarını saptamak ve gelecekteki iş yaşamlarında çeviri becerisine ne şekilde ve ne oranda gereksinim duyacaklarını belirlemek için çalışanların görüşlerini almak üzere hazırlanmıştır.

Bu araştırma, ODTÜ Eğitim Bilimleri yüksek lisans programındaki çalışmamın bir bölümünü oluşturmaktadır. Görüşme formunda sunacağınız bilgiler gizli kalacak olup yalnızca araştırma amaçları doğrultusunda kullanılacak ve çeviri dersini daha etkili ve verimli kılmak amacıyla değerlendirilecektir.

Katkılarınız için şimdiden teşekkür ederim.

Özlem Mutlu
Eğitim Bilimleri
O.D.T.Ü.

BÖLÜM I

KİŞİSEL BİLGİLER

Lütfen aşağıdaki soruları okuyarak, açık uçlu sorulara yanıtınızı yazınız ya da kapalı uçlu sorular için ilgili seçeneğe (√) işareti koyunuz.

1. Hangi sektörde çalışıyorsunuz?

2. İşiniz (göreviniz) nedir?

3. Yerine getirmekle yükümlü olduğunuz iş sorumluluklarınızı göz önünde bulundurarak, yapmakta olduğunuz işin kapsamını lütfen kısaca açıklayınız.

4. Hangi üniversiteden mezun oldunuz? (Yüksek lisans ve doktora yaptıysanız, lütfen alanınızla birlikte belirtiniz.)

BÖLÜM II

İŞ YAŞAMINIZ VE ÇEVİRİ

Bu bölümdeki soruları yanıtlarken kurumunuzda gerçekleştirilen işleri ve faaliyetleri göz önünde bulundurunuz ve lütfen her madde için aşağıda verilen ölçeklerde size göre uygun olan rakamı (1,2,3,4 veya 5) *yuvarlak* içine alınız.

1. Aşağıdaki **İngilizce** dil becerileri ve bilgi alanları işiniz açısından ne derece önemlidir?

	Önem Derecesi				
	Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
İNG. DİL BECERİLERİ VE BİLGİ ALANLARI					
a) Okuma	1	2	3	4	5
b) Yazma	1	2	3	4	5
c) Çeviri (İngilizce – Türkçe)	1	2	3	4	5
d) Çeviri (Türkçe – İngilizce)	1	2	3	4	5
e) Konuşma	1	2	3	4	5
f) Dinleme	1	2	3	4	5
g) Alan terminolojisi	1	2	3	4	5
h) Diğer(Lütfen belirtiniz)_____	1	2	3	4	5

2. Aşağıdaki metin türlerini çevirebilmek işiniz açısından ne derece önemlidir?

METİN TÜRLERİ	Önem Derecesi				
	Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
a) Resmi mektuplar	1	2	3	4	5
b) Memorandumlar	1	2	3	4	5
c) Toplantı tutanakları	1	2	3	4	5
d) Gündem notları	1	2	3	4	5
e) Bildiriler	1	2	3	4	5
f) Faks mesajları	1	2	3	4	5
g) Elektronik posta mesajları	1	2	3	4	5
h) Raporlar	1	2	3	4	5
i) İşletme ile ilgili akademik metinler	1	2	3	4	5
j) Diğer (Lütfen belirtiniz) _____	1	2	3	4	5

3. Aşağıda verilen çeviri yöntemleri ve faaliyetleri işiniz gereği ne derece önemlidir?

ÇEVİRİ YÖNTEMLERİ VE FAALİYETLERİ	Önem Derecesi				
	Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli
a) Sözcüğü sözcüğüne çeviri	1	2	3	4	5
b) Biçim çevirisi (metni gramer yapılarına sadık kalarak çevirme)	1	2	3	4	5
c) İletişimsel çeviri	1	2	3	4	5
d) Metni özetleyerek çevirme	1	2	3	4	5
e) Ana fikri çevirme	1	2	3	4	5
f) Diğer (Lütfen belirtiniz) _____	1	2	3	4	5

Katkılarınız için teşekkürler.