

What Makes an Effective Translation Teacher?
A Qualitative Exploration of Effective Translation
Teaching and Teachers in the University Classroom

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To my parents

Statement of Originality

This work has not previously been submitted for a degree or diploma in any university. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

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Abstract

This thesis investigates effective translation teaching and teachers in the university classroom through a qualitative exploration including survey research, focus group interview research, classroom observation, appreciative inquiry and case study.

The survey and focus group research results in Chapter 2 and 3 show that the key areas which are perceived to help create an effective translation teacher include: profound knowledge in languages and translation, mastery of translation skills and industry experience, engaging and communicative teaching methods, a humorous and inspiring personality, the use of encouragement in giving constructive feedback, and the ability to understand and help students for the purpose of independent learning.

The classroom observation, appreciative inquiry and case study research in Chapter 4 and 5 draw on Kiraly's (2000, 2014) social constructivist theory in translation teaching and focuses on the teaching process aiming to discover how effective translation teachers conduct teaching in the classroom in four areas, namely classroom management, classroom pedagogy, classroom communication and teacher roles. The results suggest that effective translation teachers are able to control the whole learning process, facilitate students in independent learning, guide students to be more critical about translation, giving both positive and negative feedback for students to reflect on their own, and being supportive, patient and encouraging to students for better classroom communication and learning outcomes.

Although this study has limitations including a small number of participants and lack of variety in teaching contexts and cultural backgrounds, this study may contribute to translator training quality, translation teacher professional development and classroom teaching evaluation. This study can also be applied to other translation teaching contexts so that all teachers can find their own ways to motivate student thinking and achieve quality teaching, making independent learning possible and teaching outcomes more effective.

List of Abbreviations

ABS: Australian Bureau of Statistics

ANU: Australian National University

AUT: Auckland University of Technology

COLT: Communicative Orientation of Language Teaching

EFL: English as a Foreign Language

MQ: Macquarie University

NAATI: National Accreditation Authority for Translators and Interpreters

NZSTI: New Zealand Society of Translators and Interpreters

OL: Own Language / Mother Tongue

P.A.L.M.: Planning, Administration, Leadership and Management

QA: Quality Assessment

RMIT: Royal Melbourne Institute of Technology

SDL: Self-Directed Learning

SFL: Systemic Functional Linguistics

SL: Source Language

TESOL: Teaching English to Speakers of Other Languages

TL: Target Language

TQM: Total Quality Management

UA: University of Auckland

UNSW: University of New South Wales

UQ: University of Queensland

VUW: Victoria University of Wellington

WSU: Western Sydney University

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Chapter 1: Introduction

This chapter provides an overview of the study presented in this thesis, which investigates the qualities of effective translation teachers using mixed-methods comprising surveys, focus group interviews, case study, classroom observation, and appreciative inquiry. In this chapter, the background of the study is introduced with a focus on the translation industry and translation courses in Australia and New Zealand. The remainder of the chapter reviews the relevant literature on the qualities of an effective university teacher, an effective language teacher and an effective translation teacher, in order to contextualise the research design and research questions of this study, followed by an overview of the research methodology used in this study. In addition, the purpose of the study, the significance of the study and the thesis structure are presented as well as a list of definitions of key terms in this study.

1.1 Background to the study

Teaching effectiveness has become more important as the emphasis on the quality in higher education has increased, because effective teaching helps student to learn and effective teachers to evaluate their practice to improve their teaching quality (James, 2009). To evaluate teaching effectiveness, Beck (2005) identifies twelve potential sources of evidence, including self-reviews, interviews with students, learning outcome measures, etc. I have been involved in both language teaching and translation teaching for many years and have read a number of studies on language teacher and teaching effectiveness, such as Bell's (2005) questionnaire study on the behaviours and attitudes of effective foreign language teachers. I also did a case study to explore the qualities of a successful language teacher several years ago (Huang, 2010); but then, when I became a translation teacher, I found that more qualities were required for being an effective teacher in translation but that there was a lack of literature on what makes an effective translation teacher, which encouraged me to build on my previous study; thus, the present research came into being. In this section, I will share my personal experience as a teacher and review the translation industry and courses in Australia and New Zealand as a background to this study.

1.1.1 Personal experience as a teacher

I started my professional career as an English language teacher in China in 2000. During the research as a part of my dissertation for a Master's degree of education in TESOL at the University of Sydney in 2005, I conducted a case study to investigate the traits of a successful EFL teacher at a Chinese University by collecting qualitative data, including surveys, questionnaires and interviews, from a teacher, Miss H, and a group of her students and her colleagues¹. The purpose was to detect what special qualities she had and what other roles she undertook in her teaching position. The data indicated that, to fulfil her role as both a teacher and a "tour guide", Miss H had the qualities of being knowledgeable, responsible, enthusiastic, patient and kind. She also had a strong ability to utilise her teaching methods in accordance with what her students needed and to train them to learn in a communicative and independent way. She served as both a friend to her students, giving them support and helping them with learning, and as a coordinator among her colleagues, encouraging professional development and cooperative teamwork.

Two years later, I studied translation and then became a tutor of translation theory and practice at an Australian University. I was impressed by my teachers and colleagues because of their personality, their knowledge and skills, and their stimulating pedagogies. I also found that many translation teachers were primarily language teachers, but their different approaches to translation teaching fascinated me. I then realized that effective translation teachers must possess unique qualities above and beyond those required of language teachers, because they are dealing with more than one language and a variety of fields of knowledge in their teaching. I have always been interested in teaching; and when I became a translation teacher, I believed it would be worthwhile to explore what makes an effective translation teacher since, based on my primary research, there is a dearth of research on translation teacher qualities and teaching excellence. The present research builds on my previous case study of a TESOL teacher, as it concentrates on the traits of teachers who are working with two languages in the classroom and teaching students who are training to become language professionals. The results from this study will be valuable for translation teacher training, professional development, recruitment and

¹ The study was published in Huang, Z. (2010). What makes a successful EFL teacher in China? A case study of an English language teacher at Nanjing University of Chinese Medicine. *English Language Teaching*, 3(3), 20-28.

teaching evaluation for professional translation teachers and researchers worldwide, no matter what level, circumstance or languages are involved.

1.1.2 Translation industry in Australia and New Zealand

As a nation embracing multiculturalism (Foster, 1988), Australia's various communities show cultural and linguistic diversity; thus, Australian residents or migrants may have a language barrier when communicating with each other or when accessing government and other essential services. According to the 2016 Australian Bureau of Statistics Census (2017), more than 6 million people born overseas who live in Australia (25% of the general population in Australia) speak a language other than English at home and report themselves as having limited English proficiency. Without quality translation and interpreting services, many of these people would not be able to access the services they need or have effective communication with other people (APESMA, 2012).

Many people idealise translators as those who provide translations of great works of literature such as novels, poems and biographies (NAATI, 2018b). In reality, the typical jobs that translators in Australia do are for community purposes, consisting of the translation of official documents, personal certificates, government documents, marketing communications or documents providing identity (Taibi & Ozolins, 2016). Since the 1970s, linguistic diversity has been a component of policy formulation, and the provision of translation has become a means for policy to be implemented (Hlavac et al., 2018). All translators in Australia need to obtain accreditation or certification from the National Accreditation Authority for Translators and Interpreters (NAATI)² before they are able to provide translation services to the general public.

NAATI is the national standards and credentialing authority for translators and interpreters in Australia, and is the only organisation to issue accreditation or certification to practitioners who wish to work in this profession in Australia. NAATI is a not-for-profit company owned jointly by the Commonwealth, State and Territory governments, and is governed by a Board of Directors under the *Corporations Act 2001*. NAATI's mission is to set and maintain high national standards for this industry to ensure a supply

² NAATI (the National Accreditation Authority for Translators and Interpreters) Official Website: www.naati.com.au.

of accredited or certified professionals to meet the changing needs of Australia's culturally and linguistically diverse society (NAATI, 2018a).

On 1 January 2018, NAATI implemented a new certification system to replace the previous accreditation system, for the purpose of improving the standards of the practitioners receiving their credentials. Under the new certification system, translating and interpreting professionals also need to recertify every three years upon demonstrating their currency of practice and evidence of participation in professional development. This new system provides quality assurance to the consumers of translating and interpreting services, and gives credibility to agencies that engage certified practitioners. NAATI Certification can be obtained through testing. A number of education providers including vocational training organisations and higher education institutions have NAATI-endorsed translating and interpreting qualifications available for those who want to sit the NAATI Certification tests upon successful completion of relevant courses. The marking system of the new NAATI Certification tests has been updated with the error deduction method replaced by the use of descriptors, as the latter would provide a more holistic description of students' translation or interpreting proficiency and allow examiners to evaluate student performance in a more holistic way (Turner, Lai & Huang, 2010).

According to CareersNZ (2018), although there are not many job opportunities for translators in New Zealand, translators have played an important role in colonial, postcolonial and contemporary contexts (Fenton, 2017). In New Zealand, a credential is not needed to become a translator, but an increasing number of organisations require membership of the New Zealand Society of Translators and Interpreters (NZSTI), or at least specific qualifications in translating or interpreting, to provide translation services to government organisations and the community. Some employers in New Zealand may also require certification at the professional level from NAATI, and NZSTI provides assistance preparing for NAATI Certification. It is considered important that translators develop their skills on the job and are encouraged to continue to improve their skills for professional development.

1.1.3 Translation courses in Australia and New Zealand

In Australia and New Zealand, several universities offer translation and interpreting courses to both domestic and international students at undergraduate and postgraduate levels. These higher education institutions include: three universities in Sydney – Western Sydney University (WSU), the University of New South Wales (UNSW), and Macquarie University (MQ); three universities in Melbourne – the University of Melbourne, Monash University and RMIT University; one university in Canberra – the Australian National University (ANU); one in Brisbane – the University of Queensland (UQ), one on Adelaide – the University of Adelaide, one in Perth – the University of Western Australia (UWA), one in Wellington – Victoria University of Wellington (VUW), and two in Auckland – the University of Auckland (UA) and Auckland University of Technology (AUT).

The qualifications offered by these universities include a range of undergraduate and postgraduate degrees, either in translation, interpreting, or translation and interpreting, or different translation specialisms. All these programs are designed to provide proficient bilinguals with the linguistic, technical and professional skills, knowledge and capabilities to work as translators and/or interpreters, as well as an academic grounding in translation and interpreting theory and research skills. Students are expected to be critically reflective practitioners, who have a high standard of academic background and research as well as the practical skills necessary to practise as a professional translator and/or interpreter. A variety of languages, such as Chinese, Korean, Japanese, Arabic, French, German and Spanish, are offered currently at various institutions (Lexicool, 2019).

The present study collected data from different universities in Australia and New Zealand that offer translation courses with the objective to train effective translation practitioners. The goal of this study was to identify and analyse effective teacher qualities that lead to the achievement of that objective. Although this study focuses on a small sample of translation teachers at different higher education institutions, it aims to prompt other teachers (including language and interpreting teachers) at various levels, both nationally and internationally, to reflect on their teaching practices and on how to take on the many identified roles of an effective translation teacher, in order to ensure that translation

students' learning is socially constructed and leads to graduates who are well-rounded practitioners.

1.2 Purpose of the study

A number of projects and studies have been carried out in translation teacher and teaching research (Kelly & Catherine, 2007; Hubscher-Davidson, 2008; Kim, 2007; Colina, 2008; Aguado-Giménez & Perez-Paredes, 2005; Pérez, 2005; Asensio, 2007; Gabr, 2007; Zhong, 2008; Zeng & Lu-Chen, 2002), which are covered in Section 1.4.5 in more detail. However, the focus of previous studies was mainly on translator competence or pedagogies used in teaching. Although there are books and articles touching on translator training in recent years such as Yan, Pan and Wang (2015), no studies of translation teacher qualities have been conducted to examine what makes an effective translation teacher. This forms the rationale for the present study, in the hope of providing some insights on qualities of translation teachers to inform professional practices.

Thus, the aim of this research is to identify effective translation teacher qualities and make recommendations for the application of these findings in teacher training and recruitment, as other teachers can learn from these teachers and apply appropriate and effective techniques to conduct their own teaching in their particular contexts, in order to embed effective teaching practices throughout the profession of translation teaching.

This multi-method qualitative study combines various forms of data collection, comprising surveys, focus group interviews, case studies and classroom observations, to investigate translation teachers at different higher education institutions in Australia and New Zealand; and has sought to answer the question of what makes effective translation teachers by examining what special qualities they demonstrate.

Finally, recommendations on translation teacher effectiveness are made, which may be valuable for translation teachers to learn and adopt in order to reflect on their own teaching practices and consider how to maximise their teaching effectiveness in their own teaching contexts and engage with their students both inside and outside of the classroom. A checklist of competencies required of effective teachers of translation is developed at the end of the study, which provides much needed, empirically-based evidential criteria

for quality translation teaching and selection and recruitment of the most effective translation teachers.

1.3 Significance of the study

This study's purpose is to identify the essential qualities that make an effective translation teacher from both students' and teachers' perspectives, which will be a vital reference for translation teachers in improving their own teaching techniques and professional skills with the goal of achieving higher quality teaching. I cannot claim that studying a small sample of teachers can be generalised to represent the whole teaching population, but it will still be useful to identify the common characteristics of this sample of effective teachers through "Appreciative Inquiry". Appreciative Inquiry is a development tool used for participants to focus on their own positive experiences (Coghlan, Preskill, & Catsambas, 2003). As a methodology, Appreciative Inquiry is "a system of principles, practices, and procedures with strong theoretical underpinnings applied to the field of human and organization development" (Stratton-Berkessel, 2010, p. 2). Furthermore, it is essential to acknowledge that, in translation teaching, effective classroom teaching is just one aspect of success; it is equally important to identify other factors that influence effective teaching and to take these factors into consideration in order to improve teaching quality.

From my observations, there are different views on what makes an effective translation teacher. Some translation teachers and students perceive those who are proficient in specific languages and can use the appropriate teaching techniques as good translation teachers, whilst others hold the opinion that a good translation teacher is the person who has a good personality and communicative competence as well as personal teaching style. It would be interesting to discover that some teachers are very popular among students because they are very considerate and get on well with their students. Although sometimes they are not perfectly proficient in a particular language, these teachers perhaps achieve success through student cooperation and influence with their unique personality. Therefore, it will be useful to identify the qualities of effective teachers in different cases, as this will provide a range of appropriate teaching methods in practical teaching situations.

Single case studies cannot be generalised to all aspects, but comparing a range of effective teaching experiences will provide the opportunity for other teachers to develop the qualities they, or their students, regard as important to conduct translation teaching both inside and outside of the classroom. As a result of this study, not only can we, as translation teachers, discover the potential factors that affect translation teaching, but we also may be able to consider our own teaching contexts and student needs and develop the essential qualities needed to cope with different teaching requirements and different students. The goal is to provide students with effective classroom translation teaching and constructive feedback and guidance after class so that they can: develop problem solving and research capabilities, specific knowledge and skills, and critical, analytical and integrative thinking; be creative, innovative, socially active and responsible; and become lifelong learners and reflective and ethical citizens.

1.4 Literature Review

In this section, a review of the literature on teacher qualities and teaching effectiveness is presented, starting with qualities of an effective university teacher, including conceptions of effective teaching in higher education and effective university teachers. The qualities of an effective English language teacher are reviewed as well, with a focus on the professional knowledge and achievements needed for an effective language teacher, and personal traits, teaching styles and teacher roles of an effective language teacher and effective language classroom teaching. Then, the literature on qualities of an effective translator and interpreter is reviewed in search of translation teacher effectiveness, and previous research on translation teachers and teaching is also covered to identify the gaps in the study of translation teacher effectiveness.

According to Layne (2012), teaching effectiveness contains three main aspects – teachers’ cultivation of thinking skills, stimulation of students’ interest in the subject, and students’ motivation to learn. Since teachers have different teaching styles and personalities that may have a positive or negative influence on students (Layne, 2012), it will be valuable for researchers to investigate what these qualities are, so that pedagogy can be informed, and teachers are able to achieve quality teaching within their own contexts. Burns (2000) also points out that effective teachers can be distinguished from ineffective teachers by the characteristics including flexibility in teaching style, the ability to empathize,

sensitivity to students with special needs, a laudatory attitude and encouragement, self-confidence and emotional adjustment, warm acceptance by others, positive belief in the ability to solve problems, independence, humour and justice, willingness and motivation to listen, and caring for students.

1.4.1 Qualities of an effective university teacher

When it comes to teaching at higher education level, being an effective teacher is about “being a good designer of tasks and a sensitive facilitator of student engagement with them” (Knight, 2002, p. 124). University teachers need to have a love for their own subject matter, have the ability to value students and their expectations and perspectives, and use a variety of teaching techniques and strategies to make learning possible (Ballantyne, Bain, & Packer, 1999). In terms of personal qualities and commitments, excellent teachers in higher education need to have “enthusiasm, energy, approachability”, and interest in students and communication skills (Skelton, 2005, p. 96). Patrick (2011) gives a list of five main personality traits of teachers, emphasising the importance of being interactive and agreeable; which is further specified in Chapter 2.

Furthermore, higher education is a “reflexive process in which the student interrogates her/his thoughts or actions”, so that the learning outcome to be desired from every student is that of the reflective practitioner (Barnett, 1992, p. 198). To achieve that, effective teachers may become critically reflective too, building in some “element of self-evaluation” during the teaching process and encouraging peer learning groups to monitor what is happening to students in order to make sure that all learning styles are covered (Brookfield, 1995, p. 180).

1.4.1.1 Conceptions of effective teaching in higher education

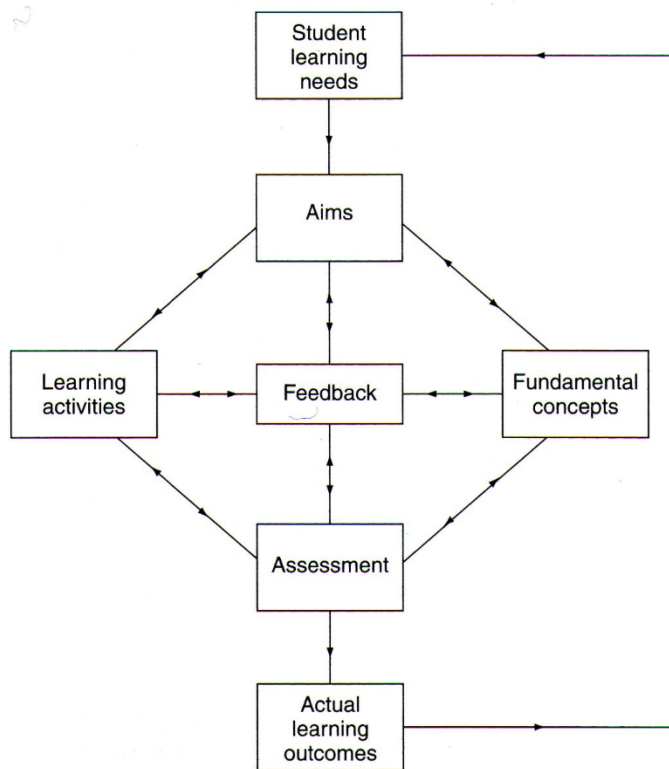
According to Ramsden (2003, p. 93-98), there are six key principles of effective teaching in higher education: 1) interest and explanation; 2) concern and respect for students and student learning; 3) appropriate assessment and feedback; 4) clear goals and intellectual challenge; 5) independence, control, and active engagement; and 6) learning from students. This is also explained in Chapter 3 in this thesis on the theoretical framework. It can be seen that, in order to teach well in higher education, the essential qualities of

having a theory of teaching, thinking in specific situations, and awareness of the context of teaching, are required before teaching in action. It is believed that teaching excellence involves teachers choosing from appropriate methodologies with the purpose of meeting student needs and learning contexts (Skelton, 2005). Good teaching, according to Tennant, McMullen and Kaczynski (2010), should extend and deepen student understanding based on their experiences and learning need, so that they can have better prospects in the global marketplace after graduation. The focus here is students because effective teaching, as Dunkin (1995, p. 24) points out, usually has four major facets: structuring learning, motivating learning, encouraging independence in learning, and “establishing interpersonal relations conducive to learning”.

Effective teachers should also regularly evaluate their own teaching in the classroom. Certain focused criteria can be utilised in the evaluation either by the teachers themselves or by another person who observes the classroom teaching. Sayavedra (1993) provides a list of focused class teaching observation questions for teaching evaluation. These questions look at how the teacher conducts the lesson and how students react to it. They cover a wide range of matters that may affect classroom teaching; which is thus a good way for the teacher to consider and make some changes if necessary in evaluation of his/her classroom teaching.

In terms of teacher reflection, various methods can be adopted, such as personal reflection, reflective dialogue through storytelling, reflective dialogue through being part of the story, and reflective dialogue with other colleagues (Brockbank & McGill, 2007). In addition, feedback should be constantly sought to improve teaching. It should also be regarded as a central component of the teaching process as well as of professional development. Kember and McNaught (2007, p. 142) provide a model of curriculum development in higher education in which feedback is the central component, informing the development and refinement of each of the other elements in the model (see Figure 1.1).

Figure 1. 1: A model of feedback in the curriculum development (Kember & McNaught, 2007, p. 142)



1.4.1.2 Effective university teachers

In terms of personal qualities and commitments, excellent teachers in higher education need to have “enthusiasm, energy, approachability”, interest in students, and communication skills (Skelton, 2005, p. 96). Heron’s (1977, 2001) ‘six category intervention analysis’ offers a useful way to understand the variation in instructor behaviours across the range of teacher styles and roles. Either in teacher-focused teaching or in learner-focused teaching, teachers may use different behaviours to support teaching, ranging from informing and confronting to eliciting and supporting (Light et al., 2009) (see Table 1.1).

Apart from the traditional teacher-focused and learner-focused teaching styles, they (Light et al., 2009) also propose three categories of conceptions of teaching in higher education, including another teaching style – learning-focused, in which the teacher acts as an engager or a guide to develop students’ skills (see Table 1.2). In this case, student

learning is seen as conceptual development rather than acquisition of concepts. The teacher's concern is not restricted to skills but more towards understanding through active reflection, interaction and facilitation. The literature review in Chapter 2 also mentions these as important modes of teaching effectiveness.

Table 1. 1: Teacher behaviours in groups (Light et al., 2009, p. 134)

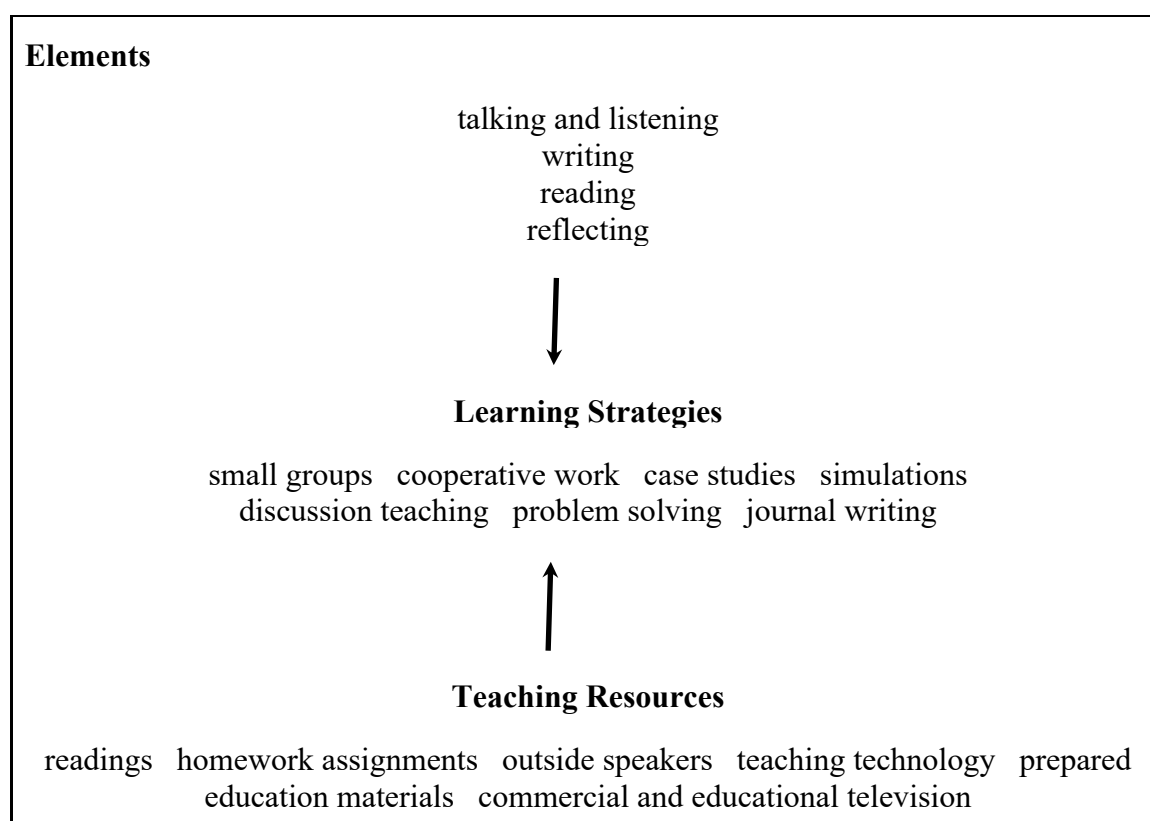
	The teacher can	Related verbal behaviours	
Inform	Prescribe	Provide a topic or raise an issue Re-route the discussion Direct the student's responses	Teacher-focused
	Inform	Summarize, inter-relate, clarify Give knowledge and information	
	Confront	Challenge by a direct question Disagree with, correct, critically evaluate a student statement Raise student consciousness about the material	
Elicit	Release tension	Arouse laughter Stimulate an emotional response to the topic	Learner-focused
	Elicit	Draw out student opinion / knowledge / problem-solving Facilitate student interaction Encourage self-directed learning	
	Support	Approve, reinforce, affirm the value of student contribution	

Table 1. 2: Conceptions of teaching in higher education (Light et al., 2009, p. 29)

Categories of conceptions of teaching	Student learning	Student relationship to course content	Teaching	Focus of good teaching
<i>Transmission</i> Teacher-focused	Student learning is not the teacher's concern	Passive-compliant acceptance	Transmission, soliloquy-monologue	Quantity, quality, structure and transmission of content
<i>Acquisition</i> Student-focused	Student learning as acquisition of course concepts and skills is teacher's concern	Compliant-active acquisition	Explanation, demonstration, active-monologue towards dialogue	Strategies and tips that help students acquire the course concepts and content
<i>Engagement</i> Learning-focused	Student learning as conceptual development and understanding is teacher's concern	Active-reflective construction	Facilitation, intersubjective-active-dialogue	Developing ways to help students improve and change their conceptual understanding

It can be seen that learning is an active process about self-development and is meaningful only when learners make knowledge and skills their own (Meyers & Jones, 1993). What effective university teachers do is to combine different elements of learning into various learning strategies to help students develop using a range of teaching resources, guiding students with the knowledge and essential skills for self-reflection and development in order to achieve better learning outcomes (see Table 1.3).

Table 1. 3: Structure of active learning (Meyers & Jones, 1993, p. 20)



Since the setting of the present study is translation teaching and teachers in universities, it would be valuable to discover what is required of an effective university translation teacher, what teaching styles or modes they use, and what roles teachers play in teaching translation. It would also be interesting to see whether the learning-focused mode is the best in conducting university teaching and the most effective in helping students to develop themselves. For more literature on university teacher qualities, please refer to Section 3.2.1 and 4.2 in this thesis.

1.4.2 Qualities of an effective English language teacher

A list of attributes can be made according to consideration of the qualities of effective English language teachers. Different researchers have provided characteristics of good English language teachers in various ways. Brown (2001) suggests a list of attributes of an effective English language teacher which includes the following items: professional competence and interest in language; critical thinking and the will to develop; a love of teaching and the readiness of dedication; and the awareness of culture. In this list, beliefs

about English language teaching and the professional skills of pedagogy are emphasised. However, teachers' own personality and other skills required in teaching such as interpersonal skills are not mentioned or taken into consideration. According to the professional goals for language teachers (Brown, 2001), the attributes of being an effective teacher are not only the professional skills and beliefs about teaching but also different teaching styles, interpersonal skills and teachers' personality. These goals include a number of different qualities rather than just pedagogical skills, such as a knowledge of language learning and teaching, the skills to use different teaching techniques in different conditions and contexts, a knowledge of the students and the skills of interpersonal communication, the willingness and confidence to change if necessary, and a good personality to experience practical teaching.

1.4.2.1 Professional knowledge and achievements for an effective language teacher

In terms of professional knowledge or achievements, it is true that teaching is a personal activity that includes teachers' different teaching beliefs and assumptions about how to achieve effective teaching. Teachers' beliefs are "ideas and theories that teachers hold about themselves, teaching, language, learning and their students", which are derived from "their experience, observations, training and other sources" and serve as "a source of reference" and "teachers' classroom practices" (Richards & Schmidt, 2003, p. 541). Different from learner beliefs, teacher's beliefs focus on the thoughts of teachers based on their experience, training and observations, and are a source of new ideas, practices and classroom teaching development. Therefore, teachers' belief systems usually include knowledge, attitudes, expectations, values and methods about teaching and learning that teachers build up over time from their experience (Richards, 1998).

According to Ethell and McMeniman (2000, p. 88), effective teachers have a larger knowledge base and use it efficiently in teaching. This knowledge base includes both superior subject matter knowledge and pedagogical knowledge. These are intrinsic approaches, as Ruiz-Funes (2002) points out, that we use to examine effective language teachers such as the love for the target language, attitude towards the profession and students, motivation and enthusiasm. According to McKeachie (1997), teachers who have a sense of making a difference, a sense of competence, and a sense of self-determination, and who are helpful to students, are considered highly satisfactory from the perspectives

of their department chair, colleagues and students. As a result, the professional achievements that language teachers need should be a combination of realising teachers' beliefs, a sense of professionalism, understanding of knowledge and people, and the drive for improvement (June, 2000).

1.4.2.2 Personal traits of an effective language teacher

In language teaching, Stronge (2002, p. 62) states that an effective teacher “recognises complexity”, “communicates clearly” and “serves conscientiously”. It is also important to consider what kind of language the effective teachers use with students; and as Harmer (1998, p. 6) points out, the language that teachers use should be “comprehensible”, “clear” and “well-staged”, especially when instructions are given, so that effective communications in the classroom can be achieved.

Wong and Wong (1998) point out that the mediocre teacher tells and explains but the superior one shows and inspires. Being an effective English language teacher, it is therefore very important to have the qualities of being able to enthuse and inspire the students for their life. As Batten, Marland and Khamis (1993) state, students' views of the qualities of good teachers embody not only being friendly and humorous but also respecting and encouraging the students.

More literature on personal traits of an effective language teacher is presented and discussed in Chapter 3 and Chapter 5. It can be seen that the frequently mentioned personal traits of an effective language teacher are being humorous, encouraging, patient, helpful, organised and flexible. Whether or not personal traits have much influence on them being an effective language teacher may still be in doubt, but it is apparent that personality plays a vital role in the examination of what makes an effective language teacher.

1.4.2.3 An effective language teacher's teaching styles and teacher roles

In the Longman Dictionary of Language Teaching and Applied Linguistics (Richards & Schmidt, 2003, p. 544), teaching style is defined as “a teacher's individual instructional methods and approach and the characteristic manner in which the teacher carries out instruction”. Different teachers have different: ways of teaching; strategies and techniques

to conduct teaching; teacher roles in the classroom; and types of teacher-student interaction in the classroom. Therefore, we can regard teaching style as “a complex amalgam of belief, attitude, strategy, technique, motivation, personality and control” (Wright, 1987, p. 68).

From this definition, it seems that teaching style is more like a combination of many attitudes and behaviours that the teacher “employs to create the best possible conditions under which learning can take place” (Wright, 1987, p. 52). This is why teaching styles should be considered as an important part of qualities that effective teachers have. Moreover, teaching style may lead the teacher to play different roles in the classroom and have certain effects on teaching.

In addition, effective English language teachers may undertake other roles in their positions, such as preparing timetables, materials and handouts, seeing students individually, attending staff meetings, arranging out-of-class activities, marking tests and examinations, and writing reports (McDonough & Shaw, 2003). All these roles constitute an effective language teacher and can be considered as part of teacher development. According to Richards and Schmidt (2003, p. 542), teacher development considers ongoing professional development and can be defined as “the professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically”. There are different stages in teacher development including developing and expanding skills of teaching, being competent and professional in teaching, cooperating with colleagues, and practicing decision-making and leadership. In Chapter 3 and Chapter 5, teaching styles and teacher roles are also mentioned, with further reviews of previous study on language teaching effectiveness.

1.4.2.4 Effective classroom teaching

Teaching is “a thinking activity” in which “knowledge is actively acquired and used by teachers” (Calderhead, 1987, p. 5). As Richards (2002) points out, the conceptualisation of language teaching can be understood as a science, a technology, a craft or an art. For science-research conceptions, what teachers should do to perfect teaching is design tasks and activities according to learners’ needs and learning principles. For theory-philosophy conceptions, the essential skills in teaching require teachers to use coursebooks and

materials based on theories. In terms of value-based conceptions, effective EFL teachers should understand the values including “reflective teaching”, “team teaching”, “humanistic approaches” and “learner-centred curriculum”, and choose appropriate methods to undertake these values. What is more, the essential skills in art-craft conceptions are developing various teaching strategies according to different teaching contexts, and personalising teaching through various teaching techniques.

According to Davies and Pearse (2002), effective English language teachers have something in common in terms of classroom teaching: they focus on learners’ needs and learner practice through communicative activities in class, not just teaching language forms in teachers’ explanation to complete the syllabus; they also use English in class and teach students the practical use of English, not just teaching grammar rules according to the coursebook. Moreover, effective language teachers are able to encourage their learners to take risks through various tasks to develop their ability to use language that is beyond their competence.

For different purposes of learning and teaching, teachers ought to utilise a number of teaching modes to conduct teaching in the classroom. Known as “teaching methods”, according to Wallace (1991), teaching modes are considered necessary and important in language teaching in order to make teaching more vivid and effective. There are a large number of different teaching modes: brainstorming, buzz groups, feedback session, formal lecture, group work or pair work, role-play, and tutorial.

Besides this, there are some guidelines on characteristics of effective teaching in the classroom, as Richards (2002) suggests, that teachers should bear in mind in order to achieve success in language teaching. These guidelines include clear, planned and focused instruction, learner-centred and monitored classroom, smooth, efficient and high-standard classroom behaviour, and rewarding and positive classroom interactions.

Another study by Brown (2002) suggests that approaches to language teaching are principled; that is, effective teaching practice in the classroom is based on a number of principles. Basically, effective teachers follow twelve principles in teaching, although there is disagreement sometimes in their application in the classroom: automaticity, meaningful learning, anticipation of reward, intrinsic motivation, strategic investment,

language ego, self-confidence, risk taking, the language-culture connection, the native language effect, interlanguage, and communicative competence. These twelve principles require language teachers to take teaching as a profession, because as language teachers, they not only need to have the knowledge and skills of teaching the language but also should have a practical system of judgment, experience, responsibility and autonomy.

Peart and Campbell (1999) find that effective teachers ought to have effective instructional methods in classroom teaching so that the materials can be communicated effectively with enthusiasm and the strategies can be better employed. There are five main principles of effective instruction, according to Applebee (1988), which are students' own contribution, appropriateness, structure, collaboration, and transfer of control. Moreover, some extrinsic approaches such as motivation, class management and discipline should be considered in effective classroom teaching (Ruiz-funes, 2002). According to Stronge (2002, p. 62), the effective teacher "recognises complexity", "communicates clearly" and "serves conscientiously".

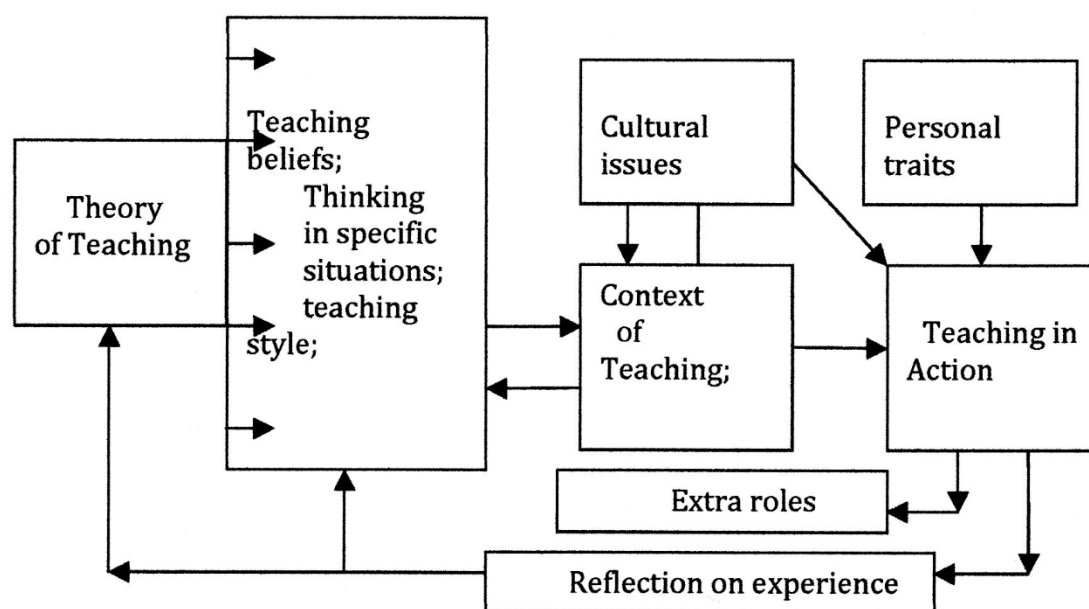
In addition, students may have their own criteria for effective teaching. Brown and McIntyre (1993) provide a table with a list of criteria from students' views on what is effective teaching. Some items, such as creation of a relaxed atmosphere, interesting ways of presentation, helping with difficulties, encouragement and judgment, seem difficult to achieve but are essential for effective teaching in the classroom. It is also significant to hear from the students' point of view on what makes classroom teaching effective because effective teachers are flexible and can keep track of the student's progress, mark stages and change activities when necessary in order to manage classroom teaching effectively (Harmer, 1998).

To observe effective teaching in detail, Batten, Marland and Khamis (1993, p. 47) give two lists of comments on good teaching: one from the teachers and the other from the students. From the teachers' point of view, there are thirteen principles which lead to effective classroom teaching: high expectations, positive attitude, fair dealings, positive praise, respect, awareness of lesson aims, structured lesson plans, long term plans, variety of teaching strategies, enthusiasm, awareness of personal development, catering for individual needs, and effective management. On the other hand, students have slightly different views on teachers' effective teaching according to their comments, commenting

that effective teachers: help with their work, give them clear explanation, make lessons interesting and enjoyable, use different activities, encourage them, are friendly and caring, are not strict but be able to control the class, and let them talk. These findings indicate that apart from the basic elements to assess effective teaching, there are more areas to consider when it comes to review effectiveness, including personal traits, cultural issues, interpersonal skills, as well as some extra roles to be fulfilled.

It can be seen from the review above that there are more issues to consider as to language teaching in higher education; thus, a new model was developed in the present research based on the model of teaching in higher education presented by Ramsden (1992, 2003) (see Figure 1.2). As translation teaching is considered to be similar to language teaching, it will then be interesting to see, in the present study, whether the qualities of translation teachers are similar or whether there are additional or different traits of effective translation teachers. Section 3.2.1 and 4.2 in this thesis contains more literature review on this topic.

Figure 1. 2: A model of effective English language teaching in higher education, based on Ramsden (1992, 2003)



1.4.3 Qualities of an effective translator

To examine what makes an effective translation teacher, it is worth surveying the literature to determine perceptions of essential translator qualities, which may influence the qualities of effective translation teachers. Ward (1992, p. 579-580) pointed out seven qualities that characterise a professional translator:

- knowledge of the target language and writing skills;
- an understanding of the source language;
- an understanding of basic linguistic principles;
- knowledge of the cultures of the languages involved;
- “knowledge of, interest in and ability to learn rapidly the basics of a wide variety of technical fields”;
- “a self-starter, an independent worker” with “perseverance and determination,” and
- knowledge of up-to-date technology.

The EMT Expert Group (2009, 2017) also presents five elements of translation competence that are required, including language and culture competence (transcultural and sociolinguistic awareness and communicative skills), translation competence (strategic, methodological and thematic competence), technology competence (tools and applications), personal and interpersonal competence (generic skills or soft skills), and service provision competence (language services in a professional context). Apart from these qualities, Sykes (1983) points out some personal traits of an effective translator, which include having the ability to concentrate, being patient, tolerant and determined in order to overcome difficulties in doing translations. In Keith’s (1989) opinion, translators are ‘made’ rather than just being ‘born’, because a person with a bilingual background does not necessarily make a good translator. More qualities are needed for long-term success, with a well-organised approach to one’s work being the most essential. Effective translators can handle huge amounts of information quickly and efficiently, and in an accurate and consistent way. Computer literacy is also required for an effective translator in such a modern and commercial world nowadays in order to work rapidly but accurately (Keith, 1989).

In a broader sense, becoming a professional translator requires more than ‘translation competence’, entailing learning specific skills to produce an acceptable target text in one language on the basis of a source text in another. It needs ‘translator competence’, as Kiraly (2000, p. 13) states, which involves joining communities to act successfully in communications among different cultures for professional purposes. To be more specific, translator competence is a development of what Pym (2003) refers to as a multicomponent competence, which involves a range of skills that are linguistic, cultural, technological and professional with the ultimate objective of meeting market demand. Viaggio (1992) also mentions the universal principles in translator competence that should be taught to both translation and interpreting students, including human communication, oral as opposed to written linguistic communication, and mediated inter-lingual communication.

These guidelines identify the basic requirements for a professional translator; thus, for a translation teacher, it is essential to take these into consideration when designing class activities. The focus in Ward’s definition is on competence in both the source and the target languages; thus, mastery of the knowledge and skills of transferring one language to the other plays a central role in becoming an effective professional translator. As Wilss (1982, p. 176) suggests, the development of “transfer competence”, i.e. the ability to reproduce various texts adequately in a target language, is a focus of translation education.

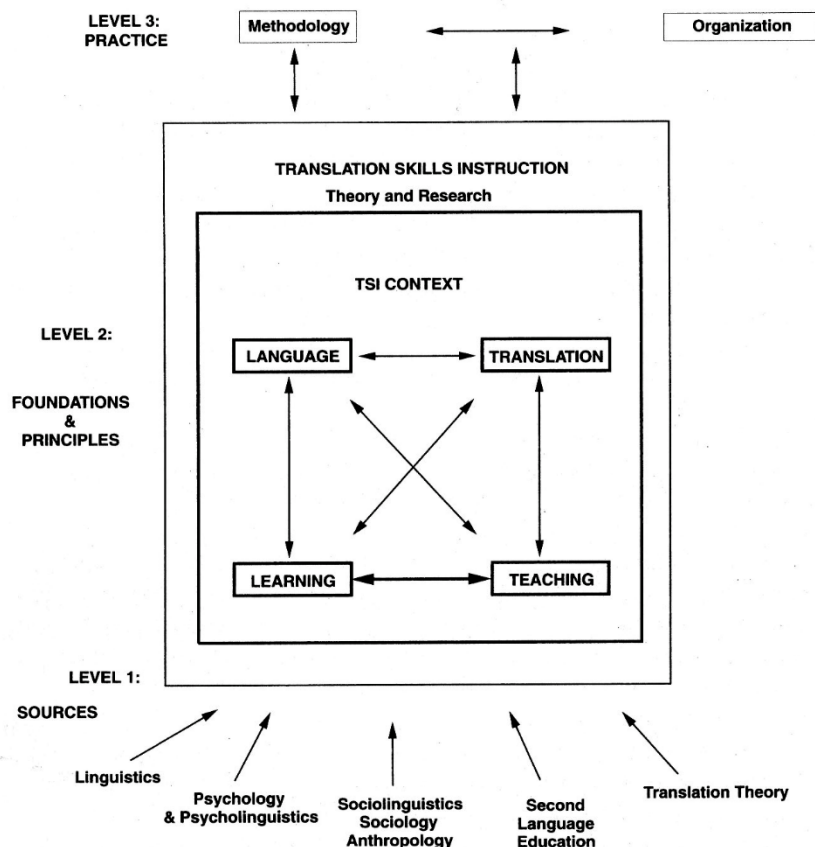
1.4.4 Qualities of an effective translation teacher

Newmark (1991, p. 138) suggests that the translation teacher has to be not only “a solid classroom teacher” but also “a person of wide cultural background, normally engaged in one of the at least eight areas of translation research, viz. linguistics-based translation theory; corpus-based bilingual translation research; translation and culture; translation and society; machine translation; terminology; translating processes; translation criticism.” More viewpoints from Newmark are reviewed in Chapter 2 with regard to the qualities of effective translation teachers.

Kiraly (1995, p. 38) proposes a model for translation pedagogy in which there are three levels – namely sources, foundations and principles, and practice. Level 1 focuses on translation processes and competences on the basis of various disciplines; Level 2

comprises theory development; and Level 3 stands for the practical methodology development. The model is shown in Figure 1.3. This model will be the foundation of the perceptions and practices discussed in Chapters 2 to 5 on translation processes, teaching of translation theory and practice, and classroom pedagogy.

Figure 1. 3: A model for translation pedagogy (Kiraly, 1995, p. 38)



Other than Newmark and Kiraly, a number of other researchers have presented their own findings and viewpoints about translator qualities and the roles of translation teachers. A review of these researchers' work (Sim, 2000; Klein-Braley, 1996; Côté, 1990; Peverati, 2009; Davies, 2005; Critchley, Hartley & Salkie, 1996; Kearns, 2008; Sainz, 1992) can be found in the literature review in Chapter 2.

1.4.5 Research on translation teachers and their teaching

With the development of translation centres and the increasing global demand for qualified translators, professional translator training has become an integral part of applied translation studies (Holmes, 2000). A range of research projects in diverse topic

areas have been carried out, ranging from the acquisition of translator competence, the development of creativity, and training quality assessment and curriculum design, to the development of computer tools, virtual learning environments and training the trainer (Kelly & Way, 2007).

In translation teacher and teaching research, seasoned practitioners and scholars have conducted a wide range of research projects to investigate translation pedagogy through various methods, tools and approaches. In Hubscher-Davidson's (2008) study on using action research in translator training, both trainers' and students' perceptions of group work in translation classroom were gathered and analysed, to encourage translation teachers to develop their continual reflection on their teaching practice. Kim (2007) suggests the use of text analysis based on systemic functional linguistic (SFL) theory as a pedagogical tool for the teaching of translation in her study. A different method was used in this project to explain translation errors and issues found in students' translations in relation to meanings and to provide teaching implications based on this tool. Colina (2008) explores translation quality evaluation through a functionalist approach and provides evidence for the testing of this tool as a support in translation quality evaluation. Li (2018) studies teachers' and students' beliefs in the context of translator and interpreter education and describes two categories of teaching beliefs in translator and interpreter education: behaviourism and constructivism. Pedagogical implications are also discussed to justify the advantages of the co-existence of both categories.

In translation teaching research, different strategies are useful, as Aguado-Giménez and Perez-Paredes (2005) suggest, to help solve equivalence problems, raise the awareness of translation quality and accuracy, and present students with opportunities to reflect on theoretical issues. Some researchers such as Pérez (2005) consider that translation students can benefit by being exposed to a variety of approaches to translation that are inspired by and connect to different theories, in order to be more flexible in their approach to texts and be more effective translators. Asensio (2007) also notes the importance of theoretical approaches to translation teaching, by saying that the strategies used in translator training should allow translators to select the most suitable solution and the social situation of translation. Giaber (2018) uses translation practice portfolio as an integrated approach to teaching translation practice for the purpose of exploring the usefulness of such a portfolio in developing and improving students' translation skills,

language skills, problem-solving skills, interaction skills as well as collaboration skills. Similar to this translation portfolio, Galán-Mañas (2019) also proposes the use of professional portfolio as a tool to develop translation students' professional competence so that they can benefit from such a new assessment instrument in learning.

Seasoned practitioners, in their own translation teaching practices, have developed some useful approaches in translation pedagogy. Gabr (2007) puts forward an idea to adopt the principles of Total Quality Management (TQM) in the process of translation programme design, development and implementation. This approach aims to maintain the quality in translator training in accordance with the needs of the market, of translation departments, and of students. Although highly controversial, it represents one of the major trends in higher education today. Zhong (2008) uses another approach in his study, Self-directed Learning (SDL) in translation teaching, which regards every learner as a unique individual, different from all others, and which aspires to enable each of them to learn what he or she needs to learn and in a manner and pace suitable to him or her. From the study, SDL was found to be “particularly effective where there were well-defined objectives, a positive attitude, active uses of available resources, support and supervision and a sense of accountability and self-responsibility” (p. 219). As machine translation has become more popular, studies have also been carried out to explore the possibility of integrating machine translation models such as Statistical Machine Translation (SMT) into translation studies curriculum (Doherty & Kenny, 2014).

Zeng and Lu-Chen (2002) proposed a framework for task-based translator training, a top-down approach with the focus on quality assessment (QA), field-tested the criteria and piloted an online web-based translation course in 1999. This framework is divided into four stages: quality assessment, translation process, web work and final assessment, with the help of QA forms to guide students to identify potential problems, find resources to solve problems, and suggest solutions to these problems (see Table 1.4). In this framework, the learning process is clearly shown with different focuses in each stage; but what the teacher's role throughout the learning process should be is not mentioned, or not explored. Teachers may not know what they can do to help students achieve their goal or to guide them through the whole process. It would be better for teachers in following the framework and conducting task-based teaching if what is required of the teacher is also mentioned and what role the teacher should play is taken into consideration. For more

literature on the research on translation teachers and their teaching, please refer to Section 3.2.2 and 4.2.

According to various seasoned translation scholars and teachers, based on their experience and observations, translation teacher and teaching studies tend to focus more on pedagogies used in teaching. There is a gap here, because there are no studies of translation teachers and their qualities as opposed to experienced teachers talking about their perceptions. Most of the previous research has focused on translation teaching, translation pedagogies and classroom translation teaching techniques; but no evidence-based research on what translation teacher qualities are is clearly shown. Thus, it is of great value if an empirical study of the qualities of translation teachers in universities can be conducted to inform professional and general pedagogical practices.

Table 1. 4: A framework for task-based translator training (Zeng & Lu-Chen, 2002, p. 64)

Stage	Focus	Tasks
Stage 1	Quality Assessment	Take the pre-test Evaluate an unsatisfactory translation (target text only) Rephrase the target text Compare target text with source text
Stage 2	Translation Process	Comprehend a source text Write up first draft Discuss general & specific problems in small groups Test target text Discuss in class by showing student target texts Revise target text Submit final target text
Stage 3	Web Work (in teams)	Work with team Translate online Discuss with team Submit target text Edit other's target text Evaluate team work
Stage 4	Final Assessment	Choose the source text and target text for the final project Evaluate the target text Write a paper Upload to Web Take the post-test

1.5 Research design and research questions

The main goal of this study is to identify effective translation teachers and find out the reasons why they can achieve teaching effectiveness. A review of the literature and existing research indicates that there are some basic requirements for being an effective translation teacher. Furthermore, an effective teacher should do more to motivate and encourage students to improve their translation skills. This study will, therefore, focus on the following questions:

- What are the perceptions of translation teachers as compared to student perceptions about effective translation teachers and teaching?

- What are the personal traits of effective translation teachers and what roles do they play in teaching?
- What teaching styles and pedagogical techniques does an effective translation teacher use in classroom teaching?
- What kind of feedback does an effective translation teacher give to students? And in what ways is feedback given?
- What best practices do translation teachers demonstrate to achieve teaching effectiveness?
- How do effective translation teachers communicate with students and reflect their personal traits in the classroom for better learning outcomes?

1.6 Overview of methodology

A range of qualitative research methods are used in this study. To examine translation teacher effectiveness in a broader and deeper way, the research methods adopted in this study are a combination of qualitative data analysis approaches, which include questionnaire surveys of graduates, current students and teachers, interviews and focus groups with students and teachers, and classroom observations of two effective teachers using case studies, and appreciative inquiry as an analytical framework.

Different qualitative research methods will be used to collect data for analysis. In other words, triangulation in qualitative research will be adopted according to the purpose of the study. Triangulation is to collect data from different sources or to interpret data in different ways so as to provide a more comprehensive understanding of a phenomenon (Richards & Schmidt, 2003). It is also one of the most commonly used ways of checking validity, ensuring the results produced by different research methods are the same and making the data more valid (Burns, 1999). In the present study, the use of triangulation includes surveys, focus groups, case study and classroom observations.

1.6.1 Survey and focus group interviews

Survey research is used in Chapter 2 to obtain responses on translation teacher effectiveness from translation teachers and students for subsequent analysis. Focus group interviews (Chapter 3) involve a group of participants with similar background who are

asked “a series of pre-specified questions” (McKay, 2006, p. 52). This research method needs quite a bit of preparation to set up, and the ‘moderator’ (Dornyei, 2007, p. 145) needs to carry out several functions simultaneously, which might be a challenge for the investigator but can provide a great deal of information in a short time and an opportunity for teachers and students to share their views on particular topic areas. Participants may also find the sessions enjoyable and stimulating (Dornyei, 2007) with such a flexible and information-rich method. Although some participants may dominate the interview and so the others have less opportunity to offer their own opinions, this problem can be alleviated if the investigator manages the interview well and encourages everyone to contribute to the interview (McKay, 2006). Participants are encouraged to think together, inspire each other, and respond to the issues and points through collective “group brainstorming” so that high-quality data can be produced in “deep and insightful discussions” (Dornyei, 2007, p. 144).

One of the difficulties with reliability in the focus group research method is the issue of participants who are unmotivated or unreliable (Wagner, 2010). If a researcher only contacts a teacher or an administrator to get permission to conduct the focus group with students, the students might complete the focus group as required but the reliability and validity of the results are questionable because they may be unwilling to or reserved to give their genuine responses. To solve this problem, students are directly contacted by the investigator and information and consent forms are shown to them before the research is administered, to ensure that they are well-informed about the study and are willing to share their opinions.

1.6.2 Classroom observation

Classroom observation (Chapter 4 and 5), a systematic process of data collection and analysis, is defined by Gebhard and Oprandy (1999, p. 35) as “non-judgmental description of classroom events that can be analysed and given interpretation”.

Researchers can conduct observations of either the whole classroom or part of it, or just activities within it. The focus of classroom observation can be the teacher, a student, students, or the interaction between the teacher and the students. In a language classroom, these aspects of focus can range from teacher use of language, teacher use of materials, their handling of activities, and feedback given to student responses, through to student

questioning, students' verbal and non-verbal contact with the teacher, and student participation in group work (Harbon & Shen, 2010).

Classroom observation techniques can be extremely varied, giving direct access to and systematic records of interactions, and enriching and supplementing data gathered by other methods (Simpson & Tuson, 1995). The purpose of using these techniques is to discover and analyse the most important element in observation - classroom interaction. In language classrooms, interaction mainly involves four aspects: teachers' decisions, the language used, group work, and feedback (Tsui, 1995). Teachers' decisions occur when the teacher picks up cues from the students and makes on-the-spot decisions to modify their plans. This can also be interpreted as teachers' ability to be flexible in carrying out teaching plans. The language used by the teacher can affect the language produced by the students; thus, as Tsui (1995) notes, when students listen to the teacher's instructions and explanations, when they express their opinions, answer questions and do tasks, they are not only learning about the language but also putting the language that they are learning to use. Since translation classrooms involve quite a lot of language learning time too, the language used by the teacher also plays a crucial role in classroom interaction. This can happen consciously when the teacher teaches something explicitly and asks students to practice it, or unconsciously when the teacher relates anecdotes or students relate their own experience and express their views (Tsui, 1995). In order to make language use and presentation of information appropriate, the teacher needs to always relate the new information to the existing knowledge of the students so that the issue is not over-explained or under-explained (Chaudron, 1982).

Group work enables students to be involved in a more natural conversation, allowing them to have the opportunity to use a variety of functions, both linguistic and extra-linguistic, to develop their competence and stimulate their learning (Tsui, 1995). It is also an important part of classroom talk and can be very useful in doing classroom observation research. Lemke (1985) argues that classroom education is talk, and that "it is the social use of language to enact regular activity structures and to share systems of meaning among teachers and students" (p. 1). In translation classrooms, group work may stimulate interactions among the teacher and students; thus it is worth looking at as well in the present study.

Feedback of various kinds given to students in different ways can affect student learning to a large extent. According to Tsui (1995), a teacher who provides negative feedback will create a sense of failure and frustration among students, and will hinder student contribution and student learning. On the other hand, a teacher who values student contribution and provides encouraging feedback will motivate students to participate in classroom interaction and learn, and will help to create a better social atmosphere in the classroom. Teacher feedback is also a good way to acknowledge student contribution or the information they offer, to provide personal comments on student performance, and to encourage students to learn in a more positive way so that they can be motivated to the largest extent and benefit from the learning experience.

Among different classroom observation schemes that are developed for analysing classroom interaction, one such scheme used in the language teaching classroom is called Communicative Orientation of Language Teaching (COLT) (Spada & Frohlich, 1995). Nunan (1992, p. 99) provides a table of questions relating to the principal features of the COLT scheme in language teaching classrooms (see Table 1.5), which is also mentioned in Chapter 4 in this thesis.

Table 1. 5: Questions relating to the principal features of the COLT scheme (Nunan, 1992, p. 99)

Feature	Questions
Part A: classroom activities	
1a. Activity type	What is the activity type - e.g., drill, role play, dictation?
2a. Participation organization	Is the teacher working with the whole class or not? Are students working in groups or individually? If group work, how is it organized?
3a. Content	Is the focus on classroom management, language (form, function, discourse, sociolinguistics), or other? Is the range of topics broad or narrow? Who selects the topic - teacher, students, or both?
4a. Student modality	Are students involved in listening, speaking, reading, writing, or combination of these?
5a. Materials	What types of materials are used? How long is the text? What is the source / purpose of the materials? How controlled is their use?
Part B: classroom language	
1b. Use of target language	To what extent is the target language used?
2b. Information gap	To what extent is requested information predictable in advance?
3b. Sustained speech	Is discourse extended or restricted to a single sentence, clause, or word?
4b. Reaction to code or message	Does the interlocutor react to code or message?
5b. Incorporation of preceding utterance	Does the speaker incorporate the preceding utterance into the his or her contribution?
6b. Discourse initiation	Do learners have opportunities to initiate discourse?
7b. Relative restriction of linguistic form	Does the teacher expect a specific form, or is there no expectation of a particular linguistic form?

In the present study, a contextualised detailed rubric was developed based on the COLT scheme (see Tables 1.6 and 1.7) (Huang, 2010), and drawing on literature from research on university teacher effectiveness, language and T&I teacher effectiveness, to create the tiers to annotate and analyse effective teaching and appropriate classroom interaction.

Table 1. 6: Language classroom observation checklist (Huang, 2010)

Item		Comments
<i>Lesson preparation</i>	Lesson preparation	
	Variety of activities	
	Materials preparation	
<i>Classroom management</i>	Greeting	
	Students organization	
	Classroom discipline	
	Content procedure	
	Content control	
	Changes in activity & pace	
	Presentation of materials (meaningful / motivated / conceptualized / staged)	
	Use of teaching aids	
	Timing	
	Off task	
<i>Classroom communication</i>	Target language use	
	Questions (appropriate / graded)	
	Rapport with students	
	Monitoring (checking / correction / involvement of students)	
	Cultural awareness	
	Integrating other subject areas	
	Language awareness	
<i>Personal qualities</i>	Positive presence / style / attitude / manner	
	Voice audibility	
	Language command (fluency / accuracy)	
	Sensitivity to individual students' background	
	Reaction to unplanned situations / flexibility	
	Positive attitude to the target culture	

Table 1. 7: Classroom observation rubric, based on Huang (2010)

<i>Classroom Observation Rubric</i>	
<i>1. Classroom management</i>	a) The teacher organises the students and informs them of expectations regarding classroom behaviour when giving overview of the lesson plan.
	b) The teacher adheres to the objectives of the lesson plan but has flexibility in activity & pace.
<i>2. Classroom pedagogy</i>	a) The presentation of materials is meaningful / motivated / conceptualized / scaffolded.
	b) The teacher integrates information from a range of other related subject areas.
	c) The use of teaching aids is appropriate.
	d) The teacher adapts to meet student needs within the lesson for better learning outcomes.
<i>3. Classroom communication</i>	a) The teacher asks questions in a way that students can understand (e.g., rephrasing if necessary) and has rapport with students.
	b) The teacher monitors student learning by checking understanding and providing corrections when necessary, and encourages students to engage in reflective learning by involving them in discussions and small group work
	c) The teacher gives constructive feedback to students in different ways.
<i>4. Teacher roles</i>	a) The teacher has a positive presence and attitude and is friendly towards the students.
	b) The teacher has sensitivity to individual students' background and reacts to unplanned situations in a flexible and appropriate way.

1.6.3 Case study

Classroom observations are conducted and analysed using case studies (Chapter 4 and 5). Case study is “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (Stake, 1995, p. 6). Since one of the defining characteristics of case study is that cases cannot be generalised from one to another, it is an obligation to understand just this one case and find out whether reflections can be made, so that another view of this case may be seen. It is also essential for a case study to focus on the discussion of the context and methodology of the study and to make sure that the data collection and analysis are ethical and trustworthy (Bassey, 1999). The primary feature of case studies is that they explore, describe and analyse a certain phenomenon because we think it has some uniqueness and are interested in

finding out what is special about this case (Stake, 2005). Another feature given by Casanave (2010) is that case studies can provide in-depth descriptions of particular people or situations rather than broad and superficial sampling of the phenomena.

In addition, as McDonough and McDonough (2014) state in their research, a case is natural, typical and particular, which thus cannot be generalised. It is always clearly situated or embedded in a particular context, which may be physical, historical or temporal (Casanave, 2010). It is important for case studies to reveal events and situations rather than for researchers to interpret, evaluate or judge them. Case study data should be gathered on a more systematic and rigorous basis (Cohen, Manion, & Morrison, 2007). Case studies are usually strong in reality so that they are down-to-earth and attention-holding. They can reflect the reader's own experience and provide a better basis for generalisation (Adelman, Kemmis & Jenkins, 1980). Although the results of case studies may be selective, personal or subjective, they can contain unique features that may be lost in large-scale data collected in other research methods, and may offer insights into similar situations or other cases (Nisbet & Watt, 1984). The use of case studies is appropriate here because the present study is to understand deeply a particular situation and particular people, and to interpret and describe rather than to compare, experiment or test hypothesis. Although case studies often require more time and social skills, which researchers may not be comfortable with (Casanave, 2010), this approach gives researchers the opportunity to look closely at contexts, people and change over time (Van Lier, 2005, p. 195), and it benefits by being able to accommodate many different methods, mainly qualitative but also quantitative (Duff, 2008). By focusing on two effective translation teachers and examining their effectiveness in their own teaching contexts over a period of one semester using case study and classroom observation methods, the present study will provide some insights into the particular context of translation teaching and teacher effectiveness, and offer some suggestions for practitioners and researchers in similar or other situations.

There are different types of case studies, but the boundaries between types are not sharp, so that sometimes a case study can fit under more than one type. Stake (1995) defines three types of case study, namely intrinsic case study, instrumental case study, and collective or multiple case study. Intrinsic case study focuses on one case itself only without any attempt to generalise or compare; while instrumental case study is more

likely to illustrate, support or challenge theoretical assumptions (Merriam, 1988). Different from the other two, collective or multiple case studies look at more than one case on a particular issue as a means of theorising about a broader range of cases; they are used as a major type in the present study, examining translation teachers from different universities to discover their effectiveness. Moreover, Yin (2003) categorises case studies in a different way according to purpose: descriptive, explanatory and exploratory. Descriptive case studies are just to describe a particular phenomenon, and the emphasis is on understanding the issue itself. Explanatory case studies are to explain case-effect relationships related to a phenomenon (Duff, 2008), which usually take a long time and may involve quantitative research approaches as well. Exploratory case studies are used in the present study, to explore a particular issue, translation teacher effectiveness, and to suggest guidelines or standards for further practices or research on translation teaching and teacher quality.

1.6.4 Appreciative inquiry

It is obvious that a small number of teachers cannot represent the whole population, but this will still be useful to identify their common characteristics. In the present study this is done through “appreciative inquiry” (Chapter 5), an emerging research methodology developed by Cooperrider and his colleagues in the late 1980s (Cooperrider & Whitney, 2000; Cooperrider & Srivastva, 2005; Reed, Pearson, Douglas, Swinburne, & Wilding, 2002; Ryan, Soven, Smither, Sullivan, & Vanbuskirk, 1999). According to socio-rationalist and socio-constructionist theories of change, appreciative inquiry is based on the assumption that change occurs in the direction in which the inquiry is made (Cooperrider & Whitney, 2000; Hall & Hammond, 2005). There are basically four principles of appreciative inquiry, according to Bushe (1999), namely that it is appreciative, applicable, provocative and collaborative. It can be seen that appreciative inquiry is designed to appreciate the positive part of our practice and suggest advice or actions for future development.

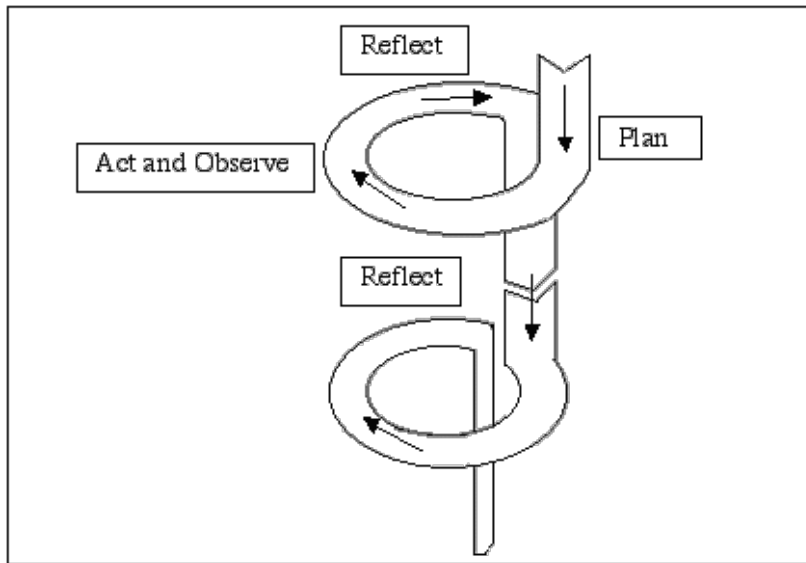
Appreciative inquiry is a 4-D cycle: discovery, dream, design and destiny (Hall & Hammond, 2005; Reed et al., 2002; Yoder, 2005). More details about these cycles are given in Chapter 5, with a table showing the focus of each cycle and explanatory comments for the process.

According to Watkins and Mohr (2001, p. 36), there are five generic processes which comprise the 4-D cycle with an additional D (definition) that emphasises the crucial requirement for the inquiry to be framed in the positive. Unlike the usual action research, Willoughby and Tosey (2007) observe that appreciative inquiry changes the problem-solving style of inquiry by focusing on achievements rather than problems and seeking to motivate enthusiastic and inspired participation. Some criticise it because problems could be ignored in this approach; but proponents argue that it is not about denying the negative. The choice of focus will determine how the whole process will unfold (p. 55), otherwise students will just focus on the obstacles they face and the malfunctions that have caused them to be in their current situation.

By applying a range of other research methods such as surveys, focus groups and classroom observations, the qualities required by an effective translation teacher are sought in the present study, and these positive experiences may encourage other teachers and practitioners to enhance their own professional practices. A contextualised 4-D cycle of appreciative inquiry used in this study is shown in Chapter 5.

Applying action research in this study was also considered but not used eventually. In applied linguistics, action research has been used as an approach adaptable to higher degree and other research, allowing practitioners to develop themselves through reflective practice and inquiry (Burns, 2010). Kemmis and McTaggart (1982, p. 8) introduced an Action Research Spiral (see Figure 1.4) showing that there are four aspects involved in action research: planning, action, observation and reflection. In educational settings, these four components of action research are vital for the enhancement of teachers' professional knowledge for the purpose of improvement in "teaching effectiveness" (Li, 2010, p. 317).

Figure 1. 4: The action research spiral (Kemmis & McTaggart, 1982, p. 8)



Action research may be a helpful tool to explore effective translation teacher qualities in higher education, but in the present study, data are collected from teaching throughout one semester only, without any further action to be taken in the following semesters, and the research focus is on discovering teacher effectiveness rather than resolving certain problematic issues in teaching; thus, action research itself is not used as a major research method, but it may be acknowledged as a useful approach for any translation teachers, practitioners or researchers to resolve, reformulate or refine dilemmas, predicaments or puzzles in their own situations ‘through systematic planning, data gathering, reflection and further informed action’ (Burns, 2010, p. 80). Instead, appreciative inquiry, “a participatory form of action research” (Luckcock, 2007, p. 128), is adopted as a research method in this study.

1.6.5 Methodological framework

To summarise, the methodological framework adopted in this study is shown in Table 1.8.

Table 1. 8: Methodological framework of the study

Research Questions	Research Methods
1. What are the qualities of an effective translation teacher?	(A general question which will cover all the research methods mentioned below)
2. What are the perceptions of translation teachers as compared to student perceptions about effective translation teachers and teaching?	Stage 1: Questionnaire surveys
3. What roles does an effective translation teacher play in and out of classroom?	Stage 2: Interviews / Focus groups
4. What pedagogy does an effective translation teacher use in classroom teaching?	Stage 3: Classroom observations; Case studies; Appreciative inquiry
5. What kind of feedback does an effective translation teacher give to students? (e.g. handwritten, oral/in class, feedback form)	Stage 4: Interviews / Focus groups; Classroom observations; Case studies; Appreciative inquiry

1.6.6 Setting of the study and ethical consideration

Participants in this study were translation teachers and students from several higher education institutions in Australia, particularly from those in Sydney – the University of Western Sydney and the University of New South Wales. Full-time and part-time or casual translation teachers and current and former students at those institutions were contacted via email for their interest in participation. Since those institutions have translation practice units for either undergraduate or postgraduate students, the setting of the study can be understood as effective translation teaching and teacher qualities in higher education institutions in Australia.

Ethics serves as an important element in many professions and fields of study, such as police translators and interpreters (Mulayim & Lai, 2016). As this is a study of individuals and their performance, ethical considerations are particularly important and

essential in order to obtain authentic data for analysis (Crow et al., 2006). The study has been approved for ethics by the researcher's university as well as the other participating institutions. All participants were recruited through expressions of interest and e-mail contact to ensure that the participation in the project was entirely voluntary. Any participant who wished to withdraw from the study at any time could do so without any reason. All project participants gave informed consent. Instructions on the purpose of this study were given to the participants, and the agreement forms were subsequently shown to them before they decided whether to agree to participate in the study.

Ethics approval for this study was obtained on 23 February 2012 from the Faculty of Human Sciences Ethics Review Sub-Committee, Macquarie University, and the reference number for the approval was 5201100846(D). The final ethics approval letter is presented in Appendix 2.

1.6.7 Triangulated data collection

Data collection for this study was divided into four stages. In stage one, questionnaire surveys to ascertain perceptions of effective translation teacher qualities were conducted among students and teachers at higher education institutions in Sydney (UWS and UNSW) and in other universities in Australia and New Zealand as well. The surveys were designed using an online tool (Survey Monkey), and participants were invited to complete and submit the surveys online. Survey questions contained both closed and open-ended questions, and respondents were invited to give their details at the end of the survey if they were willing to participate in other stages of this research project (stages two to five).

In stage two, several teachers and students who indicated willingness in their survey responses participated in follow-up interviews or focus groups to discuss their perceptions of effective translation teachers' roles in more detail. Some students indicated their preference to be interviewed one-on-one while others chose to participate in a focus group. All focus group discussions were audiotaped for further analysis. In total, seven teachers and two students were interviewed one-on-one as individuals, and three focus group interviews were conducted with two students in each of the two groups as well as three students in another group. Types of questions in focus groups and interviews

included experience/behaviour questions, opinion/belief questions, feeling questions and knowledge questions.

In stage three, two effective translation teachers were chosen as subjects for the study based on the data collected in stages one and two of the study.

In stage four, data were collected by classroom observations of the interaction between two teachers and their students. Notes were taken on the interaction for further analysis. A detailed rubric was developed based on the COLT scheme (see Table 1.5) and the checklist of qualities that were found in an earlier study of a language teacher (see Tables 1.6 and 1.7) (Huang, 2010), and drawing on literature from research on university teacher effectiveness, language and T&I teacher effectiveness, to analyse effective teaching and appropriate classroom interaction. The rubric was also developed based on data responses from stages 1 and 2 – teacher / student surveys and focus groups. The two teachers were observed every other week throughout one semester, and six hours of classroom observations in total for each teacher were conducted.

In stage five, the two teachers were interviewed to reflect on their teaching practice. In addition, students in the classes taught by the two teachers being observed participated in focus groups to discuss their reflections.

1.7 Thesis structure

This study aims to integrate the different research methods used in several connected small projects for a well-constructed thesis at the final stage. A brief overview of the organisation of the study is shown in Table 1.9. This thesis is in the format of thesis by publication (see Appendix 1 for the Macquarie University HDR Thesis by Publication Policy).

Table 1. 9: A brief overview of the organisation of this study

Chapter	Content
One	Introduction to the study
Two	Perceptions of Teachers and Students on the Qualities of an Effective Translation Teacher
Three	“Put Yourself in Their Shoes”: A Qualitative Exploration of Perceptions of Effective Translation Teaching in Universities
Four	Exploring Effective Translation Teaching in the Classroom: A Case Study
Five	Focusing on Effective Translation Teachers in the Classroom
Six	Conclusion

The introductory chapter starts with the background of the study, including the translation industry and courses in Australia and New Zealand. It also covers a literature review on the qualities of university teachers, language teachers and translation teachers, an overview of the methodology used in this study, the purpose and significance of the study, and a list of definitions of key terms.

Chapter Two investigates perceptions of teachers and students on the qualities of effective translation teachers in universities using survey research. These qualities include the teachers’ personal traits, the roles they play inside and outside of the classroom, the pedagogies used in classroom teaching, and the feedback given to students. Surveys were designed using Survey Monkey, and participants were invited to complete and submit the surveys online. 94 students and 22 teachers from several Australian and New Zealand universities participated in the research.

Chapter Three explores perceptions of effective translation teaching in universities through a qualitative exploration. It builds upon the findings of previous survey research, and uses focus groups and one-on-one interviews with Australian university translation teachers and students to investigate translation teacher qualities in more depth.

Chapter Four follows on from the survey and focus group research to explore effective teaching processes in a translation classroom in Australian universities through a case

study method. The data analysis draws on Kiraly's social constructivist theory in translation teaching and focuses on the teaching process, aiming to discover how effective translation teachers conduct teaching in the classroom in terms of four aspects, namely classroom management, classroom pedagogy, classroom communication, and teacher roles.

Chapter Five continues the classroom observation case study in Chapter Four to focus on translation teacher effectiveness in classroom teaching in Australian universities. The data analysis draws on appreciative inquiry theory and explores why the subjects were effective translation teachers and what they did well in classroom teaching.

The concluding chapter summarises the findings in the previous chapters and answers the research questions in a more holistic way. A checklist of translation teaching and teacher effectiveness is then proposed, followed by the strengths and limitations of the study and recommendations for further research.

1.8 Definitions of key terms

A list of key terms is provided below: (in alphabetical order)

Accredited professional translator: the essential level of accreditation in the old NAATI system for a translator to be able to work in the industry. Accredited professional translator has a 3-year validity and the holder needs to apply for revalidation upon expiry. It is now replaced by "certified translator" in the new system.

Assessment tools: a variety of methods that educators use to evaluate and measure the learning progress or academic achievement of students.

Certified translator: the essential level of certification in the new NAATI system for a translator to be able to work in the industry. Certified translator has a 3-year validity and the holder needs to apply for recertification upon expiry. It has replaced the "accredited professional translator" in the old system.

Classroom management: the different skills and techniques that teachers use to keep students focused on task and academically productive during a class.

Classroom pedagogy: the teaching methods that teachers use to promote interactions between students and teachers for better learning outcomes during a class.

COLT: the abbreviation of “Communicative Orientation of Language Teaching”, a scheme used in language teaching classrooms for the purpose of recording and analyzing classroom interaction.

Communicative teaching: an approach to teaching which involves the negotiation of meaning in class between the teacher and students.

Domestic student: also called “local student”. In Australia, a domestic student refers to a student who is an Australian citizen or a New Zealand citizen, or holder of an Australian permanent residency visa or an Australian permanent humanitarian visa.

EFL teacher: a teacher who teaches English as a foreign language.

Error deduction: a way of marking students’ translation practice in a test. Marks are deducted based on errors made in the translation.

Feedback: information given by the teacher about reactions to students’ performance of a task, which is used as a basis for improvement.

Higher education: education at university level organisations or similar educational institutions, especially to degree level.

International student: an individual who is enrolled for credit at an accredited education institution in Australia on a temporary visa, and who is not a permanent resident or a refugee.

Marking criteria: the categories that the marker uses to judge the student work.

NAATI: the abbreviation of “National Accreditation Authority for Translators and Interpreters”, which is a company in Australia setting and maintaining high national standards in translating and interpreting.

Perception: the way in which something is regarded, understood, or interpreted. In this study, perception refers to the viewpoints held by teachers and students regarding the effectiveness of translation teachers.

Personal traits: people’s characteristic patterns of thoughts, feelings and behaviours.

Rapport with students: relation between the teacher and the students. It can be a set of techniques a teacher uses to develop a positive relationship with students.

Scaffolding: a variety of instructional techniques a teacher uses to move students progressively toward stronger understanding and greater independence in the learning process.

SL (or Source Language): the language from which a translator is required to translate. An SL text is usually delivered from a client or a translation agent to a translator in either hard copy or electronic form.

Student-centred teaching: a teaching process to encourage students to create knowledge rather than passively receiving information, and to promote deep learning and independent learning.

Teaching aids: objects or devices used by a teacher to facilitate classroom instruction.

Teaching effectiveness: a term which covers three main aspects – teachers’ cultivation of thinking skills, stimulation of students’ interest in the subject, and students’ motivation to learn (Layne, 2012). The characteristics of teaching effectiveness may include flexibility in teaching style, the ability to empathize, sensitivity to students with special needs, a laudatory attitude and encouragement, self- confidence and emotional adjustment, warm acceptance by others, positive belief in the ability to solve problems, independence,

humour and justice, willingness and motivation to listen, and caring for students (Burns, 2000).

Teaching styles: teaching methods used for student learning and classroom instruction.

TL (or Target Language): a language into which a translator is required to translate. An TL text is usually delivered by the translator to a client or a translation agent in electronic form.

Translator competence: the ability to use all kinds of resources to provide outstanding translation work, which may include, but is not limited to, both traditional tools and new technologies for professional practice.

Chapter 2: Perceptions of Teachers and Students on the Qualities of an Effective Translation Teacher³

Pages 47-71 of this thesis have been removed as they contain published material. Please refer to the following citation for details of the article contained in these pages.

Huang, Z , Napier, J . (2016). Perceptions of Teachers and Students on the Qualities of an Effective Translation Teacher . *The Journal of Language Learning and Teaching*, 5 (1) , 1-23.

<https://dergipark.org.tr/en/pub/jltl/issue/22502/240579>

Chapter 3: “Put Yourself in Their Shoes”: A Qualitative Exploration of Perceptions of Effective Translation Teaching in Universities⁴

Pages 72-90 of this thesis have been removed as they contain published material. Please refer to the following citation for details of the article contained in these pages.

Huang, Z. (2019). "Put yourself in their shoes": a qualitative exploration of perceptions of effective translation teaching in universities. *Translation and Interpreting*, 11(1), 114-129.

DOI: [10.12807/ti.111201.2019.a07](https://doi.org/10.12807/ti.111201.2019.a07)

Chapter 4: Exploring Effective Translation Teaching in the Classroom: A Case Study⁵

4.1 Introduction

In Chapter 2 and 3, survey research and focus group and interview research were carried out to discover perceptions of effective translation teachers among students and teachers in several Australian and New Zealand universities. Survey data were analysed and discussed in four areas covering personal traits, teacher roles, classroom pedagogy and teacher feedback. Thematic analysis was also used to analyse the data collected from focus groups and interviews in four categories focusing on important aspects in teaching and learning translation, effective classroom teaching, personal traits of effective translation teachers and assessment and feedback from the teachers.

In this chapter, effective teaching in a translation classroom in Australian universities will be examined through classroom observation methods using case study as well as interviews and focus groups. Kiraly's (2000) social constructivist theory was adopted for data analysis as a theoretical framework and results were analysed in four aspects: classroom management, classroom pedagogy, classroom communication, and teacher roles. The case study results in this chapter extended Kiraly's approach and emphasised that effective translation teachers focus not only on the proper materials used in classroom teaching but also on the methods to deliver these materials for effective teaching and learning in the translation classroom.

Over one hundred teachers and students from several universities in Australia and New Zealand participated in the survey study and more than fifteen teachers and students from two Australian universities participated in the focus groups and interviews. The major findings of the previous research suggest that, in order to be an effective translation teacher, teachers need to have profound knowledge of the languages involved; have translation skills and industry experience; be engaging and use communicative teaching methods; be flexible and humorous in classroom teaching; provide encouragement and constructive feedback; and facilitate independent learning.

⁵ This chapter was submitted to the journal *Translation and Interpreting Studies* for publication and is currently under the 1st round review.

This study uses case study method with data collected from classroom observations and interviews of two translation teachers and their students in two Australian universities for the analysis of effective translation teaching processes. Teaching effectiveness may include the ability to cultivate thinking skills, stimulate students' interest in the subject, and motivate students to learn in various settings (Layne, 2012). Teaching in the classroom may involve several aspects, in particular classroom management, classroom pedagogy, classroom communication, and teacher roles. Drawing on Kiraly's social constructivist theory on translation teaching (2000), the present study focuses on the teaching process in practice, rather than on perceptions and aims, to discover how translation teachers achieve teaching effectiveness in the classroom. The results provide field discoveries of effective translation teaching and what makes an effective translation teacher in such a teaching context, filling a gap in research on translation teacher quality and effectiveness. The results also provide insights to all translation teachers so that they can reflect on their own teaching practice to achieve teaching effectiveness and try to become effective teachers in their own teaching contexts.

4.2 Literature Review

Abraham (1999) points out that there is a close relationship between students' success and higher efficiency among teachers: the greater the students achieve, the more efficient the teachers feel themselves to be. Accordingly, learning and teaching are the results of the interaction between the learner and the teacher in a supporting, accepting and secure environment. Such an environment requires the following factors: positive learning environment, meaningful relationships, thinking opportunities, feedback, knowledge, and success in educational and social-emotional intelligence (Duty, 2001). These generic factors may also apply to language and translation teaching; and more specific skills required by language and translation teachers will be investigated, which is shown below. There is a large body of literature on language teaching, but a lack of empirical research on translation teaching, where this research is to make a contribution.

In my previous study which examined an English language teacher at a university (Huang, 2010), the results show that effective language teachers have the personal qualities of being responsible, patient, enthusiastic, kind and knowledgeable; and on the other hand,

they have the strong ability to utilise effective teaching methods to teach in accordance with what students need, and to train them to learn in a communicative and independent way both inside and outside of the classroom. What I have concluded from this study in particular is that, not only are effective language teachers a friend to students, giving them support and helping them to solve all kinds of problems, but they also are regarded as a coordinator among teaching colleagues, encouraging co-workers to develop themselves and work hard as a team. It is a fact that, like language teachers, translation teachers teach about language too, but what they also teach is the language transfer process. Language transfer refers to speakers or writers applying knowledge from one language to another language (Weinreich, 1953), which means the transfer of linguistic features between languages and can occur in any situation when someone does not have a native-level command of a language, as when translating into a second language (Jarvis & Pavlenko, Scott & Aneta, 2008). Thus, there is a need to consider what else translation teachers need to focus on in teaching, apart from language itself, for the purpose of effectiveness.

Wilss (1996) refers to translation teaching as an area requiring experiment and innovation. Some researchers have started such innovation by introducing new theories and pedagogies. This includes Nord (1991), who introduced a functional perspective to translation teaching combining professional realism and pedagogical progression, and Kiraly (2000, 2014), who proposed a social constructivist theory which represents a departure from the teacher-centred approach. The latter theory emphasised that teachers must be aware that knowledge in the field of translation is expanding constantly, and that students should be responsible for their own learning to achieve professional competence. Student needs should always be considered by the teachers in an attempt to create an autonomous learning environment that promotes professional competence. As Kiraly (2014) puts it, classroom activities in a translation class should involve tasks or translations that are real, or at least realistic, rather than simulated, and that teachers should act as guides, who lead students through learning events and allow them to develop their practical skills to become qualified translators in the industry.

Focusing on translator qualities, translation teaching competence, and translation pedagogies, previous research lacked a systematic approach to translation teacher qualities, which makes Kiraly's (2014) study important in filling this gap so that

professional and general pedagogical practices in translator education can be better informed. Focusing on the approach, design and procedure aspects of teaching, Kiraly (2000, 2014) highlights the importance of learning through authentic action, which means that developing professional translator skills requires equally professional translation tasks in the classroom under real constraints, but with the supervision or collaboration of a professional translator. Kiraly (2000, 2014) points out that the old translation practice tasks used in the classroom are usually simulated or use designed texts that are inauthentic, far from the real world, and different from professional practice. In this respect, conventional classroom activities tend to be isolated from the outside world and only oriented to the academic world. To change this situation, the best way is to make the classroom activities more empowering with the introduction of authentic translation projects, so that students can raise their level of awareness of the nature of translator competence and are willing to participate as a practitioner, not just as a student or a learner.

An important principle of teaching in a translation classroom proposed by Kiraly (2000, 2014) is that translation classes should be regarded as a social and cognitive learning process, so that students can gradually develop themselves into professional translators who can be competent in the real translator community and become fully fledged members of that community. To achieve this goal, truly collaborative work in an authentic learning environment is essential. The aim of each class should be elaborating various solutions to problems that emerge naturally from authentic projects, instead of just a correct solution given by the teacher. In addition, effective translation teachers need to create some pedagogical tasks to scaffold for learning from the beginning and gradually release control along the way to the students themselves. In this way, teachers have fulfilled their role as a guide, a supervisor and a facilitator in the learning and teaching process.

The present study focuses on effective translation teaching in the classroom and explores the essential factors in effective translation teaching. To define teaching effectiveness using Kiraly's approach, this study will examine how effective translation teachers manage classroom teaching and learning, how teaching methods are applied in the process of classroom learning, how teachers interact with students for optimal learning outcomes, and what roles the teachers play in the teaching process. It is expected that the

study can provide a combined and enhanced view on what makes effective translation teaching based on Kiraly's approach, focusing on the four key questions below:

- 1) What do translation teachers do to manage the classroom effectively?
- 2) How do translation teachers socially construct learning through effective pedagogies in the translation classroom?
- 3) How do translation teachers communicate effectively in the classroom?
- 4) What roles do translation teachers play in creating an effective classroom setting?

4.3 Methodology

This study adopted classroom observation as a qualitative research method to examine translation teaching effectiveness in the classroom, with a focus on four aspects: classroom management, classroom pedagogy, classroom communication, and teacher roles.

4.3.1 Classroom observation

Classroom observations were conducted and analysed using case study as analytic tool in this study. The purpose is to discover and analyse the most important element in observation - classroom interaction. By focusing on two effective translation teachers and examining their effectiveness in their own teaching contexts over a period of one semester, this study will provide some insights into the context of translation teaching and teacher effectiveness and offer some suggestions for practitioners and researchers in similar or other situations. In addition to the methods of interviews and survey in previous studies in Chapter 2 and 3 of this thesis, this study will also shed light on what really happens in the classroom during the teaching process and contribute to the analysis of effective translation teaching in a real setting.

4.3.2 Participants

Participants in this study were translation teachers and students from two higher education institutions in Australia. The selection of the effective teachers in this study was based on the theory of appreciative inquiry, a research methodology first developed by Cooperrider and his colleagues in the late 1980s (Reed et al., 2002; Ryan et al., 1999).

As a methodology, appreciative inquiry is “a system of principles, practices, and procedures with strong theoretical underpinnings applied to the field of human and organisation development” (Stratton-Berkessel, 2010, pp. 2). In other words, appreciative inquiry is designed to appreciate the positive part of our practice and suggest advice or actions for future development. More research using the appreciative inquiry method on translation teacher effectiveness is presented in Chapter 5 of this thesis.

To apply the appreciative inquiry in the present study, two translation teachers (Teacher A and Teacher B) were nominated and selected by students in the Chapter 3 study of focus group interviews, based on the criteria of effective translation teachers in their eyes. The two teachers were then contacted and invited, and both agreed to participate in the study. Teachers A and B both had qualifications in translation at Doctoral level and teaching experience of 5 years and 20 years, respectively. The postgraduate classes they taught had 20 students each, and all students agreed to participate in the study. They agreed to be observed and audio-taped. Some of them also indicated their willingness to be involved in the post-observation interviews for teachers and focus groups for students to discuss their perceptions of effective translation teaching and teachers.

4.3.3 Process

All participants were recruited through expressions of interest and email contact to ensure that participation in the project was entirely voluntary. In total, six observations of one hour each were conducted for each of the two teachers and the students in their class. Post observation interviews were conducted with the two teachers and three focus groups of fifteen students in total.

Many classroom observation schemes have been developed for recording and analysing classroom interaction. One such scheme used in language teaching is called Communicative Orientation of Language Teaching (COLT) (Spada & Frohlich, 1995). Nunan (1992, pp. 99) gives a simplified table of questions relating to the principal features of the COLT scheme in language teaching classrooms, focusing on two areas, named as classroom activities and classroom language, and noting that these features are subjective to the extent that they have been selected regarding language teaching theories and current research.

In the present study, a detailed rubric was developed and piloted based on the COLT scheme and the checklist of qualities that I found in a language teacher (see Table 1.5 and 4.1). This rubric drew on literature from research on university teacher effectiveness, language and T&I teacher effectiveness, to create the tiers to annotate and analyse effective teaching and appropriate classroom interaction, with the focus on four areas: classroom management, classroom pedagogy, classroom communication, and teacher roles. The reason for using the COLT scheme is mainly that it contains both classroom pedagogy and teacher roles. Also, in a translation classroom, communication and feedback are essential to achieve learning outcomes; and based on Kiraly's (2000, 2014) social constructivist theory applied in translation teaching, translation classes should be regarded as a social learning process with the teacher being a guide and facilitator in communication. This is another reason why the COLT scheme was chosen for classroom observation. It is expected that a more comprehensive analysis can be done based on the updated observation rubric, with the focus on classroom communication and teacher roles in the learning process.

Table 4. 1: Classroom observation rubric

<i>Classroom Observation Rubric</i>	
<i>1. Classroom management</i>	a) The teacher organises the students and informs them of expectations regarding classroom behaviour when giving overview of the lesson plan.
	b) The teacher adheres to the objectives of the lesson plan but has flexibility in activity and pace.
<i>2. Classroom pedagogy</i>	a) The presentation of materials is meaningful / motivated / conceptualized / scaffolded.
	b) The teacher integrates information from a range of other related subject areas.
	c) The use of teaching aids is appropriate.
	d) The teacher adapts to meet student needs within the lesson for better learning outcomes.
<i>3. Classroom communication</i>	a) The teacher asks questions in a way that students can understand (e.g. rephrasing if necessary) and has rapport with students.
	b) The teacher monitors student learning by checking understanding and providing corrections when necessary, and encourages students to engage in reflective learning by involving them in discussions and small-group work.
	c) The teacher gives constructive feedback to students in different ways.
<i>4. Teacher roles</i>	a) The teacher has a positive presence and attitude and is friendly towards the students.
	b) The teacher has sensitivity to individual students' background and reacts to unplanned situations in a flexible and appropriate way.

In the post-observation interviews, prompt questions were sent to the participants beforehand so that the discussions would be semi-structured (see Appendices 5 and 6). Questions included experience/behaviour questions, opinion/belief questions and feeling questions. The questions covered various aspects in translation teaching and teacher quality, ranging from effective classroom teaching for translation, and personality traits for effective translation teachers, to the role of effective translation teachers, ways and types of feedback given to students, and effective ways of classroom communication.

4.4 Results and discussion

This case study focused on two translation teachers at an Australian university, who were nominated by their students in the previous focus group interviews, and the classroom observations conducted were in the setting of translation tutorials at postgraduate levels. The results showed some features that can be described and summarised as effective translation teaching in the classroom. Four aspects of effective translation teaching,

namely classroom management, classroom pedagogy, classroom communication, and teacher roles, will now be discussed based on the observations.

4.4.1 Classroom Management

In terms of classroom management, both teachers placed instructions as a fundamental element in classroom teaching, which demonstrated the importance of setting the learning environment as appropriate for a well-controlled, student-centred classroom.

Category 1a – organisation and expectations of students

At the beginning of each lesson, instructions were written on the white board by Teacher A, explaining important issues in detail and showing steps for students to follow in the upcoming tutorial. The teacher was also punctual in commencing teaching, and the rules of classroom activities were very clear. Students knew what to do next and what to expect out of the class. Ensuring that students are given the right information and sufficient guidance at the beginning of a session would help them to understand how to keep on track through the whole process of learning. At the beginning of the first class of the semester, Teacher B also gave students instructions on class discipline regarding classroom behaviours such as hand-raising, question asking, discussion among peers, and computer operating. Since this teacher had previous experience of teaching in schools, he valued classroom discipline, although the class he was faced with now was comprised of adults. This reflects what Wright (1987) comments about the importance of creating the best possible conditions for learning to take place. In an effective translation classroom, like in other classrooms, teachers ought to place students in an appropriate environment at the beginning of learning so that students may feel more relaxed in such an atmosphere (McIntyre, 1993).

Category 1b – objectives of lesson and flexibility in activity and pace

Teacher B always adjusted the class structure to the specific needs of students, because some students needed more time on learning how to use the software, while others needed more time on the reflection on translation activities. It was difficult to suit every student in the class, but the teacher let students know that their individual needs would be considered by encouraging them to keep on track with the lesson plan and raise questions whenever they had any. In general, both Teacher A and Teacher B had a good control of

the class and tried to make every minute worthwhile. It could be observed that the focus of both teachers was always on the students. During tutorials, translation practice was conducted in a way that the students could express their views and the teachers could answer individual questions at any time. The objectives of the lesson plan were realised through activities, and both teachers were able to adjust their pace of delivery so that most of the objectives were met at the end of the session. It was evident that when there was a conflict in meeting lesson objectives such as lengthy question time, the teachers were flexible in controlling the pace of delivery so that students' individual responses could be attended to and the student-centred class style could be maintained.

Table 4. 2: Examples of Teacher B interaction with students

Teacher B:	<i>Before we move on, do you have any questions on what was said?</i> ...
Teacher B:	<i>Can we go on? Yes?</i> ...
Teacher B:	<i>Let's look at this part. By the way, do you have any questions for the previous part?</i> ...

Moreover, Teacher B interacted with students frequently and asked questions about whether they had understood the content presented almost every ten minutes (see Table 4.2); and when doing activities, the teacher controlled the length of a task based on student reactions and adjusted the pace with flexibility. This shows that to be flexible in pace is very important in classroom teaching for translation teachers, because there will always be unexpected situations coming up during the teaching process. What is special about translation teaching here is that, since translation is about language transfer, students may have different reactions towards a text, or may have different processing times during translation practice. For translation teachers, it is more essential to be flexible so that a student-centred class can be created for students to develop their own skills for more independent learning. As Harmer (1998) points out, successful teachers are flexible in managing classroom teaching, making changes to activities when necessary, and keeping track of student progress. The two teachers in this case have done more than the routines to ensure this flexibility by attending to individual student needs or questions during the process of teaching and learning in the classroom; which suggests that translation teaching is quite different from language teaching. The difference may lie

in the individualised learning and teaching, where translation teachers need to consider individual students' needs more to encourage their creativity. Since there are no definite or correct answers in translation, learning translation is a process which needs more flexibility and creativity for both teachers and students to progress.

4.4.2 Classroom Pedagogy

Category 2a – presentation of materials

When both teachers explained theories, they always used examples in practice to support the theories rather than just reading the abstract lines in journal articles. Although theories play an important role in translation teaching, it is better for these to be accompanied by examples in real practice. It is not welcomed by student participants for the teacher to explain theories only, especially when the teacher tries to read theoretical articles in class, rather than sharing their own industry experience or using additional useful resources for the purpose of explaining translation theories. Therefore, effective translation teachers use the materials wisely and deal with the abstract issues in a way that students can easily understand. In addition, they always ask students whether they are ready to move on when an item is finished to ensure that every student is following their lead. As Richards (2002) observes, translation teaching can be both a science and an art. Theories should be incorporated into teaching and learning in a logical way for students to follow, while at the same time more freedom should be added into the process to facilitate more creative and independent thinking for better learning outcomes.

Teacher A used various teaching methods in class including presentation, group discussion, peer marking and scaffolding, and presented information in a clear and simple manner, which reflected the results from Richards (2002) and Wallace (1991) regarding teaching methods. In addition, Teacher B guided students to develop their knowledge and skills efficiently and independently by demonstrating what was regarded as good practice in translation, and encouraged students to be creative and motivated to improve their own practice. What is required more for effective translation teachers is that, since translation has a large amount of subject-related knowledge to become familiar with, teachers need to ensure that students are open to all relevant knowledge and develop the skills of searching all kinds of such knowledge. In this way, students develop their skills in autonomous learning or independent learning, being more critical about what they have found, before doing the actual translation. This was also revealed in Wang's (2015) study

on interpreting training in the classroom, in which the promotion of active and autonomous student learning was suggested as new approaches to interpreter training. In Teacher B's words,

“Teachers should be resourceful and knowledgeable, have the essential theories to guide their practice, have enough industry experience, able to answer student questions on different subjects, and have the awareness of guiding students to be ‘Jacks of all trades’.”

Category 2b – integration of information from related areas

Since translators need to “know something of everything”, as Teacher A said, it is the responsibility of the teacher to guide them to develop the awareness of and ability in absorbing information from different subjects or areas of study. To achieve this, effective translation teachers use real-life examples and their own experience in teaching and ask students to improve their capacity for acquiring knowledge from different subject matters. Teacher A talked about his own industry practice experience as a practitioner several times in classroom communication to emphasise the importance of gaining more knowledge in different subject areas and being aware of cultural differences when doing translation. He used expressions such as “I remember when I was doing ...”, “I had a case which I did several years ago, to share with you”, and “I can tell you more about this experience if you are interested to know more about it”. In this case, teachers are taking the status of students to be learning subjects, not objects in the teaching process, which means that learning rather than teaching is the focus of the teacher in class.

One difference between teaching language and teaching translation is that language teaching focuses on proficiency of a language and the culture behind it, but translation teaching requires students not only to be proficient in both languages but also to develop the ability of language transfer. Here the focus is the process of transferring meaning and form from one language to the other, thus students need to apply what they have acquired in both languages to the practical process of language transfer. In addition, when both teachers showed students their own experience in industry practice, or real-life examples for practice, they were adopting Kiraly's social constructivist theory (2000) in teaching to help students access more practical and professional materials that can lead them to become a qualified professional translator or a practitioner when they graduate.

Category 2c – use of teaching aids

Teacher B used the big screen in the classroom for demonstration. When students were doing their own work on individual computers, the teacher went to each computer to monitor, supervise and guide students on their work. In addition, the teacher used his own computer at the front for demonstration only and left the rest for students to complete on their own computers during the process of translation practice, thus giving them independent learning opportunities and facilitating autonomous learning in translation. This is important because students can develop their critical thinking skills and the ability to challenge “authority”. Since there is no correct answer in translation, students need to be more critical toward any translated version provided and can improve their own translation skills through discussions or debates. Effective translation teachers facilitate this independent learning process and encourage students to be more critical for better learning outcomes.

Category 2d – adaptation to meet student needs

In terms of meeting student needs, both teachers passed on knowledge with encouragement, facilitation and motivation. Sometimes students need to have a try and find out the answers on their own, and effective teachers should motivate them accordingly. This strengthens the understanding and acceptance of a point among students and develops independent learning capability. Since there is a large degree of subjectivity in translation teaching, accommodating student needs and views becomes significant in classroom communication. When students focus more on the marking criteria of translation, effective teachers would cater for this need but let students find out some criteria on their own rather than telling them everything. After doing the activity, students may end up with a summarised version of the criteria in their own eyes. This can then be checked and discussed in the follow-up interaction in group tutorials.

Another issue regarding classroom pedagogy is the differences between domestic and international students. In Teacher A’s class, most students were international students, but there were about 25% local students, who might have different expectations and needs of the course and learning outcomes. For international students, the major concern is the final product, NAATI accreditation, because many of them need that for migration

purposes⁶, while for domestic students, their focus is on the learning process and the outcomes in terms of obtaining NAATI accreditation and being a professional practitioner upon graduation. In this case, Teacher A adopts various classroom pedagogies to cater for the needs of both, concentrating on engaging students in authentic scenarios, using real-life examples to allow students to learn in a more critical way, and at the same time introducing translation skills and techniques required by NAATI so that students know more about the marking criteria and become more familiar with the exam requirements. To satisfy both groups is not easy, but effective teachers would make effort to include various pedagogies in classroom teaching to meet both groups' needs. As Kiraly (2000, 2014) has pointed out, social constructivists understand learning as a collaborative process so that student needs can be met through such collaboration, achieved by creating meaning while experiencing things.

4.4.3 Classroom Communication

Category 3a – question-asking and rapport with students

Both teachers checked student concentration during class hours all the time, making sure that students were following their lead and understood the main points. When possible, both teachers tried to answer student questions in detail and gave examples where necessary. The class was open, supportive and friendly, because the teachers engaged with students quite often, and when they were quiet, the teachers gave them hints or told them what to do next, providing some level of scaffolding and getting every student involved. This suggests that effective translation teachers should be mindful toward students and support their learning in the classroom through various ways. This could be seen from Teacher B's class where he tended to ensure that everyone was on the track by emphasising the importance of classroom discipline and teacher-student interaction. An example of this was when Teacher B noticed that some students were absent-minded, and told the whole class,

"I want to make sure that everyone is on track so please listen carefully when I am talking, because I do not want to see anyone lag behind. It is very important that you concentrate in class, and only in this way can we work

⁶ International Students in Australia need to meet a points system requirement for their migration application and obtaining a NAATI (National Accreditation Authority for Translators and Interpreters) accreditation or certification can help them get 5 points in that system, which is essential for most students to meet the minimum requirement.

together for a better learning outcome. If you have any questions, just let me know and I will try my best to answer you in class or after class.”

This may be because the teacher has previous experience in teaching school students; but what is more effective here is that, once the effective atmosphere of learning is created, it will be easier for the teacher to guide students in the practice, and more effective for the students to achieve the goal of the lesson and improve their knowledge and skills in both the subject matter and translation.

Category 3b –student learning monitoring and class engagement

Both teachers encouraged independent learning and critical learning, by not just saying “practice” but, instead, demonstrating the learning methods and giving guidance to students where necessary, and providing corrections or suggestions when possible. Although some people may think that the translation ability is a gift or talent, effective teachers still need to give scaffolding or support on how to improve, rather than emphasising “practice” without any further suggestions, comments or demonstrations.

Apart from guidance and scaffolding, both teachers were open to student experience and embraced new ideas from them, being willing to listen to different opinions all the time. Teacher A even mentioned the importance of general knowledge and encouraged students to go beyond knowledge and involve themselves in applying the knowledge in practice. Effective teachers should allow students to realise that to reflect on their own learning would help them to develop critical thinking and to collaborate with other peers as a group through discussions or group work. Effective classroom communication is the key to better learning outcomes, and effective teachers can be facilitators in encouraging students to engage in reflective learning and become a real professional or a qualified practitioner.

Category 3c – constructive feedback

In giving feedback, Teacher A focused on micro skills more in classroom teaching and guided students to find their own strengths and weaknesses. In addition, group discussion was used in Teacher A’s class so that students could reflect on their own translation process and discuss each other’s translation work. Teacher A always asked students to sit in groups first, and gave them tasks individually, so that they could work on their own before discussion in groups later. Some students might be more active in the discussion

than others, so Teacher A wisely formed the groups according to different students' personalities. It can be seen that an effective translation teacher is aware of student differences in terms of personality and activeness in participation, thus he or she would consider this in classroom communication, allowing each student to feel more comfortable in discussions for maximising learning outcomes.

Teacher B also asked students to work on their own translation first before they formed into groups for discussion. What the teacher did during this process was monitoring student interactions, helping to fix things, and reviewing student translation either individually or in groups. Teacher B made a focus on individual work to ensure that they had something valuable to discuss in group work. The materials that Teacher B used reflected Kiraly's approach of an authentic learning environment, in which students could translate documents based on real-life scenarios. In addition, when students formed into groups for discussion, they regarded themselves as professional translators or industry practitioners and exchanged their opinions on the translation in an authentic learning environment. Teacher B helped them with the whole process and joined their discussions if necessary, as a peer or a colleague, rather than as a teacher giving instructions. This maximises the independent learning in the classroom, and the teacher serves as a facilitator rather than as an instructor, encouraging fruitful discussions and students' independent and critical thinking in the translation process.

In classroom teaching, both teachers gave more oral than written feedback, and the feedback given to students had both the strengths of student translation and their problems as well as some suggestions for improvement or corrections. This is valuable in effective translation teachers' eyes, so that students should not just focus on the problems they have but should also be told what they have done well. This is because students, if they are given feedback on their strengths, may feel more confident in doing translations later. Effective teachers should know how to encourage students in learning by telling them what has been done well; and when giving feedback on problems or errors, they should avoid marking deductions only. Instead, they should inform students on the nature of the errors or problems and provide recommendations or suggestions so that students can reflect on their own performance.

4.4.4 Teacher Roles

Category 4a – positive presence attitude

For effective translation teachers in this study, personal traits are usually reflected positively. Both teachers used humour to make classes interesting and entertaining, appeared natural in teaching, and could reveal their own personality so that students might feel that this was a “real” teacher. Furthermore, both teachers were passionate and engaging, and were patient to every student, especially when students had questions or asked for help. Teacher B was extremely friendly and supportive to attend to individual needs although there were many students who needed help at the same time. This suggests that effective teachers should have the awareness of showing a positive personality to influence students and create a more fruitful learning environment so that students can all benefit.

Category 4b – sensitivity to students’ background and reactions to unplanned situations

Both teachers had sensitivity to individual students’ backgrounds, and they provided individualised help and support when necessary. When doing their own work on the computers, students were given individual attention by both teachers and were provided with comments or suggestions during the whole period of self work or group work. In classroom teaching, effective teachers need to be sensitive to individual students’ backgrounds and their needs during the process of learning, so that they can provide help and support where necessary. Moreover, mature teachers can react to unplanned situations in a flexible and appropriate way. When Teacher A made a mistake in teaching, he accepted this as “my fault”, and was very sincere in apologising. Teacher B was flexible with unplanned situations, as when several students raised a question on relevant issues in class but time was limited. He told the students that he would note that question and answer it in the next session. He also encouraged the students to try to do some research and find out their own answers first. This reflects the experience of the teacher and shows that effective teachers have the potential to control special situations and keep the teaching and learning process smooth without unnecessary interference.

Cultural issues cannot be ignored in translation, such as the translation of tourism promotional materials (Sulaiman & Wilson, 2018), which indicates the importance of cultural awareness in translator training. This factor was also considered when both

teachers conducted classroom teaching; but since, in both classes, students were mainly from the same or similar cultures throughout Asia, the cultural differences were not that large, and it was not a significant issue for both teachers to deal with potential cultural challenges. In Teacher A's class, most students were from mainland China, and they tended to be shy in a classroom learning environment, and unwilling to express their own opinions and thoughts in front of the other students unless there was a person who could take the lead in a group. This is because students in China as well as in other East Asian countries appear to show a distinctive pattern of learning styles (Liu & Littlewood, 1997) in which the learning environment is dominated by a teacher-centred method with the focus on knowledge transmission (Littlewood, 1999). Students are used to more authoritative teaching styles and are more obedient to teachers, so that knowledge and skills are usually transmitted by the teacher rather than discovered by the learners. They tend to be more introverted in learning, be in high expectation of the teachers, and are lacking in motivation to discuss topics among peers, challenge authority or be critical thinkers (Rao, 2002). Teacher A knew this well and arranged for a student from a different culture in each group as a group leader in the discussion, which promoted the discussion in each group and encouraged all students to be more active in the discussions. This turned out to be successful, and all students appeared very active in giving their own thoughts, making the class more dynamic and fruitful in the end. This shows that effective translation teachers know how to use certain techniques for allowing all students, especially students from different cultures, to be able to feel more comfortable in classroom activities and be more willing to express themselves in the learning process.

4.5 Limitations

Before providing conclusions to the study, there are some limitations that should be considered before interpreting the findings. Firstly, the limited number of participants in the case study may not be applicable to all other situations regarding teacher quality and teaching effectiveness. The findings thus may not be generalised to show comprehensive aspects of the effectiveness of translation teachers in different cultures or scenarios. Secondly, the study only focuses on translation teachers in different Australian universities and may not represent teachers in various contexts, including teachers in different countries and from different types of learning spaces due to the nature of case studies, thus general comments may not apply across such contexts; and more research

needs to be done to extend the scope on this issue and apply more findings to translation teachers in various contexts. Finally, this study only discusses the teaching process of teachers in a translation classroom using classroom observation as a tool, but may not have shown the other side of the story, which is how the students evaluate the teachers in terms of effectiveness in classroom teaching. Thus, further research and analysis are required to explore teacher effectiveness through an appreciative inquiry method.

4.6 Conclusion

This study explored effective translation teaching in the classroom through the method of case study. In such an environment, teachers serve the role of a facilitator, a guide and a controller to encourage critical and independent thinking, motivate students to learn in a more flexible and practical way, and stimulate students' interest in this subject. The purpose of such effective teaching is for the development of professional translators who can work well in a real situation when they become an industry practitioner; which reflects Kiraly's (2000, 2014) model of social constructivist theory and highlights the importance of social and cognitive learning in a translation classroom.

The research questions enquire about the ways that effective teachers adopt in classroom teaching, covering classroom management, pedagogy, classroom communication, and teacher roles. In the following, the questions are revisited and the findings summarised.

- 1) What do effective translation teachers do to achieve classroom management in translation teaching?

In terms of classroom management, the results show that when there is conflict with meeting lesson objectives, they can be flexible in controlling the pace of delivery so that students' individual responses can be attended to and the student-centred class style can be maintained.

- 2) How do translation teachers socially construct learning through effective pedagogies in the translation classroom?

When it comes to classroom pedagogy, effective translation teachers scaffold students with progressive activities in teaching, guiding them to be more critical and developing students to become aware of the unique features of translation and thus striving to be

qualified and professional translators. In addition, effective translation teachers facilitate independent learning and encourage students to reflect on real-life or authentic translation processes.

3) How do effective translation teachers achieve classroom communication?

Effective classroom communication is reflected in the results suggesting that students should be put at the centre of the learning process and that effective translation teachers can provide scaffolding and motivate students to improve through comments, suggestions, discussions, demonstrations and feedback. They can give both positive and negative feedback, encouraging students to keep what they have done well and attend to what needs to be improved, rather than just making deductions in marks. This allows students to reflect on their own translation practice and be more critical about the quality of translation, for development into more qualified practitioners in the industry in the future.

4) What roles do effective translation teachers play in a classroom setting?

The results show that teachers who are supportive, patient and encouraging in classroom teaching are more effective and popular among students.

It is recommended that translation teachers encourage student engagement and reflection in classroom learning and teaching using various teaching methods and flexible ways of class control to achieve student progress. In addition, they should develop their ability to facilitate independent learning in authentic translation processes and build up students' critical evaluation of their own translation outcomes, with constructive feedback and the supportive roles they play in classroom teaching. This study extends Kiraly's (2000) model in the way that effective translation teachers focus not only on the appropriate types of materials used in classroom teaching but also on the ways to present these materials so that students can develop their critical thinking for becoming more qualified professional translators. Furthermore, effective teachers play a more encouraging role in teaching as a facilitator so that students can achieve their learning outcomes through a more enjoyable and communicative atmosphere. Since the observations in this study have revealed two effective teachers as examples of best practice in translation teaching, teachers from different contexts in translation education can be encouraged to some extent to reflect on their own teaching process and find more ways to make their teaching

more effective, for becoming effective teachers and, finally, achieving teaching effectiveness in their own teaching contexts.

Chapter 5: Focusing on Effective Translation Teachers in the Classroom⁷

Pages 112-132 of this thesis have been removed as they contain published material. Please refer to the following citation for details of the article contained in these pages.

Huang, Z. (2019). Focusing on Effective Translation Teachers in the Classroom. *Transletters. International Journal of Translation and Interpreting*, 3, 49-73.

Chapter 6: Conclusion

The preceding chapters investigated the perceptions of students and teachers on the qualities of effective translation teachers in Australian and New Zealand universities through survey research, focus groups and one-on-one interviews, and explored effective translation teaching and teachers in Australian classrooms through the method of case study and appreciative inquiry. This chapter will provide a summary of the major findings to respond to the research questions, and in conclusion will provide a checklist of translation teaching and teacher effectiveness, followed by a review of the strengths and limitations of the study, as well as the implications and recommendations for further research.

6.1 Summary of the thesis

The main objective of this study was to explore the effectiveness of translation teachers and discover the elements of translation teaching effectiveness. The review of relevant literature revealed a gap in terms of translation teacher and teaching effectiveness research, as most of the previous research has focused on translator qualities and translation pedagogy rather than translation teacher qualities and teaching effectiveness. This study used research methods of surveys, focus groups, interviews, classroom observations, case studies and appreciative inquiry to explore translation teacher and teaching effectiveness, and answered the research questions in the areas of personal knowledge, skills and traits, teaching styles and methods, feedback to students, classroom management, pedagogy and communication, and teacher roles.

The results and findings of the four main chapters are summarised as follows.

Chapter Two investigated perceptions of teachers and students on the qualities of effective translation teachers in universities using survey research. The results show that translation teacher effectiveness included the following factors: effectiveness of classroom teaching; a level of understanding of translation theory and skills; a way of demonstrating these skills; pedagogies to motivate students for their independent learning; a personality which influenced students in their learning process and road to professionalism; and ongoing help for students.

Chapter Three explored perceptions of effective translation teaching in universities through a qualitative exploration. The results show the key areas which were perceived to help create an effective translation teacher, which included: profound knowledge of languages and translation; mastery of translation skills and industry experience; engaging and communicative teaching methods; a humorous and inspiring personality; encouraging students in giving constructive feedback; and the ability to understand and help students develop independent learning skills. This study, particularly as it related to classroom management and feedback given to students, could be applied to translation teaching and then extrapolated to teaching in general. In this way could all teachers find their own ways to motivate student thinking and achieve quality teaching, facilitating independent learning and making teaching outcomes more effective.

Chapter Four followed on from survey and focus group research in the previous two chapters to explore effective teaching process in a translation classroom in Australian universities through a case study method. The results suggest that effective translation teachers were able to control the whole learning process, facilitate independent learning, guide students to be more critical about translation, give both positive and negative feedback for students to reflect on, and be supportive, patient and encouraging to students for better classroom communication and learning outcomes. This study could be applied by other translation teachers in their own classroom context to achieve teaching effectiveness.

Chapter Five continued to use the case study method to focus on translation teacher effectiveness in classroom teaching in Australian universities through appreciative inquiry. The results suggest that effective translation teachers were able to provide clear instructions for the whole learning process, encourage students in independent learning, be flexible in activity and pace, engage students in a relaxing learning environment, establish rapport with students for communicative learning, give oral and written feedback on both strengths and weaknesses, and be friendly and patient for better learning outcomes. It is recommended that teachers from different contexts of translation education be inspired by this study and reflect on their own teaching practices, which might lead to exploration of other methods to enhance their teaching in the future.

In the following section, research questions have been consolidated into four major aspects and answered in summary of all main chapters to give a more extensive overview of the research results.

6.1.1 Personal traits of an effective translation teacher

Survey research was first conducted in this study in Chapter 2 to explore the personal knowledge, skills and traits of effective translation teachers. These attributes were then further discussed through focus group and interview research in Chapter 3. Surveys were sent out online to students and teachers in six Australian universities and one New Zealand university, with 116 responses received over a four-month period, including 94 student responses and 22 teacher responses. Survey questions comprised both closed and open-ended types, covering various aspects of translation teacher and teaching effectiveness (see Appendices 3 and 4 for survey questions). Among the participants in surveys, nine students and seven teachers from two universities in Sydney were invited to do the focus groups and interviews in a face-to-face scenario.

The results show that the mastery and delivery of translation knowledge and skills were seen as equally important in translation teaching and learning. Not only should the teachers possess the knowledge and skills required in translation, but they also should have the proper pedagogy to deliver these to students. Since translation deals with two languages, it becomes more necessary for translation teachers to put an emphasis on language skills in teaching, as student participants mentioned in the survey that an effective translation teacher must have the ability to be a good communicator conveying ideas and techniques clearly in teaching, not to mention that the teacher himself should be a qualified practitioner in the industry.

A teaching qualification was not seen as important to be an effective translation teacher by both teacher and student participants, because they thought this did not guarantee teaching effectiveness. It was far more important for the teacher to have translation skills and communication skills to be able to teach in a more effective way especially in the classroom. Effective classroom teaching required the teacher to give structured presentations with clear explanations and examples helping students to develop translation skills.

One of the most mentioned personal traits for an effective translation teacher was being humorous, as this could result in a more engaging and interactive classroom atmosphere so that students were more willing to learn. Flexibility was also among the top personal traits mentioned by the participants. For translation tasks, there isn't one right answer, thus students needed the teacher to guide them through the whole process, realising this diversity and embracing different opinions. An effective translation teacher should be able to engage students in a translation process wherein different versions of translation could be discussed and more than one version of translation could be accepted. In addition, being encouraging and inspiring were noted as important personal traits as well, and students would prefer the teacher to be a facilitator to inspire them in acquiring translation skills and motivate them to achieve independent learning.

Results from focus groups and interviews also show that being humorous, encouraging and inspiring were top personal traits required for effective translation teachers. As one of the teacher participants said, effective translation teachers needed to put themselves in students' shoes and try to engage, encourage and inspire them to challenge their potential so that they could develop themselves up to a higher level in translation learning.

6.1.2 Teaching styles and teacher roles

Survey research in Chapter 2 and focus group and interview research in Chapter 3 both discussed teaching styles, and different perceptions were identified between teachers and students. Students preferred problem-based teaching, hoping that teachers could give them constructive feedback and always be available to solve their problems in learning; while teachers preferred communicative and task-based teaching in which students could be encouraged to participate in activities and progress could be made through classroom communication and interaction.

Both teacher and student participants agreed that it was inevitable to engage students in language training when they are learning translation skills, because being a qualified professional translator requires proficiency in both languages. In this case, language training becomes necessary and communicative language teaching should be incorporated into translation teaching and learning activities. It was also found to be important for an

effective translation teacher to focus on both the learning process and learning outcomes to meet the needs of students and the requirements of teaching standards. The results show that student participants tended to prefer an emphasis being put on translation learning outcomes so that they could become a qualified professional translator upon graduation; but teacher participants argued that it was not right to just focus on the translation results they received. There should be a balance between translation process and outcomes in translation teaching.

As for the perceptions on teaching translation theory, there were contradictory responses between students and teachers. Student responses indicate that translation theory was not considered an essential requirement for becoming a professional translator: having some knowledge of translation theory was fine, but those who wanted to be professional translators should put more effort in translation practice rather than focusing on translation theory. Teacher responses, on the other hand, show that translation theory and practice were considered to be inter-related and should always come together in learning and teaching: it would be better to learn translation theory after a period of time of experience in translation practice. The teachers felt that this would help students to apply the theories they have learned to their practice and, in turn, be able to reflect on their own practice using the theories to become more effective in translation. To balance the theory and practice of translation would be a project for translation teachers to consider, and effective translation teachers would be able to emphasise the importance of both, helping students to achieve their goal of becoming both translation professionals and qualified industry practitioners.

In terms of teacher roles, survey research in Chapter 2 and classroom observation and case study research in Chapters 4 and 5 provided the analysis in this area, indicating that effective translation teachers served as a facilitator and an engager, assisting students in achieving independent learning. According to the responses from students and teachers, a facilitator helped students to develop their skills in translation through communication, discussion and constructive feedback given, and an engager allowed them to be able to learn independently through critical thinking, active participation and mutual understanding.

In classroom teaching, effective translation teachers facilitated learning with positive attitude, patience and friendliness. As found in the case studies, both teachers played the role of being a guide to ensure a relaxing learning environment with the sensitivity to student needs. They also demonstrated the ability to respond to unplanned situations in a flexible and appropriate way, so that classroom teaching was not interrupted and students' learning goals could still be achieved. In addition, this study extended Kiraly's (2000, 2014) model by finding that effective translation teachers supported students' learning autonomy and encouraged critical thinking for becoming more qualified industry practitioners. In the classroom, effective teachers created an enjoyable environment to engage students in various activities and guide them to develop the skills needed for a professional translator.

Sensitivity to students' background and cultural awareness were also included in teacher roles for translation teaching effectiveness. Both classes in the case study comprised students mainly from Asia, especially from Mainland China, who tended to be shy in the classroom and were reluctant to express their own opinions in front of other students. One of the teachers realised this situation and deliberately arranged students from different cultural backgrounds to form groups for discussion. This resulted in a more active classroom atmosphere, and the learning process turned out to be very fruitful at the end.

6.1.3 Translation pedagogy and classroom teaching

Data related to translation pedagogy and classroom teaching were analysed and discussed in all main chapters (Chapters 2 to 5), with the focus on perceptions of effective teaching in Chapters 2 and 3 and on observations of classroom management, pedagogy and communication in Chapters 4 and 5.

Survey results indicate that, to achieve effective translation teaching, the teacher should have the ability to: a) structure learning sessions according to specific learning needs and expected outcomes; b) adopt the most appropriate pedagogical approaches and methods; c) present clear information; and d) engage students in the learning process with passion. In other words, an effective translation teacher used a communicative approach in teaching, dealt with student inquiries and challenges in a caring manner, and provided constructive feedback in a timely fashion. An effective translation teacher should serve as a facilitator

in student-centred learning, a promoter in classroom discussions, and an advisor in giving feedback at the same time. Student responses also mentioned that effective translation teachers encouraged student questions and provided clarifications when necessary.

In focus group and interview research, results reveal some interesting findings regarding effective classroom teaching. One of the examples was that one teacher preferred to have students answer questions incorrectly so that they could follow these up for further interaction. The key point here is that effective translation teachers put communication in a central place, to meet student needs and allow critical thinking. Student engagement was regarded as an important indicator and was mentioned by most participants. Being a good translator did not necessarily mean being a good translation teacher, because a class would be nothing without encouragement, facilitation and communication. An effective translation teacher possessed the required knowledge and skills of being a qualified translator, but more importantly, should have the ability to pass these on to students in an interactive and encouraging way rather than just giving lectures.

Time management was also mentioned as an important indicator for effective translation teachers, as this showed the level of preparation for the class and the confidence of the teacher to deliver a session of high quality. Good time management also meant that teachers had control of the whole class so that final decisions could be made at the end of discussions, which indicated their authority as effective translation teachers.

In classroom observations, classroom management, classroom pedagogy and classroom communication were taken into account for analysis via case study using the framework of Kiraly's approach on translation teaching (2000, 2014) and appreciative inquiry (Cooperrider & Srivastva, 1987). Although both Chapter 4 and 5 applied classroom observations using case study as well as interviews and focus groups, Chapter 4 focused on effective translation teaching process in the classroom and extended Kiraly's approach on translation pedagogy, while Chapter 5 focused on translation teacher effectiveness using appreciative inquiry to discover what the two teachers had done well to achieve effective teaching in the classroom.

In classroom management, both teachers gave clear and detailed instructions at the beginning of teaching, setting up a positive learning environment. Rules of classroom

activities were also made clear to students in the first place. To do all these at the beginning of a class would make students feel more goal-oriented and more relaxed with certain expectations from the teaching and learning process. During the teaching process, both teachers had a good control of the class and tried to focus on students as much as they could. When there was a conflict in meeting the learning objectives, both teachers were flexible in adjusting the pace of the class to attend to individual student needs and maintain a student-centred class style. In addition, they kept track of student progress by checking student understanding of a particular point whenever possible and making changes to activities when necessary. When differences among students in the pace of completing tasks were found, both teachers adjusted the teaching plan to prioritise student reactions for the purpose of maximising the learning outcomes. Such flexibility was essential in achieving better results from classroom teaching. This suggests that effective translation teachers have flexibility and creativity in activity and pace to organise teaching in a more student-oriented way.

In terms of classroom pedagogy, effective translation teachers presented theories in an interactive way through group work and self-reflection tasks. They also used examples to explain the theories, making them easier to understand. Theories were incorporated into teaching and learning for students to develop their awareness of application of theories into practice and their critical thinking ability. Effective teachers also used various teaching methods including presentation, group discussion, self-reflection and scaffolding to facilitate student learning. They encouraged students to become familiar with more subject-related knowledge so that they become more confident in translation practice. They also shared their own industry experience with students to guide students to become professional translators in the future and to motivate them to develop their own translation skills through autonomous learning.

Different from language teachers, effective translation teachers not only taught students how to become more proficient in languages but also developed their ability in language transfer. The process of transferring form and meaning from one language to another was a key in translation practice; and effective translation teachers were able to use real-life examples and share their own experience to give students more practical materials in order to lead them to become qualified in the workplace after graduation.

For the use of teaching aids, effective translation teachers used a variety of tools to facilitate learning, including a big screen with projector to demonstrate examples and show authority, individual computers for students to work on their own translation and reflect their own practice, handouts for students to have easy access to learning materials, and whiteboards or other multimedia resources to help students have discussions, complete group work or challenge authority. The big screen was also a good tool for the teacher to monitor the progress of the whole class, ensuring that everyone was on track.

When something unexpected happened in class or when students had special requests in the learning process, effective translation teachers adjusted the teaching plan to ensure that student inquiries and requests were attended to. It was more important to see that students understood all that was covered rather than rushing to cover all. Both teachers in the case study had the ability to assess any situations in class and make adjustments when necessary, ensuring that the teaching methods were the most appropriate according to student needs and teaching requirements. One example (Chapter 4) was the adjustments made to cater for the needs of both domestic students and international students in terms of the focus of NAATI test preparation. Effective translation teachers were able to use various pedagogies in classroom teaching to meet both groups' needs, although this was difficult in many situations. As an effective translation teacher, the ability to be flexible in using different methods of teaching was a must, in addition to the ability to integrate information from a range of subject areas, vary teaching aids to facilitate learning, and present materials in a meaningful way.

In terms of classroom communication, effective translation teachers were responsive to students by checking student concentration and eliciting student questions. In such a class, the atmosphere was friendly and supportive, in which the teacher was mindful of student needs and reactions and treated students equally in a communicative way. Both teachers in the case study welcomed different opinions from students and encouraged them to have discussions either in pairs or in groups. They monitored student progress in learning by giving scaffolding and ongoing support rather than just asking students to practice without any comments or recommendations. Effective translation teachers listened to students, discussed with students, and engaged in the interactions with students, for better learning outcomes.

6.1.4 Assessment and feedback

When it comes to assessment and feedback, survey results of student and teacher perceptions indicate that important methods of assessment included closed-book tests, discussion in class, and translation exercises in and after class. It could be seen that tests were still regarded as the most popular and effective means of assessment, mainly because many translation courses in Australia are for NAATI-endorsed qualifications, and students saw the tests as very important indicators of their ability to pass the NAATI Certification test as their goal of learning.

In terms of giving constructive feedback, the most effective way, from survey results, was considered to be suggestions for improvements in response to errors. However, in focus group interviews, teachers expressed a preference for holistic feedback when weaknesses were identified, while students would like to have their translation errors corrected. Students tended to think that there must be a correct translation version for any text, and would like to see teachers help them to correct their “mistakes” in translation practice. Such different perceptions did not prevent students and teachers from agreeing that effective translation teachers should not only help students improve their weaknesses but also praise their strengths so that they could build up their confidence along the way. In addition, they agreed that feedback was a tool not just to evaluate student work but also to enhance independent thinking and discussions on translation quality. There might be disagreements between students and teachers on the given feedback, but feedback was considered an opportunity to develop students’ critical thinking, facilitate communication, and allow both parties to reflect on their professional development.

While teachers preferred to give oral feedback in class to students as a whole group, and students needed more individualised feedback tailored to their own performance, both parties agreed that feedback should be given in detail with corrections, comments, suggestions and compliments. Various forms of feedback were preferred so that students could be exposed to a variety of approaches to translation practice, which could enable them to be more critical about their own performance.

In classroom observations, group discussion and feedback were used for students to reflect on their own translation work and discuss each other's performance. Effective translation teachers used this method to allow students to critically evaluate peers' translation, so that they could receive feedback from both their teachers and their classmates to maximise their learning outcome. Students preferred to be given strengths of their translation before problems and suggestions for improvement, because they thought this would make them feel more confident to move on and make progress more quickly. Error deductions should be minimised, and constructive comments with detailed explanation on room for improvement were encouraged. In addition, written feedback was used by both teachers in the case study to provide students with feedback on their strengths and weaknesses as well as recommendations for improvement, so that they had some evidence to refer to after class or when they did self-study later. It was agreed that effective translation teachers should encourage students to learn from suggestions rather than simply deducting marks.

The findings from the previous chapters may contribute to theory in terms of translation pedagogy in areas including personal traits, classroom teaching approaches, communication styles, and feedback given to students. It is recommended that, in the teaching and learning process for translation pedagogy, the teacher's personal traits be considered as an integral part. Furthermore, the ways the teacher communicate with students, the methods the teacher adopts for effective teaching, and the constructive feedback given to students, should serve as important factors that determine effective translation teaching. Translation pedagogy should not only focus on the teaching process but also give weight to effective teachers and their teaching styles, roles and personal traits.

6.2 Translation teaching and teacher effectiveness checklist

Based on the findings from surveys, focus groups, interviews and classroom observations, I have developed an evidence-based checklist of translation teaching effectiveness and teacher effectiveness to demonstrate what is required to be considered an effective translation teacher. The checklist contains all aspects of the topics covered in this study including personal traits of effective translation teachers, teaching styles and teacher roles, translation pedagogy and classroom teaching, and feedback given. The checklist is shown

in Table 6.1; followed by a brief review of what makes an effective translation teacher and the suggested use of this checklist.

From the checklist, it can be seen that, to be an effective translation teacher, a student-centred approach must be adopted to ensure that students learn in a positive and relaxing environment and develop their knowledge and skills through communicative teaching methods and constructive feedback given. Furthermore, student needs and requests are prioritised in teaching and adjustments are made when necessary.

The checklist above contains some special qualities in effective translation teachers that are different from general university teachers and English language teachers, including the use of authentic resources, real-life examples or personal industry experience in classroom teaching, the integration of translation theories with translation practice, the development of students' language transfer ability, the provision of feedback that contains both compliments on strengths and suggestions for improvement, and the limited use of error deduction and more use of constructive feedback with comments and recommendations.

It is recommended that this checklist be used to evaluate translation teacher and teaching effectiveness, especially in teaching translation practice in universities at both undergraduate and postgraduate level. For example, it can be used as a reference document or as a benchmark in recruiting new teachers of translation, evaluating teaching performance, reviewing teacher appointments as part of probation, and providing opportunities for both novice and experienced translation teachers to reflect on their own teaching practice. More detailed criteria can be further developed to assess the effectiveness of translation teachers and teaching.

Table 6. 1: Checklist of translation teaching effectiveness and teacher effectiveness

Category	An effective translation teacher:
1) Personal traits of an effective translation teacher	a) possesses translation knowledge and skills and has proper pedagogy to deliver them to students
	b) sees language training an important part of teaching
	c) is a qualified professional translator in the industry
	d) is a good communicator conveying ideas and techniques clearly in teaching
	e) is humorous, flexible, encouraging and inspiring
2) Teaching styles and teacher roles	f) uses problem-based teaching and task-based teaching styles
	g) balances learning process and learning outcomes to meet student needs
	h) integrates translation theories into teaching translation practice
	i) is a facilitator and engager, helping students to achieve independent learning
	j) plays the role of being a guide with positive attitude, patience and friendliness
	k) has the ability to respond to unplanned situations in a flexible and appropriate way
	l) creates an enjoyable environment to engage students and guide them to develop their skills
	m) has sensitivity towards students' background and cultural awareness
3) Translation pedagogy and classroom teaching	n) structures learning sessions based on learning needs and expected outcomes
	o) adopts the most appropriate pedagogical methods and presents information clearly
	p) uses a communicative approach to engage students in the learning process with passion
	q) has good time management skills to show confidence in the delivery of teaching
	r) gives clear instructions at the beginning of teaching
	s) monitors student progress during teaching and adjusts the pace of teaching whenever necessary
	t) prioritises student reactions and requests and makes changes to the teaching plan to maximise learning outcomes
	u) develops students' language transfer ability and uses real-life examples or personal industry experience to share with students
	v) makes good use of various teaching aids
	w) listens to students, responds to students, elicits student questions, discusses with students, and engages students, for better learning outcomes
4) Assessment and feedback	x) provides feedback that contains both compliments on strengths and suggestions for improvement
	y) gives both oral feedback and written feedback to allow students to reflect on their own performance
	z) minimises error deduction and provides more constructive feedback with comments and recommendations

6.3 Strengths and limitations of the study

This study fills the gap in understanding what makes an effective translation teacher and teaching effectiveness, which has not been previously examined in other studies regarding translation pedagogy and trainer competence. The main strengths and contributions of this study fall into the following four categories: 1) the core of translation teaching and teacher effectiveness; 2) positive practices of effective translation teachers; 3) perceptions of both teachers and students in translation teaching; and 4) checklist of translation teaching and teacher effectiveness.

Firstly, the study touched on the core of translation teaching effectiveness, and what makes an effective translation teacher. The study explored the qualities required for such effectiveness and provided a list of personal traits of effective translation teachers. The results reveal some surprising traits preferred by both students and teachers, including being humorous, encouraging, inspiring and flexible. The study also suggests the importance of teacher personality in the evaluation of translation teaching effectiveness. The classroom observations gave me an opportunity to do a richer description of teaching practice, which was not possible through survey and focus group research. Such case study and classroom observation research has not been used before to evaluate translation teachers, thus it is an innovative method for this type of research in exploring translation teaching and teacher effectiveness.

Secondly, this study used the appreciative inquiry method to observe effective translation teachers' classroom teaching and found some effective practices which could be references for other teachers to follow in their own teaching contexts. What the teachers did in the classroom, observed in the case study, could be regarded as examples of effective teaching in a more general setting of translation teaching in higher education. Teachers of other disciplines might also find these useful in terms of classroom management, classroom pedagogy, classroom communication and teacher roles.

Thirdly, this study compared the perceptions of students and teachers with regard to translation teaching and teacher effectiveness, noting that there were differences in their opinions on the important aspects in teaching and learning translation, teacher feedback

methods, teacher personality traits, and teaching styles. It also emphasises that, although student perceptions differed from teacher perceptions in many areas, effective translation teachers should be able to balance these differences and try every means to meet student needs and requests while maintaining authority and professional judgement in translation teaching and learning.

Lastly, this study provided a checklist of translation teaching effectiveness and teacher effectiveness based on the findings of data collected via a number of research methods. The checklist covered the essential aspects of translation teaching quality and teacher effectiveness assessment, from personal traits of the teacher, teaching styles and teacher roles, to translation pedagogy, classroom teaching, assessment and feedback. Some unique elements for effective translation teaching, different from effective teaching in general, were provided including the integration of translation theories with translation practice, the development of students' language transfer ability, and the use of constructive feedback with comments and recommendations. This checklist could be used as a set of criteria for the evaluation of the quality of translation teaching and the success of a translation teacher.

In terms of translation theory, this study has made contributions to theories in translation pedagogy and translator training by extending Kiraly's (2000, 2014) model in the way that effective translation teachers not only use appropriate types of materials in classroom teaching but also present these materials in different ways so that students are able to develop their learning ability and critical thinking for better learning outcomes. Also, effective translation teachers play a role in teaching as an engager and facilitator to allow students to learn in a more enjoyable and communication environment. These aspects of positive practices of effective translation teachers add to the depth of translation teacher effectiveness and contribute to current theories on translation pedagogy as well as translation teaching and teacher effectiveness. Not only has the study contributed to Kiraly's (2000, 2014) social constructivist theory on translation teaching, but it also has added to the combination of appreciative inquiry, classroom observation and case study as research methods for the exploration of positive practices of effective translation teachers. In addition, this study used appreciative inquiry in translation teaching and teacher research for the first time and provided a checklist of translation teaching

effectiveness and teacher effectiveness, making recommended action plans for better teaching and learning outcomes.

Apart from the potential contributions of this study, there are also several limitations which need to be acknowledged and should be considered for further research. The main limitations of this study include the following two areas.

Firstly, the study only focused on universities in Australia and New Zealand, and no other countries or regions were looked at, which might be too narrow in the geographical sense. There could be different findings for other countries or regions. In addition, this study collected data from higher education institutions only, and there was no other level of translation education covered.

Secondly, the translation classes chosen for classroom observations were Chinese language-focused, thus there might be lack of cross-cultural issues involved and a lack of variety in ways of learning, since students from different cultures would have different preferences in learning habits. Students in China and other East Asian countries tend to have a distinctive pattern of learning styles (Liu & Littlewood, 1997), and the classroom is usually teacher dominated with the focus on knowledge transmission (Littlewood, 1999). Teachers are more authoritative, and students often follow teacher instructions only in the learning process. Knowledge and skills are transmitted to students rather than being discovered by themselves, which means that students have a lack of independent learning ability (Rao, 2002). Therefore, the findings in this study might not be generalisable to different cultures and scenarios. Furthermore, as I am a translation teacher myself, my interpretation of the data may be influenced by my own background. It is thus acknowledged, based on my positionality, that subjectivity is to be expected in a qualitative study such as this.

6.4 Recommendations for further research

Based on the findings of the previous chapters, although this study may provide implications for the application of the findings, to translation pedagogy, teaching practice and policy, training of translation teachers, professional development for both novice and

experienced translation teachers, and recruitment of translation teachers, possible further research could be carried out in the following areas.

Firstly, survey research could be conducted to build on the studies in Chapters 2 and 3 to cover a wider community or even the whole world to discover the different perceptions of teachers and students from various cultures and backgrounds. In addition, different levels of education could be included in the study to see what people from vocational education or other levels of education for translation teaching and learning think about quality teaching and teacher effectiveness.

Secondly, translation classes dealing with different languages could be observed, to build on Chapters 4 and 5, to explore more cross-cultural issues involved and the variety of learning habits, so that cultural differences can be further discussed within the scope of translation teaching and learning. In addition, more types of translation classes, such as lectures, tutorials and consultations, could be examined and observed for comparison and further exploration.

Thirdly, more case studies of translation teachers from different language streams and different types of classes or regions of the world could be conducted to have more sufficient data in studying translation teacher and teaching effectiveness. Apart from appreciative inquiry used in Chapter 5, action research could also be carried out to examine the qualities of an effective translation teacher in both classroom teaching and out-of-class actions for the purpose of achieving teaching effectiveness.

Lastly, more research methods other than appreciative inquiry such as action research could be sought to examine the teaching practice of effective translation teachers in different scenarios, so that more objective results can be obtained in the search for what makes quality teaching and learning for translation.

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Appendices

Appendix 1: Macquarie University HDR Thesis by Publication Policy

1 PURPOSE

To assist Higher Degree Research (HDR) candidates in the preparation of a thesis including published or co-published material prepared during candidature.

2 SCHEDULE

Eligible Material

A thesis by publication may include relevant papers, including conference presentations, which have been published, accepted, submitted or prepared for publication for which at least half of the research has been undertaken during enrolment. The papers must form a coherent and integrated body of work, which focusses on a single thesis project or set of related questions or propositions. These papers are one part of the thesis, rather than a separate component (or appendix).

Contribution by Co-Authors

These papers may be single author or co-authored. The candidate must specify in a Statement of Authorship and in relevant footnotes/endnotes his/her specific contribution to the conception, data collection, analysis and writing of each paper. The contribution of others to the preparation of the thesis or to individual parts of the thesis should also be specified in the thesis. Where a paper has multiple authors, the candidate should usually be the principal author and evidence of this must appear in the appropriate manner for the discipline. Examiners can then assess if the quality and extent of the candidate's contribution warrants the award of the degree based on the prescribed criteria.

Number and Presentation of Papers

Each discipline will have a different number of publications that are acceptable as the substantive foundation for a thesis by publication. As a general rule a candidate will need to have enough papers to support the important findings from the research, presented in a logical and coherent way. Most theses by publication have between 2 and 8 papers in combinations of sole and co-authored papers. These papers will normally form thesis chapters and the chronological publication order may be quite different from the way they are sequenced in the thesis.

The length of the papers will reflect discipline requirements and journal guidelines.

Integration of papers

Although it is not necessary to reformat published works in a thesis, it is not enough simply to bind these publications together. The candidate needs to include a critical introduction to the work, sections that link the papers together, and a concluding section that synthesises the material as a whole. Above all, candidates must consider the coherence of the thesis as a whole, and the way in which each paper contributes to the overall thesis. In examining a thesis by publication, examiners apply the same criteria in terms of unity of purpose and coherence of argument as for traditional theses.

Preparing for a Thesis by Publication

Candidates and supervisors should plan a thesis by publication in relation to the timetable of the individual project and the writing conventions and publishing schedules of their discipline in order to make sure that research, writing and journal submission can be undertaken within candidature time.

Although a thesis by publication may contain some repetition, it is expected that the repetition is minimal so as to facilitate the examination process. Candidates must ensure that any referencing and stylistic inconsistencies between papers are minimised to assist the examiners.

3 NOTES

3.1	Contact Officer	Dean Higher Degree Research
3.2	Implementation Officer	Dean Higher Degree Research
3.3	Approval Authority / Authorities	Academic Senate (Res no 17/83)
3.4	Date Approved	5 September 2017
3.5	Date of Commencement	5 September 2017
3.6	Date for Review	September 2020
3.7	Documents Superseded by this Schedule	Higher Degree Research Thesis by Publication Guideline approved 28 November 2013 HDR Thesis Preparation, Submission and Examination Policy approved 25 July 2014
3.8	Amendment History	NA
3.9	Policy Authorisation	HDR Thesis Preparation, Submission and Examination Policy approved Academic Senate 5 September 2017, Res no 17/83

Appendix 2: Approval Letter of Ethics

Appendix 2 (pages 167-168) removed from Open Access version as they may contain sensitive/confidential content.

Appendix 3: Survey to Teachers

What Makes an Effective Translation Teacher? Survey to Teachers

We would like to invite you to participate in a research study about translation teaching and teacher quality called "What makes an effective translation teacher". The research is being conducted by Zhi Huang as part of his PhD research under the supervision of Associate Professor Jemina Napier at Macquarie University (email: , ph:).

This survey is aimed at teachers who live in Australia and who teach translation in universities. If you work as a translation teacher and you are over 18 years of age, you are eligible to participate. You will be asked to complete an online survey about your beliefs about effective translation teaching and the qualities of a translation teacher. You will also be asked to give us some details about your background. The survey takes about 10 minutes to complete.

Please tick the following box if you agree:

I understand that when I finish this survey my answers will be used for the "What makes an effective translation teacher" research project. I know that I can contact the researchers if I have any questions (,) and that I can withdraw from the research by leaving the survey at any time.

This survey study has been approved by the Macquarie University Ethics Review Committee (Human Research). If you have any complaints, you can contact the Ethics Review Committee Secretary (telephone +61 2 9850 7854; email: ethics@mq.edu.au). Any complaint that you make will be confidential and investigated, and you will be informed of the outcome.

Please put a tick or write your answers where appropriate.

1. Gender: Male _____ Female _____
2. Age: 21~30 _____ 31~40 _____ 41-50 _____ over 50 _____
3. How long have you been a translation teacher? _____
4. What university do you teach translation at? _____
5. As a translation teacher, what do you think are the importance of the following aspects in teaching translation? Please rate each. (1: very important; 2: important; 3: neutral; 4: not very important; 5: very unimportant)

	1	2	3	4	5
i) knowledge of translation theories					
ii) mastery of translation skills					
iii) teaching methods					
iv) personality traits					
v) communicative skills					
vi) ability to give constructive feedback					
vii) a teaching qualification					
viii) ongoing professional development					

6. To be an effective translation teacher, what do you think are the three most important aspects in teaching translation? Please choose three.
 - i) knowledge of translation theories

- ii) mastery of translation skills
- iii) teaching methods
- iv) personality traits
- v) communicative skills
- vi) ability to give constructive feedback
- vii) a teaching qualification
- viii) ongoing professional development
- ix) other (please specify: _____)

7. As a translation teacher, how do you define effective classroom teaching?

8. As an effective translation teacher, how do you think feedback should be given to students about their translations? Please tick (you can choose more than one).

- i) different kinds of errors indicated by symbols
- ii) general comments on the performance
- iii) corrections of errors
- iv) suggested improvements of errors
- v) other (please specify: _____)

9. As an effective translation teacher, how should feedback be given to the students? Please rate the importance of each of the following ways. (1: very important; 2: important; 3: neutral; 4: not very important; 5: very unimportant)

	1	2	3	4	5
i) general verbal comments					
ii) comments on the paper					
iii) correction of errors on the translation paper					
iv) suggestions for alternative translation choices					
v) comments on effective translation choices					
i) comments on writing (grammar, spelling, etc.)					
ii) comments on translation choices					
vi) other (please specify: _____)					

10. When giving feedback to students, do you usually mark down their errors or encourage them by praising their strengths? Can you give the weighing percentage of each?

Marking down their errors: ____%; Encouraging their performance by praising their strengths: ____%

11. What personality traits do you think are necessary for an effective translation teacher? Please rate the importance of each of the following traits. (1: very important; 2: important; 3: neutral; 4: not very important; 5: very unimportant)

	1	2	3	4	5
i) The teacher is motivated					
ii) The teacher is encouraging					
iii) The teacher is caring					
iv) The teacher is respectful					

v)	The teacher is flexible					
vi)	The teacher is adaptable					
vii)	The teacher is humorous					
viii)	The teacher is intelligent					
ix)	The teacher is organised					
x)	The teacher is confident					
xi)	other (please specify: _____)					

12. What teaching styles do you think are necessary for an effective translation teacher?
Please rate the importance of each of the following styles. (1: very important; 2: important; 3: neutral; 4: not very important; 5: very unimportant)

	1	2	3	4	5
i) reflective					
ii) communicative					
iii) collaborative					
iv) cooperative					
v) problem-based					
vi) task-based					
vii) other (please specify: _____)					

13. What teaching and assessment methods do you think are effective? Please rate the importance of each of the following methods. (1: very important; 2: important; 3: neutral; 4: not very important; 5: very unimportant)

	1	2	3	4	5
i) translation exercise in and after class					
ii) close-book test in class					
iii) case study in class					
iv) writing tasks in and after class					
v) discussions in class					
vi) language related exercises					
i) other (please specify: _____)					

14. In general, what do you think are the important qualities for being an effective translation teacher?

If you live in Sydney and would be willing to be involved in the next phase of the research and participate in a focus group to discuss the issues covered in this survey in more detail, or would like to receive the results of this study, then please provide your email address and contact phone number below:

Name:

Contact e-mail:

Contact phone:

Please select:

I am willing to discuss these issues further
Please send me information about the results of the study

Thank you for completing this survey. Once you click on the 'Done' button below, your answers will be sent to us.

If you have any questions, please contact Zhi Huang at:

Appendix 4: Survey to Students

What Makes an Effective Translation Teacher? Survey to Students

We would like to invite you to participate in a research study about translation teaching and teacher quality called "What makes an effective translation teacher". The research is being conducted by Zhi Huang as part of his PhD research under the supervision of Associate Professor Jemina Napier at Macquarie University (email: , ph:).

This survey is aimed at students who live in Australia and who study translation in universities. If you are a student learning translation and you are over 18 years of age, you are eligible to participate. You will be asked to complete an online survey about your beliefs about effective translation teaching and the qualities of a translation teacher. You will also be asked to give us some details about your background. The survey takes about 10 minutes to complete.

Please tick the following box if you agree:

I understand that when I finish this survey my answers will be used for the "What makes an effective translation teacher" research project. I know that I can contact the researchers if I have any questions (,) and that I can withdraw from the research by leaving the survey at any time.

This survey study has been approved by the Macquarie University Ethics Review Committee (Human Research). If you have any complaints, you can contact the Ethics Review Committee Secretary (telephone +61 2 9850 7854; email: ethics@mq.edu.au). Any complaint that you make will be confidential and investigated, and you will be informed of the outcome.

Please put a tick or write your answers where appropriate.

1. Gender: Male _____ Female _____
2. Age: 21~30 _____ 31~40 _____ 41-50 _____ over 50 _____
3. How long have you been studying translation as a student? _____
4. What university do you study translation at? _____
5. As a student, what do you think are the importance of the following aspects in teaching translation? Please rate each. (1: very important; 2: important; 3: neutral; 4: not very important; 5: very unimportant)

	1	2	3	4	5
i) knowledge of translation theories					
ii) mastery of translation skills					
iii) teaching methods					
iv) personality traits					
v) communicative skills					
vi) ability to give constructive feedback					
vii) a teaching qualification					
viii) ongoing professional development					

6. From the perspective of a student, to be an effective translation teacher, what do you think are the three most important aspects in teaching translation? Please choose three.

- ix) knowledge of translation theories
- x) mastery of translation skills
- xi) teaching methods
- xii) personality traits
- xiii) communicative skills
- xiv) ability to give constructive feedback
- xv) a teaching qualification
- xvi) ongoing professional development
- ix) other (please specify: _____)

7. As a student, how do you define effective classroom teaching?

8. As a student, what kind of feedback about your translations do you like to get from the teacher? Please tick (you can choose more than one)

- vi) different kinds of errors indicated by symbols
- vii) general comments on the performance
- viii) corrections of errors
- ix) suggested improvements of errors
- x) other (please specify: _____)

9. As a student, how do you like to receive feedback from the teacher? Please rate the importance of each of the following ways. (1: very important; 2: important; 3: neutral; 4: not very important; 5: very unimportant)

	1	2	3	4	5
vii) general verbal comments					
viii) comments on the paper					
ix) correction of errors on the translation paper					
x) suggestions for alternative translation choices					
xi) comments on effective translation choices					
iii) comments on writing (grammar, spelling, etc.)					
iv) comments on translation choices					
xii) other (please specify: _____)					

10. As a student, what personality traits do you think are necessary for an effective translation teacher? Please rate the importance of each of the following traits. (1: very important; 2: important; 3: neutral; 4: not very important; 5: very unimportant)

	1	2	3	4	5
i) The teacher is motivated					
ii) The teacher is encouraging					
iii) The teacher is caring					
iv) The teacher is respectful					
v) The teacher is flexible					
vi) The teacher is adaptable					

vii)	The teacher is humorous					
viii)	The teacher is intelligent					
ix)	The teacher is organised					
x)	The teacher is confident					
xi)	other (please specify: _____)					

11. As a student, what teaching styles do you think are necessary for an effective translation teacher? Please rate the importance of each of the following styles. (1: very important; 2: important; 3: neutral; 4: not very important; 5: very unimportant)

	1	2	3	4	5
i) reflective					
ii) communicative					
iii) collaborative					
iv) cooperative					
v) problem-based					
vi) task-based					
vii) other (please specify: _____)					

12. As a student, what teaching and assessment methods do you think are effective? Please rate the importance of each of the following methods. (1: very important; 2: important; 3: neutral; 4: not very important; 5: very unimportant)

	1	2	3	4	5
i) translation exercise in and after class					
ii) close-book test in class					
iii) case study in class					
iv) writing tasks in and after class					
v) discussions in class					
vi) language related exercises					
vii) other (please specify: _____)					

13. In general, what do you think are the important qualities for being an effective translation teacher?

If you live in Sydney and would be willing to be involved in the next phase of the research and participate in a focus group to discuss the issues covered in this survey in more detail, or would like to receive the results of this study, then please provide your email address and contact phone number below:

Name:

Contact e-mail:

Contact phone:

Please select:

I am willing to discuss these issues further
Please send me information about the results of the study

Thank you for completing this survey. Once you click on the 'Done' button below, your answers will be sent to us.

If you have any questions, please contact Zhi Huang at:

Appendix 5: Questions to Teachers

What Makes an Effective Translation Teacher? Questions to Teachers

1. How long have you been a translation teacher?
2. What professional qualifications do you have?
3. Have you received any teaching awards or translation awards since you became a translation teacher?
4. Why do you choose to teach translation?
5. From a learner's perspective, what issues do you think are important in learning translation?
6. From a teacher's perspective, what issues do you think are important in teaching translation?
7. Do you have any particular philosophy or beliefs about teaching translation?
8. How do you define "effective classroom teaching"?
9. What do you usually do to make your classroom teaching effective?
10. What do you think the translation teacher's role should be in and out of the classroom?
11. What is the relationship between yourself as a teacher and your students?
12. What types of feedback do you think should be given to students?
13. How do you usually give feedback to your students?

Appendix 6: Questions to Students



What Makes an Effective Translation Teacher? Questions to Students




1. How long have you been a translation student?
2. Can you tell me more about your learning experience in detail?
3. Why did you choose to study translation?
4. What do you think is very important in learning translation as a learner?
5. What do you think is very important in teaching translation as a teacher?
6. Do you have any independent study skills in learning translation?
7. As a student, how do you define “effective classroom teaching”?
8. In your opinion, how can a translation teacher achieve effective classroom teaching?
9. What do your teachers usually do to make your classroom teaching effective?
10. What do you think the translation teacher’s role should be in and out of the classroom?
11. What is the relationship between yourself as a student and your teachers?
12. What types of feedback do you expect the teacher to give to you?
13. How do you usually receive feedback from your teachers?

Appendix 7: Student Survey Results

What makes an effective translation teacher
survey to students



1. Your gender			
		Response Percent	Response Count
Female		72.3%	68
Male		27.7%	26
answered question			94
skipped question			0









2. Your age			
		Response Percent	Response Count
21-30		89.4%	84
31-40		8.5%	8
41-50		2.1%	2
over 50		0.0%	0
answered question			94
skipped question			0

3. How long have you been studying translation as a student?		Response Count
		94
answered question		94
skipped question		0

4. What university do you study translation at?							
							Response Count
							94
answered question							94
skipped question							0

5. As a student, what do you think are the importance of the following aspects in teaching translation? Please rate each.							
	very important	important	neutral	not very important	very unimportant	Rating Average	Response Count
knowledge of translation theories	24.5% (23)	48.9% (46)	19.1% (18)	7.4% (7)	0.0% (0)	2.10	
mastery of translation skills	53.2% (50)	43.6% (41)	2.1% (2)	1.1% (1)	0.0% (0)	1.51	
teaching methods	41.5% (39)	48.9% (46)	9.6% (9)	0.0% (0)	0.0% (0)	1.68	
personality traits	25.5% (24)	50.0% (47)	20.2% (19)	3.2% (3)	1.1% (1)	2.04	
communicative skills	40.4% (38)	43.6% (41)	14.9% (14)	1.1% (1)	0.0% (0)	1.77	
ability to give constructive feedback	44.7% (42)	39.4% (37)	13.8% (13)	2.1% (2)	0.0% (0)	1.73	
a teaching qualification	24.5% (23)	39.4% (37)	31.9% (30)	2.1% (2)	2.1% (2)	2.18	
ongoing professional development	33.0% (31)	51.1% (48)	14.9% (14)	1.1% (1)	0.0% (0)	1.84	
answered question							
skipped question							






6. From the perspective of a student, to be an effective translation teacher, what do you think are the three most important aspects in teaching translation? Please choose three.

		Response Percent	Response Count
knowledge of translation theories		35.1%	33
mastery of translation skills		71.3%	67
teaching methods		56.4%	53
personality traits		14.9%	14
communicative skills		41.5%	39
ability to give constructive feedback		44.7%	42
a teaching qualification		12.8%	12
ongoing professional development		21.3%	20
Other (please specify)			4
		answered question	94
		skipped question	0

7. As a student, how do you define effective classroom teaching?

	Response Count
	94
answered question	94
skipped question	0

8. As a student, what kind of feedback about your translations do you like to get from the teacher? Please tick (you can choose more than one)

		Response Percent	Response Count
general verbal comments		22.3%	21
different kinds of errors indicated by symbols		59.6%	56
general comments on the performance		33.0%	31
corrections of errors		58.5%	55
suggested improvements of errors		78.7%	74
Other (please specify)			6
answered question			94
skipped question			0

9. As a student, how do you like to receive feedback from the teacher? Please rate the importance of each of the following ways.

	very important	important	neutral	not very important	very unimportant	Rating Average	Respo Cou
general verbal comments	19.1% (18)	56.4% (53)	24.5% (23)	0.0% (0)	0.0% (0)	2.05	
comments on the paper	33.0% (31)	50.0% (47)	17.0% (16)	0.0% (0)	0.0% (0)	1.84	
correction of errors on the translation paper	51.1% (48)	39.4% (37)	9.6% (9)	0.0% (0)	0.0% (0)	1.59	
suggestions for alternative translation choices	47.9% (45)	41.5% (39)	9.6% (9)	1.1% (1)	0.0% (0)	1.64	
comments on effective translation choices	52.1% (49)	39.4% (37)	7.4% (7)	1.1% (1)	0.0% (0)	1.57	
comments on writing (grammar, spelling, etc.)	33.0% (31)	42.6% (40)	21.3% (20)	3.2% (3)	0.0% (0)	1.95	
comments on translation choices	35.1% (33)	48.9% (46)	14.9% (14)	1.1% (1)	0.0% (0)	1.82	

Other (please specify)

answered question
skipped question

10. As a student, what personality traits do you think are necessary for an effective translation teacher? Please rate the importance of each of the following traits.

	very important	important	neutral	not very important	very unimportant	Rating Average	Respc Cou
The teacher is motivated	37.2% (35)	57.4% (54)	5.3% (5)	0.0% (0)	0.0% (0)	1.68	
The teacher is encouraging	47.9% (45)	43.6% (41)	8.5% (8)	0.0% (0)	0.0% (0)	1.61	
The teacher is caring	39.8% (37)	41.9% (39)	18.3% (17)	0.0% (0)	0.0% (0)	1.78	
The teacher is respectful	40.4% (38)	37.2% (35)	22.3% (21)	0.0% (0)	0.0% (0)	1.82	
The teacher is flexible	30.9% (29)	48.9% (46)	19.1% (18)	1.1% (1)	0.0% (0)	1.90	
The teacher is adaptable	28.7% (27)	56.4% (53)	13.8% (13)	1.1% (1)	0.0% (0)	1.87	
The teacher is humorous	20.2% (19)	33.0% (31)	39.4% (37)	5.3% (5)	2.1% (2)	2.36	
The teacher is intelligent	37.2% (35)	45.7% (43)	13.8% (13)	2.1% (2)	1.1% (1)	1.84	
The teacher is organised	46.8% (44)	42.6% (40)	10.6% (10)	0.0% (0)	0.0% (0)	1.64	
The teacher is confident	37.2% (35)	48.9% (46)	13.8% (13)	0.0% (0)	0.0% (0)	1.77	

Other (please specify)

answered question
skipped question

11. As a student, what teaching styles do you think are necessary for an effective translation teacher? Please rate the importance of each of the following styles.

	very important	important	neutral	not very important	very unimportant	Rating Average	Respo Cou
reflective (self-observation and self-evaluation)	29.8% (28)	56.4% (53)	12.8% (12)	1.1% (1)	0.0% (0)	1.85	
communicative (interaction as means and goal of teaching)	45.7% (43)	44.7% (42)	8.5% (8)	1.1% (1)	0.0% (0)	1.65	
collaborative (team teaching or co-teaching)	24.5% (23)	52.1% (49)	22.3% (21)	1.1% (1)	0.0% (0)	2.00	
cooperative (students' group work)	27.7% (26)	43.6% (41)	24.5% (23)	3.2% (3)	1.1% (1)	2.06	
problem-based (student-centred with challenges to solve problems)	51.1% (48)	41.5% (39)	6.4% (6)	1.1% (1)	0.0% (0)	1.57	
task-based (guiding students to complete tasks in a natural context)	42.6% (40)	48.9% (46)	6.4% (6)	2.1% (2)	0.0% (0)	1.68	

Other (please specify)

answered question
skipped question

12. As a student, what teaching and assessment methods do you think are effective? Please rate the importance of each of the following methods.

	very important	important	neutral	not very important	very unimportant	Rating Average	Respo Cou
translation exercise in and after class	53.2% (50)	41.5% (39)	3.2% (3)	2.1% (2)	0.0% (0)	1.54	
close-book test in class	26.6% (25)	33.0% (31)	29.8% (28)	9.6% (9)	1.1% (1)	2.26	
case study in class	28.7% (27)	55.3% (52)	13.8% (13)	1.1% (1)	1.1% (1)	1.90	
writing tasks in and after class	25.5% (24)	54.3% (51)	19.1% (18)	1.1% (1)	0.0% (0)	1.96	
discussions in class	41.5% (39)	46.8% (44)	9.6% (9)	2.1% (2)	0.0% (0)	1.72	
language related exercises	30.9% (29)	47.9% (45)	18.1% (17)	2.1% (2)	1.1% (1)	1.95	




Other (please specify)

answered question
skipped question



13. In general, what do you think are the important qualities for being an effective translation teacher?

	Response Count
	94
answered question	94
skipped question	0

14. If you live in Sydney and would be willing to be involved in the next phase of the research and participate in a focus group to discuss the issues covered in this survey in more detail, or would like to receive the results of this study, then please provide your email address and contact phone number below:

		Response Percent	Response Count
Name:		97.2%	35
Email Address:		97.2%	35
Phone Number:		69.4%	25
answered question			36
skipped question			58

15. Please select

		Response Percent	Response Count
I am willing to discuss these issues further		61.5%	24
Please send me information about the results of the study		79.5%	31
answered question			39
skipped question			55

Page 2, Q3. How long have you been studying translation as a student?

1	nearly 1 year	Oct 13, 2012 11:06 AM
2	1 year	Oct 13, 2012 11:04 AM
3	about half year	Oct 13, 2012 11:01 AM
4	three months	Oct 13, 2012 10:58 AM
5	3 months	Oct 13, 2012 10:57 AM
6	half year	Oct 13, 2012 10:55 AM
7	3 months	Oct 13, 2012 10:54 AM
8	3 months	Oct 13, 2012 10:52 AM
9	half year	Oct 13, 2012 10:50 AM
10	3 months	Oct 13, 2012 10:49 AM
11	2 months	Oct 13, 2012 10:47 AM
12	3 months	Oct 13, 2012 10:46 AM
13	2 months	Oct 13, 2012 10:44 AM
14	three months	Oct 13, 2012 10:42 AM
15	3 months	Oct 13, 2012 10:40 AM
16	3 months	Oct 13, 2012 10:38 AM
17	half a year	Oct 13, 2012 10:37 AM
18	half a year	Oct 13, 2012 10:35 AM
19	4 years	Oct 13, 2012 10:32 AM
20	3 years	Oct 13, 2012 10:31 AM
21	3 months	Oct 13, 2012 10:29 AM
22	4 years	Oct 13, 2012 10:28 AM
23	4 years	Oct 13, 2012 10:26 AM
24	2 months	Oct 13, 2012 10:24 AM
25	5 years	Oct 13, 2012 10:23 AM
26	7 years	Oct 13, 2012 10:21 AM
27	3 months	Oct 13, 2012 10:19 AM
28	one year	Oct 13, 2012 10:18 AM
29	2 month	Sep 16, 2012 1:47 PM
30	5years	Sep 14, 2012 11:43 PM

Page 2, Q3. How long have you been studying translation as a student?		
31	one and a half years	Sep 6, 2012 8:28 PM
32	1.5 years	Sep 6, 2012 8:26 PM
33	one year and half	Sep 6, 2012 8:25 PM
34	1.5 years	Sep 6, 2012 8:22 PM
35	1 year	Sep 6, 2012 8:20 PM
36	about 1 year	Sep 6, 2012 8:19 PM
37	1.5 years	Sep 6, 2012 8:16 PM
38	half a year	Sep 6, 2012 8:13 PM
39	3 years	Sep 6, 2012 8:11 PM
40	3 years	Sep 6, 2012 8:09 PM
41	2 yrs	Sep 6, 2012 8:07 PM
42	3 years	Sep 6, 2012 8:05 PM
43	5.5 years	Sep 6, 2012 8:01 PM
44	1years	Aug 30, 2012 6:48 PM
45	2 years	Aug 30, 2012 6:45 PM
46	HALF YEAR	Aug 30, 2012 6:43 PM
47	2 YEARS	Aug 30, 2012 6:42 PM
48	3MONTH	Aug 30, 2012 6:41 PM
49	Half a year	Aug 30, 2012 6:41 PM
50	6 months	Aug 30, 2012 6:41 PM
51	0.5 year	Aug 30, 2012 6:40 PM
52	6 months	Aug 30, 2012 6:40 PM
53	5 months	Aug 30, 2012 6:40 PM
54	4 months	Aug 30, 2012 6:39 PM
55	Half year	Aug 30, 2012 6:39 PM
56	Half a year.	Aug 30, 2012 6:38 PM
57	This is my frist year second paper (I am studying it part time)	Aug 30, 2012 10:07 AM
58	1 year	Aug 28, 2012 8:54 PM
59	3 years undergraduate studies in Germany; degree: state-examined translator (almost) 1 year postgraduate studies; degree: Master of	Aug 21, 2012 3:22 PM

Page 2, Q3. How long have you been studying translation as a student?

Professional Studies (Translation)		
60	since Feb 2012	Aug 21, 2012 12:48 PM
61	2.5 years	Aug 3, 2012 5:24 PM
62	two years	Jul 30, 2012 5:29 PM
63	half year	Jul 29, 2012 3:21 PM
64	6 months	Jul 29, 2012 3:20 PM
65	5 months	Jul 29, 2012 3:18 PM
66	7 months	Jul 29, 2012 3:17 PM
67	5 months	Jul 29, 2012 3:15 PM
68	six months	Jul 29, 2012 3:13 PM
69	5 months	Jul 29, 2012 3:12 PM
70	5 months	Jul 29, 2012 3:10 PM
71	6 months	Jul 29, 2012 3:09 PM
72	7 months	Jul 29, 2012 3:07 PM
73	6 months	Jul 29, 2012 3:05 PM
74	6 months	Jul 29, 2012 3:04 PM
75	6 months	Jul 29, 2012 3:02 PM
76	3 months	Jul 29, 2012 3:00 PM
77	4 months	Jul 29, 2012 2:58 PM
78	0.5 year	Jul 28, 2012 12:44 PM
79	3 years	Jul 27, 2012 10:45 AM
80	1 week	Jul 23, 2012 12:36 PM
81	6 MONTH	Jul 22, 2012 6:15 PM
82	half year	Jul 20, 2012 8:51 PM
83	4 months	Jul 19, 2012 4:33 PM
84	half a year	Jul 18, 2012 8:59 PM
85	I did some at various stages undergrad (maybe 3 months total), and have spent the last 18 months studying translation as part of a Masters.	Jun 1, 2012 4:21 PM
86	3 months	May 25, 2012 7:15 PM
87	1 year	May 21, 2012 11:47 PM

Page 2, Q3. How long have you been studying translation as a student?		
88	almost a year	May 21, 2012 6:50 PM
89	2 Semsters	May 21, 2012 3:39 PM
90	One year	May 21, 2012 3:31 PM
91	4 years in Argentina & 1 semester almost completed in Australia	May 20, 2012 4:22 PM
92	4 months	May 16, 2012 10:36 PM
93	4.5 years during my first degree in my country, and 0,5 years now in my postgraduate degree in Australia, so far.	May 16, 2012 12:52 PM
94	3 semesters	May 3, 2012 3:35 PM

Page 2, Q4. What university do you study translation at?		
1	UWS	Oct 13, 2012 11:06 AM
2	University of Western Sydney	Oct 13, 2012 11:04 AM
3	UWS	Oct 13, 2012 11:01 AM
4	UWS	Oct 13, 2012 10:58 AM
5	UWS	Oct 13, 2012 10:57 AM
6	UWS	Oct 13, 2012 10:55 AM
7	UWS	Oct 13, 2012 10:54 AM
8	UWS	Oct 13, 2012 10:52 AM
9	UWS	Oct 13, 2012 10:50 AM
10	UWS	Oct 13, 2012 10:49 AM
11	University of Western Sydney	Oct 13, 2012 10:47 AM
12	UWS	Oct 13, 2012 10:46 AM
13	UWS	Oct 13, 2012 10:44 AM
14	Uni of Western Sydney	Oct 13, 2012 10:42 AM
15	UWS	Oct 13, 2012 10:40 AM
16	UWS	Oct 13, 2012 10:38 AM
17	UWS	Oct 13, 2012 10:37 AM
18	UWS	Oct 13, 2012 10:35 AM
19	UWS	Oct 13, 2012 10:32 AM
20	University of Western Sydney	Oct 13, 2012 10:31 AM
21	UWS	Oct 13, 2012 10:29 AM
22	UWS	Oct 13, 2012 10:28 AM
23	UWS	Oct 13, 2012 10:26 AM
24	UWS	Oct 13, 2012 10:24 AM
25	UWS	Oct 13, 2012 10:23 AM
26	UWS	Oct 13, 2012 10:21 AM
27	University of Western Sydney	Oct 13, 2012 10:19 AM
28	UWS	Oct 13, 2012 10:18 AM
29	unsw	Sep 16, 2012 1:47 PM
30	Jilin Huaqiao Foreign Language Institute & UNSW	Sep 14, 2012 11:43 PM

Page 2, Q4. What university do you study translation at?		
31	UWS	Sep 6, 2012 8:28 PM
32	UWS	Sep 6, 2012 8:26 PM
33	University of Western Sydney	Sep 6, 2012 8:25 PM
34	UWS	Sep 6, 2012 8:22 PM
35	UWS	Sep 6, 2012 8:20 PM
36	UWS	Sep 6, 2012 8:19 PM
37	UWS	Sep 6, 2012 8:16 PM
38	UWS	Sep 6, 2012 8:13 PM
39	University of Western Sydney	Sep 6, 2012 8:11 PM
40	UWS	Sep 6, 2012 8:09 PM
41	UWS	Sep 6, 2012 8:07 PM
42	UWS	Sep 6, 2012 8:05 PM
43	UWS	Sep 6, 2012 8:01 PM
44	UNSW	Aug 30, 2012 6:48 PM
45	UWS	Aug 30, 2012 6:45 PM
46	University of Queensland	Aug 30, 2012 6:43 PM
47	UQ	Aug 30, 2012 6:42 PM
48	UWS	Aug 30, 2012 6:41 PM
49	UNSW	Aug 30, 2012 6:41 PM
50	Monash	Aug 30, 2012 6:41 PM
51	Monash	Aug 30, 2012 6:40 PM
52	Monash	Aug 30, 2012 6:40 PM
53	UNSW	Aug 30, 2012 6:40 PM
54	UNSW	Aug 30, 2012 6:39 PM
55	UNSW	Aug 30, 2012 6:39 PM
56	UWS	Aug 30, 2012 6:38 PM
57	The University of Auckland New Zealand	Aug 30, 2012 10:07 AM
58	UNSW	Aug 28, 2012 8:54 PM
59	University of Auckland	Aug 21, 2012 3:22 PM
60	UoA	Aug 21, 2012 12:48 PM

Page 2, Q4. What university do you study translation at?

61	ANU	Aug 3, 2012 5:24 PM
62	UNSW	Jul 30, 2012 5:29 PM
63	UNSW	Jul 29, 2012 3:21 PM
64	UNSW	Jul 29, 2012 3:20 PM
65	UNSW	Jul 29, 2012 3:18 PM
66	USYD	Jul 29, 2012 3:17 PM
67	UNSW	Jul 29, 2012 3:15 PM
68	UNSW	Jul 29, 2012 3:13 PM
69	UNSW	Jul 29, 2012 3:12 PM
70	UNSW	Jul 29, 2012 3:10 PM
71	UNSW	Jul 29, 2012 3:09 PM
72	UNSW	Jul 29, 2012 3:07 PM
73	UNSW	Jul 29, 2012 3:05 PM
74	UNSW	Jul 29, 2012 3:04 PM
75	UNSW	Jul 29, 2012 3:02 PM
76	UNSW	Jul 29, 2012 3:00 PM
77	UNSW	Jul 29, 2012 2:58 PM
78	UNSW	Jul 28, 2012 12:44 PM
79	UWS	Jul 27, 2012 10:45 AM
80	unsw	Jul 23, 2012 12:36 PM
81	UNSW	Jul 22, 2012 6:15 PM
82	UNSW	Jul 20, 2012 8:51 PM
83	UNSW	Jul 19, 2012 4:33 PM
84	UNSW	Jul 18, 2012 8:59 PM
85	Monash University	Jun 1, 2012 4:21 PM
86	Monash University, Australia	May 25, 2012 7:15 PM
87	Monash University	May 21, 2012 11:47 PM
88	Monash Uni	May 21, 2012 6:50 PM
89	Monash University	May 21, 2012 3:39 PM
90	Monash	May 21, 2012 3:31 PM

Page 2, Q4. What university do you study translation at?		
91	UWS	May 20, 2012 4:22 PM
92	University of Western Sydney	May 16, 2012 10:36 PM
93	I'm doing my postgraduate in UWS	May 16, 2012 12:52 PM
94	unsw	May 3, 2012 3:35 PM

Page 2, Q6. From the perspective of a student, to be an effective translation teacher, what do you think are the three most important aspects in teaching translation? Please choose three.		
1	Professional ethics	Sep 6, 2012 8:05 PM
2	vocational training if applicable	Jul 23, 2012 12:36 PM
3	relaibale in asseing the aims of the students.	May 21, 2012 3:39 PM
4	Committment and responsibility towards teaching.	May 20, 2012 4:22 PM

Page 2, Q7. As a student, how do you define effective classroom teaching?		
1	focus on course content	Oct 13, 2012 11:06 AM
2	Effective explaining and introducing of translation theories and skills with all students being able to receive constructive feedback	Oct 13, 2012 11:04 AM
3	students are able to find their problems and potential, and need a significant improvement in their studies	Oct 13, 2012 11:01 AM
4	communication	Oct 13, 2012 10:58 AM
5	content is efficient	Oct 13, 2012 10:57 AM
6	suggestion	Oct 13, 2012 10:55 AM
7	feedback and interaction	Oct 13, 2012 10:54 AM
8	interaction with students	Oct 13, 2012 10:52 AM
9	feedback is good	Oct 13, 2012 10:50 AM
10	the efficiency of study	Oct 13, 2012 10:49 AM
11	rich class content and interpersonal skills	Oct 13, 2012 10:47 AM
12	more practice	Oct 13, 2012 10:46 AM
13	interactive	Oct 13, 2012 10:44 AM
14	interactive	Oct 13, 2012 10:42 AM
15	give students communicative chance	Oct 13, 2012 10:40 AM
16	It should be helpful for practical field	Oct 13, 2012 10:38 AM
17	important	Oct 13, 2012 10:37 AM
18	Feedback to students	Oct 13, 2012 10:35 AM
19	How much can I learn from it	Oct 13, 2012 10:32 AM
20	good practice and feedback	Oct 13, 2012 10:31 AM
21	communication	Oct 13, 2012 10:29 AM
22	students can get something	Oct 13, 2012 10:28 AM
23	practice makes perfect	Oct 13, 2012 10:26 AM
24	detailed feedback	Oct 13, 2012 10:24 AM
25	help students make improvements	Oct 13, 2012 10:23 AM
26	communicative	Oct 13, 2012 10:21 AM
27	teacher should be good at communicating with students	Oct 13, 2012 10:19 AM
28	clear delivery made by the teacher (speak with no accent, speak inspiringly and clearly)	Oct 13, 2012 10:18 AM

Page 2, Q7. As a student, how do you define effective classroom teaching?		
29	practice and theories combined teaching method	Sep 16, 2012 1:47 PM
30	teacher-student interaction	Sep 14, 2012 11:43 PM
31	communication	Sep 6, 2012 8:28 PM
32	effective communication between students and teacher	Sep 6, 2012 8:26 PM
33	skilled teacher, active students, theory combined with practice	Sep 6, 2012 8:25 PM
34	apply theories in practice	Sep 6, 2012 8:22 PM
35	active	Sep 6, 2012 8:20 PM
36	rich info, clear theories and methods or principles, effective	Sep 6, 2012 8:19 PM
37	Everyone's given a chance to give his/her suggestion, and ask questions	Sep 6, 2012 8:16 PM
38	feedback to students	Sep 6, 2012 8:13 PM
39	sufficient examples given which includes typical translation difficulties	Sep 6, 2012 8:11 PM
40	effective response from students	Sep 6, 2012 8:09 PM
41	qualification, feedback in time	Sep 6, 2012 8:07 PM
42	student either have learned new things or have enhanced old things when they come out from the class	Sep 6, 2012 8:05 PM
43	na	Sep 6, 2012 8:01 PM
44	Students will be evaluated by both teachers and students before they decide which part they show focus on and improve. Know how to improve by the instruction of tutors or students. Finally give feedback or evaluate again to find new problems.	Aug 30, 2012 6:48 PM
45	can't wait for the class	Aug 30, 2012 6:45 PM
46	THE RESULT OF EXAM	Aug 30, 2012 6:43 PM
47	COMMUNICATION	Aug 30, 2012 6:42 PM
48	WITH AN ACTIVE TEACHER	Aug 30, 2012 6:41 PM
49	good interaction	Aug 30, 2012 6:41 PM
50	discussions and exercises	Aug 30, 2012 6:41 PM
51	More interaction between teacher and student in class	Aug 30, 2012 6:40 PM
52	ACTIVE	Aug 30, 2012 6:40 PM
53	lecture	Aug 30, 2012 6:40 PM
54	provide student the skills that they need	Aug 30, 2012 6:39 PM
55	every student can be inspired somehow by each lesson. Feedback is essential for translation teaching as every one has different circumstance.	Aug 30, 2012 6:39 PM

Page 2, Q7. As a student, how do you define effective classroom teaching?		
56	If I can be taught something that I cannot learn from selfstudy in a class,I believe that would be defined as effective classroom teaching.	Aug 30, 2012 6:38 PM
57	Professional clear communication,knowledge of translation theories and its practicess.	Aug 30, 2012 10:07 AM
58	I can understand the whole content teachers teach and can apply what I learned to translation practice	Aug 28, 2012 8:54 PM
59	Explaining issues that may arise; suggesting solutions for these issues; drawing from their own experience to be able to do the above.	Aug 21, 2012 3:22 PM
60	student are involved intiatively n passionately in discussions	Aug 21, 2012 12:48 PM
61	trainer's qualification, the ability to motivate students	Aug 3, 2012 5:24 PM
62	I can grasp the skills of how to translate effectively	Jul 30, 2012 5:29 PM
63	teaching methods effective	Jul 29, 2012 3:21 PM
64	effective communication with students	Jul 29, 2012 3:20 PM
65	provide additional materials that assist learning	Jul 29, 2012 3:18 PM
66	student communication	Jul 29, 2012 3:17 PM
67	more practice	Jul 29, 2012 3:15 PM
68	lots of communicative skills	Jul 29, 2012 3:13 PM
69	translation skill	Jul 29, 2012 3:12 PM
70	interpersonal communication	Jul 29, 2012 3:10 PM
71	efficient and focus on important points	Jul 29, 2012 3:09 PM
72	direct to the points sharply	Jul 29, 2012 3:07 PM
73	provide more supplementary materials related to the exams	Jul 29, 2012 3:05 PM
74	good communication	Jul 29, 2012 3:04 PM
75	excellent communication, feedback on the weakness of the students	Jul 29, 2012 3:02 PM
76	the amount of students	Jul 29, 2012 3:00 PM
77	not too long; exam-oriented work/assignments	Jul 29, 2012 2:58 PM
78	clear instructions and guide for outside class practice and may be demonstate some skill	Jul 28, 2012 12:44 PM
79	having time to think through the problem, raise a question before being instructed	Jul 27, 2012 10:45 AM
80	Teachers share their on-site skills or experience on translation and interpretation. And they will point out your weakness and give you suggestions for further improvement.	Jul 23, 2012 12:36 PM

Page 2, Q7. As a student, how do you define effective classroom teaching?		
81	The teacher combines translation theory and practice together and gives students constructive feedback.	Jul 22, 2012 6:15 PM
82	most of students take part in the class activities and give their own opinions.	Jul 20, 2012 8:51 PM
83	Clear articulation of teaching concepts to students, and constructive answers to students' queries and doubts.	Jul 19, 2012 4:33 PM
84	good interaction between teacher and students	Jul 18, 2012 8:59 PM
85	When classroom teaching is effective, I am paying attention, understanding what is being taught and feel confident that I can ask questions or ask for clarification of points when necessary. Structured presentations, clear explanations and relevant examples help with this, as does an obvious enthusiasm for the topic on the part of the lecturer.	Jun 1, 2012 4:21 PM
86	Effective Classroom Teaching is the active discussion and exercises involved to get the know-how and understand the implications of knowing a specific theory, developing a skill, or going through a process enabling the student to realise the importance of his/her professional development.	May 25, 2012 7:15 PM
87	Open dialogue and constructive criticism.	May 21, 2012 11:47 PM
88	a classroom teaching where there are useful experience shared and good introduction into possible domains of translation and interpreting	May 21, 2012 6:50 PM
89	Not very effective. Not like other universities given more training.	May 21, 2012 3:39 PM
90	The ability to help students understand, using examples that are easy to comprehend.	May 21, 2012 3:31 PM
91	A classroom where the teacher has prepared the class, fosters students participation, shares tools, provides constructive feedback.	May 20, 2012 4:22 PM
92	An effective classroom teaching will be one that provides guidelines for accurate translation from SL into TL along with a detail feedback of potential mistakes and accurate renditions. Also, one that provides sufficient sources for investigation and study of the subject or matter.	May 16, 2012 10:36 PM
93	Theory and practice should go hand in hand. In tutorials, what learnt during lectures should be applied. Positive constructive feedback should be given to students. Students should be encouraged to voice their opinions, instead of thinking of students as passive agents who can't give anything in return.	May 16, 2012 12:52 PM
94	get everyone involved students can learn at least sth the teacher will reflect and also learn from his/her own practice	May 3, 2012 3:35 PM

Page 2, Q8. As a student, what kind of feedback about your translations do you like to get from the teacher? Please tick (you can choose more than one)

1	suggestion of advanced translation techniques and skills	Oct 13, 2012 11:04 AM
2	Suggested other self-study materials that can help me	Aug 30, 2012 6:38 PM
3	giving examples for similar problems	Aug 21, 2012 12:48 PM
4	reference books for student to improve their specific errors	Jul 23, 2012 12:36 PM
5	open box from some teachers.	May 21, 2012 3:39 PM
6	Explanations of why something is wrong, and also consideration of several variations/dialects that shouldn't be considered arbitrarily wrong.	May 16, 2012 12:52 PM

Page 2, Q10. As a student, what personality traits do you think are necessary for an effective translation teacher? Please rate the importance of each of the following traits.

1	No prejudice to so-called untalented students	Sep 6, 2012 8:16 PM
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Page 2, Q13. In general, what do you think are the important qualities for being an effective translation teacher?

1	high pass rate	Oct 13, 2012 11:06 AM
2	Encouraging and respectful	Oct 13, 2012 11:04 AM
3	encouraging students and help students dig out their potential	Oct 13, 2012 11:01 AM
4	confident, motivated, humorous	Oct 13, 2012 10:58 AM
5	knowledge	Oct 13, 2012 10:57 AM
6	have a good ability to communicate with students	Oct 13, 2012 10:55 AM
7	the teacher is interactive and caring	Oct 13, 2012 10:54 AM
8	communication is important	Oct 13, 2012 10:52 AM
9	communication	Oct 13, 2012 10:50 AM
10	skilled	Oct 13, 2012 10:49 AM
11	experienced	Oct 13, 2012 10:47 AM
12	communication and feedback	Oct 13, 2012 10:46 AM
13	to give effective feedback	Oct 13, 2012 10:44 AM
14	caring and responsible	Oct 13, 2012 10:42 AM
15	feedback to students is effective	Oct 13, 2012 10:40 AM
16	humor	Oct 13, 2012 10:38 AM
17	Feedback to students	Oct 13, 2012 10:37 AM
18	communicative	Oct 13, 2012 10:35 AM
19	knowledgeable, humor	Oct 13, 2012 10:32 AM
20	Abundant Practical experience	Oct 13, 2012 10:31 AM
21	communication with students is effective	Oct 13, 2012 10:29 AM
22	intelligent	Oct 13, 2012 10:28 AM
23	good at his or her professionals	Oct 13, 2012 10:26 AM
24	mastery of translation skills	Oct 13, 2012 10:24 AM
25	problem solving	Oct 13, 2012 10:23 AM
26	interaction with students	Oct 13, 2012 10:21 AM
27	responsible, respectful	Oct 13, 2012 10:19 AM
28	communication with students	Oct 13, 2012 10:18 AM
29	The specific knowledge in translation and the translation experience	Sep 16, 2012 1:47 PM

Page 2, Q13. In general, what do you think are the important qualities for being an effective translation teacher?

30	knowing what students want and guide them to achieve their goals	Sep 14, 2012 11:43 PM
31	feedback to students	Sep 6, 2012 8:28 PM
32	teaching method is flexible	Sep 6, 2012 8:26 PM
33	active and patient	Sep 6, 2012 8:25 PM
34	patient	Sep 6, 2012 8:22 PM
35	effective and communicative	Sep 6, 2012 8:20 PM
36	rich professional knowledge and translation experience	Sep 6, 2012 8:19 PM
37	motivated and encouraging, no bias, active in answering any question, voice be loud enough for any student to be able to hear	Sep 6, 2012 8:16 PM
38	use examples to facilitate discussion	Sep 6, 2012 8:13 PM
39	sufficient translation experience (but not out-dated)	Sep 6, 2012 8:11 PM
40	Professional and communicative	Sep 6, 2012 8:09 PM
41	ongoing knowledge	Sep 6, 2012 8:07 PM
42	1. be proficient in both SL and TL 2. good at communication 3. master different kinds of translation skills 4. be modest	Sep 6, 2012 8:05 PM
43	professional, practical, useful	Sep 6, 2012 8:01 PM
44	he can find out what the general problems the students have, and find out ways of improving them and demonstrate them in a specific way to help students better understand it and do it by themselves.	Aug 30, 2012 6:48 PM
45	caring for students	Aug 30, 2012 6:45 PM
46	Communicative	Aug 30, 2012 6:43 PM
47	NECESSARY SKILL	Aug 30, 2012 6:42 PM
48	BE MOTIVATIVE	Aug 30, 2012 6:41 PM
49	qualified, confident	Aug 30, 2012 6:41 PM
50	knowledge of theories and translation skills, caring about students	Aug 30, 2012 6:41 PM
51	knowledge background and teaching skills	Aug 30, 2012 6:40 PM
52	motivated	Aug 30, 2012 6:40 PM
53	teaching methods	Aug 30, 2012 6:40 PM
54	motivated,intelligent,confident,communicative	Aug 30, 2012 6:39 PM
55	mastery of translation skills	Aug 30, 2012 6:39 PM
56	Translation theories, skills and experiences	Aug 30, 2012 6:38 PM

Page 2, Q13. In general, what do you think are the important qualities for being an effective translation teacher?

57	Wide knowledge Professional Good communication skills Able to answer any questions Present good power points	Aug 30, 2012 10:07 AM
58	with excellent teaching skills and experienced in teaching translation	Aug 28, 2012 8:54 PM
59	Broad knowledge; understanding of the different needs of students (with regards to their varying skills, cultural background etc.). Experience as a translator, i.e. "knows what they are talking about". Using and keeping up-to-date with modern technology.	Aug 21, 2012 3:22 PM
60	Kind n willing to help n easy to talk with	Aug 21, 2012 12:48 PM
61	qualification	Aug 3, 2012 5:24 PM
62	both teaching and translation skills	Jul 30, 2012 5:29 PM
63	giving feedback for student translation and correct the errors, and teach us the translation skills as many as possible	Jul 29, 2012 3:21 PM
64	effective communication	Jul 29, 2012 3:20 PM
65	responsible	Jul 29, 2012 3:18 PM
66	with excellent knowledge and teaching methodology	Jul 29, 2012 3:17 PM
67	Teaching methods and communication skills	Jul 29, 2012 3:15 PM
68	qualified, knowledgeable and humorous	Jul 29, 2012 3:13 PM
69	knowledgeable and teaching method	Jul 29, 2012 3:12 PM
70	exercise opportunity	Jul 29, 2012 3:10 PM
71	knowledgeable and patient	Jul 29, 2012 3:09 PM
72	fully-informed, sophisticated, experienced	Jul 29, 2012 3:07 PM
73	responsible, knowledge-wide, confident, caring	Jul 29, 2012 3:05 PM
74	confidence with rich experience	Jul 29, 2012 3:04 PM
75	resourceful and willing to communicate fully and patiently with students	Jul 29, 2012 3:02 PM
76	Translation skill, translation knowledge	Jul 29, 2012 3:00 PM
77	exam-oriented skills	Jul 29, 2012 2:58 PM
78	in my humble opinion, only experienced lectures are capable of giving useful instructions.	Jul 28, 2012 12:44 PM
79	Being knowledgeable and having the desire to teach	Jul 27, 2012 10:45 AM
80	First of all, he/she must be a skilled translator or interpreters, understanding the requirements from the industry. Secondly, he /she are motivated and armed with teaching skills,i.e., presentation skills for giving lecture or classes. Thirdly, he/ she are wiling to share his/her experience to students and give effective suggestions for improving their future vocational skills.	Jul 23, 2012 12:36 PM

Page 2, Q13. In general, what do you think are the important qualities for being an effective translation teacher?

81	Very organized course structure	Jul 22, 2012 6:15 PM
82	Be patient and experienced, can give students advice on translation.	Jul 20, 2012 8:51 PM
83	Commitment to teaching, care for students and ability to articulate abstract, subjective and/or profound concepts in a way easily accessible to students.	Jul 19, 2012 4:33 PM
84	good translation skills and communication with students	Jul 18, 2012 8:59 PM
85	Being flexible enough to guide students in their understanding of a field in which there isn't really 'one right answer', and helping students understand that two different translations of a piece can be just as valid.	Jun 1, 2012 4:21 PM
86	The teacher is someone affable, human (in terms of considering first the person rather than the things), encouraging, and ready to make lots of exercises and activities helping the students to understand the course content from different perspectives.	May 25, 2012 7:15 PM
87	An excellent knowledge of ST and TT. Open to differing interpretations of texts and encouraging of new ideas and approaches.	May 21, 2012 11:47 PM
88	have good translation skills or at least speak two languages	May 21, 2012 6:50 PM
89	be more effective and offering more supporting from the teachers to push up the students activities and gaining more knowlage.	May 21, 2012 3:39 PM
90	Understanding of contemporary translation norms.	May 21, 2012 3:31 PM
91	Committment, responsibility, desire to teach and share knowledge and experience	May 20, 2012 4:22 PM
92	Besides having a wide knowledege about translation, it should have a basic knowledge in teaching. Also needs to have the desire of sharing his/her knowledge with his/her students and be willing to be cooperative and not have a bias towards the variables of the different languages.	May 16, 2012 10:36 PM
93	Flexibility, openness, inquisitiveness, a source of inspiration and encouragement for students, reflection on theory in practical cases.	May 16, 2012 12:52 PM
94	knowledge, translation skill and communication skill time management, class management	May 3, 2012 3:35 PM

Appendix 8: Teacher Survey Results

What makes an effective translation teacher
survey to teachers



1. Your gender			
		Response Percent	Response Count
Female	<div><div></div></div>	68.2%	15
Male	<div><div></div></div>	31.8%	7
answered question			22
skipped question			0








2. Your age			
		Response Percent	Response Count
21-30	<div><div></div></div>	50.0%	11
31-40	<div><div></div></div>	22.7%	5
41-50	<div><div></div></div>	4.5%	1
over 50	<div><div></div></div>	22.7%	5
answered question			22
skipped question			0

3. How long have you been a translation teacher?	
	Response Count
	22
answered question	22
skipped question	0

4. What university do you teach translation at?							
							Response Count
							22
answered question							22
skipped question							0

5. As a translation teacher, what do you think are the importance of the following aspects in teaching translation? Please rate each.							
	very important	important	neutral	not very important	very unimportant	Rating Average	Response Count
knowledge of translation theories	36.4% (8)	50.0% (11)	13.6% (3)	0.0% (0)	0.0% (0)	1.77	
mastery of translation skills	63.6% (14)	36.4% (8)	0.0% (0)	0.0% (0)	0.0% (0)	1.36	
teaching methods	68.2% (15)	31.8% (7)	0.0% (0)	0.0% (0)	0.0% (0)	1.32	
personality traits	27.3% (6)	59.1% (13)	13.6% (3)	0.0% (0)	0.0% (0)	1.86	
communicative skills	77.3% (17)	18.2% (4)	4.5% (1)	0.0% (0)	0.0% (0)	1.27	
ability to give constructive feedback	81.0% (17)	14.3% (3)	4.8% (1)	0.0% (0)	0.0% (0)	1.24	
a teaching qualification	9.1% (2)	45.5% (10)	45.5% (10)	0.0% (0)	0.0% (0)	2.36	
ongoing professional development	54.5% (12)	45.5% (10)	0.0% (0)	0.0% (0)	0.0% (0)	1.45	
answered question							
skipped question							






6. To be an effective translation teacher, what do you think are the three most important aspects in teaching translation? Please choose three.

		Response Percent	Response Count
knowledge of translation theories		40.9%	9
mastery of translation skills		68.2%	15
teaching methods		68.2%	15
personality traits		18.2%	4
communicative skills		45.5%	10
ability to give constructive feedback		50.0%	11
a teaching qualification		0.0%	0
ongoing professional development		31.8%	7
Other (please specify)			2
answered question			22
skipped question			0

7. As a translation teacher, how do you define effective classroom teaching?

	Response Count
	22
answered question	22
skipped question	0

8. As an effective translation teacher, how do you think feedback should be given to students about their translations? Please tick (you can choose more than one).

		Response Percent	Response Count
general verbal comments		36.4%	8
different kinds of errors indicated by symbols		68.2%	15
general comments on the performance		50.0%	11
corrections of errors		22.7%	5
suggested improvements of errors		77.3%	17
Other (please specify)			7
answered question			22
skipped question			0



9. As an effective translation teacher, how should feedback be given to the students? Please rate the importance of each of the following ways.

	very important	important	neutral	not very important	very unimportant	Rating Average	Respo Cou
general verbal comments	22.7% (5)	54.5% (12)	18.2% (4)	4.5% (1)	0.0% (0)	2.05	
comments on the paper	50.0% (11)	45.5% (10)	4.5% (1)	0.0% (0)	0.0% (0)	1.55	
correction of errors on the translation paper	28.6% (6)	23.8% (5)	42.9% (9)	4.8% (1)	0.0% (0)	2.24	
suggestions for alternative translation choices	42.9% (9)	23.8% (5)	28.6% (6)	4.8% (1)	0.0% (0)	1.95	
comments on effective translation choices	66.7% (14)	28.6% (6)	0.0% (0)	4.8% (1)	0.0% (0)	1.43	
comments on writing (grammar, spelling, etc.)	18.2% (4)	63.6% (14)	13.6% (3)	4.5% (1)	0.0% (0)	2.05	
comments on translation choices	45.5% (10)	36.4% (8)	13.6% (3)	4.5% (1)	0.0% (0)	1.77	

Other (please specify)

answered question
skipped question

10. When giving feedback to students, do you usually mark down their errors or encourage them by praising their strengths? Can you give the weighing percentage of each?

		Response Percent	Response Count
Marking down their errors (%)		100.0%	20
Encouraging their performance by praising their strengths (%)		100.0%	20
answered question			20
skipped question			2

**11. What personality traits do you think are necessary for an effective translation teacher?
Please rate the importance of each of the following traits.**

	very important	important	neutral	not very important	very unimportant	Rating Average	Respo Cou
The teacher is motivated	86.4% (19)	13.6% (3)	0.0% (0)	0.0% (0)	0.0% (0)	1.14	
The teacher is encouraging	72.7% (16)	27.3% (6)	0.0% (0)	0.0% (0)	0.0% (0)	1.27	
The teacher is caring	31.8% (7)	59.1% (13)	9.1% (2)	0.0% (0)	0.0% (0)	1.77	
The teacher is respectful	59.1% (13)	27.3% (6)	13.6% (3)	0.0% (0)	0.0% (0)	1.55	
The teacher is flexible	22.7% (5)	63.6% (14)	13.6% (3)	0.0% (0)	0.0% (0)	1.91	
The teacher is adaptable	27.3% (6)	54.5% (12)	18.2% (4)	0.0% (0)	0.0% (0)	1.91	
The teacher is humorous	27.3% (6)	40.9% (9)	27.3% (6)	0.0% (0)	4.5% (1)	2.14	
The teacher is intelligent	50.0% (11)	45.5% (10)	0.0% (0)	0.0% (0)	4.5% (1)	1.64	
The teacher is organised	59.1% (13)	27.3% (6)	13.6% (3)	0.0% (0)	0.0% (0)	1.55	
The teacher is confident	77.3% (17)	13.6% (3)	9.1% (2)	0.0% (0)	0.0% (0)	1.32	

Other (please specify)

answered question
skipped question

**12. What teaching styles do you think are necessary for an effective translation teacher?
Please rate the importance of each of the following styles.**

	very important	important	neutral	not very important	very unimportant	Rating Average	Respo Cou
reflective (self-observation and self-evaluation)	68.2% (15)	22.7% (5)	9.1% (2)	0.0% (0)	0.0% (0)	1.41	
communicative (interaction as means and goal of teaching)	68.2% (15)	31.8% (7)	0.0% (0)	0.0% (0)	0.0% (0)	1.32	
collaborative (team teaching or co-teaching)	22.7% (5)	59.1% (13)	18.2% (4)	0.0% (0)	0.0% (0)	1.95	
cooperative (students' group work)	22.7% (5)	45.5% (10)	31.8% (7)	0.0% (0)	0.0% (0)	2.09	
problem-based (student-centred with challenges to solve problems)	54.5% (12)	27.3% (6)	18.2% (4)	0.0% (0)	0.0% (0)	1.64	
task-based (guiding students to complete tasks in a natural context)	22.7% (5)	54.5% (12)	18.2% (4)	4.5% (1)	0.0% (0)	2.05	

Other (please specify)

answered question
skipped question

13. What teaching and assessment methods do you think are effective? Please rate the importance of each of the following methods.

	very important	important	neutral	not very important	very unimportant	Rating Average	Respo Cou
translation exercise in and after class	59.1% (13)	31.8% (7)	9.1% (2)	0.0% (0)	0.0% (0)	1.50	
close-book test in class	13.6% (3)	13.6% (3)	54.5% (12)	9.1% (2)	9.1% (2)	2.86	
case study in class	54.5% (12)	36.4% (8)	9.1% (2)	0.0% (0)	0.0% (0)	1.55	
writing tasks in and after class	23.8% (5)	42.9% (9)	28.6% (6)	4.8% (1)	0.0% (0)	2.14	
discussions in class	63.6% (14)	22.7% (5)	9.1% (2)	4.5% (1)	0.0% (0)	1.55	
language related exercises	22.7% (5)	50.0% (11)	9.1% (2)	13.6% (3)	4.5% (1)	2.27	




Other (please specify)

answered question
skipped question



14. In general, what do you think are the important qualities for being an effective translation teacher?

	Response Count
	22
answered question	22
skipped question	0

15. If you live in Sydney and would be willing to be involved in the next phase of the research and participate in a focus group to discuss the issues covered in this survey in more detail, or would like to receive the results of this study, then please provide your email address and contact phone number below:

		Response Percent	Response Count
Name:		100.0%	6
Email Address:		100.0%	6
Phone Number:		50.0%	3
answered question			6
skipped question			16

16. Please select

		Response Percent	Response Count
I am willing to discuss these issues further		42.9%	3
Please send me information about the results of the study		100.0%	7
answered question			7
skipped question			15

Page 2, Q3. How long have you been a translation teacher?		
1	15	Sep 12, 2012 8:53 AM
2	7 years	Aug 30, 2012 6:36 PM
3	5 years	Aug 30, 2012 6:35 PM
4	3 YEARS	Aug 30, 2012 6:32 PM
5	3 years	Aug 30, 2012 6:31 PM
6	one year	Aug 30, 2012 6:28 PM
7	one and a half years	Aug 30, 2012 6:25 PM
8	one year	Aug 30, 2012 6:22 PM
9	3 years	Aug 30, 2012 6:19 PM
10	one year	Aug 28, 2012 8:51 PM
11	2 years	Aug 21, 2012 2:55 PM
12	10 years	Aug 21, 2012 1:15 PM
13	8 years	Aug 21, 2012 10:57 AM
14	2 years	Aug 17, 2012 11:01 PM
15	3 years	Aug 11, 2012 10:54 AM
16	1 year and 8 months	Aug 11, 2012 9:27 AM
17	one year	Jul 30, 2012 5:32 PM
18	21 years but I don't currently teach translation	Jun 14, 2012 3:53 PM
19	1 year	May 24, 2012 12:09 PM
20	20+ years	May 22, 2012 6:31 PM
21	Six years	May 17, 2012 6:54 PM
22	10 years	May 5, 2012 11:55 AM

Page 2, Q4. What university do you teach translation at?		
1	UWS	Sep 12, 2012 8:53 AM
2	Monash University	Aug 30, 2012 6:36 PM
3	UWS	Aug 30, 2012 6:35 PM
4	UNSW	Aug 30, 2012 6:32 PM
5	University of New South Wales	Aug 30, 2012 6:31 PM
6	university of auckland	Aug 30, 2012 6:28 PM
7	UNSW	Aug 30, 2012 6:25 PM
8	UWS	Aug 30, 2012 6:22 PM
9	UWS	Aug 30, 2012 6:19 PM
10	UNSW	Aug 28, 2012 8:51 PM
11	University of Auckland	Aug 21, 2012 2:55 PM
12	University of Auckland, NZ	Aug 21, 2012 1:15 PM
13	The University of Auckland	Aug 21, 2012 10:57 AM
14	UNSW	Aug 17, 2012 11:01 PM
15	UWS	Aug 11, 2012 10:54 AM
16	UNSW	Aug 11, 2012 9:27 AM
17	UNSW	Jul 30, 2012 5:32 PM
18	Taught it at UWS	Jun 14, 2012 3:53 PM
19	Monash University	May 24, 2012 12:09 PM
20	UWS	May 22, 2012 6:31 PM
21	University of Queensland	May 17, 2012 6:54 PM
22	University of New South Wales	May 5, 2012 11:55 AM

Page 2, Q6. To be an effective translation teacher, what do you think are the three most important aspects in teaching translation? Please choose three.		
1	Response assumes that communicative skills and ability to give feedback are included in teaching methods	Aug 21, 2012 1:15 PM
2	All of the above are important for teaching purposes, except perhaps the need for a qualification in teaching (which does not guarantee effective and inclusive teaching) and personality traits. You would need a ranking order question here, for respondents to rank the order of importance regarding the	Aug 21, 2012 10:57 AM

Page 2, Q6. To be an effective translation teacher, what do you think are the three most important aspects in teaching translation? Please choose three.

three main items you are after. If this is a pilot study, then there is still time to change the question ;).

Page 2, Q7. As a translation teacher, how do you define effective classroom teaching?

1	very important	Sep 12, 2012 8:53 AM
2	na	Aug 30, 2012 6:36 PM
3	interaction with students, successfully pass what u know to them	Aug 30, 2012 6:35 PM
4	1. Teaching target reached 2. Students' needs met	Aug 30, 2012 6:32 PM
5	Using questions to stimulate thinking, keeping students actively engaged	Aug 30, 2012 6:31 PM
6	effective communication, know students' expectation	Aug 30, 2012 6:28 PM
7	The teacher is able to engage students' active attention for at least half of the time, can 'give a little bit of something' (something new/an in-time reminder of something important) for the students to 'take away' (apply in their practice) and perhaps also an added bonus of fresh thoughts/areas to mull over/explore later.	Aug 30, 2012 6:25 PM
8	An engaging atmosphere where independent thinking and critical thinking is encouraged. Active discussion.	Aug 30, 2012 6:22 PM
9	engage students in various activities to enhance their translation skills	Aug 30, 2012 6:19 PM
10	teacher can show students the important translation skills and methods during class time, while students can provide positive feedback at the same time	Aug 28, 2012 8:51 PM
11	The ability to provide students with a set of skills, including theories of translation as well as practical, SL- and TL-based language skills, to become competent translators. The teacher needs to provide adequate practice time, with feedback on activities, as well as communicating to students that translation is an art, a skill, and is culture- and taste-based.	Aug 21, 2012 2:55 PM
12	Effective teaching provides students with effective tools, strategies (theory can be useful here) and practice required to empower students, assisting them towards becoming effective professional translators. Effective teaching trains students to work independently, and as part of a team.	Aug 21, 2012 1:15 PM
13	The main principles that underlie and guide my own educational philosophy consist of the ability to (a) effectively structure each and every individual class according to specific learning units and possible outcomes; (b) select the most appropriate pedagogical approaches, methods and procedures to achieve said outcomes; and (c) present information in a clear, yet simple and synthetic manner, (d) coupled with the right amount of passion and engagement. The same is true for the application of relevant research, including my own, in translation pedagogy. Other qualities that my postgraduate students tend to appreciate in my teaching and learning context are approachability, friendliness and interest in their learning progress. They also appreciate receiving individual feedback in a timely and comprehensive fashion as well as being exposed to fair assessment opportunities.	Aug 21, 2012 10:57 AM
14	More interactions. Students are able to spot repetitive questions or key points.	Aug 17, 2012 11:01 PM
15	Effective classroom teaching involves sharing translation skills with students in a collaborative environment. Students' participation is the key as it serves the purpose of communicative teaching better and can arouse more	Aug 11, 2012 10:54 AM

Page 2, Q7. As a translation teacher, how do you define effective classroom teaching?

	interaction to stimulate motivation.	
16	Students are engaged for the majority of the time of course, but this depends on the length of a class.	Aug 11, 2012 9:27 AM
17	students can get the most from teaching	Jul 30, 2012 5:32 PM
18	where students can understand the reasons behind their choices to apply to other translations	Jun 14, 2012 3:53 PM
19	Good interaction with students having respect for the teacher but also the freedom to question	May 24, 2012 12:09 PM
20	Ability to convey the consequences of choices taken; give lively and diverse examples to show the spectrum of translation activity	May 22, 2012 6:31 PM
21	Encouragement of students to achieve to the best of their abilities and to inspire them to continue their studies in this field.	May 17, 2012 6:54 PM
22	Engagement with students, establishing a relationship between classroom tasks and professional practice, establishing reflective practice for lifelong learning	May 5, 2012 11:55 AM

Page 2, Q8. As an effective translation teacher, how do you think feedback should be given to students about their translations? Please tick (you can choose more than one).

1	one-on-one feedback sessions	Aug 30, 2012 6:22 PM
2	provision of a fair copy with the proviso that is one possibility among many	Aug 21, 2012 2:55 PM
3	I generally prefer to elicit correction / suggested improvement in class feedback.	Aug 21, 2012 1:15 PM
4	In addition to error analysis combined with positive points and feedback, I would also implement holistic assessment methods based on the rating of various performance parameters.	Aug 21, 2012 10:57 AM
5	explain why they are errors	Jun 14, 2012 3:53 PM
6	Wholistic feedback first (is this publishable; is it readable; is it an x language version with y language words etc) ; then details	May 22, 2012 6:31 PM
7	Discussion of contextual features, identification of patterns/weaknesses and discussion of ways of improving these	May 5, 2012 11:55 AM

Page 2, Q9. As an effective translation teacher, how should feedback be given to the students? Please rate the importance of each of the following ways.

1	"fair copy"	Aug 21, 2012 2:55 PM
2	FOr corrections and suggestions, see above	Aug 21, 2012 1:15 PM
3	Interpretive feedback whenever possible	Aug 21, 2012 10:57 AM
4	point out results of research that can help students understand reasons behind the corrections	Jun 14, 2012 3:53 PM
5	The effectiveness of any of these comments depends on their quality.	May 5, 2012 11:55 AM

Page 2, Q10. When giving feedback to students, do you usually mark down their errors or encourage them by praising their strengths? Can you give the weighing percentage of each?

Marking down their errors (%)		
1	70	Sep 12, 2012 8:53 AM
2	40	Aug 30, 2012 6:35 PM
3	45%	Aug 30, 2012 6:32 PM
4	60	Aug 30, 2012 6:31 PM
5	50	Aug 30, 2012 6:28 PM
6	30	Aug 30, 2012 6:25 PM
7	90	Aug 30, 2012 6:22 PM
8	70	Aug 30, 2012 6:19 PM
9	50-60	Aug 28, 2012 8:51 PM
10	50	Aug 21, 2012 2:55 PM
11	50% impossible to give a firm % here but obviously both are important	Aug 21, 2012 1:15 PM
12	40	Aug 21, 2012 10:57 AM
13	80	Aug 17, 2012 11:01 PM
14	75	Aug 11, 2012 10:54 AM
15	20%	Aug 11, 2012 9:27 AM
16	20%	Jul 30, 2012 5:32 PM
17	50	Jun 14, 2012 3:53 PM
18	40	May 24, 2012 12:09 PM
19	20	May 17, 2012 6:54 PM
20	50%	May 5, 2012 11:55 AM
Encouraging their performance by praising their strengths (%)		
1	30	Sep 12, 2012 8:53 AM
2	60	Aug 30, 2012 6:35 PM
3	55%	Aug 30, 2012 6:32 PM
4	40	Aug 30, 2012 6:31 PM
5	50	Aug 30, 2012 6:28 PM
6	70	Aug 30, 2012 6:25 PM
7	10	Aug 30, 2012 6:22 PM

Page 2, Q10. When giving feedback to students, do you usually mark down their errors or encourage them by praising their strengths? Can you give the weighing percentage of each?

8	30	Aug 30, 2012 6:19 PM
9	30-40	Aug 28, 2012 8:51 PM
10	50	Aug 21, 2012 2:55 PM
11	50% impossible to give a firm % here but obviously both are important	Aug 21, 2012 1:15 PM
12	60	Aug 21, 2012 10:57 AM
13	20	Aug 17, 2012 11:01 PM
14	25	Aug 11, 2012 10:54 AM
15	80%	Aug 11, 2012 9:27 AM
16	80%	Jul 30, 2012 5:32 PM
17	50	Jun 14, 2012 3:53 PM
18	60	May 24, 2012 12:09 PM
19	80	May 17, 2012 6:54 PM
20	50%	May 5, 2012 11:55 AM

Page 2, Q11. What personality traits do you think are necessary for an effective translation teacher? Please rate the importance of each of the following traits.

1	The teacher is modest.	Aug 21, 2012 2:55 PM
2	Not sure how you ar differentiating bewteen flexible and adaptable ?	Aug 21, 2012 1:15 PM
3	engaging	Aug 21, 2012 10:57 AM
4	research background	Jun 14, 2012 3:53 PM

Page 2, Q12. What teaching styles do you think are necessary for an effective translation teacher? Please rate the importance of each of the following styles.

1	inductive - perhaps captured by problem-based	Aug 21, 2012 1:15 PM
2	authentic teaching, i.e. using authentic materials and projects that will increase students' level of motivation, accountability and responsibility for their own learning	Aug 21, 2012 10:57 AM

Page 2, Q13. What teaching and assessment methods do you think are effective? Please rate the importance of each of the following methods.

1	writing tasks (non translation exercises per se) : after class	Aug 21, 2012 1:15 PM
2	translation portfolio; translation projects; terminology management; documentary research activities,etc.	Aug 21, 2012 10:57 AM
3	Students read a text to be translated, then putting it aside and writing in the target language what the text said; comparing it to a translation the students did of the text months ago or months in the future. Getting students to check others' translations	May 22, 2012 6:31 PM

Page 2, Q14. In general, what do you think are the important qualities for being an effective translation teacher?

1	Confident and competent, continuous professional development	Sep 12, 2012 8:53 AM
2	Professional and practical experience. Organized, excellent interpersonal and communication skills. Knowledgeable and multicultural i.e. well read and/or well travelled.	Aug 30, 2012 6:36 PM
3	professional qualification; teaching methods, intelligence	Aug 30, 2012 6:35 PM
4	an effective translation teacher can: 1. rationalize class structure 2. keep students motivated 3. answer to students needs	Aug 30, 2012 6:32 PM
5	the ability to solve translation problems of students with an open mind	Aug 30, 2012 6:31 PM
6	give constructive feedback on students' exercises	Aug 30, 2012 6:28 PM
7	To help students help themselves with improving not only on their 'weakness', but more importantly sharpening their strengths.	Aug 30, 2012 6:25 PM
8	A translation teacher must be able to clearly convey ideas and techniques to students in a way that the latter find understandable and useful. Modesty and willingness to embrace different opinions are also essential.	Aug 30, 2012 6:22 PM
9	communicative and giving students constructive feedback	Aug 30, 2012 6:19 PM
10	confident, organised and experienced	Aug 28, 2012 8:51 PM
11	I think it's important to be engaged as a professional translator alongside teaching, to be modest and flexible enough to consider student suggestions and accept that your own translation choices are sometimes taste-based.	Aug 21, 2012 2:55 PM
12	Effective translation teachers possess professional translation knowledges, personal qualities and didactic skills (see above) that enable them to set up effective classrooms (see 7).	Aug 21, 2012 1:15 PM
13	See my comments above regarding my own teaching philosophy in general. As for translation teaching in particular, I use discussion as a form of teaching, I present translation as a problem solving and decision making activity (where there are no single, i.e. ideal solutions, but equally valid ones) and design tasks, activities and projects that aim at engaging students and developing their own accountability and responsibility for learning. To me, the main goal in teaching and learning is helping students become self-autonomous learners and problem solvers.	Aug 21, 2012 10:57 AM
14	More communications with students and timely feedback	Aug 17, 2012 11:01 PM
15	Being patient, organised, and well-prepared with clear awareness of your students' needs and problems.	Aug 11, 2012 10:54 AM
16	The most important quality is competence. I believe teachers should be doing what they have the clarity to do / good at doing.	Aug 11, 2012 9:27 AM
17	translation skills, teaching skills, communication skills	Jul 30, 2012 5:32 PM
18	knowledge of the theory, knowledge research results and application of them, experience as translator and teacher, good communicator	Jun 14, 2012 3:53 PM
19	Very solid knowledge of two or more languages (without needing to teach	May 24, 2012 12:09 PM

Appendix 9: Summary of Survey Responses

Question 1 (for teachers): Your gender

22 responses with 15 females (68.2%) and 7 males (31.8%)

Question 1 (for students): Your gender

64 responses with 42 females (65.6%) and 22 males (34.4%)

Question 2 (for teachers): Your age

22 responses with 11 (50%) from 21-30 group, 5 (22.7%) from 31-40 group, 1 (4.5%) from 41-50 group, and 5 (22.7%) from over 50 group

Question 2 (for students): Your age

64 responses with 57 (89.1%) from 21-30 group, 6 (9.4%) from 31-40 group, and 1 (1.6%) from 41-50 group

Question 3 (for teachers): How long have you been a translation teacher?

22 responses with 9 for two years or less, 8 for three to nine years, 3 for ten years or more, and 2 for over twenty years

Question 3 (for students): How long have you been studying translation as a student?

64 responses with 44 for one year or less, 11 for one to two years, 6 for two to three years, and 3 for over four years

Question 4 (for teachers): What university do you teach translation at?

22 responses with 7 from the University of Western Sydney (UWS), 8 from the University of New South Wales (UNSW), 2 from Monash University, 1 from the University of Queensland (UQ) and 4 from the University of Auckland

Question 4 (for students): What university do you study translation at?

64 responses with 20 from the University of Western Sydney (UWS), 28 from the University of New South Wales (UNSW), 1 from the University of Sydney (USYD), 9 from Monash University, 1 from Australian National University (ANU), 2 from the University of Queensland (UQ) and 3 from the University of Auckland

Question 5 (for teachers): As a translation teacher, what do you think are the importance of the following aspects in teaching translation? Please rate each.

About 80% of the responses regard communicative skills and ability to give constructive feedback very important. Then it is the mastery of translation skills and teaching methods that are very important (61.9% and 66.7%). It seems that a teaching qualification is not that important.

Question 5 (for students): As a student, what do you think are the importance of the following aspects in teaching translation? Please rate each.

More participants think mastery of translation skills and ability to give constructive feedback very important (around 60%) while teaching methods and communicative skills are important too (around 45%). Similarly, they do not think a teaching qualification is important.

Question 6 (for teachers): To be an effective translation teacher, what do you think are the three most important aspects in teaching translation? Please choose three.

About two thirds of the responses fall into the categories of mastery of translation skills and teaching methods. Communicative skills and ability to give constructive feedback are important as well, with around 50% of the responses. It is interesting that no one chooses a teaching qualification. As one participant adds, “All of the above are important for teaching purposes, except perhaps the need for a qualification in teaching (which does not guarantee effective and inclusive teaching) and personality traits.”

Question 6 (for students): From the perspective of a student, to be an effective translation teacher, what do you think are the three most important aspects in teaching translation? Please choose three.

75% of the responses count mastery of translation skills as the most important, with ability to give constructive feedback and communicative skills in the second and third place. Only 6 responses mention a teaching qualification. Some participants add professional ethics, reliability in assessment and commitment and responsibility towards teaching as important aspects too.

Question 7 (for teachers): As a translation teacher, how do you define effective classroom teaching?

Key words from the responses include independent thinking, critical thinking, individual feedback, communication / interaction / engagement with students, and practice for students.

Interesting comments:

- 1) The teacher is able to engage students' active attention for at least half of the time, can 'give a little bit of something' (something new/an in-time reminder of something important) for the students to 'take away' (apply in their practice) and perhaps also an added bonus of fresh thoughts/areas to mull over/explore later.
- 2) The ability to provide students with a set of skills, including theories of translation as well as practical, SL- and TL-based language skills, to become competent translators. The teacher needs to provide adequate practice time, with feedback on activities, as well as communicating to students that translation is an art, a skill, and is culture- and taste-based.
- 3) The main principles that underlie and guide my own educational philosophy consist of the ability to (a) effectively structure each and every individual class according to specific learning units and possible outcomes; (b) select the most appropriate pedagogical approaches, methods and procedures to achieve said outcomes; and (c) present information in a clear, yet simple and synthetic manner, (d) coupled with the right amount of passion and engagement. The same is true for the application of relevant research, including my own, in translation pedagogy. Other qualities that my postgraduate students tend to appreciate in my teaching and learning context are approachability, friendliness and interest in their learning progress. They also appreciate receiving individual feedback in a timely and comprehensive fashion as well as being exposed to fair assessment opportunities.
- 4) Effective classroom teaching involves sharing translation skills with students in a collaborative environment. Students' participation is the key as it serves the purpose of communicative teaching better and can arouse more interaction to stimulate motivation.

Question 7 (for students): As a student, how do you define effective classroom teaching?

Key words from the responses include feedback in time, communication with students, discussions, a combination of theory and practice, and open dialogue.

Interesting comments:

- 1) When classroom teaching is effective, I am paying attention, understanding what is being taught and feel confident that I can ask questions or ask for clarification of points when necessary. Structured presentations, clear explanations and relevant examples help with this, as does an obvious enthusiasm for the topic on the part of the lecturer.
- 2) Effective Classroom Teaching is the active discussion and exercises involved to get the know-how and understand the implications of knowing a specific theory, developing a skill, or going through a process enabling the student to realise the importance of his/her professional development.
- 3) An effective classroom teaching will be one that provides guidelines for accurate translation from SL into TL along with a detail feedback of potential mistakes and accurate renditions. Also, one that provides sufficient sources for investigation and study of the subject or matter.
- 4) Theory and practice should go hand in hand. In tutorials, what learnt during lectures should be applied. Positive constructive feedback should be given to students. Students should be encouraged to voice their opinions, instead of thinking of students as passive agents who can't give anything in return.

Question 8 (for teachers): As an effective translation teacher, how do you think feedback should be given to students about their translations? Please tick (you can choose more than one).

About 75% choose suggested improvements of errors as effective ways of giving feedback. Quite a few also mention different kinds of errors indicated by symbols. Some give other ways of giving feedback, which include holistic feedback first and then details, identification of weaknesses, suggestion of improvements, and one-on-one feedback sessions.

Question 8 (for students): As a student, what kind of feedback about your translations do you like to get from the teacher? Please tick (you can choose more than one)

Over 80% choose suggested improvements of errors as what teachers think. But 67% also choose corrections of errors as effective ways of giving feedback, which is quite different from teacher responses.

Question 9 (for teachers): As an effective translation teacher, how should feedback be given to the students? Please rate the importance of each of the following ways.

More participants regard comments on effective translation choices very important, then comments on paper and on translation choices. Quite a few mention that comments on writing is important too.

Question 9 (for students): As a student, how do you like to receive feedback from the teacher? Please rate the importance of each of the following ways.

More participants would like correction of errors on the translation paper rather than suggestions for alternative translation choices and comments on effective translation choices. It seems that students do not think comments on writing that much important.

Question 10 (for teachers only): When giving feedback to students, do you usually mark down their errors or encourage them by praising their strengths? Can you give the weighing percentage of each?

About half of the responses put around 50% for both but there is a tendency that more participants would prefer encouraging students' performance by praising their strengths, with 8 out of 22 responses.

Question 11 (for teachers): What personality traits do you think are necessary for an effective translation teacher? Please rate the importance of each of the following traits. The top three personality traits are motivated, confident and encouraging. Overall more participants would go for humorous, adaptable and flexible. Some also add modest and engaging.

Question 10 (for students): As a student, what personality traits do you think are necessary for an effective translation teacher? Please rate the importance of each of the following traits.

The top three personality traits are encouraging, organised and respectful. Overall more participants would go for humorous, flexible and intelligent. One adds no prejudice to so-called untalented students.

Question 12 (for teachers): What teaching styles do you think are necessary for an effective translation teacher? Please rate the importance of each of the following styles. More teachers prefer reflective and communicative teaching. They also vote for problem-based teaching styles. Some add authentic teaching, writing tasks after class, and translation portfolios. Overall cooperative and task-based teaching styles are the most popular to teachers.

Question 11 (for students): As a student, what teaching styles do you think are necessary for an effective translation teacher? Please rate the importance of each of the following styles.

More participants prefer problem-based teaching compared to communicative and task-based teaching styles. Overall collaborative and corporative teaching styles are the most popular to students.

Question 13 (for teachers): What teaching and assessment methods do you think are effective? Please rate the importance of each of the following methods.

Many think discussion in class is the most important, with translation exercise and case study in class in the second and third place. But overall close-book test in class comes surprisingly in the first place among teachers.

Question 12 (for students): As a student, what teaching and assessment methods do you think are effective? Please rate the importance of each of the following methods.

Students think translation exercise in and after class is the most important but similarly, most of them vote close-book test in class as very important effective assessment methods. Probably it would be interesting to find out why in the focus group interviews.

Question 14 (for teachers): In general, what do you think are the important qualities for being an effective translation teacher?

Key words from the responses include being communicative, giving constructive feedback to students, being organised, having knowledge of the theory, keeping student motivated, and answering to student needs.

Some interesting comments:

- 1) an effective translation teacher can: 1. rationalize class structure 2. keep students motivated 3. answer to students needs
- 2) A translation teacher must be able to clearly convey ideas and techniques to students in a way that the latter find understandable and useful. Modesty and willingness to embrace different opinions are also essential.
- 3) I think it's important to be engaged as a professional translator alongside teaching, to be modest and flexible enough to consider student suggestions and accept that your own translation choices are sometimes taste-based.
- 4) See my comments above regarding my own teaching philosophy in general. As for translation teaching in particular, I use discussion as a form of teaching, I present translation as a problem solving and decision making activity (where there are no single, i.e. ideal solutions, but equally valid ones) and design tasks, activities and projects that aim at engaging students and developing their own accountability and responsibility for learning. To me, the main goal in teaching and learning is helping students become self-autonomous learners and problem solvers.
- 5) Very solid knowledge of two or more languages (without needing to teach language in class), a good knowledge of translation theories and current work practice, but also a personable, approachable and adaptable style that allows and encourages students to find answers for themselves.

Question 13 (for students): In general, what do you think are the important qualities for being an effective translation teacher?

Key words from the responses include being communicative, caring for students, using examples to facilitate discussion, being organised, having knowledge of translation theories and skills, and having no bias.

Some interesting comments:

- 1) he can find out what the general problems the students have, and find out ways of improving them and demonstrate them in a specific way to help students better understand it and do it by themselves.
- 2) Broad knowledge; understanding of the different needs of students (with regards to their varying skills, cultural background etc.). Experience as a translator, i.e. "knows what they are talking about". Using and keeping up-to-date with modern technology.
- 3) First of all, he/she must be a skilled translator or interpreters, understanding the requirements from the industry. Secondly, he /she are motivated and armed with teaching skills, i.e., presentation skills for giving lecture or classes. Thirdly, he/ she are willing to share his/her experience to students and give effective suggestions for improving their future vocational skills.
- 4) Commitment to teaching, care for students and ability to articulate abstract, subjective and/or profound concepts in a way easily accessible to students.
- 5) Being flexible enough to guide students in their understanding of a field in which there isn't really 'one right answer', and helping students understand that two different translations of a piece can be just as valid.
- 6) The teacher is someone affable, human (in terms of considering first the person rather than the things), encouraging, and ready to make lots of exercises and

activities helping the students to understand the course content from different perspectives.

- 7) Besides having a wide knowledge about translation, it should have a basic knowledge in teaching. Also needs to have the desire of sharing his/her knowledge with his/her students and be willing to be cooperative and not have a bias towards the variables of the different languages.

Appendix 10: Focus Group Interview Transcripts

Student #1

Interviewer

Okay, first of all I thank you very much for participating in the focus group interview. I'd like to start with some simple questions about yourself alright, so how long have you been a translation student?

Interviewee

Three months.

Interviewer

Okay, why did you choose to study translation?

Interviewee

First of all I think translation is, have a great future as a translator and I didn't just, because I was a student studying education and other Bachelor, and I didn't know much about something else and I seek translation as a major that it's not so difficult to study, so I just chose this.

Interviewer

So you wanted to challenge yourself.

Interviewee

Yeah.

Interviewer

Okay. Do you think there is any difference between learning translation as a student and teaching translation as a teacher?

Interviewee

No, it's a great difference between the two – yeah I think learning translation I think just I already have a plan and just finish this plan and do some translation practice and things like this, and but as a teacher you have a lot of things to do, bigger responsibility and you have to teach your students the foundations I suppose as the ways and some measures and some other things like the professional aspects, since like then you have to practice this, like this and how to teach the students ... 01:45. So it's two different.

Interviewer

Okay, you mean different roles in education.

Interviewee

Yeah, yeah, yeah.

Interviewer

And sometimes you see translation theories can be a very difficult part for students.

Interviewee

Yeah, very difficult.

Interviewer

And probably students and teachers have different views of translation theories – what do you think?

Interviewee

Yeah. Yeah, yeah, yeah and sometimes just as there are like me and my customer is or just sometimes can see ... 02:13 at the beginning when you start the translation it's not so important to study translation theories, the most important thing is to practice and then know and then when you have started practice a lot and then you'll study the theories and then you'll find oh there is another way ... 02:34 yeah, then I think of the, this theory is useful at this time, yeah.

Interviewer

Okay, yeah, yeah, okay so not at the beginning?

Interviewee

Yeah, yeah, yeah.

Interviewer

During the process you'll gradually know the importance of translation theory?

Interviewee

Yeah, yeah, yeah.

Interviewer

Okay and how do you define effective classroom teaching?

Interviewee

I think one of my teacher, I don't mention her name, and her just provide a good way to teaching and with both way ... 03:06 students think that has always got ... 03:09 because ... and we just stayed together and we, he just mentioned some points that we didn't translate very well and then we discuss which way is the best way to translate those things, and we discuss, discuss and still ... 03:29 their own way to translate those things and we'll just discuss those things and then we find the one most appropriate.

Interviewer

Yeah, okay. Are there any bad examples of classroom teaching you have experienced?

Interviewee

Of course – just ... 03:50 or just yeah gave our lectures and some ... and some authors of famous scholars, yeah what they saying about translating ... 04:06

Interviewer

Okay, so it's not interactive, yeah the teacher talks too much.

Interviewee

Yeah. And the teacher from the beginning to the end she just like keeps talking about those things.

Interviewer

Okay. So you think communication is very important during class?

Interviewee

Yeah, yeah, yeah and I must say I think it's important to apply into our practice.

Interviewer

Okay. What do you think the teacher's role should be in and out of the classroom?

Interviewee

The class translation teachers role I think in the class our teacher must provide as much information as possible, and after class, out of the classroom I think maybe give us some feedback about our personal study situation, ... 05:02 working these days and the, those things you make great. Those things and maybe and the, yeah one of my teachers they have a great thing yes I just provide some activities, yeah about translation.

Interviewer

Okay.

Interviewee

We have 75 hours of practicum ... 05:26, yeah, so some teacher adjust that provide some ways to finish this and they give us some opportunities to participate in real situations in the ... 05:38 of translating things, yeah. And yeah last week just like my teachers and classmates help ... 05:46 translating ... and the songs are just translated into English or Chinese.

Interviewer

Okay. So what do you think the relationship should be between student and teacher?

Interviewee

I think the teacher has sometimes like a guide, like teach not only the ways we have to study the translation, but the ways how to apply the theories what we started in the classroom to our real life, yeah.

Interviewer

Okay. And talking about feedback, what kind of feedback did you usually receive from your teachers?

Interviewee

Okay, to be honest like seriously individually we don't have still much feedback, because maybe there are a lot of students and teachers just can't concentrate on this student situation individually, but yeah we don't have receive enough feedback.

Interviewer

Are there any feedback you like up to now?

Interviewee

Yeah, we have, we have homework, yeah, every week we have to translate text and we have only two hours to ... 07:15 to discuss what we have translated and sometimes the

teacher just picks one translation and we will discuss that one. This is a kind of ... 07:26 and particularly the students who write this translation ... 07:33 receive some useful information about her translation or his translation, but for the most students yeah even they find some problems that they have ... 07:44 when translate things, this is the kind of feedback, yeah.

Interviewer

Okay. Are there any feedback you think should be very effective that you would like the teachers to give in the future?

Interviewee

Okay, that's a consider – yes of course, sometimes or just receive some not very clear theories about translation and the teacher just told us that okay you must find by yourself, we couldn't show you the answer, you must find by yourself. So that is we still don't know. So I think sometimes when students, especially Chinese students, ask them something they really don't know and maybe they can't give us some answers. And sometimes yeah ... 08:49 teacher or teachers in English speaking countries tend to be yeah quite creative open and they just think that one person don't have one answer, yeah, there are a lot of possibilities but for our Chinese students we want the correct one. So considering the difference is, and our teacher sometimes will ask us ... 09:13 and will want to ... which one is the better, which one is the correct one, how to translate this text and the teacher just told us that okay you can find out by yourself, you can discuss with your classmates and we don't, we couldn't give you the answer. So ... 09:31, I want the teacher to give us some correct answers, yeah.

Interviewer

Oh okay.

Interviewee

This they can offer that one to –

Interviewer

Probably the teacher wants to be more creative.

Interviewee

Yeah, yeah and I feel sorry to say that but we have to say that. We feel that sometimes the teacher, one or two teachers give us the impression that we are the ... 09:54 subject, not ... students, I mean you understand what I mean, yeah.

Interviewer

Yeah, yeah.

Interviewee

We just a part of her or his survey or research not his students. This is the way we feel, yeah.

Interviewer

Do you have one particular person in your mind that is an effective translation teacher?

Interviewee

I can't, effective translation, yeah one of my tutorial, yeah, yeah, I can't mention her name, but her just do other ... 10:26 yeah in the ... and the translator I have to say that yeah I didn't have, didn't just say any teacher's translation, yeah and yeah you mention that I think ... 10:44 would happen to say any of them have translated something, maybe now some books they recommended to us, but they're just about translation stories and the principles not of the translation text, so maybe we can ask them to.

Interviewer

Okay, so in your mind to be an effective translation teacher, the teacher himself or herself should be a very good translator?

Interviewee

Yeah, of course.

Interviewer

Yeah, are there any other qualities you think are important?

Interviewee

Must be communicative.

Interviewer

Yeah, okay.

Interviewee

Yeah and sometimes they must, maybe they're not, not consider her or himself is the best one to, is the best translator, so sometimes we feel that maybe he or she not so confident together to give us the correct one, correct answer. So sometimes I think the important thing that they have to make us deliver.

Interviewer

Okay, to be convincing in teaching.

Interviewee

Yeah, yeah, yeah.

Interviewer

Okay. Alright, thank you very much for your participation.

[END OF RECORDING – 11.58]

Student #2 and #3

Interviewer

How long have you been a translation student?

Interviewee 1

Three years.

Interviewer

Why did you choose to study translation?

Interviewee 1

Because I chose study in Australia and for me the, I think the best thing I can do here in a multicultural nation is something (which) can connect to cultural background of mine.

Interviewer

Okay.

Interviewee 2

Because they're a lot of languages compared with some signs? [00:35] and I prefer the language. I think that is the foundation for the culture and their society. So if I can learn deeply about a language I can learn deeply about this nation and this culture. I want to learn more about [00:52] two languages.

Interviewer

Let's talk about your learning experience. As a translation learner do you think there is any difference with being a translation teacher? You know sometimes students have different expectations with teachers. Are there any differences?

Interviewee 1

It's a difficult question. As a student, to be honest at the beginning I expect that a teacher can teach us translation directly. But when we started to learn the translation we learn a lot of things about the language, the linguistics.

Interviewer

You mean the theory?

Interviewee 2

Yes the theory. And I think wow why do we need to do that. But after two years in the XXX learning I found that that is quite important without that theory and linguistics knowledge I cannot be a capable translation. That is from the student aspect. But from the teacher I'm not quite sure.

Interviewer

Do you think translation theory is such an important thing?

Interviewee 1

Yeah I think so because I mean in a uni learning the time, the class time is limited. If we just...just a- do the process of doing translation, correcting give you feedback, that's too

time-consuming. It's something for students need to do by ourself. So, I think the important thing for the teacher is to give the basic guidelines for the students.

Interviewer

So what kind of teacher do you prefer for personality?

Interviewee 2

First of all they should be very professional in the translation ?[03:04] and then they should know how to encourage students and they should inspire them to have the motivation to learn more about translation and do the translation job in the future. Yes of course ?[03:25] like communication skills is often important.

Interviewee 1

I agree with her about the expertise part because I think from the teacher we need to know some industrial-related experiences and the knowledge so this information can help us establish our expectation and speciality in our future professional development and that's the motivation for the learning I think.

Interviewer

What about as a person. What kind of teacher do you prefer?

Interviewee 2

Humorous. Intelligent.

Interviewee 1

Confident.

Interviewer

Do you think humorous is very important?

Interviewee 2

I think so. In a translation it's not an interesting-

Interviewer

Subject?

Interviewee 2

Subject itself. So if the teacher's humorous it will motivate students like to do a lot of activities to introduce their own experience to let us to expect that if we can do the translation I feel it's interesting so the humorous is the basic trait I think the translation teacher should have. Without that it will make the class very boring and-

Interviewee 1

Not necessarily humorous, a teacher can be attractive in many ways like you know in a professional way so not necessary.

Interviewer

Okay so you don't think personal traits are so important as a person probably not. Do you think to hold a teacher qualification is very important to be an effective translation teacher?

Interviewee 2

I don't think so because we have discussed a lot who is the most effective teacher in our XXX learning and can I address the name? [Yeah] We both think XXX is a very professional translator and an effective teacher. Actually she doesn't have some teaching qualification to our knowledge but she has a lot of experience in the translation and culture industry both in China and Australia. So from her introduction and experience we know how to start to learn the translation in our whole life because three years is not enough we can only learn some skills but to be a professional translator is a lifelong thing. You have to know how to do it by yourself and motivate yourself in your whole professional career.

Interviewee 1

I don't think a qualification is a necessary part but we do need some teacher with teaching qualification. We need teachers who can tell us the translation skills and translation theories. And we also need the teachers like XXX can motivate us.

Interviewer

How can you describe the relationship between you and as a student and XXX.

Interviewee 2

She's-

Interviewer

A professional and a novice.

Interviewee 2

She's - sometimes she just like a long time friend. She always tell us that you know one semester is not enough. Have so many experiences want to share with you and yes so from some aspect she's not a teacher like yeah we show respect to her actually but more like the friends.

Interviewer

What is the relationship you think should be between a translation teacher and a student?

Interviewee 2

Maybe most of the students can be ?[08:16] with their teachers in the future so first of all, kind of relationship can you give us a-

Interviewer

Do you think translation teacher and translation student should keep a professional relationship in some ways and but probably in daily life they can also be friends like what you have said.

Interviewee 2

Yes I think so. And it's not only, it's not always specific in the translation teaching part it can be applied in all the teaching parts I mean the relationship between the teachers and students. Yes I-

Interviewer

Let me put it in another way. What do you think the translation teacher's role in the classroom and out of the classroom?

Interviewee 2

Hmm....?[09:30]?

Interviewer

You have mentioned in classroom teaching and effective translation teacher should be motivating, inspiring students. What about out of the classroom?

Interviewee 2

Out of classroom as I mentioned there could be the colleagues so out of classroom all of them are translators or a potential translators so the teacher you know introduce some ?[10:06] or to show more experience in the working part to the students.

Interviewer

That's to share their professional knowledge and skills.

Interviewee 2

Yes.

Interviewer

How do you define effective classroom teaching. What kind of teachings effective do you think?

Interviewee 1

I think the effective way is to give the students a whole picture perspective about the translation practice and the professional development such as for the translation practice you give the students the marking guidelines so they can practice and correct themselves instead of to explain it in the classroom and focus on when translation passage I mean not the ?[11:03].

Interviewer

Yes, do you agree?

Interviewee 2

Yes I agree.

Interviewer

What other effective classroom teaching elements do you think are necessary?

Interviewee 2

?[11:18] in which, five or six.

Interviewer

That's about teaching styles.

Interviewee 2

It should be six.

Interviewer

Yeah five and six. Okay name three aspects in the classroom, effective teaching.

Interviewee 2

The knowledge of translation theory and the personality traits and ongoing professional development, I rate her 3 ?[12:21].

Interviewer

OK. What about you?

Interviewee 1

Knowledge of translation theories, personalities, communicative skills.

Interviewer

Both of you chose knowledge-

Interviewee 2

Yes.

Interviewer

?[12:36] theories and skills okay. So go back to the question about translation theories, some students don't agree that translation theories is such an important thing in teaching translation because they think translation should be more practical. Do you agree with that?

Interviewee 1

No the theory part is from the teacher and the practical part is from the students.

Interviewer

Okay explain that from the student what does that mean?

Interviewee 1

I mean the student should establish their own practice experience from their experience.

Interviewer

Okay but the teacher should give them some kind of guidelines-

Interviewee 1

For the theories?

Interviewer

Just for the theories not for the skills.

Interviewee 1

What do you mean? Because if the teacher talks a lot about the experience of practice before they give the theories the students just can't get it exactly so they need to experience it first on their own then they can go back to review the theories or talk about discuss the translation practice with their teacher.

Interviewer

Okay, yeah you think so?

Interviewee 2

Yes I think from another aspect some people said that translation teaching maybe it's not suitable for university degree education if it's just from the practical part you can learn it from the vocational institutions, you don't need to do a lot of theories, linguistic studies in the university but actually it's not. A lot of people underestimate this translation. They think it's only for a job. You know how to do it and you can find a job and earn money but actually it's not it's a subject. So if we don't know the theory - like ?[14:55] three or four country how can we to establish more or develop more in this country, in this history. So I think learning theory is quite important.

Interviewer

Okay let's talk about feedback. When you were a student how did you usually receive feedback from your teachers? What kind of feedback did you receive?

Interviewee 2

With some major translation tasks and they showed some comments on our paper and we discuss it in the class.

Interviewer

Comments about?

Interviewee 2

About your translation which sentence maybe it's not right or it's not appropriate how can you improve it or provide another version.

Interviewer

So that's comments about, suggestions for improvements.

Interviewee 2

Yes.

Interviewer

Not comments on what you have did poorly.

Interviewee 2

No no.

Interviewer

What about collection of errors? Did your teachers mark down your errors on the paper?

Interviewee 2

Depends on which unit we have some unit just before the accreditation so error translation is marked and you will know like this word is not okay it will be marked by one mark or two marks. But from other unit only do some suggestion.

Interviewer

Okay do you like the way of giving comments?

Interviewee 1
What kind of comment?

Interviewer
Comments of making improvements?

Interviewee 1
General?

Interviewer
Suggestions yeah.

Interviewee 2
I like it.

Interviewee 1
I like it but I didn't get any.

Interviewer
So what did you usually get?

Interviewee 1
First it's a mark so you have an idea about the level you are in like the satisfactory for NAATI accreditation or not satisfactory. Then the detail, detailed comment like the grammar error, like the choice of words so I didn't get any general idea about the improvement.

Interviewer
Are there any other kinds of feedback you prefer to receive from your teachers?

Interviewee 1
Comment on my writing. The delivery, general writing style.

Interviewee 2
So face to face discussion because.

Interviewer
You mean one on one consultation?

Interviewee 2
Yeah yeah. Because if we discuss it in the class the teacher just talk about some general mistakes but it's not individually for you maybe you have more problems others do have and through the one and one discussion you can worry about yourself.

Interviewer
So I can say you prefer more individualised-

Interviewee 2
Yes.

Interviewer

One on one consultation, face-to-face.

Interviewee

Yep.

Interviewer

Okay that could be a very good suggestion I think.

Interviewee 2

Translation is an individual task. It's alright everybody can have their own version.

Interviewer

So from the personal traits of a teacher, teaching styles in the classroom and the feedback given to students can you use one or two sentences to summarise what makes an effective translation teacher? It's a hard question.

Interviewee 2

Yeah.

Interviewee 1

It's hard to require one person with all the the perfect, the fantastic personalities, maybe-

Interviewer

You can mention to two or three of the most important qualities to be effective.

Interviewee 1

I think we can have a translation teacher for skills and theories, teacher for the industry experience, teacher for the practice and the feedback. For different unit for different topic, different purpose.

Interviewer

I see so according to different purposes of units you may have different effective translation teachers.

Interviewee 1

You can nominate a professional translator as your industry instructor and nominate other one as your practice practice matter.

Interviewer

I see.

Interviewee 1

Yeah something like that.

Interviewee 2

Okay so can I use some some experience from the ?[20:06] teaching. I read some books and a senior professor used to say that to be an effective teacher you have to be a good person first, so this can also apply in the translation teacher you have to be a good translator, a good person first and then you can be a good translation teacher. So I still

think the personality is quite important, especially the motivation and ?[20:32]
and ?[20:33].

Interviewer

Do you think during your study at XXX you had such teachers? If you can nominate any?

Interviewee 2

For my own experience I still think XXX is a good translator and a good translation teacher. Even though we only have one one unit-

Interviewee 1

Yeah one unit.

Interviewee 2

Which she taught us but we still want even more from her so I will nominate her.

Interviewee 1

Yeah ?XXX.

Interviewer

So the most, I think the most shining personality from XXX could be-

Interviewee 2

Inspiring.

Interviewer

Motivating and inspiring.

Interviewee 2

Yes.

Interviewer

Because you want to learn more from her.

Interviewee 2

Yes. We want to be more involved in this country in this community. Because you imagine that translator is a communicator. If you don't want to be in this community how can you be a communicator so yes.

Interviewer

Okay I think it could be better if I can observe XXX's sessions in the future. I can find more.

Interviewee 2

I think so.

Interviewer

Okay thank you very much. That's all for the interview.
[END OF RECORDING]

Student #4 and #5

Interviewer

Okay let's first talk about your personal experience about learning translation. Andrea, how long have you been learning translation?

Interviewee 1

I have a translation degree that I gained in my home country Argentina as a yeah translator English and to Spanish and backwards and I'm doing this postgraduate at UWS for this year yeah so it's four years in Argentina and one more year here.

Interviewer

Okay so this is your second semester right?

Interviewee 1

This is my second and last semester yeah.

Interviewer

Last semester already. ?[Yeah] So it's a Master's degree?

Interviewee 1

Yeah because- yeah it's a Master's degree.

Interviewer

Oh okay. What about XXX?

Interviewee 2

Just the one year because before I was doing business studying at I was a graduate from UTS yeah so Masters Degree for Business Administration. I do this translation program because I think communication is very important so that's why I'm here to do it, this is my second semester and I've got another semester left.

Interviewer

Okay. Why did you choose to learn translation XXX?

Interviewee 1

Well I had been learning English for a while a long long time in fact and one day I started to do it as a profession so I started as an Executive Assistant in fact, bilingual executive assistant, and then I realised I needed to learn more and I liked it and so I start my university in Argentina and I think languages are very important. I am bilingual in English and also in German and I loved it, I loved languages since I was I don't know since I have, I can't remember and I think it's the best way to be globally inserted in yeah in wherever you go yeah. Professionally personally, for culture for anything it's useful, it's important it's yeah of the essence to know languages I think, I believe.

Interviewer

And the most often you do language pairs between English and Spanish?

Interviewee 1

That's my language pair. I'm accredited in Argentina for, yeah and that's the language pair I'm more confident working with because I'm bilingual in German but from school, from High School and I never did any accreditation in German for example I just know how to speak German, yeah that's it.

Interviewer

That's the mainly spoken language.

Interviewee 1

Yeah that's spoken.

Interviewer

And do you think there's any difference between being translation student as a learner and teaching translation as a teacher? Are there any different concepts of being a student and a teacher?

Interviewee 1

Of course yeah I believe. It is a big difference yeah of being a student. I mean I'm going to complete my course now but I don't know if I'm good enough to teach how to translate maybe it requires training or some experience. I wouldn't feel confident enough to teach to start teaching, not everyone can be a teacher I think. Or not everyone in the first instance can be a teacher. That's why the teaching career is for to become an effective teacher.

Interviewer

You think training is necessary?

Interviewee 1

Yeah it's essential. I think it's essential yeah.

Interviewer

Have you heard some people say some teachers are born to be teachers? And they have some personality or quality yeah.

Interviewee 1

That's true. I think to be a teacher you have to have a sort of a gift because on the other hand I don't think if I capable of being in front of class for example. But maybe it's a question of training. I don't think so I think you have to have the vocation, the gift to be a teacher and apart from that you need training yeah. Probation it's essential yeah.

Interviewer

Do you think so Wei?

Interviewee 2

Yeah I think if you were born in for example in Australia you speak a double language and you do have some advantages if you do interpreter or translator. But if you want to do a professional translator definitely you need some training it's essential yes. I agree with that ?[05:10].

Interviewer

What about translation theories? Do you think it's necessary to be a part of translation teaching?

Interviewee 2

Yeah definitely that's because sometimes you don't know what kind of a problems or situation you meet in your real life so I mean in real translation so you need translation theory to guide you to deal with this problems sometimes I think. Although experience is important because we're equipped with experience and then you can use this translation theory to handle this problem.

Interviewer

Because as a learner sometimes you say they don't care too much about theories especially for translation programs.

Interviewee 1

I think I'm that kind of person. I'm yeah, I'm much more pragmatic in a sense, I'm not so intense with translation theories but I believe they are important. This is their basis, their nature. That's why translation is an art as it is because I think it's kind of an art translating. Not everyone can translate not every bilingual human being can translate. There's some big difference between being bilingual and translating I think. And that's why translation theories are meant to yeah. I think so but as I said before I'm not so intense with theories.

Interviewer

Yep okay. As a student how did you define effective classroom teaching. What kind of classroom interaction do you think is effective?

Interviewee 1

You mean for theories or for-

Interviewer

Whatever.

Interviewee 1

Okay. I think an effective teacher is the one who encourages you to become better to improve, to research more. An effective teacher is also someone that makes you doubt that raises doubts on your way of writing or translating because that's the way you investigate, you research more in order to account for the decisions you make or to gratify them, to correct them because. But I mean also good translation is the one that gives good feedback that lets you in the class where is a good interaction, not someone who gives only statements, things are like this because I say so. That's it because I have one teacher that gave me those kind of responses and I mean if you are ambitious in a good sense I mean because you want to be better you want to improve that's not the answer that you want to get this is so because I say so, yeah.

Interviewee 2

I think a, yeah I agree with this idea because in my ?insurance you know I'm from UWS and some of the lecturers they, we have some lecturer and tutorials and in lecture we generally give some theory, we talk about some translation theories but in tutorials I would say it's really not successful because it's expected to have some practice and then

we talk about our work of our translation but unfortunately all students all, most of our students didn't do our translation work so that. Then our tutorial, our tutor was not so happy because if you didn't do the translation work and then definitely don't know what is in your translation so it's wasting time if you're just talking about translation yourself. So I think effective learning you should be equipped to buy, equipped of ways of practicing and then lecturers can help you and you probably this way will be better or something like that. I think, first the thing is you should do is do it and then your lecturer can help you to-

Interviewee 1
That's it.

Interviewee 2
Do it. Do it better I think, that's the way I think.

Interviewee 1
I think an effective classroom requires work from both parties. Their tutor or lecturer has to do his part and the student has to do his part too, especially in tutorials.

Interviewee 2
I think as homework it's very ?[10:34].

Interviewee 1
Yes that's it. That's your part of the job of them. Of job in a sense for the classroom to be effective, yeah.

Interviewer
Do you have any good experience of-?

Interviewee 2
?[10:46].

Interviewer
Of attending such tutorials or lectures at UNSW?

Interviewee 2
Wow. Bad ?[10:53] I have.

Interviewer
Oh you have a bad one?

Interviewee 2
Yeah. There was this one time our tutor was so mad because we didn't do any homework so yeah, but I think he has enough reasons to be mad because it was our fault and we- I can feel that because I think it's yesterday or two days ago I just finished one exam I just think I should do some more practice just to feel okay where should I begin this translation because I haven't done my practice for a long time so ?[11:30] you know so I feel that's it's very essential in my exam. So that's the one bad example.

Interviewer

And what's his solution?

Interviewee 2

Solution? I haven't got my result but.

Interviewer

He just got mad then.

Interviewee 1

Yeah.

Interviewee 2

Yeah. Because, no this is Masters degree ?[11:50] and everybody's ?[11:52] and the lecturer can't just do something like in China, the teacher will just do this, this what I told you, so if you don't do this I will punish you but you know it's a master degree and the lecturers can't do that. But I think the best way to encourage us maybe.

Interviewee 1

Sorry. I don't want to interfere but maybe that's the point where I say maybe it's the students are - yeah haven't done their job-

Interviewee 2

Yeah that's true ?[12:23].

Interviewee 1

But maybe their lecturer, their tutor wasn't also encouraging enough to make students do their job because maybe there were classes I also have a bad example where I did all my jobs I did, I usually do all my jobs, my assignments and things like that. But there is no feedback, everything is okay. You say this, you say white it's okay, you say black its okay. So what's the answer, the correct answer, how can I improve with a tutor that says that everything is okay. And I don't think that's the right thing. I think that tutor haven't prepare any of their tutorials with enough dedication or with enough effort to prove that there are differences not everything is the same you know what I mean?

Interviewer

Yeah yeah.

Interviewee 1

Because and that's maybe, I don't think. I don't think you can only blame the tutor, also the students are to blame but maybe it's something missing of both parts no?

Interviewee 2

both?[13:45].

Interviewee 1

Something missing yeah.

Interviewee 2

?[13:48].

Interviewee 1

Encouragement from a tutor. And hard work from the students, yeah maybe.

Interviewer

Did the tutor give you a mark or overall performance result?

Interviewee 1

Yeah in the end when the results were released I found out yeah what my marks were. Which is something surprising for me as an international student I was not used to the Australian education system so it was, it's kind of surprising. Very very different from my home country where you get feedback for every job you do you do, you obtain a fail and you know why you failed. You know what you had to improve for the next time and it's not like this at least in my university. It's not like, with my tutors it's not like this, continuous assessment does not always happen really.

Interviewer

Okay so what do you think the teacher's role should be in the classroom?

Interviewee 2

I think the teacher should make us understand what is the purpose of our translation. This one tutor, one tutor I had for my first semester and she taught us, because what is a kind of standards you have for your translation depends on what quality of your translation. So if the translation is an adaptor for some technical contacts or another contacts it will be different purpose or principles will be adopt in your translation. So I think that's that's, if you want to find some good example I think that's a good example because she taught us if you want to be aware of what kind, how good is your translation – who should it be - the first thing is what purpose of this translation is a for travel travel industry or another industry. It depends on the purpose of your translation.

Interviewee 1

Yeah the target, the target.

Interviewee 2

Yeah I think that's, that's a good thing I have learned from that tutor. Maybe that is the only one.

Interviewer

Okay are there any roles the teacher should play out of the classroom?

Interviewee 2

Out of classroom?

Interviewee 1

I think there are teachers that are more accessible than others and they are ready to help you outside of the classroom and they, there are other teachers that they teach you this, they stick to their role, they are there for you from 11 to 12 or whatever time the class is and then that's it. But because I had too the opportunity of, to have both of them, there were some of them were ready and available when you need them, not immediately because they are not there on call for you of course, but they were ready to help, to share experiences because teachers do not only, are not supposed to only teach I think, they

have the experience and they have to share it they, because I had some teachers that were kind of I don't know, how to say jealous of sharing their experience because maybe they are yeah, you are going to become a threat in the future, you are going to become their competition if you, it's not my case because I'm not staying here after finishing my course, but maybe I don't know I think they were kind of reluctant to share their experience. And that's not fair because if I teach one day I want them, my students, my prospective students to know or to yeah-

Interviewee 2
To be the best.

Interviewee 1
Yeah to be the best. I'm going to be proud of them if I some, one day I know that they have done a big achievement, I was their teacher you know. That's why, I don't know why they, I think a teacher has to share their experience, their knowledge, their yeah, their bargain of knowledge that they have gained with the time they have spent teaching or professionally performing as an interpreter or translator.

Interviewer
Agree.

Interviewee 2
I tend to agree yeah. I think it's better just give us some otherwise to improve our English level and it's good because some of our tutors give us indeed yeah.

Interviewer
So what should be the relationship between teacher and student?

Interviewee 2
?[18:56].

Interviewer
Are there any words you can describe the relationship?

Interviewee 1
I think I would never forget that the teacher is the teacher. So I'm going to respect him or her for that. But I would expect him or her to be more yeah like in a way accessible to, to solve any doubts or things that may appear or that may yeah come to my mind after class. But I mean the role is always, the teacher is to be yeah, is the leader is the guide, is someone who can give you a good advice, who can correct you, who can, yeah, he is trained and he has his or her experience for a reason and that's very valuable, it's worth and we have students to make the most of the opportunity that we have to have an effective teacher an effective teacher yeah.

Interviewee 2
Yeah I think an effective teacher should?[20:22] encouraging their, that's would be better. But I think a relationship of the students and their teacher maybe, because as you mentioned that one day I was, as a student we will be some competition now of our lecturers-

Interviewee 1

You have to take it as peers you are going to be peers, colleagues for example.

Interviewee 2

Yeah so one day it will be so it's quite complicated I think yeah.

Interviewee 1

Yeah.

Interviewer

Alright let's talk about feedback. How do you usually receive feedback at your university?

Interviewee 2

Just from our homework.

Interviewer

Assignments?

Interviewee 2

Yeah assignments and the - just correct that and some give some feedback otherwise if you do this it will be better or something.

Interviewer

And what kind of feedback do you usually receive?

Interviewee 1

Well there is this continuous, continuous assessment feedback that you receive especially in the interpreting units and there is the other feedback that you should receive but in fact you never receive about your assignments for example there are assignments that I submitted last semester and I have no idea, no idea how they were. I think I could ask for a revision, I mean I'm not going to ask for a revision because thanks god I succeeded all the units and I'm happy with my marks but I mean I never know why I reached I don't know 75% in a unit. What was good, what was bad, how was my interpreting, how I write my assignment. Did I meet the requirements. I never knew. I have no idea how it was really and we, I have an example, we submitted last Tuesday an assignment from our one of our units and we are not going to get, we asked the teacher, it was a tutor, and about the feedback and she said we're not going to get any feedback we're just going to know the final marks. Which is a combination of the other assignment, the Viva exam the quiz on the unit and etc. But I mean I worked a lot for that assignment. I would love to know how it was if I met the requirements.

Interviewer

Yeah yeah.

Interviewee 2

Yeah I agree the effective feedback should have, should be improved because you know we have some similar experience in ?[23:31] and generally we just have receive the homework. It was called continuous assessment but actually I don't think it's continuous but it's just three separate assessment and we can't say how our performance will be improved because it was supposed to say to assess your performance in the process. But

in fact we can't say what kind of a improvement we have so I think that's really not good for the feedback and that's really negative ?[24:10]our? teacher and I think as a teacher you should have some kind of assessment a real assessment for our performance. We, our performance is not assessed. I think.

Interviewee 1
Probably yeah.

Interviewee 2
Yeah.

Interviewee 1
But you know what I've seen that we are-

Interviewee 2
But we don't think of them?[24:30].

Interviewee 1
And we share the same difficulties. I think it's has to do with the Australian system.

Interviewer
?[24:38] universal problem.

Interviewee 1
It's the Australian Education system which I'm so surprised about as I told you once.

Interviewee 2
It's only just the three university has inter-?[24:50] and the translation this-

Interviewer
?[24:52].

Interviewee 2
Yeah this ?[24:53] so I think-

Interviewee 1
Which one? Yours? Mine?

Interviewee 2
And the Macquarie University.

Interviewee 1
Macquarie.

Interviewee 2
Only three universities and they've got similar staff ?[25:04].

Interviewee 1
Yeah yeah I know.

Interviewee 2

So maybe that's industry problems.

Interviewee 1

I know because we share, yeah we share tutors.

Interviewer

And for one single assignment what kind of feedback do you prefer to receive? It's deduction of errors or general comments or suggestions of improvement?

Interviewee 2

So if I say I ?[25:31] we only have some general errors and the grammar errors or something like that and we have some otherwise if you do this ?[25:40] much better. But so we don't have the comparison in a way, I think it's better just to compare the first day assignment and the second assignment. But I think maybe this should've been done by our students ourselves. But I think the lecturers should give us some advice to compare the first one and the second one.

Interviewer

Like a summary of your improvement over time?

Interviewee 2

Yeah over time, progress.

Interviewee 1

Yeah.

Interviewee 2

But sometimes we've got different topics say the first time it's about the technology and the second ones about the legal. Okay yes.

Interviewee 1

It's not always the same.

Interviewee 2

Yeah it's not the same topic how can we compare that. Because although we're down some weekly homework but it's not everyone will be assessed by our tutors. So sometimes we just pick three homework to be assessed and we don't know which one and we don't know what kind of improvement we have because we didn't compare all of them. Yeah for me the first half semester we have technology and the second one we done legal. So they just assessed for each topic of them and then we don't know how to compare, see how could we compare them. So that's, that's very...

Interviewee 1

Yeah I think it also, it's also important to mention for example in our case we are in the Spanish tutorials of course and we are a very small group always. It's not like the Chinese group and it's so easy to be able to give sound feedback because we are a small group as I told you. So it's easy to get a complete and comprehensive feedback about errors about progress you made, about the requirements that you met, about matches and mismatches that you may have done in an assignment. Just a small quick feedback but

very sound. Something to know that all the work you have done has been read by anyone you know because I don't if anyone has heard my recordings, has read my papers. I don't know really because I give my paper and that's it and now on the 10th of December I'm going to find out if the paper was well or bad done. From October the 3rd where I submit it it's too long. I mean I'm not a very anxious person but an anxious person it's going to be yeah in distress for two months after finding out that's it. And on the other hand I'm quite confident of what I did and I don't know I did it with yeah very conscious and I tried to follow the steps to reach a very good work or assignment but I mean of course it's not going to be perfect but how imperfect it is. That's what I'd like to know something that yeah. That shows that someone has make a small effort to read the paper before yeah the due date to submit the marks, I don't know.

Interviewer

And it should be marked in time.

Interviewee 1

Yeah.

Interviewee 2

Yeah tutor should put more effort on our assessment.

Interviewee 1

Yeah.

Interviewer

Okay that will put much workload for the teachers. I think it's part of their duties.

Interviewee 1

It's not much workload. It's a fair workload I think.

Interviewer

Okay if it's a small group.

Interviewee 2

But I I think I understand our Chinese student, our tutor because a lot of the Chinese ?[30:03]-

Interviewee 1

No but if you have so large numbers of Chinese students then the assignments should be assigned differently so that a tutor can go over them in due time. I mean our, we have, we are finishing now an assignment that's going to be due on Wednesday, that's 11 sections, 11 sections I hope I expect someone reads my paper. I'm writing yeah like 30 pages and recording, yeah because it takes so long; it takes so long to prepare all these. I'm recording a whole CD and I'm sure, no I don't want to say what I'm sure about no.

Interviewer

Finally I'm going to observe some trainers or teachers at different universities. Do you have any recommendations in your mind are there any-

Interviewee 2

Good example?

Interviewer

Good example that's worth observing?

Interviewee 2

Yeah I got one for my Chinese group. You want me give the name or-

Interviewee 1

No no no. Okay.

Interviewer

That's alright.

Interviewee 2

I think XXXX?[31:27]. She was my tutor in first semester and I think she did a good job yeah seriously and for this semester she was a tutor for my?[31:39] class and I think it, how you say, she indeed encouraged us to do something interpreting, you know interpreting is it's quite hard and complicated sometimes you have to think and to produce and deliver and that's very hard and she didn't make that more hard for us because of the training, you know the process it's a very, how to say, you know sometimes you feel panic, but she made that quite easy for us. I think that's a good way although?[32:14] sometimes you need to do more work at home but she did encourage us. But, you want bad example?

Interviewer

Okay.

Interviewee 2

Bad example it's ?[32:25] oh my god she did, he did a very very bad job because she didn't prepare anything for our tutorial and also including our lecture. He didn't prepare anything for translation. I know he graduated from Macquarie PhD for some kind of a Chinese culture study, but it's not about translation. I think it's as a professor or professional translator, translation lecture you should prepare something about translation not about something... I don't know what he talk about in lectures. ?[33:13] disaster. It's a bad one yeah. But the good one is about XXXX, XXXX is the best. Yeah including everything. In our lecturer always talking about every perspective of interpreting, for example for our, this semester we just have done community interpreting. She introduced every aspect of community interpreting, about the research and ?[33:41] of our interpreters and also about how could we improve our performance etc. It's very comprehensive. So that's why we say she's the best because she did a lot of work, yeah.

Interviewee 1

Yeah that's it. I think you have to observe if the teacher prepared the class because we have other tutors that don't prepare a class at all they just, it's about interpreting, they just bring a text and they say-

Interviewee 2

That's it.

Interviewee 1

Okay we're going to practice consecutive interpreting. And then we after the second line we said we already did this text. Okay let's try it again because she doesn't have another text. We already did that text the week before so we have in mind what was the text about. It's not new, it's not a challenge, it's not something that's going to make us improve. You know what I mean she doesn't prepare any class at all. And we had her in interpreting the last semester and it was the same she brought any text like for example a poem which is so literature is so difficult to translate, it's a challenge, it's interesting, but it was not about literature in this unit and the exams were not going to be about literature. We needed legal terminology, business terminology. Things that she didn't offer because she brought a poem. And what kind a poem deal with legal terms or a business terms or accountants terms? Nothing. So it's off topic, like he said it's off topic. It's not so but you know what she picked, she Googled something, she picked something from the internet and she brought it to class five minutes before the class. That's not. I always say that's that's not reasonable. They are paid for the job I'm sorry to say that but they are paid for a job, they have to do their job properly. And what I note here is that if you complained about that there's no much that the university does about it because as I told you we have her again this semester. It's not, we have her again, I mean I don't want her to go, I want her to change her attitude, to change the design of the class and this doesn't happen. But I don't know what they do with the service the famous service at the end of the semester about the unit and about the teacher because we told everything about what we thought about the class and about the tutor or lecturer and mean same person same attitude. And it's not I mean you know how much we pay as international students for our semesters-

Interviewee 2

Yeah it's very expensive.

Interviewee 1

You know and that's not, that's not fair I mean. That's why I think you have to, if I would go and sit and observe a teacher as you're going to do I would immediately I think I would have the feeling if the teacher has prepared the class and if she has because we have another Chinese lecturer that has nice PowerPoint, nice PowerPoint but she only reads the slides. She cannot add a comment, she cannot give any reply to a suggestion a comment made by a student because she is just going through the slides.

Interviewer

Yeah very rigid.

Interviewee 1

Yeah that's it. It's like as if she had memorised them and she only knows how to, and she skips one of the slides and then she loses coherence, cohesion and yeah and everything. That's not right because okay she did an effort she prepared the PowerPoint but that's where she stayed and that's, she sticks to the PowerPoint and that's it. I don't mean she's doing like this because she is Chinese I say she's doing like this because she is her, she is who she is I mean, it's her way of doing it and the good thing was that when her coordinator came to observe her in class she was completely different. She was an effective teacher, a good lecturer. I think yeah they, there's a yeah a sense of I mean I sensed that she's kind of lazy, sorry but why when her coordinator was there she was outstanding really. She moved from the computer where she never, what she never does,

she always stays in front of the computer reading the slid never looks at the student, she never sees if your hand is raised because she is sticking to her, to the screen and that was I mean she can do it differently but she doesn't.

Interviewee 2
She ?[39:43].

Interviewee 1
She doesn't want to, maybe laziness. Or maybe she thinks the students do not deserve something different or more.

Interviewer
Okay.

Interviewee 2
Do you raise your hands to ask the questions?

Interviewee 1
Yeah and she ignored them. I mean she didn't, she didn't even know that, she didn't see them because she never lift her head from the screen.

Interviewer
Have you had any good examples.

Interviewee 1
Sorry.

Interviewer
Do you have any good examples?

Interviewee 1
Yeah I do have. I have one of our tutors who was also our lecturer in some units and he was very good last semester. Unfortunately he's not, this semester, he was not hired this semester again and he prepared very good lecturers, he shared his experience, he expanded on any topic that we were curious about and he had a lot of experience and he had us as a small group a small Spanish group we were on a mixed tutorial and on one of the units I mean we were Japanese, Spanish and Arabic students together on the same tutorial. And he designed the class in a way that we could also all participate, interpret, interpret role play and everything. I mean it was not, it was not yeah. That's great because he was probably told okay I have two hours for you there you have those six mixed students do whatever you can, see how you can manage them. And he did and he did and I know this experience of the mixed group does not happen anymore because probably I mean probably they, one of the students, one of the courses is not offered anymore or there are not students. But I mean he could manage us six with two two and two yeah students from different background languages and he did good. And I think we practiced in a way through English because of course I do not speak Arabic neither Japanese so we managed to interpret through English every person. And that was very interesting. Everything was interesting there because we shared with the Arabic that they, yeah you too but they write so differently so we were looking at them-

Interviewee 2

Yeah from the left ?[42:41]-

Interviewee 1

Yeah taking notes in Arabic to the one side and then English to the other side, that was amazing. I admired those people really because it's so – you too and the Japanese too because you have to learn a new handwriting, no no.

Interviewer

Totally different.

Interviewee 1

Totally, I'm impressed, I'm totally impressed with all of you yeah that's it. But I mean that's a good example. He said here you have six students, two Arabic, two Japanese, two Spanish. Do whatever you want but make it happen. That was good.

Interviewer

That is also to facilitate communication.

Interviewee 1

That's it.

Interviewer

From ?[43:23] people.

Interviewee 1

But I mean, because I mean it's quite unnatural what happened in that classroom because if you are going to link Spanish and Arabic you are probably going to get an interpreter that speaks the two languages. But if you don't have it then you have to use yeah two different interpreting one putting it across into English and then into Spanish that's it. But I mean that's a good example. That's a good tutor.

Interviewer

Okay that's interesting.

Interviewee 2

Yeah. They put some?[44:00].

Interviewee 1

Yeah. I have another example. There was this semester our conference interpreting unit was not offered. It was not offered but I mean we have one of our tutors that make we, we ask and requested to use the conference interpreting lab. UWS has a very nice conference interpreting lab who was there and yeah untidy, dirty because no one used it and he raised that concern of us and he listened to us and we used the conference interpreting lab also with a mixed group because there were in fact he started using the lab because there was I think a Chinese conference of neurosurgery that was going to happen here in Sydney and he was trying to train some Chinese students to attend this conference. That's what the original idea was but then he invited us and he invited the Arabic and we also used the conference interpreting lab. He made it possible otherwise we were how does it work with a conference interpreting with a booth with the

headphones. It was, it would be good to know how it, and we could have the possibility to do it. That's good. ?[45:33].

Interviewee 2

Have you tried simultaneous interpreting?

Interviewee 1

Yeah. And we did it like four yeah four sessions because it was no more than that. And between the first and the fourth they were improvements, really, there were.

Interviewee 2

Yeah yeah indeed just one test?

Interviewee 1

We were only two students, Spanish speakers so we interpreted all the time. It was not like the Chinese where they had to take turns but we were all the time interpret- we were red, stressed, but no worries and we wanted to train and so yeah it's difficult but it's a question of practice, no. It's training. It's training.

Interviewee 2

Yeah it's training. It's very stressful.

Interviewee 1

Yeah it is.

Interviewee 2

If you can't handle that sometimes you ?[46:21].

Interviewee 1

I get red. Totally red from nerves yeah.

Interviewer

Okay. Alright. Thank you very much for your thoughts and experiences that's all I wanted to ask.

Interviewee 1

Okay.

[END TRANSCRIPT 46.39]

Student #6, #7 and #8

Interviewer

OK let's start by talking about your experience as a translation learner first. How long have you been a translation student?

Interviewee1

About 9-10 years but - well in the first three years it's not really learning, translation specifically as a subject. I'm originally learning translation to improve English. So basically I start learning translation from a uni, so that's four years during Uni and then one year Master's degree.

Interviewer

Alright what about you?

Interviewee2

My experience is a lot shorter. Just a one year professional training from UWS for the Masters degree of Interpreting and Translating.

Interviewee3

My experience is similar to Cindy's experience. I was majoring in English teaching back in university and then I studied translation in UWS for a year and then I studied extended course for another year as well. But the first two times I learned about translation is because it is a component in my course, so I had to learn that, but the examination is pretty simple usually the trainer just gave me some sample translations and then you remembered that and then you put that in your final examination paper and that's it, it's not quite practical, I have to say.

Interviewer

Can you tell why you chose to study translation?

Interviewee1

Oh but seriously primarily for migration purpose. Yeah for me I came to Australia to study applied linguistics and that's my field of interest, but unluckily I can't migrate into Australia with that qualification alone. A translation degree can help me to gain the points for migration. I am interested in translation because I used to be a translating/interpreter back in China, but I'm not really thinking about studying translation here in Australia. I have to say that yeah.

Interviewee3

So apparently I was a little bit bad luck because just in the middle of my studying for the translation and interpreting the occupation of translator and interpreter was taken off the immigration list but still it didn't change my mind and keep finish and finished my degree because I had been learning for business for like four years and so one Bachelor and one Masters but eventually I realised I'm not such a material doing that kind of major so I prefer to do something more practical and so like I can work out of home and more flexible as well. So that's why I changed to be a translator/interpreter.

Interviewee2

I have to say I agree with those two I came here to study translation – it's not my first interest because at that time translation was on the immigration occupation list blah blah and my major was English and so translation would be simple for me if I learn translation but even if I couldn't immigrate I could still use that qualification when I'm back to China and it's kind of a plus one for myself. But then I remember I arrived on the 3rd February 2010, and then the policy changed on the 8th of February 2010 so just five days upon on my arrival. Well it's bad luck but I didn't change my major I say it could be not that hard for me even if I got that Certificate. So I can use that when I'm back to China so I keep learning it and then I found translation is kind of interesting but I don't think it can be just one thing for per person, you have to learn more than translation. It's like translation is just a language too for the people communication is not a skill anymore. So when I graduated I found learning translation alone cannot secure you an occupation or career in this market and so I am still thinking of doing something else and combined that with translation and get myself a better position.

Interviewer

OK let's talk about the difference between a learner and a teacher. In your mind do you think there is any difference between learning translation as a learner and teaching translation as a teacher?

Interviewee1

Definitely because we are basing on the different perspectives, yeah, so as a learner I think we pay more attention to the outcomes like whether we can get the – like the pass of the exam and whether we can get the NAATI accreditation eventually. But for the trainer I don't think they like value that as much as we do and also like the trainer probably pays more attention like to the real skills, delivery, and like try to teach you as much as possible so – and the trainer is probably well – sometimes show off themselves other than, yeah, sincerely teaching you about the real knowledge and skills, yeah.

Interviewer

Okay, do you agree?

Interviewee2

Yeah.

Interviewer3

Yeah, especially the showing off stuff. Well I think the trainers in class are basically to share and the students are actually taking what's being shared but mostly I would say, yeah, I totally agree with [interviewee] about the learning outcome thing. We interpreting and translating students would really think about can we really do the job if I was offered one.

Interviewer

It's more practical?

Interviewee3

Yes it is, especially for the interpreting students. When I was in college in – our school had a very strong focus in interpreting and translating because we were doing an English major and at the time the trainers really put us in the real setting, it's like a lot of role plays, just to enable us to gain the practical knowledge in your field, I think that's really

good. I'm not quite sure from the trainer's perspective what is the most important at that time as a student but I would think that trainers are always trying to help and that's really good, and really trying to share what they know.

Interviewer

In a survey some teacher participants mentioned teaching theory of translation as an important element in the course, do you think theories are such an important thing in learning or teaching translation?

Interviewee1

I think the theories is kind of foundation of like the structure of the whole translation stuff but I really don't think it's very, very like essential. Some theories are very important like some skills or some like summarised formulation, like you can – you can use in your – so anything you can use from the theory into your translation practice that is very important, but about like who wrote this theory and like long time ago who gets something very important and who contributed a lot to the theory part we don't care about it. And I got another point like for the – especially for the university translation teaching, so for university the teachers or lecturers or the tutors are always trying to encourage our self study, yep, but as a student we were quite lazy to be motivated to do anything by ourselves, we were kind of just sitting there and waiting for the answer in everything. I think that's another kind of difference, yeah.

Interviewer

Any comments?

Interviewee2

About theories?

Interviewer

Yeah

Interviewee2

Well when I was back in China studying unis I think the feeling can be very different from here studying UWS Master's Degree. In UWS it was like a huge classroom with 300 students in the same classroom talking about theories and nobody is getting – nobody is really getting what is being talked about, the trainers are just like standing – no offence to anybody, but the trainer is just like standing in front of everybody and talking against the PBT, against the board, and nobody is asking questions, it was that kind of theory. And then when I was back in China the theory was taught like very specifically but only some specific person's theories, it's not a wide scope so I think it's kind of narrowed down. And when I'm a student I didn't really feel the theories were important because I can't really gain practical knowledge out of it, but after that – after I've gained the essential qualifications and have been a translator/interpreter I seriously feel theories are really important as a summary as what I've done and I can upgrade my skills ?[10:07].

Interviewer

Okay, so that's the question about the translation teacher quality. Now let's talk about in classroom teaching, what kind of teacher quality do you think are important for effective teaching in the classroom?

Interviewee1

I think the first important thing is the teacher's personality. Well some teachers might be a little boring, they are just talking without communicating with the students, so those students just fell asleep and didn't know what the teacher was talking about. I remember there was a joke that one student couldn't sleep during the night but he fell asleep during the class so one time he recorded the teacher's voice and then played that during the night time and then he can get some sleep. So I don't think that kind of teacher is kind of successful in terms of teaching, so communication is the first important thing. And I think for teachers it's better for them to remember the students' names especially in small classes like 20 or 30 students so the student can say everything what they are doing and then point to one student to answer the question if they are doing something naughty. And in that way the teacher can communicate with the specific student better and the student can think well the teacher – the good teacher is one of our friends, blah, blah, blah, so they can learn better, they can learn better instead of just sitting there listening to what the teacher is blabbing about. And the second thing is if what the teacher is delivering matches what the students want to learn, well for example if the students want to sit in the class playing iPhone then the teacher just doing nothing effective instead of just poking along the class. But if the teachers want to pass a certain kind of examination, they want to know what skills do we have, what's some kind of technique you can provide for us and help us to pass examination, and then they say they just want a straight forward way to pass examination. Yeah, I think those kind of two things are quite important in the teaching in classroom.

Interviewer

So you mentioned personality and actually teaching styles in the classroom.

Interviewee1

Yes, that's right.

Interviewer

Yep, do you think interaction is very important?

Interviewee2

Interaction, yeah. I just remembered one story that every in single one classroom – well translation teachers like us to interact with them, they always like us to have someone answering questions, especially answering the question in the wrong way to interact in class because maybe they can find some points to discuss further on. One of my teachers in my college really hates us to answer questions always correctly because then he's got nothing, you know, to follow up. But I think personality wise I think it is better for all translation teachers to respect students cultural and language backgrounds, especially in China where it's basically Mandarin Chinese but not every one of us speaks Mandarin as a mother tongue. So when I was at the college there were some students like from minority groups or from some small country areas and they cannot really use Mandarin properly and some of them speak Cantonese in their first language, so I don't think the teacher should laugh at them when they – whenever they say anything wrong. And in terms of the teaching style I remember once that a teacher told me that a good class – an effective teacher should be a good class of manager in this – yeah, in terms of this I totally agree with what [interviewee] just talked about, about the communication with the students, he is always supposed to manage the classroom really well instead of teaching alone. Yes, I do think it is important for translation/interpreting trainers to have the

appropriate degrees and qualifications to teach but I also think that we all know a good language user is not actually a – well how can I term this? A good language user is not necessarily to be a good language teacher, so the same thing, a good translator is not necessarily a good translation teacher. So I would say classroom management and teaching skills and styles are like more important and then personality the second.

Interviewer

So do you think holding a teaching qualification is essential for an effective translation teacher?

Interviewee2

For the paperwork, yes. Other qualifications like always paperwork thing – say if a trainer has been doing translation for like 20 years but no appropriate qualifications well what does that matter, experience teaches us.

Interviewer

Okay, what kind of relationship do you think should be between teacher and student in the classroom?

Interviewee1

Relationship between with teacher and student?

Interviewer

Yeah, or how close should the teacher be with the students?

Interviewee2

It's very difficult to scale. It's kind of difficult to put on a scale to say close is it but I always feel the teachers should ensure – there should be a distance left between the two parties otherwise – it's a matter of authority thing.

Interviewer

Based on your experience at university what kind of relationship was between yourself as a student and your teachers?

Interviewee1

It was quite distant, yeah, because in the uni it's all different.

Interviewer

Distant, okay, what about out of the classroom?

Interviewee1

Yeah, but if for some like private training association, so like the trainer and the student could get a lot closer than the teachers and the students in the uni because – but sometimes if - as a student you always want to get more closer or much closer to your trainer or whatever because they have their own kind of purpose, like they may need more information for the final exam or they made need – if we can make friends with the trainer probably they will offer us some like free assistance or free tutes, so that's what they are thinking so – but for trainers if you show you're special favour to or for some particular students the other students might think it is unfair in the class so it may destroy the union of the whole class, yeah, and also it may cause a lot of unnecessary issues so

the others may complain about it and you'll get yourself into trouble. And also like the authority thing like Cindy mentioned, so if a trainer is too close to us as a student we may treat her or him more like a friend other than a teacher, so in the classes we are hard to control, I may be like very talkative in the class and because you're very close to me so you wouldn't like drop your face on me and you wouldn't like stop me doing some wrong things, I think that's another concern.

Interviewer

So it's more like a professional relationship?

Interviewee1

Yeah.

Interviewee2

Yeah, that's a nice term, professional relationship.

Interviewer

Not a friendship.

Interviewee1

Yeah, I think the best thing is to keep your professionalism as well as being kind and being always helpful to them.

Interviewer

Okay. All right, let's talk about feedback. How did you usually receive feedback from your trainers at university?

Interviewee2

Not very often, unless there is some.....

Interviewer

What kind of feedback?

Interviewee2

For translation not very often unless there is some like the midterm exams and we can get some personal feedback. But in class unless you are a very active student and always answer the questions asked by the teacher, if you are a very quiet student you can't hardly get any feedback like from time to time.

Interviewer

Was the feedback more oral or written?

Interviewee2

More oral, yeah, if like more frequent ones are often delivered orally, but if like the written one only happens when exam happens, yeah.

Interviewer

Okay, and about the written feedback is it just general comments on your performance or correction of errors or other kind.....

Interviewee1

Most times it's both of them so it's like a marked exam, so we have marks and then we have the wrong parts circled and pointed out, but I don't think I received any correction, yeah.

Interviewer

So it's just marked down?

Interviewee1

But the teacher or the trainer will tell us what we should do for this part or what we should correct during the class but not on the paper.

Interviewer

Did you receive any compliments on something you have done very well that you have done?

Interviewee2

Orally yes and sometimes in the written form like very good. Well the feedback I've received back in China in my uni was like based on error deductions. I think the trainers care more about your translation product so basically done by error deductions, and here at UWS I think the feedback is done quite awkwardly. I'm sorry to use the term but it is quite awkward because the teacher intends to give individual feedbacks to a group. So it is something between individual feedback and a group feedback so it's more like a – just print one student's work and put it on the PBT slides and discuss the student's work to the whole group. So sometimes we feel it's not quite related to our product but that student has really benefited a lot because it's like a whole session discussing his paper.

Interviewee1

Or really embarrassed a lot.

Interviewee2

No name disclosed. No name disclosed, that's okay but we really feel awkward because it's not really our product and we're not really thinking that way. It's done by error deductions and the teacher is only giving feedback to that student but to a group, well that's awkward.

Interviewer

What kind of feedback would you prefer to receive from the teachers?

Interviewee1

Individual personal feedback.

Interviewer

Written feedback?

Interviewee1

It doesn't matter if it's written or oral as long as....

Interviewer

If it's oral probably you should have a one on one consultation.

Interviewee1

Yeah, I think oral is probably more effective because written we understand like the teacher won't have the time – that much time to do written feedback for each student.

Interviewer

Okay, so very considerate.

Interviewee1

We only need to know about it we don't really care about which format it is.

Interviewer

Okay, do you in your mind have such teachers who gave you effective feedback at UWS or for effective teachers of translation if possible can you nominate one or two teachers so I can do a follow observation of their teaching sessions probably.

Interviewee1

For translation?

Interviewer

Translation, yeah.

Interviewee2

One guy, I've forgotten his name, but the guy is – well whatever guy he was teaching – he was teaching translation theories and we write essays to him and he was giving really long written feedback to us I think that's.....

Interviewer

Every time?

Interviewee2

I'm not submitting every time so I'm not quite sure about that, but once or twice what I've received were really like long written feedback.

Interviewer

What did he write?

Interviewee1

Yeah, he did write – I think it's handwritten or typed – handwritten, yeah, handwritten. I was touched. It was like 300-something students, yeah, I'm just an individual student he doesn't quite know me so I was quite touched, wow, that I received this feedback. But nothing about translation practice, as a theory part he is really good. I will find out his name later.

Interviewer

Okay all right, the last question is – if you can just use one or two sentences can you summarise what makes an effective translation teacher in terms of personality, teaching styles, feedback given to students.

Interviewee2

Good personality. So first we would have to like him or her so we will keep attending his or her class. Secondly, very strong professional skills otherwise we won't be convinced by what he taught us. Thirdly, his like communication skills, yeah, so we as students would pay more attention to the classroom delivery and teaching delivery. Yeah, so maybe feedback is the first because we still need a lot of detailed explanation or guidance so – to know what we should do next, yeah.

Interviewer

Do you have anything to add?

Interviewee1

Yeah, still the same thing, an effective teacher is a good classroom manager. And for the feedback I would prefer varied feedback styles.

Interviewer

Okay, can you give some examples of what is varied?

Interviewee1

Give individual feedback when necessary, give group feedback when necessary, yeah, it's not necessary you have to discuss all translation skills with each and every student but sometimes he might identify some questions that is common to everybody and then give group feedbacks. I think that can basically reflect some kind of homework done by the teacher, yeah, instead of just giving a vague picture. So for instance her group of students a lot of you had made such a mistake so this is what we are going to talk about and for individually some student, some student, some student, so varied and sometimes individually to discuss with each student and sometimes just discuss a general picture. Anyway, just constructive feedback.

Interviewee3

I think I would prefer the teacher would have some certain authority. Well I think when I ask him or her some questions I would want to know if my answer is right or not. Well not every question is right, not every answer is, "You're right, you're right, you're right, everybody is right," then that means nobody is right. So I would want some authority and certainty of my answers.

Interviewer

All right, nothing to add?

Interviewee1

Nothing.

Interviewer

Okay, thank you very much for your contribution.

Interviewee1

Thank you very much.

[END OF RECORDING: 26:49]

Student #9

Interviewer

OK let's start talking about your personal experience first right. [OK] Ana how long have you been a translation student?

Interviewee

I started translation studies in Argentina and that was four year and a half. That's like in my Bachelor in translation and that was in – I finished in 2006 I think. Yes 2006 and then I came here this year and so it started- so I've been basically studying this Masters for a year. Since March...

Interviewer

Is it a one year Master?

Interviewee

It's a year and a half. But I did one semester at UWS.

Interviewer

Oh then transfer?

Interviewee

Yeah I'm doing the first semester in UNSW so I'm going to be one more year. going to be UNSW one more year.

Interviewer

Oh okay. Why did you choose to study translation?

Interviewee

Well I decided that a long time ago, in 2000. I think I decided because I like languages and I really don't like teaching so I said okay and I was- you know, I'd translated when I was young, you know as a ?[01:23] so I said okay let's study this, let's see what it is.

Interviewer

Yeah so you used to study education?

Interviewee

No well I did a Postgraduate Diploma in Spanish, to teach Spanish as a second language. But year I didn't want to teach English for instance in my country. So I said okay I will do something with languages, translation. So ?[01:52]

Interviewer

Are there are any differences between learning translation as a learner and teaching translation a teacher?

Interviewee

Yes. Yes definitely. Let me think... Well first as a teacher, you also need to evaluate translations so that's different and as a learner you first need to start from, from scratch, from the very beginning. From, from you know ?[02:28] from meaning, from pragmatics

and then, and then, yes as a teacher you need to give grounds for what you are teaching so and as a student you don't really have to, maybe not so much justify but as a teacher you need to give well first of all theoretical grounds, and then, and then, justifications of how you correct the translation or how you improve or how you can you know do this in a simpler way or put it in simpler words...

Interviewer

Ok so talking about theory and practice, some students may think theory is not so I important. What do you think? Do you think the perceptions from the teacher and the students are different about translation theory?

Interviewee

I think they're different but I think they shouldn't be. In Argentina, from where I come from theory is very insignificant. You don't – you have a lot of practice, practice, practice, practice for four years and a half, and that's very good but theory is very like it's very yeah it's not given a very important role in teaching. Here it's the opposite. Here I have – in the university that I am now it's a lot- there's more like priority placed on theory than on prac- which I don't- there should be more of a balance. There should be more of a- you know – all the theory is great it's good, I don't think many students see that but because I've translated for like ten years already as a professional translator too, I think that theory really, really helps you because of what I said, like theoretical grounds, the base from which you can build and the practice is essential so-

Interviewer

Yep. As a student how do you define effective classroom teaching. What kind of classroom do you think is effective?

Interviewee

I think yeah an effective classroom should have participation from students. Not silence, not, not receiving from the teacher but also giving, feedback or opinions or and also from the teacher, the teacher should encourage that 0:05:38.2?? and but also at the same time he has to be – like teachers should try their best to show that theory is to make theory as interesting as possible so that students can say 'Oh this is helpful' this is something I'm going to use- or this is something I'll at least think about and then decide if I want to use it or not, but present the and then present the theory and then make a really effective connection with practice. It's a hard one. ?[06:22]

Interviewer

What sort of personality should the effective teacher have?

Interviewee

They should be more encouraging and very, and very – also I've had some teachers who are very...very like not admiring but very No I can't find the word, like, like not challenging either. When-

Interviewer

Inspiring?

Interviewee

Inspiring yeah thank you. Yeah inspiring. Yeah they should like inspire you to think and to say “Oh I want to do this as a...” It’s not a question of make a living but I want to do it I like doing it. So that kind of inspiration and so encouraging, inspiring...interesting too to make you have an interest in the topic. Yeah very open to like not say “No I don’t like that choice” like open to different opinions but at the same time when they give a suggestion, give a justification like an explanation why this is better, why this is... yeah.

Interviewer

Ok do you think the teacher has extra role, out of the classroom to help students make progress?

Interviewee

Well maybe by ,by reading or correcting translations at home.

Interviewer

You mean doing assessment prac? [08:08]

Interviewee

Yeah.

Interviewer

And give in feedback?

Interviewee

And giving feedback. Sometimes it’s like a question of two seconds you know. If you – like I’ve had tutors they know that they, they read your translation because they’re talking about it, but they don’t like it’s – it takes only a second to- what they think. Just writing a comment in the text. It’s very like it takes two seconds and they don’t do that or I mean the most the people that I’ve come across. They don’t- they have opinions and they have suggestions but they don’t write them and it, it’s only like- if you’re to take the time and read the whole translation and compare it with the original it just takes two more seconds to write something. Like not here or maybe you know, something...

Interviewer

So I guess the teacher’s role out of the classroom should be a helping hand or evaluating?

Interviewee

Yeah like an assessor and you can’t do that all the time for like 20 students if you have twenty students in tutorial. But from time to time just grab someone someone’s translation and do that or three translations of the twenty one day and then another three the other day. Something like that. So yeah like an assessor and also suggestion, suggesting- yeah. Like any teacher, all teachers who work outside the classroom. Like preparing the class and also yeah it’s like in the beginning and the end of the class, you need to prepare it you need to assess it at the end.

Interviewer

Yeah. That take a lot of work to do.

Interviewee

Yes.

Interviewer

What's your relationship between your self and your teacher?

Interviewee

What do you mean?

Interviewer

According to your experience. What's the relationship between your translation lecturer or tutor, and you?

Interviewee

I'm not sure if I - well I, I respect them. Is that what you- are looking for - I think yeah I respect their opinions as long as they give reasons and not just saying you know yeah this is the way – like – so.

Interviewer

Do you have any good experiences to share in your learning process?

Interviewee

Good experiences with ?[10:51]-

Interviewer

Or interaction with your teacher?

Interviewee

I - let me think. Well I think I have many but I'm trying to think of-

Interviewer

Just give one example.

Interviewee

Concrete one yeah....

Interviewer

Or what's the first person that comes into your mind when you talk about the effective translation teacher?

Interviewee

Well lots but you know a recent one, I can think of a recent teacher, lecturer, translation lecturer and um.. So my relationship with him is I don't know what to say, very like close at the same time.

Interviewer

Like a friend?

Interviewee

Not like a friend but ah- you know I could talk about what's life what's the life like in my country for instance you know. Outside the classroom. Like in ?[11:58] or something. And that's – I think that kind of personal relationship helps, you can't really have it with

everyone all your students but maybe you know like have a closer and not lecture, out there and you down here me more than a- because-

Interviewer

So you're more like equal like teacher?

Interviewee

Yeah because if you're- I guess that depends on what kind of degree you're doing, but if you're doing a PhD or a Masters degree, you may be kind of on a par with them. Maybe they're more knowledgeable, maybe they know more, maybe you know they've got so much experienced, much more than you but still you can you know, yeah you can learn from them as much as they can learn from you

Interviewer

I see okay. Let's talk about feedback? How do you usually receive feedback from your teacher?

Interviewee

In this year it was more orally like not in like I was saying. And...much of the feedback say 70% of the feedback I received in the last year was very ?[13:42]. Like yeah it sounds better, yeah I like it

Interviewer

Just general comments, right?

Interviewee

Yeah or this doesn't flow very well but they don't really help because yeah they don't or ?[14:01] extreme, oh you've been too intro- you've been too free. You've been too fire away from – but that doesn't help either because then if you think if you do that then okay then someone the teacher was going to grade me, was going to give me a mark doesn't want to do that so I'll stay as close as possible .. doesn't help because that's not, that's not what you're going to do out there when you work. It's not what I've done all my professional experience so.

Interviewer

OK so as a student, what kind of feedback do you expect to receive?

Interviewee

Yeah I expect, again on a written way, not all the time but from time to time and grounded on some ?[14:55] so that you can improve – so that you can say okay, this one is a good criteria to use for some other you know, some next, assignment or some next test.

Interviewer

Do you remember in the survey, I listed some of the types of feedback, like general comments or deduction of errors, or suggestion of improvements. Are you aware of some of these kind of feedback? What do you think?

Interviewee

I don't remember. There's a ?[15:29] yeah.

Interviewer

OK. Let me put it another way. Do you like deduction of errors for example?

Interviewee

What is deduction or errors like if I can-

Interviewer

The mark down by errors.

Interviewee

Like I have 10 points and I deduct points out of the-?

Interviewer

Yeah.

Interviewee

That's kind of the NAATI-?

Interviewer

Yes.

Interviewee

Yes. I don't know I don't know if I like that. I don't know. I think I just you know-

Interviewer

Or probably you just prefer suggestion of improvement?

Interviewee

Yes as a teacher maybe it would be better to give suggestions for improvement – with reasons for those suggestions. And yeah I guess if you have to mark that well then the deductional system may work I don't know.

Interviewer

That could be more effective probably because to write some suggestions for implementing take time.

Interviewee

Yes. But at the same time a number doesn't tell you anything. That only tells you okay I pass or I don't pass but that in the long term doesn't help you, doesn't help you.

Interviewer

OK. Do you have any bad experience of receiving –ineffective feedback?

Interviewee

Yes lots. Lots basically this- yeah I think yeah last semester was very... yeah feedback was like I told you, it's not what it says in the original. Or it's too far from meaning. Or yeah, or doesn't sound natural and they say that in a language that it's my own native language so to me it sounds natural, to you doesn't, so that doesn't help you know. Or to

someone else but I gave them the translation to read that's slow.. But to another person doesn't, so that it doesn't. Yeah it's very ?[17:58].

Interviewer

I'm going to do some observations later. To observe some effective trainer or teachers in class. Do you have any recommendations at your university that I can approach?

Interviewee

OK effective or ineffective?

Interviewer

Effective. Good ones.

Interviewee

I had a good tutorial in technical translation, Spanish tutorial in UNSW. That was a good tutorial. That was I think a very effective way of teaching ?[18:39] Yeah that one. Yeah that's the only one.

Interviewer

OK I'll check it out.

Interviewee

I don't know next year if they're going to give it with the same tutor, I think the tutor is like the key. So, so we – if he is in that tutorial I would guess it's going to be good again.

Interviewer

OK good, so finally can you summarise the qualities you think are very important for to be an effective translation teacher?

Interviewee

Ok the qualities of a teacher. For example in feedback, knowledgeable in feedback. Giving feedback with valid reasons. Preferable with reasons touching on theory or some aspect in theory. Encouraging.

Interviewer

What about teaching style?

Interviewee

Encouraging. Stimulating. Inspiring. Interesting. But some are not – some personable experience there, anecdotes or personal- so as to give it more informal personal style in the lecturer, and it's not you know such a formal thing so that it could also open up the participation channels.

Interviewer

OK that's quite a lot.

Interviewee

Quite a lot already.

Interviewer

Alright thank you very much that's all for the interview.

[*End of interview 20:47*]

Teacher #1

Interviewer

Thank you very much, first of all, for participating in this study.

Interviewee

Okay.

Interviewer

And let's start by talking about your past experience.

Interviewee

Yes.

Interviewer

How long have you been a translation teacher?

Interviewee

Okay. I'll go back and just give some facts about myself. I'm originally not a languages person at all. I was a political scientist, social scientist but one of my interests in politics was issues to do with language, the politics of language, language policy and I wrote my PhD on migrant languages in Australia and how government policy altered towards migrant languages since World War II, so that looked at areas like education or broadcasting or translating, interpreting and so on. So I did that as part of politics. I was also just in international relations and other areas of politics. I then gravitated really to an interpreting/translating course at what became Deakin University and at first I taught what we called consequential studies, which is teaching about the institutions that you've got to know about in order to be an interpreter or translator. So whether it's the health system or the international trading system or whatever, it was that kind of - that kind of study. I taught all of that in English and then they also learnt that in the other language; whether it was Italian or Chinese or whatever. So I got in really sideways. Now I am an interpreter and translator myself but my working language is Latvian, which is a very small language and has a very small demand as basically all the community that came to Australia was bilingual or multi-lingual in most cases and so I still practice in that language but all of my teaching has really been in non-language specific areas. But in translation I've taught a number of things, one of the issues that I've always been interested in is the professional side of translating and at Deakin University I also supervised the field practice component of the course. So they were sent out, many did interpreting but some did actually translating and then we visit the agencies, talk to them, they'd give feedback to the student and so on. So I got to know the agencies, I got to know a lot of the infrastructure of the translation profession. And that also then fed into my academic activities. The Deakin course unfortunately was closed in the 1990s but a while after that I - for RMIT in Melbourne, I helped them set up their Masters course in translating and interpreting. They hired me to write the curriculum for that and in that I also put in some subjects that I taught and I taught things like ethics and professional practice but I also taught some specific subjects where translation was very central. I taught translation project management, and that was that I had done quite a bit of consultancies, particularly with interpreting and translating agencies and had project managed quite - some quite interesting translation projects, including quite complex ones with back translations and was very interested also in the checking process of translations.

So I was really combining academic interest with a professional interest, what the agencies were doing. So in the Masters course at RMIT I taught - I taught translation project management as a separate unit. I helped them in the ethics and professional aspects sort of courses. I looked after the student theses and research, they did a minor thesis as part of their Masters' program, so quite a number of those were related to translation and so my orientation has really been the professional and if you like the non-language specific aspects of translation. For example, when a young translator goes out and tries to find some work one of the first things they might be given is not a translation but a checking job. Check this, review this, review this translation, and in fact that's a very good way of seeing whether a person understands translation. Who the translation is for, does it communicate well, what things you pick up. No translation is ever perfect so you can - you can always pick up things in translation but what things are worth picking up. And how do you measure your time and your effort and things like that, so those sorts of things. I'm interested in translators needing to work with each other. Many translators work in teams, particularly on large projects. Then there's issues of translation technology that I'm not essentially concerned with but I know they're part of project management as well. So if you like I suppose my interest is everything that's not a language specific issue, so I teach in English only and I'll draw my examples in various ways but if you actually read the translation literature most of it is not language specific. There are obviously specific books on how to translate English to French or Chinese to English but in fact all the theory books of course are written for any language and so I deepened my interest and recently last year and this year I spent two semesters teaching at UWS, University of Western Sydney, and there I taught a subject as well as some interpreting subjects, I taught Introduction to Translation. And that's the first course they do in translation and of course everyone comes to the course believing that it's all about language and I suppose I teach them that it's not only about language, it's also about the environment in which you work in, the purposes of translations and so on. And so I do a number of, if you like, I try and always focus on what the professional demands would be. They've got their language tutors who go through the language and pick out their mistakes and give them alternatives and everything like that, I'm there to give them the sort of broader perspective on the professional and of course now it's an international profession, so the way it's run in different countries and so on, all of that's important and thinking about translation as a professional activity always thinking about, you know, who the translation is for, is it really communicating in that specific context.

Interviewer

Yeah. Have you received any translation awards or teaching awards?

Interviewee

No, no, I haven't - I haven't published any of my - I mean I've done some translations for agencies and so on but I haven't published anything. And the ones who get awards either do literary translation or other very high profile public translations, so I haven't had any awards.

Interviewer

Okay, that's fine. Do you think there's any difference between learning translation as a learner and teaching translation as a teacher?

Interviewee

Yeah. Well, the way I teach translation certainly there is because I'm trying to focus on the things beyond simply the language issues and those professional issues are there. It's not what the students expect when they join a translation program but it's something that they have to - have to appreciate that it's not just a classroom exercise, you're preparing for work out there. So for example, how much time you take over translation isn't just a matter of when the bell rings in the class, it's a matter of you actually being able to survive. So what do you do in order to maximise your time? Likewise, you know, translating in teams, translating with colleagues, checking, knowing what the agency want, how to read a translation. Most translation texts that you get professionally have got problems with them. The original is sometimes not clear. Sometimes the original has been written by various people all throwing things together, doesn't make sense. Sometimes the original is just wrong. What do you do as a translator? How do you communicate about that? How do you communicate to the agency that's given you the translation or the client who's given it to you? Now the exercises you tend to get in class are all perfectly written things, too many of them taken out of major newspapers and they're not the kinds of texts that you'll get as a professional very often, so there can be technical texts, there can be difficult texts, there can be things thrown together and now of course there's audio visual texts. So there's a whole new game then where issues might come up of sub titling or over-dubbing or whatever so you've got to be prepared for that. And translators now work in a much more dynamic environment of what is a - that question of what is a text is very open, and that's what I try and prepare people for. So there's plenty of other people who are very good at doing the language specific things, doing the transfer skills and so on specifically and I try and focus on everything else, and that does make it very different because I think when you're a student of translation you're usually so - usually people are not balanced bi-linguals. They have an A language and a B language or in some cases they've got an A language and a C language only, or a D language, so you're desperate to sort of build up your other language and your focus on the language things. And I'm there to say well, there's the professional issues, you think about two, if you're going to be a professional translator. If you're doing it just to enhance your education, fine, but if you're going to be a professional translator you need to know all these other things.

Interviewer

Can you summarise your teaching philosophy?

Interviewee

The meaning of the text is not always contained in the text. That's sort of Skopos or the interpretive theory of translation which I place a lot of emphasis on the interpretative theory of translation, also on Skopos theory where you've got know who's going to be the reader, who's - and this is sometimes difficult to do in the classroom because the reader's always going to be the tutor. But you can do it, for example, with translation projects you can do it but this is being - this is a document that is needed by the CSIRO, the Commonwealth Scientific and Industrial Research Organisation, or this is a marketing exercise by the National Australia Bank, and it's trying to get there, so how do you deal with advertising, you know, how do you project into the reader, how do you - what do you know about the reader, everything like that. So that the meaning to be conveyed is often not just the words that are there in the original text, there's often more that you need to know to make effective translations. So that's - that in a nutshell I suppose is my - is my philosophy and plus this thing that it is - it's not just a classroom exercise, it is a professional field.

Interviewer

Okay. Now let's talk about classroom teaching. How can you define effective classroom teaching for translation teachers?

Interviewee

Look, yeah, I - because I teach non language specifically, I will usually teach in a lecture situation and I won't have in front of me a text that will allow transfer between one language and another. So I've got to use text and materials which are understandable to everyone. Now that's okay because you know English will be the source language and that's what they'll be mostly dealing with and most of our students do go from English into their - into their A language, though not in all cases. And I think there's a couple of things; firstly all lectures are boring and you've got to make sure that the lectures aren't boring. So I almost never will have a lecture in translation. If it's a series - if it's a one off lecture you know you can do all sorts of things but if it's a series of lectures I try and get the students commonly talking about an issue. So for example UWD were using a textbook, Mona Baker's "In Other Words". It's a very common textbook and she's got some nice examples there and so I get the people to split up into groups, usually mixed language groups so they've got to use English, they've got to communicate with each other, and give them something. And that might take five or 10 minutes and then we discuss it and get feedback and discuss it, so that I try and make the lectures as interactive as possible. And because somebody just giving you theory with however many examples is going to be boring, so you need to get that interaction. And I suppose a thing that I again stress is because it's such a professional field is that the diversity of texts you're going to get are very diverse. One of the things, for example, I did early in the course of - at UWS, this is an exercise we did in the lecture, split them up into groups and gave them very, very short extracts of three totally different kinds of translation.

Interviewer

So these are about different text types?

Interviewee

Yeah, yeah. So the first one is a bureaucratic thing, the second one is a technical translation, happens to be medical translation, the third one is six lines of poetry. Okay, and then we get discussion about that and it's very interesting because the students have got all sorts of feedback and so on. The first text there is about demerit points, that you can get demerit points if you do something bad when you drive; speed or whatever, and it shouldn't be a difficult text but it's in a particular letter and we don't know the rest of the letter from this text but now demerit points are about points that if you get enough points you lose your licence. But the letter mightn't even mention the licence because it might assume that everyone knows what demerit points are. So if you're the translator there and it doesn't mention driver's licence will the read understand what demerit points are or won't they? So sometimes an interpreter may need to explicate more, give explanations, give more context, whatever. You don't know - from this extract you don't know what's in the rest of the letter. The rest of the letter might explain that if you get enough demerit points you lose your licence but it mightn't. It might just assume that everybody - everybody knows, so as a translator you need to handle that. The technical one is interesting because people look at that and say argh, technical words, no, and yet for professional translators, of these three the technical one is the simplest because you'll find probably parallel texts immediately for it or you'll find all the technical terms have one to

one correspondences. Technical - and what frightens a student most isn't what frightens a professional translator most. In fact they could do - you could do machine translation on that and just edit. So you've got, again, a different way of going about it. And the literary translation, people break their heads over that and say it's hard and you know there's an unfair cultural references in it. Well, all poetry has got cultural references, you know, that's what you've got to cope with and so on. And so it's sort of - I suppose it's showing look, there's a diversity in the field, what you see at first sight isn't necessarily what is there. This one might have cultural things you need to explain. The technical one might be easier than you think or it might be more difficult, we don't know. And the literary one, well you know that's where you really practice your skills isn't it, and your cultural understanding. So it's sort of different issues from different text types and how you understand that, how you - how you get that. Now one of our things that is I think difficult is that because of courses are oriented towards NAATI accreditation that tends to give them an endpoint which in a way narrows their focus, you know. So it's got to be a 250 word piece and it's got to be, you know, medium technical without being too, you know, and there's all these criteria about - and so they'll tend to focus on that but when they get out into professional practice they'll never get a 250 word piece of translation like they've got in this test. You know, so it's kind of like very odd. Yes, you're preparing them for that exam in a way but I am not preparing them for that exam, I'm preparing them for life afterwards. And that's I think, you know, I don't think I convince every study about that.

Interviewer

Yes, you can't change some people's thought -

Interviewee

Yeah, and they're you know the most desperate thing, and look it is - it is difficult, as I mentioned it is difficult to talk about these professional things when you have people still struggling with sometimes very elementary things in language. Now, you know, the people we accept into courses should be bi-lingual but in Australia we have almost got rid of intake exams, so people come in with just an IELTS score and I think there's problems with that, and you get this huge diversity in the class, and look I know some of them will never become professional translators, and that doesn't matter. They'll learn other things on the courses and if the course is intellectually rigorous enough, you know, those things will be useful. But it is, you know, it is this emphasis on what's the professional area that I tend to focus on.

Interviewer

In the classroom what do you think the teacher's role should be?

Interviewee

Yeah. It's there to - well, I see my role as to always present the larger picture and then also to present the theoretical material in a way which makes sense to them. I mentioned the Skopos theory and the interpretive theory of translation. Obviously there's a number of theories of translation, sometimes we can spend more or less time on that. I haven't spent a huge amount of time actually teaching, you know, the theories one after the other and things like that but I will mention these theories whether it's Nida, whether it's Baker, whether it's Skopos theory, whatever, and talk about them, hopefully with examples that sort of illustrate that. And so I think that one other thing apart from the professional one is also this intellectual one, that there is a big literature on translation. There are disputes,

there are different ways that you can go about and think about professional translation and different bits of theory can help you with different kinds of texts, you know. So with these three texts you need you know one theory isn't going to cover them all. You know, in fact with the technical one there almost is no theory, you know. It's sort of like, on the other hand for the literary one, whoa, you know, there's an endless amount. And also for the bureaucratic one which will often have cultural understandings and institutional understandings that are taken for granted by the writer but which mightn't be taken for granted by the audience. So there's that sort of cultural element that you need to - you need to focus on. So it's an intellectual activity and it's intellectually demanding and I think that learning some theory, not necessarily just pure theory courses but learning some of the theoretical insights can be very useful. And for example I've had a number of - look, it happens sometimes that you learn what other translation lecturers do from your reactions of your students and I remember on more than one occasion when I was particularly giving some material on the interpretive theory of translation, that on several occasions people have come up to me afterwards and said this gives me a completely new view, you know, our tutor says no, you just do a sentence by sentence and the sentences should be the same length, and you've got to make sure that all the words are there. And the interpretive theory says well, which words are obligatory and which words are optional, you know. And in a text of 100 words there may be 10 obligatory words, the rest is really up to you as a translator. How are you going to get the meaning across? How are you going to get it across to the reader? And they say and this is - this is completely different to what our tutor says. And I say well, you know, this is, you know, people have got various views on translation and so on and I'm sure your tutors are competent and everything but it's a different perspective, you know. And I think that that's very important, that if you're presenting theoretical material it should sometimes have the capacity to surprise students and even jolt them and to see different ways of approaching things. And there's always, you know, because a lot of our translation teaching is about errors and about how many points you deduct for each error and I'm there, I'm not primarily interested in that. That has to be a part of teaching and that's legitimate, and I wouldn't want a translation course that's only me and just the theory but you know there will always be different ways about how you can construct a translation, how you can write it, how it will communicate and it doesn't go sentence by sentence necessarily, and they don't have to be of equal length, and they don't have to - you know, all these other things. So it's sort of - I've had some insights from the - and a number of students I think have actually been helped by the theory to think more freely about their translations and actually make it very creative. One exercise which I always encourage the language students to do is to take a text, get the students to read it, read it, discuss it, understand it, then put it aside and just write out what you - what you think was there. Don't look at the original, okay. Three months later give them that as a translation, and when you compare it the translation will always be more awkward than what they wrote spontaneously. Now what they wrote spontaneously mightn't have all the details, there'll be probably things they've left out because you can't remember everything of the text but it will actually be in fluent language. If you're going from English into Chinese it'll actually read like Chinese, not like an English text of Chinese words. So now that's an exercise which simply gets you into that thing but the main emphasis is communication. There's meaning in the text, how do you get it across. There's very different ways of getting it across, and that free written style will also show a good deal of diversity in the class, whereas when we come to the translation it will almost all be sentence by sentence, sentences of equal length which - and half of them will sound like English sentences, not Chinese sentences. So you know, again it's - and so you can do this consciousness raising

in language specific class as well and that also gets you beyond this thing of well, how many points are you going to deduct for this error and that error which unfortunately in the sort of NAATI system it's that elephant in the room that continually pushes you in that direction.

Interviewer

Okay. And what do you think is the relationship between teacher and student as a person?

Interviewee

It's - you've got to be very interested in the development of each student and that's hard because I teach, you know, like lectures and larger groups and so on, so I don't have small classes that are language specific. I think there you build up a good relationship and I know a lot of our tutors have excellent relations with our students and the students are really devoted to them. But in lectures it's sort of - it's to give them things that surprise them, that make them think, that are intellectually demanding and it also comes up in the assessment, so we try and get them to write essays or something like that. Some - unfortunately some courses because of various exigencies don't get students to write a lot, the theory courses, or they rely just on - you know, online quizzes or something and I don't think online quizzes - you've got to get the students to write and express their views, express their - it can be about text, it can be about theories, it can be about professional issues, whatever, but making an intellectual demand on students that they actually produce things that show that they understand these theoretical aspects or professional aspects of translation.

Interviewer

Okay. Regarding the feedback given to students, how do you usually give feedback to students apart from deduction of errors -

Interviewee

Yes, I know. Well, I don't do the language specific thing so all of my feedback is really about their, you know, writing of essays or responses to exams or quizzes or whatever, and there it's sort of - you know, it's really commenting on the students writing, so it's not - it's not involved in that detailed feedback on an actual translation. So it's much more academic feedback but I try, you know, the students who get 90 per cent I don't write it much on their essays, I'd say it's fine but the students who get 49 and three quarters I'll spend a lot of time trying to give them feedback. Some of the students who get 49 and three quarters respond to that, some of them don't. Some of them just want the 50 per cent and that's all they're interested in, so it's a struggle because they don't - many students still find it difficult to see the relevance of theoretical issues or professional issues or so on. When they have a practicum, when they actually go out on field practice, like they're placed in an agency and so on, then a lot of these issues start coming up. They themselves start talking about project management or talk about, you know, consulting translators of different languages about text or something like that. Then they see that it's sort of - there's issue that go beyond just the individual language there and so on, and that's - and that's very good. It's very hard to get that across in the classroom, and I've - because I've supervised practicums and so on, that's a very good feedback thing where you really get into that and they start saying things. Oh well yes, look, understanding the context is important. Now they haven't said that all year in class, they mightn't think that in class. You know, or they'll say oh yes, look, you know, I was working with another translator there and he completely turned the text around, and yet it

read really well. And you say well, what does that tell you about translation? And so you can get from those sort of instances, you get that awareness of the professional issue and also the theoretical issues, you know, that a text can be handled in many different ways. And that feedback is very - is very valuable. In the lecture you really rely on what the students - the students give you. But the other feedback is also from these discussion groups I have in my lectures. We do have discussion and as the semester goes on, people get more confident in giving their opinions and so on and some of the - even some of the shy ones talk. Sometimes it's very hard to drag any opinion out of a very shy Chinese or Japanese student. They sit on their hands, they don't want to say anything but, you know, I think that's feedback too. I think that's getting, you know, and so I think that's important to get everybody involved. So I'll ask everyone in the - in the lecture questions, particularly the ones that are trying to avoid my gaze and try to hide, you know, or looking at their mobile phones. So you know - and I come down hard on mobile phones. So it's that sort of feedback, you know, I think that's important too but the students in fact create their own feedback. You know, that it's sort of - that they understand things about why we're doing that exercise in class. You know, this is just one example. You should keep that anyway.

Interviewer

Okay, thanks. For written assessment, do you comment on their language proficiency?

Interviewee

Yes, I don't - that's not primarily what I do. I will - I will mark - no, I'll indicate where their language isn't up to scratch. I don't necessarily penalise them horribly for it. If it's no coherent yes, I have a reasonably high percentage of repeat essays where people just have to do it again and again the students differ very much. Some of them appreciate it, some of them hate it. I'm not the favourite lecturer for everybody but that's how - that's how it goes. I comment on the language issues because one of the things - and this becomes a professional issue. You see translators - although you think translators can just sit in their little cell and just translate all day and not talk to anybody, in fact translators will be asked to justify their translations. They'll actually be asked you know in the professional thing, they'll go to conferences about the translation or they'll be asked by clients to justify it or somebody else will comment on it and things like that, and so they have to have an opinion about their translation. And the opinion can't be just oh, we just say this in Chinese. Well, you know, sorry, it doesn't - you know, that's not enough. You've got to be able to say a bit more, and that's where the theory helps and that's where professional perspectives help. Also translators make mistakes or there's always - not so much mistakes, professional translators, you know there's varying ways you can do things and translators have to allow that there are various ways of doing things. This comes into checking. You can always change everything in the translation but do you have to change it? A good checker only changes those things that are really vital, and there will be different styles of translation and you've got to learn to live with that. So it's a question of give and take. So they are things that are - and all of that, you know, if you were working in an Australian context or with Australian speaking clients - with English speaking clients, you will have to do that in English. So you'll have to actually be able to communicate about your translation. Sometimes you will have to justify it, I mean in rare and stupid cases you might be called to testify in court but that's not going to happen with a lot of translators, but you will - you will be in communication with other translators or if you're checking things. You know, again it's communication, you know, on translation. So your language skills, your English language skills are important, even if all you

translate is from English into Chinese or English into Indonesian, your English skills are important because you may be asked to comment on the translation.

Interviewer

Yeah. Okay. Finally, can you summarise the qualities you think are important for being an effective translation teacher?

Interviewee

Okay. Well, I teach the theoretical and professional end, so I think those - that thing of making people aware of the professional demands and the theoretical demands is important. And I think also in - for the tutors who work very hard in language specific classes and so on, I think that ability to go beyond just the error deduction thing and actually, you know, talk about Skopos, you know, you don't have to call it Skopos, you can - you know, talk about readership, you know, set different tasks for different readerships and so on. Give them variety and - and get away from just the 250 word NAATI passages because it kind of - it means your teaching becomes in a very narrow channel and you know it's necessary to do passages like that, I'm not saying it's not, but the more you can vary it also the more intellectually stimulating the classes are. So the next one will be a set of instructions, the next one will be a diagram, the next one will be a multimedia thing. You know, you could vary the texts, give different demands, I mean these three are just three simple examples. But vary the demands and it's very important not to make translation boring. There's lot of boring things of it; you've got to get it right, you've got to, you know, learn how to get - understand it, you're developing your language abilities, everything like that. You know, there's a lot of just hard work in translation but it's that keeping it intellectually and professionally stimulating that I think is the most important thing; whether it's a theory and a professional person like myself or a language-specific tutor.

Interviewer

Okay, thank you very much for your input, that's the end of the interview. Thanks.

[RECORDING ENDS AT 36.37]

Teacher #2

Interviewer

Okay. Let's start by talking about your teaching experience.

Interviewee

Yeah.

Interviewer

How long have you been a translation teacher?

Interviewee

I've been a translation teacher including this year 3½ years.

Interviewer

Okay. Do you have any professional qualifications?

Interviewee

Teacher?

Interviewer

Yep.

Interviewee

You mean. I just finished my study of my graduate certificate of university learning and teaching at UNSW. I was doing part time while I was teaching there so it was three, four [00:34]. So I just finished that one.

Interviewer

Why do you choose to teach translation?

Interviewee

Well I didn't chose like purposely I was just, I just got the opportunity to teach and I just took it. And basically and then so and I continued to teach and that's. I find it was a rewarding experience and yeah it was, it helped my professional development as well yeah.

Interviewer

Okay do you have any philosophy or beliefs about teaching translation?

Interviewee

Philosophy or beliefs I'm not sure about philosophy but I do have some you know kind of, I do think in order to be able to teach translation and interpreting first of all you have to be a translator and interpreter, you have to be practicing in the field as a practitioner, you have to have field experience, actual experience so that you can actually understand what actually what actually the challenge is when you're actually doing the job. Secondly, you also need to understand some of, a little bit of a teaching method methodologies that's why I took the course the Graduate Certificate course and it helped a lot in terms of understanding and the learning and stages of learning's and also course design

assessments and understanding the overall university environments which is very important, it depends on the institution you are in so in terms of what are the resources that you can use because you have a massive ambition say I want to do to teaching this way and that way but due to your you know personal capacity or budget or school limitations and you know regulations and everything you know. You have to really work around limited resources and then you see what you can do with, what is practical actually. So this is how, I'm a very practical person so I don't really say I'm going to do this and that and in a very big targets or whatever. It's just like I see what I can do and do what within limited resources yeah.

Interviewer

You said you're very practical in teaching translation. Do you think translation theories can to some extent help students learn translation or to be a professional translator?

Interviewee

Indeed I think the theories are very important but to, the challenge here as far as I experienced during the period of my teaching, I don't teach to theory courses, but in terms of pedagogic kind of alignment students as supposed to link the theories with their practice in their practice courses like doing actual translation practice or interpreting practice. But the challenge is that most students were not able to do that. But ?[04:31] course they have no previous experience of translation or any sorts of linguistic backgrounds. And when it comes to these kinds of you know theoretical framework or terminologies they're like what are you talking about. And first of all the introduction to the theory is very kind of from my own experience as a translation student when I first came to Australia as well, it's very hard for me to get right into the theories because of these kind of terminologies especially you know second language terminologies and linguistic terminologies and sometimes some papers were returning from the prospective cognitive sides cognic?[05:26], psychologies and it's even harder to understand what they're talking about. So and the translation theories are evolving all the time and there's always new structure coming out, new approaches coming out and for example if you're analysing things from a functional linguistic point of view you have different sort of terminologies and then if you're analysing in the more traditional way you have different terminologies. So it sort of confused students a little bit because even though ?[06:04] Mira Kim, she's very keen on using the functional linguistic kind of approach and. But this takes time, based on what I learned from the graduate certificates is that when you're learning you have different stages to proceed from a quantitative stage to a qualitative change. It really takes a lot of time it's not like a few weeks that you can do that. If the students have previous experience as a translator or interpreter they might grab the ideas fairly quickly, maybe half a semester or even to one semester that's what I did because I used to be a translator back in China so I have some actual experience to relate to and then because the theories are extra from the practice and it's kind of like kind of its essence of those practices and then if you don't have any practical experience it's very hard for you to link it back to your own experience so I think that's the problem here. But I do think the theories are very important because if students continue to develop as a translator in the future sooner or later it will tick you know they will say oh this is that theory or things like that.

Interviewer

Okay. And in terms of classroom teaching, what kind of classroom teaching do you think is effective?

Interviewee

It really depends on, I would say from my teaching experience it depends on the different language students. As you know Chinese ?[08:04] is the largest course students, and then I have average 20 students to 25 students per tutorial whereas in other language students they only have less than 10 sometimes two or one students. So the approach is very, it's very different in terms of student number. I can only talk from my own experience in terms of large group of students. It's very hard for me to give person too much personal attention to each of the students if you have like 20 students in the class. So what I found efficient is that you really need to find some, for example if you're teaching translation, if you're giving feedback on translation it's very hard for you to give feedback to every single student. So you really need to for example see what the practical thing that you can do. You need to have a look at the translation maybe you find some common mistakes and give them feedbacks and then sort of like stimulate some critical thinking and then give them some guidance so that they can think about some you know other related problems and so they can generate some questions from that. It's very hard, it's not very good to just do it [09:54] and then you're just talking talking talking. But most of the time you know and Chinese students are like that, it's very hard for you to get them to talk-

Interviewer

So probably there are some cultural differences.

Interviewee

The perception of what is learning, what is teaching you know here maybe in Australia in the Australian context of learning and teaching is more interactive and then learn the needs to be more you know proactive and be more critical but probably from my own experience as a Chinese student all my life and the Chinese education system and things it's always the teacher should be more authoritative and you know more critical and things like that. And it's very hard to change that perception. So you need to find a kind of a neutral a common ground, a neutral ground in that you can sort of like interact with the students to some extent but not push them too hard otherwise they will be confused and they say what do you want, they ask you, what exactly do you want us to do. And then we are always asking what do you want to do. And that's sort of what raised the conflicts. But just in terms of practices I just give you an example, for example, I'm teaching in the course English into Chinese translation I'm teaching four tutorials like 20 student per tutorials. So every week it's impossible for me to go through everyone's translation so what we are trying to do is every week in each tutorial I pick out four to five students translation to look and then so after maybe four or five weeks every single students will have, will be, will have at least one individual feedback on that. So that's a way to get around it. It's not perfect but as I said within the limited resources that's the best I can do for the moment. Yeah.

Interviewer

Okay. And how can you describe your relationship between yourself as a teacher and your students?

Interviewee

Relation. I would say probably because I don't have research background I come from I come to teach as a practitioner, I tend to be more practical. I try to, I try very hard to get

some actual work experience into the teaching so whatever I learn from work and something's like that I try to embed it into teaching. And then I don't try to be you know also authoritative [13:14]. You know answers or translations or whatever I always say well nothing is perfect. I mean, I'm open for discussions if you think I'm wrong and then you can approach me and things like that. So I think I assume, personally I don't think I have a very I have much hierarchy [13:38] much hierarchy between me and the students, they're always welcome to approach me. But in reality I'm not sure but probably because I'm too busy I'm teaching four different courses and then I'm also managing practical and I'm also doing freelance interpreting or whatever job. I might not be able to you know communicate with the students on a personal basis outside of the classroom. So maybe likely a bit of a personal touch sometimes and I find it hard to remember every single students name.

Interviewer
It's hard.

Interviewee
Yeah it's very hard. So I know I should I mean after, at least after one semester, even after one semester I still sometimes say oh I know her but I can't remember her name or something like that so. Yeah just something to look into yeah.

Interviewer
Okay. The last question is about feedback. How do you usually give feedback to students?

Interviewee
I would say in, it depends on the assessment-

Interviewer
Tool.

Interviewee
Tools that you're using. It depends on the assessment scheme that the course is using. For example translation depends, ongoing translation because of the budgets and things like that it's impossible to mark lots of ongoing translations. So in terms of as I say I pick four to five students at a time for ongoing weekly translation feedback. What I did is in class is I use the source text and then I divide the source text into paragraphs or sentences or whatever it depends on the nature and then I put every students translation under each section and then I present it in class using our projector. I of course anonymously you know I don't say whose translation is that and I will compare this few versions of translations and identify the problems. And students who I picked knew that their translation was there but I'm not saying this is whose translation or whatever, they are not saying this is my translation whatever. But I think this kind of gives them a direct kind of feedback from their own translation. In terms of marking it depends on the marking method you're using, are you using the NAATI kind of approach or are you using a more kind of a [16:56] kind of approach and in the course that I'm teaching for the moment is more of using a functional linguistic approach in terms of different levels of meanings and calculating for example if you have two or more serious meaning kind of mistakes, errors, then your band will be within certain errors and this is how we justify the marking criteria. In terms of the interpreting we use sort of like a [17:42] and you have like

accuracy register, pronunciation and grammar and you know English language you know kind of fluency or whatever, things like that and then you give them a certain kind of a marks depending on how much you allocate for that assessment task. Basically it's like that. In terms of personal feedback if they approach me saying if I, I feel that I'm having difficulties in these areas or in that areas or I always find it hard to for example understand what the speaker is talking about if I started to do note-taking or whatever. And then this kind of feedback I can be more specific say well what you can do there are several options what you can do to improve. Yeah that's how I give feedback to students.

Interviewer

A combination of different approaches.

Interviewee

Yes. One is school kind of formative kind of approach. The other is if they have individual questions then I can address them individually but I won't be able to approach them you know, you know proactively without you know them asking me any question. So I wouldn't have enough time or resources to look at exactly what everyone's weaknesses are and then try to address them individually. I won't be able to that. I always tell them I say well you have to, if you have questions you have to come and ask me otherwise I won't know what example, what difficulties you are having for the moment because everyone is different.

Interviewer

Yeah. Thank you very much for your contribution.

[END OF TRANSCRIPT 20:01]

Teacher #3

Interviewee

This interview is supposed to take?

Interviewer

About 20 minutes. Okay lets start by talking about your teaching experience right. How long have you been a translation teacher?

Interviewee

Since 1992.

Interviewer

Somewhere about 20 years.

Interviewee

Yes.

Interviewer

What professional qualifications do you have?

Interviewee

I have a BA in interpreting and translation and a PhD in translation, this is directed to teaching and I've got NAATI Level 3 in interpreting and NAATI Level 3 in translation from English into Arabic and from Arabic into English.

Interviewer

Okay. Why do you chose to teach translation or interpreting?

Interviewee

I chose to teach translation and interpreting it was like a coincidence really. I was a PhD student an MA student actually and I was requested, asked by the university if I would like to take a couple of casual hours, I took a few hours and then one thing lead to another and I became a doctorate later on in profession and I was still practicing so yeah I found it rewarding in the end and I decided to take an academic path as well as keeping the other foot in the practice sometimes.

Interviewer

Did you receive any teacher training for teaching translation?

Interviewee

Teaching training in translation there is no such thing. We learn on the fortunately on the run, teacher training is not, was nonexistent in those days you know you just get briefing from coordinators and conveyers then what is required and go from there you know on instruction on how to conduct your classes and you probably build on your, probably I'm elaborating a bit here, you build on your experience from previous teachers and on your reading if you become an academic and you conduct a PhD, you did a PhD you probably will have, you'll have a lot of reading you know you went through and including scholars on how to teach translation and interpreting. So you build on these issues and in the end you know it's self-taught really yeah.

Interviewer

Okay. What kind of courses are you teaching currently?

Interviewee

What kind of courses? Mainly in interpreting and translation. I teach now legal interpreting including lecturer as well as what we call accreditation studies accreditation studies is a tutorial based unit preparing students to pass NAATI, NAATI exam. During this semester you know preparation for NAATI examination we conduct NAATI ourselves of course a similar examination. We train them on not how to pass the exam but also I mean as far as I'm concerned anyway you can teach someone how to pass the exam only but my focus is on how to behave like a professional interpreter in future.

Interviewer

Okay. And how do you balance theory and practice in your class?

Interviewee

You see I believe that practice can help a lot in your teaching. However it's not the only factor in teaching because if you have a lot of practice but you don't have much academic knowledge and theoretical knowledge about the issues you know contentious issues in the translation you won't be, you won't reach any level of good teaching ?[04:22] I should say. So you have to have both and to be only an academic sitting down in your air-conditioned room and tinker on your computer and make theories from your own mind without really experiencing them as well is not conducive to becoming a good, so a combination of those and there's always been ?[04:48] in my students feedback on my teaching is that I am also a professional interpreter and also I am applying the problems that are encountered by real interpreters by real translators in real life and giving them real life examples and bring them to the class and discuss them you know and try to elaborate on them by discussing the theory behind problem, you have problem solving strategies and all this kind of stuff. So you merge both you know your experience as well as your theoretical knowledge you need to you know give students a wide range of ideas about issues about the problems, strategies and potential solution if you like or suggestions as to what is a good translation what is a bad translation and you know discuss them from a theoretical standpoint and a linguistic standpoint and not only from your own narrow experience and your own narrow view and your own narrow solutions you know? So this is how I see it.

Interviewer

How do you define effective classroom teaching?

Interviewee

How?

Interviewer

How do you define effective classroom teaching?

Interviewee

Classroom effective? I don't know it's very conceptual sort of terminology you're using here? Effective classroom teaching? Meaning you know good, efficient. Effective.

Interviewer

Well what kind of role does a translation teacher play?

Interviewee

Yeah well we're talking about classroom teaching, maybe tutoring is a better way of saying, not teaching you don't go there and teach. I prefer students to be engaged at all times because I consider like a tutoring really tutoring in order to [7:12]?get the student to do something and to suggest solutions themselves. I found one of the best thing to do is refrain from bringing my own translation and put it there on the board and this is a good translation this is how it's supposed to be translated. Or at the end of the day after 10 or 5 minutes of discussion about a particular [07:45] syntax ?? so on like all students and yeah said and okay here's my translation and here how it's supposed to be. You've discussed it now and this is my translation. I try to really encourage them, not only encourage them but also to be to accept their own translation because some students come up with better translation than yours this is a fact you know they can come up with better ideas than yours. Provided that you are encouraging them and not really you know putting them down and let them sort of have the idea that in the end, at the end of the day it is the teacher who is going to say to us you know this translation and not ours. So if you start to accept it translation and have it there on the board if you are using the whiteboard let's say, and have it there for the student and they see it that it's been accepted alright by all the class after all the discussion. I think this will empower students to become, to really, and encourage them to discuss and because they know that at the end they will be accepted, they will be you know, they can be creative and they can be creative and they can, they can sort of - provided that you play the role, this is the part of the effect [09:20] you play the role of how do you say it monitor-

Interviewer

Facilitator?

Interviewee

Not. Facilitator, this is a good word, facilitator this is the word I was looking for. Facilitator there but not only facilitator but knowledgeable facilitator because firstly there are sometimes you only play the role of really you know asking or giving turns etc. I can give turns of course but in the end if someone really goes astray I can redirect you know what I'm saying redirect them because you know the answer yourself like any teacher you should know the answer yourself or answers if you like. But in a class of translation I find it very draining because you need to probably you've experienced this yourself because you cannot impose your own it's not like mathematics. See translation is an open thing and the way I see it like a continuing from the acceptable, there is an acceptable sort of range and there is a range which is non acceptable. You know anything that falls in the acceptable range you know they can also be you know very acceptable you know mildly acceptable you know slightly acceptable okay. So you need to discuss and you know this [10:37] range anything acceptable has to be there and discussed. Now if it's something really two students gave two different versions one of them is slightly better maybe stylistically not meaning-wise, everything is clear accurate etc accept that the style the register?[10:59] the text type you know this one suits better. You have to explain to them theoretically what's the theory to underpin the acceptability of this one more than the other one. You see this is where the you know the role of not only a facilitator but also more than a facilitator you know comes into play. See here the role of the academic you know comes into play and the students really share that very much,

appreciate that very much and in the end they come up with some, we're not talking, a translation class is always about to me, it's about style most of the, about style. It's not about grammar, it's not about accuracy. Either accurate or inaccurate you know there was no contention about this. No one can argue about it. Either grammatical or ungrammatical. Word sometimes, words you know some words cannot fit no whatsoever this particular context you know although words are not?[12:01] open choice ?[12:07]. Still it is restricted you know if we use [Baker?12:11]. It is restricted for whatever particular word, implication issues for example or grammatic?[12:16] issues. It is, it is a ?[12:20] system if you wish. So with each student all there's issues and we try to let them appreciate all these issues alright particularly you know what is acceptable and not acceptable. Grammar and I think you know I consider them at the bottom of the list. Effective classroom teaching-wise. Grammar and distortion I got them at the bottom of the list. The issue of really how to divide a text that is acceptable by the reader and also that is accurate to the intention of the source text writer as well. This is how I see it.

Interviewer

Do you think teacher's personality also is important in effective classroom teaching?

Interviewee

Personality. As I said to you it is draining. To me you know when I finish teaching one hour or two hour of translation it's like a marathon to me. I feel very exhausted. Exhausted, drained like my brain, very tired. You know I can stand up in court for one day I don't feel as tired as teaching two hours.

Interviewer

Really.

Interviewee

Because yeah because you know you have to think like not only a teacher like an academic like a practitioner but also you have to put yourself in their shoes, in each student's shoes and also try to engage everyone, try to engage everyone and in the end come up with a consensus you know. In my classes really there are any arguments between amongst students you know but no mine is better, yours is better they'll never be happy because I lay out, I lay out the ground rules from the start. You know I said to them this is you know how we operate here okay, there will be an open discussion everyone will respect each other and in the end I'll be the judge if there is anything that you know. I would hate to come to this stage to this point to be a judge but in the end you know we will discuss things and you are the people who are writing here. Some of the students come to you and say well what is your version of this particular text? And I always say to them I have a version but I'm not going to give it you because my version, your version could be better than mine even. It is not the issue the issue is how you learn to become a professional translator. This is the bottom line, you want to become a professional translator and work and make money out of your work and in order to do that you have to behave like a professional and this is what we are trying to do here, teach you how to behave like professional translator and if you're not up to it you're not going to make it.

Interviewer

Will you give your own translation version to the students?

Interviewee
No I don't no.

Interviewer
No. Okay so will the students challenge you?

Interviewee
I find it, no, no, I mean once every blue moon you know someone will come to me because I make it clear to them I have my own, see I have it here on my desk all the time. I have my own but my owns only for me to experience the text as well and experience the challenges. I highlight the challenges that I faced as a professional translator after 22 years whatever alright. And I highlight the challenges and I work as a translator. Hundreds and thousands every year sometimes you know, I don't know how much, I work a lot as a translator and all sort of. But what I, the text that I have here is not for the student to really have and use it as the bible. It is not, even myself after I see it several times you know I make changes, okay it's the bible, it should not be a bible okay. Each student you know is as important as my translation and maybe it needs more refining than mine, maybe I work faster than them, maybe I can come up with solutions faster than them. But in the end they can also, they should be ?[16:42] in order to come to solutions alright. But based on what on, on a very methodically I have to say, methodically. You do not like a ?come to a ?[16:53] solution because you say this one sounds better or I like it better or you know, I don't know you know, many different sort of flimsy, superficial thinking okay. You need to be 100% sure because either there is an equivalent one to one to this or there isn't. In my language and probably your language pair we don't have ready you know available, readily available equivalence because of the distance between English and Chinese and English and Arabic okay. The distance you know so structurally it has to be reformulated and rewritten so to speak. This is why writing is very important introduction okay, composition I should say here is very important you know be able to start, very important in order to come up with the, this is the major challenge for us in my language, you know how to come up with a stylistically accurate translation.

Interviewer
Okay. And then the last question is about feedback. How do you usually give feedback to students?

Interviewee
Feedback. My feedback you know ranges, depends, if you are in class of course we, feedback is verbal, is on the board. Sort of on the fly but everything is prepared you know what I like to do in order to not to spend much time on students doing translation in class, this is part of the effectiveness of classroom teaching, just to give them the work to do at home and bring to class for discussion. Now when they bring, there are several method I use you know in order to break the monotonous sort of method. Either on the board we ask students to write or to dictate me and then we will discuss student by student. Or we can have, and I give feedback as I said you know before I'm not going to go through it again on the board it's by group discussion. Second thing we can, if the send me the text, you know some text we cannot finish at all I said to them you can send it to me, not finish in class they will send it to me at home, ?[19:22] okay? So I give them comments on the margin you know. Comments will have to be very to the point okay if it's a grammar, grammar, just one 'g' will be sufficient. But usually I elaborate by ?[19:38] stylistic issue and how to reformulate you know. A mistranslation is a

mistranslation I point out why it's mistranslation. Sometimes it goes they misinterpret it, sometimes they mistranslate it. See? So it could be either or.

Interviewer

A mixed ?[19:56].

Interviewee

A mix yeah because they may not understood the English and they mistranslate it. It could be very nice in Arabic, nicely put but it is not, it's not accurate you see. So it could be either or it could be they understood what's been said but they couldn't really stylistically put it you know correctly. This is and you know so lot of comments on the margin. You know 100 word of translation sometimes I write about 300, 400 words of comments you know to students, you know depending on the text.

Interviewer

To give them compliments if they did a good one.

Interviewee

Of course compliments as well as you know. But they do something good this is a very good point because the NAATI system does not really recognise the marking system I mean it does not recognise good translation so everything is a deduction a deduction off marks, there's no pluses. Alright in the end I'll say you can add 2.5 marks if you are happy with the text alright. For each text 5 marks for the two texts. But it's not about marking to me. I still have to use NAATI system because it's imposed on us alright. But in class and in my feedback I do comment their good attempts to solve problems. I do a lot actually, I do that in my general comments and as well as my specific comments in the text. But again the third method we do is just by me sitting with them because I break them into groups of two sometimes to check each other to exchange-

Interviewer

Peer checking?

Interviewee

Yeah peer checking. Check each other and then I'll sit with them and see if they are fighting or killing each other or whatever. I sit with them and try to really see what's the problem okay. But usually I sit with them and then see what's the point of contention, what was accepted by one party or the other and what was the challenge etc and see you know the points and then give my own feedback then to students to see if they accept it. You know sometimes I ask groups of three to sit down together and take a particular chunk of the text and try if we have let's say 500 word text and I give if I have three groups of threes I give each one let's say 150 words or so and I said to them okay you try to solve the problem here okay the issues. Come up, each one of you has their own translation, I want you, the three of you come up with one version. And I ask the other group come up with one version as well and you come up with one version and I put the three versions there with each chunk of text, put the three version on the board and then I'll ask the whole class to come up with one version for the whole thing. Because that way everyone has worked on their own, on their peers as well as a group in the class and come up with one accepted version by all of them you know under my supervision and my comments as well. So that's why you know they learn from each other, they learn from each other, they discuss with each other and also they learn how to respect each

other because in future they're going to work as checkers, as revisers for each other and we all know that and how contentious an issue is in real life. So they will learn how to respect each other, respect each other, work and not to take a red pen and start really say no good no good no good. So it's an ethical issue as well as an academic issue here and learning issue. Because another method I use from time to time. It is time consuming but it is important if I have time if I'm doing for example community interpreting or specialise in translation I mean or specialise translation, I use this method just to break the monotony. And also because I find it rewarding for a student in the end come up with one version everybody agrees and adopt. Yeah.

Interviewer

Yes. Okay thank you very much for your contribution.

Interviewee

No worries, is that it?

Interviewer

Yeah.

[END OF TRANSCRIPT 24:45]

Teacher #4

Interviewer

Okay, first thank you very much for participating in this interview. Let's start talking about the experience you have had in the past few years; how long have you been a translation teacher?

Interviewee

You mean teaching at UWS – since 2006.

Interviewer

Okay. Do you have any teacher qualifications?

Interviewee

I've got a PhD.

Interviewer

Do you think holding a teacher qualification is necessary to be a translation teacher?

Interviewee

Oh yeah I think it is very important and it is also essential you have to have a PhD to teach at university level and for translation practice is the one important part but yes qualification, tertiary qualification is essential as well.

Interviewer

Do you have any teaching beliefs or philosophies?

Interviewee

Yes, lots. First of all I think what you teach you do need to motivate, encourage your students to learn, it's not dry stuff that you just cram into their head, not at all, it's more about, and also it's not about how many sentences or how many practical stuff you can tell them, it's really about inspire them, it's about telling them what is inside, what is behind, you know what you know is, particularly translation it's not just about oh you translate this sentence or that sentence but teaching them the alternatives, alternative means if you're translating into this or you're translating into that, what are the consequences and I always say to be a good translator you have to make considered decisions, so if you only make intuitive decisions, this is the way that I translate, you are not a good translator at all – you have ten options and then decide which is the best one. So you constantly have to give yourself all these conscious considered decisions so, and yeah and what are the consequences, consequences means that if you choose this way that means what, if you choose that way that means what. So there are a lot of cultural nuances behind that. Yeah, so it's fascinating stuff.

Interviewer

Can you give an example of how you motivate the students in the classroom?

Interviewee

I think it's most important, especially teaching translation, you do have to have practical experiences because I've been doing subtitling since 1996, you know subtitled more than

200 films and documentaries etc, so you would take examples just on the tip of my tongue, there are so many examples in the daily?[02:53], so you do need to give them concrete examples and how you resolve this and what are other issues, what puzzles you and why they are puzzles, why there are difficulties. So concrete examples and practical experiences and also the process are quite important.

Interviewer

Yeah, okay. Do you think a teacher's personality plays a very important role?

Interviewee

Very much so, very much so, I think I'm an effective teacher for a reason is I have a great sense of humour and the classes are always quite lively and I do encourage the students to speak up – everyone can challenge anyone including myself, you know so as long as you have something sensible, reasonable to say I also encourage participation and also the way you motivate them is everyone has some interesting thing to say and you go in there to explore rather than just go and buy textbooks. So I think personality is like you're open-minded, you're frank, you're warm, you're friendly and you're very much down to earth, so that helps a lot.

Interviewer

Okay. How can you define the effective translation of teaching in the classroom?

Interviewee

Well I think it's not about the dry theory, that's the main thing, I think that's a big fallacy in teaching translation either just too theoretical based and you can't really see any link to the practice, or the other extreme it just translate, just translation practice, you know just to translate one sentence to another or translate the text. So I think either way it's not really working and there are reasons as I said you know there are many, very sound theories behind the way you translate, so you know communications and cognitive psychology, social psychology, so all those things are actually quite meaningful to the way you understand translation and you know cultural mediation so it has to be logically organically mixed between theories and practice, so you can't miss in either part but you can't have only one part either.

Interviewer

Yeah. In your teaching practice how do you balance theory and practice?

Interviewee

I always, because by the time I teach and I always ?[05:25] most of those things in my head already, so I've benefit myself you know from reading those quite interesting theory books and not every theory book is interesting I have to say, some of the translation theory books I can't stand them you know lots of symbols, meaningless stuff and I always think it's a waste of anyone's time and life really, but there are many quite intelligent theories and I do read those books and then they inspire me and then they shed light on the way that I do my translation, so I already processed all these and applied them to my work because as you can see I do work every day, so I do this application constantly and then I bring what I have learnt and I what I have processed already to students to see this and how it has worked and why you need to learn this theory because this theory essentially helps you make decisions, make sounder decisions rather than just I don't know why I mean it's a decision you know a conscious decision, so.

Interviewer

Would you give students a reading list for them to -?

Interviewee

I'm a very open teacher, it's like I don't believe prescription – you know when I teach subtitling as one of the assignments I asked them to do, it's actually no topic, the only topic is you go out, you find anything interesting as long it is, has something to do with audio visual and your translation, anything and it was incredible, like each semester when I teach that unit the students came up with brilliant, brilliant presentations and ideas and not just a particular student, one student enjoyed her own presentation because she got into very interesting stuff, other students found it incredibly interesting, so they benefit a lot because there is no presentation are the same, so because there is not one same topic. So I think prescriptions actually downfall. So if you give one topic and then you can only do one topic, imagine fifty students say the same thing about the same topic, you know you'd bore everyone out. So and I don't believe that at all, so I said well you go out and find something, anything interesting – at first, especially with the Chinese students, they do not, they're not really used to that message but can you tell us more specifically what you want and I said no, nothing further, this is very open and you go out and look, you can look at the you know film titles and why film titles are translated in different ways, what are the reasons behind them and what's the difference between translation between Hong Kong, mainland China and Taiwan and you know sense of humour, you know comedy, how do they translate that? All sorts, anything you can find and it's incredible, students come up with amazing stuff, yeah. So definitely you inspire them, you actually bring out their creativity and their initiative rather than passive learning because passive learning is a big burden to anyone, yeah.

Interviewer

Yeah, so can I interpret it as independent learning experience?

Interviewee

It's quite independent learning and also you do, it's quite creative learning as well. So I always believe learning is an enjoyable thing, if you can't make it enjoyable, you can't – so the more you enjoy actually the better you will learn. So you know like in my classes the students often say wow like learning it is interesting, yes, because I always bring out what's the interesting part, you are not just reading a dry article, what have you learned, do you know this information before, no, okay if something makes you think and I think tertiary education is really mind training, it's not just about learning a skill, it's really training your mind and once the mind is trained so you go out and you can conquer the world.

Interviewer

Yeah and how would you describe the relationship between you as a teacher and your students?

Interviewee

Very close relationship in a way like we are quite casual in many ways and I don't have all those formalities that you can't talk to me about anything, about certain things, you know students approach me for anything and I think that's quite important for them to feel like if you have any questions I always encourage them and challenge me, it's fine,

you know I don't get how dare you or offended, no, so and I think there's kind of a formative and informative and kind of casual relationship is quite important, quite encouraging.

Interviewer

Okay. In terms of assessment what kind of assessment tools do you usually use to assess?

Interviewee

Well assessment it depends on the topics that I teach you know some are rigid ones like accreditation studies for NAATI accreditation and there are obviously strict rules and strict guidelines, and so and I tell the students what they need to follow, why they need to follow. And so those assessments you can't do much about it, it's really about telling them clearly what is required information, yeah. There are other types of assessments that I do and I give a large group for individual creativity for the subtitling course that I teach and leave a quite big room for each one come up with their own solutions. So especially you know translation there is no such thing as one only translation, there are many alternatives, so I do allow room for some creativity to come up as long as you can justify you can support what you're putting there. So, and also, so the topic or the type of assignment I gave to them is quite free ranged in that way, so I leave it to them to come up with what they can think of and I do encourage them to investigate, to explore, rather than just copy from textbooks.

Interviewer

So it's like a project.

Interviewee

Yes, yes.

Interviewer

Yeah. And the last question is how do you give feedback to students?

Interviewee

Feedback in all sorts of ways, I'm very focussed on feedback, for example for accreditation studies I actually ask students to do samples, to do translation and I use them as a sample that I give back to talk to the whole class, because if I just talk through the text and I make no mistake of course, so and then I can't see what students mistakes they can make. So I actually ask them to do it and then you know extra work for me but I found that's quite effective. So I said hey look here's a mistake that I do make, let's analyse why you make these mistakes, why they are mistakes, what you have missed, what you know how far away you are from accuracy. So in that way it's quite effective. So I quite focus on feedback and some work I give individual feedback, you know individual student -

Interviewer

Okay. In written form?

Interviewee

In written form and verbal as well, yes.

Interviewer

Oh okay, so you have much contact with your students actually.

Interviewee

Yes, yes that's right.

Interviewer

Okay, thank you very much for your contribution.

[END OF RECORDING – 13.00]

Teacher #5

Interviewer

Okay let's start by talking about your teaching experience - how long have you been a translation teacher?

Interviewee

Over the last ten years, twelve years.

Interviewer

Okay. And what kind of -

Interviewee

I done always teaching, I've been a teacher all my life since my early twenties, but as a translator teacher at these universities since?[00:30]

Interviewer

Okay. So you teach both translation and interpreting?

Interviewee

Only translation.

Interviewer

Ah okay.

Interviewee

I have never been involved in interpreting.

Interviewer

Okay. And what qualifications do you have, professional qualifications?

Interviewee

I have a NAATI accreditation and then academic?[00:50] accreditation so I've got PhD, not in the area of translation but in the area of Spanish and Latin American studies which is what I was doing before I got into translation.

Interviewer

Okay, so that's in linguistics?

Interviewee

Not really, it's more like history.

Interviewer

Oh okay. And why do you choose to teach translation?

Interviewee

I didn't choose it, probably translation chose me, like I was employed at this university, the programme was, is strong and they needed me.

Interviewer

Okay. As a translation teacher do you think students have different expectations as teachers have?

Interviewee

I suppose that's the case not only in translation but in all through the teaching the students would have different expectations as, as teachers.

Interviewer

And do you have any examples for the differences in different expectations?

Interviewee

I don't know – students will have the expectations that, for instance translations can be marked accurately and are very, just a good mark they have received and a good translation help them, which obviously they would realise, they should realise that that is not the case every day.

Interviewer

So probably they focus more on marks and scores rather than -

Interviewee

They focus on, on the idea that there is a mark that is fair and that is clear and is black and white.

Interviewer

Okay, yeah.

Interviewee

Where in translation assessment everything is almost grey.

Interviewer

But do you have your own beliefs about teacher translation?

Interviewee

I have to say - do I have my own beliefs – yes, I must say here that I'm ?[03:24], do you understand that word, like I taught myself how to teach translation since I've never studied translation myself and therefore I never had any role models to follow in a way, like I sat in at the exams, ... ?[03:43]exams without -

Interviewer

Yeah, yeah, so you're self-taught.

Interviewee

Yeah, I'm self-taught, yeah that's what I meant. What was the question again?

Interviewer

Yeah, your beliefs about teaching translation or what's your philosophy?

Interviewee

My philosophy is that the main idea when I go into a class, again I might teach translation technologies, I might teach I coordinate the practicum, I do many other things that don't involve teaching English or Spanish translation which is what they do, but when in my position with my heart as a picture of English/Spanish translation, I think that the main idea I want to get the translation trainees is that translation is not a substitution of words in their ?[04:53] language, I was in the target language, but is ?[04:58] writing of the same idea in the other languages is the typical thing of translating, meaning not translating words which I think is, for the students it's hard to, it's hard to understand. I suppose the difference between trainee translators and expert translators is precisely that, that the less familiar you are with translation the more closely you shadow the words in the ?[05:37] language to convey them in the target, while what they should do, particularly where direct translation doesn't work, is just to ?[05:49] and putting it in a completely different way. I suppose in my English/Spanish translation classes most of the time ... 06:03 trying to.

Interviewer

Okay. So in your classroom teaching what kind of interaction do you think is effective?

Interviewee

The advantage in my particular case is that the number of students for Spanish is small.

Interviewer

It's small, yeah.

Interviewee

So interaction is fast, students cannot avoid interaction and the teacher cannot avoid interaction either, there's no point in me talking the sixty minutes of the session with, or the two hours of the session with just six or eight students. Well I think that they are lucky in that in that no matter how good or how poor the teacher is they have to actively participate and put their views across.

Interviewer

Okay, so would you ask them to practice translation before coming to your class and then discuss the issues in class or?

Interviewee

Basically what I do, I mean they will come with some translation already done to class, even before coming to class they will have some, I will select perhaps some phrases or some words or some sentences that I find more problematic and since we are just a few of us I will just put together how I as the teacher and them as the students solve all these translation problems, just to have something meaningful to then discuss in class.

Interviewer

Do you have many challenges from the students for the quality of translation when you discuss some issues or?

Interviewee

The level of, I mean some students are great, some students come with having already gained NAATI accreditation, and occasionally some students might come with as much professional practice in translation as I have. Then again other students their Spanish,

their English, their language competency is not that great and they've never been exposed to translating, so that the level is different, there are different levels even within this small group of students. But again I suppose I will use the good students to help me in conducting the class, yet ensuring or trying to ensure that they make it challenging enough for them as well.

Interviewer

Okay. How can you describe the relationship between you as a teacher and your students? It's more like a mutual helper or you as a facilitator?

Interviewee

I would say that in these small groups and again I'm talking here as a teacher of English/Spanish translation and like in my other role as teaching translation technologies, I will probably be their teacher just in a transmissionist mode just telling the students what is it that they have to learn in their, in the small group of the language specific tutorials it would be more me as facilitator.

Interviewer

Okay. Let's talk about feedback, how do you usually give feedback to students – orally or in some kind of written form?

Interviewee

Orally in class I suppose we, I give feedback to the students and the students give feedback to each other and to me. I then give feedback to them in writing as required in their unit outline and probably more because again it is, and more than that because it is a small group. What type of feedback - I suppose I tend to give them feedback in the form of error analysis based on NAATI guidelines because I mean what they are aiming at is possibly ... 11:35 at the end of their degree, and then I suppose a more holistic approach on whether the translation they've been working with reads as a professional translation and why and whether it fits the ... 11:58 was it going to be published.

Interviewer

Oh okay and what kind of assessment tools do you usually use to assess your students?

Interviewee

NAATI guidelines and perhaps some rubric approach that they never seem to use anyway so in the sense of a rubric approach with some standards and some levels of achievement.

Interviewer

Oh okay, so it's basically, yeah, your students are supposed to pass NAATI exams at the end of the semester?

Interviewee

At the end of the semester.

Interviewer

Okay, yeah. And back to the teacher quality – do you think to be an effective translation teacher, to obtain a kind of teaching qualification is necessary?

Interviewee

Again I suppose this has nothing to do with translation but with teaching in general and with everything in general I mean to be a good translator you need NAATI accreditation, it will help, but I'm pretty sure there will be quite poor NAATI accredited translators out there and very good translators that don't have NAATI accreditation. And the same situation is with teaching in translation and in all other areas, however I would, however since I suppose since having some sort of accreditation at least ensures, in all being equal having an accreditation somehow ensures that that person has been prepared for that role. So yes I suppose teachers at the university or teachers they, teachers at the schools should have some sort of accreditation for teaching or training, yeah.

Interviewer

Yeah or some sort of for training, yeah, okay.

Interviewee

In the same way as translators have, professional translators have some training as well.

Interviewer

Okay. And the last question is about translation theory practice – you know some students they may complain that we have too much translation theories that are not so related to what they practice – do you think teaching translation theory can really help them meet translation practice?

Interviewee

I don't know, is the answer. I believe that, or yes and no, it doesn't harm them to have some theory and it should help them to justify their positions when problems ... 15:14

Interviewer

Ah yes.

Interviewee

But then again I suppose one thing is driving a car and another thing is knowing as a mechanic how the car works and how to fix problems – are they related in some sort of way, yes, but in that sort of way I mean they can be independent I'm pretty sure there are plenty of translation studies scholars that have done very, very little translation and they may still be good scholars on this area and they will be very good translators that have done very, very little translation theory apart from commonsense.

Interviewer

Yeah, it's like some translation practitioners, they're doing translation all the time in their practice but they don't have any kind of translation theory, yeah.

Interviewee

Yeah and they don't have time to read ... 16:18 yeah.

Interviewer

I think theories can be a tool to evaluate the quality of translation sometimes.

Interviewee

Yes I suppose behind any way of evaluating quality in translation there are, there is some sort of theory, yeah.

Interviewer

Or when problems appear theories can help students solve the problem in some way.

Interviewee

Not totally sure about that.

Interviewer

Okay, that's fine.

Interviewee

It may.

Interviewer

Alright, thank you very much for your contribution.

[END OF RECORDING – 17.06]

Teacher #6

Interviewer

Okay first Dr Wang for participating in focus group interview. Let's talk about your teaching experience first. How long have you been a translation teacher?

Interviewee

I've been teaching since 2006 as a tutor.

Interviewer

Do you have any professional qualifications?

Interviewee

Yes my undergraduate degree is in interpret translation and then I went on to do a Bachelor of Arts honours degree but that was in linguistics and my PhD was also in linguistics.

Interviewer

Why do you choose to teach translation?

Interviewee

Well why do I chose to teach translation. I suppose it's something I really enjoy and it just so happened that there was such an opportunity at the time.

Interviewer

Okay. Let's talk about the differences between learning translation and teaching translation. Do you think there is any difference between learning translation as a student and teaching translation as a teacher?

Interviewee

Well it's a bit hard to say what the difference is in terms of the process that's involved. I think when you're at these two different stages you are actually the overall package that you bring with you is very different so by the time a person advances to the stage where he or she is able to teach the person is obviously fairly experienced and so the way that you look at a piece of translation work or the original that has to be translated, the way you analyse text and so forth will be very different to the way you would've done when you had little experience. So I think the effort is certainly there so when you're a student you try your best. When you're a teacher you certainly want to look at the text properly and try your best to help your students understand how best to approach that text. So the amount of effort I would say is the same but because you are starting at a different sort of footing so to speak.

Interviewer

Okay. Do they have different expectations for the learning outcomes?

Interviewee

The different expectations? What do you mean by that?

Interviewer

Sometimes students probably want more of their exam results-

Interviewee
Right.

Interviewer
But teachers probably go through the whole experience with the students and think that students can-

Interviewee
Yes.

Interviewer
Develop themselves.

Interviewee
Yes of course so if we are speaking sort of in general I'm sure individual students would behave differently and some students are more committed, their keener on learning itself but the trend that I observe is after a semester finishes you very rarely will get a student asking for feedback on the work. Basically they get their mark and they walk away. And you think that, I spend some time commenting on your work as I marked your final essay or and you would've benefited yourself by at least giving yourself the benefit of going through the feedback. Very few of them actually come back and get that feedback off you. So I think yeah you're quite right so I think it's somewhat unfortunate that students don't really see their own learning and benefitting themselves the way that probably educators would want to see them take up.

Interviewer
Yeah okay. Do you have any philosophy about your teaching?

Interviewee
Well I think sort of it's a similar line of thought of what we just discussed in the last question. What I would like to probably focus more on the learning itself and probably less on the mark outcome because unless you have that say, you happen to have a class for very talented students chances are in a normal distribution you have some very bright ones, some students who are probably a little bit behind but most of them would be right in the middle. And so while every student hopes to get high marks that expectation is probably not very practical because the reality is most people will be somewhere in between. So if the entire focus is on getting a distinction, high distinction then many of them will be disappointed but the learning the process itself so not so much the final performance but the knowledge acquisition of human relation of knowledge in the meantime I think it's probably more important.

Interviewer
Yep okay. And let's talk about effective classroom teaching. How would you define effective classroom teaching?

Interviewee
I would define it as active participation by the students. So I, I'm a firm believer of student participation in discussion I think, that's-

Interviewer

Can you give some examples?

Interviewee

Sure so let's say if we're talking about translating a passage I would like to get students views and their versions of a sentence in question. I don't necessarily feel that my version is the best although I do have confidence in my experience and I think they have, there's a lot that they can take away but I quite often find very interesting and surprising comments from students and something's ?[06:47] as well so I think by engaging them and eliciting feedback I think you also convey a sense of respect so that they feel that they're being dignified in class. And whether they actually actively provide their versions to me or not if they are even just talking to themselves as the class progresses so there is some sort of interaction even it's sort of one and a half ways not two ways so I would be asking questions maybe one person answers but the rest will be thinking about that question. And perhaps silently offering their version and hoping to seek some sort of confirmation from my response to see how it matches up with their own version. I think that is positive and that process itself is language or knowledge uptaking.

Interviewer

Do you think the teacher's personality plays a very important role in making the classroom teaching more effective?

Interviewee

Yes yes certainly I think personality is one thing of course the more approachable the teacher comes across the easier the students will feel at ease with the teacher and at ease with getting information from the teacher whether it be seeking clarification or as we said providing their own version and hoping to get some correction and feedback. If the way the teacher conducts himself is very say rigid or authoritative you know sort of in a somewhat negative sense the teacher is less open to theories, alternatives then there may be a sense amongst the students that what's the point of me offering something that I feel is right only for it to be shut down. But I think even if the teacher decides to say critic or reject a particular alternative if it can be done in a way that the student feels dignified I think the student could still be willing to participate ?[09:31] their own renditions.

Interviewer

In a previous survey I did last year about personality there's one thing that students prefer the teachers with a sense of humour?[09:50]-

Interviewee

Yes.

Interviewer

The teachers with a sense of humour are more popular. Do you have any comments on that?

Interviewee

Yes I think that's certainly true but I feel though the sense of humour could be superficial in a sense that if that becomes the dominant feature then you can have a very popular teacher but perhaps not a teacher who can help you a lot in terms of your learning. But

part of being able to learn is to be able to focus in class and be awake and when there is humour in class it certainly helps you in that direction. But there has to also be substance in class to go along with humour that's how I look at it yes.

Interviewer

Okay how would you describe the relationship between yourself and your students?

Interviewee

Well I would like to see myself as a, in Chinese we say ?[10:54]. So probably someone who is similar to a peer or a colleague but a more experienced person. So I think the fact that I'm there as the teacher it probably says something about my experience and my willingness to impart my knowledge to others but that situation can very easily be reversed and in fact it has on many occasions done that where we engage in discussions of a very professional nature ?[11:32] interpreting for example I have a student in my class who is a lawyer and I'm not a lawyer even though I had a strong interest in law and I, initially I was quite intimidated when I found out about this student's background. I had also some years ago another student who used to be a Judge in China. And so I try to actually capitalise on their knowledge to benefit the rest of the class. So I think it's perfectly legitimate for me to seek clarification from these people and in some you know in a way they become our teacher and my teacher as well.

Interviewer

So it's a mutual learning process.

Interviewee

Yes.

Interviewer

How do you usually give feedback to the students about their translation?

Interviewee

It's normally done in the form of class discussion so we do it in the class.

Interviewer

Mainly oral?

Interviewee

Yes mainly oral yes. We've also tried asking students to submit their translation say one week in advance so we would then have the chance of at least skimming through some of them and see if we can spot some typical or fairly representative errors and then we can perhaps comment on those errors in class, not singling out any specific student but just sort of say this is what students tend to do and think about when they see this when in fact the better way to approach this is that.

Interviewer

Many teachers use closed book exams as their most used assessment tools. Do you still use that now?

Interviewee

Closed books what with dictionaries and? Those are allowed, is that what you mean?

Interviewer
Without references.

Interviewee
Okay so not even dictionaries?

Interviewer
They could use, no. They can use dictionaries but not their own notes.

Interviewee
Right right. That's fairly standard in my opinion because we, at least at UWS our course is guided by NAATI's regulations. They say that students are allowed to use dictionaries but ?[14:14] access, no personal notes and no self-compiled class notes either.

Interviewer
Can they use electronic?[14:28].

Interviewee
They can yes although it should be limited to just the electronic dictionary function and not the sentence by sentence translation not that you want to rely on those translations.

Interviewer
Are there any other assessment tools you think are effective?

Interviewee
We're talking about helping students improve on their translation specifically?

Interviewer
Not just for NAATI.

Interviewee
Yes I think I've also tried getting students to provide peer feedback so cross marking but it is a delicate issue because cross marking may mean that you empower one student over another and at least there may be a perception that all of a sudden I'm now the teacher. So I think it can be a useful strategy but it needs to be done with some forethought some plan, yes. So I think in terms of the marking itself I think that is a very valuable exercise. How am I going to gather my thoughts so that I can convince the other person that my version is the right version. So I think that brain exercise itself fosters critical thinking and it's a good way for students to learn how to articulate their own thoughts.

Interviewer
Okay and many translation teachers are freelance translators themselves they have a rich experience in the industry and they become translation teachers.

Interviewee
Yes.

Interviewer
Do you think a teaching qualification is necessary for them to be an effective translation teacher?

Interviewee
Teaching qualification?

Interviewer
Yeah or some sort of training on how to teach.

Interviewee
Yes. I do think so. I think this profession is such that it has to be a combination of ?[16:49] practice. I will say it's probably simpler to other fairly hands on professionals like accounting and nursing where or lawyer, law where it will be very difficult for us to think that you have a lecturer in criminal law who doesn't practice criminal law. Yes so I would say it's quite important for it to be an integration of theory and practice.

Interviewer
Our last question. Can you summarise what makes an effective translation teacher in terms of personality, our teacher methods, communication with students and feedback.

Interviewee
Yes I think they, an effective teacher is one who is approachable, who is not judgmental, open minded to other interpretations and who is analytical in being able to not just say that version or that rendition is inappropriate but how is it wrong and how who could it be fixed so that something along that line something similar to that to your version but maybe with some tweaking it can become acceptable. And so I remember when I was a student sometimes all I got was you can't do that, there was no reason given and that was unfortunate I think. So while I said to my students I understand that for a native speaker or a very proficient a lot, when it comes to languages a lot comes down to a person's intuition for language and I have that intuition and I'm sure you do but I think if, what I try to do is to not just say that's not right but I try to give you a reason. And if I can't right away I would look into it perhaps afterwards and I would send out email to the class to say that I've done some investigation and now I can tell you with some logic why a particular rendition is not so good and so on and so on. And so I think yes so being open-minded and accommodating but also with a view to help them adjust their own renditions so that it becomes something that is acceptable. And I think this sort of goes along with my previous trial with peer feedback. A common response from students is you can give them something that's very polished they'll probably look at it and go that's all good but I can never do that so they feel that there is a huge gap between what they can do, what they have and what's expected of them. When you allow them to see other students work and you get them to work in groups and do some peer translation in comparison they're then looking at people who are just like them and they're working with what they have, they're not working with what the teacher has you know 10, 15 years experience, they're just a student and yet they're able to produce something that's fairly good and I think in a way it encourages them, it's a confidence booster. So when you are helping and working with them so rather than say this is my version and this is the good one and yours is, but if you help them work on their version and say you know that's very interesting work you chose it's probably not a very appropriate context but if you do this like that then it will be a very good one. And so they feel that they're actually working with what they have and it makes, makes it look not so distant and it's something that's fairly reachable.

Interviewer

Okay. Thank you very much for your contribution.
[END OF TRANSCRIPT]

Teacher #7

Interviewer

Okay, thank you much for participating in the interview.

Interviewee

It's my pleasure.

Interviewer

Let's start by talking about your experience as a translation teacher. How long have you been a translation teacher?

Interviewee

I've been teaching translation and interpreting for about 11 years.

Interviewer

Okay, do you have any professional qualifications?

Interviewee

Yes, I'm accredited by NAATI as a professional translator.

Interviewer

And what language are you specialised in?

Interviewee

Arabic. I'm accredited for Arabic/English but I've also worked as translator and interpreter in the Spanish/English, Spanish/Arabic, and English – well English/Arabic combinations.

Interviewer

Okay, do you have any teaching qualifications?

Interviewee

Well apart from my PhD I did a course on teaching at a tertiary level, that was about nine years ago I think, yeah.

Interviewer

Okay, do you think teaching qualifications is necessary for a translation teacher? You know, many translation teachers are freelance translators so I was....

Interviewee

Well I think that teaching competence is essential, whether the teacher has formal teaching qualifications or not that's a second big issue, but the most important thing is that the teacher must have developed teaching competence and must be familiar with appropriate teaching methods for him or her to conduct tutorials and lectures appropriately, otherwise even if they are very experienced professionals if they lack the teaching skills and the appropriate teaching methods they will not be as affecting as someone who has both professional credentials, professional experience and teaching qualifications. And what I mean by teaching qualifications is training, whether it has

been undertaken in the form of intensive courses, short courses, any type of training on teaching methods and how to conduct a class.

Interviewer

Let's talk about the different perspectives regarding teaching and learning translation as a student and as a teacher. Can you identify any differences between learning translation as a learner and teaching translation as a teacher?

Interviewee

Well obviously the perspective is different. The expectations are different because you would be looking at the translation process and the translation class from your perspective as a student who has certain needs and expectations, or from your perspective as a student who has had his or her training as a teacher who is – who has had his or her professional experience and who would be aiming to conduct the class as effectively as possible. Obviously the perspectives would be quite different but, if I understand your question correctly, if you mean that the translation – whether the translation processes and the analysis of the texts at the hand is the same or similar I would say so because whether we are learning translation or teaching translation the textural analysis process is still practically the same, and the way the texts should be approached, analysed, and rendered from one language to another should still follow the same procedures and the same principles, but obviously the perspective will differ from one position to another because obviously it's not the same being a student or a teacher.

Interviewer

As a translation teacher do you have any philosophies or beliefs about teaching translation?

Interviewee

I have a philosophy for teaching in general which consists of the belief that the teacher should be a facilitator – should be a facilitator in the classroom, should look at the students' backgrounds, the students' trends and needs and focus on their needs in order to bring their learning and their performance up to the expected standard, otherwise if the teacher adopts the conductive approach and teaches – well just focuses on his or her own translations as a model and doesn't go through the translational process with the students I don't think that would be very effective. Well, as I said, the general principle for philosophy for teaching is students enter the approach, an approach that focuses on the students' background and the students' needs. For translation in particular the most important aspect is that – in my opinion, the most important aspect is that the teacher needs to focus on the translation process, on text analysis, text analysis is very important, and then on strategies rather than outcomes on appropriate strategies to handle different translation challenges.

Interviewer

And how do you define effective classroom teaching?

Interviewee

Well I think I've just answered that question. Well part of effectiveness is to have an appropriate approach to teaching translation. Another part is the class management of course, trying to make use of every minute in a tutorial or lecture in order to achieve learning – students learning. So on the one hand it's the approach you take towards the

text, towards the translation process, on the other hand it is time management, management of interaction between students and teacher so that there is participation, of course, so that there is engagement from students participation by everybody and so that there's timely and appropriate from the teacher, and also feedback from students as well, peer feedback is important too.

Interviewer

Okay, do you think there's some personal traits that might influence on the effectiveness of teaching?

Interviewee

Yes, I think – I think so to some extent. Well in teaching in general I think some – some of the relevant characteristics, personal traits if you like, are patience and flexibility. I don't think you can be an effective teacher if you're not patient with the students – with the student's behaviour, with the challenges students face, with the poor performance sometimes, and of course in some occasions lack of interest or lack of engagement with their reading materials or with the classroom exercises or the homework. You need a lot of patience to deal with that and also to motivate the students who lack motivation in order to help them achieve the intended learning outcomes. Flexibility is very important also because if the teacher adopts a rigid method and sticks to it throughout the semester or throughout the academic year. If the teacher sticks to his or her own lesson plan his or her own agenda, if you like, without taking into consideration the input the students might be able to contribute with, suggestions, feedback, even criticism. If he or she fails to do that I think – well they may still be effective to some extent but they wouldn't be doing a good job.

Interviewer

Okay, what kind of role do you think translation teachers should play out of the classroom?

Interviewee

Out of the classroom?

Interviewer

Yeah.

Interviewee

Well I think they should just enjoy their free time but, no, seriously if you mean while on campus obviously there is – well here for example in this institution we have consultation time so every unit coordinator, every lecturer, has at least one hour a week for students to come to their office – to the teacher's office I mean for advice, for consultation. Sometimes students avail themselves of this time for administrative procedures and sometimes they come for feedback on their learning for salutations to challenges they are faced with etc. And I personally encourage my students to talk to me after the lecture, talk to me during the tutorial, and email me or come to see me after – after I'm in the formal sessions, quite simply because some students are too shy to approach the teach in class or are too shy to participate in class or to disclose the challenges they are facing in class, so a one on one meeting or interview might be more suitable for some students to talk freely about the challenges they are facing, and even if it is something I mean as simple as a concept they weren't able to understand or something that was mentioned in a

lecture or in a tutorial but they were still unclear about it. Also it is always good for them to approach the teacher and for the teacher to explain further or to provide feedback.

Interviewer

Okay, and in terms of assessment do you think in class a translation exam is an effective tool?

Interviewee

Well it's an effective tool for institutional purposes, that is for the institution to determine whether a student has attained the level of competence expected after completion of the given unit. But if you're asking me whether this assessment type is appropriate for learning I would say no, simply because – well to give you an example here we have different types of assessment, we have continuous assessment that consists of weekly translations that are prepared and submitted by the students before coming to the tutorial, so the translations they submit are usually used for the tutorial itself for discussion, analysis, commentary and feedback, that is very effective for learning, okay? It's assessment and learning at the same time because some of these translations would be selected randomly and marked, but the mark is just a secondary thing, the most important thing is the learning process that takes place through weekly assignments and through classroom discussion, that's one type. Another type is essays, quizzes about theoretical issues, and finally comes the translation test or exam at the end of the semester. So that translation test is just a complementary assessment item that helps us determine to what extent the student has achieved the intended learning outcomes, but whether that assessment – that type of assessment in particular is effective or whether it contributes to student learning I don't think it does.

Interviewer

How do you give feedback to your students, do you prefer oral comments or written ones?

Interviewee

Both. Well when they submit a translation – as I said before, they would submit two translations every week, one from English and one into English, some of these translations are selected for assessment – excuse me, so here the student would receive written feedback, okay? But in addition to that every week students would receive oral feedback from the teacher and from other peers, we would – we would select a couple of samples, either whole translations by a couple of students or just excerpts or passages from the same translation as translated by different students, so we would take let's say a paragraph as translated by three or four students we would display it on the screen and then we would ask the students to reflect on the translations to compare them, to analyse them, to go back to the original and give their own views and of course the teacher would also contribute with feedback. Feedback can be about any aspect of translation: comprehension, comprehension difficulties for example; structure, structural appropriateness; idiomatic expressions; cultural issues; etc. So we try to establish a link between the lecture contents and the tutorial contents so if a lecture – if this week's lecture was for example about facing cultural issues in translation we try to provide feedback on the translation submitted for that week and focus on those social cultural issues that arose out of the translation assignment. But in general, as I said, feedback would include other aspects as well.

Interviewer

Okay, last question. Based on your experience can you summarise what makes an effective translation teacher?

Interviewee

In my opinion an ideal combination is a combination between professional experience and teacher qualifications, and again by teacher qualifications I don't mean a formal degree in teaching but previous training, appropriate training as a teacher. Because in my experience as teacher and also working with other colleagues at different institutions I've often come across situations where someone is a very competent professional, someone who has been working as a translator or as an interpreter for a long time, they have an established name in the industry, but as a teacher they are not necessarily effective. And on the other hand I've seen academics who have very high qualifications as academics and as researchers but because they lack professional experience, professional practice – they may be able to theorise a lot about translation and interpreting but without that insight that only professional practice can provide it's very difficult to be effective as a translator – I mean as a translation or interpreting teacher.

Interviewer

Okay, thank you very much for your contribution.

Interviewee

Thank you.

[END OF RECORDING: 19:19]

Appendix 11: Classroom Observation Summary Notes

<i>Item</i>		<i>What I have observed</i>	<i>Comments</i>
<i>Lesson preparation</i>	The teacher comes to class well prepared, with a variety of activities in the lesson plan.	When teacher A explains theories, he always uses examples in practice to support the theories rather than just reading the abstract lines. Also, both teachers always ask students whether it is OK to move on when an item is finished to ensure that everyone is following up the pace.	Theories play an important role in translation teaching but should be accompanied by examples in real practice. It is not popular among students to explain theories only, especially when the teacher tries to read the theoretical expressions in class.
<i>Classroom management</i>	The teacher organises the students to ensure they feel comfortable.	At beginning of tutorial, instructions are on the white board, explaining things in detail and showing steps for students to follow. Both teachers are punctual on starting and rules of classroom activities are very clear. Students know what to do next and what to expect out of the class.	It is important to make sure that students are given the right information and sufficient guidance at the beginning of a session so that they know how to keep on track.
	The teacher informs students of expectations regarding classroom behaviour.	Teacher B gives students instructions on class disciplines regarding classroom behaviours such as hand-raising, question asking, discussion among peers and computer operating.	The teacher has previous experience of teaching in schools so he values classroom disciplines, although the class he is faced with now is comprised of all adults.
	The teacher gives students an overview of the lesson plan.	Both teachers adjust class structure to specific needs of students. Some students need more time on learning how to use the software, while others need more time on reflection of translation activities.	It is hard to suit everyone in a class but the teacher has the ability to let students know that their individual needs will be considered by encouraging them to keep on track with the lesson plan and raise questions when they have.
	The teacher adheres to the objectives of the lesson plan.	Both teachers have a good control of the class and he tries to make every minute worthwhile. The focus of the class is always on the	When there is conflict with meeting objectives, the teacher should have the ability to be flexible in controlling the pace of

		students. Different from lectures, the tutorials are conducted in a way that students can express their views at any time and both teachers answer individual questions as possible as they can. The objectives of the lesson plan are realised in activities and teacher A adjusts his pace in delivery so that most aspects of the objectives can be met at the end of the session.	delivery so that students' individual responses can be attended to and the student-centred class style can be maintained.
	The teacher has flexibility in activity & pace.	Teacher B interacts with students frequently, asks questions about whether students have understood the content presented almost every 10 minutes. When doing activities, both teachers controls the length of a particular task according to student reactions and adjusts the pace with flexibility.	To be flexible is very important in classroom teaching because there will always be unexpected situations coming up. An effective translation teacher needs to be flexible in controlling the pace of activities based on student reactions. What is special about translation teaching here is that, since translation is about language transfer, students may have different reactions towards a text, or may have different processing time during translation.
	The presentation of materials is meaningful / motivated / conceptualized / scaffolded.	Both teachers use various teaching methods in class including presentation, group discussion, peer marking and scaffolding. Teacher A presents information in a clear and simple manner. Teacher B guides students to develop their knowledge and skills more efficiently and independently by demonstrating what is regarded as good practice in translation and encourages students to be creative and motivated to	It is essential for the teacher to present content of knowledge in a clear way so that students can easily follow the path to develop their own skills. Since translation has a lot of subject-related knowledge to get familiar with, the teacher needs to ensure that students are open to all relevant knowledge and develop the skills of searching all kinds of such knowledge. The teacher himself or herself shall be resourceful and knowledgeable, able to

		improve their own practice.	answer student questions on different subjects, and have the awareness to guide students to be “Jack of all trades”.
	The use of teaching aids is appropriate.	<p>Teacher A uses the big screen in the classroom for demonstration. When students are doing their own work on individual computers, the teacher goes to each computer to monitor, supervise and guide students on their work.</p> <p>Teacher B uses his own computer in the front for demonstration only and leaves the rest for students to complete on their own, thus giving them independent learning opportunity and facilitates autonomous learning in translation.</p>	Independent learning and autonomous learning in translation are important because students can develop their critical thinking skills and the ability to challenge “authority”. Since there is no correct answer in translation, students need to be more critical to any translated version provided and can improve their own translation skills through discussions or debates.
	The teacher adapts to meet student needs within the lesson for better learning outcomes.	Both teachers pass on knowledge with encouragement, facilitation and motivation. Sometimes students need to have a go and find out the answers on their own. This strengthens the understanding and acceptance of a particular point among students and develops independent learning capability.	Since there is a large degree with subjectivity in translation teaching, accommodating student needs and views becomes significant in classroom communication. When students focus more on the marking criteria of translation, effective teachers would cater for this need but let students find out some criteria on their own rather than telling them everything. After doing the activity, students may end up with a summarised version of the criteria in their eyes. Then this can be checked and discussed in the follow-up interaction in group tutorials.
<i>Classroom communication</i>	The teacher asks questions in a way that	Teacher A checks everyone is on track all the time, making sure that	Effective teachers should be mindful to students. Since the teacher has previous

	<p>students can understand (e.g., rephrasing if necessary) and has rapport with students.</p>	<p>students have understood everything. The classroom is open, supportive and friendly. Both teachers answer student questions in detail and give examples if possible. Teacher B engages with students often, and when students are quiet, the teacher gives them hints or tells them what to do next, trying to get everyone engaged.</p>	<p>experience in teaching school students, he tends to ensure that everyone is on the track by emphasising the importance of classroom discipline and teacher-student interaction.</p>
	<p>The teacher monitors student learning by checking understanding and providing corrections when necessary.</p>	<p>Both teachers encourage independent learning and critical learning. Teacher B does not just say “practice”, instead, he demonstrates the learning methods and gives guidance to students where necessary. Also, Teacher B checks student attention by saying “I want to make sure that everyone is on track so please listen carefully when I am talking, because I do not want to see anyone lag behind. It is very important that you concentrate in class, and only in this way can we work together for a better learning outcome. If you have any questions, just let me know and I will try my best to answer you in class or after class”</p>	<p>Although some people may think that translation ability is gifted or talented, effective teachers still need to give guidance on how to improve rather than saying practice without any suggestions or demonstrations.</p>
	<p>The teacher encourages students to engage in reflective learning by involving them in discussions and small</p>	<p>Teacher A is open to student experience and embraces new ideas from students. He is willing to listen to different opinions all the time. Teacher B mentions the importance of general knowledge, but he</p>	<p>Students need to know how to apply knowledge in translation practice and effective teachers are facilitators to encourage them to engage in reflective learning through either individual work or group discussions.</p>

	group work.	encourages students to go beyond knowledge and involve themselves in applying knowledge in practice.	
	The teacher integrates information from a range of other related subject areas.	Both teachers use real life examples and their own experience in teaching and ask students to develop the capability of acquiring knowledge from different subject matters.	Translators are like “Jack of all trades” and they need to know something of everything. It is the responsibility of the teacher to guide them to develop the awareness of absorbing information from different subjects or areas of study. One difference between teaching language and teaching translation is that language teaching focuses on proficiency of a particular language and the culture behind it, but translation teaching requires students not only to be proficient in both languages, but also to develop the ability of language transfer. Here the focus is the process of transferring meaning and form from one language to the other, so students need to apply what they have acquired in both languages to the practical process of language transfer.
	The teacher gives constructive feedback to students in different ways.	Teacher A focuses on micro skills more in classroom teaching and guides students to find their own strengths and weaknesses. Also, group discussion is used in class so that students have the opportunity to reflect their own translation process and discuss about each other’s translation work. Teacher B asks students to work on their own translation first before they form into groups for	It is valuable for students to not just focus on the problems they have, but to tell them what they have done well. Students think that if they are given feedback on their strengths, they may feel more confident in doing translations later. Effective teachers should know how to encourage students in learning by telling them what has been done well. When giving feedback on problems or errors, effective

		discussion. What the teacher does during this process is monitoring student interactions, helping fix things and reviewing student translation either individually or in group. In classroom teaching, both teachers give more oral feedback. Feedback is about both the strengths of student translation and problems.	teachers should avoid mark deductions only. Instead, they should inform students the nature of the errors or problems and provide recommendations or suggestions so that students can reflect on their own.
<i>Personal qualities</i>	The teacher has a positive presence / style of delivery / manner.	Both teachers use humour to make class interesting and entertaining. Teacher A appears natural in teaching and can reveal his own personality so that students may feel this is a “real” teacher.	It is natural to have personality reflected in classroom teaching so effective teachers are those who can reflect their own personality in a natural way when in the classroom.
	The teacher has sensitivity to individual students’ background.	Both teachers provide individualised help and support when necessary. They are also aware of individual student needs. When doing their own work on the computers, students are given individual attention by the teachers and are provided with comments or suggestions during the whole period of self-work or group work.	Effective teachers have the ability to be sensitive to individual students’ background and their needs during the process of learning and can provide help and support where necessary.
	The teacher reacts to unplanned situations in a flexible and appropriate way.	When teacher A makes a mistake in teaching, he accepts this as “my fault”, and is very sincere in apologising. Teacher B is also flexible with unplanned situations when several students raise a question of relevant issues in class but time is limited. He tells the students that he will note that question and answer it	Mature teachers have the ability to react to unplanned situations in a flexible and appropriate way. This reflects the experience of the teacher and shows that effective teachers have the potential to control special situations and keep the teaching and learning process smooth without unnecessary interference.

		in the next session. He also encourages the students to try to do some research and find out their own answers first.	
	The teacher has a positive attitude and is friendly towards the students.	Both teachers are passionate and engaging. They are patient to every student, especially when students have questions or ask for help, they are extremely friendly and supportive to attend to individual needs although there are many students who need help at the same time.	Effective teachers should have the awareness of being patient and friendly to students and so create a more positive learning environment for everyone.

Appendix 12: Transcripts of Observation Interviews to Teachers

Teacher A

Interviewer

OK I'd like to ask you some questions regarding teaching practice in classroom. The first question is do you think it's important to have flexibility in class activities and pace according to student reaction?

Interviewee

Yes of course flexibility but sometimes it's not all that easy to have to change all of a sudden make a ?0:00:32.3 as you realise that they may not be responding as well as you had hoped. But certainly adjustments such as the length of sticking to a particular task, when to move on to the next task, things like that yes that's certainly important.

Interviewer

And what do you think are the important factors in effective communication with students in class?

Interviewee

Well I guess... depending on the size of class of course whether you can engage directly with them to check understanding it tends to be much easier to be done in tutorials but I guess you try to observe their facial expression to see if there is any puzzled looks, things like that or sometimes you may have an inkling of you know certain things that you say or certain words or concepts might be a bit foreign so you take the time to just be a bit more you know you don't want to be patronising but at the same time you want to be sort of balancing. Maybe offer voluntarily some more additional information.

Interviewer

OK. How important is the teacher's personality reflected in classroom teaching?

Interviewee

Soothe question was how-

Interviewer

How important?

Interviewee

How important is it? I think it's quite natural it's going to be hard for someone to conceal their personality deliberately and that's why we all see different teaching styles among different teachers. So but that's not to say that you don't want to do that sometimes for example the students may give you or your peers may give you very good feedback. You may be a bit overboard in some areas n going over or doing too much or something so it might be good for you to consciously remind yourself but that I think requires a lot of effort because as I said I think it's natural to have personality reflected 0:02:51.1 teach.

Interviewer

OK and when giving feedback, do you try to vary the ways and encourage students to reflect in groups or individually?

Interviewee

Yes I think group work is very valuable that's why I say to my students I don't really oppose group work at all. I think it's good that they can you know the more discussion that occurs the better in many instances. I would also go around the class to look at their translation and give feedback and when I do that I try to ask them questions or point out so if they look at the translation as a whole it may be too big, but if I say just don't worry about the rest but just look at this instance or this word needs a better word – is there a better word that you can choose so all of a sudden their attention is focused on that. So quite often I find that I don't necessarily have to always provide them with the word but with their attention focused on what I want them to focus on. They often come up with something---

Interviewer

It's more like a guidance-

Interviewee

Yes.

Interviewer

For them to pay attention to some details [yes] OK. And how can you imagine it is teaching translation with teaching other subjects. W/hat's unique about teaching translation?

Interviewee

Because translation- there is a large degree of subjectivity in translation and this may not be the case with many other subjects. So I feel that I need to be very accommodation in the sense that I want to respect people's renditions. And I try as far as I can to not change their translation altogether but rather try to preserve their version but just tweak the grammar and somehow yes so I feel that that's one way of showing respect but also it would be much more effective for them to work on what they have rather than to get them to abandon what they have and they come and try to pick-up what I have. Yes.

Interviewer

So you always encourage them to do more?

Interviewee

Yes I -

Interviewer

0:05:21.8 I can just tell them.

Interviewee

Yes because the idea is for them to be able to fix the wrong things and so finally they can either produce something good or they have the ability to spot things. The review process and to fix it up. I think that's yes-

Interviewer

Alright the last question –are there any aspects you would like to improve in your teaching in the future?

Interviewee

Um... I- yes I think I feel that this may be human nature but I feel that obviously when someone responds to you better you tend to engage with the person more. Whereas a person there or when a student tends to be quiet and when you ask her something and you say "Oh look at this, what do you think?" and they don't really offer you much in response, you tend to just don't know how to ?0:06:32.9 you move on to the next student and that's a real pity because ideally we want to be able to get everyone to engage you know to a certain extent so I suppose being more mindful of helping those who may for personality reasons or whatever tend not to engage passionately with my conversation so think about how I can draw them out of their little world and -

Interviewer

How to get everyone involved in your activities?

Interviewee

Yes.

Interviewer

OK thank you.

[END of INTERVIEW 7:14]

Teacher B

Interviewer

OK my first question is from a teacher's perspective, what issues do you think are important in teaching translation?

Interviewee

In my perspective I would feel like giving a clear instruction to the students of translation is very important because in this way they can actually have a you know, very clear understanding of the requirements and also we need to create and encourage an environment so everyone can feel like they can participate in translation because translation itself is not you know that – it's not an activity that can actually arouse a lot of interest sometimes so maybe teachers have to create that kind of stimulating environment for the students to participate in so yes I would feel like students' involvement and interaction can be of crucial importance when it comes to teaching translation. Teachers should be resourceful and knowledgeable, have the essential theories to guide their practice, have enough industry experience, able to answer student questions on different subjects, and have the awareness of guiding students to be 'Jacks of all trades'.

Interviewer

Can you give a definition of effective translation teaching?

Interviewee

So effective translation teaching needs to involve high quality material. The passages have to be chosen carefully so students can actually know what the target is and also what is the criteria of a good translation. So also we need to actually try to encourage students to interact not only between teachers and students, but also between themselves. Because most of the time I find teaching translation needs a lot of group work so that way they would feel like okay this is group, team spirit and they can learn from each other so maybe we can actually hear some different views in translation from the other students.

Interviewer

What do you usually do in your classroom to make your teaching effective?

Interviewee

So I would try to incorporate different types of materials and during the class I would continuously check the students' understanding by asking them questions and giving them assessments to do. at the same time I would usually try to just give background information first so they can have an understanding of the topics so by watching some multimedia, videos or some other materials. And also I would try to just encourage the good students. You now the high level students to give more advice rather than giving feedback all the time.

Interviewer

What kind of feedback do you think should be given to students?

Interviewee

Normally I would feel you know the feedback should be constructive so it cannot be something like only a good or bad or a mark so maybe we can tell the students what their problems are mainly you know focused – what their problems are mainly. And also we

should also try to give them some evaluation survey so they can actually try to provide what they feel like their shortcomings are in the first place.

Interviewer

Do you prefer to use oral or written feedback in your class?

Interviewee

For translation classes I feel like you know when we ask them the questions so the prompts are oral feedback is important so they can actually know their problems straight away but maybe more written ones maybe more appropriate because maybe that way they can have a you now a better understanding when they read their feedback at home and they can try to compare and contrast with their previous work before so written feedback may be more appropriate in most of the cases.

Interviewer

Sometimes there will be unexpected expectations happening in the classroom, if something unexpected happened, different from what you had planned what would you do?

Interviewee

I would say maybe a big challenge of this one? mixed level of the students and also sometimes you know some disruptive students or some students come to the class without any preparation and so in this case I would try and identify what the problem is first and you know maybe I would try to – for example where it comes to the preparation, some students come to the class without doing any translation first, so we try to actually ask these students to quickly go through the passages first to give themselves a basic idea but for the ones who actually come to the class with you know the homework done, we actually ask them to have a group discussion amongst them first to see what the good strategies of translation can be for this passage. Yes so sometime I would say it always comes down to you know that kind of quick reflex and how you would cope with it.

Interviewer

That could be a challenge. Are there any other challenges you have faced in engaging students in such a class?

Interviewee

So if we have some disruptive students, I feel like sometimes you have to tell them directly what you can and can't do in the class, so establishing some ground rules in the first class can be something valuable. And also for the mixed level of the students I feel like sometimes grammar can be a big issue so maybe you know sometimes it's a good idea to just to polish some basic grammar rules, but I also find out some other students like the high level students would feeling boring so maybe you know sometimes we can pair them up so you know for the experienced students to share their experience or grammar rules with the not so experienced ones, or they can be the tutors for the class sometimes.

Interviewer

Do you think some of your practice work well in your class or are there any strategies do you think didn't work well in your class which you think could be improved?

Interviewee

So I think one of the good strategies to begin with would be you know – because I – sometimes I think it's quite obvious some students feel frustrated when they have translation tasks, so maybe I – it's kind of easy for me to identify who feels frustration and therefore I can try to adjust you know the material or you know my instructions you know accordingly. So I think that's one of the good thing. One of the things I feel kind of like useless is sometimes I feel like you know I prepared a lot of materials for them. they sometimes would feel they lack interest to learn and so min this case I would actually have to change the last minute so or sometimes they told me that you know they find sometimes the assignments or passages are too difficult so yes maybe I should be more careful when selecting you know different materials and try to do more ?0:09:12.3 analysis with the students first.

Interviewer

Do you usually do a lot of work after class to help assess students?

Interviewee

So they normally would have you know the translation or mock test so maybe you know it's a good idea to give them feedback based on what they do. And also sometimes the second week when they come back for the class I would try to ask them some questions about what they had last week to assess you know whether they have you know good understanding but at the same time they also can remember what we discussed. Because sometimes they also said that for translation classes they feel like it's a lot especially for longer hours so maybe you know if we can actually do a little bit of reviewing you know every time we have the new lesson that can be good.

Interviewer

How do you usually teach students with different language levels or who have special needs?

Interviewee

I would say it's perhaps one of the biggest challenges because sometimes the causes cannot be you know divided based on their level you know that's not practical. So for – I have to say that for you know in these cases I have to cater for the needs of most of the students – I can't say everyone because some students they do have you know like a very limited kind of proficiency of English so maybe I can only just to suggest to them do more reading and writing you know when they are at home and you know. So maybe they still need to catch up. But when we are teaching the class I just need to focus on you know most of the student's need by asking you know like do you guys have any questions or whether you have understood this. And so for – and I would say grammar and lexical amount might be you know the two challenges that we encounter when we have mixed level students.

Interviewer

OK just now you mentioned some students might come to the class without any required preparation so you have to make some changes to your teaching levels, are there any other circumstances where you can – you think you might need to change the teaching methods of change your lesson plan?

Interviewee

Mmm sometimes I feel you know like if I come to the class but I found the students actually – they have a little bit of setback so they couldn't remember what we discussed or you know, some translation skills are very important but try- they mixed it up or they just you know took the wrong one and so I have to just to stop here and try to incorporate more basic instructions of the skills and that can actually take some time and I can't actually finish you know the previous teaching materials and I have to give them either for them to do at home or you know we do that next time when we come back. So yes this is the first one that I found that can change my lesson plan.

The second one I would say sometimes students sometimes they kind of like go to other classes and they have different make-up classes or they can't take the original time for classes so we have you know some students who come to the class saying that they have already have this passage covered or they say the other teacher actually has different system or they say the other teacher actually explained this in a different way so I might have to change my lesson plan and discuss with the other teacher you know just clarify some issues before I continue yes my original work.

Interviewer

Last question, what kind of qualities do you think you have to make the class more effective in the translation session?

Interviewee

So for translation classes I would say because being a translator we might have to be attentive to details and also patient and because it takes a long time for us to get to the – you know maybe not perfected but the most appropriate answer. Also, as a translator, you need to know something of everything, which means to be more knowledgeable in different fields. So I would say you know when teaching translation teachers might have to present this kind of quality of being a good translator so the students can be influenced and also they can be shown okay this is actual what a good translator is so I would say yes just we need to be more patient and we need to be attentive to details we can't say, "Whatever this is the answer just take it" we have to tell the students, why, how and you know what. So especially why. Sometimes the students they tend to copy and remember everything mechanically but that doesn't work when it comes to the exams so we need to tell them why we say that in Chinese, why we say in English and do you guys have any better options so we as teachers are open to suggestions. So maybe that way they can actually be more involved and yes that can ensure good quality in the end.

Interviewer

Can you give example of one area you think you need to improve in your future teaching?

Interviewee

I would say in the future when I teach translation I would be more mindful about maybe doing more analysis in the first place because sometimes maybe I kind of like went to the class just assuming you know what their level is so maybe more preparation for what they want and why they're here and also what can we do to make the class more interesting so just to listen to the students' ideas first. And also I feel like you know I need more – sometimes I need a little bit I think extra more patience when it comes to you know different levels of the students because maybe some students as long as they have a good attitude. So maybe they are willing to learn that's enough but they may not have the you known proper proficiency for translation maybe we should give them more

patience and guidance so we can actually guide them to have more resources and you know what kind of platforms can be good for them to practice their English and Chinese. I feel like I need more of these resources and also patience to also cater for as many people as possible.

Interviewer

OK thank you very much for your contribution.

Interviewee

My pleasure.

[END OF INTERVIEW: 17:52]

Appendix 13: Transcripts of Observation Interviews to Students

Student Group A

Interviewer

My research is about teaching quality and teacher effectiveness, so I'm going to ask you some questions about what you think about teaching quality and teacher effectiveness, all right, OK.

My first question is, do you think it's very important for a teacher to have flexibility in classroom activities when you have special needs or you have different reactions.

Interviewee1

Yeah, I think [0:00:39] you don't understand [0:00:45] question may be related to another previous lecture so we can ask and then explain maybe another [0:01:00] or if we don't ask maybe the next time maybe we forget.

Interviewer

Yes, so you think it's very important for the teacher to react-

Interviewee2

Yes.

Interviewer

To the student needs.

Interviewee2

I think that yeah, the student needs sometimes, the student different level or-

Interviewer

Yep.

Interviewee2

[0:01:20] teacher [0:01:24] like according to what his plan, so have to make [0:01:27] to student needs.

Interviewer

Yep. Do you expect the teacher to speak more, or do you want to involve more in the classroom activities?

Interviewee3

I think it depends on whether we are in tutorial or in lecture, and lecture of course dominates, and even tutorials it should be a well-structured one rather than yes we- other students have said we need some [0:01:59] towards actual situation, and we need some flexibility, but side tracking is not necessarily effective. So if it's structured, well structured, well planned, the students will- it's easier for students to follow.

Interviewer

Yep.

Interviewee3

If its design is poor then all of us have [0:2:25] about that. I think it depends on whether it's a well-structured or well-planned presentation for students and then again I think the lecturer should keep on their main goal and to [0:2:44] rather than- you need a bit of flexibility but structured to remain-

Interviewer

Keep on the main track. OK. And how important do you think a person's personality is reflected in the teaching practice. You know different teachers have different styles, they have different personalities. How do you think a person's personality can be reflected.

Interviewee2

I think they're more patient [0:03:14] to teaching [0:03:16] and they're ready to listen to students.

Interviewer

Yep.

Interviewee2

So there's [0:03:27] I think for [0:03:29] for the good results.

Interviewer

Yep, OK, so effective communication-

Interviewee2

Yeah.

Interviewer

With students. Any other ideas?

Interviewee4

I think it's sometimes a problem if it's like students like when I was in high school or when I was in middle school if I like that teacher I would like learning lessons [0:03:55]. But if I don't like that teacher I wouldn't like show any interest in the class, but I think it's like very like [0:04:06], so yeah that's why I think it really depends [0:04:11] like [0:04:15] yes I understand every teacher they have different like methods [0:04:20] to teach, so I try to like adopt their teaching methods so as long [0:04:31].

Interviewer

OK.

Interviewee4

It's not a big issue for me, it's not a big deal for me yeah. But I do think it's [0:04:38].

Interviewee1

So in my opinion like when the teachers is like away [0:04:43] like the way he explain is like so interesting maybe can attract the student's attention because some subjects may be very boring-

Interviewer
Yeah.

Interviewee1
And then, but your teaching style can attract the student attention I think it's very effective.

Interviewee2
I think the teacher should have a sense of humour.

Interviewer
That's very important yes, and also energetic.

Interviewee2
So maybe the [0:05:16] not very boring.

Interviewer
Yep, OK, that's good yes. And when the teacher gives you feedback [0:05:25] some practices, what kind of feedback are you interested in. It's like verbal feedback or some written feedback or...

Interviewee2
I don't know before I have all written.

Interviewer
OK.

Interviewee2
Yeah, I remember written because you know you can have more time to-

Interviewer
You have more time to review again and again.

Interviewee2
Yeah review.

Interviewee3
I think it depends on the students as well, some people are listening, and some people are [0:06:01].

Interviewee4
I would like [0:06:06] feedback because I do receive a written feedback before a comment and sometime I didn't quite complete understand like I didn't quite complete understand the comment he give me, so if I have a face to face [0:06:22] like comment I could ask like what do you mean by this, yeah.

Interviewer
OK, so it's more like live communication between you and the teacher, rather than one direction from the teacher from the teacher to you.

Interviewee4
Yeah.

Interviewer
OK.

Interviewee4
It's just for me.

Interviewee1
It's like [0:06:43] between like a written comment and when you receive the written sometime you understand so you can [0:06:53] with the teacher and what is this mean and what is that mean I think it's more effective.

Interviewer
And what about translation assignments or translation practice, do you expect the teacher to give you a mark, or some comments on how to improve your translation.

Interviewee2
I think comments is more important than the mark. Yeah, we don't need a mark, we need the comments.

Interviewee3
[0:07:19] in field of translation or interpretation.

Interviewer
But you know some students they're main goal is to pass the [0:07:25] accreditation examination so they care more about the score rather than the-

Interviewee?
[0:07:31].

Interviewee4
Where can I can get both.

Interviewer
I mean which one do you think is more important.

Interviewee4
More important, probably-

Interviewee2
I think more importantly the teacher, sorry, should give students direction you talk about the student [0:07:50] you know -

Interviewer
So not only giving a mark.

Interviewee2
Yeah, yeah, not only a mark.

Interviewer
OK.

Interviewee1
The mark like can show which level you are and then you can like improve [0:08:06]
have the comment, so I think a mark is important.

Interviewer
In the first place.

Interviewee1
[0:08:16] want to pass [0:08:17] exam.

Interviewee3
I think it's really if comments about [0:08:24] how to improve are quite important and to [0:08:28] coming here we understand translation [0:08:31] doable things, you need to do it. We're expected to put time and effort into it, but what's the most efficient to but what's the most efficient way to do it, so that's why we come here to pay money to listen to the [0:08:45] lecture really, and otherwise we just sit at home and practice our [0:08:52], what's the difference. If we practice at home, it takes us two years to do it. We come here with [0:09:00] we like to do it in one year, so feedback if it's [0:09:05] important, it's really important.

Interviewer
So you think effective feedback can accelerate your learning.

Interviewee3
Yeah.

Interviewer
To process.

Interviewee3
I'm not- personally I don't worry about the marks or whether it's right or wrong does not worry me, it's how to do it. The goal is to get better [0:09:25] how to do it and we come here and spend time and money, we want to see some benefit of [0:09:31] and so we can buy by ourselves. The teacher has to show us what's the best, what's the best way to do it you know, most efficient way, shortest in time, cheapest the way to do it.

Interviewer
It's not only teaching knowledge, but also teaching methods.

Interviewee3
[0:09:54].

Interviewee1
Further translation is like more practical [0:10:01] more experience in the field.

Interviewer

That's right, yeah so practice is very important.

Interviewee3

And one thing [0:10:12] few ideas here, and one thing I'm not really happy with is [0:10:18] no matter [0:10:21] or translation no matter which teacher you ask they're both [0:10:27] practice. If this is the answer I always ask myself, why I'm here, I sit at home I practice. I come here I want more, and I pay the money and time here, [0:10:43]. I'm-truly I need more. If you go a little bit further and what we really need is [0:10:52].

Interviewer

That's right, so you want to know, you want to have some guidance of how to do practice to make you better.

Interviewee3

And to help me doing better than otherwise I would do it myself or with one of the teachers, or with one of the [0:11:07] to practice. That's how I see it.

Interviewer

All right, my last question is what's the biggest difference between teaching or learning translation with other subjects? You've mentioned that translation is quite practical, so you need to do more practice that's for sure. Are there any other differences between teaching or learning translation with teacher or learning economics or IT?

Interviewee2

Yes I think if possible some IT knowledge would be [0:11:49] as for me [0:11:51] students for me my computer skills [0:11:56] from the research doing the essays, presentations I learnt a lot.

Interviewer

So you mean...

Interviewee2

Yeah I improved in the skills for...

Interviewer

Teacher and learning translation needs to cover more areas.

Interviewee1

It's like speaking in public yeah because [0:12:23] doing the opening the conference and or some event, yeah I think that speaking in public is very important too.

Interviewee4

I found like [0:12:40] translator or interpreter it's sometimes quite challenge because you don't actually, you're not asking to have all the knowledge of all the field, but it's like it's beneficial if you know a little bit of knowledge of every field, yeah.

Interviewer

Yes.

Interviewee4

So that means that whether you are a translator or interpreter you need to keep like update the knowledge.

Interviewer

Yep.

Interviewee4

Yeah, so it's quite challenging actually.

Interviewer

Do you think it's very different from learning one language, for example learning English it is quite different with learning translation. You know some translation teachers they used to be English language teachers and they become translation teachers. Yeah, do you think the two disciplines have much difference, or can a language teacher become a very good translation teacher as well?

Interviewee3

I personally do not think so. We have to listen to the lecturer [0:13:51] linguistic background and coming from, they know all the things about linguistics but where's the translation. But I mean [0:14:02] previous- and I think it's a difference between learning translating or [0:14:07] or other science based subjects, other science based [0:14:13] other fields it's more assertion based. You have more time, you practice more but translation and interpreting I think partially it's gifted based, so whether you have time or not, [0:14:29] if the school can if the school can do all kind of assessment initial assessment before people pay money at the time here it would be great doing a good thing to the students. Otherwise, I understand the school needs to make money but [0:14:44] responsibility for the school as well.

Interviewer

That's right.

Interviewee3

And it's a [0:14:50] to do the things [0:14:53] many students myself included we're not going to be good translator or interpreter [0:15:00]. It's impossible because we're not gifted, that's very simple. And it's not a matter of whether we practice or not, no matter how long, and some people they have it. In three months, they do it. But whether there's scientific objective criteria to sort out students [0:15:23] first place, it's a question to give researchers [0:15:25].

Interviewer

OK.

Interviewee2

I think [0:15:29] for example I was a Chinese lecturer before in China, teaching- a translator teacher, but it's quite different with if I teaching English here [0:15:43] translation Chinese is for me it's big challenge. I can't teach that because I don't know really well. Or Chinese you know their sentence [0:15:51] break them up and then you have-

Interviewer

That's right because you're teaching, actually two languages.

Interviewee2

Yeah so that's why...

Interviewee4

I think well if you want to have a degree in linguistic or like a I [0:16:02] it would be a blessing for doing translation or especially doing translation but that doesn't mean that I can't be a good translator or interpreter, especially for [0:16:16] it's not [0:16:20] knowledge but also sometimes you need to understand the [0:16:23].

Interviewer

Yep, OK. Do you have any other comments, no? OK thank you very much for your contribution.

[END OF TRANSCRIPT 16:21]

Student Group B

Interviewer

Thank you very much for participating in my research project. We'd like to start with your translation learning experience. Can you tell me how long have you been a translation student?

Interviewee 1

Two months.

Interviewee 2

Yeah, about two months.

Interviewee 2

Yeah two months.

Interviewer

Okay. And how do you feel about your learning experience up to now?

Interviewee 2

Well I don't think I've learned much experience of translating because it's only two months' time but it's quite interesting.

Interviewee 2

Yeah, I think it's pretty good course. Because before ?[0:00:39.8], before learning the translation, maybe you just need to know how to read it sometimes and you can know about this sometimes but you don't know how to speak. Whereas your own language, you explain this but after learning this I think maybe you can get more knowledge and more skills to translate this and this in your own language.

Interviewee 1

A lot different from what I thought but I think I'm getting understand.

Interviewer

In order to study well in this course what skills do you think are important?

Interviewee 2

Reading and maybe -

Interviewer

You mean reading the -

Interviewee 2

Articles or -

Interviewer

Articles in the source language.

Interviewee 2

Yes.

Interviewer
Okay.

Interviewee 2
And I think you need to get a better ability to know the structure of the sentence. Those who can know ?[0:01:46.9] about the sentence.

Interviewee 2
So I think it's also very important for you to control your own language, actually your mother language because the English - for example, like a lot of ?[0:02:00.5] have a lot of meanings, different meanings in different situations, so if you cannot choose the right one to translate into then it's probably totally wrong about the original meanings of the sentence.

Interviewer
Do you think translation theory is important in learning translation?

Interviewee 2
Sorry, what is sera?

Interviewer
Theory.

Interviewee 1
Is it like the grammar?

Interviewer
Grammatical structures or some kind of - probably you haven't touched on that part. Like a lot of scholars they have done some research work on translation theories or how to make good translations in a theoretical way.

Interviewee 2
I think at the very beginning stage the grammatical theory is very important because it tells students how to avoid the misunderstanding and about two months later you have to try your own language, paraphrase or other things not just straight translation.

Interviewee 1
It might be a pathway, a pathway to you know like help you more in getting an understanding of the translation. Because it might not be the one you thought it is.

Interviewee 2
In my opinion I think grammar at the start is very important because you need to understand the sentence, you need to know what is sentence about. So at least you need to know what the original text mean about. But actually the theory I think is probably too early for us to touch because we're still at the principal - we're still at the principal so we cannot - we just cannot understand those theory as well. But later on I think if you're going to be a professional translator, I think it's very important.

Interviewer

Okay. In terms of classroom teaching and learning, what do you expect the teacher to give in the classroom?

Interviewee 1

Their experience. I think that ?[0:04:36.4] they do have lots of stories which might, you know, encourage us to get into the class, because it might - it's not always a funny thing to, you know, attend in the translation class. But if the teacher like can encourage us more it might be a better way to get us learn, yes.

Interviewee 2

I think in the class the teacher could just introduce some ?[0:05:15.2] form, just like they have probably translation ?[0:05:16.1]. Maybe we can introduce them into the class, then we can get some practical experience. That's quite you know important for us I think.

Interviewee 2

Also I think it's very good to introduce some very difficult sentence or probably a lot of people made mistake on it, so that we can know when we are facing that kind of questions or probably translating these kind of sentences that we're going to understand how can we ?[0:05:51.3], how can we ?[0:05:53.8], how can we translate them correctly into our own language.

Interviewee 2

I think just like the critical or on the ?[0:06:07.1] questions should be introduced in class because they not only can get ?[0:06:11.3] to focus on the issues but also we can gain the translation skills from them.

Interviewee 2

Yeah, I think what they say I ?[0:06:24.7].

Interviewee 2

I think teacher should guide the students to know the difference between those language. Sometimes we - and we can understand another language meaning but we cannot use accurate language to translate it. I think that's ?[0:06:43.5].

Interviewee 2

Sometimes I think for the second language you want to translate into ?[0:06:51.0]. I think we should be introduced just like the cultural background or the cultural difference, cultural shocks between the mother language and the second language, then we can totally understand and become more influenced when we translate the foreign language into the mother tongue.

Interviewer

Do you think the teacher's personality plays a very important role in classroom teaching?

Interviewee 2

Yeah, I think.

Interviewee 1

Yes.

Interviewee 2
Yes, definitely.

Interviewer
What kind of personality do you think is important?

Interviewee 2
I think maybe it depends on different teacher and different students. Maybe some students they just want to focus their study so maybe ?[0:07:34.1] for these kind of students, so the teacher just need to tell them his experience, study abilities, just to focus on all things on the study is okay but I think for most students they just need to - how to say it - just half time maybe just focus on the translating and half time maybe introduce as they say some background, some funny things during the translating and this can make - maybe this can help them to build an interest for translating this. I think this is a good way to help the students to improve their interest, to learn the subject.

Interviewee 2
Yeah, so I would think that only teach the techniques and only teach the skills is not enough, at least for me because I'm the kind of person who cannot concentrate on studying or concentrate on one thing that I'm not interested in. So at least I think the teachers, for example, me - the teacher for me need - at least need to firstly make me to get interested in this subject first, so that I have the motivation. So I'm willing to learn this subject.

Interviewer
Yeah, okay.

Interviewee 2
Yeah, I think in the class the teacher just - not just simply talking just how to teach you how to translate and the student just focused on the writing stuff. I think there should be communication between the teacher and the students. The teacher I think they have the responsibility to warm up all the classroom, all the students who participate in this translating stuff.

Interviewee 1
And if the teachers are more close to the student then they're like friends to students and then you know the students will like - more confident if they feel like friends and they will share their thoughts to the teachers. And at that time I think the teachers will like understand what the students are thinking and the teachers can teach them to avoid some you know mistakes.

Interviewer
Okay. Let's talk about feedback. What kind of feedback do you expect to get from your teacher if you are doing translation practice?

Interviewee 2
So I think the first thing is at least I'm willing to receive something - so for example like if I hand in assignments then the first thing I would like to see is - in the feedback is the mistakes. So people always learn from mistakes, at least - so when I receive feedback I

am willing to see where I made mistakes so that I can correct them. I can avoid those kind of mistakes the next time.

Interviewee 1

Yeah, not only the mistakes but also the - like you, yeah, like you - when you translate - why you're translating the teachers can, you know, point out the things you did good and the things you did bad, so the good feedback and the bad feedback.

Interviewer

You mean positive and the negative feedback.

Interviewee 2

Yes, positive and negative.

Interviewer F

Yes.

Interviewee 2

And the recommendation which way I can do better in the future.

Interviewer

Do you prefer oral feedback or written feedback?

Interviewee 1

Oral feedback but face to face and then I can -

Interviewer

One on one.

Interviewee 1

Yeah, and then I can write it down because I might forget.

Interviewee 2

Besides just ?[0:11:44.8] I think the teacher should be also focused on - because every student got their translating styles, so I think the teacher could adjust to understand their translation styles and not just teach what my translation style could translate the articles. They should be familiar with their styles and just help them improve to other ways to translate.

Interviewee 2

Yes, I think so, in those feedbacks I think I would like to see something like say yeah, yeah, this is good, it's okay, you translate well but actually there are other ways to translate. So there cannot be only one correct answer for this kind of subject.

Interviewer

So you would like to know more alternatives to translate?

Interviewee 2

Yeah.

Interviewee 2

Then we can - then we can know which style might be ?[0:12:44.5].

Interviewer

Suits you the best, okay. Yeah. When you feel you are challenged or you have some problems in translation, what kind of help do you expect the teacher to give you in class?

Interviewee 2

I think in class because time is limited so maybe the teacher just can pick some important questions, maybe there's questions is -

Interviewee 1

?[0:13:10.8]

Interviewee 2

Yeah. It's too hard for all students, so teachers can pick those questions to solve it and to tell students the difference, when you translate these questions. But some questions it's - maybe it's not so much meanings and you can just put it back a bit later and maybe after class. Maybe sometimes you can ask the teacher and the teacher can sort it for you and tell you how to deal with this situation.

Interviewer

Okay.

Interviewee 1

I think if I'm stuck in some sentences I might probably ask the teacher at that time because I might after that I might forget.

Interviewee 2

So you can write it down maybe.

Interviewee 1

So in that case I think the classes can be, you know, large classes. So a larger class takes more time for teachers to, you know, understand the students and answer the questions they have.

Interviewer

Okay. You all have done some kind of language class in the past, like English language learning experience. Have you thought about the difference between English language class and a translation class because translation class basically is dealing with language as well but it's dealing with two languages at the same time. Have you thought of any differences between one language class and translation class?

Interviewee 2

Firstly, we are in the English class - so I study with ?[0:14:57.5] which language is the teacher's mother language, you're going to speak English, only one language in this class. So that it is - so it's more helpful for you to learn - to learn the second like English but actually you know for translating class it's like - so we use one language, we use mother language to speak to each other or talk to each other, so that we're getting a better understanding about the skills, about the techniques, so the language difference.

Interviewee 1

Translation is more like the mind transforming because you need to understand the English first and then you need to, you know, write in the write term of the Chinese. You can't just - because in English class we normally just, you know, understand the English and ?[0:15:55.1] but we don't need to write it down. When we write the Chinese then I think although the Chinese is my mother language but when I write it down I think it's not my - you know, it's not what I thought it's that easy to write my mother language. Because the Chinese grammar, we get the Chinese grammar because I think what I -

Interviewee 2

Yeah, I think it's -

Interviewee 1

What I speak is different from what I write. Yeah, it's differences.

Interviewee 2

In just English class session we only gain the knowledge with the English ?[0:16:44.8] in the translation session, just like we're doing the brainstorm because you need to transfer the English to Chinese, Chinese to English, because it's always active our mind to think about how could you manage two kinds of different languages.

Interviewee 2

There's a lot of difference between English and Chinese, which mean if - which mean if you could understand the English meaning of these sentences in English but - yes, you know what this mean but it's hard for you to translate it to Chinese. So in English class you do not need to do these kind of things, you just need to understand this English and answer in English. But actually in translating class it's totally different. You need to -

Interviewee 1

So you think translating class is more difficult in English.

Interviewee 2

Yeah, finding the right form to translate.

Interviewee 2

Sometimes you forget both - it's two languages. You don't know how to explain somethings in English or in Chinese, yeah.

Interviewee 2

And I think in future just as a normal session you think they can adjust it to ?[0:18:05.6] adapting to the specific field, just to your major and for the translation just like we can - how could we just adapting to the whole company. How could we just communicate with multi-national and multi-cultural people in the company.

Interviewer

So the key here is language transfer in translation class rather than just being exposed to the culture and background of one language.

Interviewee 1

Yeah.

Interviewee 2

Yeah.

Interviewee 2

Yes.

Interviewer

Have you thought of any particular teaching methods or learning methods for a translation class, different from language class? Do you think when you learn translation, what differences have you found compared to learning English?

Interviewee 2

Maybe I think a difference between those two classes, maybe for example in English maybe just focus on English grammar or English background. We just speak English and talk English and you think you can do it well. But doing a translate, do one, one ?[0:19:24.1] good is not enough. Maybe - for sometimes maybe your English is very good but you cannot do the translation very well because maybe people's Chinese is very bad. So you can't do this but if people can learn English just so-so, but Chinese is just - is very good and so I think this can translate English to Chinese, can do it very well. I think so just learning background and focus on the ?[0:20:01.3].

Interviewee 2

So to conclude it's like - if you want to be a translating teacher I think you need to be the master of both languages. Like you need to master the Chinese world and also you need to be very professional in English, so that you can - you can easily translate English into Chinese or Chinese into English without any mistake and without any misunderstanding.

Interviewee 2

I think in translation course we are expected to know the difference about the sentence, the structure and the meaning but in normal English class we just have to know the - we just have to understand the meaning. They don't teach too much grammar.

Interviewer

Okay. All right, last question is can you use one or two sentences to summarise what makes an effective translation teacher in your mind? You can nominate two or three important factors or just a sentence of a successful or effective translation teacher in your mind.

Interviewee 2

I think maybe a teacher teaching a translating skills, abilities or express, this teacher should be aggressive and if this teacher, when he wants to attract the students interest or just tell some funny stories during translating, I think this teacher just be more - how to say it - more kind and more suitable for the students if not be so serious, I think.

Interviewee 2

In my opinion a successful translating teacher is like - so firstly, I think the most important part is to attract the interest for the students. So that your students are willing to listen to you or willing to attend your class. This is the primary things and - primary

thing. And also I think it's very important for him or her to have ability to teach this, to teach translating so that, you know, well if the teacher he or herself made a mistake on this class. I don't mean this way - this is not allowable but actually I think the teacher at least he or she needs to have ability to teach, to make all things correct for the students.

Interviewee 1

Like if the teacher's like my friends, like the class is like a communication, like they share their experiences and they teach us the skills and yeah, both experience and skills, that will be perfect. The effective teaching way, I think.

Interviewee 2

For me I think the thing for a good translating teacher should be they have good personalities, because a good personality not only the translating teacher should have, all the teachers should have. The second one I think the translating teacher should be more ?[0:23:51.3] they should, to encourage all the students in class to participate in this one. And the second one I think should be more creative. They should not focus too much on the - on the article stuff because as the beginner of the translator we need to know more about how could we focus - how can we familiar with two languages transfer, yeah.

Interviewee 1

One more thing I want to mention. I think the teachers need to be more patient, especially in the beginning because we are all fish in this area. So if they put more patience I think their effort will, you know, get rewards.

Interviewee 2

I think the teacher should encourage students comparing the different language as well as find the beautiful part in both languages.

Interviewer

Okay.

Interviewee 2

One more stuff. I think during - when the teacher teaching the class or during the class I think only talk about those theory things or the boring articles is not a good - is not very interesting. You know, translating is something more practise, you need to practise, you need to do more, keep doing. So I think maybe introduce some interesting articles or probably some articles with cultural background or cultural differences is much better for students who understand the differences between cultures and also the differences - so just try to attract the interest for students.

Interviewer

Okay. Any other comments?

Interviewee 2

That's all.

Interviewer

Okay, thank you very much.

[RECORDED ENDS: 26:01.7]

Student Group C

Interviewer

OK the first question I'd like to ask you is about your learning experience in translation?
Can you tell me how long have you been learning translation?

Interviewee 1

Translation? Two months.

Interviewer

OK how do you feel about translation?

Interviewee 1

It's very interesting.

Interviewer

Any other feelings?

Interviewee 1

And it's also very difficulty for me.

Interviewer

OK in what way?

Interviewee 1

In 0:00:24.0 sometimes I can't find out proper words.

Interviewer

Equivalents? OK any other difficulties?

Interviewee 1

I think it lacks in structure. Sometimes I can't – I don't know the structure of the whole sentence I like the all the different—

Interviewer

Yes. OK.

Interviewee 2

Also I think the most difficult thing is we have to learn like Chinese way and English way to translate the sentence.

Interviewer

Yes so both language is proficiency is very important?

Interviewee 2

Very.

Interviewer

Okay. And in terms of learning and teaching translation what are the important factors to you think? For example you have to learn skills of how to put different orders of sentences.

Interviewee 1
The grammar-

Interviewer
The grammar of-?

Interviewee 1
Of English and Chinese.

Interviewee 2
Oh both. OK.

Interviewee 1
I think the culture is also important.

Interviewer
Cultural background right?

Interviewee
Yes.

Interviewer
Anything else?

Interviewee 1
I think also you have to choose the formal words of Chinese which match the formal words-

Interviewer
Language style [Yes] So when you learn translation, what difficulty have you faced so far?

Interviewee 1
How to choose words, yeah.

Interviewer
Word choices? Okay.

Interviewee 1
Sometime like you say the English word and you know what's the meaning of the Chinese word it's hard to like choose the specific word 0:02:20.7. sometimes it's just a word, Chinese word in there and after 0:02:24.4 the whole sentence, you can't make sense, yes things like that.

Interviewee 2

Sometimes we also need to think about like why the disorder likes 0:02:36.7 like which ways to think and so have to like know a lot of background knowledge about that. So that's the hardest---

Interviewee 1
The sentence structure...

Interviewer
Oh both languages right [yes] Sentence structures. Okay.

During your translation practice what kind of feedback do you think to you expect from the teacher?

Interviewee 1
Honest feedback.

Interviewer
What do you mean by 'honest'?

Interviewee 1
Oh I mean the truth-

No matter what kind of mistakes I make I hope that the teacher can tell me all of my mistakes. [all the mistakes yes] Just in case I miss 0:03:24.0....

Interviewer
Do you prefer oral feedback or written feedback from the teacher?

Interviewee 1
0:03:40.5

Oral or written?

Speaking? Face to face.

Yes so I said of course.

Interviewer
Both you mean? [Yes] oh okay. If written feedback, what kind of comments do you expect the teacher to give?

Interviewee 1
What mistakes we thought. Maybe some 0:04:02.4 language different logic.

Interviewee 1
I think possibilities also 0:04:08.2

Interviewee 1
Sometimes he encourage us told a mistake there....

Interviewee 1
Rather than shock [laugh]

Interviewee 1
I think also I want to know why I made this mistake. The reason.

Interviewer
OK or the type of mistakes right? A mistake made about grammar or it's about collocation or something like that.

Interviewee 1
0:04:38.1 but if a teacher do this the teacher can kind of go 0:04:44.0 result? I think maybe student .. culturally what type of mistakes they make themselves.

Interviewer
That's why I ask if oral feedback is suitable because if teacher has limited time probably talking about mistakes would be more appropriately. Right. OK so it depends on the size of the class.

Interviewee 1
Yes.

Interviewer
And the number of students. [Yes] OK do you think theory is important when you learn translation?

Interviewee 1
I think it depends on what kind of 0:05:25.7. Sometimes student can not understand the difficult 0:05:31.6 it may decrease the motivation of the student.

Interviewer
Do you think it's better to practice first and then go back to theory? [Yes] and then apply the theory to the translation again?

Interviewee 2
Yes a bit better.

Interviewer
If you learn theory at the beginning you probably you'd be de-motivated.

Interviewee 1
Yes but I'd like to learn 0:05:55.3 the theories first and then go into practice.

Interviewee 1
It give me a more clear structure. If I go to practice first I will have my own way I don't want to learn this theory any more. So I want to know the theory first.

Interviewer
OK and in classroom teaching, do you expect the teacher to have a particular personality?

Interviewee 1

Yes I think a teacher should have world? 0:06:25.1 qualities should have a sense of humour.

Interviewer

OK that's one. Any other personality-

Interviewee 1

Personality is very important. Must be ... another form. Yes. No discrimination.

Interviewer

Fair. [laughter] and also patience.

Interviewee 1

Yes patience.

Interviewer

Any other qualities?

Interviewee 1

The logic of the teacher is important because some teachers they don't have a very clear logic with us speak or translated a paragraph.

0:07:08.0 yes the one teacher.

And also other factors I want the teacher can speak very the tone of he speak I have – I used to have a speaker who speak very, very slow and yes it would just make me fell asleep yeah.

Interviewer

So you mean the pace right of the voice?

Interviewee 1

The pace yes.

Interviewer

So far what kind of challenges do you face in the translation class?

Interviewee 1

I think sometimes I often is understood about the sentence structure of the is logic so maybe I lose a big mark in this sentence.

I think I need a longer time to translate come, compound sentence. Yes sometimes I'm very illogical

Interviewer

Any other challenges?

Interviewee 1

My own question is like if you give me a whole essay like translate it. Like if you give me an hour to translate ?0:08:28.3 I have more patience and I like to translate it very carefully but in the class like you say, “OK I’ll give you two minutes” I feel very tressed. It’s very ?0:08:38.3 [laugh] yes it depends for me I would like to translate it – just give me this task and I do it after that- I give you 0:08:51.0 like.. every time he say two minutes, one minute. Yes.

Interviewer

So different students would have different preference for a particular method so probably from the teacher’s side, to be an effective teacher you need to vary your teacher method to suit different means. Yes I do like quiet environment, no noise no-one talking.
[laughter]

Interviewer

Yes can you tell me some differences between for example an English language class and a translation class. What kind of difference have you experienced?

Interviewee 1

I think in English class maybe students are more active.

Interviewer

They are more active?

Interviewee 1

Yes. But in translation class, maybe some students like silence. The teacher like to 0:09:47.5point? some students new , I ask questions.

Interviewer

Yes do you think it’s a good way?

Interviewee 1

Yes it’s good especially to a Chinese student. [laugh]

I understand why some students are quiet because all know the sentence we translate have some mistake that’s why we are 0:10:10.9 we don’t want to tell everybody our answers. But in the English class. Though English is our second language so ?0:10:19.7

--even when you mistake --

Yes it’s fine. But when you speak, speak Chinese you are afraid to make any mistake yes.

Interviewer

That’s because everybody knows your mistake?

Interviewee 1

Yes.

If you got more mistakes you maybe increase your skills more.

Interviewer

More mistakes you can learn more.

Interviewee 1

Yes.

Interviewer

Anything else?

Interviewee 2

I think compared to the English course I think the translation course just for me I feel more confidence because in the English class there at the beginning I was scared to talk some people in English but here Chinese is my first language so I only know – I only need to know the English word was the meaning and guess the answer... yes you can talk it then...

Interviewer

Do you think as a translation teacher if he or she uses different methods, it would be more effective in teaching translation for example if the teacher focuses on language transfer rather than the skills in a particular language. Have you thought any possible methods that can be used only in translation classes? Not in a language class?

Interviewee 1

Translation that would be difficult as this is an exam-orientated class and we have to learn something very stereotype rather than flexibility but sometimes I found if I've translated in this – it sounds like the abnormal not very actual 0:12:25.1

Interviewer

OK if it's not for exam, are there any methods you think are particular special for translation only?

Interviewee 1

I think the 0:12:38.1 occasional translation is very important 0:12:40.8. We 0:12:44.2... very I mean in different situation we do translate or interpret things according to the situation rather than 0:12:59.5 worry...

Interviewer

Do you have any other comments?

Interviewee 1

I've forgotten the question [*laughter*]

What kind of method can you use for the translation class?

Interviewee 1

I think the cultural combination is very important.

Interviewer

OK so you mean to explain some cultural differences and compare?

Interviewee 1

Yes.

I've got one thing to say [Yes] I think it's because of cultural backgrounds. Western teachers they are very I mean open-minded they don't take something very impersonally, even students make some jokes with the teacher they didn't take impersonally. But sometimes Chinese teachers they do.

But not all of the-

I didn't say, some of the teachers...

Interviewer

OK last question. Can you use one or two sentences to summarise in your mind what kind of qualities should effective translation teacher have? What are the most important qualities?

Interviewee 1

Strong teaching ability. Professionalism. A good- nice personality.

Interviewee 2

More 0:14:39.4 injustice...0:14:46.1 justice.. maybe some students are in a class are not good students but are 0:14:55.3...?

Interviewer

There?

Interviewee 2

There yes.

Interviewer

OK.

Interviewee 1

I think the working experience is very important and I like the teacher who is willing to summarise the mistakes of one student and let a student know of what the student is good at and what a student always make me say that so the student will get a very clear – what I can do and what I'm short of so I can improve myself.

Interviewer

I can this like is individualised attention?

Interviewee 1

Yes.

I like the teacher who has each a culture of knowledge of both languages because we can get full understanding about this paragraph.

Interviewer

Alright thank you very much.

[END OF TRANSCRIPT/INTERVIEW 16:21]

Student Group D

Interviewer

OK let's start from the first question as a student, what issues do you think are important in learning translation?

Interviewee 1

What issues do you think are important? I think you might have to have very good Mandarin and I also think you have to have very strong, very good like a foundation of English grammar.

Interviewer

You mean English proficiency right?

Interviewee 1

Yes. Yes.

Interviewer

OK what about Chinese? If you are doing Chinese and English translation?

Interviewee 1

Chinese to English or just English translation?

Interviewer

Both directions.

Interviewee 1

Well I think you might have to really understand the structure of Chinese sentence and also the structure of English sentence. And how can you like if 0:00:57.5 translated into each other accurately.

Interviewer

Yes. What kind of classroom atmosphere do you think what you like in learning translation?

Interviewee 2

We have to accumulate with teachers. Like all the questions you want to know the answers and if the teachers can give you the answers straight away face to face they'll be good, like it's a good atmosphere.

Interviewee 3

I think the environment is very important like we have to communicate with a different teacher and students, classmates I mean and we can learn their stuff with more easier, more easy and happy.

Interviewee 1

Yes I think in conclusion class participation is very important so like different classmates have different perspectives in terms of the same issue. Yes and also the teacher's feedback is quite essential

Interviewer

Talking about feedback, what kind of feedback do you like the teacher to give you?

Interviewee 2

Personally I like to ask some questions specifically to my own situation and the teacher can get some feedback at the same time. I mean in the class and [Int: Orally?] Yes orally and after the class I like to receive some reference from the passages we are translating in the day and I can review that.

Interviewer

Do you think so?

Interviewee 1

Personally I would like to get the feedback from the teacher like truth ?0:03:05.8 to be reliable feedback-

Interviewer

What do you mean by 'true' feedback?

Interviewee 1

It means what 0:03:09.0 and yeah it is 0:03:12.1. I don't need the teacher to say, "Oh yeah good that's okay." No I don't want that word I want to hear, "This part 0:03:19.9 did wrong, this part you did very good and it's very good."

Interviewer

So you need authoritative feedback?

Interviewee 1

Yes because we need to pass exams to - that's an important ?0:03:29.7

Interviewer

Yes. Do you prefer more oral feedback or more written feedback for your translation?

Interviewee 1

What do you mean by written –or you mean oral – it doesn't matter. Written feedback it means I have a ?0:03:46.1 yes if you take that feedback seriously then it doesn't matter oral or written.

Interviewer

OK. Are there any aspects in which the aspect was different from what you had expected before you came to this school? Anything unexpected?

Interviewee 4

I think the translation is harder than I thought before.

Interviewer

Is not as harder?

Interviewee 4

Sorry it's as hard. [It's hard] Is much harder [Is much harder]

Interviewer
Than you thought?

Interviewee 4
Yes than I thought

Interviewer
So what strategies did you use to improve?

Interviewee 4
Practice. Yes true practice.

Interviewer
Can you give some detailed examples? How you practice?

Interviewee 4
Well I think for example some – like specific vocabulary – the Chinese translation some English vocabulary that I have never really thought about it.

Interviewer
Technical words?

Interviewee
Yes true. Yes.

Interviewer
What do you think?

Interviewee 4
I think the teachers here are very helpful. I like Mr [name] very much. Oh sorry. Because usually I translate some passage that he can explain it to me in detail and with passion. I appreciate that ?0:05:19.3 my marks.

Interviewer
Do you have any challenges in learning translation?

Interviewee 3
Yes because my grammar both the English and Chinese 0:05:30.1?always been?/obviously? very bad so all my English in the past- all the examinations my reading tests are always the lowest marks. So both the teachers teach me how to like, practice, 0:05:48.6 I try all the grammar and how to read those, pick them up from the paragraph so now it's getting better and better.

Interviewer
Do you think you have learnt what you want to learnt in your class?

Interviewee 4
Oh yes I do. I think to me the most returning ?0:05:48.6 thing is to how too much they try this meaning 0:06:16.4 or translate this to English word so that's the most critical part to

me so but I think I really learnt that because every single word I try 0:06:30.2 ..? my teacher also explain to us like how to match this, when to use, which one is better which one is preferred so I think I really learn what I should do.

Interviewer
OK. [name]?

Interviewee 5
Yes, yes so far I'm quite happy about it and also I think I learned more than I expected to.

Interviewer
Can you summarise your learning experience here?

Interviewee 2
To one point or everything?

Interviewer
Everything. Such as you have mentioned that you like your teacher? [Yes] What kind of a person is your teacher?

Interviewee
Very professional, very nice. Attractive. And beautiful.

Interviewer
What do you mean attractive?

Interviewee 2
Outside and on the inside. Another point is I do learn something from the translate 0:06:30.2? Not translate the sentence word by word and the way you – very funny example today is like, “How are you?” In Chinese is 0:07:48.5 you translate word for word like ‘How are you?’ And they say in Chinese 0:07:55.6

Interviewee 3
It's not like say hello it's like “Why is you?”

Interviewee 6
You sort of say but when you say how old are you? Why is you. Why it's always you. Yes.

Interviewee 2
So we know that now but before we try to like translate word by word but now we know have to translate like-

Interviewer
The meaning?

Interviewee 2
Yes the meaning yes that's right. In it.

Interviewer

Because we're not a dictionary. Yes. What is the most valuable part in your learning?

Interviewee 2

Improved my reading skills.

Interviewer

Reading skills. Yes that is very important. So do you think you can get a higher mark if you go to -

Interviewee 2

Yes I think - actually got – before I attempt this course, my reading is like in ? 0:08:48.1 test is 5/25 and after that can get a 6 point ? 0:08:52.0 7 so that's getting up, better.

Interviewer

So now I can say that you have improved your grammar [Yes] and also reading skills?

Interviewee 2

Yes.

Interviewer

OK that's good. What about you?

Interviewee 1

I think grammar is much 0:09:09.5 as well. Because even you learn grammar we 0:09:12.5 you know it's 0:09:15.1 but it's not- it's basically our details. So here our teacher really tells us what part in the sentences is called like, I don't know how to say it... 0:09:25.4 ? I don't know how to say the name of the parts in English but we know what parts in the sentence do all kind of things really. Yes.

Interviewer

The function of English -

Interviewee 2

Yes the function yes.

Interviewer

The function of a sentence right? Yes. OK. Do you think your teacher is an effective translation teacher?

Interviewee 2

Yes definitely.

Interviewee 1

Yes.

Interviewer

Can you nominate three qualities that make the teacher an effective translation teacher?

Interviewee 2

I think they've got very strong educational background. Like we can see they are teachers they're not like 0:10:11.6? the professional. And the second one they've got a lot of knowledge about the translation we don't know and they can teach us what it is.

Interviewee 1

I think they're very knowledgeable first because the translating contacts can be ?

0:10:31.4 at? occasion and magazine you know-

Interviewer

It can be anything.

Interviewee 1

Yes true it can be anything. So that requires the teacher to have a wider knowledge so, which they do have. And I think the second skill is they're very good at mentoring. At the same time they've very good at English and then really understand how to pass their knowledge to students which I think is very essential. Because as a teacher you now everything But if you don't know how to pass what you have to me so to me I don't think that's good.

Interviewer

What about classroom interaction?

Interviewee 2

In my class and this is very good, we all talk to each other, communicate with each other, even make friends with each other and 0:11:23.8 and I best friends. I make many friends here, even more than I was ?0:11:32.8 university. So I like here very much indeed.

Interviewer

Do you expect the teacher to give you more feedback after class?

Interviewee 1

Well I think they have to do their work very well though. However if you want to improve yourself you always want to get more and more to get better.

Interviewer

So what kind of role should the teacher play out of the class?

Interviewee 2

Friends. Be friends. Yes our teacher always asks, go and have dinner together yes it's good.

Interviewer

OK so my last question is can you give a definition of effective translation teaching in a student's point of view?

Interviewee 1

So effective translation teacher?

Interviewer

Yes so use 1 or 2 sentences to summarise how to be an effective translation teacher.

Interviewee

Well as I said before they have to be professional and then they have to be knowledgeable and then they have to understand students and understand their needs as well and also they have to understand how to pass the knowledge to the students.

Interviewer

Yes you have one?

Interviewee 1

Yes I think they should have experience in the real world [That's right] like translate-

Interviewer

They need to be a good translator?

Interviewee 1

Yes exactly. As a complement to her-

Interviewer

OK. Do you have any extra-

Interviewee 2

I think first the teacher has plenty of knowledge from society under their professional ways. And the second thing, they know how to deliver this knowledge to us. And third maybe help us not just in their knowledge about more, I meet 20:13:33.6 real translation or 0:13:34.1 in our life, is important.

Interviewee 2

I think they also need to get the whole class like be happy they enjoy the teaching and even in the class or after the class. So that ...

Interviewer

Yes I like your words. "Enjoy teaching." That's very important because students can tell from what the teachers behave in the classroom about whether they enjoy

Interviewee 1

Passionate or not-

Interviewer

Or passionate that could be another quality.

Interviewee 1

Yes true.

Interviewer

OK. Alright thank you very much.

[END OF INTERVIEW 14:14]