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**Interpreting Market in Turkey: Current Situation And Expectations**

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**ABSTRACT**

Interpreting is, in all its forms, gaining importance both in Turkey and the world. Interpreting market is affected by both local and global factors, such as globalization and technological developments. The interpreting market in Turkey is growing, both due to the economic developments and mass migration movement. In addition, the translation and interpreting departments in the universities graduate many translators and interpreters who face many problems in the market. In order to prepare the graduates in accordance with the market expectations, thus increasing their employability, the market conditions of today and the future should be taken into consideration by the translation and interpreting departments. This study focuses on market demands in the interpreting market in Turkey. Representatives of 47 interpreting companies have been administered an online survey. The current state, the expectations from interpreting education, the expected qualities of graduates, as well as the predictions of interpreting market have been asked and the questions are presented with a view to making suggestions for the interpreting curricula in Turkey. The answers have been analyzed with content analysis method and suggestions have been put forward for the interpreting curricula. As the first descriptive analysis of the interpreting market in Turkey, this study provides an important data source for the interpreting studies in Turkey.

**Key Words:** interpreting studies, interpreting market, interpreting education

**1. Introduction**

The language service market is an ever-growing industry with a worth of 46.52 billion USD in 2018 and it is expected to reach 56.18 billion USD by 2021<sup>4</sup>. Translation education in higher education institutes is also gaining importance. Translation and interpreting departments keep up with the current developments and technologies in order to increase the employability of their graduates. Employability is a key concept in the framework for Higher Education in Europe, which requires the university programs to base their curriculum on realistic conditions of the market.

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<sup>4</sup> <https://www.gala-global.org/industry/industry-facts-and-data>, Date accessed: May 19, 2019

Interpreting, being an ancient profession continues to play a vital role in international communication. The interpreting profession is considered under the umbrella term of "language services", thus it is hard to pinpoint the real size of the interpreting market. Although interpreting and translation share some competences such as cultural and linguistic competences, they require different sets of skills. Thus, translation and interpreting departments should prepare the students for the real market conditions, separately for translation as well as interpreting profession.

However, research into the interpreting market is rarely conducted in the literature. Interpreting market research in Turkey, a developing country having an important strategic location, hasn't been conducted before, to the best knowledge of the present authors.

This article focuses on the interpreting market in Turkey and presents the results of a survey conducted with the participation of corporate language service providers in Turkey. The current state, the expectations from interpreting education, the expected qualities of graduates, as well as the predictions of interpreting market have been asked and the questions are presented, with a view to making suggestions for the interpreting curricula in Turkey.

A literature review of the studies on interpreting and translation markets in different countries have been presented in section 2 in order to understand the global context. Afterwards, methodology have been explained in section 3. The results of the survey have been analyzed and presented in section 4. Discussion of the survey results with a special emphasis on the interpreting education has been presented in section 5. Conclusions and suggestions for the future works have been presented in section 6.

## 2. Literature Review

Various researchers have tried to determine the expectations of the translation market in order to present suggestions for revisions in the curricula of translation departments. Expectations and demands of the market differ from country to country; however, the similarities can easily be noted. Although most of the previous studies have focused on translation, the market expectations can be said to be similar, to some extent, for both translation and interpreting. Thus this section presents the results of studies focusing on the demands of different translation markets. The literature review is restricted to the studies with employers as sample group and survey as the data collecting material, for the comparability of the results with the current study.

A recent study on the expectations of employers in the translation markets of European countries is conducted by OPTIMALE (Optimizing Professional Translator Training in a Multilingual Europe). OPTIMALE is a network consisting of translation departments in the European countries. An online survey was sent to employers in the European countries and 680 answers were analyzed in the study (2012). The employers listed the competencies they deemed important as follows: producing highest quality translations (97%), identifying customer requirements (94%), defining and/or applying quality procedures (92%), translating in specialized domains (89%), having previous experience in translation (88%), knowing professional ethics and standards (86%), determining the resources needed (85%), producing estimates (calculating necessary time for the task) (78%), having a university degree in translation or related departments (77%), strengthening customer relations (76%), and working with translation memories (76%) (OPTIMALE, 2012: 16 cited in Yılmaz Gümüş, 2013: 43).

Li (2007) studied the requirements of administrators of translation services for employing new staff. Translation skills, translation experience, English competence, common sense, education and ability to work under stress were the most important skills employers in the Hong Kong translation market looked in the new graduates. The employers listed the lack of knowledge in specialized domains, lack of terminology, low translation skills, not being efficient, and lack of professional confidence as the main challenges that graduates must overcome. The employers have listed the areas which should be strengthened in the translator training programs as follows: English, specialized translation, research methods, field knowledge, internship, written Chinese and meeting the market changes and needs.

Malenova (2018) has studied the demands of employers in the Russian translation market. Employers listed high level of competence in the native language (70%), a high command of foreign language (60%), field knowledge (62%), updating skills (45%), and the ability to work with CAT-tools (38%) as most important requirements for the translators. In addition, interpersonal skills were also emphasized by the employers; vigor and enthusiasm (30%), expertise and flexibility (30%), and communicative skills (26%) were deemed as important factors. Malenova also questioned the weaknesses of university graduates. More than 90% of the employers identified the low command of the native language as the major weakness. Employers also stated the poor knowledge of the foreign language as another important problem (65%). The personal and interpersonal skills of the graduates were also found as not satisfactory by the participants; the graduates were "careless, forgetful, and not diligent enough; they could miss the deadline easily... They were rude to the clients" (2018: 107). The participants also found the general knowledge of the graduates as gravely low.

### 3. Methodology

The study employed an online survey as the data collection tool due to various practical concerns, such as ease of application and analysis. The survey was prepared by the current authors, by taking the suggestions of 6 translation and/or interpreting scholars in various universities in Turkey as well as three professional interpreters. 20 language specialists read and presented their recommendations for the survey, which was edited accordingly. Afterwards, 2 representatives from the interpreting market completed the survey as a pilot scheme. After being edited in accordance with the recommendations of language specialists and representatives of the interpreting market, in its final form, the survey consists of 44 questions categorized under five different headings: general information about the translation companies, their views on interpreting, the changes in the demand for interpreting in the market, the expectations of the market from the training institutions, the problems of interpreting market in Turkey. The survey consisted of various types of questions: 5 open-ended questions, 20 ranking questions, 19 multiple-choice questions. The survey was prepared online and sent to participants via e-mail. In accordance with the regulations of the Ethical Board of Sakarya University, an informed consent form was prepared and presented in the first page of the online survey, to which the participants should agree before proceeding to the survey.

The sample of the study was determined as the members of the Association of Translation Companies (Turkey). There are other associations for translators, interpreters and/or companies in Turkey; however, the Association of Translation Companies has been in close cooperation with the translation and interpreting departments in the universities via Academy-Sector Partnership Program. In addition, the members of this association follow certain standards in their practices and they have a bigger market share than other companies in the language service sector of Turkey.

The survey was sent to members of the Association of Translation Companies via e-mail and was administrated between April and October 2018. Out of 64 members of the association, the executives of 15 companies didn't answer the survey due to the fact that they didn't provide interpreting services. Out of 49 companies, the executives of 47 companies answered the survey. The answers were analyzed with qualitative data analysis methods. Open-ended questions were analyzed with content analysis method; the recurring themes were identified and the answers were categorized according to these themes. In the following section, the results of the survey have been presented.

## 4. Results

In this section, the results of the survey will be presented and discussed. The effects of globalization on language demand, the effects of technological developments on the interpreting profession, the effects of globalization on the interpreting profession and expectations from the graduate and trainee interpreters will be presented.

### 4.1. The effects of globalization on language demand

Globalization will surely affect the languages in demand. Considering the political, economic and social relations of Turkey, it is possible to predict that some languages will be in more demand while the demand for others will decrease. The participants have stated different opinions about their predictions about the languages which will be in demand in the near future in Turkey.

**Table 1:** Expected changes in the demand for languages in the interpreting market in Turkey

	# of participants expecting an increase	# of participants expecting a decrease	# of participants expecting no change
Arabic	21		
Chinese	12		1
English	5		3
Russian	10	1	
Persian	7		
French	2	3	
German		4	
Korean	2		
Japanese	2		
Kurdish	2		
Spanish	1		1
Italian		1	1
Hindi	2		
Kurmanci (Kurdish)	1		
Croatian, Armenian, Serbian	1		
Portuguese			1

22 participants predicted that Arabic will be in demand more than ever. This demand is a direct result of the immigration crisis due to the Syrian Civil War as well as the economic and political relationships between Arabic-speaking countries and Turkey. Demand for Persian (7 participants) is also expected to increase. 11 participants also predicted an increase in demand for the Russian language due to political and economic relations. Chinese (14 participants), Japanese (2 participants), Korean (3 participants) and Hindi (2 participants) are among the languages expected to increase in demand due to the economic relations. Many participants highlighted the increasing rate of business

volume between China and Turkey. In addition, information imports and investments are expected to increase in the next 5 years.

As Kurdish people make up the biggest ethnic minority in Turkey, demand for Kurdish (2 participants) and Kurmanci (its most widely spoken dialect) (1 participant) is also expected to increase due to the increasing social rights in Turkey. Demand for English (11 participants) is expected to increase as it is the most spoken lingua franca in Turkey. For instance, one participant stated that Korean businesspeople prefer to speak English wherever they go for business relations. Demand for French (5 participants) is also expected to increase due to economic relations. On the other hand, demand for German (5 participants) is expected to decrease. One participant stated that although our relation with Germany continues volumetrically, it declines proportionally; this is due to the fact that the diversity of Turkey trade relations increases over the years.

Considering these responses, it is possible to state that the demand for interpreting in Eastern and Far Eastern languages will increase while the demand for interpreting in the European languages, excluding English, will decrease. Two of the participants stated that the trade axis of the earth is shifting towards the east; that is, the economic relations between Eastern countries and Turkey will increase in the near future. Demand for interpreting in Arabic, Persian and Kurdish languages is also expected to increase due to the economic and political relations as well as social rights, both for immigrants and minorities.

#### **4.2. The effects of technological developments on the interpreting profession**

Technological developments have affected the interpreting profession and will surely continue to shape the profession in the future. We have asked the participants about their predictions about the effects of technological developments on the profession and they have stated different views about the subject. Their answers have been analyzed with content analysis method and the answers have been categorized according to recurring themes. While some participants expressed their worries about the future, others highlighted the opportunities technology can offer.

Remote interpreting appears to be the most expected effect of technology on interpreting:

- “With the development of the Internet infrastructure, I think that remote simultaneous interpreting systems will develop more and the cost of traveling and equipment will decrease.”
- “Interpreters will be able to work wherever they are, they will be able to perform remote-interpreting. The first examples of this type of interpreting have been performed and there are companies working extensively on this type of interpreting.”
- “Due to the technological developments (machine translation can respond to the small and immediate translation needs) and globalization (the need for interpreting for in the hospitals and courts is increasing), instead of big and detailed events, interpreting on the phone for shorter periods of time (hour instead of day) will be prevalent.”
- “As long as teleconferencing tools (software) increase in the current speed, interpreters who can keep up with technology and use it efficiently, produce better quality works and at the same time demand wages in accordance with the market conditions of the country will get more job offers.”

- “Interpreting via the internet will increase as long as the necessary technological infrastructure is built.”
- “The innovation that technology will bring to interpreters in conferences, work, and training meetings will be the ability to overcome space limitations.”

Some participants expect a decrease in the demand for interpreting due to technological developments, especially new speech technologies, while others expressed their firm belief in the continuation of the profession:

- “The emergence of technology and, in particular, artificial intelligence will reduce the demand for interpreting in some fields.”
- “I don't think that technology, no matter how much develops, will do away with the demand for interpreting, because speech technology can only be used travel, tourism or for personal conversations.”
- “I believe that incredible technological developments await us globally in the next 10 years. We have been using Computer Aided Translation tools in our company for a long time. However, it seems that within 10 years the new generation of artificial intelligence and Neural Machine Translation will be able to perform translation and interpreting tasks that humans can do. In this sense, the translation profession will orient itself to the transcreation (text adaptation and rewriting) field and perhaps gain more value. I think that legal interpreting will continue for a longer period of time.”
- “Although artificial intelligence claims to take the place of human beings, both translation and interpreting will still remain labor-intensive sectors. Emerging new technologies will enable interpreters, who already have the ability to interpret, to provide a higher quality, faster and more cost-effective service.”
- “Independently of the technological developments and globalization, the interpreting profession will always survive. The interpreter will be present in the meetings in order to prevent misunderstandings and financial errors, if not for primarily communicating.”
- “I believe that interpreting will be performed with professional equipment and interpreters experienced in their fields.”
- “I think that the demand for interpreting will rapidly increase due to fast-growing technology.”

According to some participants, technological developments will affect the interpreting market negatively:

- “Technology is getting cheaper while the human resource is increasing; thus both the demand and supply will increase while the unit wages will decrease.””
- “I think that technological tools will become widespread. I expect that the gap between the jobs and income of the high-level interpreters and other interpreters will increase.”
- “Due to the technological developments (machine translation can respond to the small and immediate translation needs) and globalization (the need for interpreting for in the hospitals and courts is increasing), instead of big and detailed events, interpreting on the phone for shorter periods of time (hour instead of day) will be prevalent. This will result in the

employment of less qualified interpreters as qualified interpreters require higher wages; which will lead to a radical decrease in wages in the interpreting market. Therefore, I think that people/technologies that will adapt to the new demand structure will gain importance."

#### 4.3. The effects of globalization on the interpreting profession

The financial and political developments play an important role in the shaping of the interpreting profession. Turkey faces multifarious effects originating both internally and externally which should be taken into consideration while predicting the future of the interpreting profession.

- "In the short term, it is difficult to predict the changes that can happen in the Middle East region. But in any case, Arabic and to a certain extent Kurdish languages will have great importance in the economic development process of Turkey. If the internal and foreign policies are decided to be put into an order in our country, information (technology investment) which will be imported from India, North/South Korea, China, and Russia will radically change both interpreting and translation markets. In this case, we will face a very severe lack of qualified interpreters of languages of these countries. Attempts should be made to raise translators who speak the languages spoken in these countries as soon as possible."
- "The situation in domestic and foreign markets creates an environment of uncertain opportunities for the near future. In other words, due to entrepreneurs who cannot predict where to make their investments, the countries that are trying to recover from the economic downturn and the migration due to various reasons, the need for interpreting will witness a high increase for a short term in the next 2 years. However, after the aforementioned situations will change, the demand rate will return to the level in the 1990s. When the current economic system in our world recovers from the economic downturn, the cycle I mentioned above will come up again."
- "With the development of bilateral relations and trade, the need for interpreting will increase."

We asked our participants about the necessary revisions the translation and interpreting departments should make in the next ten years. Many of the participants suggested similar views; which we have grouped and presented below:

Many participants stated that technology use should be increased and students should learn how to operate technical equipment.

In addition, our participants highlighted the importance of internship and conference experience. One participant criticized the translation education and suggested adding one year of internship.

- "Judging from the fact the graduates perform weakly, it is possible to say that either 4-year translation education is not sufficient; so it should be 5 years with one full year of compulsory internship, or 4-year translation curriculum is not used effectively. After completing a 4-year translation education, graduates should choose a field in the 5th year and do one year of compulsory internship, like the graduates of law school."
- "Students should be sent to participate in international meetings as observers so that they can gain experience."

Both the field specialization and terminology knowledge, should be given importance in the interpreting training. One participant suggested adding an exam for assessing the field knowledge of students:

- “After the internship, students should take an exam and if they pass this exam, they should work in the market, specializing in the field they have chosen. After completing the internship, they should take an exam regarding the field.”

Individual characteristics arise as one of the important aspects of being a successful interpreter. Participants mentioned emotion management and time management as important factors:

- “Coping with stress, professional ethics (going to work on time and properly, being ready, sticking to the agreed schedule, being polite, behaving unhurriedly), in short, humanistic development should be given importance. An interpreter lacking a full command of terminology can perform the job, but an interpreter lacking the stress and anger management skills will ruin the job.”
- “Theoretically, I find the training given in the translation and interpreting departments of universities sufficient for an academic career. However, the higher education environment does not make students ready for market or market conditions. The reason for this is that an individual, who comes from an education system which is generally asocial, wants to study in a discipline that requires being social. I believe that the translation and interpreting departments in the universities should be restructured to provide more socialization.”

Participants pointed out the necessity of high-level language skills as well as the cultural knowledge of working languages:

- “Students should be trained to have high-level command of both native and foreign languages; both in written and spoken languages. We cannot build a structure on weak foundations; those who have incomplete grammar are thus hard to work with. We have seen many young graduates from different universities; they are successful but unfortunately, we have witnessed that they don't have perfect grammar, a fundamental necessity for translation.”
- “Cultural and behavioral rules of the working languages of the students should be emphasized.”

Participants suggested professional ethics as an important subject to be added to the curriculum. In addition, customer-related processes and skills for successful communication are also mentioned.

- “It will be useful for the students who plan to work in the service sector and interact with customers to take education and inform themselves on social skills and customer satisfaction subjects.”
- “Coping with stress, professional ethics (going to work on time and properly, being ready, sticking to the agreed schedule, being polite, behaving unhurriedly), in short, humanistic development should be given importance.”

Aptitude tests have been applied for more effective training in many different departments. Two participants stated contradictory views on aptitude tests:

- “The successful students should undertake an aptitude test and they should be given intense and applied conference interpreting training in the final year.”
- “When students are categorized as those taking the translation lectures and those taking the interpreting lectures, the successful students choose the interpreting lectures. But I think that instead of such a categorization, those who really want to work as interpreters should be given interpreting lectures. Judging from my experiences, only a few graduates work as translators in the market; and proportionally fewer graduates will work as interpreters. Students should be made aware of the market.”

Participants presented suggestions for trainers; which include training of trainers. Trainers should give students information about the realities of the market:

- “I believe that the academic staff should inform students on professional ethics, booth manners, gray market, price cutting, and they should have the courage to raise the awareness of students. Association membership should be explained and encouraged among students.”
- “Professional interpreters should be given the “training of trainers” education so that they can give these lectures in the best way. They may be good interpreters, but they should be trained to become a good trainer.”

Participants also stated the necessity of university-sector cooperation. This cooperation will result in positive consequences for both sides.

In addition, the participants have presented their suggestions about the skills, subjects, and lecturers which should be added to the curriculum:

- “Interpreting training should be given starting from the first semester.”
- “Remote interpreting (telephone and video conference) should be added to the curriculum as a lecture.”
- “Simultaneous interpreting should be given in the fourth or fifth semester.”
- “Realistic and performance-based education as well as assessment and evaluation should be presented to students.”
- “In addition, it will be useful for the students who plan to work in the service sector and interact with customers to take education and inform themselves on social skills and customer satisfaction subjects.”
- “The duration of practice/applied lectures should be increased.”
- “Dictation and multitasking skills should be specially developed.”
- “I believe that the languages of immigrant-sending countries should be taught as a third language.”
- “I believe that the translation and interpreting departments in the universities should be restructured to provide more socialization.”

#### **4.4. Expectations from the graduate and trainee interpreters**

We have asked our participants about their expectations from the graduates planning to be interpreters. Many of the participants expressed different expectations, which covered both

educational and individual aspects. In order to facilitate the analysis, we have applied the process- and experience-based model of interpreter competence of Albl-Mikasa (2012) to the responses. Albl-Mikasa conducted a survey with 10 professional conference interpreters in Germany, focusing on the process of conference interpreting. She developed a competency model consisting of para-processes, peri-processes, in-processes, and post-processes. We have tried to group and present the responses within the framework of this model.

#### 4.4.1. High-level command of working languages

The interviewees of Albl-Mikasa highlighted the importance of a very high level of command to the working languages; especially the need for correct pronunciation of technical terms (2012: 64). The participants of this study also stated similar expectations from graduates: a high level of mastery in both working languages as well as extensive cultural background knowledge. In addition, they mentioned the importance of a second foreign language:

- “I think English pronunciation is very important. Students should gain awareness about this topic. I don't mean "native speaker" English, but I think phonological aspects should be highlighted.”
- “We expect students who want to be either a translator or interpreter to have advanced language proficiency.”
- “(They should follow the recent developments in the world.) I think TRT World TV Channel would be very useful in achieving this. By watching this channel, they can hear how Turkish expressions are translated into English.”
- “Our basic expectation is that graduates have a high level of mastery in their working languages, including their native languages, both in written and spoken forms. They should know another language.”
- “They should have good language skills fitting for professional ethics.”
- “They should have a good command of the source and target languages. They should know both the source and target culture.”
- “Direct and inverse interpreting skills and a second foreign language are important.”
- “I think diction and multi-tasking skills need to be further developed.”

#### 4.4.2. Individual characteristics and skills

Albl-Mikasa places intra- and interpersonal skills into peri-process skills as well as into para-processes. She lists teamwork and a cooperative attitude (being a good boothmate, openness to criticism, etc.), unimposing extroverted personality (modesty and refraining from being center of attention), pressure resistance and frustration tolerance (emotion management), lifelong learning predilection (willingness to keep learning). In addition, Albl-Mikasa points out the importance of a calm attitude during production and presentation in the process (2012: 69-84). Our participants have stated various individual characteristics expected from prospective interpreters. They have pointed out the patience, modesty, and openness to improve oneself:

- “Patience, wisdom, resilience, and humility.”
- “They should be courageous, open to innovation. They should be enthusiastic and keen on improving themselves.”
- “They should develop their skills.”
- “They should be open to improve themselves.”
- “They should test their own level. They should determine their weak points and work towards to remedy these points quickly. They should take complementary as well as applied education.”
- “(Professional ethics should be their most important qualification.) As long as they have professional ethics, they try to show extra effort to compensate for their weaknesses and they seek help where they deem necessary.”
- “Patience; common sense, courtesy, loyalty.”
- “They should develop themselves in the art of rhetoric.”
- “They must accept that our job requires a lot of effort and perseverance. If they cannot show this effort and perseverance, then they are unfit for this job.”

#### 4.4.3. Specialization

The interviewees of Albl-Mikasa have pointed out the need for specialization in certain areas and investing time and effort to deepen their knowledge in these areas. While reaching the level of an expert is not possible, the interpreter should have a semi-informed knowledge about concepts and facts in their specialization fields for successful communication (2012: 67). Our participants also pointed out the need for specialization as well as the importance of terminology:

- “They should have special field knowledge and terminology knowledge.”
- “They should specialize in at most one or two fields.”
- “They should have a sound knowledge of terminology.”
- “They should try to specialize in the field they choose.”
- “They should choose and specialize in certain fields by reading and keeping up with the literature of these fields. They should then increase the number of fields they specialize in.”
- “Specialty in a field is very important.”

#### 4.4.4. Technology/equipment use

Albl-Mikasa states the necessity of terminology management for interpreters both for before and after the interpreting process. Interpreters should navigate efficiently among the immense data one could find on the internet and quickly find the necessary information suiting their needs (2012: 65). Our participants also expressed their expectations related to efficient technology usage. Besides internet use, the graduates are also expected to know how to operate technical equipment:

- “They should be able to use technical equipment.”
- “They should keep up with current technologies.”
- “I expect them to keep up with new equipment.”

- “They should use technologies and software related to interpreting.”
- “Students should be able to use technology.”

#### 4.4.5. Being up to date

Albl-Mikasa presents a "generalist's semi-informed knowledge" as an interpreter's coping strategy for extensive background knowledge in many different fields. Interpreters may face many different topics in the conferences, which is especially the case for interpreters whose working languages include English. Thus, interpreters have in-depth knowledge about the fields they specialize while they build up informed semi-knowledge about other fields (ibid: 67). In parallel to Albl-Mikasa, our participants also emphasized the importance of world knowledge:

- “They should follow recent developments in the world. I think TRT World TV Channel would be very useful in achieving this.”
- “They should gain insights by reading newspapers and publications in many different areas.”
- “They should have broad world knowledge.”
- “In particular, I expect them to keep up with the current developments and equipment, and to improve themselves in the fields which can be the subject in the interpreting.”
- “Broad knowledge of world cultures is very important.”
- “I see a low level of general knowledge in the young interpreters and interpreter candidates due to the generally low quality of education in our country. I want our youth to have broad world knowledge.”

#### 4.4.6. Professional ethics

Albl-Mikasa places professional standards and codes of ethics among the para-process skills, which cover and affect the overall process. Interpreters should follow the professional interpreters' standards and code of ethics (confidentiality, fidelity towards the speaker, rejecting the jobs for which interpreter is unqualified) (ibid: 87). The participants in our study also mentioned professional ethics as an important expectation; one participant also warned against the financial consequences of unethical behavior for the whole profession:

- “They should know professional ethics.”
- “(They must accept that our job requires a lot of effort and perseverance. If they cannot show this effort and perseverance, then they are unfit for this job. They should know this.) Otherwise, this sector will witness much more price cutting and customers with unrealistic demands.”
- “Work discipline is very important.”
- “Professional ethics is very important.”
- “Professional ethics should be their most important qualification.”
- “They should have professional ethics and consciousness.”

#### 4.4.7. Knowledge about the interpreting process and market

The interviewees of Albl-Mikasa has expressed the business-related processes in their professional life in great detail, thus she places these processes in the para-processes as a different category. One of the interviewees has even stated that "The longer I'm in the business, the more I feel that interpreting proper in the booth is only 50% of my job" (2012: 61). Thus customer-related processes are vital for the success of the interpreter. In addition, Albl-Mikasa emphasizes the importance of preparation know-how (ibid: 64). Our participants have also highlighted the importance of the preparation phase as well as the knowledge related to the market:

- "They should have good knowledge related to the preparation phase of interpreting."
- "They should be aware of market conditions."
- "They should follow the sectoral events, publications, and works of associations."

#### 4.4.8. Experience

The interviewees of Albl-Mikasa are all professional conference interpreters with 15 years or more working experience; thus the model doesn't cover the important role of internship, in particular. However, as we have asked our participants their expectations from new graduates, they have stated the importance of internship and experience. They pointed out previous work experience as well as the importance of observing conferences.

- "Students should gain experience through personal observation or participation."
- "In addition, it is not necessary for students to work in jobs related to translation or interpreting. They can work in reception desks in hotels, in newspapers, in restaurants, in textile companies, in PR departments of a hospital. Students cannot gain the necessary knowledge for interpreting just by studying on the computer or translating the power of attorney."
- "They should gain experience."
- "They should be experienced."

We have asked our participants their general thoughts about the interpreting market and education.

One participant expressed her/his suggestions for becoming an interpreter; she/he emphasized the role of lecturers as well as the importance of self-study:

- "Students who desire to become interpreters must get advice from their lecturers, chase opportunities to enter to the booth with interpreters, hone their speaking skills during their holidays or off-school days, take public speaking lessons, etc."

One participant pointed out the need for interpreting in rare languages:

- "Considering that there is a growing need for interpreters who have professional ethics and consciousness, and who are fluent in source and target language and culture, I think that it would be better for students to study especially in the rare languages needed in the market."

One participant pointed out the low recognition and perception of interpreters in Turkey.

- "I suggest conducting a study on the reputation of interpreters. There are problems with this issue. The recognition and perception of our profession are very low in our society."

One participant mentioned the legal arrangements for interpreting in medical settings, which is likely to increase the demand for interpreting.

- “I think the legal arrangements will be effective in several different fields. Interpreting, rather than translation, in the medical settings will be a legal obligation, just like in courts and police stations.”

One participant mentioned the studies conducted by Professional Competency Board for improving the status and working conditions of translators and interpreters in Turkey:

- “As we are a developing country, demand will increase. Academy, sector, and interpreters can supply this demand qualitatively and quantitatively. The works of Professional Competency Board will also be effective in recent years. I hope that the Certificates of Qualification will prevent unfair competition.”

One participant highlighted the financial damage caused by untrained interpreters. She/he mentioned the possible advantages the sectoral regulation can present:

- “Considering the number of so-called interpreters who currently claim to be interpreters, but who do not even know their mother tongue, and manipulate the market; there is a serious need for interpreters who have been able to receive specialized training in the field of theoretical training and special field expertise, although the market wage is not satisfactory. Although it will take time for interpreting profession to gain the prestige it deserves, depending on the increase in the number of qualified interpreters and development of sectoral regulation, the quality level in the market will be possible increase. It is evident that interpreting will develop with sectoral regulation (with the works of Professional Competency Board, etc.).”

One participant is pessimistic about both the education and the market. She/he brought up the negative effects of social media use by some interpreters. In addition, she/he mentioned the price cutting as a serious problem damaging the prestige of the profession:

- “When I look at unconscious students, a new generation of lazy people, and the fact that professional ethics is not taught at university, I don't think the overall picture is positive. Self-proclaimed so-called interpreters emerge and do marketing activities on social media; which over-glamorizes new graduates and students. Unfortunately, lecturers also play a role in this situation. We still face ridiculous price demands of customers, such as 400-500 TL (€ 100). The reasons for this is that the new graduates are impetuous; they lack patience and they jump to every job; the lecturers don't guide their students well; in addition, there is a group of so-called interpreters who pick up these new graduates like hunters and train them to become interpreters. The result of these is the customers who are so unconscious that they think such a prestigious job can be performed for 400 TL in 2018. I observe this price cutting not only for common foreign languages but languages such as Arabic, Persian, etc.”

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## 5. Discussion

This study aims to answer three research questions. First of all, the study explores the effects of globalization and technology on the interpreting market. Secondly, the expectations of the interpreting market from the interpreters are explored. Lastly, the expectations of interpreting the market from the interpreting education in the universities are examined in the study.

The interpreting companies, taking the effects of globalization in Turkey into consideration, anticipate an increase in the demand for interpreting in Arabic, Chinese and Russian languages. The mass migration movement after the Arabic Spring and the shifting of economic relations of Turkey towards the east can explain these expectations. A participant anticipates a great share for the Arabic language in the future due to the course of the economic growth of Turkey. In addition, due to the foreign policy and technological import of Turkey from South Korea, China and Russia, the need for interpreters competent in Korean, Chinese and Russian will increase, according to participants. Apart from these, participants anticipate that the demand for English will continue to increase.

There are different opinions about the effects of developing technology and globalization on the interpreting profession. Most participants think that the demand for interpreting will increase in parallel to the developments in the trade and artificial intelligence will increase the quality of interpreting services. The technological developments will facilitate the remote interpreting (via telephone or internet) in Turkey and thanks to this development; the interpreters will provide their services without space limitations, according to one participant. Apart from these, standardization for pricing is anticipated to be implemented.

There are positive as well as negative thoughts expressed on this issue. Participants expect a decrease in the pricing of interpreting services due to technological developments. This will, in turn, lead to a decrease in the quality of interpreting services.

The participants are asked about the revisions that should be implemented in interpreting education in universities in the next decade. Participants have differing views on this subject. Participants give following suggestions for the necessary specialization: students should participate and observe international meetings during their education, the interpreting internship should be compulsory and an exam after the internship should be taken. The need for specialization in a field after the exam has also been highlighted. In addition to the field specialization, a good command of terminology is also emphasized by the participants.

Participants have listed emotion and time management as important requirements. During the interpreting process, stress, its management, and professional ethics are important issues. At the same time, participants think that it is necessary for students to be informed about market conditions during their education. According to the representatives of interpreting companies, professional ethics and professional knowledge (such as customer relationship, pricing policy, booth manners, etc.) should be integrated to the translation departments' curricula as important courses. Some participants highlight the importance of aptitude test, as it will increase the quality of interpreting education. In addition, the participants also think that trainers should keep up with the current developments as well as with the market conditions.

Participants also express their views on education. These include academia-sector cooperation. The participants think that such cooperation will benefit not only to education but also to the sector. The participants also express their recommendations for the curricula. These include the followings: the interpreting lessons should start from the first semester; the simultaneous interpreting should be given starting from the fourth or fifth semester; the students should be provided with an opportunity to interpret in realistic settings (such as conferences); the hours of applied courses should be increased; and lastly, the courses such as diction should be added to the curriculum.

Participants also express their expectations from the new graduates. The answers have been interpreted by taking the interpreting competence into consideration, which students acquire during their education in order to be professional interpreters. Thus, the answers have been interpreted and categorized by taking the interpreting competence model of Albl-Mikasa (2012) into consideration. The participants' views on education have been classified into 8 skills and analyzed accordingly. Expectations of the participants from the trainee interpreters are as follows: a high command of working languages, individual characteristics, and skills, field specialization, mastery in using technical equipment, keeping up with the global and local developments, professional ethics, professional knowledge, market knowledge, and experience.

## 6. Conclusion and future work

This study is the first descriptive analysis of interpreting the market in Turkey, and thus an important data source for the interpreting studies in Turkey. A survey with open-ended questions has been administered to the representatives of interpreting companies, and the current situation has been focused from different aspects. In addition to the current situation of interpreting market, the participants have also given their views on the effects of globalization and technology on the interpreting profession and education.

The differentiation and prevalence of communication networks with technological developments also confirm that the interpreting service will be provided with different tools. The demand for interpreting as well as the remote interpreting via the internet or telephone will increase, according to the participants. Participants, who are the representatives of the interpreting companies, highlighted the need for more practice with these tools during the interpreting education in order to adapt to the demands of the interpreting market. Furthermore, technological developments create new fields of specialization. In this respect, the fields of specialization in the academic interpreting education should be updated and students should be supported for self-study.

Professional ethics and professional knowledge are also highlighted by the representatives of the interpreting market. The frequent mention of these two issues may be understood as a shortcoming both for the graduates of translation studies and graduates of other departments. The new graduates are expected to be informed about professional ethics and professional knowledge in order to improve the dignity of the profession and the working conditions of the interpreters. In order to ensure this, professional ethics and professional knowledge should be given importance in both translation and interpreting education. Within this context, the trainers are also expected to be informed about the profession and the current situation of the market.

The participants also highlighted the importance of internship during education. The students are advised to undergo internship in order to be better informed about the profession. The duration of

compulsory internship can be extended and the companies can increase the number of interns they hire.

Aptitude test has been recommended for developing interpreting competence in more motivated students. Aptitude test has also been recommended in the interpreting studies literature. Although it is not applied in every department, it is possible to say that the aptitude test is necessary for a more effective interpreting education.

When the expectations of representatives of interpreting the market from both the trainee and professional interpreters are examined, it can be seen that knowledge of working languages and knowledge about cultures, professional knowledge, and ethics, rhetoric and diction skills, knowledge about interpreting market and mastery of technical equipment are highlighted. These issues should be included in the curricula of the translation and interpreting departments. A change can be observed in the interpreting competence models. The most recent study is Albl-Mikasa's (2012) model which focuses on personal skills and thus it is highly compatible with the skills demanded by the market.

There are different views on the effects of market expectations on translation education. Some scholars argue that expectations of the market should be included in the curricula of translation and interpreting departments (especially after Bologna Process), some scholars suggest that the aim of the translation and interpreting education is not to prepare the graduates fully prepared for all the market conditions (Pym, 1993). ESIT, for instance, states that the aim of translation and interpreting education is "to produce not translators who are specialists, but specialists in translation" (cited in Pym, *ibid*).

The compatibility of the views of the representatives of the interpreting companies and the curricula of the academic department may be the subject of future studies. In order to answer this question, the curricula of the translation and interpreting departments in Turkey should be analyzed in line with the opinions of the representatives of interpreting companies. This analysis should also include interpreting competence. The alignment of market demands and academic departments can be determined after such an analysis.

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