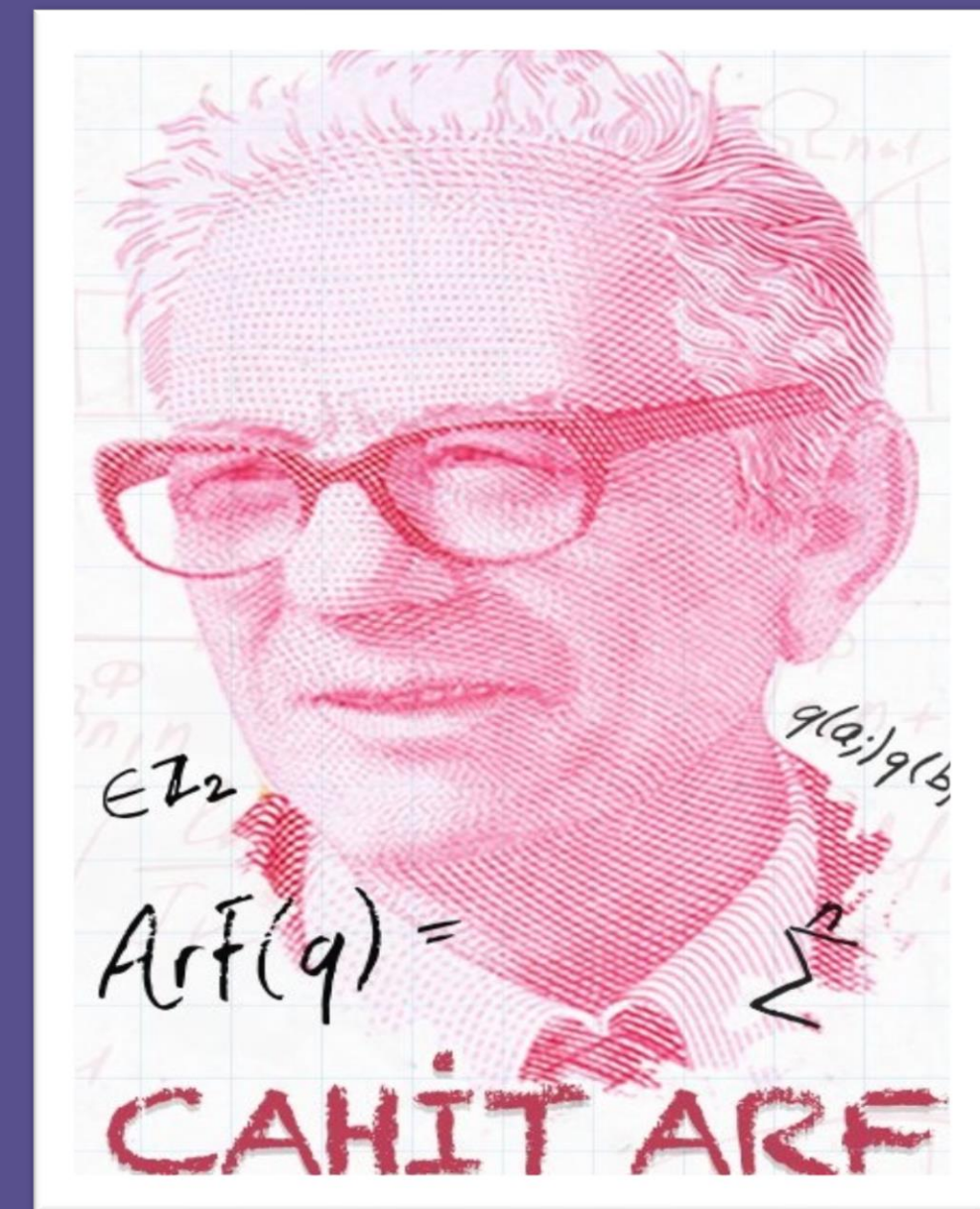


Interpreting in University Classrooms as a Tool for Training Graduate Students

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INTRODUCTION

- This research focuses on the use of interpreting as an educational tool in university lectures.
- We will be looking into examples from Early Republican Turkey where graduate students interpreted German professors' lectures as student-interpreters. We propose a new interpreting-aided education model.



Cahit Arf, one of the student-interpreters who later became a prominent mathematician.

- In light of the experiences of exiled German professors in Turkey, Bertus Van Rooy's (2005) simultaneous interpreting in university classrooms experiment and Esra Birkan Baydan's constructive model (2011), we came up with the idea for an educational model where graduate students would be interpreting for foreign professors in their classes while studying under them.

BACKGROUND

Between 1933 and 1945 German-speaking academics had to leave their country under the Nazi regime.

They came to Turkey and started to give lectures that were translated by graduate students.

These student-interpreters benefited greatly from this master-apprentice relationship experience.

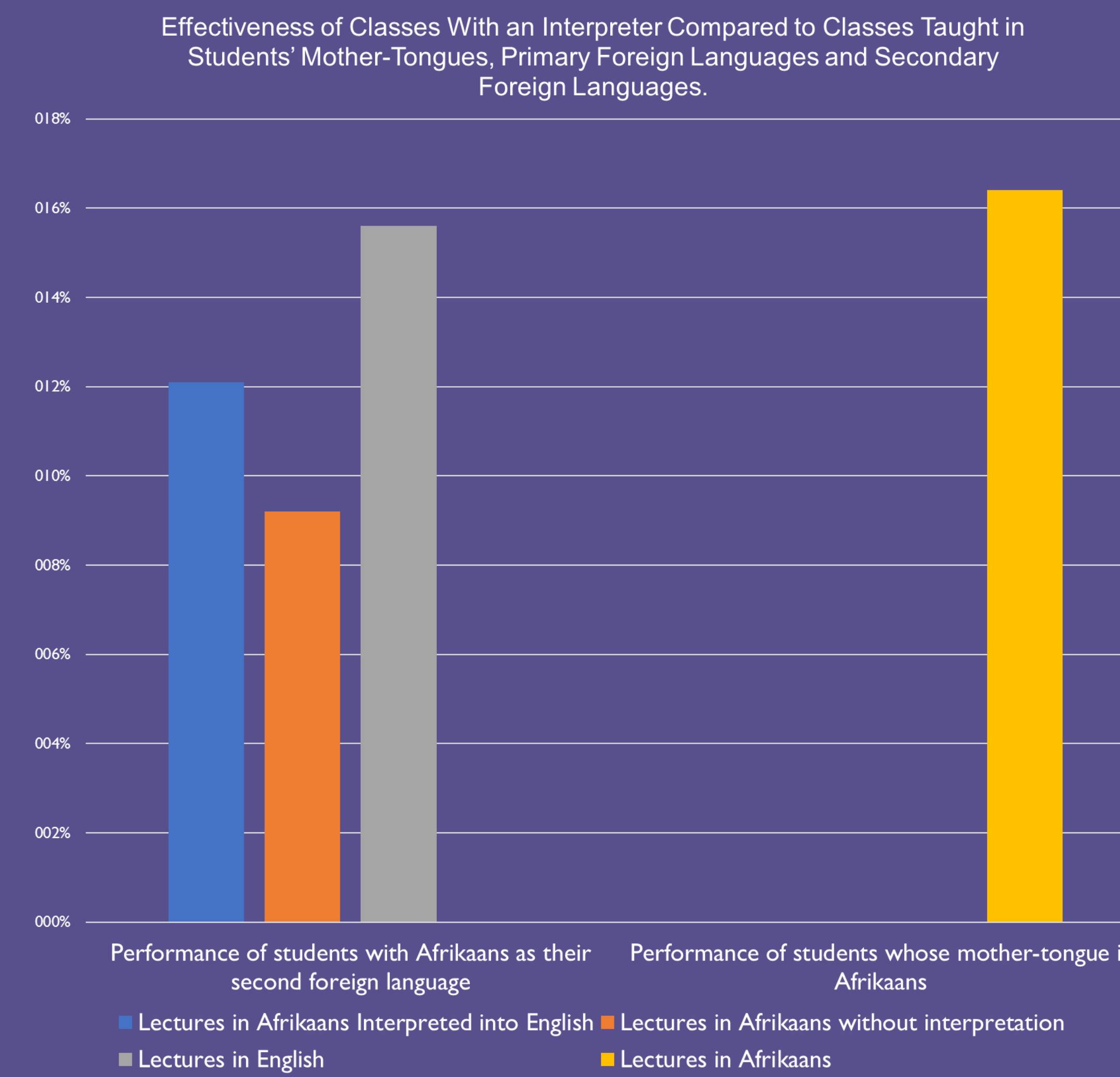
These student-interpreters later became experts in their own fields (Albachten, Ö., 2010).

We can turn this experience into a new educational model and use it in training the professors of tomorrow.



Azra Erhat also took part in interpreting the lectures of the German professors.

HOW WILL IT WORK?



Bertus Van Rooy's experiment (2005) shows us that use of simultaneous interpreting in university classes has no significant draw-back.

Our proposal is that:

- Universities can reserve some of their budgets and invite foreign professors from various departments to work here. Then graduate students would interpret their classes for under-graduate students and assist them out in the classrooms.
- This will provide the graduate students with the opportunity to enhance their linguistic and teaching capabilities while the undergraduate students benefit from the lectures.
- Graduate students will also be learning how to teach by actively participating in the teaching process.

CONCLUSION

It will be a cost-efficient and easily applicable system.

Student-interpreters will be more qualified in their own respective fields.

Undergraduate students will be learning new material from foreign professors.

Graduate students will become competent in their fields and in the language they interpreted the lectures from.

This practice will lead to the creation of new words in TL that cover the scientific terms used in classes.

Everyone will indirectly be part of a cultural exchange and broaden their horizons beyond only the classroom.

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