

Perceptions of Teachers and Students on the Qualities of an Effective Translation Teacher

Zhi HUANG¹, Jemina NAPIER²

Abstract

This paper 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 in and out 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. The results show that translation teacher effectiveness includes but not limited to 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 influences students on their learning process and road to professionalism, and ongoing help for students.

Keywords: Translation, Translation teaching, Effective translation teacher, Perceptions, Qualities

© Association of Gazi Foreign Language Teaching. All rights reserved

1. Introduction

This study investigates perceptions of teachers and students on the qualities of effective translation teachers in universities using survey research. The qualities of an effective translation teacher may include his or her personal qualities, the roles he/she plays in and out of the classroom, the pedagogies used in classroom teaching and the feedback given to students. The overall purpose of this project is to identify the essential qualities that make an effective translation teacher from both students' and teachers' perspectives, which will give insights to what the most experienced, effective teachers do well so that we can learn from that to give a better quality learning experience to the students.

From our observations as teachers, it seems that in translation learning and teaching some teachers are more effective than others. The numerous reasons for this discrepancy include not only effectiveness of classroom teaching, but also other factors such as a level of understanding of translation theory and skills, a way of demonstrating these skills, pedagogies and other teaching methods to motivate students for their independent learning during and after teaching hours, a personality which influences students on their learning process and road to professionalism, and ongoing help for students outside the classroom.

¹ Macquarie University, Australia. Email: jeffzhihuang@gmail.com

² Heriot-Watt University, UK. Email: j.napier@hw.ac.uk

Newmark (1991) and Kiraly (1995, 2003) made contributions to the translation research with the focus on translator competence, translation pedagogy and translation teaching methods, but little research has been done to discover what qualities are required for effective translation teachers and what makes effective translation teaching. It would then be valuable to explore the perception of teachers and students at universities on the qualities of an effective translation teacher, and make recommendations for the application of these findings in teacher training and recruitment, as other teachers can learn from them and apply appropriate and effective techniques to conduct their own teaching in their particular contexts in order to become more effective. Single case studies cannot be generalised to all, 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 in and out of the classroom. As a result of this study, not only can our 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.

2. Theoretical background

Teaching is a “dynamic and social entity,” especially as far as “teachers and their own knowledge or mastery of the field” are concerned (Dollerup, 1995, p. 21). Bain (2004, pp. 98-134) proposed seven unifying principles in conducting classes at university and suggested effective teachers: 1) create a natural critical learning environment; 2) get their attention and keep it; 3) start with the students rather than the disciplines; 4) seek commitments; 5) help students learn outside of class; 6) engage students in disciplinary thinking; and 7) create diverse learning experience. When teaching in the classrooms, effective teachers use warm language, make explanations and get students to talk to achieve teaching excellence (Bain, 2004).

Successful teachers should also be able to evaluate or reflect his or her teaching in the classroom. In terms of reflection, Skelton (2005, p. 96) points out that excellent teachers in higher education can be distinguished by “their commitment to a long-term continuous process of professional development through critical reflection”. Therefore, it is necessary to combine teacher qualities with teaching in action and teacher reflection (Cowan, 2006) as very important components of this study, which will add up to teaching excellence in higher education (Skelton, 2005). In terms of personal qualities and commitments, Patrick (2011) gives a list of five main personality traits of teachers: *neuroticism* (an individual’s emotional stability such as self-consciousness), *extraversion* (interpersonal interaction skills), *openness to experience* (interest in new experiences and ideas), *agreeableness* (the ways in which one interacts with others such as trust, sympathy, helpfulness and compassion), and *conscientiousness* (the ability to be organized and motivated).

Mann (1970) proposed six types of university teacher roles, namely the teacher as expert, formal authority, facilitator, person, ego ideal and socializing agent, in which the first three, according to McKeachie and Svinicki (2006), are the most effective and satisfying. In university teachers’ theories of teaching proposed by Ramsden (2003), university teaching is regarded as transmission, organizing student activity, and making learning possible. In this sense, university teacher roles are similar to that as expert and facilitator, which concentrates on knowledge transmission and communication for better learning outcomes. When conducting teaching, effective university teachers may vary the range of styles and roles to maximize the learning results through different behaviors.

Apart from the two usual modes of teaching, namely teacher-focused and learner-focused, two researchers from America regard teaching not only as transmission (teacher-focused) and acquisition (student-focused), but also engagement (learning-focused) (Calkins & Light, 2008; Light & Calkins, 2008). They argue that learning-focused teaching may facilitate student learning and help students actively reflect what they have developed in order to change their conceptual understanding. In the teacher-focused mode, the teacher’s role is a transmitter, passing knowledge to student only, so student learning is not the teacher’s concern. In the student-focused mode, the teacher’s role is a facilitator,

helping students acquire the course concepts and content, and the teacher's concern is skills. However, in the learning-focused mode, the teacher's role is like an engager or a guide, developing ways to help students improve through their own reflection and active participation, so here understanding becomes the teacher's concern.

Since the setting of this study is translation teaching and teachers in universities, it is worthwhile to note the qualities of an effective language teacher, before considering the qualities of an effective university translation teacher.

2.1. Qualities of an effective language teacher

Many people regard translation teaching as similar to language teaching. In English language teaching, effective teachers may differ in various ways such as the teachers' language proficiency, teaching styles, personal traits, and teaching materials used. Curtis and Cheng (2001) suggest that effective language teachers have profound knowledge, outstanding skills and unique personality characteristics. Brown (2001) also offers a checklist of effective language teacher characteristics which contains four categories: 1) technical knowledge, 2) pedagogical skills, 3) interpersonal skills and 4) personal qualities. This list examines language teaching and language teachers at various angles and evaluates effective teaching in detail. What is more, Burton (2000) holds the opinion that effective language teachers need to have knowledge, uniqueness, reciprocity and professionalism. All these ideas of being an effective teacher indicate that there are mainly three aspects that make an effective language teacher: professional knowledge or achievements, personal traits and teaching styles.

In a previous study (Huang, 2010) that examined an effective English language teacher at Nanjing University of Chinese Medicine in China, qualitative research including case study, surveys and interviews was used to investigate the traits of a successful EFL teacher. The results show that effective language teachers have the personal qualities of being responsible, patient, enthusiastic, kind and knowledgeable to undertake their role as a teacher and, on the other hand, have the strong ability to utilise effective teaching methods to teach in accordance with what students need and train them to learn in a communicative and independent way both in and out of classroom. Not only are they a friend to students, giving them support and helping them solve all kinds of problems, but they also are regarded as a coordinator among colleagues, encouraging co-workers to develop themselves and work hard as a team.

2.2. Qualities of an effective translation teacher

Mercer (2000, p. 160) suggests that more effective teachers can be distinguished by three characteristics. First, they use questions not just to test knowledge, but also to guide the development of understanding. In a translation classroom, the teacher may use questions to discover students' understanding of the content and their expectations in order to adjust teaching accordingly and encourage students to reflect on what they are learning. Second, they teach not just 'subject content', but also procedures for solving problems and making sense of experience. In translation teaching, this can include demonstrations of problem-solving strategies, explanations of classroom activities, and interactions with students to encourage them to make explicit their own thought processes. Third, they treat learning as a social and communicative process. This is usually revealed in a translation classroom as discussions of translation theories, skills, issues and problems, with the use of students' contributions as a resource for building the 'common knowledge' of the class in order for them to take a more active role in classroom activities.

The personal qualities of a translation teacher, as Newmark (1991, p. 131) suggests, include those of any good teacher as well as of a translator: "energy, curiosity, enthusiasm, ability to work at speed against a deadline, meticulousness in the smallest details, punctuation," to name just a few. Basically, in terms of personality, there are three areas: "personal qualities" that are attractive; "professional

qualities and experience” that are reflected in course design and choice of materials; and “general knowledge of culture” (Newmark, 1991, p. 131).

According to Newmark (1991, pp. 129-130), the translation teacher should possess a “fortiori,” the four professional translator’s skills: (a) sensitivity; (b) a wide knowledge of the language and culture of habitual use, and as a teacher, the metalanguage derived from a grounding in linguistics to describe and categorize linguistic terms; (c) a good knowledge of the topics; (d) knowledge of two or three foreign languages and cultures. Therefore, translation teaching requires not only a good teacher personality, but also the adequate skills to encourage students to reach their full potential. One challenge could be to teach someone who is more gifted than you, since as a translation teacher, your personality is expressed in your attitude: “your job is to help a wide range of students, many *brighter* than you are.” In other words, “translation is for discussion” (Newmark, 1991, p. 132).

Translation teaching is “as complex, divided and sophisticated an activity as much translation itself” (Newmark, 1991, p. 139). It is a dynamic process, so the teachers are supposed to play different roles in it. Sim (2000, p. 172) gives essential components of translation teaching at both professional and practical level, including knowledge of two languages and cultures with implementation skills of P.A.L.M., known as “planning, administration, leadership and management”.

Newmark points out that “the success of any translation course must depend 65% on the personality of the teacher, 20% on the course design and 15% on the course materials” (1991, p. 130). As a university translation teacher, it is also his or her job to put students’ job prospects into consideration, motivating them to acquire translation skills as a professional qualification and teaching what is useful or valuable to them in their future professions (Klein-Braley, 1996).

In terms of classroom teaching, since Kiraly (1995, p. 9) suggests that translation students should be “active participants in their training, especially at the university,” effective translation teachers should adopt a student-centered approach in translation pedagogy. It is also essential that teachers should help students in classroom teaching strive towards “group endeavor to find the best solutions to certain given problems” (Côté, 1990, p. 441). Communicative approach, therefore, has important implications for translation training. In other words, communicative translation skills should be introduced starting from the undergraduate level (Peverati, 2009). Since translation is a professional rather than an academic exercise, teachers need to help students learn to apply the skills they acquired in real translation contexts. Various tasks can be used in such training to emphasize “the translation process, its function or the product” (Davies, 2005, p. 73). Furthermore, as translation is not simply dependent on language skills, the relevant pedagogies should not be identical to those applied to language teaching, they should have their unique characteristics instead. 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.

It is necessary for translation teachers to draw on and apply in classroom teaching the skills translation students need, which, according to Critchley, Hartley and Salkie (1996, p. 104), apart from a good command of both the source and the target languages, are the abilities to “target the text,” “apply a coherent typology of texts in formulating a translation strategy,” “know enough about the relevant specialized field,” “be familiar with the special terminology,” and “be able to write good target language of the appropriate kind.” Sometimes there is also a dilemma whether to teach students translation only, or train them to be more active and proficient in translation markets. Kearns (2008) suggests that translation teachers should keep a balance of academic translation teaching and vocational training.

In a typical translator education classroom, the teacher is seen as an authoritative figure, passing their knowledge to a group of students (Kiraly, 2003). The students are usually passively receiving tuition without critical thinking and creativity. However, as Kiraly (2003) points out, if the teaching of translation was just transmission of knowledge and information, there would be no need to talk about how to improve teaching. The genuine translation teaching, based on the communicative approach, should be collaborative and authentic, with a focus on the interaction between students and teachers,

as well as on the real translation contexts. In such a classroom, the translation teacher is a facilitator rather than a transmissionist, encouraging class interactions and discussions between the teacher and the students, and among students themselves. In other words, translation classes should “adapt to the students and encompass a variety of pedagogical approaches, laying the emphasis on pedagogical or on professional activities” (M. G. Davies, 2005, p. 69). Such student-centered classes will “provide a stimulus for learner autonomy,” in which even “the passive and silent translation student becomes an active participant where pair and group work are carried out” (M. G. Davies, 2005, p. 70).

Once basic pedagogy principles are set, translation teachers ought to design various classroom-teaching techniques to help students develop their translation knowledge and skills. Sainz (1992, pp. 70-73) outlines several translation teaching techniques for carrying out classroom activities, which include: introduction passages, back-translation of students’ own work, comparing students’ translations with published versions, collaborative translation, reporting to a group or to the class, and transcribing and translating. Whatever techniques are used, the key is to promote discussions and interactions in the classroom with a student-centered orientation. Newmark (1991, p. 145) has a statement on this, which can be regarded as a conclusion on the teaching of translation:

‘Teaching about translation’ means discussing translations, switching from examples to generalizations and back to examples, and in the course of the discussion, firing, inspiring students to continue, to collect examples and learn for themselves. It is a dynamic pragmatic activity, miles away from any academic study of translatology.’

The main goal of this study is to investigate perceptions on effective translation teachers and discover the reasons of translation teaching effectiveness. A review of the literature and existing research indicates that although there is little about translation teaching and teacher effectiveness, there are some basic requirements for being an effective translation teacher. This study will, therefore, focus on the following questions:

- 1) What are the qualities of an effective translation teacher?
- 2) What are the perceptions of translation teachers as compared to student perceptions about effective translation teachers and teaching?
- 3) What pedagogy and feedback does an effective translation teacher tend to use in classroom teaching?

3. Research methodology

3.1. Survey research

Survey research was used to obtain responses on translation teacher effectiveness from translation teachers and students. According to Wagner (2010), survey research involves trying to find out information about a particular population, and in this study, participants were translation teachers and students, both current and former, from different higher education institutions in Australia, with a focus on those in Sydney. There are two different types of survey data collection instruments: questionnaires and interviews, differentiated by the mode and the type of information they are designed to elicit (Wagner, 2010). This study used questionnaire surveys in written form and collect data online to get information from a large number of individuals.

For questionnaire surveys, both closed and open-ended questions, the most typical question forms (Wagner, 2010), were used in this study. It is also important, as Brown (2001) and Dornyei (2003) stress, that surveys should be designed in a professional way with no typographic errors or formatting inconsistencies so that the respondents will be more likely to give their responses seriously. This will then make the results more reliable for analysis. Surveys in this study were conducted online in consideration of lower costs and automatic data entry, and security issues were taken into account by asking basic demographic questions only in order to ensure anonymity (Wagner, 2010).

3.2. *Setting of the study*

Participants in this study were translation teachers and students from several higher education institutions in Australia and New Zealand. Offering translation and interpreting courses to both domestic and international students at undergraduate and postgraduate levels, these institutions include two universities in Sydney – the University of Western Sydney (UWS) and the University of New South Wales (UNSW); two universities in Melbourne – Monash University and RMIT University; one university in Canberra – the Australian National University (ANU); one in Brisbane – the University of Queensland (UQ); and one in New Zealand – the University of Auckland (UA). Full-time and part-time or casual translation teachers and current and former students at those institutions were contacted via email for interest of 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 and New Zealand.

3.3. *The survey instrument*

The surveys were designed using an online tool (Survey Monkey) and participants were invited to complete and submit the surveys online. 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. The study received ethics approval by the university as well as 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 were asked to give consent to their survey responses being used in the study, by ticking on a box at the end of the survey. Instructions of the purpose of this study were given to the participants, and the forms of agreement were subsequently shown to them before they decided whether to agree to participate in this study.

The survey questions contain both closed and open-ended questions, and teachers and students were asked the same questions with each survey instrument being adapted slightly to account for their perspective (e.g., for teachers, the question started with “as a teacher, what do you think students like ...”, and for students, the question started with “as a student, what do you like ...”). Survey questions covered various aspects in translation teaching and teacher quality, ranging from the most important aspects in teaching translation, definition of effective classroom teaching for translation, and personality traits for effective translation teachers, to teaching styles of effective translation teachers, ways and types of feedback given to students, and effective teaching and assessment methods (see Appendix 1 and 2 for survey questions). Survey questions were designed based on the various aspects of translation teaching and teacher quality in the literature as well as the research questions of this study.

3.4. *Profile of respondents*

The online survey received 94 student responses with 68 females and 26 males, and 22 teacher responses with 15 females and 7 males over a four-month period. Most student responses (89.4%) came from the age group of 21-30, with 8 from 31-40 and 2 from 41-50. Half of the teachers who gave responses were from the age group of 21-30, while the other two groups of 31-40 and over 50 had 5 responses respectively, with only one response from 41-50. As for the length of the experience in either studying translation or teaching translation, 67 out of 94 student responses had one year or less experience of studying translation and 15 out of 94 had more than three years of learning experience. Among the 22 teacher responses, there were 9 with two years or less of teaching experience, 8 with three to nine years, 3 with more than ten years and 2 with over twenty years.

For the universities the teachers teach translation at, 7 out of 22 were from UWS, 8 from UNSW, 2 from Monash, 1 from UQ and 4 from AU. 50 out of 94 students were from UWS, 28 from UNSW, 10 from Monash, 1 from ANU, 2 from UQ and 3 from AU (see Table 1).

Table 1. Profile of respondents

Aspect		Teacher response percentage	Teacher response count	Student response percentage	Student response count
Gender	Female	68.2%	15	72.3%	68
	Male	31.8%	7	27.7%	26
Age	21-30	50.0%	11	89.4%	84
	31-40	22.7%	5	8.5%	8
	41-50	4.5%	1	2.1%	2
	Over 50	22.7%	5	0.0%	0
Length of experience in teaching or studying translation	1 year or less	0.0%	0	71.3%	67
	1-2 years	41%	9	12.7%	12
	3-9 years	36.4%	8	16%	15
	10-20 years	13.6%	3	0.0%	0
	Over 20 years	9%	2	0.0%	0
University that they teach or study at	UWS	31.8%	7	53.2%	50
	UNSW	36.4%	8	30%	28
	Monash	9.1%	2	10.6%	10
	UQ	4.5%	1	2.0%	2
	ANU	0.0%	0	1.1%	1
	AU	18.2%	4	3.1%	3

4. Results

4.1. Important aspects in teaching and learning translation

For the importance of different aspects in teaching and learning translation, about 80% of the teacher responses regarded communicative skills and ability to give constructive feedback very important. Then it was the mastery of translation skills and teaching methods that were considered to be very important (61.9% and 66.7%). The results indicated that a teaching qualification is not that important because only 12% of student responses rated it as one of the most important aspects and none of teacher responses mentioned it as the most important aspect. However, more student participants thought 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 did not think a teaching qualification is important.

When asked to choose three most important aspects in teaching and learning translation, about two thirds of the teacher responses fell into the categories of mastery of translation skills and teaching methods. Communicative skills and ability to give constructive feedback were important as well, with around 50% of the responses. It is interesting that no one chose a teaching qualification (see Table 2). As one participant added, "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." Three-fourths of the student responses counted mastery of translation skills as the most important, with ability to give constructive feedback and communicative skills in the second and third place. Only six student responses mentioned a teaching qualification (see Table 2). Some

participants added professional ethics, reliability in assessment and commitment and responsibility towards teaching as important aspects too.

Table 2. Three most important aspects in teaching translation

Aspect	Teacher response percentage	Teacher response count	Student response percentage	Student response count
Knowledge of translation theories	40.9%	9	35.1%	33
Mastery of translation skills	68.2%	15	71.3%	67
Teaching methods	68.2%	15	56.4%	53
Personality traits	18.2%	4	14.9%	14
Communicative skills	45.5%	10	41.5%	39
Ability to give constructive feedback	50.0%	11	44.7%	42
A teaching qualification	0.0%	0	12.8%	12
Ongoing professional development	31.8%	7	21.3%	20

In terms of the definition of effective classroom teaching, key words from the teacher responses included independent thinking, critical thinking, individual feedback, communication / interaction / engagement with students, and practice for students; while key words from the student responses covered feedback in time, communication with students, discussions, a combination of theory and practice, and open dialogue.

4.2. Teacher feedback methods

In giving consideration to different kinds of teacher feedback, about 77% of teachers chose suggested improvements of errors as effective ways of giving feedback. Quite a few also mentioned different kinds of errors indicated by symbols. Some gave other ways of giving feedback, which included holistic feedback first and then details, identification of weaknesses, suggestion of improvements, and one-on-one feedback sessions. Over 78% of students chose suggested improvements of errors as what teachers think, but 58.5% also chose corrections of errors as effective ways of giving feedback, which was quite different from teacher responses (see Table 3).

Table 3. Perceptions on ways of giving feedback

Ways of giving feedback	Teacher response percentage	Teacher response count	Student response percentage	Student response count
General verbal comments	36.4%	8	22.3%	21
Different kinds of errors indicated by symbols	68.2%	15	59.6%	56
General comments on the performance	50.0%	11	33.0%	31
Corrections of errors	22.7%	5	58.5%	55
Suggested improvements of errors	77.3%	17	78.7%	74

Talking about ways of giving or receiving feedback, more teacher participants regarded comments on effective translation choices as being very important, followed by comments on paper and on translation choices. Quite a few mentioned that providing general comments on writing is important

too. For student participants, most of them preferred to receive correction of errors on the translation paper rather than suggestions for alternative translation choices and comments on effective translation choices. The results showed that students did not think comments on writing were that much important.

There was a question for teachers only in the survey: 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.

4.3. Teacher personality traits

As for personality traits necessary for an effective translation teacher (see Figure 1 and 2), the top three personality traits rated by teacher participants were that teachers should be motivated, confident and encouraging. Overall, more participants opted for teachers to be humorous, adaptable and flexible. Some also added modest and engaging. Students rated encouraging, organized and respectful as the top three personality traits. More students would go for humorous, flexible and intelligent. One added no prejudice to so-called untalented students.

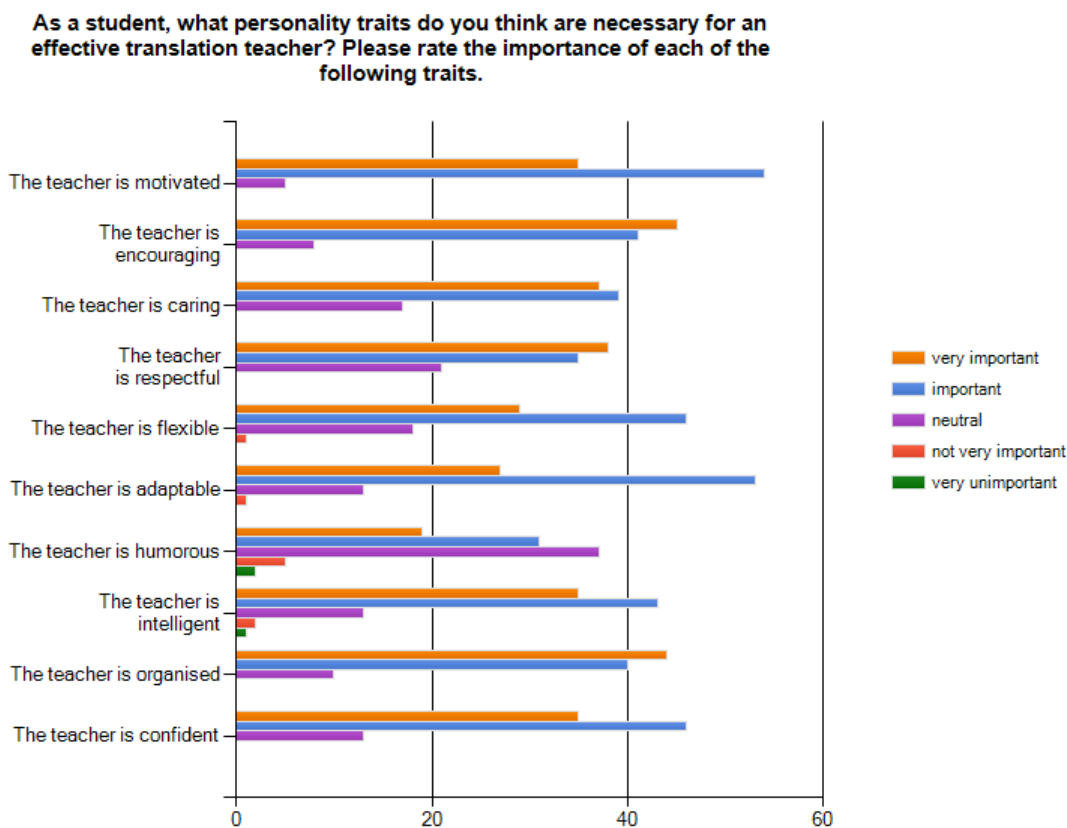


Figure 1. Student perceptions on personal traits of effective translation teachers

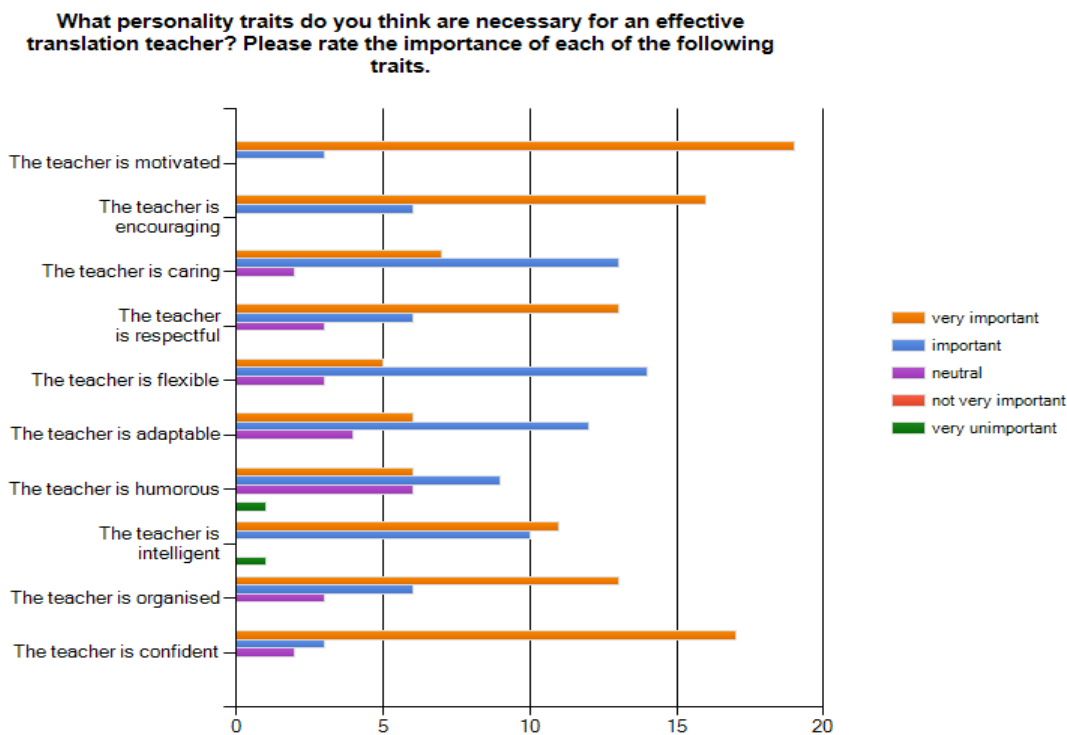


Figure 2. Teacher perceptions on personal traits of effective translation teachers

4.4. Teaching styles

More teachers preferred reflective and communicative teaching as effective translation teaching styles. They also voted for problem-based teaching styles. Some added authentic teaching, writing tasks after class, and translation portfolios. Overall cooperative and task-based teaching styles were the most popular to teachers. But for students, more participants preferred problem-based teaching compared to communicative and task-based teaching styles. Overall collaborative and corporative teaching styles were the most popular to students.

In the preference of the importance of effective teaching and assessment methods, many teachers thought discussion in class the most important, with translation exercise and case study in class in the second and third place. Overall close-book test in class came in the first place among teachers. Students thought translation exercise in and after class was the most important but similarly, most of them voted for close-book test in class as very important effective assessment methods.

In general, key words from the teacher responses for the important qualities for being an effective translation teacher included being communicative, giving constructive feedback to students, being organized, having knowledge of the theory, keeping student motivated, and answering to student needs; while key words from more student responses included being communicative, caring for students, using examples to facilitate discussion, being organized, having knowledge of translation theories and skills, and having no bias as important qualities for being an effective translation teacher.

5. Discussion

In effective translation teaching and learning, both teachers and students regarded the mastery and delivery of translation skills as very important. Similarly, the ability to give constructive feedback ranks high in the three most important aspects in being an effective translation teacher. The key point here is that to be more effective in translation teaching, the teacher should have knowledge and skills of translation and at the same time, have the effective delivery method to pass those skills onto students.

Giving constructive feedback can be seen as a way of communication between the teacher and students, which is the core of effective teaching for many other subjects. In the model of feedback in the curriculum development (Kember & McNaught, 2007), feedback is put in the central place in higher education, which may be applied to translation teaching as well. Feedback is not only for all kinds of learning activities in classroom teaching as a way of communication between the teacher and students, but also for assessments to achieve better learning outcomes. Effective translation teachers always bear in mind that giving quality feedback is of high importance in teaching processes, helping students identify their strengths and weaknesses, develop their knowledge and skills through communication with the teacher, and produce high quality learning results.

Effective translation teachers need to have 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 also 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. What is special here about the effectiveness of translation teachers is that, translation deals with two languages, and so translation teachers are faced with two languages and two cultures simultaneously, making it more demanding to deliver language skills, provide feedback and communicate more effectively with students. As Sim (2000, p.172) said, there are both professional and practical components in translation teaching with the implementation of “planning, administration, leadership and management”; this becomes more obvious in the survey results, which indicate that an effective translation teacher must be able to clearly convey ideas and techniques to students in a way that the latter find understandable and useful. At the same time, the teacher needs to be a good practitioner in the industry, a good communicator or facilitator in the classroom, and a good advisor in terms of giving feedback. However, literature has not shown the ratio of the different roles of effective translation teachers, and this needs to be discovered and further analyzed.

Neither teachers nor students in the study thought that holding a teaching qualification is very important to be an effective translation teacher. That is mainly because more teachers and students hold the view that a qualification in teaching does not guarantee effective and inclusive teaching; teaching effectiveness lies more in mastery of translation skills, communicative skills and giving constructive feedback rather than just holding a teaching qualification. The focus here is that more translation industry experience and skills are needed more than a qualification in teaching itself. More perceptions from teachers and students are to be sought in the following focus groups and interviews. In terms of effective classroom teaching of translation, the teacher should have 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. That is to say, an effective translation teacher is able to engage students' active attention in classroom teaching, 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 or areas to explore later. 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. There may be other qualities for being an effective translation teacher with regards to classroom teaching, such as approachability, friendliness and interest in students' learning progress. But overall, what students need most is a communicative approach in teaching, a caring manner in dealing with student inquiries and challenges, and constructive feedback in a timely and comprehensive fashion. Apart from the literature, what is new here about communicative approach used in translation teaching is that, effective translation teachers should not only be a facilitator in student-centered classroom teaching, but also be a promoter in discussions and an advisor in giving feedback. What is important for these roles is that they must come at the same time, that is, an effective translation teacher needs to be an advisor in the process of facilitation and discussion in classroom teaching.

Effective classroom teaching in students' eyes is much the same: 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 realize the importance of his or her professional development. As one student participant wrote in the survey, "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, together with detailed feedback of potential mistakes and accurate renditions.

To give constructive feedback, it is within expectation to see that suggested improvement of errors is regarded as the most effective way or method. However, teachers seem to prefer holistic feedback with identification of weakness indicated by symbols, while students would like to see correction of errors in the feedback they receive. Such difference shows that students are keen to correct mistakes in translation and they would think that in translation, there must be a correct translated version for all. For teachers, since they believe there are alternatives in translation and there is no definite answer to all translation, they tend to give students suggestions rather than corrections in order to stimulate independent thinking and allow variations in translation versions. It raises the question of what should be taught to students and the results in this study show that when giving feedback to students and teaching in class, effective teachers should be aware of student perceptions of a "good" translation and use ways to let them know that there may be different versions of translation that can be regarded as "good" and there is no perfect translations. That is why in answering the question of weighing marking down student errors and encouraging students by praising their strengths, more teachers prefer to use both, with an emphasis on encouraging students and giving them motivation. As a participant wrote, an effective translation teacher "helps students improve not only on their weaknesses, but more importantly sharpen their strengths". In the model of curriculum development in higher education (Kember & McNaught, 2007), feedback is put in the central position, being regarded as a key component in the teaching process. Similarly, in translation teaching, only when teachers give constructive feedback can the communication between students and teachers be enhanced and facilitated. What is required more here is that feedback becomes a bridge connecting evaluation and further development. That is, when teachers give feedback, it is not just evaluation of student work; it is also a tool to stimulate student independent thinking and encourage discussions on translation quality. Effective translation teachers should be able to use the feedback process to develop students' critical thinking, facilitate communication with students, and reflect on their own teaching and professional development.

As for personal traits, both students and teachers mentioned encouraging, flexible and humorous, which is similar to "conscientiousness" and "agreeableness" in Patrick's (2011) list of five main personality traits of teachers. It is interesting to see that being humorous becomes the top three personal traits that students and teachers prefer for an effective translation teacher. The reason may be teachers want to make the classroom teaching and learning atmosphere more engaging and interactive so that students can learn in a more interesting way, not only because translation itself seems dull at times, but also because a teacher with humor can stimulate students to have more willingness to learn. Being encouraging and flexible means that effective translation teachers need to interact more with students, cater for student needs, adjust teaching plans where necessary to be more adaptable, and enhance student motivation through communication and encouragement.

That brings to the fore the issue of teaching styles, in which students prefer problem-based teaching compared to communicative, reflective and task-based teaching preferred by teachers. Both mentioned cooperative teaching as necessary teaching style for effective translation teacher, which indicates that teachers and students need to work together for a better teaching result through the ways of interaction and communication. It is interesting to see that, similar to the methods of giving feedback, students want more of teacher giving constructive feedback and solving their problems, while teachers prefer helping students improve by encouraging them to participate in activities and interact with them.

In terms of assessment methods, most teachers and students surprisingly chose close-book tests as the most preferred one. Discussions in class and translation exercises in and after class are also mentioned as important methods of assessment. Probably it is because tests or exams are still regarded as the most suitable and effective assessment methods in many disciplines including translation. Many translation courses in Australian universities are NAATI (National Accreditation Authority for Translators and Interpreters) approved courses and students would consider it a very important indicator to pass the NAATI accreditation exam as the successful completion of the course. Therefore, both teachers and students tend to believe that test or exams as assessment methods are the most effective tools in assessing the learning outcomes.

In general, to summarize the important qualities of being an effective translation teacher, very solid knowledge of two or more languages, a good knowledge of translation theories and current work practice are needed. Also, personable, approachable and adaptable styles that allow and encourage students to find answers for themselves are essential to be effective. An effective 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 essential too because it is 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.

Students have similar ideas as being an effective translation teacher. The most mentioned is 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. Besides having a wide knowledge about translation, an effective translation teacher should have a basic knowledge in teaching and need to have the desire of sharing his or her own knowledge with students, willing to be more cooperative. As one participant added in the survey, to be an effective translation teacher, "first of all, he or she must be a skilled translator, understanding the requirements from the industry; secondly, he or she is motivated and armed with teaching skills; and thirdly, he or she is willing to share his or her own experience to students and give effective suggestions for improving their translation skills".

Keith (1989) argued that translators are being 'made' rather than just being 'born' and they can be trained through effective classroom teaching with effective teachers. Here the effective translation teachers play three roles, as in the conceptions of teaching in higher education (Light et al., 2009), namely as a transmitter, a facilitator and an engager or a guide. Survey results indicated that students preferred the effective translation teachers to be an expert in translation knowledge and skills, and a facilitator who can help them acquire the essential skills through effective communication, discussion and constructive feedback given. Teachers in the survey preferred the effective translation teachers to be both a facilitator and an engager, not only helping students develop their skills in translation, but also achieve student independent learning through active participation and mutual understanding. This is similar to the requirements of an effective language teacher, as Brown (2001) wrote, which contains four categories: technical knowledge (translation knowledge), pedagogical skills (ways of effective communication), interpersonal skills (to facilitate student independent learning) and personal qualities (to be an engager or a guide helping students with their learning throughout the whole process).

This can also be applied to teaching in general, with a focus on teaching philosophy, pedagogy, personality traits, roles and feedback. Effective teachers are able to select the most appropriate and suitable methods to meet student needs, encouraging them to be independent learners. In the teaching process, effective teachers can guide students along the learning journey, being an engager, not just a facilitator, to develop their professionalism and establish reflective practice for lifelong learning. It is a mutual development process, in which both teachers and students may reflect on their own learning or teaching in order for progress. Effective teachers need to have positive personality traits such as being humorous, encouraging, motivated and flexible. When giving feedback, effective teachers encourage students' performance more by praising their strengths than just marking down their errors, giving room to discussion and mutual reflection. To summarize, as a participant mentioned in the survey,

“what students tend to appreciate in the 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”.

6. Conclusion

This study investigated the perceptions of students and teachers on the qualities of an effective translation teacher using the survey methodology. Over ninety students and twenty teachers from several universities in Australia and New Zealand participated in this study. The results show that an effective translation teacher can be interpreted in three main aspects: personal knowledge, skills and traits; teaching styles and methods; and feedback to students. In other words, an effective translation teacher can rationalize class structure, keep students motivated, and answer to student needs.

An effective translation teacher should have broad knowledge and understanding of the different needs of students (with regards to their varying skills, cultural background etc.). Experience as a translator is also essential to keep updated in the industry. As a person, the teacher should be someone affable, encouraging, and ready to make exercises and activities available to help students to understand the course content from different perspectives and practice on their own. That is to say, the teacher 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.

In classroom teaching, an effective translation teacher presents 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. The main goal in teaching and learning is helping students become self-autonomous learners and problem solvers. Apart from commitment to teaching, care for students and ability to articulate abstract, subjective and/or profound concepts in a way easily accessible to students are also important for an effective translation teacher.

In a word, it comprises of different aspects to be an effective translation teacher, but the key areas include the following: profound knowledge in languages and translation, mastery of translation skills and industry experience, engaging and communicative teaching methods, being flexible and humorous as a person, using encouragement in giving constructive feedback, and understanding and helping students for the purpose of independent learning.

Recommendations can then be given for translation teachers in universities to improve their effectiveness and professionalism. Firstly, theory and practice should go hand in hand, meaning that effective translation teachers have the ability of using and applying knowledge and skills in practices in the process of teaching and instruction. Secondly, translation teachers need to possess a personality that can help facilitate communication with students and the quality of teaching in the classroom. Lastly, it is of great importance for translation teachers to utilize effective assessment tools and give constructive feedback in various ways, both in written form and verbally, with a timely and comprehensive manner to help students develop their ability of an independent learner and an effective professional translator.

This study can be applied to teaching generally, including language teaching, in terms of classroom management and feedback given to students. Effective teachers need to show openness to experience, to embrace new experiences and ideas in classroom teaching. As survey results have shown, effective translation teachers welcome new ideas and experiences from students and can encourage them to learn more independently and critically. At the same time, effective translation teachers are flexible but constructive in giving feedback to students so that the learning process is highly individualised. This can be applied to other disciplines as well so that all teachers can find their own ways to motivate student thinking and achieve teaching quality, making independent learning possible and teaching outcomes more effective.

There are some limitations of this survey research, which are listed below: Firstly, the number of survey participants may not be large enough to show more comprehensive perceptions on the

effectiveness of translation teachers. Secondly, this research is limited to translation teachers in Australian and New Zealand universities, which may not represent translation teachers universally. Lastly, classroom teaching is a complex process which requires more detailed research for the qualities and effectiveness of the teacher, so a single survey study may not reflect wholly the different aspects of translation teacher effectiveness in classroom settings. Therefore, further research can be done to invite more participants in the survey, especially translation teachers, to collect more data on what teachers think about the effectiveness of translation teaching and teacher quality. Also, the context of the study can be extended to other countries so that cultural differences can be considered as an indicator for translation teaching effectiveness. Last but not least, more classroom observations can be conducted to look into more cases as practical ways to investigate teaching effectiveness and teacher quality in more general settings so that all teachers can benefit and strive to achieve teaching excellence in their own fields.

References

- Bain, K. (2004). *What the best college teachers do*. Cambridge, Mass.: Harvard University Press.
- Brown, D. (2001). *Teaching by Principles: an Interactive Approach to Language Pedagogy*.
- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge: Cambridge University Press.
- Burton, J. (2000). Learning from Teaching Practice: a Case Study Approach. *Prospect*, 15(3), 15-21.
- Calkins, S., & Light, G. (2008). Promoting student-centred teaching through a project-based faculty development program. *To Improve the Academy*, 26, 217-229.
- Côté, P. R. (1990). From Principles to Pragmatics: Teaching Translation in the Classroom. *the French Review*, 63(3), 433-443.
- Cowan, J. (2006). On becoming an innovative university teacher.
- Critchley, S., Hartley, A., & Salkie, R. (1996). A Skills-led Approach to Translation Teaching. In P. Sewell & I. Higgins (Eds.), *Teaching Translation in Universities: Present and Future Perspectives*. London: the Association for French Language Studies in association with the Centre for Information on Language Teaching and Research.
- Curtis, A., & Cheng, L. (2001). Teachers' Self-evaluation of Knowledge, Skills and Personality Characteristics Needed to Manage Change. *Asia-Pacific Journal of Teacher Education*, 29(2), 139-152.
- Davies, M. G. (2005). Minding the process, improving the product: alternatives to traditional translator training. In M. Tennent (Ed.), *Training for the new millennium: pedagogies for translation and interpreting*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Dollerup, C. (1995). The Emergence of the Teaching of Translation. In C. Dollerup & V. Appel (Eds.), *Teaching Translation and Interpreting 3: New Horizons*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Dornyei, Z. (2003). *Questionnaires in second language research: construction, administration, and processing*. New York: Erlbaum.
- 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.
- Kearns, J. (2008). The Academic and the Vocational in Translator Education. In J. Kearns (Ed.), *Translator and Interpreter Training: Issues, Methods and Debates*. London and New York: Continuum International Publishing Group.
- Keith, H. (1989). Training of translators. In C. Picken (Ed.), *The Translator's Handbook* (2nd ed.). London: Aslib, the Association for Information Management.
- Kember, D., & McNaught, C. (2007). *Enhancing university teaching : lessons from research into award-winning teachers*. Abingdon, Oxon ; New York, N.Y.: Routledge.
- Kiraly, D. C. (1995). *Pathways to Translation: Pedagogy and Process*. Kent, Ohio: Kent State University Press.
- Kiraly, D. C. (2003). Translation Pedagogy: the Other Theory. In B. J. Baer & G. S. Koby (Eds.), *Beyond the Ivory Tower: Rethinking Translation Pedagogy*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Klein-Braley, C. (1996). Teaching translation, a brief for the future. In P. Sewell & I. Higgins (Eds.), *Teaching translation in universities: present and future perspectives*. London: the Association for French Language Studies in association with the Centre for Information on Language Teaching and Research.
- Light, G., & Calkins, S. (2008). The experience of faculty development: patterns of variation in conceptions of teaching. *International Journal for Academic Development*, 13, 27-40.
- Light, G., Calkins, S., & Cox, R. (2009). *Learning and teaching in higher education : the reflective professional* (2nd ed.). Los Angeles: Sage.
- Mann, R., D. (1970). *The college classroom: conflict, change, and learning*.
- McKeachie, W. J., & Svinicki, M. (2006). *Teaching tips: strategies, research, and theory for college and university teachers*.
- Mercer, N. (2000). *Words and minds : how we use language to think together*. London ; New York: Routledge.
- Newmark, P. (1991). *About translation*. Clevedon, Avon, England ; Philadelphia: Multilingual Matters.
- Patrick, C. L. (2011). Student evaluations of teaching: effects of the Big Five personality traits, grades and the validity hypothesis. *Assessment & Evaluation in Higher Education*, 36(2), 239-249.
- Peperati, C. (2009). Professionally oriented translation teaching in a modern-language faculty. An exploratory case-study. In A. Pym & A. Perekrestenko (Eds.), *Translation research projects 2*. Tarragona, Spain: Intercultural Studies Group.
- Ramsden, P. (2003). *Learning to teach in higher education*. xiii, 272 p.

- Sainz, M. J. (1992). Developing Translation Skills. In C. Dollerup & A. Loddegaard (Eds.), *Teaching Translation and Interpreting: Training, Talent and Experience*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Sim, R. J. (2000). A training strategy for translation studies. In C. Schaffner & B. Adab (Eds.), *Developing translation competence*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Skelton, A. (2005). Understanding teaching excellence in higher education: towards a critical approach.
- Wagner, E. (2010). Survey research. In B. Paltridge & A. Phakiti (Eds.), *Continuum companion to research methods in applied linguistics* (pp. 22-38). London, New York: Continuum International Publishing Group.

Appendix 1

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: jemina.napier@mq.edu.au, ph: 02 9850 8756).

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 (zhi.huang1@students.mq.edu.au, jemina.napier@mq.edu.au) 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: zhi.huang1@students.mq.edu.au

Appendix 2

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: jemina.napier@mq.edu.au, ph: 02 9850 8756).

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 (zhi.huang1@students.mq.edu.au, jemina.napier@mq.edu.au) 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					
ii)	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: zhi.huang1@students.mq.edu.au