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40. Translation Education in The Context of Social Media[1]

Nazim IŞIK [2]

Abstract

Starting from the concept of translator competence and the social constructivist approach to translator education, this study aims to focus on a path to be followed to describe a competence specifically relevant to the human translator, who currently needs to compete/cooperate with developments in social media. The aim is to highlight the importance of integrating social media into translation education, in the light of current research, to ensure that students can operate autonomously and confidently in the professional environment after graduation. In the study, a translation study in which 10 postgraduate translation studies students will work on at least three social media networks (X, Facebook, YouTube) is subjected to a sample application under the supervision of a teacher, using connectionist and social constructivist models, as if they were in their classroom (de facto classroom environment). Virtual communities, which are becoming a visible force day by day in social media, create a motivating and necessary environment for a virtual translation community and highlight the need for translators on the virtual platform to meet the translation needs of participants with different languages and cultures. The study reveals the importance of conducting translation education on social media and supporting the education with virtual platforms. The study inquires into translation education from a social perspective beyond individual education.

Keywords: Translation education, Connectionist model, Social media, Virtual communities

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Sosyal Medya Bağlamında Çeviri Eğitimi[3]

Öz

Bu çalışma çevirmen yeterliliği kavramından ve çeviri eğitimine sosyal yapıcı yaklaşımdan yola çıkarak, şu anda sosyal medyadaki gelişmelerle rekabet etmesi / işbirliği yapması gereken insan çevirmenle özel olarak ilgili bir yeterliliği tasvir etmek için izlenecek bir yola odaklanmayı amaçlamaktadır. Amaç, mezun olduktan sonra öğrencilerin profesyonel çevresinde özerk ve kendinden emin bir şekilde faaliyet gösterebilmelerini sağlamak için mevcut araştırmalar ışığında sosyal medyanın çeviri eğitimine entegre edilmesinin önemini vurgulamaktır. Çalışmada 10 lisansüstü çeviribilim öğrencisinin en az üç sosyal medya ağı (X, facebook, youtube) üzerinde çalışacakları bir çeviri çalışması bağlantısalcı ve sosyal yapılandırmacı modeller kullanarak sanki sınıf ortamlarındaymış gibi (defacto sınıf ortamı) bir öğretmen denetiminde örnek uygulamaya tabi tutulmaktadır. Sosyal medyada gün geçtikçe gözle görülür bir güç haline gelen sanal topluluklar, sanal bir çeviri topluluğunu ortaya çıkarma konusunda güdüleyici ve zorunlu bir ortam hazırlamakta ve farklı dil ve kültüre sahip katılımcıların çeviri ihtiyacını karşılamada sanal platformda çevirmenlere olan gerekliliği ön plana çıkarmaktadır. Ancak genelde dijitalleşmenin, özelde dokunsal hareketliliğin büyüyen hızı ve sosyal medya ağlarındaki çeşitlilik, bu ağlarda kitle kaynaklı çeviri etkinliklerin oluşması göz önünde bulundurulduğunda çeviri ve çevirmen eğitiminin yönü ve şekli de yeni perspektifleri gerekli kılmaktadır. Araştırma, çeviri eğitiminin sosyal medyada yürütülmesinin ve eğitimin sanal platformla desteklenmesinin önemini ortaya koyuyor. Çalışma çeviri eğitimini bireysel eğitimin ötesinde sosyal bir bakış açısıyla irdelemektedir.

Anahtar kelimeler: Çeviri eğitimi, Bağlantısalcı model, Sosyal medya, Sanal topluluklar

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Introduction

Considering the fact that social media is now one of the indispensable communication tools of daily life, along with the rapid transformation of localization tools, it is necessary to carry out translation studies related to social media as the areas where translation studies are concentrated. Media technologies are rapidly being renewed; Every day, mobility in the translation experience increases on media platforms where products are marketed on the basis of a new approach and where both interpersonal and mass communication is practical and feasible. In universities where academic translation education is provided, this transformation is recognized and it is seen as an important goal to provide translator candidates with a broad and rich perspective in their practices in educational environments. Translation studies on social media are progressing in a target reader-oriented direction, unlike traditional source-oriented approaches. Considering that in social media environments, where the needs of the target audience have become visible and the expectations of translation practices are carried out within the framework of the reception of the target reader, institutions and companies have found ways to market their products more quickly with a fast and practical understanding of translation, prospective translators gaining experience on these platforms makes it possible for them to become models for the new generation of translators. In the study, which includes a literature study on social media and online social media, firstly, models and approaches are determined, and applications and research are carried out through connectionist and social constructivist models. While the study was applied to a sample framework, a translation study in which at least 10 postgraduate Translation Studies students would work on at least three social media networks (X, Facebook, YouTube) was subjected to a sample application under the supervision of a teacher, using connectionist and social constructivist models, as if they were in a classroom environment (de facto classroom environment). The sample training application regarding translation work in social media tools consists of 3 source news texts, the target news content of these sources and comments on the translation.

As Kotze states (2024:2) "the question of the representation of concepts of the translator and translation in the context of online social media has, to date, received comparably limited attention and warrants further investigation". There should be more researches about translation education in online social media to adopt new approaches presented to the very object of digitilization. The real educational context where human interaction is the prior, there generelly occurs out the some similarities in discourse, however, as the reaserachers Benemara, İnkpen and Panoada (2018:671) stresses, the discourse structure in social media conversations (such as Twitter multi-conversations, i.e. conversations between users via reply relationship) differs from "classical" conversations (i.e. human-human and human-machine conversation dialogues) in many respects. That is why it is thought a different experience of educational process to integrate the social media into educational practice. Source texts and target texts are analyzed on the basis of Fairclough and Van Dijk's discourse theories. The texts analyzed are the translations of separate source news contents and the source texts they have been created from or the texts as Lefevere said, rewritten. The phenomenon of translation in social networks, backgrounds, imagery, emojis, comments, highlighted messages, images and titles on the translation page during the translation process are important issues that are emphasized in the analysis process in that it reflect the ideology or worldview of the translator or translator candidate. It highlights an essential part of education area of translation to practice sample lesson chucks in online social media. The study also touches upon the problematic aspects of social media that arise from its use or accessibility for the reader as well as its functionality, and possible problems while applied in the translation process. Considering the increasing role of online social media in determining the direction of the information society and transforming public knowledge, integrating online literacy and

competencies into the translation curriculum contributes to the academic development of the translator-would-be. Issues such as online social media providing communication and transformation of information, being integrated into translation education as an environment, and the positioning of the translator who fulfills the translation action have been discussed by adopting a social constructivist approach, and it aims to discuss how translation education directs an integrated social media translation education process or how it plays a role in solutions to the problems that may arise in the translation process. The study sought answers to the following questions:

1-How does integrating translation education into social media affect translator training?

2-How does integration of digitalization facilitate the translation process and therefore translation education?

3-What are the bureaucratic, curricular and facility-related limitations and problems that may be encountered in the application of social media networks in the academic education environment?

Method

In this study, connectivism learning theory, which is based on mutual communication in the media and can be a feasible application in the translation education process is used in addition to the social constructivist approach. Connectionism, known as a type of pedagogy (Siemens, G., 2005; Downes, p., 2010), is a learning theory that explains how internet technologies create new opportunities for people to learn and share information on internet-based websites, social networks and among themselves. Siemens (2005) adds "the so-called Internet technologies include Web browsers, e-mail, wikis, online discussion forums, social networking, YouTube, and other tools that enable users to learn and share information with other people." In the study, in order to show what kind of experience translator candidates have had regarding translation education on social media platforms, a de facto environment is created on X, Facebook and YouTube apps, and the participants of this platforms are represented as 10 graduate students of the university translation studies department. The names to be used are not of real people; Nicknames were used. The news translations analyzed by the students on social media were modeled after Fairclough-Wodak (1997) and Van Dijk's (ed.) approaches such as rhetorical formulation, reproduction of news content, summarization and appropriation.

Definitions

Digital natives is a term used for those who frequently apply digitalization in their daily lives. This concept defines those who can closely follow the developments in internet technologies and use these technologies in all kinds of communication, including social networks. Although digital native translators or interpreters follow digital technology closely, these technologies are used for those who can follow the translation competence, education and developments in the field of translation through this technology, that is, localizers.

Staying in Contact with The Developments In Digitalization

It is known that the media, as the environment in which the individual experiences the most intense social and cultural aspects, as well as her/his scientific knowledge, is also effective in the educational process. Digital media users, who form a new segment of the society with the socio-cultural experiences of the new generation, have become digital natives like the natives of a society in digitalization and carry

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out all their practices in online environments and social media tools. Digitalization is defined as the most important technological trend that changes both society and the living World.

According to J. Reis et al. (2020), digitalization is the phenomenon of converting analog data into digital language. Prensky (2001:4) associates the need for using these social media-based informal online environments and tools as a method with today's new generation students. and he adds that those frequently using media and tech. in digitilization are named as digital natives. Digitila natives can usually get to the info really fast. They love to experience the parallel process and multitasking. They prefer random access (like Hypertext). They strive to maximize their productivity in a short time. As Prensky (2001) suggests:

> "Today's students – K through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age."(p.1).

The issue of integrating social media into translation education, especially into the academic environment, in order to create local translators against the new generation of digital natives, which almost goes as far as creating a common language on social media, is among the issues that have preoccupied the translation education environment. In this context, digital native translators can be defined as those who can quickly follow and make good use of new technologies used in the media in order not to fall behind the digital information age, can carry out online translation practices with current translation technologies and share this with their peers in the academic environment. we can associate any developments in tech. with paradigms in translation field. As Balkul states(2016:100) "none of technological progresses, carried out in a specific time, can be judged independently from the ruling theoretical paradigm of the research field". It is sometimes difficult to position the translation in terms of translation theories since the social media texts are full of slangs, idioms and cultural context. Crain (2024) stresses the issue "Language is constantly evolving-especially on social media, where new acronyms and hashtags pop up daily—and is subject to regional dialects and generational differences". The possible issues the translators can meet on social media can be dealt with being natives to the digitilization before discussing anything about translation.

The Place of Translation in Widely Used Social Media Tools

Today, with the widespread use of media communication tools both among individuals and among the masses, mutual sharing in media cultures has gained effective dynamism. Groups that interact with each other through instant messages have turned social media into a platform for all kinds of cultural exchanges beyond communication, and serve many different purposes such as obtaining information about consumption habits and life practices between interlocutors, learning their political orientations and questioning the political attitudes of individuals or groups, and then trying to instill political identities they are oriented. In addition to being an arena for cultural exchange, social media has become the most important tool of the communication process as a result of mutual interaction. Social networks, message boards, blogs and social networks such as YouTube, X, Facebook, Instagram, Snapshot and other user-generated content forums enable easy communication between audiences with completely different experiences from different parts of the world. As part of digitalization, the contribution of social networks to the translation process is important. According to Desjardins (2011:181), translation education should ideally include these technological changes in the classroom, whether in terms of the use of technologies in the context of practical/professional translation or as a part of the teaching methodology. In this context, the translator's inclusion of online social networks in the translation

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competence process will help the translator to have the necessary equipment and knowledge in the subsequent academic education process.

The Effect of Digitalization on Translation and Translator Training

Online social networks are popular networks such as X, Facebook and Instagram where people come together for communicative purposes and create virtual communities. Translation, as a multifaceted action, makes its presence felt on social media both individually and socially. Social media networks, which make global communication increasingly noticeable and visible, can reach audiences with different languages, cultures and lifestyles with the help of translation. Translation, in a way, ensures the existence of digital networks. Translation is not only used as a message, but also contributes to translation education among these applications. Social networks, each with different reader and participant profiles, have different purposes and functions. Mindset or cognitive changes caused by new digital technologies and media have led to various new needs and preferences of the younger generation, especially in the field of learning. People learn, have fun, communicate and form communities in a very different way from their parents. Translator candidates are expected to carry out what they have learned in the classroom much faster and more fluently in the social media environment under the supervision of the teacher since a lot can be learned in peer networks that take place online. In connective learning, which is also stated in the study as the approach of students using social media and the classroom environment interactively in the educational process, a teacher guides students in understanding the information in a comprehensible way and answers basic questions when necessary, in order to support students in learning and sharing. Students are also encouraged to search for information on their own online and express what they find. In translating a text shared on social networks, the teacher may ask students to start the translation process based on any translation theory. For example, what values are taken into account in a news translation review can be analyzed from both textual and process-oriented perspectives; After a certain period of time, it can be shared and discussed on a similar social network to which students are connected. A connectionist learning model can be implemented in three stages: 1- Teaching basic information about media and social networks. 2- Registering to social networks and examining translation studies in social networks. 3- Applying social constructivist and connectionist models in education by students using social networks under the supervision of teachers.

Crowdsourcing Translation

Crowdsourcing is an evolving, fast-paced and effective way for organizations to collect the best ideas from online communities and use them in ways that benefit both the organization and the contributor. Mass translations on social media provide versatile and constructive knowledge for translator candidates in academic education. Michael Marchionda (2021, prescientdigital.com), who focuses on crowdsourcing on the digital platform states that the internet has played a role in the evolution of the word, and that social media has transformed our thoughts about crowdsourcing and will continue to do so as the benefits of using social media as crowdsourcing become better known and he emphasizes that social media has become a key component of crowdsourcing as it enables organizations to reach a wider audience faster, cheaper and more efficiently than ever before. The different opinions in the community and the understanding of translation provided by a wide variety of translation managements are becoming more and more important for the translator experience. The use of crowdsourcing in the academic platform will be beneficial in acquiring new information, as well as providing the opportunity for translator candidates to update themselves as their position in this community increases. The crowdsourcing community, which is open to innovation and new approaches, plays an active role in the

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transformation of translators by providing faster and more up-to-date perspectives on translation.

Examples of the practices of Academic Translation Education on social media

It is an agreed view that translators should be put through a curriculum that will require them to meet market demands. In this respect, Vogel (2015, 106-107) argues that we need to ask ourselves what the curriculum of tomorrow will look like, what skills are most important for our students, and what methodologies and resources will best convey these new themes and skills for our young people, in the same way that schools and universities will ultimately bring students into the workplace. In the sample lesson following, Examples of how academic translation training can be applied on social media are given in three stages:

1-10 postgraduate translator candidates are selected and they are registered on X or Facebook.

2-They are asked to choose a common topic, considering the translation applications on Facebook, X and YouTube. The application is primarily carried out on the following source text (BBC News English) and target text (BBC News Turkish).

Table 1: Source Text

Example 1, source text (BBC News, 2020): Stacey Abrams: The woman behind Biden's biggest surprise. Kamala Harris will make history when she becomes vice-president in January - but another black woman played a pivotal role helping the Biden-Harris ticket win the White House. As she celebrated winning the US election alongside Joe Biden, the first black and Asian American woman to be vice-president-elect made sure to recognise a particular group for her campaign's success: minority women. Senator Harris acknowledged that minority women - especially black women - are "too often, overlooked but so often prove that they are the backbone of our democracy".

Table 2: Target Text

Target text (Erek metin), BBC News Türkçe (BBC News Türkçe, 2020):

Biden-Harris ikilisini Beyaz Saray'a taşıyan başarının önemli bir boyutu tabanda siyah ve diğer etnik gruplardan kadınların desteğiydi. Kamala Harris, Ocak ayında ilk siyah-Asyalı kadın başkan yardımcısı olarak yemin ettiğinde tarih yazacak; ama bir diğer siyah kadın, Biden-Harris ikilisini Beyaz Saray'a taşımakta hayati rol oynadı (BBC News Türkçe, 2020).Başkan yardımcılığına seçilen Kamala Harris, azınlıklardan kadınların **özellikle de siyah kadınların sık sık dikkate alınmadığını ama "demokrasinin bel kemiği olduklarını bu seçimde kanıtladıklarını"** söyledi (BBC News Trükçe, 2020).

Hunt ailesi, Georgia eyaletinde Atlanta yakınındaki evlerinde televizyonu açmış Harris'in konuşmasını **gözyaşlarıyla izliyor** (BBC News Türkçe, 2020).

27 yaşındaki Kristin Hunt, "**Georgia artık maviye döndü** (Demokratların rengi), bu eyalet ve sakinleri açısından hayatı değiştirecek bir şey, özellikle de burada yaşayan siyahlar açısından" diyor (BBC News Türkçe, 2020).

Accompanied by their teachers, students subject the target text based upon the source text to critical discourse analysis using the Social Constructivist and Connectionist methods. Fairclough and Wodak (1997a) summarize the main principles of critical discourse analysis as follows:

CDA addresses social issues; Power relations are discursive, discourse constitutes society and culture, is ideologically useful and historical. Discourse mediates the connection between text and society, the analysis of discourse is interpretive and explanatory; it is a form of social action (p.271-80).

In critical discourse analysis (Dijk(ed.)1997) language use is discursive, interaction is verbal, and communication is at the micro level of the social order; Power, dominance, and inequality between social

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groups are terms that typically belong to a macro level of analysis. Here, students happen to conduct discourse analysis at both macro and micro levels. The names of the students are as follows: Recep, Ali, Ferdi, Suna, Gulistan, Rana, Kayra, Barış, Sevgi, Deniz are so called graduate students in translation and interpretation Department. Although the real names of the students are not used, the sample lesson practice is carried out by creating a defacto context.

Example 1: Implementing a translation example in the X platform

Teacher: If we were to analyze the target text, which method of Van Dijk are used to analyse? Let's start from the first paragraph:

Recep: The target text says: "Kamala Harris, Ocak ayında başkan yardımcısı olduğunda tarih yazacak - ancak başka bir siyah kadın, Biden-Harris biletinin(şans olarak aslında beklenmiyordu ama bilet sürpriz yaptı) Beyaz Saray'ı kazanmasında çok önemli bir rol oynadı." (BBC News Türkçe, 2020). what kind of strategy has been applied in the discourse as TT.

Ali: : The use of Kamalla Harris in the foreground before another black woman is an example of selective appropriation. Baker defines selective appropriation as "the choices made by translators as regards textual material "realized in patterns of omission and addition designed to suppress, accentuate or elaborate particular aspects of a narrative"(Baker qouted by Pan, 2014:250-251).

Gulistan: II. I translated the paragraph as follows: Joe Biden ile birlikte ABD seçimlerini kazanmayı kutlarken, seçilen başkan yardımcısı olan ilk **Afrika** kökenli siyahi ve Asyalı Hindu Amerikalı kadın, kampanyasının başarısının arkasındaki grubun azınlık grubuna ait kadınların olduğunu onayladığını bize gösterdi.

Rana: In the translation of the text, local in-text conversion was used by using terms, **Hindu and Afrika kökenli** that were not mentioned in the source text.

Translator candidates continue their discussions under the teacher's supervision without intervention until they complete their analysis of the target text. The teacher (Supervisor)monitors all these analyzes in the context of their compliance with the academic curriculum and takes notes without intervening.

II. Example: Implementing a translation example on Facebook

This time, the same students discuss how the same news from two different newspapers is conveyed in the context of news translation. Here, the textual analysis focuses on **deviations** resulting from semantic differences in the classification between the translations and source texts of two news stories in **The Daily Telegraph (DT2008)** and **the Times (Times 2008),** which report **the same event regarding the 2008 riots in Lhasa, the capital of Tibet.**

Source text: [facebook] (The Daily Telegraph, March 19, 2008): Tourists arriving in **Kathmandu, the capital of Nepal**, from **the closed city of Lhasa** have told how they saw **angry** mobs of **Tibetans** attacking **ethnic Chinese last Friday (Quoted by Pan, 2014) .**

Supervisor [facebook] **:** In the example based on the news published in The Daily Telegraph, emphasis has been added in bold and underlined letters to assist the reader; retrospective translation has been used

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to better understand the target text. You will analyze this text using Fairclough's models of description (concerned with the linguistic features of the discourse in question), interpretation (concerned with the relationship between text and discourse processes), explanation, and processes of producing and interpreting the text (concerned with the phase of exploring social, cultural and political factors of possible social aspects) 🙂. (emoji indicating that they are in a relaxed and comfortable environment for students).

TT, (*RN*, March, 21 2008): 从拉萨转移到加德满都的游客讲述了**14**日 他们是如何目睹暴徒袭击平民的(Pan, 2014).

Restrospektif (back translation) trans: Tourists transferring from **Lhasa** to **Kathmandu**, have told how they saw **mobs** attacking **ordinary people on the 14th [of March]**.

Students shall conduct a target-oriented text analysis based on the source text they received on Facebook:

Barış :Above, there are 5 evaluation deviations to be observed in the target text 🙂.

Deniz : Two of these concern evaluative inferences about the parties involved in the riots: ***angry mobs (tibetli kızgın kalabalık)* *of Tibetans,* are presented *as* mobs-(çeteler)** 😁 .

Ferdi : ***ethnic Chinese (çin kökenliler)*** are reported as **[ordinary people; yerliler veya sıradan halk**]

Ali : To Pan (2014), the other two deviations relate to the places where events occur. The closed city of Lhasa (Lhasa kapalı kenti), only 拉萨 [**Lhasa**]; ***Kathmandu, the capital of Nepal* (*Nepal'in başkenti Kathmandu),* is reported 加德满都 (Pan,2014) [Kathmandu].**

Kayra : and as Pan reports (2014), finally, there is a deviation in the time of events

e.g, last ***Friday, 14* 日 *[14 Mart]*** 🤭.

The teacher acts as a supervisor and only takes notes on these analyses, then they log out of social networks to discuss them in the classroom. Students will then discuss their analysis in a class environment using a social constructivist approach. Nord (1993) argues that if the teacher alone no longer has the authority to say how a text should be translated (since many target functions are possible), the authority is shifted towards the initiators, who must then be trained to determine exactly what kind of translation they need. When students use more than one social network each week to discuss in the classroom context, an educational environment emerges where versatile methods and theories on different types of translations are applied. In this sense, the teacher, who is in a way invisible but actually manages the translation process of the students in the background, will be given the opportunity to teach a lesson efficiently without wasting time, rather than evaluating the students one by one. In this way, students who have the opportunity to examine their peers' target-oriented perspectives on the translation product have the opportunity to come to the next lesson more prepared and knowledgeable.

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Communication in social networks is not only analyzed in terms of news translation; symbols, emojis, place and location information on social media, and the aim of the translation provider, who has a patronage tendency, towards the target reader are important points of detail that can be managed in social media networks. Jakobsons (1959/2004) states that there is a degree of translation that must exist between the image, the title and the chosen emoji. In other words, the smiley face symbol at the end of the conversations in the Facebook environment above is felt to mean "communicating" just as much, if not more, than the words themselves. There is no doubt that user content on social media, advertisers, celebrities, politicians and other users who want to communicate and sell their products to younger generations are turning to Emojis to convey their messages. Research suggests that if the rise of Emoji continues as suggested by the Bangor University (Bangor University 2015,online) report, translators will now have to consider Emoji as a legitimate language to be translated:

"It reveals that emoji has well and truly taken off in the UK, with 62% claiming they are using the new language more than they were a year ago and 4 in 10 claiming to have sent messages made up entirely of emoji. Findings reveal that 72% of the younger generation (18-25) now find it easier to express their emotions with the pictorial symbols than words, with over half (51%) believing emoji have improved our ability to interact. But not everyone is as enthusiastic - 31% of over 40s admitted they avoiding using emoji in text, instant messaging and social media apps like Facebook because they lack confidence in how to use them appropriately. Over half (54%) of those aged over 40 admitted to being confused about what the symbols mean" (2015 May). These multifaceted meanings, signs and indicators in social networks necessitate a versatile translation education along with the translator's understanding of translation, which becomes more and more complex day by day. Multiple perspectives (A variety of applications of theory) can expand the range of potential solutions that translators consider. Since translation is at the center of intercultural communication, cultural networks in social networks are areas that the translator has to deal with and make it inevitable to be addressed in the translation process. The signs used by social components, cultural images, pictures representing their lifestyles, the discourses they use in shaping their world, food cultures, traditions and customs, etc. now takes place in social networks just as it previously took part in social verbal communications. Therefore, all of these are sources of information that will activate the knowledge of the prospective translator in the translation process.

III. Example: Practice of translation education using YouTube

In terms of the translation process in social networks, YouTube, like all social networking tools, serves a similar purpose: to carry out the act of translation or interpretation and to deliver the message to the possible target audience. But translation should not be viewed only as an equivalent in another language; Many factors such as sounds, images, signs, background colors in the target text and source text on YouTube, translations of highlighted slogans, extractions, summaries, tone of voice, the representation of gestures and facial expressions in the target text, etc. must be taken into account. Examining these translation examples and analyzing them in the YouTube translation platform provides translator candidates with knowledge and experience regarding the act of translation. At this stage, the teacher selects the translation sample video he has found on YouTube and sends it to the students. Students are asked to watch the news (documentary news) on YouTube first:

Question 1: This news contains a documentary style news about Brexit by Anadolu Agency. Watch the video and write your comments about the news translation according to Dijk's critical news translation analysis: summarizing, appropriating, adding, subtracting (rhetorical formulation).

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News source: Anadolu Agency's YouTube video on Brexit called 'A Separation Story_Brexit' (https://www.youtube.com/watch?v=9cbDZ9H4Tk0).

Students learn AA's news policy on YouTube and perform translation analysis according to Dijk's critical news translation analysis, such as summarizing, appropriation, addition, subtraction (rhetorical formulation).
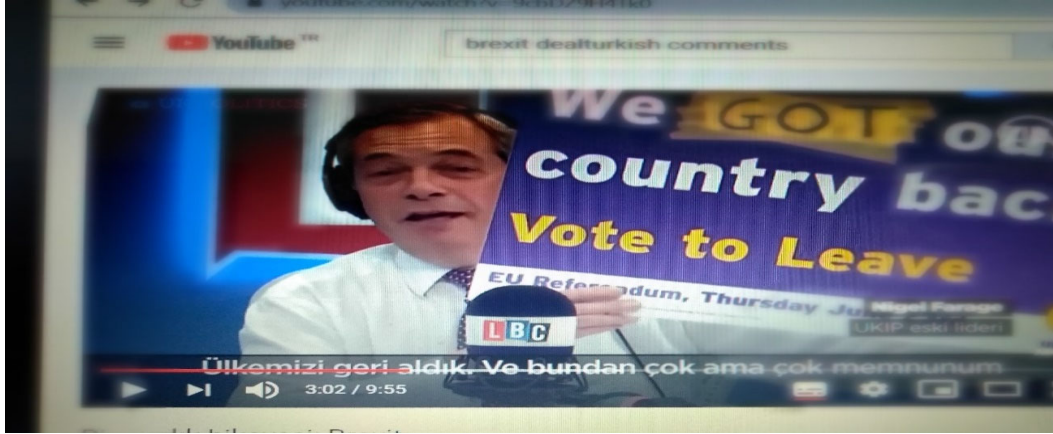
Target text image 1. Anadolu Agency documentary news image on Brexit (Youtube).
Source: AA on YouTube, 2019.

After watching the video, students explain the following analysis results regarding the news translation that appears on the screen as subtitles:

> … When news and news translation are subjected to critical text analysis, the translation that reflects the corporate ideology of AnadoluAjansı comes to the fore. The prominent discourse for the news presenter-translator (hybrid translator or interpreter) throughout the news can be explained by the approach of 'take the control back' and bringing some contents within the text to the fore.) In the subtitle ' we got our country back' is translated adding more information in Turkish version. ….as seen in the 've bundan çok amam çok memnunuz' instead of the one 'Vote to leave' (Ayrılmak için oy verin).

Target text image 2: Comments on Turkey
Source: AA on YouTube, 2019.

After watching pro-Brexit views in other parts of the video, students explain their comments on the news

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translation analysis below: Here, Anadolu Agency translates and summarizes certain parts of the text related to Türkiye and especially in the discourse **"İngiltere'nin kendi kanunlarının kontrolünü geri alması ve bu konuda Türkiye karşılaştırması yapması"as** the subtitle translation, a lot was talked about in the UK and the EU about Turkey's entry into the EU during the Brexit process. The translator goes for both rhetorical formulation and summarization, especially by highlighting the discourses about Türkiye and UK.

Possible Problems (Limitation) that May Occur During the Translation Education Process

As Desjardins (2017) emphasizes that the hypothesis that the translation action should be carried out considering the target audience and target purpose stands on slippery ground: when it becomes more difficult than ever to identify "targets" on social media, the ability of users to update, edit or delete user-generated content on their online platforms at any time makes the concept of the original source text problematic, thus problematizing who the target audience is when individual users retweet or post a Facebook status update, the exact target audience can never be fully determined, especially when a user's profile or user-generated content is made public. There may not be much difficulty in the application of online social networks to graduate students since their numbers are small in accessing the facilities (internet streaming, computer technologies, university facilities, procedures such as ethics to be followed in social network use), but there may be not enough lecturers to monitor undergraduate students and the opportunities for these students to enter social networks may be insufficient. Considering that, the applicability of social media to undergraduate students depends on ensuring technological opportunities and controllability during the education process. Moreover, according to online education research (Desjardins a.e.,2017), translation of online social media (OSM) content can become problematic if a specific purpose and target audience determines the principles in the translation process; When individual users post a Facebook status update or tweet on X, the exact target audience can never be fully determined, especially when a user's profile or UGC (user-generated content) is made public.4 More and more bilingual online social media users rely on their own translation "skills" to disseminate content across their multilingual, multicultural networks. Such activities may result in breach of contract with the publisher or copyright infringement, even if the original work belongs to the author.

Conclusion, discussion and suggestions

It is emphasised in the study that translation competence cannot be considered solely linguistically focused, and the social and educational environment that the translator experiences during the translation training process, the experiences of his/her profession and colleagues, professional approaches and the opinions of experts with these approaches, as well as virtual communities in the media and interaction with participants, are all factors that should be taken into consideration in determining the direction of translation education. Within the changing social paradigms, the necessity of translation education to take its place in a contemporary context has become more evident and urgent with digitalization. It is unthinkable that the digital media tools we experience in daily life remain far from education process and therefore translation education. Texts, which are the main arguments that the translator works on, are now actively shared in the media and made available to users instantly. Ads on social media, politics, social practices, cultural elements, national and international relations,

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4   If a user's profile is private, their audience is likely more limited, that is, access is limited to those granted. Conversely, if a user's profile is public, this means that anyone with access to that online platform can view the content.

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movies, scenes, national and popular music, economy, etc. Many areas of daily life are now frequently discussed in a global context and are in contact with different languages and cultures in different parts of the world. In this sense, the translator, as an actor who has had her share of these cultural contacts, cannot continue the translation process away from the developments occurring in the structure and content of social media. As findings in the study shows, the view that traditional translation education methods or approaches cannot provide an adequate solution to the increasing needs and that translation education should be integrated into academic education by taking into account the developments in new media is gaining ground. For this reason, in the digitalization paradigm, translators are those who follow it at all times, rather than being alienated from the digital media; s/he must be a native who is frequently involved in digital media in the translation process and has settled in the digital environment and made it his/her home. In the study, educational practices carried out through online social media, and user-generated contents show that textuality and language cannot be defined by traditional conceptualizations of education, despite the developed media technologies. Online crowdsourcing, in all its manifestations, has been a prominent topic in examining the relationships between Web 2.0 and translation. Moreover, considering the prevalence of new hypervisual online platforms and the increasing dependence on artificial iconographic languages such as Emoji (in the context of intersemiotic translation), the importance of including online literacy in translation education is becoming increasingly debated.

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