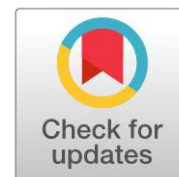# MAKING ROOM FOR SOCIAL RESPONSIBILITY
IN TRANSLATOR TRAINING

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Abstract

This study examines how the integration of social responsibility into translator training contributes to the learning and development of translation students. To this end, an action research design and an innovative situated learning project were implemented in an existing Bachelor's course in Translation and Interpreting. Students voluntarily performed two types of authentic translation tasks for a non-profit foundation and wrote project reports. The reports suggest that the integration of social responsibility into translator training raises the awareness of social responsibility among translation students and thus contributes to the improvement of their knowledge. It also has the potential to offer translation students a real experience and develop their translator competences. Therefore, this study proposes linking social responsibility with different learning environments in translator training because making room for social responsibility allows students to develop as socially responsible translators.

Keywords: social responsibility, situated learning project, translator training, translation students

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Social Responsibility in Education

Social responsibility has become a globally significant concept defined as the duty of an individual or an organization to contribute to a balanced and sustainable life in the society in which we live. It has developed into a term "Corporate Social Responsibility" (CSR) in the business world and is defined as a relationship between institutions or corporations and society. CSR has increasingly become a necessity for the survival of corporations as many of them use social responsibility as a strategic approach to doing good and helping the society to which they belong, while creating a positive socially friendly image for the general public and, in particular, their potential customers. İsmail (2009, p. 199) stresses that 'a range of activities such as working in partnership with local communities, socially sensitive investment, developing relationships with employees, customers and their families, and involving in activities for environmental conservation and sustainability' could be carried out as social responsibility.

As one of the institutions in society, 'educational institutions have significant roles as supporting and sustaining the systems and spheres towards the quality-of-life standards and building capacity with integrating social responsibility efforts' (Toprak Kahraman, 2016, p. vi). Such a view apparently requires that students be taught an understanding of social responsibility in the context of their learning process at the undergraduate levels, because developing a responsible attitude implies that students learn to behave as good members of society and ultimately socially responsible persons contribute to social, environmental, technical and economic changes in society. Therefore, 'there is a need to move away from a measured, linear curriculum to a 'transformatory' curriculum which will lead to change in the belief and attitudes and in turn help to lead to a perspective transformation in the long run' (de Jongh & Prinsloo, 2004, pp. 118–119). To ensure such a change, educational institutions have begun to incorporate social responsibility into their curricula in order to increase students' social sensitivity and to do community service through projects implemented in their courses (Droms Hatch & Stephen, 2015; Castilla-Polo et al. 2020). Although different names such as "Service-learning" (S-L) or "Community Service Learning" (CSL) are used for such courses, their common goals include a kind of experiential learning that promotes students' commitment to social responsibility, strengthens their social cohesion and raises their awareness of current social issues. Since these courses create experiential

learning laboratories for students, they act as 'a powerful pedagogy of engagement that extends beyond methods of teaching and learning, recognizing that democracy is a learned activity and that active participation in the life of a community is a bridge to citizenship' (Heffernan, 2001, pp. 5-6). As a "scholarship of engagement" (Shulman, 2004), they foster collaboration between students, academicians and non-profit organizations, increase critical inquiry and reflective practice among students, strengthen skills learned in the classroom and transfer them outside the classroom. From this perspective, learning comes from lived experience in a real environment. Heffernan (2001, p. 2) notes that 'perhaps the most important benefit of service-learning is the motivation and opportunity it can provide for students to connect to a community and identify their civic role in that community'. It is clear that when learning is situated in this way, students' engagement and learning in the community broadens.

The idea of situating learning attaches great importance to the experiences of translation students because they learn by translating in real-life situations during their training. This type of learning could also be associated with S-L models, which are characterized by Heffernan (2001, pp. 2-7) as "Pure Service-Learning", "Discipline-Based Service-Learning", "Problem-Based Service-Learning (PBSL)", "Capstone Courses", "Service Internships" and "Undergraduate Community-Based Action Research". Among these models, the Capstone courses are widely used in higher education as well as translator and interpreter training. They are designed as major or minor subjects and are usually offered to students in their final years of the training to combine theory and practice. They aim to empower students with real-world personal experience to prepare them for their careers:

> They ask students to draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community with the goal of exploring some new topic or to synthesize their understanding of the discipline. (Heffernan, 2001, p. 4)

In this sense, the Capstone courses have some similarities to situated learning, which offers simulations of real work practices and professional contexts. In a way, it can be seen as a "disciplinary Capstone course" or "internship" aimed at student growth and the common good through translation practice:

By involving students in projects that may lead to social change (even if only at micro-level) the seed will have been sown and, as professionals, these translators will envisage their work as a purposeful endeavour, possibly even as a service to the community they interact with. (Cravo & Neves, 2007, p. 100)

Among the higher institutions adopting S-L's and CSL's transformative pedagogy and integrating these courses into their programs, the main ones worldwide are departments of agriculture, food and natural resources, arts and natural sciences, economics, education, engineering, health professions, human sciences, journalism and nursing. As far as Turkey is concerned, the curricula of the Faculties of Education at all universities were revised in 2006, and since then, CSL courses have become an integral part of their curriculum in line with the work of the Turkish High Education Board. Apart from these faculties, CSL courses are currently offered in the fields of economics, engineering, fine arts, etc. However, such courses are rarely found in the curriculum of translation and interpreter training programs in Turkey. Some courses are offered under the name of "Social Work Practice" (SWP) and CSL in the translation and interpreting programs of Marmara University[1] and Ege University[2], but they lack the integration of students' translation skills and knowledge.

On the other hand, the theme of social responsibility has recently been discussed among scholars of Translation Studies. For instance, a special issue of the journal *The Translator* was devoted to social responsibility because it is regarded as a "neglected topic for Translation Studies research" (Drugan & Titon, 2017, p. 120). The articles in this issue underline the importance of social responsibility in Translation Studies and offer different perspectives on the link between social responsibility and ethics in translation and interpretation practice. 'These perspectives help to enhance our understanding of what translators and interpreters do to promote social and procedural justice in relation to vulnerable groups and relevant inter-professions' (Drugan & Titon, 2017, p. 123). While it is understandable that this issue approaches social responsibility from a professional focus, how to make room for social responsibility in translator training

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[1]For further details, see. Bologna Education Information System, Marmara University. https://meobs.marmara.edu.tr/Ders/social-work-practices/swp100-36919-4010. (9.09.21)
[2]For further details, see. Bologna Education Information System, Ege University. https://ebp.ege.edu.tr/DereceProgramlari/Ders/1/2711/279998/763080/1. (9.09.21)

seems unexplored. Therefore, this study[3] aims to provide insights into the integration of social responsibility through situated learning projects into translator training and to understand its contributions to the learning and development of translation students.

Methodology

This study uses an action research design to combine research, observation, action and practice. Action research is a type of research that promotes transformative action and refers to 'the systematic collection of information that is designed to bring about social change' (Bogdan & Biklen, 1992, p. 223). Since the present study aims to understand how the integration of social responsibility into translator training contributes to student learning and development, action research is used to 'understand, improve and reform practice' of translation students (Cohen et al., 2007, p. 297). Given the initial focus of this 'participatory and cyclical' action research (Cravo & Neves, 2007, p. 94), this study includes several steps such as observation, action, participation, practice, data collection, analysis and reflection as shown in the following sections.

As part of this action research, a seminar was organized in the observation and action phases to familiarize students with "autism spectrum disorder" (ASD) prior to the integration phase of social responsibility in collaboration with the advisor and the non-profit Foundation. In the participation and practice phases, translations were provided by the students in two semesters and regular feedback was given by the advisor and editor of the Foundation. Finally, the students presented their learning projects and reports and then they received a "certificate of thanks" from the Foundation for the recognition of their volunteering experience. In the stages of data collection and analysis, the students' reports were examined to answer the question of how the integration of social responsibility into translator training contributes to future translators. Based on the findings of the students' reports, it seeks to provide insights into the contributions made by integrating social responsibility into translator training. To this end, this study

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[3] The initial steps of this study were shared in the "International Congress on Social Sciences for Sustainability 2021" organized by INARS Congress in cooperation with Yıldız Technical University (YTU) held on 22-23 May 2021, in Turkey with the title "Integrating Social Responsibility through Situated Learning into Translator Training".

illustrates the integration of social responsibility through situated learning projects into translator training in the following part.

Procedure

The study was conducted in the annual "Translation Project" (English-Turkish) course[4], which is a prerequisite for completing the BA program at the Department of Translation and Interpreting at Trakya University. It consists of 28 sessions for two semesters and four hours per week. It is designed as a one-to-one meeting and feedback session with the advisor and the student per week. This independent study is conducted in regular consultation with the advisor who teaches the course. The advisor monitors the student's progress and gives feedback and suggestions to guide the student correctly.

The course, which covers the fourth year, requires authentic translation projects carried out by translation students. The main objective of the course is to improve the expertise of the translation students by using their translation skills and reflecting on their translation practices. In line with this goal, students must complete authentic translation projects by translating at least 40 pages of any text of their choice identifying the text that has not yet been translated into Turkish or English. In addition to translating, they focus on the theoretical aspects of their translations and write a project report on their research and translation processes. As they translate the texts and write their project reports, they follow the "Translation Project Guide[5]" prepared by the members of the department. Once the completed projects are evaluated by the advisor, students who have successfully completed the course can graduate. However, the project is not a real translation experience, as student translation projects are neither published nor made public. This type of project reflects the traditional way of learning, which is largely instructional or product-oriented. There is no link between the academy and the sector, which makes it unrealistic for students, as the course advisor, who is also the researcher of the present study, observed.

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[4]For further details, see. Bologna Education Information System, Trakya University.
https://eos.trakya.edu.tr/Pages/CourseDetail.aspx?lang=en-US&academicYear=2021&facultyId=12&programId=7&menuType=course&catalogId=101900&dersIdNo=15520403734381 (9.09.21).
[5]For further details, see. "Translation Project Guide". Trakya University.
https://bys.trakya.edu.tr/file/open/79752911.

A situated learning project based on social responsibility was integrated into the course, as confronting students with real life situations would improve their active learning and participation. Such a learning methodology is often used to reduce the gap between the training of translators and the professional world and to make translator training more realistic, practical, functional and professional since situated learning with projects, tasks and case studies offers process-oriented learning opportunities in different contexts.

Pioneered by Vygotsky's social constructivism which is seen as 'an epistemological and educational stance' (Klimkowski, 2019, p. 37) and later introduced into translator training by Kiraly (2000) as a part of social constructivist outlook, situated learning suggests a shift from traditional, teacher-centered or transmissionist approaches in translator training to learner-centered, authentic, project-based learning. It has been used and proposed by several researchers in the translator and interpreter training (Kiraly 2000, 2005; Risku 2002, 2016; Kelly 2005; Birkan Baydan & Karadağ 2014; Calvo 2015; González Davies & Enríquez Raidó 2016; Prieto-Velasco & Fuentes Luque 2016; Montse Corrius & Espasa 2016; Chouc & Conde 2016; Pan 2016; Oleksandra & Clas 2021). Situated learning practices focus primarily on the development of translator and interpreter competence and not translation and interpreting competence as Kiraly (2000, 2005) noted in his work, *A Social Constructivist Approach to Translator Education. Empowerment from Theory to Practice*. It promotes the instrumental and professional competences of student translators (Prieto-Velasco & Fuentes-Luque, 2016) because it 'seeks to enhance learners' capacity to think and act like professionals' (González Davies & Enríquez Raidó, 2016, p. 1), In addition, it develops "social competences" and "interpersonal skills" of students (Yıldız, 2020) and has 'the potential to improve the expertise of the students as both researchers and reflective practitioners' (Risku, 2016, p. 12). In short, taking into account these advantages mentioned above, this study has used the situated learning project to impart the social responsibility to translation students by placing them in a real and professional context of translation.

Participants and translation tasks

Initially, 9 students aged 20-25 who enrolled in the course were informed and invited to participate in the study during the first week of the academic year 2020-2021.

They were asked about the integration of social responsibility into the course and were given information about the non-profit Foundation, *The Tohum Autism* Foundation, which works on a voluntary basis to raise awareness of ASD in Turkey and needed Turkish translations of several tool kits and articles into English. A student who preferred to translate a psychological book into Turkish out of her own interest was excluded from the project; another student who was irregular was not included in the study. Participant translation students noted that they had not previously involved in any social responsibility-based project and were clearly unaware of its goals or outcomes. Therefore, before the translation process began, the researcher familiarized three female and four male translation students with the process of social responsibility integration, the texts to be translated, the skopos, feedback processes, the Foundation as the commissioner, and their expectations. Furthermore, the students were informed that their translation products would be available to the public. After obtaining the participation consent of the translation students, the study was carried out.

There were two types of authentic translation tasks with different formats and sizes in the situated learning projects. The first type of authentic translation task was the tool kits produced by the non-profit organization *Autism Speaks*, which 'is dedicated to promoting solutions, across the spectrum and throughout the life span, for the needs of individuals with autism and their families[6]'. The Foundation published them to contribute to the understanding and acceptance of people with autism and raise awareness of ASD and related conditions in the society to which they belong. To give a few examples of these publications: *A Grandparent's Guide to Autism an Autism Speaks Family Support Tool Kit*, *An Early Childcare Provider's Guide to Managing Challenging Behaviors*, *Haircutting Tool Kit*, *Healthy Bodies – for Boys*, *Healthy Bodies – for Girls*, *A Sibling's Guide to Autism*, *An Autism Speaks Family Support Tool Kit*, *Strategies to Improve Sleep in Children with Autism Spectrum Disorders*. The necessary consent and copyrights to these tool kits were taken by the non-profit organization *The Tohum Autism Foundation[7]*, which places great emphasis on the early diagnosis of children with ASD. This Foundation has a similar mission to *Autism Speaks* and undertakes a variety of projects or activities with educational institutions, private or public corporations and

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[6] For further details, see. Autism Speaks about us, https://www.autismspeaks.org/about-us
[7] For further details, see. The Tohum Autism Foundation, https://www.tohumotizm.org.tr/en/about-us

even celebrities to draw the attention of society to ASD. It mainly tries to promote the diagnosis of this disorder and the integration of persons with ASD into society through special training courses in Turkey. Turkish translations of these tool kits would be published and made available specifically for families with autistic children and caregivers.

The second type of translation task was selected from texts published in the form of precis writing on the webpages "Sciencedaily", "Spectrumnews" and "Autismresearchcentre". The webpages were proposed by the Foundation and the students chose the texts based on the length they wanted to translate. The advisor and the editor of the Foundation examined the identified texts of the students in terms of their subject, language use and length, as the Foundation planned to publish them online. These texts had to be suitable for the online platform with informative features, distinctive topics and fluent sentences in order to address general readers in Turkish.

When it comes to the importance of these translation tasks, one could see that they were part of a real translation project involving a real client, the skopos and the commission. Since an effective learning process is strongly linked to the production of authentic and situated project work, rather than students' absorbing an accumulation of knowledge and skills (Kiraly, 2016), 'it is of paramount importance that teachers of translation and interpreting integrate authentic or near-authentic translation tasks into their teaching' (Risku, 2010, p. 101).

The texts involved in the authentic translation tasks were shared with the translation students and they jointly selected the text they wanted to translate and carried out translation-oriented text analysis. After completing the selection process in collaboration with the advisor, the students and the Foundation, the advisor drew up a weekly schedule so that the students could carry out the project properly (see Appendix A). As a first step, the students translated their first texts and received weekly feedback, participated in class discussions and then revised their translations in the first semester. In addition, they received feedback from the Foundation before submitting their final translations. In the second step, they selected texts from the other authentic translation task, sought feedback and suggestions from the advisor, revised the translated texts and presented project reports in the second semester. In the last two weeks, the Foundation

gave feedback and presented its "certificate of thanks" for the appreciation of the efforts of the students.

A seminar to raise awareness

Taking action requires observation, planning, implementation, and reflection by analyzing the data collected during the action. Before social responsibility was integrated, the Foundation organized a seminar to familiarize students with aspects of ASD and its prevalence in Turkey and the world. A psychologist and a coordinator of its translation department explained the scope of the translations they published. In addition, the Foundation presented its fields of activity and the translations it has made for families of autistic children. The seminar was intended to sensitize the students, as the advisor noticed that the students had not participated in such situated translation projects and were not aware of this type of disorder and of the non-profit organizations operating in these areas. Therefore, the organization of the seminar prior to carrying out the action was helpful in conveying information about ASD and building the interaction between the students, the Foundation and the advisor (see Appendix B). After the seminar, the Foundation shared the tool kits and articles that were protected by copyright and had to be translated from English into Turkish.

Data collection

Students were asked to write down their experiences with the project in their reports (in about 500-1500 words). As they were familiar with the "Translation Project Guide", there was no other guidance. Students provided a wealth of details about their translation process, their research and their experiences of participating in social responsibility. In order to find answer to the research question in this study, anonymized student reports were first examined by two lecturers. Secondly, statements from student reports that were related to the research question were identified. Third, they were grouped into categories to summarize the students' views on the project.

Findings and discussion

The main objective of this study was to understand how the integration of social responsibility through situated learning projects contributes to the learning and

development of translation students. After the student projects were completed, the project reports were submitted and then were examined by the advisor and two other lecturers. The findings from the students' reports were grouped as follows:

Awareness of social responsibility

Two of the students emphasized in their reports that the project has opened different doors for them with the integration of social responsibility because they have learned that they themselves can do something to support the society. It was clear from their reports that they have recognized that there are people with different disabilities in society:

S-2: Although the project was integrated into our course, because it offered an opportunity to get to know another world, we didn't feel like doing a project or a task of the course. I learned that there is a lack of research and educational resources for ASD. Researchers working in this area and especially families with autistic children face many such difficulties. Therefore, anyone in society can do something for people with disabilities as we have done thanks to this project[8].

S-3: I personally feel lucky to be part of this project of social responsibility. I am proud to be able to do something for them. Our courses are meant to touch the real world and society in order to develop socially, help people and become good individuals. It would not be wrong to say that this project has broadened my horizons in terms of social responsibility.

It is clear that active participation in social responsibility taught students what it means to have social responsibility. Besides understanding the importance of taking on social responsibility, two other students reported that the translation process actually became a learning process about ASD, a widespread developmental disorder in their country. Translating texts related to ASD meant reading and searching for this type of disorder. Therefore, it was observed that the entire process not only enabled them to take

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[8] Students' reports were written in their native language, and all quotations from their reports were translated into English by the researcher of this study. Students' consent was obtained for the use of their statements, and few grammatical corrections were made.

on social responsibility, but also expanded their knowledge and promoted their understanding of ASD:

S-1: I think that every translation student should participate in such projects of social responsibility by translating voluntarily. If I had not participated in the project, I would never have heard of the needs, preferences, experiences of autistic people in our society and the diagnoses of ASD. Translating the tool kits and research on this disability was so revealing that I blindfolded.

S-4: As I was translating, I learned about the signs, symptoms, characteristics and became aware of the prevalence of autism, which made me realize that ASD is widespread in our society and in the world and that we have insufficient knowledge about it. I wish such courses had been more frequent in our curriculum.

While the students shared the opinion that the integration of social responsibility into their course created awareness towards ADS, they highlighted the need for such courses in their curriculum. Furthermore, it could be concluded from their statements that taking on social responsibility purports to offer students the chance to strengthen their social cohesion.

Real translation experience

Students mostly pointed out that situating the project was beneficial for them mainly because it was a real translation experience with the commission, skopos and the commissioner. In their opinion, this was a work experience that offered them reflection:

S-1: The project was a real experience that gave me the chance to see my skills and develop myself further. I benefited from various software programs in the translation process and did research to deliver a good translation to a real customer.

S-2: This is the first time I have translated something to be published. I have learned what the real profession is like. I think this experience has prepared me for my future work and possible tasks.

Some students also expressed how motivating and meaningful learning is for students when it is a real practice. They emphasized that such realistic projects gave them a sense of professionalism:

S-3: It was the first time in our four-years of training that we had carried out such a comprehensive project in a real and professional sense. It worked because there were requirements and expectations that we had to fulfil.

S-7: As my translations were going to be published, I felt like I was hired. Knowing that I was translating for the people with ASD and had to reflect my professionalism, I was more motivated and cautious in my translation process.

As the students' reports show, situating their learning in the context of a project based on social responsibility was crucial from their point of view, because real experiences could help them to see themselves as professional and socially responsible translators.

Translator competence

The emphasis on translator competence[9] took a prominent place in the students' reports, when they expressed what they had learned in carrying out a situated learning project that aimed at achieving social responsibility. The students often remarked how they dealt with translation problems and explained how the solution process contributed to their development. Moreover, the students' statements suggested that the project gave them the chance to see themselves as professional translators who could take responsibility and decisions, and this process in turn enabled them to understand their potential role as future translators and to increase their translator competence:

S-5: We knew what, why and for whom we were translating. Texts contained information about health and social life and burdened us with terminology and required the use of academic language and various software programs that I had

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[9] Although the terms "translation competence" and "translator competence" are sometimes differentiated (Kiraly 1995, 2000, 2013; Echeverri 2015), the term "translator competence" is used in this study in order to be more inclusive as professional competence and translation competence are seen interrelated.

not experienced before. I think I felt for the first time like a translator with important tasks.

S-4: In two semesters, I used different translation strategies and searched for many terms. I even talked to a doctor about some concepts because I wanted to do my best to deliver high-quality translations. By participating in this project, I have above all developed my self-confidence and my competence as a translator. I have seen that I can translate well and can imagine myself as a future translator meeting deadlines.

In summary, the students' opinions in the reports indicated that the integration of social responsibility through situated learning project was effective because it made a significant contribution to their learning and development. Firstly, the translation students pointed out in their project reports that the project helped to develop an awareness of social responsibility and to gain knowledge about ASD. Secondly, they noted that it gave them a translation experience that created a different learning laboratory in real contexts. Furthermore, the students found the creation of social benefits and the support of society through taking on social responsibility to be valuable and motivating. In addition, it helped to strengthen their knowledge and skills as future translators, thereby enhancing their translator competences because real translation experiences with authentic translation tasks in professional contexts contributed to the learning and development of students.

Conclusions

This paper presents action research aimed at understanding how the integration of social responsibility through situated learning projects in translator training contributes to students' learning and development. The course "Translation Project", which is a prerequisite for completing the BA program at the Department of Translation and Interpreting, was designed in particular by the principles of situated learning. The purpose of this situated learning project was to enable students to learn through lived experience, and not through the transfer of knowledge as is practiced in traditional learning environments. From this perspective, the integration of social responsibility through situated learning project used in this study aimed to engage students in social

responsibility through translation for a non-profit Foundation. There are a few findings worth noting in the present study.

First, the translation students reported that the integration of social responsibility through a situated learning project was an opportunity for them to do good and help people in society, thereby raising awareness of social responsibility. More specifically, they found that they had insufficient knowledge of ASD, but thanks to this project, they were greatly informed about it during the translation process. Thus, using their translation skills in a situated context increased their awareness about ASD and gave them an understanding towards it.

Second, the students regarded taking social responsibility through situated learning as a real experience. Translating for a real client and with a skopos was motivating for them. In other words, realistic and functional learning was more encouraging and satisfying for the translation students because this project offered them a practical practice that enabled them to get to know the professional market and experience the real world.

Third, this experience enabled students to overcome translation problems, find solutions and apply different strategies, negotiate with the client, work on the texts to meet the expectations or requirements, and receive regular feedback. For this reason, the students stated in their reports that they acted as professional translators and assumed responsibility for their translations which enabled students to develop their translator competence.

In light of these findings, it could be argued that social responsibility is applicable to the curriculum of translator training and making room for social responsibility in translator training could offer translation students a variety of opportunities to adopt socially responsible behavior, thereby facilitating their learning and development in their BA programs. At the same time, the integration of social responsibility through situated learning projects creates an experiential learning environment in which professional contexts are simulated with the main objective of helping students to practice professional work and develop their translation skills. Therefore, this study proposes to include social responsibility in the curriculum of translator and interpreter training with

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situated learning projects in order to develop socially responsible translators. In particular, this type of learning could be beneficial for translator and interpreter programs without internships, in order to encourage students to be socially responsible and contribute to sustainability in society.

Although this study provides important insights into the integration of social responsibility through situated learning into translator training, its findings may not be generalized to a broader context given the limited sample size of the study. Therefore, future research could examine the integration of social responsibility into translator and interpreter training with different implementations and the involvement of a large group of participants. Other assessment techniques such as surveys and think aloud protocols could also be used to describe in more detail the impact of social responsibility on student learning. Furthermore, it could be examined whether lecturers or advisors in translator and interpreter training are prepared to integrate social responsibility into the curriculum.

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Appendices

Appendix A: Weekly schedule

Weeks	The advisor	The students
Week 1-2	Introduce social responsibility, the foundation and texts to be translated	• Research on social responsibility • Decide texts for translation • Translation-oriented text analysis
Week 3	The seminar of the Foundation	• Interaction between the students, the Foundation and the advisor
Week 3-12	Weekly feedback and suggestions to student translations	• Translation of selected texts into Turkish. • Ask for feedback and revise translations
Week 12-14	Class discussion and feedback from the Foundation for translations	• Present and submit translations
Week 14-15	Introduce texts for translation	• Translation-oriented text analysis • Class discussion on texts to be translated
Week 15-22	Weekly feedback and suggestions to student translations	• Translate selected texts into Turkish. • Ask for feedback and revise translations
Week 22-24	Feedback from the Foundation The certificate of thanks of the Foundation for students	• Presentation of translations and project reports • Summary and submission of final project reports

Appendix B: The brochure of the seminar on raising awareness