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NEAR EAST UNIVERSITY
Department of Applied English and Translation

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Mission and Vision

The Department of Applied English and Translation aims to train personnel who are equipped with linguistic knowledge and skills at an international level, who are able to keep track of the developments in the global competitive environment and who are able to form creative and innovative ideas in applied English and Translation. Our mission is to prepare translators and interpreters acquainted with the necessary knowledge and skills required by the profession of translation and interpretation both in theory and practice.

Our department aspires to become the most prominent national, educational institution in the field of translation and interpretation, and to provide better employment opportunities for our graduates in both domestic and local language industries.

Aims

The aim behind the establishment of the Department of Applied English and Translation is to educate qualified translators and interpreters who are able to translate and interpret from/to English/Turkish and in various areas such as medicine, social sciences, international relations, law, economics and literature within a scientific framework.

Objectives

Our specific objectives include:

(a) ensuring that students are deeply knowledgeable in cultures and structures of both languages, as well as provided with the required experience
(b) providing them with basic knowledge and skills about theories and techniques of translation and interpretation.

Translation and Interpretation: General Field-Related Competencies

According to the National Qualifications Framework for Higher Education in Turkey (NQF-HETR), which was developed by the Higher Education Council (HEC) in Turkey, the graduates of translation and interpretation should have the following competencies:

NQF-HETR Humanities and Letters – Fundamental Competencies **UNDERGRADUATE Programmes**					
KNOWLEDGE **(Theoretical – Factual)**	**SKILLS** **(Cognitive – Practical)**	**COMPETENCIES**			
		Competence in Independent Work and Taking Responsibilities	**Competence in Learning**	**Competence in Communications and Social Interaction**	**Field-Related Competence**
1. Possess theoretical and practical knowledge supported by textbooks with updated information, practice equipment and other resource on basic level based on qualifications gained at secondary education level.	1. Gain the skills to use basic level theoretical and practical knowledge acquired within the field in the same field of a higher education level or in a field of same level. 2. Interpret and evaluate data, define problems, do analysis, produce solutions based on proof with using basic level knowledge and practices gained within the field.	1. Conduct studies at basic level within the field independently. 2. Take responsibility as a team member in order to solve unexpected complex problems faced in the implementations within the field. 3. - Conduct activities towards the development of subordinates within a project.	1. Evaluate the acquired knowledge and skills at basic level within the field with a critical approach, determine and respond to learning needs. 2. Direct the education received to a higher education level in the same field or to an occupation in the same level. 3. Gain awareness of lifelong learning.	1. Transfer the ideas based on the basic knowledge and skills acquired within the field through written and oral communication. 2. Share the ideas and solution proposals to problems about issues within the field with professionals and non-professionals. 3. Monitor the developments in the field and communicate with peers by using a foreign language at least at a level of European Language Portfolio A2 General Level. 4. - Use informatics and communication technologies with at least a minimum level of European Computer Driving License Basic Level software knowledge.	1. Possess social, scientific, cultural and ethical values on the stages of gathering, implementation and release of the results of data related to the field. 2. Possess sufficient consciousness about the issues of universality of social rights, social justice, quality, cultural values and also, environmental protection, worker's health and security.

Programme outcomes identified by the Department of Translation and Interpretation for its BA programme.
Qualifications and Programme Outcomes – Translation and Interpretation

Area of Competence		Sub-Competencies					
Competencies in the Field of Translation and Interpretation	A. Textual Competence	A1. Recognising and establishing the structure of the source and target texts	A2. Recognising the texture of the source text and organising that of the target text (selection of lexical items, syntactic organisation, cohesion)	A3. Gaining a thorough understanding of the text forms of particular genres	A4. Developing reformulation strategies such as: paraphrasing, summarising and avoiding calques	A5. Producing appropriate texts in the TL	A6. Appreciating the overall conceptual and rhetorical structure of oral or written discourse
	B. Subject Competence	B1. Acquiring a basic knowledge of the disciplines that the genres belong to	B2. Gaining insight to acquire the characteristics of TT	B3. Composing a written text in accordance with the conventions of the genre and rhetorical standards	B4. Demonstrating the theoretical approaches in translation studies	B5. Criticising a translated work based on parameters	
	C. Cultural Competence	C1. Recognising social conventions and cultural identity in source language/texts and target language/texts	C2. Demonstrating enough cultural competence of both source language and target language to see the equivalence	C3. Being able to implement various strategies to overcome cultural untranslatability	C4. Understanding and identifying cultural non-equivalence and equivalence	C5 gaining knowledge of different cultural practices and world views and developing positive attitudes towards cultural differences	C6 developing skills for communication and interaction across cultures
	D. Transfer Competence	D1. Demonstrating enough linguistic and non-linguistic knowledge, especially that which is relevant to the text content being translated	D2. Acquiring strategies to overcome transfer pitfalls which arise from idiomatic expressions, proverbial sayings and culture specific language formations	D3. Generating a series of target texts (TT1, TT2 ...TTn) for a relevant source text (ST) and selecting only one viable text from this series	D4. Proof reading and editing their own work, the work of their peers and works that have been translated and published	D5. Producing TTs/ TL that satisfy the Scopus/requirements of the translation task	D6. Grasping the structure and style of an articulated piece and transferring it simultaneously and consecutively
	E. Language Competence	E1. Using English language effectively and correctly in all language skills	E2. Gaining and demonstrating awareness of the differences in the grammatical structures of Turkish and English	E3. Developing sensitivity to changes in language and developments in languages	E4. Using Turkish and English correctly within the classroom.	E5. Using a foreign (L3)language at A2 Level	
	F. Competence in Learning	F1. Allocating efficient effort to orientation, drafting and revision phases — balanced cognitive rhythms and meta-reflection leading to successful problem-solving and decision-making	F2. Being aware of deadlines and adhering to them	F3. Being aware of the scope, research tools and resources for translation research	F4. Having positive attitude towards life- long learning	F5. Being competent in using information technologies and machine and computer assisted translation	F6. Reflecting and thinking critically about his/her professional development and projecting these onto his practice
	G. General Knowledge	G1. Being aware of and respectful to copyright laws	G2. Being sensitive to and following the innovations and developments in his/her society and in the world	G3. Being open to learning about other cultures	G4. Acting professionally and ethically	G5. Implementing ideas that are supported by academic knowledge in real life contexts	G6. Reflecting universal values such as democracy, protecting the environment and human rights in his/her profession
	H. Technological Competence	H1. Awareness of various digital technologies	H2. Critical awareness and literacies with regard to digital communication tools	H3. Awareness in digital ethics	H4. Using information technologies competently	H5. Implementing various technological skills in the translation processes	
	I. Professional Development	I1. Identifying professional competencies and needs in Translation	I2. Developing personal and professional competencies in Translation	I3. Making use of scientific methods and techniques in developing professionally	I4. Projecting his/her research in relation to professional development onto his/her practice	I5. Reflecting and thinking critically about his/her professional development and projecting these onto his/her practice	