Investigation of Interpreting Education at the Undergraduate Level in Turkey from the Angle of Interpreting Competences

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ARTICLE INFO	ABSTRACT
	The effect of globalization is apparent in both interpreting profession and the market, as in all other professions. Thus, the fields of expertise and the requested languages are diversified, creating a demand for new knowledge and skills in the interpreting service. Knowledge and skills required in interpreting process become evident when the areas of interpreting are examined. In order to be comprehensible in these areas, arising with the phenomenon of globalization, professional interpreters, who have interpreting competence, are needed. Hence this study aims to analyze the extent to which the interpreting competences are given in the curricula of translation and interpreting departments in the light of current developments. Document analysis method was employed in the study as the data collection method to conduct an interpreting competency-oriented analysis of interpreting lessons offered in the translation and interpreting departments in Turkey. Interpreting courses in four state and two foundation universities offering bachelor degrees in translation and interpreting were selected as sample and then analyzed. The contents and objectives of the interpreting courses presented in these departments were employed as the corpus and analyzed with the content analysis method. Content analysis method was administrated as the data analysis method, in which themes and codes were structured based on the interpreting competence matrix and the learning objectives presented by Kautz (2002). The interpreting competence matrix was based on the interpreting competence models presented by Kutz (2010), Pöchhacker (2000) and Albl-Mikasa (2012). First of all, each university was taken into consideration one by one and competence-focused evaluation was conducted; the results were presented in graphs in terms of hours of courses. Afterwards, the analysis was detailed and the departments were compared with each other. The analysis revealed that interpreting competences were presented to the trainee interpreters at different degrees. In addition, it was uncovered that fewer lessons aiming to make the students gain emotional competence were presented in the analyzed departments, compared to other competences.

1.INTRODUCTION

Interpreting has been a requirement for the communication between different languages and cultures since the antiquity, and will continue to be a requirement in the future, as well. Interpreting, which has gained importance especially with the Nuremberg tribunals, has become a profession, for which professional training is offered worldwide. There are several translation and interpreting departments offering degree programs in different languages. The curricula of these departments differ from each other which were designed for the students with different language proficiencies and language backgrounds. All of them cannot be expected to offer the same curriculum; however, they are expected to comply with international standards for the required quality profile and competences. For achieving this compatibility, both academics and associations and academic alliances such as EMT[2], AIIC[3] and CIUTI[4]

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[2] European Master's in translation of the European Union Written Translation High Licensing Programs Network, https://ec.europa.eu/info/resources-partners/european-masters-translation-emt_en, date accessed: 14.06.2019

set various standards and competence models. Competence models in the literature presented by Hönig (1991), PACTE (1997; 2003) and Göpferich (2008) attempt to shed light on the translation competences. However, it can be stated that translation competence, having a general structure, is not sufficient for explaining interpreting competences. Interpreting and translation have different processes. In addition, considering the settings in which interpreting is conducted, it can be inferred that interpreting is not only different from translation in terms of its instant nature, but also in regard to the settings as well as the roles that interpreters are involved in. Despite not presenting integrated competence models, researchers such as Kalina (1998) and Kautz (2010) identified the skills interpreters should have while describing interpreting process, and superficially mentioned as the required competences. However, an integrated approach to the interpreting competences have yet to come.

The main purpose of academic translation and interpreting education is to develop the competences required to translate and interpret. Thus, the objectives of education are vital in education planning. Course objectives, learning outcomes and learning targets are determined in curricula, especially after the Bologna Process. In this way, the competence the lesson aims to develop comes to light. Therefore, the specificity of competences is significant for education planning. The competences put forward in the translation studies are argued to cover both translation and interpreting. However, the academic studies conducted in translation and interpreting highlight the differences between these activities (See: Kalina, 1998; Pöchhacker, 2000). An integrated interpreting competence model can be noted to be insufficient considering the different settings in which interpreting is done. From this perspective, interpreting competences in the literature can be said to be updated by analyzing the interpreting settings. The opinions of the market representatives should also be taken into consideration for a realistic interpreting education. Thus it will be possible to structure a more efficient education by preparing curriculum considering the current needs of the market. In this regard, the current research investigates the current state of interpreting education in Turkey in terms of the interpreting competences.

The present study is structured as follows: The first section presents the interpreting competence models which were put forward in the literature. The second section presents the methodology of the study and gives information about the data collection and analysis methods. The third section lays out the findings of the content analysis. In the last section, the results of the analysis, discussions and suggestions are presented.

2. INTERPRETING COMPETENCE MODELS

Three interpreting competence models, which addresses the interpreting activity independently from translation, have been discussed in the literature. The first of these models is the interpreting competence model by Kutz (2002; 2010). This model has been developed by Leipzig School and has created the infrastructure of interpreting education in Germany during 1990s. The interpreting competence of Pöchhacker (2000) is a less detailed but more systemic model. The last model was put forward by Albl-Mikasa (2012) who based the model on the results of the interviews conducted with interpreters. This model can be stated to be the most comprehensive one among others, considering its experience-based nature.

2.1. INTERPRETING COMPETENCE MODEL OF KUTZ (2002)

The Leipzig School interpreting competence model of Kutz (2002) was discussed with different interpreting scholars and created the infrastructure of interpreting education in Germany starting from the beginning of 1990s. Kutz mentions the action competence by exemplifying interpreting education through driving education. Kutz highlights that what should be developed in the students is the harmonization and automation of knowledge, qualification and skills consisting of action competence and background knowledge. Kutz individually analyzes simultaneous and consecutive interpreting and mentions the common as well as different skills required for these interpreting types. The strategies and techniques used in these two types are different. He mentions the diversification between these two types based on communication, setting and function. Thus, he highlights the importance of settings and different factors by mentioning the different settings interpreting can take place. Considering the processes of simultaneous and consecutive interpreting, Kutz poses the sub competences in the interpreting competence model as follows:

- **Mother language competence** is the skill of comprehending what has been expressed in one's mother language and forming sentences with the correct sentence structures.
- **Communication competence** denotes one's ability to communicate appropriately in

different settings. Interpreter understands speakers by adapting to their social status and position and uses appropriate expressions.

- **Foreign language competence** refers to the proficiency in the working languages of an interpreter.
- **Emotional competence** refers to the ability of an interpreter to predict and understand the emotions of other people; in other words, the empathy. The emotional competence also includes the emotional management of the interpreter when she/he works under stress or faces negative criticism. Kutz argues that this competence is especially required when different cultures are met and interpreting is done. The emotional competence is also important for an interpreter to achieve successful communication in sensitive settings and subjects such as hospitals, asylum seekers/refugees, etc.
- **Logic competence** includes the intelligence used in the professional field. This competence forms with the knowledge and experience. It is defined as the problem solving skill when faced with unexpected problems during interpreting process.
- **Translation competence** is the ability of creating a function oriented translation by establishing a link between source and target texts. In fact, only translation is meant in this competence. It is also mentioned that this competence contributes to the development of interpreting competence.
- **Intercultural competence (culture competence)** is among the indispensable element for the researchers such as Pöchhacker (2000). According to this view, communication is firstly shaped in line with cultural factors such as different frames of mind or viewpoints. The interpreter should know how to look at the communication

from the viewpoint of listeners in order to prevent possible misunderstandings.

- **Field competence** covers all the knowledge in certain fields. The meaning of a text in a certain field is only possible with the knowledge of the field. In addition, terminology information, which is important for the interpreting process, is included in the field knowledge (Kutz, 2010, p. 203).

2.2. INTERPRETING COMPETENCE MODEL OF PÖCHHACKER (2010)

Pöchhacker (2010) highlights the connection between the sub-competences in his interpreting competence model. The author expresses that linguistic and cultural skills are necessary for interpreting but not sufficient for accurate and reliable rendering (Pöchhacker, 2000, p. 44; 2003, p. 2).

Apart from the cultural background and subject knowledge, knowledge of interpreting techniques is among the essential skills for interpreting. This competence model can be applied to various types of interpreting from conference interpreting to community interpreting. Processes before and after the interpreting are taken into account in this model, structured on the basis of linguistic and cultural competences.

Pöchhacker maintains that interpreters should behave considering the professional ethics during the communication before and after interpreting process (2000, p. 44). From this perspective, it can be inferred that professional behavior before, during and after the process is highly important for Pöchhacker. "Sachkompetenz" (field competence) was added to the 2000 model in 2003. The model is presented below in Figure 1:

**Figure 1: The Cylinder Model of Interpreting Competence**
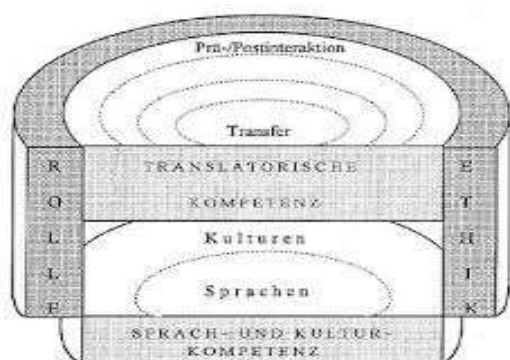
Source: Pöchhacker (2000; 2003)

The model has a cylinder shape and the relationship between the competences is reflected starting from the bottom to the top. The basic foundation of the model consists of linguistic competence and cultural competence. These competences shape translatology competence which covers special techniques and behavior consciousness during interaction / communication moment. Field knowledge competence, consisting of institution knowledge, process and subject knowledge, is located in the area between the linguistic competence, cultural competence and the translation/transfer competence.

Translation competence, constituting the interpreting method, shapes the interpreting competence while the role and ethics, described as the professional behavior, form the interpreter competence (Pöchhacker, 2000, p. 5). The interpreter, having a deep command of both cultures and languages, is sometimes required to assume the role of an accompanying person, the role of a guide, the role of an advisor or the role of mediator. Apart from these roles, the interpreter is expected to adhere to professional standards. The professional ethics, prepared in this regard, is crucial. Interpreter has various responsibilities such as behaving in conformity with the professional ethics, not using the information gained during the interpreting for her/his own interests or for the pecuniary advantage, impartiality and protecting the professional secrets.

Pöchhacker's model was not designed for one specific interpreting type or setting. This model can be applied to different interpreting settings. Thus, it can be adapted to both conference and healthcare settings.

2.3. INTERPRETING COMPETENCE MODEL OF ALBL-MIKASA (2012) Albl-Mikasa put forward a competence model focusing on the process and the experience. Albl-Mikasa conducted interviews with professional interpreters while structuring this interpreting competence model. The interviewees in the study were 10 professional freelance conference interpreters working in Germany. [5] Albl-Mikasa obtained information about the development of the interpreting competence of these interpreters via the answer they gave to the interview form consisting of 32 questions. By employing this method, Albl-Mikasa aimed to reach realistic and experience-based information related to the sub-competences by analyzing the competences from the experienced interpreters' viewpoints. The researcher tried to determine how the interpreters refer to the concepts, found in the literature as the theoretical information. Albl-Mikasa created a competence model in order to analyze the data she obtained.

Figure 2: Process- And Experienced-Based Model of Interpreter Competence
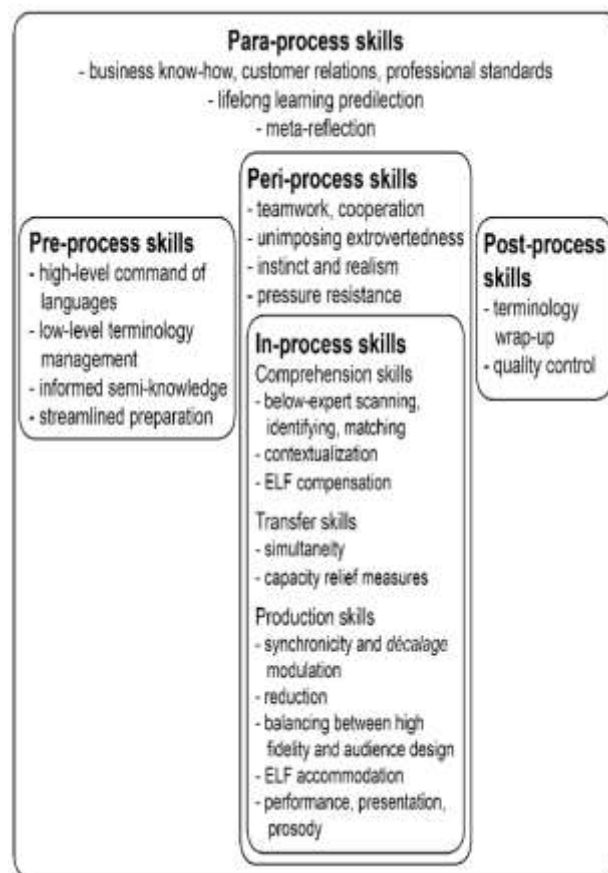
Source: Albl-Mikasa, (2012, p. 63)

Pre-process skills cover the basic information the interpreters acquire in their professional life. These skills significantly affect the interpreting process.
Peri-process skills constitute the second stage of the model, covering the individual skills. Peri-process skills are related to the in-process skills. **In-process skills** contain the basic interpreting process, and they are related to the comprehension, transfer and production skills. In-process skills are further analyzed under three headings.

[5] One of these interpreters works for EU, two of them work both for EU and in the market, and seven of them work only in the market. Two of the interpreters had over 30 years of experience, other two of them had over 20 years of experience. Six of the remaining interpreters had nearly 15 years of experience. Besides, eight of the interpreters were members of AIIC.

Para-process skills are mostly related to the individual characteristics of the interpreter. They also affect other processes. These skills constitute an important part of the interpreting, and they consist of process knowledge, customer relations and professional standards.

3. METHOD

Document analysis method was employed for the data collection method and the obtained data were analyzed with the content analysis method. A total of six translation and interpreting departments were selected as the sample for the analysis. Four state and two foundation universities offering bachelor degrees in translation and interpreting were selected with the help of national statistics on the success ratings of students enrolling to the universities. The presence of interpreting laboratory, success ratings of students and the language of instruction were the criteria for selecting the universities in the sample. Interpreting laboratory is important for introducing the students to the booths and providing them with a realistic learning environment. The departments with different language of instruction were chosen for the analysis corpus. Lastly, the success rating of students enrolling to the departments were chosen as the criteria for obtaining a general profile of interpreting education in Turkey. The departments accepting students with high, medium and low success ratings were determined. Among these departments, two departments, which have interpreting laboratory and different language of instruction, have been chosen to represent the success rating group. Then the learning outcomes and objectives of the interpreting lessons offered in these departments were collected with the document analysis method. This corpus was then analyzed with the content analysis method which was based on the interpreting competences.

Table 1: Translation and Interpreting Departments Based on the Success Rating of the Students Enrolled

Success rating	Name of University	Type of University	Name of Department	Language of Instruction	Interpreting Laboratory
HIGH	The Izmir University of Economics	Foundation	Translation and Interpreting	English	Yes
	Hacettepe University	State	Translation and Interpreting	English	Yes
MODERATE	Ege University	State	Translation and Interpreting	German	Yes
	Beykent University	Foundation	Translation and Interpreting	Russian	Yes
LOW	Mersin University	State	Translation and Interpreting	French	Yes
	Kirikkale University	State	Translation and Interpreting	English	No

Various criteria were applied in order to select the interpreting lessons. Firstly, it should be noted that different departments offer similar courses under different names; the objectives and the content of the courses were checked and then added to the corpus. Secondly, it was observed that some courses contribute both to translation and interpreting competence. However, as the exclusion of these courses would undermine the validity of the analysis, these courses were also added to the corpus. For instance, legal field knowledge course (offered under different names) contribute both to the legal translation course, which is a translation course, and to the courtroom interpreting, which is an interpreting course. The exclusion of this course will lead to the idea that the field competence is given to the learners less than it is actually offered in the curriculum. In order to prevent this situation, some of the courses contributing to the translation competence are included in the corpus.

The themes and codes for the content analysis were determined after conducting literature review. Kutz

(2010), Pöchhacker (2000) and Albl-Mikasa (2012) are three studies presenting a competence model for interpreting. In addition, learning objectives for interpreting education put forward by Kautz (2000) were also taken into consideration in determination of the themes and codes. The themes corresponding to the interpreting competences were determined as follows: Linguistic competence, cultural competence, world knowledge, field competence, emotional competence, professional/ethical and market knowledge, and lastly transfer competence. The keywords used in the curriculum analysis, in other words, the codes are displayed below in Table 2:

Table 2:
Themes and Codes used in the Content Analysis of the Interpreting Courses in the Curricula

Name of the Competence (Theme)	Keywords (Codes)
Linguistic Competence	Hearing, speaking, pronunciation, rhetoric, reproduction, summarization, avoiding misuse.
Cultural Competence	Traditions, customs, rituals, speaking rituals, courtesy rules, daily life of the target culture. Political, economic, sociological and cultural structure of the target culture.
World Knowledge	Following current news, general culture competence, news.
Field Knowledge	Subject knowledge, domain knowledge, terminology, research, basic concepts, expertise, field, application, information, institution, structure.
Interpreting Method Knowledge	Hearing, analyzing, understanding, analysis, production, method, technique, summarization, summary interpreting, note-taking, memory exercises, strategy.
Professional/Ethical and Market Knowledge	Professional and ethical knowledge, teamwork, customer relations, remuneration, market, quality, specialization, professionalism, reliability, objectivity, working conditions, internship, profession.
Emotional Competency	Concentration, emotion management, empathy, strength.

Expert opinion and approval were taken in order to ensure the correctness of these themes and codes. Afterwards, a matrix was prepared on Microsoft Excel by pairing these themes and codes with the content and objectives of interpreting lectures. The obtained data were presented below section.

4. FINDINGS
In this section, the extent to which the interpreting competences are given in the curricula of the translation and interpreting departments is analyzed. The departments are compared with each other on the basis of competences their curricula offer. Thus a general view of interpreting education in Turkey is presented.
4.1. IZMIR UNIVERSITY OF ECONOMICS DEPARTMENT OF TRANSLATION AND INTERPRETING (ENGLISH)[6]
Department of Translation and Interpreting (English) in İzmir University of Economics started to offer degree program in 2004-2005 academic year. The interpreting laboratory in the department is stated to be high-technology. [7]

The compulsory and elective courses contributing to the interpreting competence in this department are analyzed and classified in accordance with the themes and codes presented above in Table 2.

Linguistic Competence Courses at İzmir University of Economics, Department of Translation and Interpreting
Majority of the courses in the first semester contributing to the linguistic competence are compulsory. "English Academic Skills" course is presented in the first semester. This course aims to develop listening and speaking skills which are essential for interpreting. A second foreign language is offered to the students in the department until the fourth semester. French, German, Italian, Russian, Spanish, Japanese, Portuguese or Greek languages are offered and students can reach to B1 level in these languages. Aside from foreign language courses, the courses aiming to develop Turkish are also available in the curriculum. "Turkish Language" course aims to develop the students' skills of expressing themselves in both spoken and written language. This course also aims to develop the students in various subject such as presentation skills,

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[6] https://dti.ieu.edu.tr/tr/cur is date accessed: 20.02.2019

[7] SmartClass Robotel+ language laboratory has been used by this department for the first time in Turkey (Çeviri Laboratuvarımız.

(n.d.) (n.d.). Https://dti.ieu.edu.tr/tr/laboratuvarimizdate date accessed: 20.02.2019

body language and intonation. "English Basic Speaking Skills" course aims to develop speaking skills such as speaking fluently on various topics, participating in daily and an official discussions and expressing one's own ideas. "Professional Communication for Interpreters" aims to contribute to the fluent and effective expression in both Turkish and English. As a course contributing to the interpreting field, it is stated in the course content of this course that students do interpreting practices in some weeks. Lastly, "Discourse Analysis" course aims to teach students the methods and application of discourse analysis.

Cultural Competence Courses at İzmir University of Economics, Department of Translation and Interpreting
One elective and one compulsory course contribute to the cultural competence in the curriculum. "Comparative Language and Cultural Studies" course aims to raise the awareness of students on the importance and role of culture, Turkish and British culture, the effect of culture on language, and various subjects. Besides, in "Cultural Aspects of Translation and Interpretation", written and spoken texts with cultural elements are presented to the students. The aim of the course is to teach students to develop strategies and methods of text analysis and translation.

Interpreting Method Knowledge Courses at İzmir University of Economics, Department of Translation and Interpreting
Courses contributing to the interpreting method knowledge are presented both compulsory and elective. Compulsory courses in the curriculum can be said to be the introductory courses to interpreting. "Sight Interpreting" course forms the basis for other interpreting types. For the development of effective reading and text analysis skills, students practice with techniques such as paraphrasing, chunking, expanding and condensing. "Introduction to Interpreting" course involves practices for effective listening, catching the main idea, inferring and summarizing, note-taking and memory exercises. "Interpreting Studies" course provides introductory information for the basic interpreting types. "Consecutive Interpreting" course aims to develop the strategies, note taking, active listening, transfer and body language skills. The skills acquired in this course are aimed to be applied in the advanced level. At the same time, the practice for improving the body language and intonation is made during the course. "Simultaneous Interpreting" course involves information on the equipment used in conference interpreting, the role of interpreter in the communication, customer relations and note-taking.

Also, the techniques and strategies that can be used for possible problems encountered in the simultaneous interpreting are presented via the interpreting practices in Turkish and English.

Field Knowledge Courses at İzmir University of Economics, Department of Translation and Interpreting

Two elective field courses are offered in the curriculum to present students different skills and knowledge. One of these courses is "Community Interpreting". Role, preparation before interpreting process, professional ethics, cultural differences, note-taking techniques and terminology studies are presented in this course. Besides, setting knowledge and interpreting techniques required in these settings are presented to students. "Terminology Studies for Conference Interpreting" is an elective course in the curriculum. This course aims to teach students how to access the terminology resources, use online terminology resources, research and prepare for the conference. Beyond these courses, the department offers "Simultaneous Interpreting Practice in Conference Settings". The aim of this course is to prepare the students for interpreting in conference settings. The students interpret simultaneously both in the laboratory and in the real conference settings (in blind booth[8]).

World Knowledge Courses at İzmir University of Economics, Department of Translation and Interpreting
All courses in the curriculum contributing to the world knowledge are compulsory. "Principles of Atatürk and History of Revolution" course presents information about the recent past of Turkey. At the end of the course, the students are expected to interpret the developments in the world with a broad perspective and discuss the global events. Apart from these, the students are required to take one course from each of the following fields: Natural and Life Sciences, Mathematics and Computer Science, Social Awareness and Ethics, Innovation and Entrepreneurship, Art and Communication, Economic Sciences.[9]

[8] The voice of the students does not reach the listeners.

[9] General education courses involve a large scale of courses from different disciplines (Genel Eğitim Dersleri. Https://dti.ieu.edu.tr/tr/pool, date accessed: 20.02.2019)

Professional/Ethical and Market Knowledge Courses at İzmir University of Economics, Department of Translation and Interpreting
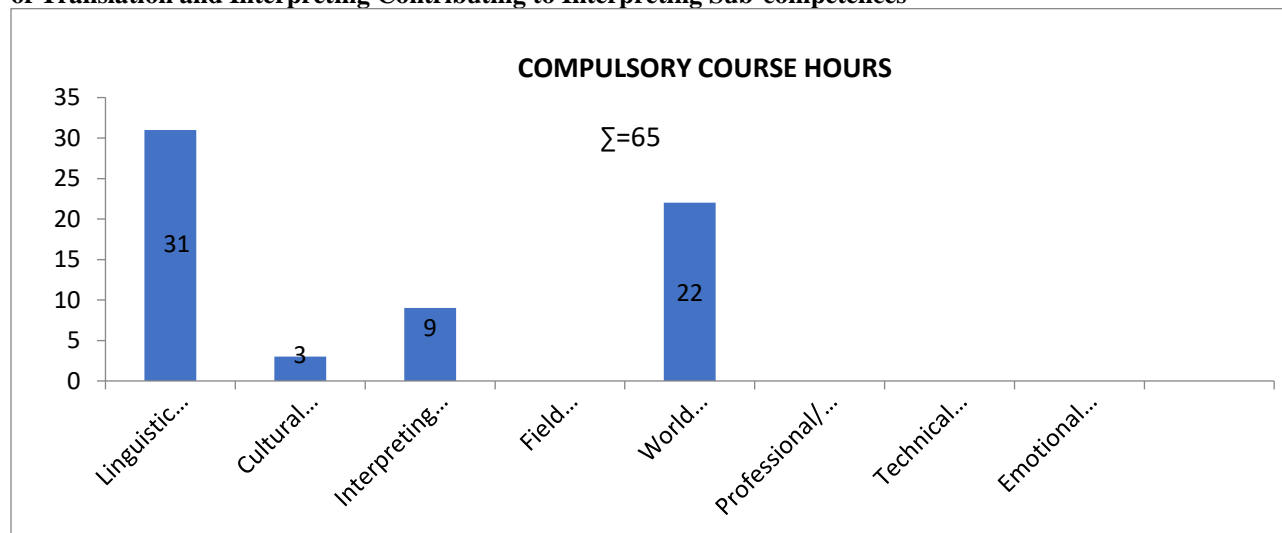
"Elective Topics in Translation and Interpreting" course offers information about both translation and interpreting profession. The students are provided with information about the translation and interpreting market, professional rights and associations.

Graph 1: The Intensity (hour-based) of Elective Courses at İzmir University of Economics, Department of Translation and Interpreting Contributing to Interpreting Sub-competences

ELECTIVE COURSE HOURS

∑=31

Category	Hours
Lin...	6
Cul...	3
Int...	10
Fiel...	9
Wo...	
Pro...	3
Tec...	
Em...	
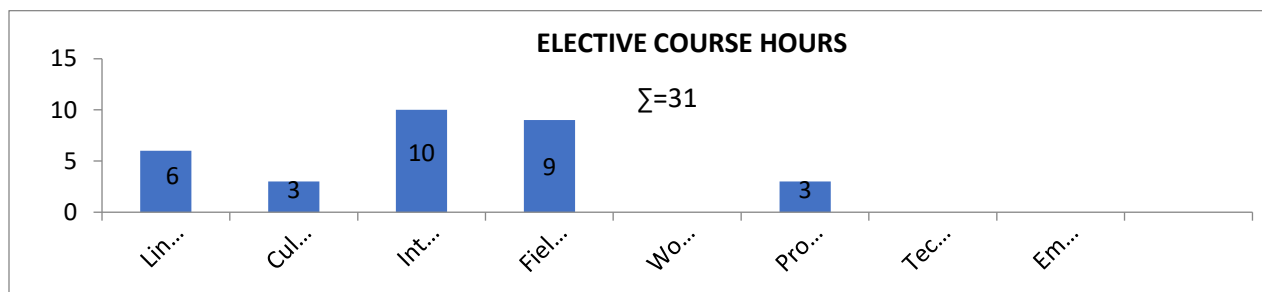
Graph 2: The Intensity (hour-based) of Compulsory Courses at İzmir University of Economics, Department of Translation and Interpreting Contributing to Interpreting Sub-competences

COMPULSORY COURSE HOURS

∑=65

Category	Hours
Linguistic...	31
Cultural...	3
Interpreting...	9
Field...	
World...	22
Professional/...	
Technical...	
Emotional...	

A total of 96 hours of courses presented either as compulsory or elective contribute to the interpreting competence. Majority of these courses are in the compulsory category.

Graph 2 shows that 65 hours of compulsory courses are offered to the students so as to develop their interpreting competence. According to the graphs 1 and 2, İzmir University of Economics Department of Translation and Interpreting (English) presents courses that mostly improve linguistic competence. In addition, 22 hours of compulsory courses aiming to develop world knowledge are taught in the department. The ratio of courses developing world knowledge is higher than other competences. In conjuction with these, the courses aiming to contribute to the development of professional, ethical and market knowledge as well as interpreting methods in the trainee interpreters are offered in the curriculum at a lower ratio. No compulsory courses contributing to the emotional competence and field competence is presented in the curriculum.

Total of 101 hours of elective courses contributing to the interpreting competence are calculated. The courses aiming to contribute to the linguistic competence and interpreting methods have a higher ratio in the curriculum. A total of 28 hours of courses contribute to these competences. Furthermore, 24 hours of courses contribute to the field competence.

Apart from these, a lower ratio of elective courses in the curriculum contributes to cultural competence, world knowledge as well as professional, ethical and market knowledge.

4.2. HACETTEPE UNIVERRSITY DEPARTMENT OF TRANSLATION AND INTERPRETING (ENGLISH)

Hacettepe University Department of Translation and Interpreting (English) has been training the translators and interpreters since 1982-83 academic year. In the official website of the department, it is stated that a more professional training in both translation and interpreting has been given especially since 2009[10]. An aptitude test is administered to the students aiming to take interpreting education at this department. At the same time, the department has an interpreting laboratory. A lecturer working as an interpreter gives the related courses (Doğan, 2009, p. iii).

The compulsory and elective courses adhered to the interpreting competence in this department are analyzed and classified in accordance with the themes and codes presented in Table 2.

Linguistic Competence Courses at Hacettepe University, Department of Translation and Interpreting

Many elective and compulsory courses contributing to the linguistic competence are presented in the curriculum starting from the first semester. Listening and speaking courses, creating the basis for interpreting, are both compulsory and given at high ratio. This, in turn, forms the basis of listening and speaking infrastructure necessary for the transfer competence in interpreting. Students analyze the root, structure and meaning of words in Lexicology course, which contributes to the foreign language skills in the interpreting practices in the upcoming semesters. "Turkish Language" courses involve linguistics and grammar subjects in order to develop the written and oral expression skills of students. In addition to first language, French and German as a second foreign language are taught as elective courses for eight semesters. Together with a "Turkish" course focusing on grammar, "Turkish for Translators" course also aims to improve Turkish language usage of students. "Listening Comprehension and Oral Expression" course focuses on listening, comprehension and expression skills of students. Students practice with various exercises in order to develop these skills. "Compulsory English" courses include techniques for improving English speaking skills. In this way, at the end of the course,

students are able to gain skills such as discussion, forming a claim, presenting information and effective presentation.

Cultural Competence Courses at Hacettepe University, Department of Translation and Interpreting

Nearly all of the courses contributing to cultural competence are compulsory. The aim of "Language and Culture" course is to point out the connections between language and culture through the scientific perspective of linguistics and sociology. The aim of "Contemporary Turkish Society" course is to provide information about the structure of Turkish society. "British and American Culture History" course aims to gain students a critical perspective towards these cultures. Furthermore, history and politics of these cultures are analyzed in this course. "Intercultural Communication" course focuses on the basic subject and concepts about the language and culture. The students will be able to overcome cultural differences with the intercultural competence they gain in this course. "Contemporary British and American Society" presents various topics about the political and social structure of British and American societies.

Interpreting Method Courses at Hacettepe University, Department of Translation and Interpreting

Nearly all of the courses adhered to transfer competence in the curriculum are elective. The courses present techniques and knowledge on three types of interpreting. "Memory Techniques" course form the basis for interpreting and focuses on the techniques supporting memory. "Note-taking Techniques[11]" course aims to develop students' skills in comprehending the message, focusing on the main message, taking notes with abbreviations and symbols. In "Sight Translation" course, students practice translating written texts verbally in meetings or conference settings. In "Consecutive Interpreting" course, comprehension, transfer and production practices are presented with note-taking techniques. In "Simultaneous Interpreting" course, comprehension, transfer and production are the applied practices.

Field Competence Courses at Hacettepe University, Department of Translation and Interpreting

The department offers various elective courses oriented to develop field competence of the students. "Research Techniques" course aims to improve the

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[11] In "Advanced Note-Taking" course, the mentioned practices are continued.

students' ability to research in both translation and interpreting. The course content includes thinking on a given topic, summarization and reading reports, among others. Albl-Mikasa (2012) mentions the importance of the computer-aided terminology studies before and after the interpreting process. Within the scope of the present study, terminology studies course is evaluated and categorized under the field competence. Elective courses on medicine, law, technical subjects and economics, regarded as the basic subjects in the interpreting, are presented to students. Taking the course, the students are expected to learn the structure, institutions, basic concepts and applications in the fields. Thus, the students have the opportunity to interpret in the specialization areas with the field and method knowledge they have learned. In the department, "Conference Interpreting" courses are presented for two semesters. "Sport Interpreting" and "Court Interpreting"[12] are also offered to students as the interpreting field specialization courses. In "Sport Interpreting" course, the subjects and concepts in the sport field are taught and the students practice interpreting in this field.

World Knowledge Courses at Hacettepe University, Department of Translation and Interpreting

The majority of the courses contributing to the world knowledge is presented as compulsory in the curriculum. "History of Civilization" course aims to expand the perspective of students towards the developments in the world by providing students with history knowledge and current developments. "Current Discussions" course aims to give information on current topics and aims to equip students a critical perspective. Apart from this, "Current Affairs" course aims to present students with information about different topics such as political developments in the world, cultural and social developments. Thus, the students gain a critical perspective. "Principles of Atatürk and History of Revolution" course presents information about the fall of the Ottoman Empire, the foundation of Republic of Turkey, as well as the political and social systems in Turkey. Lastly, "Popular Culture" course presents the events and topics influencing the world history.
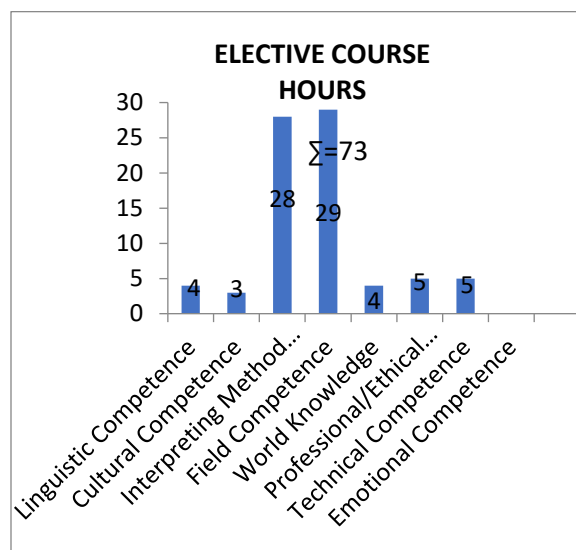
Professional, Ethical and Market Knowledge Courses at Hacettepe University, Department of Translation and Interpreting

One compulsory and two elective courses adhered to the professional, ethical and market knowledge of students are presented in this department.

"Introduction to Interpreting" is a compulsory course; however, no information is given on this course in the related website. "Translation and Interpreting as a Profession" is an elective course presenting information about profession such as working conditions, enumeration, market and professional ethics. No information was found in the website for "Interpreting Internship" course.

Graph 3: The Intensity (hour-based) of Elective Courses at Hacettepe University, Department of Translation and Interpreting Contributing to Interpreting Sub-competences

Graph 4: The Intensity (hour-based) of Compulsory Courses at Hacettepe University, Department of Translation and Interpreting Contributing to Interpreting Sub-competences
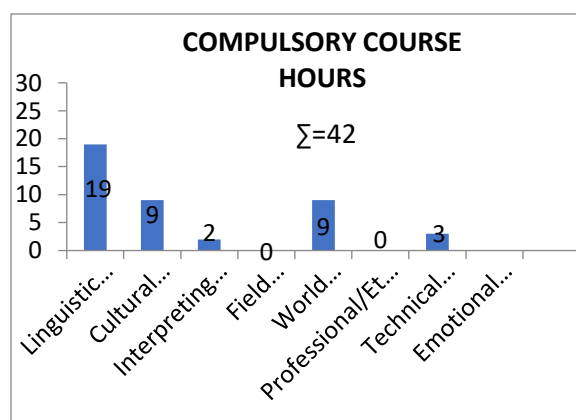
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[12] The content and the lecturer of the Court Interpreting course are not specified in the website. Thus, this course is excluded from the analysis. However, it is included in the interpretation part of the study, as this course was stated to have been added to the curriculum to enrich the interpreting field in the website.

A total of 42 hours of courses presented either as compulsory or elective contribute to the interpreting competence. According to the graphs 3 and 4, Hacettepe University Department of Translation and Interpreting (English) presents courses that improve mostly the linguistic competence. The courses contributing to the cultural competence and world knowledge are presented at the same ratio of hours. Apart from these, the courses aiming to contribute to the development of professional, ethical and market knowledge as well as interpreting methods in the trainee interpreters are offered in the curriculum at a lower ratio. No compulsory courses adhered to the emotional competence and field competence is presented in the curriculum.

121 hours of elective courses contributing to the interpreting competence are calculated. The courses aiming to contribute to the linguistic competence and interpreting methods have a higher ratio in the curriculum. 52 hours of courses totally contribute to these competences. A total of 28 hours of the courses contribute to the interpreting methods. 24 hours of courses aim to develop field competence. Apart from these, a lower ratio of elective courses in the curriculum contributes to cultural competence, world knowledge as well as professional, ethical and market knowledge. None of the elective courses contributes to the emotional competence.

4.3. EGE UNIVERSITY DEPARTMENT OF TRANSLATION AND INTERPRETING (GERMAN)[13]

Ege University Department of Translation and Interpreting (German) has been training translators and interpreters since 1982-83 academic year. The department has an interpreting laboratory[14] for the interpreting courses.

The compulsory and elective courses contributing to the interpreting competence in this department are analyzed and classified in accordance with the themes and codes presented in Table 2.

Linguistic Competence Courses in Ege University Department of Translation and Interpreting

Starting from the first semester, the majority of the courses whose target is to improve linguistic competence of the students are compulsory in the

curriculum. "Verbal Communication I/II" courses are presented to students in the first and second semesters in order to develop their German speaking and listening skills. Speaking, pronunciation and word studies are exercised by students on the current course. "Turkish Language" and "Turkish for Translators and Interpreters" courses aim to develop the written and spoken expression skills of the students, who are native speakers of Turkish. "Sight Translation" course focuses on German speaking skills of students. The course aims to develop students' abilities of speaking and listening skills by speaking to audience, body language and discussion techniques. English is the compulsory second language. The course aims to develop students' English grammar and their expression abilities in both written and spoken English. Italian, French and Greek are offered to students as a third foreign language. The courses in the department contribute both to the native language and foreign languages.

Cultural Competence Courses at Ege University, Department of Translation and Interpreting

All of the courses contributing to the cultural competence of the students are in the compulsory category. "Country Studies" course aims to present students with information about the economy, politics, culture, education, religion and social characteristics. On the other hand, "Translation and Culture" course focuses on the intercultural communication in the transfer process.

Interpreting Methods Courses at Ege University, Department of Translation and Interpreting

Nearly all the courses in the curriculum representing the interpreting method are in the elective category. These courses mainly focus on the practice of interpreting techniques. "Basic Skills in Interpreting" course provides information about the historical development of interpreting. The students also practice consecutive interpreting. In addition, the students act role-playing scenarios for different interpreting settings. The students also practice their note-taking skills by taking notes with symbols and abbreviations. The theoretical knowledge is put into practice and the students have the chance of practice in "Consecutive Interpreting" course. Students consecutively interpret short speeches as well as research terminology. In "Simultaneous Interpreting" course, students are primarily introduced to the profession by giving theoretical information on the conference interpreting. The course aims to inform students about the role of interpreters, the use of

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[13]

https://ebys.ege.edu.tr/ogrenci/ebp/organizasyon.aspx?kultur=tr-tr&Mod=1&ustbirim=7&birim=16&altbirim=-1&program=2710&organizasyonId=115&mufredatTurId=932001
date accessed: 17.04.2019
[14] Consecutive Interpreting Laboratory.
https://translation.ege.edu.tr/tr-3601/andas_ceviri_laboratuvari.html date accessed: 17.04.2019

equipment[15] and booth manners, teamwork, research methods before the interpreting process and customer relations. The course also aims to present students simultaneous interpreting techniques and various strategies to cope with possible problems. Apart from these, within the scope of this course the students attend to conferences in order to experience these environments.
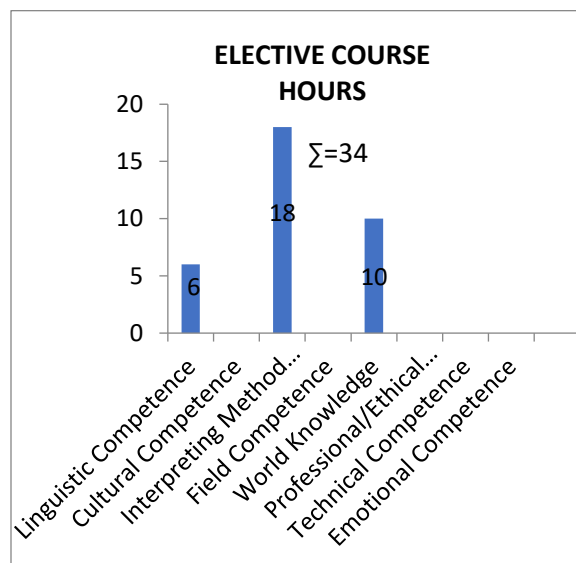
Field Competence Courses at Ege University, Department of Translation and Interpreting
The curriculum involves compulsory courses for developing the field competence. "European Union and International Organizations" course contributes to the field competence of students. "Terminological Knowledge" course is another field competence course. The course is offered in German, English and Turkish languages. The terms and the application areas of these in various specialization areas such as law, medicine, commerce, literature and philosophy are presented to the students.
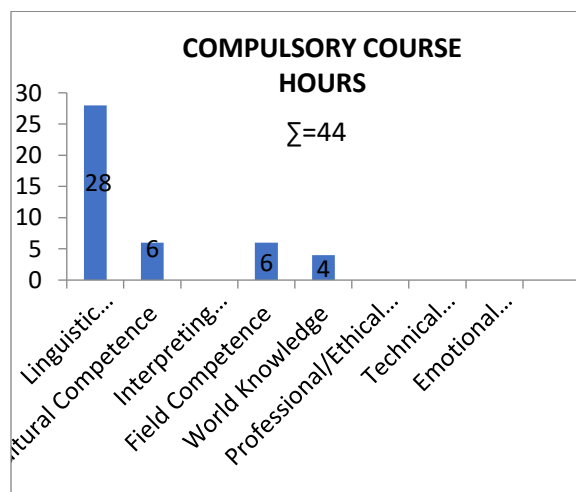
World Knowledge Courses at Ege University, Department of Translation and Interpreting
Majority of the courses contributing to the world knowledge of students are displayed as elective. "Principles of Atatürk and History of Revolution I/II" courses present history knowledge and current developments. The students will be able to interpret the current developments in the world wide perspective. "General Sociology" course aims to introduce students to this discipline and make them gain a sociological point of view. "Introduction to Economics" aims to introduce students to this field and enable students to analyze the effects of economy. Thus, the students are expected to interpret the culture and society with the perspective they have gained in the course. "Mythology and Literature", "Modern Sociological Approaches" and "Cultural Geography" courses aim to present basic information and concepts in these disciplines.

Graph 5: The Intensity (hour-based) of Elective Courses at Ege University Department of Translation and Interpreting Contributing to Interpreting Sub-competences

Graph 6: The Intensity (hour-based) of Compulsory Courses at Ege University, Department of Translation and Interpreting Contributing to Interpreting Sub-competences

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[15] Although not mentioned clearly, it can be inferred that the department has a booth for interpreting.

78 hours of courses presented either as compulsory or elective make contribution to the interpreting competence. Majority of these courses are in the compulsory category.

According to the graph 6, a total of 44 hours of courses adhered to the interpreting competence are compulsory. According to the graphs 5 and 6, Ege University Department of Translation and Interpreting (German) presents courses that mostly improve the linguistic competence. 6 hours of compulsory courses contributing to the cultural competence, field competence and world knowledge are presented in the curriculum. 4 hours of elective courses contributes to the world knowledge. Not a single compulsory course to focus on the emotional competence, interpreting methods or professional, ethical and market knowledge is presented in the curriculum.

A total of 34 hours of elective courses contributing to the interpreting competence are calculated. 18 hours of courses contribute to the interpreting methods. Apart from interpreting methods, 10 hours of courses contribute to the world knowledge. 6 hours of elective courses contribute to the linguistic competence. No elective courses contributing to the emotional competence, field competence, cultural competence, or professional, ethical and market knowledge is presented in the curriculum.

4.4. BEYKENT UNIVERSITY DEPARTMENT OF TRANSLATION AND INTERPRETING (RUSSIAN)[16]

Beykent University Department of Translation and Interpreting (Russian) has been training translators and interpreters since 1997. Beykent University has two translation departments: Department of Translation and Interpreting (English) and Department of Translation and Interpreting (Russian). The department has an interpreting laboratory.

The compulsory and elective courses adhered to the interpreting competence in this department are analyzed and classified in accordance with the themes and codes presented in Table 2.

Linguistic Competence Courses at Beykent University, Department of Translation and Interpreting

There are various compulsory courses in the curriculum making contribution to the linguistic competence of students starting from the first semester. The languages of instruction of the courses contributing to the linguistic competence are English and Russian. English is offered as the second foreign language. English is given as a compulsory course until the fourth semester, and students are expected to gain B2 level competence in English. "Oral Communication Skills" course aims to develop Russian speaking skills of students. The students participate in the group discussions and give presentations. In addition, "Presentation Skills" course given in Russian present information to students about presentation techniques and public speaking practices. Another course contributing to the linguistic competence is the "Language Use for Translators". Instructed in Russian, this course aims to gain students the ability to use language effectively during translation.

Cultural Competence Courses at Beykent University, Department of Translation and Interpreting

The curriculum offers two courses contributing to the cultural competence. These courses provide students information about Russian language and culture, as well as the traditions, population structure, history, geography, economic structure, social and political structure of Russia. The subject and concept information learned in these courses will help intercultural communication during interpreting practices by letting students analyze the given context better.

Interpreting Methods Courses at Beykent University, Department of Translation and Interpreting

The department offers courses introducing three basic types of interpreting. "Sight Interpreting" and "Consecutive Interpreting" are compulsory courses. "Simultaneous Interpreting", on the other hand, is offered as an elective course. In "Sight Interpreting" course, students are expected to improve their interpreting skills by analyzing texts from different areas of expertise. In "Consecutive Interpreting", field and terminology exercises, listening exercises, note-taking and memory exercises are carried out by students. "Simultaneous Interpreting" course aims to provide students with simultaneous strategies as well as terminology and presentation skills. "Simultaneous Interpreting" course is given in booths.

Field Competence Courses at Beykent University, Department of Translation and Interpreting

Both elective and compulsory courses are offered to students in order to develop their field competence. Law and economic courses are also offered in the department. These two subjects are considered

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[16] Message of Department (n.d.).
https://fef.beykent.edu.tr/bolumler/mutercim-tercumanlik-rusca date accessed: 25.02.2019

among the fundamental subjects in interpreting. Moreover," Labor and Social Security Law" course presents field knowledge for the court interpreting. Thus, the students are expected to gain information on law and economics with these courses. "Community Interpreting" is a compulsory course in the curriculum. In this course, students are expected to practice interpreting in different areas such as law, business, health and education. Apart from the field knowledge, the students are expected to study the terminology of these areas, as well. "Research Tools and Technology in Translation and Interpreting" is a compulsory course in the curriculum. This course makes contribution both to translation and interpreting. The students learn electronic corpora, search engines and computer assisted terminology management within the scope of this course. The course provides information on accessing information with technological methods.

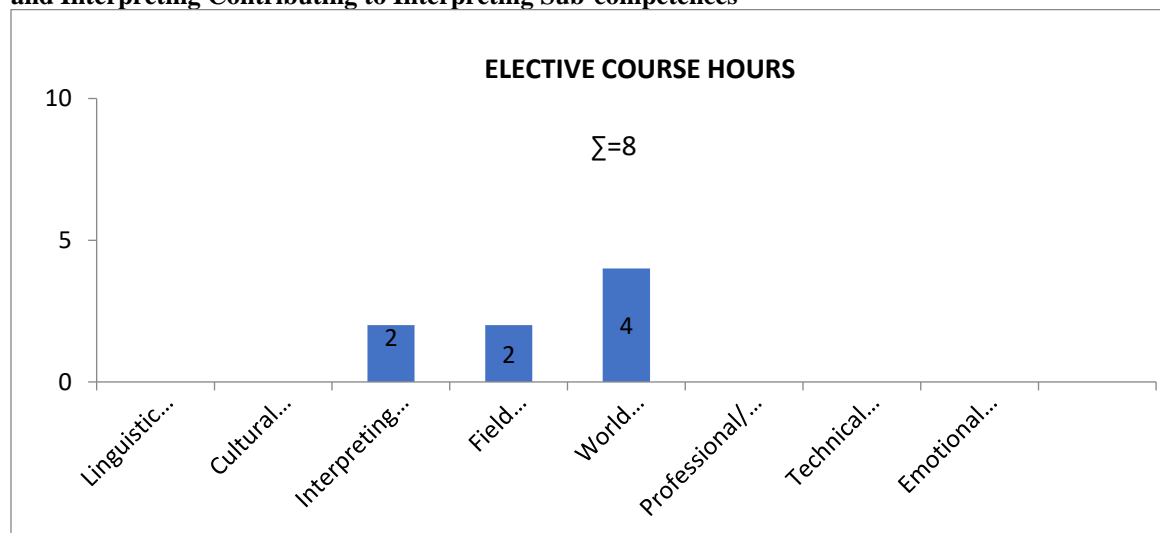**World Knowledge Courses at Beykent University, Department of Translation and Interpreting**
The courses about the world knowledge in the curriculum are presented as both compulsory and elective. The aim of these courses is to make students

gain historical background information and enable them to establish links between past and present conditions. "Principles of Atatürk and History of Revolution" as well as the "Formation of Modern Turkey" courses present information about the historical developments in Turkey. In addition to the courses with historical content, there are other courses in the curriculum giving information about various topics such as democratic system and non-governmental organizations. The curriculum also includes courses about quality systems and standards, which aims to present fundamental information about the quality management.
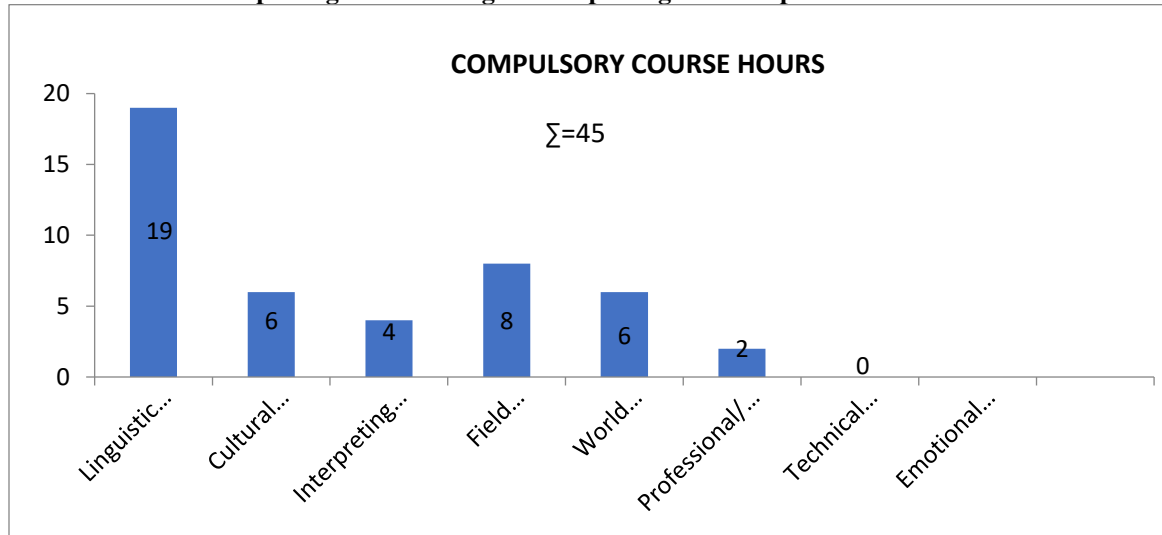
Professional, Ethical and Market Knowledge Competence Courses at Beykent University, Department of Translation and Interpreting
"Professional Orientation and Introduction to Translation" is a compulsory course in the first semester. This course aims to introduce students the translation and interpreting profession. Although the course does not focus on interpreting, it can be inferred from course content that the course also presents information about interpreting.

Graph 7: The Intensity (hour-based) of Elective Courses at Beykent University, Department of Translation and Interpreting Contributing to Interpreting Sub-competences

Graph 8: The Intensity (hour-based) of Compulsory Courses at Beykent University Department of Translation and Interpreting Contributing to Interpreting Sub-competences

COMPULSORY COURSE HOURS

∑=45

(Bar chart with values: Linguistic... 19, Cultural... 6, Interpreting... 4, Field... 8, World... 6, Professional/... 2, Technical... 0, Emotional...)

53 hours of courses presented either as compulsory or elective contribute to the interpreting competence. The majority of these courses are in the compulsory category.

According to the graph 8, a total of 45 hours of courses contributing to the interpreting competence are compulsory. According to the graphs 7 and 8, Beykent University Department of Translation and Interpreting (Russian) presents courses that improve mostly the linguistic competence. 6 hours of compulsory courses contributing to the cultural competence, field competence and world knowledge are presented in the curriculum. 4 hours of courses contribute to the interpreting methods. 2 hours of courses contribute to the professional, ethics and market knowledge. No compulsory courses contributing to the emotional competence is presented in the curriculum.

A total of 8 hours of elective courses contributing to the interpreting competence are available. 4 hours of elective courses contribute to the world knowledge. 2 hours of elective courses contributing to the interpreting competence and competence are calculated. No elective courses contributing to the emotional competence, field competence, cultural competence, or professional, ethical and market knowledge is presented in the curriculum.

4.5. MERSIN UNIVERSITY DEPARTMENT OF TRANSLATION AND INTERPRETING (FRENCH)[17]

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[17]

http://oibs.mersin.edu.tr/bologna/?id=/courses&program=156&sinif=1 date accessed: 17.04.2019

Mersin University Department of Translation and Interpreting (French) started training translators and interpreters in 2000-2001 academic year. The department has an interpreting laboratory for the interpreting courses.

The compulsory and elective courses contributing to the interpreting competence in this department are analyzed and classified in accordance with the themes and codes presented in Table 2.

Linguistic Competence Courses at Mersin University, Department of Translation and Interpreting

All of the courses adhered to the linguistic competence of students, starting from the first semester, are in compulsory courses category. English is the second foreign language offered to students starting from the first semester. The focus of English courses is grammar. "Oral and Written Expression I/II" courses, instructed in French, aim to develop students' speaking skills on various topics such as current issues, different areas of expertise and country information of French. "Turkish Language" and "Oral and Written Expression (Turkish)" courses aim to teach students how to use Turkish better by analyzing different types of expressions. "Oral and Written Expression (English) I/II" present students with information about text analysis and correct expression.

Cultural Competence Courses at Mersin University, Department of Translation and Interpreting

Two courses making contribution to the cultural competence in the curriculum are compulsory. These course aim to present the historical, economic, political, geographic, social and cultural aspects of

French. Thus the students become better communicators between French and Turkish societies with their intense background knowledge of France and French society.

Interpreting Methods Courses at Mersin University, Department of Translation and Interpreting
All of the courses contributing to the interpreting methods are presented as elective. The interpreting education starts with sight interpreting practices. "Sight Interpreting" course focuses on interpreting methods by means of different types of text. "Listening and Note-Taking" course presents techniques for effective listening and note-taking. "Applied Interpreting Types I/II" courses give information about the application of interpreting types. In addition, memory and note-taking exercises as well as techniques for improving diction are also presented. In "Consecutive Interpreting" course, listening, note-taking and production skills are improved. In addition, information about different settings of interpreting such as meetings and conferences is presented. "Applied Interpreting III" course aims to focus on the differences between consecutive and simultaneous interpreting. This course also equips the students with the equipment use skills in interpreting booth. Preparation steps before the conference interpreting as well as the practice in interpreting booth are also among the course content. In "Simultaneous Interpreting" courses, these skills are practiced with authentic conference texts. "Sight Interpreting, I/II" courses aim to improve students' ability to present an interpreted summary of texts from different fields.

Field Competence Courses at Mersin University, Department of Translation and Interpreting

Elective and compulsory courses are offered to students so as to develop their field competence. "Tourism Information" and "Tourism Terms" courses present students the setting and terminology knowledge about tourism. In "Field Specialization Knowledge" course, students are presented with various texts from different subject such as commerce, economics, law and EU. "Guide Interpreting" courses, taught in the last two semesters of the education, give professional information about the guide interpreting. Students also practice interpreting in these courses.
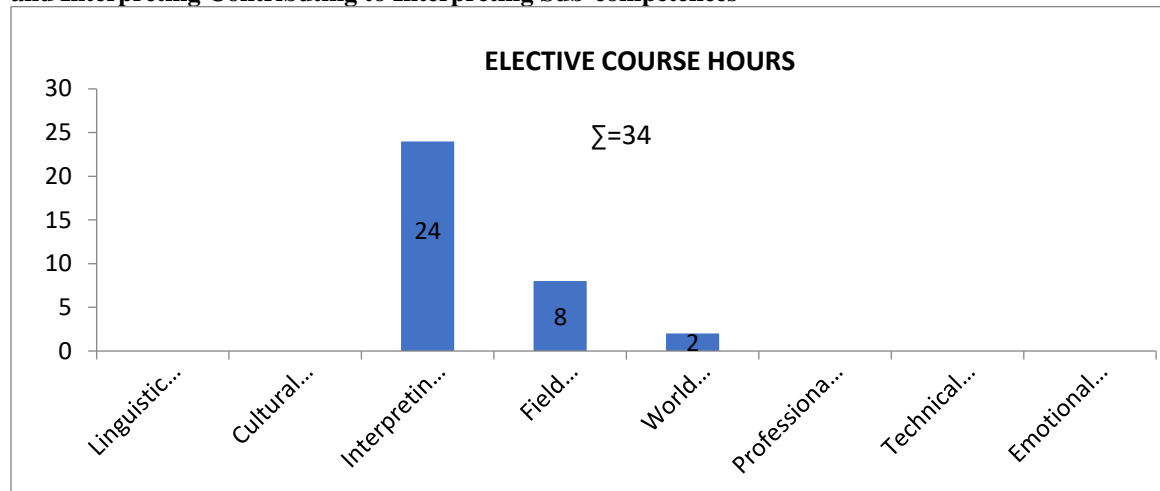
World Knowledge Courses at Mersin University, Department of Translation and Interpreting
The majority of the courses about the world knowledge in the curriculum are compulsory. These courses present basic information about the Republic of Turkey, history and current developments. They aim to enable students with a broader perspective for understanding present conditions. In "History of Culture and History of Ideas" course, the ideas transferred from the past to the present are presented and discussed. "Media and Communication" course gives information about the mass media. The interpreting activities in media are also examined. Another elective course is "Mythology", which presents information about mythologies of different cultures.
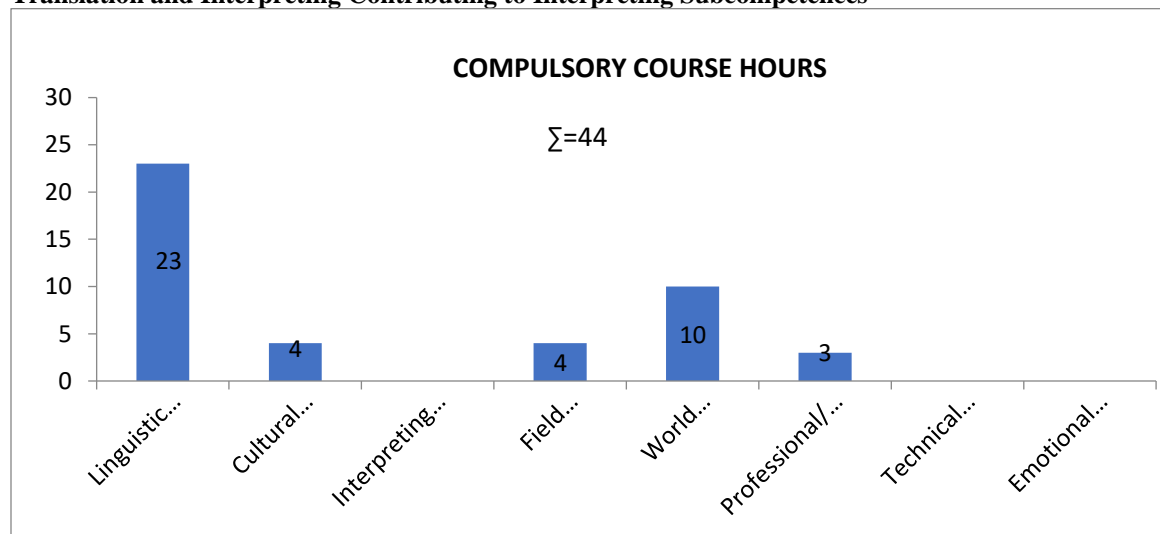
Professional, Ethical and Market Knowledge Courses at Mersin University, Department of Translation and Interpreting
"Introduction to Interpreting" course provides the students professional, ethical and market knowledge. This compulsory course aims to give the students basic information about interpreting. Different areas of interpreting and working conditions of interpreters are also presented within the syllabus of the course.

Graph 9: The Intensity (hour-based) of Elective Courses at Mersin University, Department of Translation and Interpreting Contributing to Interpreting Sub-competences

ELECTIVE COURSE HOURS

∑=34

Bars: Linguistic... , Cultural... , Interpretin... 24, Field... 8, World... 2, Professiona... , Technical... , Emotional...

Graph 10: The Intensity (hour-based) of Compulsory Courses at Mersin University, Department of Translation and Interpreting Contributing to Interpreting Subcompetences

COMPULSORY COURSE HOURS

∑=44

Bars: Linguistic... 23, Cultural... 4, Interpreting... , Field... 4, World... 10, Professional/... 3, Technical... , Emotional...

A total of 78 hours of courses presented either as compulsory or elective contribute to the interpreting competence. Majority of these courses are in the compulsory category. According to the graph, a total of 44 hours of courses contributing to the interpreting competence are compulsory. According to the graphs 9 and 10, Mersin University Department of Translation and Interpreting (French) offers the courses that mostly improve the linguistic competence. Beyond these courses, world knowledge courses are presented at a higher ratio. Four hours of courses contributing to the cultural competence and field competence are presented. Three hours of courses contribute to the professional, ethics and market knowledge. No compulsory courses contributing to the emotional competence and interpreting method is available in the curriculum.

In total, 38 hours of elective courses making contribution to the interpreting competence are calculated. Interpreting methods are given with 24 hours of courses. Eight hours of elective courses contribute to the field competence. Two hours of elective courses contribute to the world knowledge. No elective courses contributing to the emotional competence, field competence, cultural competence, or professional, ethical and market knowledge is presented in the curriculum.

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4.6. KIRIKKALE UNIVERSITY DEPARTMENT OF TRANSLATION AND INTERPRETING (ENGLISH)[18]

Kırıkkale University Department of Translation and Interpreting (English) started training translators and interpreters in 1982-83 academic year. The department does not have an interpreting laboratory. The compulsory and elective courses contributing to the interpreting competence in this department are analyzed and classified in accordance with the themes and codes presented in Table 2.

Linguistic Competence Courses at Kırıkkale University, Department of Translation and Interpreting

Various compulsory and elective courses contributing to the linguistic competence of students are presented in the curriculum starting from the first semester. The department presents "English Speaking I and II", "English Oral Expression", "Communication Skills I and II" courses in order to develop listening and speaking skills, which are essential for interpreting. These courses provide students with various skills and strategies such as communication skills in official settings and daily life, presentation, summarization strategies. German and French are the second foreign languages which are offered to students starting from the first semester. Thus the students are expected to gain B1 level proficiency in a second foreign language. Apart from foreign language courses, the curriculum presents the courses aiming to develop Turkish language skills of students. Grammar as well as the presentations and discussions are analyzed within the scope of this course. Hence the students are able to use their native language effectively and accurately. "Discourse Analysis" course aims to enable students to analyze written and spoken texts with the techniques presented in the course.

Interpreting Methods Courses at Kırıkkale University, Department of Translation and Interpreting

Most of the courses contributing to the interpreting methods are presented as compulsory. "Note-Taking" course is the first interpreting course in the curriculum. This is a preparatory course for interpreting. The students take notes from written and spoken texts and reproduce meaningful interpretations. In "Introduction to Interpreting" course, students practice consecutive and simultaneous interpreting with various strategies. Memory exercises, note-taking strategies, expansion and shadowing exercises are made by students. In "Sight Interpreting" course, students analyze the texts from various aspects. The course aims to develop students' ability to interpret written texts and express them orally. "Consecutive Interpreting" course is a follow-up of Introduction to Interpreting course. Techniques for note-taking, memory strengthening as well as interpreting consecutively and simultaneously are presented within the scope of this course. The students use authentic conference texts and speeches and they study terminology of these texts.

Field Competence Courses at Kırıkkale University, Department of Translation and Interpreting

Three different courses contribute to the field competence of students. Various topics such as law, medicine, science and technology are analyzed in these courses. Along with the field knowledge, texts and terminology studies in these areas are conducted. "Community Interpreting" course is presented as an elective course. Practices in court interpreting and interpreting in health care settings are made within the scope of this course. In addition, ethics and professionalism issues are discussed. "Terminology" course is offered as a compulsory course in the curriculum. The aim of this course is to give basic information about terminology, as well as informing students about the computer-assisted terminology categorization.

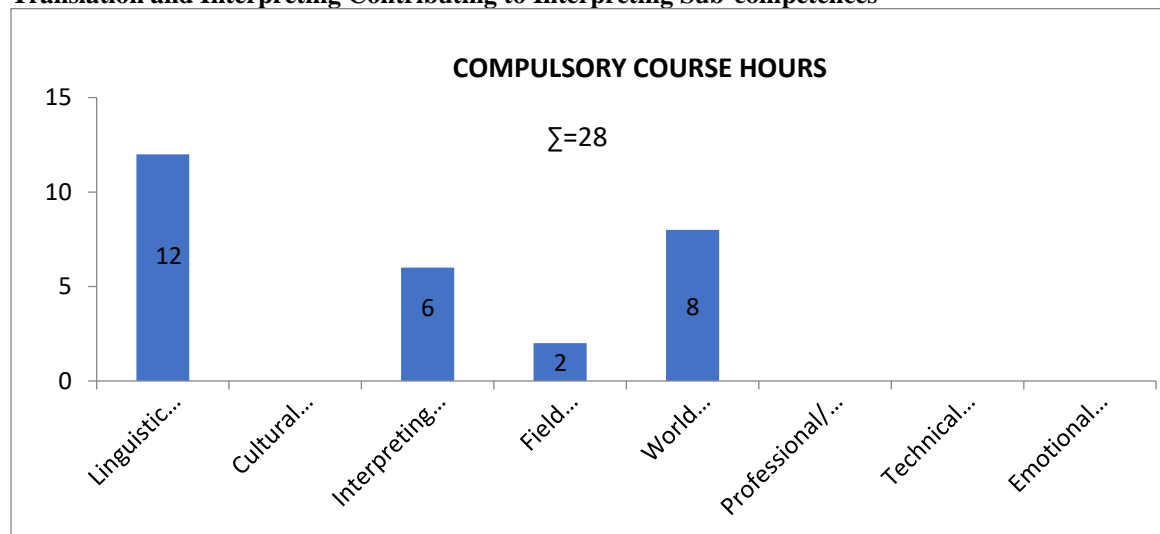**World Knowledge Courses at Kırıkkale University, Department of Translation and Interpreting**

All the courses to improve the world knowledge in the curriculum are compulsory. "History of Humanity I and II" courses present information about the basic concepts and issues about the human history till the 1980s, when the globalization has started. "Principles of Atatürk and History of Revolution" course provides the students with information about the developments starting from the fall of Ottoman Empire until the end of Cold War.

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[18]https://obs.kku.edu.tr/oibs/bologna/start.aspx?gkm=06253220037707333423557534432366063222838368365823780537784389960 date accessed: 17.04.2019

Graph 11: The Intensity (hour-based) of Elective Courses at Kırıkkale University, Department of Translation and Interpreting Contributing to Interpreting Sub-competences
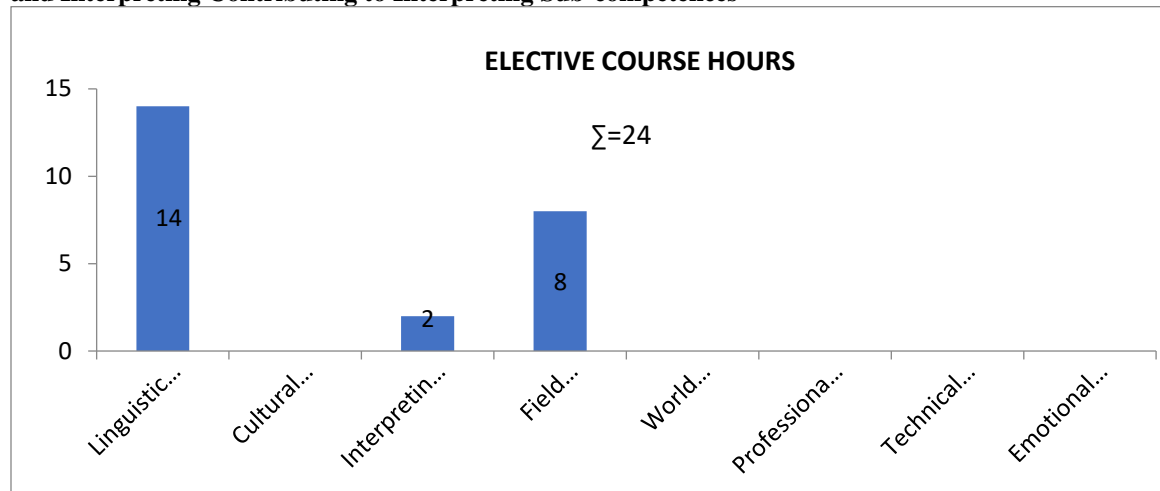
Graph 12:The Intensity (hour-based) of Compulsory Courses at Kırıkkale University, Department of Translation and Interpreting Contributing to Interpreting Sub-competences

A total of 52 hours of courses presented either as compulsory or elective contribute to the interpreting competence. Majority of these courses are in the compulsory category.

According to the graph 12, 28 hours of courses making contribution to the interpreting competence are compulsory. According to the graphs 11 and 12, Kırıkkale University Department of Translation and Interpreting (English) presents courses that improve mostly the linguistic competence. 12 hours of courses contributes to linguistic competence. Eight hours of compulsory courses contributes to the world knowledge. Six hours of courses contribute to the interpreting methods. A course with two hours in the curriculum contribute to the field competence. No compulsory courses contributing to the emotional competence, cultural competence and professional, ethics and market knowledge is available in the curriculum.

In total, 24 hours of elective courses contributing to the interpreting competence are calculated. A total of 14 hours of elective courses contributing to the linguistic competence is calculated. Eight hours of courses are about the field competence. Two hours of courses contribute to the interpreting methods. No elective courses contributing to the emotional competence, field competence, cultural competence, or professional, ethical and market knowledge is presented in the curriculum.

CONCLUSION AND SUGGESTIONS

This study has conducted an analysis on the interpreting courses presented by translation and interpreting departments in Turkey in order to assess the course hours contributing to the interpreting sub-competences. Within this context, interpreting courses in the four state and two foundation universities offering bachelor degrees in translation and interpreting have been selected as sample and analyzed. To conduct a content analysis, the courses were analyzed and categorized according to the themes and codes based on the interpreting competence models in the literature. The course content and learning outcomes of interpreting courses were analyzed according to these themes and codes; and the ratio of interpreting sub-competences were calculated. The obtained results were displayed in tables and graphs using descriptive statistics. The obtained results show that the course hours differ depending on the interpreting sub-competences.

Table 3: The Course Hours of Departments Based on the Subcompetences

Interpreting Subcompetences	Hacettepe University (English)		İzmir University of Economics (English)		Kırıkkale University (English)		Ege University (German)		Mersin University (French)		Beykent University (Russian)	
	E	C	E	C	E	C	E	C	E	C	E	C
Linguistic Competence	4	19	6	31	14	12	6	28		23		19
Cultural Competence	3	9	3	3				6		4		6
Interpreting Method Knowledge	28	2	10	9	2	6	18		24		2	4
Field Competence	29		9		8	2		6	8	4	2	8
World Knowledge	4	9		22		8	10	4	2	10	4	6
Professional/Ethical and Market Knowledge	5	3	3							3		2
Emotional Competence	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	73	42	31	65	24	28	34	44	34	44	8	45

When the Table 3 is analyzed, the lack of courses contributing to the emotional competence stands out. No stand-alone course develops the emotional competence. Furthermore, the lack of courses presenting professional, ethical and market knowledge in some departments also draws attention. As a result, it can be stated that there are significant differences between the hours of courses contributing to different interpreting sub-competences.

Some suggestions for interpreting education can be put forward within the scope of this study. The obtained data in this study support the proposal of Çoban (2018), which is about the development of emotional intelligence. The lack of courses aimed at developing the emotional competence in all departments in this study points out a gap that must be addressed. Emotional intelligence of interpreters plays an important role in interpreting process, according to the interpreting competence models. For this reason, the curricula of translation and interpreting departments should include the courses that aim at developing students' emotional intelligence. The course content can be created in cooperation with experienced interpreters from the sector. Hence these interpreters can explain how they have improved their emotional competence. Moreover, interpreting opportunities / programs can be planned with the cooperation between academia and sector. Topics such as teamwork, stress management, emotion management should be presented to students with either as separate course or within the scope of other courses in order to enable them for a smoother transition to professional life.

This study has employed document analysis as the main data collection method. The analysis was conducted with the material taken from the websites

of the departments. Conducting face to face interviews or surveys with the lecturers of interpreting courses, together with students, will shed light on further studies.

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