A study on the Course Development of Korean Language Translation in Turkey: with a focus on the department of Korean language and literature at Erciyes University

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Translation has been regarded as the effective way for students to learn a foreign language and language teachers have used various levels of translation in their classrooms. Although the teachers at Erciyes University use translation as a teaching method in the classrooms, Korean language translation course has not been offered in the department of Korean language and literature at Erciyes University. Keeping this in mind, I attempted to develop the Turkish-Korean translation course in the spring semester of 2016. This paper is a case study on this course in the department of Korean language and literature at Erciyes University in Turkey.

This work examines in detail the development process and contents of the Turkish-Korean Translation Practice course, which was first offered in the spring semester of 2016. Through a careful review of the class’s syllabus and methods, the goal, the educational effects is to correct any issues identified and establish a foundation for improving the quality and effectiveness of Turkish-Korean translation education in Turkey. In developing the course, local needs, the contents of the other courses in the Korean language department, survey results, and the students’ Korean ability and study habits were taken into account.

The specific course objective is for students to improve their Korean ability and acquire basic translation skills. It was determined there would be three types of course content used in conjunction with translations into Korean: Turkish expressions, Korean grammar, and specific texts. Students progressed from translating sentences to paragraphs to everyday conversations; they were expected to translate the texts accurately and naturally into the target language of Korean.

Additionally, this work also introduces the evaluation methods of students’ translation works and the results of them and determines the most frequently errors made by students. The results should be seriously considered to select texts and materials for this translation course.

In light of the fact that there are no Turkish-Korean translation programs at Turkish universities, this case study can provide a concrete model for how to develop and teach a Turkish-Korean translation course at an university in Turkey.

Keywords: Korean translation education, Turkish learners of Korean, Turkish-Korean translation, curriculum development, Comparative linguistic analysis

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