



Exploring effective translation teaching in the classroom: A case study

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Abstract

This study follows on from previous research to explore effective teaching process in a translation classroom in two Australian universities. The data analysis draws on Kiraly's (2000) social constructivist theory in translation teaching and focuses on the teaching process aiming to discover how effective translation teachers conduct teaching in the classroom. The results suggest that effective translation teachers are able to control the whole learning process, facilitate independent learning, guide students to be more critical about translation, give feedback for students to reflect on, and be supportive, patient and encouraging to students for better classroom communication and learning outcomes.

Key Words

Case study, classroom observation, classroom teaching, effective translation teaching, teacher effectiveness



Introduction

The general purpose of this study is to explore how effective translation teachers conduct their teaching in the classroom. It follows on from two pieces of previous study in which survey and focus group methods were used to investigate translation teacher qualities and teaching effectiveness through questionnaires and interviews (Huang and Napier 2015, Huang 2019). In this paper, Kiraly's (2000) social constructivist theory is adopted for data analysis as

a theoretical framework and results are analysed in four aspects: classroom management, classroom pedagogy, classroom communication, and teacher roles (Huang and Napier 2015, Huang 2019). The case study results in this paper extends Kiraly's approach and emphasises 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 (Huang and Napier 2015, Huang 2019) 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.

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 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, although case study results are not generalizable. 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.

1. 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; 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 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 2008, 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.

This 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 and the previous studies in this area (Huang and Napier 2015, Huang 2019), 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?

2. 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.

2.1 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 (Huang and Napier 2015, Huang 2019), 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.

2.2 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, 2). In other words, appreciative inquiry is designed to appreciate the positive part of our practice and suggest advice or actions for future development.

To apply the appreciative inquiry in the present study, two translation teachers (Teacher A and Teacher B) were nominated and selected by students in previous study of focus group interviews (Huang 2019), 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.

2.3 *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 & Fröhlich 1995). Nunan (1992, 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 this 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). 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.

Classroom Observation Rubric	
1. Classroom management	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.
2. Classroom pedagogy	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.
3. Classroom communication	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.
4. Teacher roles	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.

Table 1. Classroom observation rubric

In the post-observation interviews, prompt questions were sent to the participants beforehand so that the discussions would be semi-structured (see Appendix 1 and 2). 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.

3. 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.

3.1 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.

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

Table 2. Examples of Teacher B interaction with students

Moreover, Teacher B interacted with students frequently and asked questions about whether they had understood the content presented almost every ten minutes (see Table 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.

3.2 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 (Huang 2019).. 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 should 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 ought to 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 (National Accreditation Authority for Translators and Interpreters) accreditation, because many of them need that for migration purposes¹ 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.

3.3 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

¹ International Students in Australia need to meet a points system requirement for their migration application and obtaining a NAATI accreditation or certification can help them get 5 points in that system, which is essential for most students to meet the minimum requirement.

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 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.

3.4 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. Limitations of the study

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.

Conclusions

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.

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.

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.

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.

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.

In conclusion, according to this study, effective translation teachers should 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.

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Appendix 1

Post Observation Interview Questions to Teachers:

1. From a teacher's perspective, what issues do you think are important in teaching translation?
2. How do you define "effective classroom teaching"?
3. What do you usually do to make your classroom teaching effective?
4. What types of feedback do you think should be given to students?
5. How do you usually give feedback to your students?
6. Were there any ways in which the lesson was different from what you had planned?
7. What did the lesson tell you about what your students are learning, and still need to learn?
8. How do you plan to further assess the students' learning?
9. What challenges have you faced in actively engaging students in this class?
10. What do you think helps these students learn best?
11. What challenges do these students encounter in their learning and how do you modify instruction to address these needs?
12. How do you teach students with different skill levels? With language issues? With special needs?
13. How might you change the methods and lesson plan you used today if you were with a different set of students?
14. Did the students learn what you wanted them to learn? How do you know that the students learned or did not learn what you wanted them to learn?

Appendix 2

Post Observation Interview Questions to Students:

1. From a student's perspective, what issues do you think are important in learning translation?
2. How do you define "effective classroom teaching" as a student?
3. In your opinion, how can a translation teacher achieve effective classroom teaching?
4. What types of feedback do you expect the teacher to give to you?
5. How do you usually receive feedback from your teacher?
6. Were there any ways in which the lesson was different from what you had expected?
7. Did you learn what you want to learn in the class?
8. What challenges have you faced in actively getting engaged in this class?
9. What challenges did you encounter in learning and how did the teacher address these?
10. Do you think the feedback given by the teacher to you was appropriate?
11. Do you think the teacher is an effective translation teacher? Why?