

**NEAR EAST UNIVERSITY**  
**Department of Translation and Interpretation**

**Mission and Vision**

The Department of Translation and Interpretation seeks to raise professionals who are knowledgeable, eager to research and learn, multicultural, interested in current issues and cultural relations, aware of the expectations and conditions of the market, and who could utilize their knowledge and experience in translation and interpretation through scientific methods. 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 Translation and Interpretation 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:

<b>NQF-HETR Humanities and Letters – Fundamental Competencies</b>					
<b><u>UNDERGRADUATE Programmes</u></b>					
<b>KNOWLEDGE</b>  (Theoretical – Factual)	<b>SKILLS</b>  (Cognitive – Practical)	<b>COMPETENCIES</b>			
		<b>Competence in Independent Work and Taking Responsibilities</b>	<b>Competence in Learning</b>	<b>Competence in Communications and Social Interaction</b>	<b>Field-Related Competence</b>
<p>1. Based on the acquired competencies in Humanities, the student is theoretically and factually knowledgeable to the highest degree with up to date course materials, tools and supplies implemented in the field of application, research methods and techniques implemented during fieldwork and with other theoretical and factual knowledge presented in other resources.</p>	<p>1. Uses advanced theoretical and factual knowledge attained in the field of Humanities.</p> <p>2. Analyzes theoretical, factual and practical knowledge in order to be able to make contributions to education, research and society.</p>	<p>1. Works individually or partakes in group work as a responsible member of the group that aims at resolving complex or unexpected problems/issues arising in the field of Humanities.</p> <p>2. Organises activities aimed at developing the skills and knowledge of those for whom they are responsible.</p> <p>3. Makes use of their knowledge in the field of Humanities to further enhance individual and institutional knowledge.</p>	<p>1. Evaluates acquired knowledge and skills critically.</p> <p>2. Identifies the fields in which those working under him/her need to be promoted in and initiates the development process.</p> <p>3. Develops a positive attitude towards lifelong learning.</p>	<p>1. Passes on information to those involved in the field of Humanities and conveys his/her opinions and offers theoretical and practical solutions for potential problems.</p> <p>2. Provides quantitative and qualitative data as support for solutions to problems arising in the field of Humanities and shares this data with specialists, non-specialists in the field as well as institutions.</p> <p>3. Attends various social, cultural and artistic events relative to the field of Humanities.</p> <p>4. Uses a foreign language to follow up on theoretical and practical information and shares this information with specialists, non-specialists as well as institutions. (European Language Portfolio General B1 Level )</p> <p>5. Uses computer software and computing and information technology at an advanced level where required in the field of Humanities.</p>	<p>1. Gathers, analyzes, interprets information pertinent to the field of Humanities and shares this information with specialists, non-specialists and with institutions.</p> <p>2. Protects ethical values during the process of implementing knowledge related to Humanities.</p> <p>3. Supports social and cultural universalism in the field of humanities, acquires awareness of social justice and protects historical and cultural heritage.</p> <p>4. Conducts interdisciplinary studies and research within the field of humanities.</p> <p>5. Participates and maintains proper conduct during the process of quality assessment.</p>

**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	<b>A. Textual Competence</b>	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>B. Subject Competence</b>	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	
	<b>C. Cultural Competence</b>	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
	<b>D. Transfer Competence</b>	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
	<b>E. Language Competence</b>	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 complex L2 structures at C1 level	E6. Using a foreign language at B1 level
<b>F. Competence in Learning</b>		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
<b>G. General Knowledge</b>		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
<b>H. Technological Competence</b>		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	
<b>I. Professional Development</b>		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	