

CHAPTER
15
CONTRIBUTIONS OF
TRANSLATION AND
INTERPRETATION
DEPARTMENTS IN TÜRKİYE TO
HIGHER EDUCATION

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15.1 INTRODUCTION

The term 'internationalization' is used in a variety of ways. Especially in the economics field, it is used as a term including the meaning of globalization and competitive marketplace. Since the 1990s, European and national policy has made internationalization a significant issue and popularized it. The process of internationalization in higher education started with the Bologna Process (English Medium Instruction) in response to differences and cultural richness of a university. Thus, in the past years there has been a substantial increase in the number of English programs taught around the world. The Bologna Declaration, signed by representatives of 29 European countries, outlined several recommendations for internationalization policies and emphasized the importance of international competition (European Ministers of Education, 1999). In addition, student mobility, common curriculum

development, and cooperation between institutions and countries were aimed at. In 2001 by the Prague Declaration, these goals were developed, and a call for cooperation in transnational education was made through mobilization, and the social dimension was emphasized. In this direction, leading countries in higher education created organizations and programs focusing on different dimensions of internationalization, such as the ABD (Fulbright), Germany (DADD), the United Kingdom (British Council). In the global and regional context, important institutions such as the World Bank, the United Nations, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organisation for Economic Co-operation and Development (OECD), and the European Commission have worked to draw attention to the internationalization of higher education (Erdoğan et al. 2022, p. 118). Then the European Credit Transfer System (ECTS) and exchange programs Erasmus and Nordplus Higher Education were introduced. The ECTS scheme gives the students of exchange programs the opportunity to take courses at another university abroad (Toprak, 2019, p. 13). Thus, many countries started to give importance to internationalization in higher education and develop strategies to increase it. For instance, Canada changed its immigration policy and provided the necessary opportunities for international students to continue their education and to work after their studies. (Strategy Document of Internationalization in Higher Education (2018–2020, p. 8).

In parallel with the developments in the world in the field of internationalization, the Turkish higher education system also had great development and became an international center of attraction for more students and faculty members from more countries. The dynamics of internationalization were strengthened by the Bologna Process, Erasmus programs (European Region Action Scheme for the Mobility of University Students), Turkey scholarships, Mevlana exchange programs, project-based programs, the Turquas Project and Study in Turkey Project, international students, PhD students from abroad, and the Life Learning Project.

The Bologna process started in Turkey in 2001. Turkish universities were involved in European Union education programs between 2004 and 2005. This development has enabled higher education to be monitored and institutionalized in the internationalization process and to be adopted and disseminated by all universities, not just those in big cities. The 2017 Strategy Document of Internationalization in Higher Education (2018–2020) was published. To provide education in foreign languages, some of the strategies are based on increasing the number of international students, staff, and participants in exchange programs; partnerships with foreign universities; international visibility of higher education; education programs in foreign languages; and the training capacity of academics to provide education in foreign languages (Yükseköğretim Kurulu, 2017, 54–60). In 2017, the Department of International Relations of YÖK (Turkish Higher Education Quality Council) was established and had many tasks to accelerate internationalization in higher education. Also, the development plan of 2019 included the goals of internationalization of higher education. Study in Turkey was a YÖK virtual fair held in the years between 2020 and 2022. The project was supported by stakeholder institutions such as the Ministry of Foreign Affairs, Presidency for Turks Abroad, Yunus Emre Institute, and Turkish Cooperation Agency. The fair received visitors from a total of 164 countries. University representatives and representatives of relevant institutions answered all the questions of the students participating in the fair via online chat in Turkish, English, French, Arabic, Persian, Spanish, German, Japanese, and many other languages, and they were informed (New Projects of YÖK In Higher Education : Target Oriented Internationalization in Higher Education, p. 40). In Holland between the years 2007–2013 there was a 50% increase in the number of international faculty members in 2014 (de Wit et al., 2015). In sum, Stallivieri (2004) stated that the rapid globalization process urged universities to try and find new spaces for higher levels of internationalization.

15.2 METHOD

In this study, a descriptive research method was used. As data sources, resources provided by YÖK, analysis results presented by universities, article examples written on the subject, information from official websites of universities, internet resources, and databases were used. In the study, internationalization from past to present and its place in higher education and its current position were discussed. Then the relationship between translation and internationalization is revealed, and the contributions of translation and interpretation departments to the internationalization process in higher education are presented.

15.3 RELATION BETWEEN TRANSLATION AND INTERNATIONALIZATION

Hans de Wit et al. (2015, p. 29) defines internationalization in higher education as "A systematic and planned process for the inclusion of an international, intercultural or global dimension in the purpose, functions and conduct of higher education in order to enhance the quality of education and research and make a meaningful contribution to society". De Wit et al. (2018, p.29) analyze internationalization in two dimensions: on campus/at home and internationalization of curriculum. Knight (1994) states that internationalization requires a set of activities, procedures, and services that bring an international and intercultural dimension to the instruction, research, and service functions of the institution at hand. Knight (1997) also identifies a set of strategies and activities that could internationalize an institution, among which are academic programs (e.g. international research, projects and publications) extracurricular importance (e.g., international and intercultural events, students' clubs, and external relations); and services (e.g. offshore-distance education, community-based partnership). One of the benefits of internationalization is being a means of interaction between countries and cultures (Strategy Document of Internationalization in Higher Education 2018–2022). Harris (2009, p. 232) states that "The internationalized

university is a place where it is possible to acknowledge the richness that comes from different languages and cultures coming together. Also, translation is an action between countries and cultures. Thus, it is the most important tool for internationalization. Translators play an important role as intercultural communication experts and bridges between people, cultures, and opinions (Köksal & Yürük, p. 328).

According to Wolf, Umberto Eco's (1993) statement, "Translation is the language of Europe" suggests that translation is one of the most important elements of communication". Translation studies were established as a new discipline in Europe in the early 1970s and became an interdisciplinary field. Translation is not just the transfer of meaning from one language to another; it is also an international and intercultural concept. The need for translation increased with the impact of the industrial revolution in the 20th century and the emergence of international institutions. Both the increasing need for translation and the acceptance of translation as an autonomous discipline have led to the emergence of institutions providing academic translation education. Hönig (1992, pp. 30–36), It is known that the intense exchange of languages and cultures and the integration process, especially in Europe after World War II, also played a role in the spread of these institutions. The globalization of the economy and the rapid development of information and communication technologies have brought about constant interaction and exchange at the international level, which has led to the need for professional translators and the diversification and differentiation of translation and interpreting according to areas of need (Bildik, 2015, pp. 54–59).

The role of translation is undeniable in scientific studies and interactions in international relations. In international research, translated work helps researchers to understand the field and new terms of the field. Wolf (2014, p.229) states the role of a translator is to provide harmony in differences. A translator is a mediator. They have cross-cultural skills and global understanding. Translators contribute to the production of new terms through translation and thus introduce them into the target language. Translated work also offers rich and different

ways of thinking about intercultural understanding. Today in Turkey, there are around 10,000 qualified translators working in the European Union and public institutions, especially in the public sector. In addition, many translators and interpreters work in the private sector, such as law departments, tourism and hospitality companies, film and voice-over studios, foreign language training institutions, and international organizations (Turkish Republic Directorate for Administrative Development, 2015, pp. 7–8) With the increase in migration, the need for social science interpreting has also increased. Community translation support is provided to students who go abroad for higher education to adapt to the foreign country and culture. As a different example, thanks to sign language, interpreting disadvantaged groups can also benefit from distance or face-to-face higher education opportunities. Translators play a crucial role as mediators and communication experts in mutual dialogues of states. According to a research report on the translator profession in Turkey, there are 50,000 registered translators working in the European Union and public institutions, especially in the public sector. (Türkiye'de Çevirmenlik Mesleği Araştırma Raporu (2011, p. 27). This chapter explores the relationship between the internationalization of higher education and translation through activities of translation departments in Turkey, such as cultural projects, multilingual and multicultural education programs and curriculums, intercultural learning outcomes, and mobility exchange.

15.4 INTERNATIONALIZATION AND ACTIVITIES OF TRANSLATION AND INTERPRETATION DEPARTMENTS

Another issue that deserves attention would be the programs and activities of translation departments in the process of internationalization of higher education. Translation education emerged as a product of the need for translation. Based on this, translators specialized in various fields were needed. In Turkey, translation education was first offered at the undergraduate level in the translation and interpreting departments of

Hacettepe University in 1982–1983 and Boğaziçi University in 1983–1984 (Tekgül, 2008, pp. 60–63). In 1992 the French Translation and Interpretation Department of Yıldız Teknik University was opened, and in 2007 it started to accept students for the PhD Interlingual and Intercultural Translation Studies, and in 1993 the German Translation and Interpretation Department of İstanbul University followed them (Haleva, 2018, p. 102). Also, Gazi University has Translation and Cultural Studies master's and PhD programs. The applications to these programs continue to increase by almost 50% every year. Today, the universities in Turkey have 73 translation and interpreting departments, 41 of which are state-owned universities and 32 of which are foundation universities, and each year new translation departments continue to open. Most of these departments offer master's and PhD programs as well as undergraduate programs in the following languages: English (65), Arabic (12), German (8), French (6), Russian (5), English-French (3), Bulgarian (1), Chinese (1), Persian (1) and Japanese (1) (Avcı et al. 2023, p. 360).

The goals of these departments are to educate translators who have developed both source and target language awareness, have knowledge about the culture of language and theory, and are acquainted with other disciplines. The curriculums of departments include all these goals and compose the lessons that contribute to internationalization, such as intertextuality in translation, semiotics of culture, sociology of translation, terminology studies, ethnomethodology, community interpretation, and simultaneous interpreting. With the increase in immigration, the need for community translators has also increased. Community interpreting (health interpretation, sign language, court interpreting) plays an important role in the solution of international problems and strengthens intercommunal communication, media networks, and translation. Additional foreign language courses are also included in the curricula (Doğan, 2023, p. 687; Tekgül, 2008, p.63). Many of the departments of translation and interpretation of universities are members of national and international translation associations. For example, Boğaziçi University is a member of EMCI,

and Atılım University is a member of FIT. Hacettepe University is a member of TKTD (Seymen & Aslan, 2019, p. 382).

The associations listed in Table 15.2 increase the international recognition of the translation profession and enable international information sharing. They also bring together scientists and academics from many countries through panels, congresses, symposiums, and organized events. These associations have members from many countries. For instance, FIT is a unity that was founded in 1953 and has 113 translation associations from 53 countries. CEATL has 35 translation associations from 29 countries, and also AIICC has more than 2900 members from 100 countries (Seymen & Aslan, 2019, p. 382).

Table 15.1 International Translation Associations

Abbr.	Paraphrase
FIT	International Federation of Translation
IATIS	International Association for Translation and Intercultural Studies
EST	European Society for Translation Studies
EUATC	European Union Associations of Translation Companies
AIICC	International Association of Conference Interpreters
EMCI	The European Masters in Conference Interpreting
IAPTI	International Assn. of Professional Translators and Interpreters
CEATL	European Council of Literary Translators Associations

These national associations listed in Table 15.2 are also members of international translation associations. ÇEVİRİ DER. (Association Translation and Interpreting Association Turkey) is a member of FIT. It was founded by academicians and important sector representatives. ÇİD is a member of EUATC, ÇEVBİR is a member of CEATL, and TKTD is a member of AIIC. National translation associations were founded by the collaboration of faculty members from the translation departments of various universities in Turkey as well as translators, managers, and editors working in translation companies.

Table 15.2 National Translation Associations

Abbr.	Paraphrase
TKTD	Turkish Conference Interpreters Association
TÜÇED	Turkish Translators Association
TUÇEF	International Federation of Translators and Foundations
ÇEVİRİ	Professional Association of Translators
ÇİD	Association of Translation Companies
ÇEVİRİ DER.	Translation and Interpreting Association Turkey
OYÇED	Association of Playwrights and Translators
MÜTERCİM TERCÜMANLAR DERNEĞİ	Association of Translators and Interpreters

Another activity of translation departments is translation clubs and communities. Generally, these are named after universities, such as Atılım University Translation Club, Dokuz Eylül University Translation Club, Ege University Translation Community, İstanbul University Translation Community, and Hacettepe University Translation Community. These clubs help students to communicate and share their cultural values through various activities such as culture festivals, translation workshops, and international projects (Subtitle translation, game localization, sign language). Translation departments, which allow students to learn more than one language with their curriculum and language courses, also take part in Erasmus, Tübitak, AB Projects. Table 15.3 shows the examples of some universities' projects and stakeholders.

These national associations listed in Table 15.2 are also members of international translation associations. The samples are not limited by the examples listed in Table 15.3. Translation departments contribute to interlingual and intercultural dialogues and the internationalization of higher education through international projects. On the other hand, master's and PhD programs of translation departments provide universities with national and international experts who have a multifaceted perspective and are respectful of cultural identity and

diversity and interdisciplinary interpretations to increase intercultural communication through translation. For instance, the non-thesis master's program in Conference Interpreting offered by Boğaziçi University Translation Studies Department has the status of a European Union Center of Excellence. It is the only program from Turkey that has been accepted by the European Association of master's programs in conference interpreting (EMCI) and is a member of EMCI'S Quality Committee. (<http://www.emcinterpreting.org>).

Table 15.3 International projects the translation and interpretation departments of universities involved in

University	Project	Stake holders
YTÜ	Falautbert Sans Frontières	Rouen University
DOKUZEYLÜL	Translation Challenge Competition	Essex University
YEDİ TEPE	BASICC (European Union Project)	Gustave Eiffel University
MERSİN	The Theme of Göç in Films	Köln Technical
ATILIM	Optimizing Professional Translator	University
	Training in Multilingual Europa	Rennes University

Partnerships of universities and projects ensure the internationalization of both higher education and students. Some examples of these. Ege university has had partnership with the Department of Linguistics and Cultural Studies at the Johannes Gutenberg University Mainz Germansheim since 2015. Thanks to this partnership, master students can benefit from learning mobility. PERMIT (Promote Education and Reciprocal Understanding Through Multicultural Integrated Teaching) project was an AB project conducted by Yıldız Teknik University in 2008. This was the first AB project and aimed to develop a civil society dialogue between the European Union and Türkiye.

Each year, departments of translation and interpretation of universities host academicians from all over the world and go to universities abroad to represent the universities in Turkey. Academic staff in translation and interpretation departments sometimes are

involved in translation tasks such as translating website of the university, congress interpretation and community interpretation, computer-aided translation. On the other hand, translation work projects contribute to internationalization in higher education. Students' translation department of YTÜ translated Larousse Lexis including 1200 pages and 76,000 titles from French to Turkish between the years 2008–2018. Another project was completed in 2008. In the framework of this project partnership Rouen University and the Association of friends of Falubert and Maupassant (France) French writers and Guy de Maupassant project was studied (<https://bde.yildiz.edu.tr/projeler>). As a part of project lesson İstanbul Yeni Yüzyıl University students translated the Memsourse User Interface to Turkish in 2015. The project was conducted through cooperation between İstanbul Yeni Yüzyıl Translation and Interpretation Department and Transits Translation Agency at Manisa University of Translation and Interpretation Department, research assistants translated the poems of Canadian poet Seymour Mayne into Turkish in the scope of a translation workshop and the book was published.

15.5 EVENTS SUPPORTED BY TRANSLATION AND INTERPRETATION DEPARTMENTS OF UNIVERSITIES

Translation and interpretation departments have supported and continue to support many projects and activities in the internationalization dimension. One of them is ARÇ Community (Emergency and Disaster Interpreting) which was started by the education system in which Hacettepe and Dokuz Eylül Universities' staff participated and then spread throughout the country. In 1999, a protocol was signed between the İstanbul University translation department, the translation association, and the İstanbul civil defense directorate on guide translation in disaster situations. Then, as part of the translation association, it worked together with foreign aid teams in the 1999 earthquake to solve the communication gap (Doğan, 2015, p. 64).

Another activity is the 'Global Translation Village' project, which is supported by the translation and interpretation department of 29 Mayıs University. Thanks to this project, translator candidates can exhibit their translation projects. It is a workshop project, prepared by university students. Similarly, the Translation Village Festival is another event held on İmırsal/Gökçeada of Çanakkale every year by translators, interpreters, musicians, dance trainers, and neighbors of the island. The festival presents a multilingual and intercultural experiment for the guests. The festival is free and open to everybody. It includes music, dance, art, and translation workshops.

To raise awareness of the European Union (EU) harmonization process and the translation of the EU acquis, which requires expertise, and to contribute to the training of translators who will be needed in this field, students of departments of translation and interpretation participate in the 'Young Translators' competition organized by the Presidency of the European Union every year (since 2010). The winners of the competition, which is organized in German and French, receive a certificate of achievement. The twelfth Young Translators Competition, in which a total of 1,258 students have participated so far, was held in Istanbul on November 25, 2023. This year, a total of 125 students from 41 universities offering translation education participated in the competition, 90 of them in English, 18 in German and 17 in French.

Another issue that deserves attention would be the event that the translation department of the President's Directorate of Communications hosted a 'Workshop on Communication and Translation' with the theme 'Building a Unified Discourse and Common Language' in December 2021 in Ankara. The workshop held by the Directorate of Communications to raise awareness in the fields of communication, media, and translation drew great attention. At the workshop, which drew 328 participants from 38 universities and 65 public institutions and organizations. Eighteen speakers gave presentations in four sessions titled 'Unity of Discourse and Terminology Studies', 'Media and Press Translation of Diplomatic

Texts'. (<http://www.iletisim.gov.tr/english/haberler/detay/workshop-on-communication-and-translation-by-the-directorate-of-communications>).

At the workshop, mainly the importance of translation and communication was mentioned. Kaymakçı stated that "Language is the identity of a country. Therefore, the European Union is also pursuing policies to protect and develop the languages of all member states and candidate countries. In this context, translation is an important area within the European Union". Then he added that translation studies are also important. He underlined that there are two units in the European Union: Translation and Interpretation, and these two units work on translating the decisions adopted in the European (Cumhurbaşkanlığı İletişim Başkanlığı, 2022, p. 17)

A database of EU terminology, prepared by experts in the translation departments of universities, has been made available to field researchers. This database included 240 English terms and translations. The workshop emphasized that translations from Turkish into foreign languages as well as from other languages into Turkish, and the studies to be carried out, especially the outstanding works of Turkish culture, are extremely vital. Görgüler stated that technological development is not possible without translation, so it has become important to reach the target audience in their own language in order to inform international public opinion and because of the translation sensitivity, whereas translation errors can lead to political crises (Cumhurbaşkanlığı İletişim Başkanlığı, 2022, p. 66)

As conclusion, considering the need for qualified translators in fields such as international relations, tourism, politics, trade, law, economics and politics in Turkey's European Union process, it is clear that translation education should be provided by universities. Translation and interpreting departments of universities provide students with the opportunity to acquire and develop these skills, and these programs train translators specialized in many fields such as press translation, media translation, advertising translation, marketing translation, and stage translation. Okyayuz emphasized the role of translation in

internationalization, which is highlighted by the fact that public institutions today use professional translation services to communicate and exchange information with the whole world. Thanks to CAT programs, the project manager is able to distribute the work, monitor the work of the translators, and work in collaboration with the team during the research, translation, and editing process (Cumhurbaşkanlığı İletişim Başkanlığı, 2022, p. 252).

15.6 RESULTS AND RECOMMENDATIONS

Internationalization in higher education is important. It helps to provide scientific and academic interaction. Relation to language is important because as Cavell states "It is about placing ourselves in the world" (1972, 60). Thus, internationalization cannot be conceived without translation and translation activities. Translation is not just a language transformation; it is also a cultural event and a communication matter. Cultural exchange contributes to both the internationalization of higher education and world peace. Thus, it must remain a central concern of higher education. Translation enriches international experience. Many scholars in the translation field also translate scientific works and literary works from source languages. Thanks to these works, science and terminology are developing. Academics and students should be encouraged to translate works. By means of translation, we are informed about the innovations and developments all over the world. As seen from the examples of the study, translation departments make significant contributions to the internationalization of higher education. The number of educational programs in foreign languages should be increased. Mobility of teaching staff is as important as international student mobility. Thus, universities should consider the role of translation and the role of departments in higher education. Bringing together different languages and cultures from different countries, translation departments can make Turkey a center of attraction in higher education and contribute to the recognition of Turkey's cultural values. Increasing the number of foreign students is not enough to

provide the sustainability; the education and training opportunities are needed. Because a student's mobility means language and cultural mobility at the same time. Multilingualism profiles of translation departments in Turkey should be increased. To provide sustainability, new systems should be developed that facilitate foreign students' daily lives and their integration into school life. More student clubs should be established, and more events that contribute to cultural exchange should be organized. More workshop opportunities should be given to students, such as subtitle translation, poem translation, literature works, technical and medical translation, humor translation, etc.

Cultural richness and diversity are the keywords of internationalization. Universities should have more partnership agreements with foreign universities. More staff should be educated in this field. More master's and PhD programs should be opened and more interdisciplinary studies should be done. The intercultural dimension should be transferred to the curriculums. Terminology courses should be included in the curriculum to encourage students and academics to improve their skills of introducing new terms to their native language. Both academics and students should be supported in their efforts to produce terms for the world of science, and related courses and workshops should be added to the curriculum. To contact native speakers through the use of technology such as Skype or Zoom may encourage students of the same discipline in other countries. The academics from different universities around the world may train students through distance education. Academics should be encouraged to participate in international symposiums, conferences, and workshops by providing the necessary financial support. More budget should be spent on international projects. Thus, as long as we internationalize higher education, it will internationalize us.

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