

Training on Simultaneous Interpreting at Undergraduate Level in Türkiye: Analysis of Resources

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Abstract

Simultaneous interpreting is a significant subfield of translation and interpreting activities, and it is generally perceived as the most difficult form of translational practice since it requires a high command of using comprehensive and productive skills at the very same time and it necessitates a special working environment (soundproof booths equipped with necessary technical sound systems). The educational process of this profession, on the other hand, becomes more challenging, especially in Türkiye, due to the limited technical and human resources offered in the departments of translation and interpreting in the country. By taking into account this challenge, the present study aims to analyze the current technical and human resources allocated for the training of interpreters at the undergraduate level in Türkiye. In line with this aim, the present study will offer numerical data on the presence of laboratories for simultaneous interpreting and the profile of interpreter-academics working in the departments of translation and interpreting in Türkiye. The locations of the universities, the presence of laboratories, the research fields of academics, the number of interpreter-academics, and the impacts of all these factors on the training of simultaneous interpreters will be discussed in detail to create an awareness of the limited resources in the field in Türkiye.

Keywords: Simultaneous interpreting, university, undergraduate training, interpreter-academics, laboratory

1. Introduction

Interpreting, in its sense of the verbal transfer of a message from one language to another, has been one of the most common communicative actions dating back to ancient times since different languages were used among various societies. The differences in language usage have resulted in the formulation of different methods to ensure basic communication between the members of different communities. This need paves the way for the emergence of various types of verbal translation such as whispered translation, chuchotage, consecutive interpreting, simultaneous interpreting, etc. Today, on the other hand, interpreting is regarded

as an essential branch of the translation profession that requires special training for effective transfer. The translation process is divided into two basic categories, namely written translation and interpreting, and it has been acknowledged that each category requires certain fundamental and common skills as well as different qualifications required in accordance with the form of conveying the message. Although these skills and qualifications have always been familiar to the actors practising the profession or the individuals benefiting from translation and interpreting services, with the 20th century, translation and interpreting became to be seen as distinct professions requiring specific training. The recognition of the profession by international organizations, professional associations, and educational institutions has given impetus to the definition and description of the profession, standardization of the working conditions for translators and interpreters, and determination of the most fundamental qualifications of the agents. In this way, the quality of the process and product has increased to a significant extent and the expectations of the initiators or commissioners have become more reasonable.

As more attention has been paid to the profession of translation and interpreting in terms of the quality of products and qualifications of translators and interpreters, the educational aspects of the issue have started to gain more importance. Although the profession was generally performed by the ones speaking at least one foreign language in the past without looking for any educational background, the 20th century has marked the emergence of the Department of Translation and Interpreting at universities. This initiative aimed to give professional status to the act of translation and interpreting and to ensure the education of highly qualified translators and interpreters equipped with all necessary knowledge about the translation process and recognizing the sectoral working conditions. At this point, a general problem came to light in all societies and countries planning to give education in the field of translation and interpreting: who would educate future translators and interpreters since there was no officially recognized education program designed for this profession . Although there were bilingual or multilingual academicians making translations, it was obvious that they did not receive any formal education for performing this profession. To solve the problem, academicians working in the fields of literature and foreign language teaching took the initiative and led the process. In this way, the first graduates of the departments of translation and interpreting marked the beginning of the officially recognized educational programs in the world. These graduates combined their educational backgrounds with the real working conditions in the sector; and in this way, an endless cycle has started for the education of translators and interpreters: the agents have used their theoretical knowledge while performing the profession, and the demands, working environment and resources in the sector have shaped the content of the curricula at the universities. Accordingly, the profession has been closely linked to the development of the sector in terms of translation methods, tools,

technological devices, and technical equipment, and this development has led to the amelioration of the simultaneous interpreting.

As time passes, new inventions, developments, and changes have inevitably been observed in all societies, which leads the alterations in almost all sectors and the sector of translation and interpreting is not an exception. As seen with the emergence of machine-assisted translation tools and computer-assisted translation tools employed during the translation process, new technological devices have also been developed to be used in the interpreting process. Especially, simultaneous interpreting necessitates the use of various technological equipment to ensure the quality of listening and interpreting processes. As the main platforms for educating future interpreters, the universities are expected to create a simulated interpreting environment so that the candidate interpreters can develop their verbal translation skills by using the same or similar equipment and working conditions preferred in the sector. Accordingly, the soundproof booths and multi-channeled sound systems enabling the reception of the speaker's sound and the distribution of the interpreter's translation are needed to ensure better training for interpreters. The provision of these booths and equipment is crucial for the interpreters to simulate the real interpreting atmosphere. In addition to these requirements, there is another crucial factor influencing the quality of interpreters' training: the employment of educators who have enough knowledge and experience in real-time interpreting practices and who can teach the students how to direct their interpreting skills with the use of the aforesaid technical equipment.

Taking into consideration two significant elements having an impact on the interpreters' training – the provision of equipment and the employment of interpreter-educators-, the present study aims to shed light on the qualifications of the departments of translation and interpreting at universities in Türkiye in terms of offering the necessary technical and human resources to their students for qualified interpreting practices. In line with this aim, this research will analyze the provision of booths and sound systems designed for interpreting practices and the academic profiles of the educators working in the Departments of Translation Interpreting to determine whether there are enough academicians having experience and interest in simultaneous interpreting. For this purpose, all universities having the Departments of Translation and Interpreting have been analyzed in terms of the presence of simultaneous interpreting laboratories, and the academic profiles of all educators working in these departments have been examined in terms of the subfields that they are specialized in. In this way, it is aimed to determine the basic needs of the relevant departments for educating well-qualified simultaneous interpreters as per the international standards drawn up for the interpreting profession. Before focusing on the data analysis process, the following chapter will give information about the definition of simultaneous interpreting and the historical

development of the profession so that the significance of simultaneous interpreting practices can be effectively understood.

2. Simultaneous Interpreting from a Historical Perspective

Before going into the details of the interpreting profession, it is essential to define the term “interpreting” from an academic perspective so that the content of this study can be fully grasped. Interpreting can be defined in the simplest form as “saying what has just been said in another language” (Pöchhacker, 2018, p. 45). Whereas this definition seems to be as compact as to offer a presumption that each bilingual person can do the profession (in fact they do it to some extent at a certain point in their lives), the interpreting process requires specific qualifications when it is taken as a real profession. Pöchhacker (2018) defines the term from a professional perspective as follows:

Interpreting can be characterised more fully as an activity in which a bilingual individual enables communication between users of two different languages by immediately providing a faithful rendering of what has been said. This (intensional) definition specifies the necessary and sufficient conditions for categorising a particular language-use activity as interpreting, namely: human agent, bilingual competence, interlingual task, immediate performance, and faithful rendering. Metaphorically speaking, these criteria serve to draw the boundaries around the ‘native’ conceptual territory of interpreting. (p. 46)

As understood from the definition given above, interpreting as a profession requires the fulfillment of five basic criteria. First, the human agent should lead the process by analyzing the context, the extralinguistic factors, and the attitude and intentions of the speakers. The agents are supposed to have a great command of the two languages in which they are interpreting, they have to perform the interlingual task by finding the best equivalence on the spot, and they have to interpret the content of the speech at the very moment of communication, and they should be faithful to the messages of the interlocutors. Although these five criteria are applicable to all types of interpreting, each type has its own rules requiring the use of different skills in the process.

When the profession is analyzed from a historical perspective, interpreting is generally accepted as the second-oldest profession because multilingual communication has always been of great importance for economic, political, diplomatic, and social relations among different nations (International Association of Conference Interpreters [AICC], 2019). “Self-described interpreters” have had significant roles in overcoming the linguistic barriers between the members of various societies speaking different languages. Although the act of interpreting has always been common throughout history, interpreting was recognized as a specific professional branch in the 20th century with the emerging needs for interlingual verbal communication on international platforms, advancement of technology, and establishment of

associations. Simultaneous interpreting, on the other hand, has become a recently developed branch of the translation and interpreting profession since it started to be exercised in the 1920s in the sense that we know it today.

Defined as “one type of conference translation in which the translator renders a source language (SL) discourse as they listen to it into the target language (TL) without being given the floor at any point in time” (Yagi, 2000), simultaneous interpreting is deemed as the most complex version of translation as it requires the utmost command of the two languages used in the process, the use of technical equipment, the provision of special working environments, and the ability to manage the listening and verbal production processes at the same time. This branch of interpreting was generally performed by interpreters through the methods of chuchotage before the 1920s since there was not any specific instrument enabling the interpreters to listen to the content in special working environments by using headphones and conveying the message through microphones. However, in 1926, simultaneous interpreting was exercised with the use of technical equipment whose patent belongs to an IMB employee named Gordon Finley (Flerov, 2020). Gordon Finley and Edward Filene developed a system called “the Filene-Finley simultaneous translator” to realize “their idea of using simultaneous interpreting in the League of Nations on April 2, 1925” (Flerov, 2020). This system enabled the interpreters to listen to the speaker through headsets connected to the microphone of the speaker and to interpret the content by using microphones connected to the headsets or amplifiers used in the hall, which marked the very beginning of simultaneous interpreting in the way that we define it today. In this way, the roots of the profession date back to the early years of the 20th century.

There are also certain findings indicating that the first acts of simultaneous interpreting were observed in 1919-1920 at the Paris Peace Conference where the French language lost its status as “lingua franca” and the English language started to be used by the diplomats (Gaiba, 1998, p. 28). This change resulted in the emergence of a need for translation on the spot so that the participants could understand each other at the meetings, and the first steps to simultaneous interpreting were taken in these conditions. Nuremberg trials, on the other hand, are acknowledged as the starting point where the actual performances of simultaneous interpreting were displayed in international settings with the use of technical equipment and booths for interpreters. Nuremberg trials were the legal actions started by the United States of America, the United Kingdom, France, and the U.S.S.R. against the Nazi war criminals in 1945-1946 in the International Military Tribunal (Encyclopedia Britannica, 2022). In these trials, the criminals were speaking German whereas the judges and the participants were from different nationalities, and they could not understand German. Consecutive interpreting or chuchotage could not be preferred in the trials because there were diplomats from different

countries and it was impossible to make consecutive interpreting in all languages. Besides, chuchotage would cause a significant increase in the length of the trials. For this reason, 36 qualified interpreters were employed in the trials to interpret the legal decisions in 4 languages, English, German, French, and Russian. They were positioned in private booths separating them from the audience by the glass; however, the top of the booths was open. They used microphones connected to the multi-channeled headphones used by the audience. Four different channels were designed for the audience, and they chose the relevant channel manually to hear the speeches in their own language (Guise, 2020). Following figures show the setting of simultaneous interpreting in the Nuremberg Trials:

Figure 1

Interpreters in the Nuremberg Trials (Guise, 2020)



Figure 2

Audience in the Nuremberg Trials (Guise, 2020)



Nuremberg Trials became a significant international event demonstrating the importance of simultaneous interpreting to the world. Subsequent to this incident, it was observed that it was a must to develop training programs for interpreters, and “the first school for interpreters was opened in Geneva in 1948” (Visson, 2005, p.52). Apart from the educational aspects, certain activities were also carried out to enable the recognition of simultaneous interpreting as a profession and the identification of optimal working conditions and professional qualifications. Accordingly, in 1953, the International Association of Conference Interpreters (AICC) was founded to guarantee the standardization of the profession and the profiles of the interpreters (AICC, 2022). The Association has made contributions to the development of ISO standards on the technical equipment to be used in simultaneous interpreting, the standards of the booths, and the standards for interpreting services. These basic standards are:

- “ISO 20108:2017 Simultaneous interpreting — Quality and transmission of sound and image input
- ISO 20109:2016 Simultaneous interpreting — Equipment
- ISO 2603:2016 Simultaneous interpreting — Permanent booths
- ISO 4043:2016 Simultaneous interpreting — Mobile booths
- ISO 22259:2019 Conference systems — Equipment
- ISO/PAS 24019:2020 Simultaneous interpreting delivery platforms
- ISO 13611:2014 Interpreting — Guidelines for community interpreting
- ISO 18841:2018 Interpreting services — General requirements and recommendations
- ISO 20228:2019 Interpreting services — Legal interpreting
- ISO/CD 23155:2020 Interpreting services — Conference interpreting” (AICC, 2022)

Today, those standards are the main sources that the departments of translation and interpreting all over the world refer to while planning the curricula and designing the desired learning environment for the interpreters. To train highly qualified interpreters, universities around the world have founded simultaneous interpreting laboratories and employed experienced interpreters to train the students. As a multicultural country attaching importance to the elimination of language barriers for the creation of a peaceful communicative environment, Türkiye pays attention to the training of well-qualified translators and interpreters. Therefore, numerous departments of translation and interpreting have been established at different universities in Türkiye. The following section of this study will elaborate on Türkiye’s initiatives in the education of translators and interpreters from a

historical perspective, and then the technical and human resources allocated for the education of simultaneous interpreters will be analyzed in detail.

3. The proliferation of simultaneous interpreting practices in Türkiye

Before focusing on the development of simultaneous interpreting in Türkiye, it will be beneficial to look at the role of translation and interpreting in the Turkish context from a historical point of view. Translators have always assumed a significant position in Turkish society. As a nation opening the gates for everyone from all over the world, Turkish people have needed to achieve multilingual communication through different channels. These channels gained official status in the Ottoman Empire under the name of “dragomans” “considered to be the founding fathers of diplomatic translation and interpretation in the Ottoman Empire and later in Türkiye” (Abbasbeyli, 2020). Dragomans were responsible for the provision of translation and interpreting services between the Sublime Port and the officials from Western countries, and their professional positions were officially recognized nationally and internationally. In the 17th century, a school named “Jeunes de langue” was established in Constantinople to educate future dragomans coming from Western countries (Abbasbeyli, 2020). These dragomans learned the Muslim culture and the languages used in the Empire; in this way, they constituted a significant bridge between the Ottoman Empire and the West. In 1832, the “Translation Office/Bureau” (“Tercüme Odası” in Turkish) was founded to ensure the intellectual exchange among the members of different societies using different languages (Vural Kara, 2010, p.96). The office made numerous literary and diplomatic translations until the foundation of the Republic of Türkiye.

The practices of translation and interpreting continued to play an important role in the development of the country after the foundation of the Republic. “Translation Office” (“Tercüme Odası” in Turkish) assumed another position by being affiliated with the Ministry of Education in 1940 (Vural Kara, 2010, p.96), and the translators working there actively made literary translations to contribute to the modernization of the country and to understand the western mindset. Interpreting practices, on the other hand, gained impetus in the 1950s subsequent to the internationalization policies of the country (Arslan Özcan, 2019). There were numerous factors giving impetus to the emergence and development of interpreting acts, especially simultaneous interpreting. Istanbul University offered interpreting services for immigrant German professors escaping from Nazi Germany in the 1930s since those professors could not have time to learn Turkish before coming to Türkiye. These interpreting services were performed between the years 1930s-the 1950s (Erdoğan & Tosun, 2021, p. 2056). The biggest steps towards the development of simultaneous interpreting, on the other hand, were taken in 1954 with the establishment of the Institute of Business Administration at İstanbul University (Arslan Özcan, 2019). In that period, Türkiye adopted economic expansion policies,

and there emerged a significant need for businessmen to carry out international economic transactions. To overcome this problem by meeting the demands of the country, Ford Foundation donated 10.000 U.S. dollars to İstanbul University so that the university could educate well-qualified businessmen (Arslan Özcan, 2019). With this monetary contribution, the university established the Institute of Business Administration and the Institute invited qualified educators from Harvard University to train the students. Although this initiative was quite effective, there was a significant problem in the process: the students could not understand the American professors because their English level was not sufficient. For this reason, the Institute hired Nezih Neydi to interpret the speeches of the professors. Neydi interpreted the content through consecutive interpreting and chuchotage at first. When it was seen that Neydi's performance significantly contributed to overcoming the communicational problems, the Institute founded booths for simultaneous interpreting and purchased technical equipment to be used in the process (Arslan Özcan, 2019). This was the first step in the official acknowledgment of the need for simultaneous interpreting in Türkiye. After seeing the significance of interpreting practices, the Institute decided to train interpreters in collaboration with Harvard University. The training of simultaneous interpreters gained momentum in the 1960s, and the Conference Interpreters Association was established in 1969 in Türkiye (Diriker, 2018, p. 24). The Association aimed to train and employ well-qualified interpreters, especially in the field of simultaneous interpreting, and it underlined the importance of training programs for interpreters at the university level. Accordingly, the first departments of translation and interpreting were established at Hacettepe University and Boğaziçi University in 1982-1983 (Diriker, 2018). These departments have enabled the training and employment of the first translators and interpreters receiving education at the university level.

Today, almost 70 universities offer 4-year educational programs at undergraduate levels for translators and interpreters, and they aim to enhance the quality of translators and interpreters for ensuring better representation of the country and the cultural norms of the society. In these departments, various courses are given to future translators and interpreters. Although there are differences in those courses, the purpose of the programs is the same: to train translators and interpreters in accordance with international norms and standards. This common purpose, on the other hand, is realized at different levels of efficiency due to the divergences in the provision of technical and human resources used in the programs. These divergences become more obvious when the courses on simultaneous interpreting are taken into consideration because there is a quite limited number of educators specialized in the field of simultaneous interpreting as well as the lack of laboratories or technical equipment needed for this type of interpreting. The following section of the study will elaborate on the aforementioned resources in all programs of translation and interpreting at the undergraduate

level in Türkiye to illustrate the developmental process of training in simultaneous interpreting and to point out the needs of the departments in terms of this educational field through a need analysis.

4. Training on simultaneous interpreting at universities: need analysis

In the sections above, the history and significance of simultaneous interpreting have been discussed in detail. This part of the study, however, will focus on the educational aspects of these interpreting practices by underlining the role of technical equipment and experienced trainers for the effective education of future interpreters. As mentioned above, simultaneous interpreting requires the provision of specific working conditions -soundproof booths, in other words- and the use of technical sound systems ensuring the transfer of the speaker's speech to the interpreter working in the booth and the transfer of the translated speech to the target audience. After the developments observed in the 20th century, most of the institutions hiring professional interpreters for simultaneous interpreting provide them with this equipment and booths, in the form of permanent booths or mobile booths. The interpreters who will work in the booths are supposed to know how to use all the technical equipment as well as coordinate their mental processes at the moment of interpreting. These qualifications should be gained not on the spot while working at a conference but in university settings, so that the candidate interpreters can have the chance to develop their skills and knowledge about simultaneous interpreting. This development can only be possible with the provision of necessary conditions for teaching simultaneous interpreting by well-qualified, experienced interpreters. Accordingly, it can be stated that there is an increasing need for simultaneous interpreting laboratories equipped with the latest technology at universities. There are numerous studies in the literature discussing the contribution of these laboratories to the professional development of interpreters (Ak et al., 2021; Lim, 2015; Yagi, 2000). These studies have illustrated that simultaneous interpreting is different from other types of interpreting since the former requires the use of both comprehensive skills and productive skills at the very same time and that the processes of listening and speaking occurring at the same time should be conducted in a special soundproof booth with fully-equipped interpreting units and sound systems for the amelioration of interpreting practices. At this point, it is crucial to simulate the real interpreting environments and conditions in undergraduate training programs so that the candidate interpreters can effectively learn how to use technical equipment and manage the mental processes in soundproof booths offering a limited area of movement. Amelina and Tarasenko (2020) have underlined the importance of the booths and technical equipment in the training of interpreters as follows:

The urgent requirement of time is to include in the content of training translators the study of the latest technologies, in order to form readiness for their use in the process of

professional activity in the simultaneous interpretation. The practical implementation of this goal is advisable to carry out in a specialized laboratory. Training workplaces in such a laboratory should ensure that the various roles of participants in the event where simultaneous interpretation is provided are fulfilled. It should be envisaged to simulate the implementation of such an event using the above-mentioned technologies, both individually and in combination.

As can be inferred from this quotation, together with the standardization of the profession and working conditions, the training programs of translators and interpreters are expected to meet the needs of the sector, and this purpose can only be realized with the use of necessary technical and human resources in the education and training process. Similarly to the research carried out by Amelina and Tarasenko (2020), Pan (2016) has also developed a curriculum for the training of simultaneous interpreters in which she has emphasized the need for keeping pace with the technological development of the era and the employment of professional interpreters while training future translators and interpreters. When the technical resources allocated for the training of interpreters are evaluated within the scope of the Turkish context, it is seen that most of the departments of translation and interpreting actively offering education for candidate translators and interpreters do not have a laboratory of simultaneous interpreting and are not equipped with necessary technical devices. For presenting numerical data regarding the provision of all conditions for simultaneous interpreting at universities, the article offers detailed analysis of all universities having the Departments of Translation and Interpreting that actively train students as of the 2022-2023 academic year regardless of the language pairs used in the programs, and it has been found that there are 64 departments offering 4-year undergraduate programs in the field of translation and interpreting in various language pairs (YÖK Atlas, 2022). When comprehensive analyses have been carried out on all these departments and programs in terms of the presence of a laboratory for simultaneous interpreting, and it has been seen that only 30 out of 64 departments have laboratories for simultaneous interpreting whereas 34 departments are not equipped with such an infrastructure. This data reveals that more than half of the departments in Türkiye do not have sufficient technical resources to train interpreters as per the standards set out by international organizations with the contribution of the International Association of Conference Interpreters (AICC). It also indicates that financial and promotive resources should be allocated at the universities that do not have such a laboratory so that all students wishing to be translators or interpreters can benefit from similar opportunities.

Apart from the provision of a simulated working environment and technical tools at universities to ensure the effective training of translators and interpreters, there is a second factor deeply influencing the quality of education in the field of simultaneous interpreting: the

employment of experienced and well-qualified *interpreter-academics** in the departments of translation and interpreting. All interpreting practices, especially the acts of simultaneous interpreting, are the applied sub-fields of the profession, and the skills of interpreting can only be developed through intensive practice and experience in the sector as well as receiving formal education in this sub-area of translation. Therefore, the academics who will train interpreters are supposed to know the key procedures of simultaneous interpreting: the mental processes of interpreting activities, the use of technical equipment, the management of time, and the acquisition of optimal benefits from the booths. Although the employment of *interpreter-academics* having the above-mentioned qualifications is regarded as a natural and inevitable requirement of the field, the real potential of the departments of translation and interpreting reveals that there is a significant gap between the number of the employed *interpreter-academics* and the number of *interpreter-academics* needed to be hired, especially in Türkiye. As Şahin and Eraslan have stated in their study, the insufficient number of academics specialized in the field of interpreting is one of the most significant problems encountered in the training programs designed for translators and interpreters (2017). In their article, they have given the various dimensions of this important problem as follows:

Another important shortcoming in interpreting education in Türkiye is the lack of academics to teach interpreting courses. There is a quite limited number of academics who specialize in the field of interpreting and who have received their Ph.D. degrees in this field, or who conduct their academic studies on interpreting studies. For this reason, in many universities, interpreting courses are taught by professional interpreters who actively work in the translation market. The busy schedules of professional interpreters may sometimes prevent the courses from being held regularly and may also negatively affect the interaction of the lecturer with the students outside of class hours (Şahin & Eraslan, 2017, p. 192) [My translation].

Although the research of Şahin and Eraslan was carried out in 2017, this shortcoming is still prevalent in the training programs designed for translators and interpreters. The number of departments of translation and interpreting is increasing each passing day with the new departments at different universities in various regions and cities of Türkiye and in different language pairs, and the above-mentioned shortcoming becomes much more visible and significant since the need for *interpreter-academics* also increases in correlation with the increasing number of the departments. To provide numerical data on the shortcoming of the aforesaid departments in terms of employing *interpreter-academics*, all departments of translation and interpreting in Türkiye have been examined without taking into consideration the language pairs that they offer education in, and the academic research field of the

*A term that I have coined to define the academics specializing in all types of interpreting and having experience in the field, especially in simultaneous interpreting.

academicians working in the departments of translation and interpreting having laboratories for simultaneous interpreting in Türkiye have been analyzed by referring to their official profiles in “YÖK Akademik” system (an open source system officially developed by the Council of Higher Education (YÖK) in Türkiye). The departments that do not have a laboratory for simultaneous interpreting have not been taken into consideration due to the lack of necessary infrastructure. The following table illustrates the number of *interpreter-academicians* working in all translation and interpreting programs (training with different language pairs) in 30 departments of translation and interpreting having laboratories for simultaneous interpreting. In this analysis, the research assistants specialized in the field of interpreting are also listed but not included in the category of *interpreter-academicians* since they do not give courses at the academic level.

Table 1

Human resources specialized in interpreting activities at the universities with laboratories for simultaneous interpreting in Türkiye

University	Status of the University	B.A. Program of Translation and Interpreting (Language Pairs)	Number of Full-time Academicians	Number of Part-time Academicians	Number of Academicians Specialized in the Field of Interpreting
Adana Alparslan Türkeş Science and Technology University	Public University	Translation and Interpreting in English-Turkish	- 2 Associate Professors - 4 Assistant professors - 5 Research Assistants	---	- 1 Assistant Professor
Amasya University	Public University	Translation and Interpreting in English-Turkish	- 1 Associate Professor - 2 Assistant professors - 2 Instructors - 2 Research Assistants	---	---
Atılım University	Private University	Translation and Interpreting in English-Turkish	- 2 Professors - 2 Associate Professors - 2 Instructors - 2 Research Assistants	- 2 Professors - 3 Assistant Professors - 5 Instructors	- 1 Research Assistant
Bartın University	Public University	Translation and Interpreting in English-Turkish	- 1 Associate Professor - 3 Assistant professors - 2 Research Assistants	---	---
Bartın University	Public University	Translation and Interpreting in Arabic-Turkish	- 1 Associate Professor - 2 Assistant professors - 2 Research Assistants	---	---
Beykent University	Private University	Translation and	- 3 Assistant professors	---	---

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		Interpreting in English-Turkish	- 2 Research Assistants		
Bilkent University	Private University	Translation and Interpreting in English-French-Turkish	- 1 Professor - 2 Assistant Professors - 5 Instructors	---	1 Assistant Professor, 1 Instructor
Boğaziçi University	Public University	Translation and Interpreting in English-Turkish	- 3 Professors - 1 Associate Professor - 5 Assistant professors - 2 Instructors	- 3 Professors - 10 Instructors	- 2 Professors - 1 Associate Professor - 1 Assistant Professor - 1 Instructor - 1 Instructor (part-time)
Bolu Abant İzzet Baysal University	Public University	Translation and Interpreting in English-Turkish	- 3 Associate Professors - 2 Assistant professors - 2 Instructors - 1 Research Assistant	---	---
Çankaya University	Private University	Translation and Interpreting in English-Turkish	- 2 professors - 1 Associate professor - 2 Assistant professors - 1 Instructor - 1 Research Assistant	---	---
Dokuz Eylül University	Public University	Translation and Interpreting in English-Turkish	- 4 Associate professors - 2 Instructors - 1 Research Assistant	---	- 1 Associate professor
Dokuz Eylül University	Public University	Translation and Interpreting in German-Turkish	- 1 Professor - 1 Assistant professor - 1 Instructor	---	---
Eastern Mediterranean University (Cyprus)	Public University	Translation and Interpreting in English-Turkish	- 1 Associate Professor - 1 Assistant professor - 3 Instructors	---	---
Ege University	Public University	Translation and Interpreting in German-Turkish	- 2 Professors - 2 Assistant professors - 1 Instructor - 1 Research Assistant	---	---
Ege University	Public University	Translation and Interpreting in English-Turkish	- 1 Assistant professor - 3 Instructors - 1 Research Assistant	---	---
Hacettepe University	Public University	Translation and Interpreting in English-Turkish	- 1 professor - 3 Associate professors - 3 Assistant professors - 4 research assistants	---	1 Professor
Hacettepe University	Public University	Translation and	- 1 Professor	---	1 Instructor

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		Interpreting in French-Turkish	- 2 Associate professor - 1 Instructor - 3 Research Assistants		
Hacettepe University	Public University	Translation and Interpreting in German-Turkish	- 1 Associate professor - 4 Assistant professors - 3 Research assistants	---	----
Haliç University	Private University	Translation and Interpreting in English-Turkish	- 3 Assistant professors - 1 Instructor - 2 Research Assistants	- 1 Professor - 1 Assistant professor - 2 Instructors	---
İstanbul 29 Mayıs University	Private University	Translation and Interpreting in Arabic-Turkish	- 1 Professor - 2 Assistant professor - 2 Research Assistants	- 1 Professor - 1 Assistant professor - 6 Instructors	---
İstanbul 29 Mayıs University	Private University	Translation and Interpreting in English-Turkish	- 1 Professor - 3 Assistant professors - 1 Instructor - 1 Research Assistant	- 1 Professor - 1 Assistant professor - 5 Instructors	- 1 Instructor (Part-time)
İstanbul Atlas University	Private University	Translation and Interpreting in English-Turkish	- 3 Assistant professors - 1 Research Assistant	---	---
İstanbul University	Public University	Translation and Interpreting in English-Turkish	- 3 Professors - 3 Assistant professors - 3 Research assistants	---	- 1 Professor - 1 Assistant Professor
İstanbul Yeni Yüzyıl University	Private University	Translation and Interpreting in English-Turkish	- 1 Professor - 1 Associate Professor - 2 Assistant professors - 2 Instructors - 1 Research Assistant	- 1 Professor - 1 Associate Professor - 2 Assistant professors - 1 Instructor	- 1 Professor (part-time) - 1 Research Assistant
İzmir University of Economics	Private University	Translation and Interpreting in English-Turkish	- 1 Professor - 1 Associate professor - 1 Assistant professor - Instructor - 2 Research Assistants	- 1 Associate professor - 1 Assistant professor - 4 Instructor	- 1 Associate professor - 1 Assistant professor - 1 Research Assistant - 1 Instructor (part-time)
Kahramanmaraş İstiklal University	Public University	Translation and Interpreting in English-Turkish	- 1 Associate Professor - 3 Assistant professors - 1 Instructor - 1 Research Assistant	---	---
Kırıkkale University	Public University	Translation and Interpreting in English-Turkish	- 2 Associate Professors - 4 Assistant professors - 2 Research Assistants	---	- 1 Assistant Professor

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Kırıkkale University	Public University	Translation and Interpreting in French-Turkish	- 4 Associate Professors - 1 Assistant professor - 1 Research Assistant	---	---
KTO Karatay University	Private University	Translation and Interpreting in English-Turkish	- 1 Professor - 2 Assistant professors - 1 Instructor - 2 Research Assistants	---	---
KTO Karatay University	Private University	Translation and Interpreting in Arabic-Turkish	- 2 Professors - 2 Assistant professors - 1 Instructor - 2 Research Assistants	---	---
Marmara University	Public University	Translation and Interpreting in English-Turkish	- 1 Associate professor - 2 Assistant professors - 3 Research assistants	- 1 Professor - 4 Assistant professors - 7 Instructors	- 1 Assistant professor (part-time)
Nişantaşı University	Private University	Translation and Interpreting in English-Turkish	- 3 Assistant professors - 1 Research Assistant	---	---
Trakya University	Public University	Translation and Interpreting in German-Turkish	- 1 Associate Professor - 2 Assistant professors	---	---
Trakya University	Public University	Translation and Interpreting in Bulgarian-Turkish	- 2 Assistant professors - 2 Instructors - 1 Research Assistant	---	---
Trakya University	Public University	Translation and Interpreting in English-Turkish	- 3 Associate Professors - 3 Assistant professors - 4 Instructors - 3 Research Assistants	---	---
University of Samsun	Public University	Translation and Interpreting in English-Turkish	- 1 Associate Professor - 3 Assistant professors - 1 Research Assistant	---	---
Yaşar University	Private University	Translation and Interpreting in English-Turkish	- 2 Assistant professors - 2 Instructors - 1 Research Assistant	---	- 1 Research Assistant
Yeditepe University	Private University	Translation and Interpreting in English-Turkish	- 1 Associate Professor - 2 Assistant professors - 4 Instructors - 4 Research Assistants	- 1 Professor - 4 Instructors	- 1 Instructor (part-time)
Yıldırım Beyazıt University	Public University	Translation and	- 1 Professor	---	---

		Interpreting in English-Turkish	- 1 Associate Professor - 2 Assistant professors - 2 Instructors - 1 Research Assistant		
Yıldırım Beyazıt University	Public University	Translation and Interpreting in Russian-Turkish	- 1 Associate Professor - 2 Research Assistants	---	---
Yıldız Technical University	Public University	Translation and Interpreting in French-Turkish	- 2 Professors - 5 Associate Professors - 1 Assistant professor - 6 Instructors - 4 Research Assistants	---	- 1 Instructor

This table gives valuable information on the capacity of the departments of translation and interpreting for effective training in the subfield of interpreting in Türkiye because it illustrates the distribution of academic personnel in each program of all departments, the employment of part-time academicians, and the number of the academicians specialized in interpreting. Besides, the table also demonstrates the role of the city where the university is located and of the status of the university (private or public) in finding well-qualified and experienced *interpreter-academicians*. According to the data presented in the table, out of 30 universities having departments of translation and interpreting, 13 are private and 17 are public. 41 different programs in various language pairs are offered in these departments whereas the program of translation and interpreting in English-Turkish is the most prevalent one compared to other language pairs. When the programs are analyzed in terms of the employment of full-time *interpreter-academicians*, it has been found that 4 professors, 3 associate professors, 6 assistant professors, and 4 instructors are working as *interpreter-academicians* in 13 programs out of 41 in total. 4 research assistants are also classified in the category of *interpreter-academicians*; however, they are not included in the abovementioned list since they are not supposed to give courses at the academic level. When the number of part-time *interpreter-academicians* is analyzed from this perspective, it is seen that 1 professor, 1 assistant professor, and 4 instructors are employed in 6 programs out of 41, some of which are the same programs employing full-time *interpreter-academicians*. It has been also observed that the part-time *interpreter-academicians* are employed only in 2 metropolitan cities, İstanbul and İzmir. Apart from the universities in these two cities, there are no other universities or departments hiring part-time *interpreter-academicians*.

When the programs in which the *interpreter-academicians* work are analyzed from a comparative perspective, it is seen that only 2 instructors work on a different language pair (in

French-Turkish) at Hacettepe University and Yıldız Teknik University out of 6 part-time and 21 full-time *interpreter-academics* including research assistants. All other interpreters work in the English-Turkish language. The cities where these full-time and part-time *interpreter-academics* work are İzmir, İstanbul, Ankara, Kırıkkale, and Adana, most of which are metropolitan. Other cities and universities do not have the necessary human resources for ensuring qualified training for interpreters, especially in the field of simultaneous interpreting.

5. Conclusion

When all the data presented in this study is taken into consideration within the scope of the presence of the laboratories for simultaneous interpreting in the departments actively educating the future translators and interpreters and of the employment of *interpreter-academics* in the departments having these laboratories, it may be concluded that there is a significant lack of infrastructure at the universities in Türkiye, and the lack of human resources in the departments having necessary infrastructure is a much more worrisome issue that should be dealt with as soon as possible. All universities having departments of translation and interpreting should provide laboratories for simultaneous interpreting so that all students receiving education in this field can benefit from similar opportunities and technical sources. Establishing laboratories is only one of the two basic steps to be taken to overcome the problem of training in the field of interpreting. The second step should be the employment of well-qualified and experienced *interpreter-academics* in all these departments and in different language pairs. The data given in the table above have demonstrated that there is a significant need for such employment, especially at the universities in the smaller cities. The employment of part-time interpreters working in the sector may be an option for the universities in metropolitan cities such as İstanbul, Ankara, or İzmir; however, it is almost impossible to find interpreters (especially simultaneous interpreters) for the universities in smaller cities. For this reason, it is strongly recommended that the departments of translation and interpreting should give greater emphasis on the education of *interpreter-academics* and hire them as soon as possible so that all students receiving education in the departments of translation and interpreting in different language pairs can have the opportunity to be effectively trained in the subfield of interpreting by the experts in the field.

Disclosures

No potential conflict of interest was reported by the author.

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