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Designing Language-Specific Online Translation Courses: A Proposal

Çevrimiçi Çeviri Eğitimi: Bir Sertifika Programı Önerisi

Research / Araştırma

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ABSTRACT

Online learning is a mode of delivery that allows flexibility in learning for individuals to study without restrictions on pace, time, and location with the support of a structured learning program. The incorporation of the lifelong learning concept into higher education has prompted universities to provide online and on-campus programs in the form of both formal and non-formal education to cater to individuals of diverse backgrounds across multiple age ranges. Given the availability of university online programs and the growing demand for online translation courses and/or programs particularly from potential learners with proven language proficiency, this paper proposes an online learning model intended for adult learners with proficiency in English and Turkish that will lead to a professional certificate. The current system in Turkey does not provide sufficient credibility of translators in the eyes of employers and clients unless individuals hold an academic degree in translation or languages. Thus, it would be more beneficial for individuals having a good command of English and Turkish languages to seek a professional certificate granted by a higher-education institution, preferably in cooperation with a translators' association, to enter the market or to earn credibility on the translation market. In response to the demand from individuals with proficiency in two languages, this study proposes an online course drawing on the ADDIE model, which provides a thorough framework for instructional design. This paper elaborates on five core elements of this model namely analysis, design, development, implementation, and evaluation for teaching translation to adult learners online.

Keywords: Online learning, translator training, adult learners, information and communication technologies, ADDIE.

ÖZET

Çevrimiçi öğrenme, bireylerin istedikleri zaman, istedikleri yerde, kendi hızlarına göre çalışmalarını ve öğrenmelerini sağlayan, dolayısıyla öğrenmeye esneklik kazandıran bir yöntemdir. Genellikle yapılandırılmış bir öğrenme programı kapsamında gerçekleşir. Özellikle yaşam boyu öğrenme kavramının yükseköğretim kurumlarında yer bulmaya başlamasıyla birlikte, üniversiteler her yaşta ve özellikte bireye çevrimiçi ortamlarda veya kampüste örgün ve yaygın eğitim olanağı sunmaktadır. Bu çalışmada üniversitelerin sunduğu çevrimiçi öğrenme olanakları ve özellikle İngilizce ve Türkçeyi iyi bilen bireylerin çeviri piyasasına girebilme talepleri dikkate alınarak yabancı dil becerisini kanıtlamış yetişkin öğrenenler için – çevrimiçi öğrenmeye dayalı – bir sertifika programı önerisi sunulmaktadır. Türkiye'de iki dili iyi bilen bir bireyin çeviri piyasasına girmesinin önünde yasal bir engel yoktur. Bu durum, işveren ve müşteriler açısından bakıldığında, çevirmenin güvenilirliğini etkilemektedir. Ancak mütercim-tercümanlık bölümü veya yabancı dillerle ilgili diğer bölümlerden alınan diplomalar çevirmen yeterliliği için kanıt oluşturmaktadır. Çeviri piyasasına adım atmak isteyip bu bölümlerden mezun olmayan, dil yeterliliğini kanıtlamış bireylerin girdiği sertifika arayışı için üniversitelerdeki mütercim-tercümanlık bölümleri, tercihen bir çeviri/çevirmen derneğiyle iş birliği içinde, çözüm sunabilir. Bu çalışmada yabancı dil yeterliliğini kanıtlayabilen bireylere yönelik çevrimiçi çeviri sertifikası programı önerisi sunulmaktadır. ADDIE modeline dayalı bu öneri çevrimiçi öğrenme programına yönelik analiz, tasarım, geliştirme, uygulama ve değerlendirme aşamalarından oluşmaktadır.

Anahtar sözcükler: Çevrimiçi öğrenme, çevirmen eğitimi, yetişkin öğrenenler, bilgi ve iletişim teknolojileri, ADDIE.

1. Introduction

Modern life requirements, such as extended working hours, and the extensive use of digital media have caused radical changes in learners' expectations and delivery of education. Distance education, which has a history of about 150 years (Demiray & İşman, 2001, s. 88; Katz, 2010, xviii), is one of the most significant consequences of these changes. Having started with correspondence instruction, distance education now has a broad range of forms (e.g. formal education vs. certificate programs), modes of delivery, learners, and learning materials. Higher-education institutions have undergone significant transformations with changing and diversifying learner needs and expectations with the development of a wide range of learning materials and technologies. Today, in addition to formal education programs that award an academic degree, higher-education institutions also offer alternative programs that grant certificates for professional or personal development. With the incorporation of lifelong learning concept into higher education, which also includes continuing professional development (CPD), universities now often provide online and on-campus programs in the form of formal and non-formal education for a wide range of individuals.

Translator training has undoubtedly taken advantage of such opportunities offered beyond traditional campus-based education. A quick web-based search shows a number of distance and/or online master's and doctoral programs in translation studies including, for example, MA in Translation Studies (University of Birmingham), MA Translation Studies (University of Portsmouth), MA in Translation (University of Bristol), MA in Translation and Interpreting (University of Illinois at Urbana-Champaign),

MS in Translation (NYU School of Professional Studies), MA in Translation (Kent State University), and Ph.D. in Translation and Intercultural Studies (Rovira i Virgili University, discontinuing since 2014). There are also certificate programs designed for professional development, such as the Translation Certificate offered by College of Advancing and Professional Studies, University of Massachusetts Boston, and Online Languages and Translation Courses offered by School of Continuing Studies, University of Toronto.

The present study proposes a model for developing an online translation course for individuals with proficiency in English and Turkish specifically leading to a professional certificate. For example, online translation courses that a higher-education institution offers in cooperation with the Translation and Interpreting Association of Turkey may potentially fill a void on the translation market. In Turkey, currently, translators' associations do not provide nationwide qualification requirements such as examination or certification systems in contrast to the Chartered Institute of Linguists Diploma in Translation in the UK, the American Translators Association certification in the US, or the Canadian Translators, Terminologists and Interpreters Council certifications that are based on a thorough examination and assessment process. The translation market is unregulated as the qualifications required to enter the translator profession are not specified. However, under the supervision of the Vocational Qualifications Authority, academics and representatives of the translation market drew up the standards, which will finally develop into national qualifications for translators. The Coordination Group is now working on qualifications, the draft of which will be shared with stakeholders soon. Qualifications are currently written for liaison interpreting, conference interpreting, community interpreting, specialized translation, and localization. A certification system will then be developed based on qualifications.[1] The current system nevertheless challenges the credibility of translators, especially the young translators, in the eyes of employers and clients unless they hold an academic degree in translation or languages. Explaining the reasons for e-learning, Pym (n.d.) refers to the strong demand especially from adult learners "mostly professionally employed, who want to gain skills of this kind or who are interested in obtaining a recognized qualification", adding that this demand has traditionally been met by programs at the master's level, but lifelong learning requires that they may be offered at second-cycle or earlier levels.

Online programs are developed to respond not only to changing educational demands of the society, but also to evolving nature of the translation profession. Modes of translation have been changing with modern market demands. Freelance translation is an alternative of second profession for individuals with proficiency in two languages, e.g. English-language teachers. In his global survey with a group of participants involved in translation, Katan (2011, p. 130-131) reported that the respondents mentioned that they had to compete with non-specialist translation amateurs and subject specialist translation amateurs on the market. Considering that speaking two languages is

1 For further information about certification and qualifications, see Uysal, 2017, and visit http://cevirmen-yeterliliklerianketi.com (Retrieved September 20, 2018).

not the only requirement for being a qualified translator, this program offers an option for individuals seeking to improve their translation skills by means of a structured learning program. Furthermore, a term such as crowdsourcing, which may be directly connected with translation, has become a reality of the 21st century. Crowdsourcing is defined as "the outsourcing of jobs typically performed by in-house employees and professionals, to a large, undefined (most often virtual) crowd" (Flanagan, 2016, p. 149). Translation crowdsourcing, either paid or volunteer, is today common in primarily social media, citizen journalism, language projects, and the audiovisual sector in the form of, for example, user-generated translation or funsubbing. Garcia (2015, p. 20) notes that the boundaries between three modes on the translation market, namely "machine translation, translation crowdsourcing, and paid professional translation", "are not rigid or absolute". This suggests that translation is a profession in the process of transition, challenging traditional approaches to translation and translator training.

Thus, as well as individuals with proficiency in English and Turkish not holding an academic degree in translation but seeking ways of entering the translation market or earning credibility on the market, those engaged in translation crowdsourcing may need an online program in translation in order to improve or expand their knowledge and skills in translation and to develop awareness of ethical and professional issues in translation. If there is a demand for such an online short learning program in translation, translator-training programs in higher-education institutions could offer such a program since they have experience in the training of translators, qualified human resources, and a broad spectrum of learning materials and resources. In response to changing modes of education and evolving modes of translation, this study proposes an English-Turkish online translation course that addresses the employability needs of adult learners with proven proficiency in English and Turkish. It is of importance to note that the study focuses on the training of translators, not interpreters.

This paper first provides an overview of online learning and teaching translation online (Section 2). This is followed by the proposal for designing an online translation course based on the ADDIE model (Section 3). Finally, Section 4 discusses the proposed model of translation teaching with particular reference to its advantages and challenges.

2. Background: Online Learning and Translator Training

The present study is predicated on the principles of designing online courses for a specified group of learners and the principles of online translation teaching. The two sections below summarize previous research related to these principles.

2.1 Online Learning

Online learning is a popular topic in today's science of education, on which there is a great deal of accumulated research and knowledge. Scholarly and other texts include several concepts that define teaching and learning in the digital age, which all refer to theories and practices that go beyond the boundaries of traditional classrooms.

E-learning, online learning, virtual learning, web-based learning, distance learning, open learning, flexible learning, blended learning, hybrid learning or flipped classroom learning are at the forefront. Some of these mentioned learning concepts encompass others, while some concept names have been used interchangeably. Additionally, it is common for each institution to adopt its own definition of concepts related to teaching or learning by distance mode.

Distance education or learning is an umbrella term that refers to the mode of delivery where learners are not physically present in the educational institution. Starting with instruction by correspondence in 1840s (Katz, 2010, p. xviii), education by distance mode is now generally aided by information and communication technologies (ICTs), however, some programs still use printed materials in addition to ICTs. Open learning is defined as "an educational philosophy that emphasises learners' choices and aims to reduce barriers to study" (Gaskell, 2008, p. 416). Such a broad definition gives the control of the learning process to the learners. However, in the case of "open education" offered by Anadolu University, learners are required to fulfill certain conditions to be admitted to programs, to study by means of printed materials in addition to technology-enhanced materials, and to take on-site examinations for assessment although they do not need to be physically present in courses. Thus, the institution's definition of open education partially overlaps the educational philosophy defined by Gaskell. This confirms the argument that teaching and learning in the digital age has loose terminology that may depend on institutional choices. E-learning is the use of computers and internet technologies to facilitate or support learning and instruction. Most definitions suggest that e-learning is a component of instruction or learning based in or out of the classroom that is an option used together with on-campus provision (see for example MacKeogh, Fox, Lorenzi, & Walsh, 2010, p. 23; Bates T., 2008; Pym, n.d.) while there are some others that restrict the definition to delivery of learning in distance mode by means of electronic tools. The term that is generally used to define the latter is online learning. A fully online course is a form of distance education that is delivered mainly via the internet. In online learning, the delivery of education may be synchronous and asynchronous. Today, online learning takes place in different environments from "traditional distance learning universities to e-learning for profit" (Rudestam & Schoenholtz-Read, 2010, p. 8).

These definitions suggest that technologies, or more specifically ICTs, are central to e-learning or online learning. Higher education has undergone fundamental changes especially after "computers, and later the Internet, became available and affordable" since the 1980s (McAvinia, 2016, p. 11) and computers became user-friendly in the early 1990s (Katz, 2010, p. xix). With the transition from the use of personal computers to connected digital technologies (the internet), learners now have access to a wide range of materials and tools that potentially support learning. However, it is important to note that that technology alone does not teach or ensure learning. The success of technology use in learning relies on additional factors, including skills levels of learners and instructors, commitment, and its effective use in learning and teaching (O'Donnell, 2010, p. 263).

Online learning is a mode of delivery that ensures flexibility to both learners and teachers. Learners have greater flexibility in planning their study. Instructors also have greater flexibility in teaching due to the integration of technology into teaching processes. Instructors may start with a certain method of teaching, but then need to transform it, either totally or partially, into a different method when considering learners' profile, needs and experiences. Bates (2015) provides an overview of teaching models (see Appendix 1), and concludes that the model that best responds to the needs of 21st century learners is online collaborative learning.

Based on previous research and experience, the fundamentals of online learning may be summarized as follows:

- intensive use of ICTs (to the extent that the achievement of instructional goals depends on instructors' and learners' technological skills),
- flexibility in learning and also teaching: learn whenever and wherever you wish at your own pace; no physical presence is required, but virtual presence is a must,
- learner-centeredness: flexibility causes a shift from instructor-centered teaching to learner-centered mode of delivery; less prescriptive in nature,
- dialogue and collaboration are necessary and encouraged (although self-instruction is an option).
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2.2 Online Learning and Translator Training

Distance learning has so far been one of the uncharted areas in Translation Studies (Medadian & Ketabi, 2014, p. 36; Ko, 2012, p. 3). Less attention has been paid to teaching translation online in and out of higher-education institutions although there is a growing body of research on online teaching and learning at all levels of education.

Especially after the development of functionalist approaches to translation, there has been a shift from a traditional transmissionist view to more student-centered, competence-based, and process-oriented approaches to the training of translators. E-learning (use of electronic tools in learning) has been integrated into learning settings with a view to meeting not only instructional but also practical needs of future translators. Studies that focus on the integration of technology in translator training often refer to changing market expectations for translators with the development of ICTs. In his discussion of e-learning and translator training in the early 2000s, Pym (n.d.) notes that e-learning is of particular importance in translator training as "the skills involved are essential for any translation practice at the professional level". In a study comparing the use of electronic tools and traditional methods in a translation course in a Jordanian university, the author found that there was a significant difference in learning between the two groups of students, specifically the group that used electronic tools in learning received higher scores in the post-test (Alshebab, 2013). Previous research has generally focused on (O'Donnell, 2010) the integration of e-learning as an on-campus provision of translator training rather than pure online translation courses.

The main foci of these studies were on learning materials, collaborative learning, and technical and pedagogical aspects of online learning.

Focusing on learner autonomy and independence, Medadian, and Ketabi (2014, p. 36) examined a self-instructional textbook used in an online translation course at an Iranian university. With regard to the development of materials for online learning, the authors conclude that there is a need for more emphasis on communicative and functional translation tasks, use of authentic translation tasks provided with a translation brief, and shift from teacher-student interaction to student-student interaction (Medadian, & Ketabi, 2014, p. 45).

There are a number of studies that concentrate on collaboration, another trending topic in online learning. With considering the requirement for interaction in web-based translation exercises, Kenny (2008) questions the impact of task structure (discussion groups, cooperative groups, collaborative groups) on student interaction, and finds that online communication was successful particularly among the members of discussion and cooperative groups. Olvero-Lobo et al. (2009) taught a course based on teleworking and team-working in translator training, at the end of which students reported increased confidence and high satisfaction with respect to collaborative work platform. Vandepitte et al. (2016, p. 3) developed the Trans-Atlantic and Pacific Project, a multilateral collaboration project "to share insights into collaborative writing across borders and cultures with students in a learn-by-doing fashion" that combines technical communication with translation. The project highlights the importance of effective communication and communication tools in the quality of final products.

Ko (2012) discusses teaching translation online from technical and pedagogical perspectives, based on the instructor's observations and a survey of online learners. The points that are worth consideration in this study are summarized as follows:

1. not all online learning tools are appropriate for teaching translation; "[a] thorough investigation and test run" are needed before using tools,
2. pre-course training is required to make all course participants familiar with technical issues,
3. an IT technician should be assigned to assist the course,
4. online teaching can be more time-consuming than face-to-face classes and there is a need to develop more effective ways of teaching,
5. because of the unique nature of online teaching, an appropriate communication protocol is necessary (Ko, 2012, pp. 23-24).

3. Designing an Online Course for Training Translators

This study provides a proposal for the design of an online translation course based on the ADDIE model. The ADDIE model is applicable here since it provides an exhaustive flexible framework and theoretical basis for the instructional design of this course. The five core elements of this model, as illustrated in Figure 1, are analysis, design, development, implementation, and evaluation (Branch, 2010).

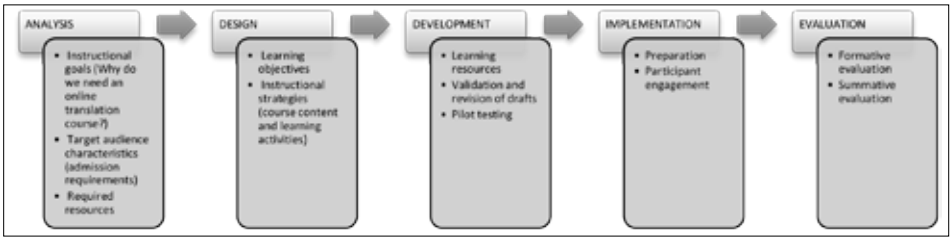


Figure 1. The ADDIE Model

This section proposes a model for an instructor-facilitated fully online course to be offered in a higher-education institution for adult learners, leading to a professional certificate. The phases of the model consist of 1) determining instructional goals, describing needs and characteristics of the intended audience, and identifying resources and delivery systems (analysis), 2) defining learning objectives and instructional strategies, i.e. course content and learning activities designed to achieve learning objectives (design), 3) generating learning resources and developing guidance for learners and instructors (development), 4) preparing learners and instructors (implementation), and 5) evaluating effectiveness of the program (evaluation).

3.1 Analysis

This phase of the ADDIE model mainly consists of the analysis of instructional goals, learners' needs and characteristics (especially criteria that learners are required to fulfill to get enrolled in the course), and resources available in the institution.

The first step of designing an online course is defining the profile and needs of the target audience, which then contributes to the development of instructional goals. In Turkey, higher-education institutions already have translator-training programs at the associate's, undergraduate, and master's degree levels. Furthermore, some translators' associations and translation companies offer translator-training programs. So, why is there a need for developing online translation courses in a higher-education institution?

As discussed in Section 1, the modes of education and the modes of translation have been changing with modern human and market demands. In order to respond to these demands, there is a need for offering alternative ways of education for potential translators, namely for individuals that fulfill certain requirements but do not have the chance or time to attend a two-year or four-year degree program in a higher education institution. Thus, the target audience of an online translator-training program would be adult learners that already have a certain degree of foreign language proficiency, but are seeking to gain additional translator skills and/or require a certificate to provide a record of and credibility for their qualifications to be employed on the translation market.

Thus, the **instructional goals** of the online course would be to enable adult learners with proficiency in English and Turkish to:

- improve translation competence (to be employed on the translation market),
- develop stronger motivation and self-discipline (to complete the online course),
- study flexibly at their own pace,
- collaborate with fellow learners for a better learning experience.

The target audience is adult learners defined as "[a]ny person aged 16 or over participating in adult learning" (NRDC, 2008). Adult learning is further defined as "[t]he entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills" (NRDC, 2008). We consider **learners' needs and characteristics**, first from a general perspective, and then from a more specific perspective. In general terms, an online translation course is a good option for:

- learners that come from geographically dispersed locations,
- learners already employed in a job and has limited time for further training,
- learners with disabilities,
- learners that have limited time for training due to parenting responsibilities,
- learners that need a short-term training rather than a long-term one.

From a more specific perspective, as a non-formal training program leading to a professional certification rather than an academic degree, this particular course is intended for adult learners, especially those already holding a degree in foreign languages, providing proof of:

- proficiency in IT use: Dabbagh (2007, p. 224) draws attention to the shift in learner profile from "older, mostly employed, place bound, goal oriented, and intrinsically motivated" to "dynamic, tentative, younger, and responsive to rapid technological changes" in distance education. Thus, modern online courses are required to respond to needs of younger and digital-native learners, as well as older and already employed individuals. This entails more effective use of digital technologies and greater interaction in online learning. In addition to the use of digital technologies for the course, learners must be technologically proficient to be able to manage a translation task when they enter the market, considering that a relatively short-term learning program is not intended to improve their technological skills.
- proficiency in English and Turkish. The program requires native or near-native fluency in working languages of the course (in this case, English and Turkish). Before getting enrolled in the course, learners whose mother tongue is Turkish are required to prove their proficiency in English, submitting an internationally acknowledged examination score, and learners whose mother tongue is another language are required to prove their proficiency in Turkish and English, submitting an internationally acknowledged examination score. Another option is that Turkish speakers pass a written entrance examination to test their proficiency in English, and vice versa.

Although learners come together in a joint platform and have to provide proof of IT and language skills to get enrolled in the course, the target audience of the program is probably learners with a different social and cultural background, such as advanced language learners or language teachers that are willing to get specialized in translation. Online learning is a tool that provides advantages in diversity management. Learners that attend the course under different conditions have the opportunity to learn at the place and time of their choice at their own pace.

As for **resources**, Pym (n.d.) suggests that there is a need to adapt learning platforms to specific needs of the course or program. Considering that e-learning has today been used or integrated into higher-education programs, almost all institutions work with a wide range of electronic tools from word processors or websites to more complicated instructional software. The ubiquitous presence of a learning management system (LMS) in almost all universities makes it feasible for instructors and administrators to develop online courses as it

> helps organizations manage training events, self-paced courses, and blended learning programs. It provides automation that replaces rigorous and expensive manual work, saves time, and enables you to organize your content, data, and learners. It tracks and reports on training activity and results. (Foreman, 2018, p. 8)

A quick look at university websites shows that LMSs have already been used in the Turkish universities to offer online courses or to support face-to-face classes, allowing learners and instructors to track training activities and to interact more easily. Not only distance education degree programs (e.g. Anadolum e-Campus of Anadolu University's Faculty of Open Education, and Learning Management System of Istanbul University's Faculty of Open and Distance Education) or online training programs, but also programs delivering traditional on-campus programs (e.g. Course Management System of Eskişehir Osmangazi University, and ODTUClass of Middle East Technical University) have integrated LMSs into education. Furthermore, translator-training programs in universities have human resources required to develop and deliver online courses.

3.2 Design and Development

The purpose of the design phase is "to verify the desired performances and appropriate testing methods", and the purpose of the development phase is "to generate and validate selecting learning resources" (Branch, 2010, p. 60). As the components of these two phases complement each other, their procedures are combined for practicality. Instructional goals, learner needs and characteristics, and resources defined in Section 3.1 help us define first learning objectives and course content that best responds to learner needs. After giving examples of learning outcomes, this section presents course content, methods of teaching, and learning platforms and materials.

Examples of learning outcomes that adult learners enrolled in an English-Turkish translation course are expected to achieve would be to:

- analyze a source text for translation purposes,
- conduct research required to complete a translation task,
- adopt diverse approaches to translation in view of target text function,
- communicate with the commissioner effectively,
- respond to the commissioner's needs and expectations in translation process,
- produce a target text in consideration of the commissioner's need,
- act in accordance with professional ethics,
- explain the relationship between translation and culture,
- develop critical thinking of translation.

Learning outcomes remain general, to the extent possible, in order to cater to needs of a wider target audience. Furthermore, as the program offered in this paper does not intend to replace a two-year or four-year program leading to a degree and hence does not cover all components of a translator-training curriculum, participants of this program will probably need to attend further CPD programs according to their specific needs, for example, on computer-assisted translation tools, localization, project management, or legal translation, medical translation, audiovisual translation, and so on.

3.2.1 Course content

We then need to define the course content that serves the purpose of achieving these learning objectives. A typical undergraduate program in translation includes components that fall under five categories: language (i.e. courses to improve foreign-language and native-language skills), cultural knowledge (e.g. American culture, British media, English literature) and field-specific knowledge (e.g. economics for translators, law for translators), translation (theory and practice), translation technologies, and translation practice (the market, associations, translation-related regulations and legislation, and so on). However, given that a short-term translation course cannot cover all components of a two-year or four-year translator-training program, there is a need to create course content that optimally responds to the needs of learners specified in Section 1 and 3.1.

Content design is one of the critical steps in online course development. The course is not likely to lead to intended learning outcomes if it does not include relevant content. Flexibility in content is also central to identifying course content, considering that learners do not constitute a homogeneous group although they (may) have common needs. There is a need to define the content, sources, degree of interaction, requirements, tasks and activities, and assessment criteria for each week in a detailed way. For the purpose of this paper, a rough plan is provided for each session. For, the other components of content design (for example degree of interaction, course materials, assessment criteria) largely rely on circumstances in the higher-education institution that offers the online learning program, especially human resources (qualifications,

specialization and workload of instructors that take part in the program).

In a preliminary session, the instructor presents the following:

- an introduction to the learner platform
- making learners familiar with the learning platform, probably an LMS (testing whether they can use synchronous and asynchronous learning tools, asking them to upload and/or send files, and to communicate with the instructor and fellow course participants). As noted by Pym (n.d.), one of the points to consider is working with people as well as technology "since the people, not the tools, are the ones who are going to solve your problems and achieve progress in learning". It is therefore important to ensure that each learner feels comfortable using the technology involved to fulfill requirements of the course.
- introduction to the course (defining what learners can expect to achieve at the end of the course and what is expected from learners, informing them about assessment procedures and success criteria)

The introductory part is followed by sessions, which sequentially include:

1. Task: The instructor uploads a text to be translated to the LMS (further information about LMS is provided in Section 3.2.2) with instructions (a translation brief) and due date. Each learner translates the text according to a translation brief and uploads their target text to the LMS, which allows the instructor and other course participants to view it.

   In the second semester, in addition to translation tasks, translation cases are used to develop learners' translator competence as well as translation competence in Kiraly's (2000, pp. 12-13) terms. Kiraly distinguishes between translation competence and translator competence in translator education:

   Becoming a professional translator clearly entails more than learning specific skills that allow one to produce an acceptable target text in one language on the basis of a text written in another. That is what I would call 'translation competence'. Acquiring 'translator competence', on the other hand, in addition involves joining a number of new communities such as the educated users of several languages, those conversant in specialized technical fields, and proficient users of traditional tools and new technologies for professional interlingual communication purposes. (Kiraly 2000: 13, bold in original)

   Tasks should be designed to ensure that learners acquire or improve skills required to approach a translation commission holistically, from interpreting the translation brief to submitting the target text to the commissioner as well as skills needed to produce a target text. These tasks may include, for example, cases related to ethical issues or pricing that translators are likely to encounter on the market.
2. Post-task analysis (translating experience, comments and discussions in synchronous and asynchronous platforms): Peers can add comments to each other's translations any time. In a synchronous session, learners and the instructor

meet to discuss translation problems and solutions in the task, as well as the translation process.

3. Revision of translation task based on post-task analysis: Learners work individually to produce a final version of the target text based on synchronous and asynchronous discussions.
4. Instructor and peer feedback on the final version of task: Peers and the instructor can optionally add further comments to each learner's final version of the task.

The course content focuses on translation tasks, which are primarily designed to enable participants to learn how to analyze a source text, produce a target text in consideration of text function, communicate with clients effectively, meet client needs and expectations, and develop an ethical approach to the profession. Knowledge and skills required to fulfill these outcomes are embedded into the program by means of translation practice, namely translation tasks, that respond to employability needs of translators.

3.2.2 Methods of teaching

From an exhaustive list of teaching methods offered by Bates (2015, see the Appendix), I propose an instruction model that brings together classroom-type online learning, competency-based learning, and online collaborative learning – a proposal that needs to be tested.

Today, an LMS is used to replicate a classroom-based teaching model (Bates, 2015, p. 131). LMSs have been used in almost all universities for supporting face-to-face classes or offering fully online courses. An LMS is a multiuser software application that "interfaces with a database containing information about users, courses and content" (Pina, 2010, pp. 1-2). Dabbagh, and Bannan-Ritland (2005, pp. 303-309) define five categories of tools in content management systems. The LMS in this case consists of content creation (tools that allow designers and instructors to generate course content by uploading documents, presentations, audiovisual materials, and so on), learning (tools that allow learners to interact with and personalize course content), communication (tools that allow instructor-learner, and learner-learner interaction by means of messaging, file sharing, comments, discussion threads, and so on), assessment (tools that allow instructors to assess learner achievement during and at the end of the course), and administration (tools that allow instructors and system administrators to follow student enrollment, add and remove users, and so on).

As the main objective of the course is to train translators for the translation market in direct response to the immediate needs of the industry, competency-based learning (CBL) models can also serve the purpose of the program. In contemporary education, defining learning objectives and making them comprehensible for learners is central to effective teaching and learning (MacKeogh, Fox, Lorenzi, & Walsh, 2010, pp. 22-24). Learning outcomes are important components of CBL. Examples of learning outcomes are provided in Section 3.2.

Collaboration has been used commonly in education to build knowledge, as it keeps learners active and engaged, giving the instructor a guiding and facilitating role. Collaboration in learning promotes:

- development of critical thinking skills (deepening the thinking process),
- co-creation of knowledge and meaning (engaging in a constructivist process to develop a new sense of knowledge and meaning),
- reflection (working in a more disciplined way in a group to reflect and process), and
- transformative learning (experiencing a new way of learning by means of reflection) (Palloff, & Pratt, 2003, pp. 36-37).

Collaborative learning has also been one of the popular topics in the training of translators in recent years (see for example Pavlovic, 2007; Kenny, 2008; Olvera-Lobo, et al. 2009; Huertas Barros, 2011; Fernández Costales, 2012). There are various ways of collaboration in online learning. For instance, in addition to instructor feedback, fellow learners provide feedback on each other's' completed tasks. Moreover, along with weekly translation tasks, learners may be asked to complete and submit a translation project at the end of the second semester, for which each participant takes a different role (e.g. project manager, translator, editor, etc.). Complementary to all of these is an online discussion forum embedded into the LMS to ensure learner-learner and learner-instructor interaction. The instructor or any learner can start a discussion thread with regard to, for example, one of the translation problems in the weekly task, or any market-related problem about the task, such as pricing of the translation, legal concerns regarding the translation, or omission of certain parts in the text. Discussion threads help learners construct knowledge and solutions to problems collaboratively, thus enhancing learner motivation and enabling learners to take active part in the learning process.

3.2.3 Learning platforms, and materials

Asynchronous and synchronous e-learning tools are available for distance learners. Asynchronous tools and materials provide greater flexibility in course planning. Open sources on the theory and practice of translation may be integrated into the LMS. Learners can access and download such resources at any point in time. The instructor may produce videos that focus on specific translation problems or that provide answers to questions commonly asked by learners. Learners can post messages to the instructor and their peers publicly and privately. The instructor can reply to these questions on the forum asynchronously. Furthermore, learners complete and upload translation tasks and instructors provide feedback on tasks asynchronously. A frequently-asked-questions section may be added to the platform so that learners find answers to common questions not directly related to the course content.

Synchronous learning is essential in online learning to increase learner motivation (although it may reduce the degree of flexibility). Videoconferencing and online chats are the most common examples of synchronous learning tools online. Learners come together in online instructor-facilitated sessions to discuss translation (source text

analysis, target readers, translation problems and solutions, translation tools, etc.) as well as translator experience (translators' ethical responsibilities, communicating with clients), which is likely to create a perfect example of blended learning.

As a supplementary method of learning and assessment, learners are divided into groups and are asked to collaborate with group members to submit a simulated translation project at the end of the second semester. For the purpose of this project, learners submit a project plan to the instructor and communicate regularly in the digital environment with their group members. On a weekly basis, learners report to the instructor about the progress of their project.

3.2.4 Assessment

Technological tools make it easier for learners to deal with "more complex tasks", and for instructors to capture more aspects of their performance (Newhouse, 2015, p. 219). An LMS allows instructors and learners to follow individual progress throughout the course. Learners' tasks and post-task reports are archived as main references to support judgments for assessment. Feedback provided by the instructor and peers at the end of each task may serve as a reference for formative (process-oriented) assessment. Together with the project submitted at the end of the course, the instructor evaluates learner progress based on tasks submitted at the end of each session. The use of digital technologies further enables the integration of several parameters including gradual progress, willingness to participate in discussions, willingness to provide feedback on others' tasks, revision of drafts, and performance in collaborative tasks into the final assessment. Use of an LMS also enables instructors and learners to resort to learning analytics to make assessment judgments. Based on a review of literature, Jo, Yu, Lee, and Kim (2015, p. 276-280) report that there are eight controllable variables for learning analytics that can be collected via the LMS and are related to academic achievement: total studying time in LMS, total login frequency in LMS, (ir)regularity of learning interval in LMS, interactions with instructor, interactions with peers, interactions with content, assignment and assessment composite, and discussion composite. It is of particular importance to set and publicize a rubric for assessment as well as a grading scheme at the outset of the course.

3.3 Implementation

Similar programs in the United States[2] adopt different approaches with regard to period of study, allocation of credits, and workload. For example, UMass Boston designed

2 The University of Arizona, Spanish-English Translation Certificate Program, https://spanish.arizona.edu/undergrad/online-translation (Retrieved September 20, 2018)
The University of Massachusetts Boston, Spanish/English Translation Certificate (Online), https://www.umb.edu/academics/caps/certificates/spanishtrans (Retrieved September 20, 2018)
Bellevue College, Translation Certificate of Accomplishment, https://catalog.bellevuecollege.edu/preview_program.php?catoid=5&poid=1003&returnto=154 / https://www.bellevuecollege.edu/ce/programs/language/translation-and-interpretation-certificate-program/overview/ (Retrieved September 20, 2018)
New York University, School of Professional Studies, Certificate in Translation Industry Essentials, https://www.sps.nyu.edu/professional-pathways/certificates/language-and-translation/translation-industry-essentials.html (Retrieved September 20, 2018)

a two-semester program consisting of two six-credit courses while the University of Arizona offers a non-credit certificate sequence consisting of three courses. NYU School of Professional Studies announces that the program can be completed in maximum three years. This course intends to achieve the instructional goals in two semesters. As discussed in Section 1 and Section 3.1, the target audience of the online learning program proposed in this paper is not comparable to learners seeking an associate's or undergraduate degree in translation with regard to profile and expectations. Learners are required to complete this fully online program consisting of consecutive weekly translation tasks and post-task procedures in two semesters.

Considering that human feedback is required, a maximum of 20 or 25 learners can get enrolled in the course. Implementation is mainly concerned with learner engagement and the engagement and supervision of instructors. Learner engagement primarily depends on motivation and an active role in the learning process as discussed in Section 3.1 and 3.2. Just like online learners, online instructors can be anywhere in the world as long as the legislation allows and as long as they have a good working connection. For the purpose of the course proposed here, general requirements would be:

- Native or near-native fluency in working languages
- Master's degree in languages (preferably in Translation Studies)
- Experience of teaching translation
- Experience of translation practice
- Experience of online teaching (a plus)

The first four requirements apply to instructors of conventional translation teaching. Online instructors may need an in-service training related to the LMS used in the university. Furthermore, potential instructors should be:

- willing to use new media and digital environments and learning materials,
- committed to keeping up with innovations in translator training,
- willing to work with learners from different ethnical and cultural backgrounds.

Wildflower (2010) provides a series of elements that make online courses successful. These elements include creating a framework for optimal online learning, facilitating dialogue with and among learners, establishing an online presence (frequency of online presence is important), encouraging supportive feedback among learners, managing conflict (e.g. promoting tolerance to differing opinions, encouraging learners to express themselves freely and to take a stand on an issue), sustaining motivation, record keeping and organization, and creating blended models (Wildflower, 2010, pp. 389-401). These elements probably increase the workload of faculty members that design and deliver online courses. Thus, enhancing the motivation of instructors is as important as enhancing that of students.

Instructors would be expected to report to the program coordinator at the end of each semester about:

- learners' achievement of desired outcomes,
- any changes required on the syllabus,
- their suggestions for improving the course.

3.4 Evaluation

The last phase of the ADDIE model is evaluation, namely a final testing of the overall program. The ADDIE model does not follow a linear course, but a cyclical one. Feedback obtained in the evaluation phase provides input for the analysis, design, and development phases of instruction. The data for evaluation relies on whether learning outcomes are achieved at the end of the course, and whether learners like and take advantage of learning experience. Formative evaluation and summative evaluation also apply to evaluation of the instructional program. The data used for formative evaluation include learners' weekly progress in the achievement of translation tasks, and learners' feedback with regard to course content, learning materials and use of digital platforms. It is more practical to get learners' feedback from online instructor and learner interaction, and learners' comments about a given translation task. Summative evaluation is a more comprehensive process during which program administrators and instructors evaluate the effectiveness of the program and any changes required to improve the program based on learner surveys posted once the course is finished, learner feedback received throughout the course, and overall achievement of learners. Revisions are made as necessary based on evaluation results.

4. Conclusion

In summary, this paper provides plan draft for designing an online translation course that leads to a professional certificate in translation. This proposal needs to be further discussed, improved upon, and then implemented. Human, pedagogical and technological resources in translator-training programs at universities may be used to deliver a course designed for adult learners with proven proficiency in English and Turkish.

The online translation course proposed here is a response to changing educational needs of the society, and evolving nature of the translation profession. Online learning is a mode of delivery that addresses to the needs of a broad spectrum of learners. Learning translation online is an option for adult learners that have proficiency in English and Turkish, for example individuals holding a degree in languages but not in translation. The translation market has become global, especially due to forms of profession such as freelancing and crowdsourcing. Individuals with proficiency in two languages can somehow or other enter the market. Online translation learning can provide an option for these individuals to improve or expand their knowledge and skills in translation, and thus contribute to the improvement of the translation quality on the market.

Today, many universities in Turkey host a lifelong learning center that cooperates with the industry, public organizations, non-governmental organizations, and

local governments to respond to further and lifelong education needs in the society. Translator-training programs may collaborate with these centers to meet market demands. This will certainly have implications for the quality of translation on the market. With available resources, particularly human resources, universities are the best places to award certificates, in addition to academic degrees, in translation. However, there is a need for effective management of faculty members' increased workload and for increasing technical assistant that will be particularly important for creating additional motivation.

Each component of the course design process needs further elaboration to incorporate considerations including institutional decisions and instructor qualifications. Furthermore, there are several other points to consider. The factors that are likely to affect the content and structure of the course are *inter alia*, national and institutional regulations, the specific LMS used in a higher-education institution, instructors' level of technological skills and willingness to take in-service training, collaboration among instructors, technical staff, and program administrators, institution's assessment policy, and tuition fees.

Appendix. Teaching Models (Bates, 2015, p. 169):

Design model	*Epistemology*	*20th century learning*	*21st century learning*	*Academic quality*	*Flexibility*
Transmissive lectures	Objectivist	**	*	**	*
Interactive lectures/seminars	Constructivist	***	**	***	*
Classroom-type online learning	Objectivist	n/a	*	*	***
Online collaborative learning	Constructivist	n/a	***	***	***
ADDIE	Mainly objectivist	***	**	***	**
Experiential learning	Constructivist	**	***	**	***
Competency-based learning	Objectivist	n/a	**	**	***
Communities of practice	Connectivist	**	**	*	***
x MOOCs	Objectivist	n/a	*	**	***
cMOOCs	Connectivist	n/a	**	*	***
Agile design	Constructivist	n/a	***	**	***

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