

Focusing on Effective Translation Teachers in the Classroom

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Abstract

This study focuses on translation teacher effectiveness in classroom teaching in Australian universities through case study. The data analysis draws on appreciative inquiry theory and explores why the subjects are effective translation teachers in four aspects. The results suggest that effective translation teachers are able to provide clear instructions for the learning process, encourage students in independent learning, be flexible in activity and pace, engage students in a relaxing learning environment, rapport with students for communicative learning, giving oral and written feedback on both strengths and weaknesses, and be friendly and patient for better learning outcomes.

Key Words:

Case study, appreciative inquiry, classroom observation, translation teaching, teacher effectiveness



Introduction

This study explores how effective translation teachers teach in the classroom setting, through the research methods of classroom observations, focus group interviews and appreciative inquiry. This study follows on from a previous study, in which survey and focus group methods were used to investigate translation teacher qualities and teaching effectiveness through questionnaires, interviews and classroom observations (Huang & Napier, 2015). Over one

hundred teachers and students from several universities in Australia and New Zealand participated in the connected studies. The major findings of the previous research suggest that, in order to be an effective translation teacher, teachers need to demonstrate the following key attributes: profound knowledge in languages and translation, and mastery of translation skills and industry experience; being engaging and using communicative teaching methods; being a flexible and humorous person in classroom teaching; using encouragement in giving constructive feedback; and understanding and helping students for the purpose of independent learning.

This study uses data collected from classroom observations and focus group interviews for the analysis of effective translation teacher practices in the classroom, through the case studies of two translation teachers in Australian universities and through the lens of ‘appreciative enquiry’ (Cooperrider & Srivastva, 1987). The results provide field discoveries of how the two effective translation teachers demonstrated best practice in classroom teaching, and why they are regarded as effective translation teachers by their students in such a teaching context. The results illustrate a picture of effective university teachers in the subject of translation in general and may be applied to other translation teachers in their own teaching contexts. The results of this study may be helpful to translation teachers to reflect on their own teaching practice to achieve teacher effectiveness.

1. Theoretical framework

1.1 Who is an effective teacher?

Woolfolk (2004) believes that an effective teacher is one who directs, facilitates and manages the students’ learning process. In this process, even though the professional and academic skills, mastery of course topics, choice of suitable teaching method, and academic motivation play significant roles, the teacher’s interpersonal skills (communication skills, empathy, etc.), commitment, motivation and interest in learners make teaching effective (Santrock, 2004).

According to Burns (2000), effective teachers can be distinguished from ineffective teachers by the following characteristics: flexibility in teaching style, the ability to empathize, sensitivity to students with special needs, a laudatory attitude and encouragement, self- confidence and emotional adjustment, warm acceptance by others, positive belief in the ability to solve problems,

independence, humour and justice, willingness and motivation to listen, and caring for students.

According to Scrivener (2002), there are three kinds of teachers: the explainer, the involver and the enabler. The explainer knows the subject matter well but is limited in teaching methodology; the involver is able to use appropriate teaching techniques and tries to involve students actively but retains clear control over the classroom; and the enabler, different from the other two, is aware of how individuals and groups are thinking and is able to create a good classroom atmosphere by sharing and negotiating decision-making. The last kind may be more effective because it not only contains good aspects of the first two but also builds up effective relationships and active encouragement.

Wong and Wong (2001) point out that the mediocre teacher tells and explains but the superior one shows and inspires. This reflects what Scrivener (2002) argues about the three kinds of teachers, including the enabler teacher who acts as a facilitator to make learning more effective. Being an effective language teacher, it is therefore very significant to have the qualities of being able to enthuse and inspire the students for their life. As Batten (1993) states, students' views of the qualities of good teachers embody not only being friendly and humorous but also respecting and encouraging the students. Biggs and Moore (1993) also mention that the personal traits that make a great language teacher comprise them being enthusiastic, encouraging, humorous, fair, flexible and organised. Stronge (2002) and Protherough and Atkinson (1991) show some important personal traits of effective language teachers and suggest that the process of teaching is a process of discovery, and that if the teacher wants to teach well and hopes to have a great influence on the students, s/he needs to develop a variety of good characteristics in order to be more effective (Wong & Wong, 2001).

In terms of interpersonal skills required in classroom teaching, emotional intelligence may play a vital role in both teaching and learning processes. Mayer, Salovey and Caruso (2000) point out that emotional intelligence is an ability to identify and recognize the concepts and meanings of emotions and their interrelationships, to reason them out and to solve relevant problems. Furthermore, this construct includes the ability to receive emotions, to coordinate different emotions and feelings to understand the information related to emotions, and to take emotions under control. In the classroom setting, effective teachers receive emotions from students, managing emotions

to create a positive learning environment for the best outcomes. Bar-On (2006) believes that such social-emotional intelligence consists of a group of skills, talents, and non-cognitive abilities (in five dimensions: interpersonal, intrapersonal, general creation, perseverance in pressure, and adaptation) that increase the chance to successfully deal with the pressures and environmental requirements.

The above findings are generic skills required to be an effective teacher, which would also apply to translation teachers; but we also need to consider what specific skills are needed to be an effective language and translation teacher. Vast amounts of research have been done on language teaching, but there is little empirical research on translation teaching. Therefore the present study will contribute new knowledge within the field of translation pedagogy. Nevertheless, as translation teaching does require consideration of language skills, it is important to give consideration to research on language teaching in order to contextualise perceptions of effective translation teaching.

A successful language learner does not equal a successful language teacher, because although they both have high language proficiency, they differ in various ways. A successful language learner is just a technician, like the native speaker, who is skilled in using the language; while a successful language teacher knows not only the language itself but also “why it works the way it does and what different bits of it mean, and knows how to mediate it to learners in a form that they can grasp and learn” (Ur, 2002: 390). As with any teacher, the language teacher should also know how to design and conduct classroom activities and interact with learners (Ur, 2002).

As an effective language teacher, the teaching style, in detail, tends to be more “goal-oriented”, “task-dependent” and “knowledge based” (Wright, 1987: 69). In other words, not only should the teachers focus on good knowledge of subject matter and teaching methodology but they also should bring their own personality and attitudes into teaching and realise good teaching through shared negotiation and self as a source of information when needed.

According to Vygotsky’s (1978) concepts of two levels of development and “zone of proximal development”, learners will progress more when the teacher not only focuses on their existing level of performance but, more importantly, supports them so that they can go beyond the zone of proximal development to their potential level of performance. For that reason, scaffolding is a good

and important choice in language teaching to develop the learners' knowledge and skills of learning independently by shifting from teachers' input to learners' responsibility in learning.

Richards (2002) presented a study of effective teachers in bilingual education programs in California and Hawaii and observed teachers to find out that there was a clear relationship between teachers' goals and instructions to deliver different tasks and activities and students' outcomes, responses and accuracy in instructional tasks. In other words, what teachers design and decide to do in classroom teaching have a certain effect on students' performance and achievement of language learning. Therefore, to be successful in teaching, language teachers ought to focus on decision-making and teaching-conducting when designing goals of teaching.

A previous study (Huang, 2010) explored an effective English language teacher at a university in China, and the results showed that an effective language teacher acts as a guide in teaching to facilitate learning in a communicative and independent way. Language teachers may teach translation courses as well, but since translation is more focused on language transfer in addition to language proficiency, it becomes necessary to examine what else is needed for translation teachers to achieve effectiveness in their teaching, especially in the classroom. In my previous related studies on effective translation teaching and teacher quality (Huang & Napier, 2015), data were collected through a survey, focus groups, and classroom observation-based case studies in order to explore teacher and student perceptions of effective translation teaching and how effective translation teachers actually conduct their teaching in the classroom. However, *why* the teachers were regarded by students as effective teachers, and *what* roles the teachers play in the classroom teaching, still needed further exploration, which makes the present study significant in terms of appreciating the positive practices of effective translation teachers.

1.2 Appreciative inquiry

Studying a small sample of translation teachers cannot represent the whole teaching population, but identifying common effective translation teacher characteristics through "appreciative inquiry" can provide insight into effective teacher practices. Appreciative enquiry was initially devised as an approach to examine the development of an organisation and is a development tool used for participants to focus on their own positive experiences (Coghlan, Preskill,

& Catsambas, 2003). Appreciative inquiry focuses on decentralising collective action to improve mutual respect and generative thinking in an organisation, through the discovery of the positive core of success (Calabrese, 2006; Martin & Calabrese, 2011). Appreciative inquiry has been shown to be effective as a development strategy of focusing on the positive aspects of a process in a wide range of situations beyond organisations, including the professional development of educators (English, 2003; Goldberg, 2001; Reed et al., 2002; Ryan et al., 1999). Some claim that appreciative inquiry is a transformative change model which is solution centred rather than problem centred (English, 2003; Ryan et al., 1999); so that, by identifying positive elements of our practice, we can redirect our attention from the problems and deficits of our practice to the best of what exists alongside the possibilities of what could be (Hammond, 1998; Cooperrider & Whitney, 2000). Thus, it can be seen that appreciative inquiry is designed to appreciate the positive part of our practice and suggest advice or actions for future development.

Appreciative inquiry is a 4-D cycle: discovery, dream, design and destiny; with the appreciative interview at the heart (Reed et al., 2002; Yoder, 2005). According to Chapman and Giles (2009), the discovery step is to identify and appreciate the best aspects of one's professional practice; the dream step involves imagining what is possible within our professional practice, which is both practical and generative; the purpose of the design step is to put together the common themes from the personal experiences to create provocative propositions; and in the last step, the destiny step, a set of intentions of practice in the form of an action plan is developed for future development (see Table 1).

4-D cycle	Focus	Explanatory comments
Discovery	Appreciating	Describe the best of 'what has been' and 'what is'. Investigate the root cause of successful practice.
Dream	Envisioning	Consider what our practice could look like if we were fully aligned around our strengths and aspirations.
Design	Co-constructing	Construct 'possibility propositions'; value statements that challenge taken-for-granted assumptions in our practice.

Destiny	Sustaining	Action planning toward sustaining our opportunities.
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Table 1: The 4-D cycle in appreciative inquiry (Chapman & Giles, 2009: 298)

Unlike action research, Willoughby and Tosey (2007) state that appreciative inquiry turns around the problem-solving style of inquiry by focusing on achievements rather than problems, and seeks to motivate enthusiastic and inspired participation in a certain process. Although problems could be ignored in this approach, they argue that it is not about denying the negative. The choice of focus will determine how the whole process will unfold (Willoughby & Tosey, 2007: 55), otherwise we will just focus on the obstacles we face and the malfunctions that have caused us to be in our current situation.

Using appreciative inquiry in social systems such as classrooms can create opportunities for students and teachers to voice their thoughts, ideas, and aspirations in order for the ideal learning experience (Conklin, 2009). In the present study, the effectiveness of translation teachers is explored through the use of appreciative inquiry, which concentrates on the positive practice of the participating teachers, making a critical contribution to better understand the field of translation teaching. The research questions in this study are as follows:

- 1) What best practices do translation teachers demonstrate to achieve teaching effectiveness?
- 2) How do effective translation teachers communicate with students and reflect their personal traits in the classroom for better learning outcomes?

In considering these questions, it will then be possible to suggest the qualities required of an effective translation teacher. Table 2 shows the adapted 4-D cycle of appreciative inquiry and how it can be applied in the examination of effective translation teaching and the above research questions.

4-D cycle	Focus	Explanatory comments
Discovery	Appreciating	Investigate and describe the effective practices of translation teachers using research methods including focus groups, case studies and classroom observations.

Dream	Envisioning	Consider whether and how these strengths and positive practices could be applied to other translation teachers in a wider teaching context.
Design	Co-constructing	Construct 'possibility propositions', which include the effectiveness of translation teachers and translation teaching, and value statements that may improve translation teaching practice and help professional development as an effective translation teacher.
Destiny	Sustaining	Suggest a list of the qualities required of an effective translation teacher for further action planning.

Table 2: The contextualised 4-D cycle of appreciative inquiry in this study

2. Research method

Qualitative data analysis aims to search for the richest possible data through exploring all aspects of a certain social behaviour (Holliday, 2010). For the present study, different qualitative research methods have been used to triangulate the findings through a “process of collecting data from several different sources or in different ways in order to provide a fuller understanding of a phenomenon” (Richards & Schmidt, 2003: 565), in order to ensure the validity of the results (Burns, 1999). To examine translation teacher effectiveness, the data include interviews and focus groups with students and teachers, and classroom observational case studies; which are then analysed through the lens of appreciative inquiry.

2.1 Participants

Participants in this study were translation teachers and students from a higher education institution in Australia. Appreciative inquiry was applied in the selection of the teachers, with two translation teachers being nominated and selected by students in the study of focus group interviews as effective translation teachers in their eyes. The two teachers, Teacher A and Teacher B, were then asked about their interest in being the participants of the study when provided with all relevant information of the study. Teachers A and B had qualifications in translation at Doctoral level and teaching experience of 5 years

and 20 years, respectively. The classes they taught had approximately 20 students each, and all students were invited to participate in the study by agreeing to be observed. Three groups of students (13 students in total) also indicated their willingness to be involved in the post-observation interviews to discuss their reflections and thoughts on translation teacher quality and teaching effectiveness. Field notes were taken during the observations and interviews were audiotaped for analysis.

2.2 Process

To ensure the participation in the study was voluntary, all participants were recruited through emails seeking expressions of interest. A total of six observations of one hour each throughout a semester were conducted for each teacher. The observation notes were structured based on the contextualised classroom observation rubric developed in the previous study of an effective language teacher (Huang, 2010) (see Table 3).

This study 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 classroom pedagogy, classroom communication and teacher qualities. Post-observation interviews were conducted with the aim of further exploring teachers' and students' reflection on teaching and learning as well as their views on various aspects in translation teaching and teacher quality. Prompt questions were sent to the participants before post-observation interviews took place, and the discussions were semi-structured (see Appendices 1 and 2). Questions included experience/behaviour questions, opinion/belief questions and feeling questions. Questions covered various aspects in translation teaching and teacher quality, including effective classroom teaching for translation, personality traits for effective translation teachers, role of effective translation teachers, ways and types of feedback given to students, and effective ways of classroom communication. All data were analysed using the framework of the 4-D cycle of appreciative inquiry (Table 2) and were thematically coded based on the 4 themes in the classroom observation rubric (Table 3).

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

Table 3: Classroom observation rubric, based on Huang (2010)

3. Results and discussion

The data from the observations focused on what the two teachers did well as effective translation teachers in the classroom. This effectiveness will be explored and discussed under four themes as outlined in Table 3 to answer the research questions raised above. The first three elements of the 4-D cycle of appreciative inquiry, known as “appreciating”, “envisioning” and “co-constructing”, will be analysed in this section, and the last element “sustaining” will be presented in the conclusion section.

3.1 Classroom management

Both teachers created a good atmosphere in classroom for students to learn, which demonstrated examples for effective classroom management so that learning objectives could be achieved. Instruction was placed in the centre of classroom management by both teachers, with Teacher A commenting that giving clear instruction to students of translation is very important because student involvement and interaction are essential in learning translation. Letting students have a clear understanding of the requirements and working in a creative and encouraging environment should be a priority in teaching translation so that everyone can participate in class activities more effectively. Teacher A gave students instructions on class disciplines regarding classroom behaviours such as hand-raising, question asking, discussion among peers and computer operating, at the beginning of each session so that students could easily follow the procedures of activities, making it more convenient for both the teacher and the students to achieve teaching and learning outcomes. Teacher B provided an overview of the session when he started and asked students whether they had any inquiries or questions when moving to the next part. It became apparent that students had a better idea of what expectations the teacher had of them out of the teaching session so that they knew how to keep on track during the whole process. Being an effective teacher requires the ability to organise the teaching session to cater for student needs and learning outcomes. When this is possible, student expectations can be better realised in controlling class activities and delivering high quality teaching sessions.

It can be seen from both teachers that the objectives of their sessions were carefully designed to meet the target of learning. Materials including passages for translation practice were chosen to stimulate student interests and better understanding of the criteria of a good translation. Teacher A used a large amount of group work in class to encourage team cooperation so that students could hear different views on translation choices from each other. In this way, the team work spirit was encouraged and a student-centred class style was maintained. Teacher B kept mentioning learning objectives at each stage of the session to ensure that students were on the right track. The teacher also controlled the length of each activity according to student reactions to make the most out of the class.

When finding there were differences among students in terms of the pace of completing tasks and understanding of translation knowledge and skills, both

teachers adjusted the pace of teaching with flexibility to make every part of the session worthwhile for all students. Teacher B was flexible in dealing with students' questions in class, prioritising more relevant and important ones to keep up with the pace of the class progression. In translation practice, both teachers monitored student activity in such an effective way that students helped each other with their own translation versions and worked in groups so that each student would have an opportunity to reflect on their own practice and critique on others' work. For Teacher A, although it was easier and more controllable to have a lecture to students in class, with the teacher talking most of the time, it was more efficient and fruitful for students to raise their own ideas and think more critically in class, with discussions and peer feedback tasks, so that students with differences in various aspects could help each other by learning from others and minimising their own shortcomings. Teacher B was flexible in controlling the pace and adjusting activities based on student reactions in class, knowing that there is no single definite or so-called "correct" answer in translation and that the essence of translation was the different opinions and thoughts given to make it closer to perfection. Since translation itself is a process which needs more flexibility, teaching and learning translation should require flexibility and creativity for both teachers and students for the purpose of achieving better outcomes.

The proposition that was co-constructed from classroom management was that effective translation teachers organise teaching based on student needs and learning expectations, give clear instructions, and have flexibility and creativity in activity and pace while adhering to the objectives of the lesson plan.

3.2 Classroom pedagogy

In terms of classroom pedagogy, both teachers incorporated translation theories with practice in a more interactive way by asking students to work either on their own or in groups, stimulating their interest as well as their critical thinking. Different types of materials were used in class by both teachers, including background knowledge fact sheets, multimedia materials about a particular topic area, and different translation versions for comparison. Teacher A used several teaching methods to present the materials, from presentation and group discussion to peer feedback and self-reflection tasks, which gave students various ways of learning experience in class. Teacher B provided useful examples in translation for students to compare and learn, giving them a motivation to improve their own translation. It can be seen that

an effective translation teacher is required to develop students' knowledge and skills in translation by preparing different types of materials to encourage autonomous learning and critical learning. The intention behind this is to ensure that students are equipped not only with the essential skills of translation but also an awareness of perfecting their own translation through ongoing independent learning: as a Chinese saying goes, give a man a fish and you feed him for a day, teach a man to fish and you feed him for a lifetime.

As both teachers mentioned that effective translation teaching requires the teacher to be resourceful and knowledgeable, it is also essential for the teacher teaching the students to be an "authoritative" person who is able to absorb 'nutrition' from various sources and build up knowledge bases of different industries. To achieve this, both translation teachers used their own industry experience and knowledge from many subjects to emphasise the importance of integrating information from different related areas.

What teacher A did well was that he used his own examples in industry practice as a professional practitioner to highlight the usefulness of having more knowledge in various subject areas as well as understanding more cultural differences. This is more like a sharing process in which students may feel the teacher is less authoritative and they are more willing to cooperate in class in order to learn more and be a qualified practitioner later in life. Teacher B also demonstrated the significance of integrating resources from different areas for the purpose of making better translation. By exposing students to a wide range of resources with background knowledge and related information, students are trained to be more proficient in language transfer, as required in translation in particular. Although other subjects may have such requirements too, it is more important here to emphasise this, because to convey correct messages from one language to another in the context of the different ways of expression and possible cultural gaps is the key in translation practice. This urges the translators to be exposed to as many subject areas as possible so that they can provide more accurate translations. Effective translation teachers are those who have the capability to encourage students to do so and to be more aware of the implications by doing so.

Both teachers used various teaching aids in class to facilitate learning, which included big screens with projector, individual computers for students, paper handouts and whiteboards. Teacher A also used multimedia resources as teaching aids in class to help students get more information related to the

translation topic so that they could develop some background knowledge before doing the translation practice.

For effective translation teachers, teaching aids are tools for them to facilitate student independent learning, equipping them with all required knowledge and skills for the preparation of the real translation practice. As teacher B did in class, using the big screen is a way not only for clearer demonstration but also for group work in which students could be more critical for better outcomes and to develop their ability to challenge “authority”. It is also a good method for the teacher to monitor the whole class by ensuring that everyone is on the right track.

It is inevitable that students may feel frustration or have questions at times in classroom teaching, but effective translation teachers have the ability to adapt to meet student needs whenever such a thing happens. Teacher A focused on the translation skills in class teaching, but when he realised that students had an urgent need to be familiarised with the marking criteria of translation for exam purposes, he changed his plan and used more time to talk about the criteria, to meet student needs. He even asked students to evaluate their peers’ translation practice using the criteria they learned to improve their understanding of the marking criteria. By doing this, students’ interest was maintained and the learning was more meaningful.

Teacher B prepared a lot of materials to use in class, but then he found that students had more confusion and questions on one particular passage. He then adjusted the session plan and put more effort into that passage, leaving the rest for students to do after class as homework. The teacher admitted that grammar and lexis might be the two top challenges he encountered when he had mixed-level students. If that happens in class, he would adjust his plan to meet student needs in those areas rather than just going over all materials. To him, what is more important is to ensure that students understand all materials, not covering all materials.

Both teachers were able to motivate students to learn with their professionalism, encouragement and facilitation skills. Since there is a large degree of subjectivity in translation practice, it is better to share knowledge, skills and experience with students rather than being “authoritative” during the learning process. When students have special needs, effective translation teachers have the ability to assess the situation immediately and make

adjustments accordingly to meet their needs to the largest extent. Only in this way can the learning process be more meaningful and worthwhile, and the learning outcomes be more satisfying and fruitful.

The proposition that was co-constructed from the teacher's pedagogy was that effective translation teachers present meaningful and motivated materials, integrate information from a range of other related subject areas, vary teaching aids to facilitate better learning outcomes, and make adjustments to meet student needs.

3.3 Classroom communication

In classroom communication, both teachers were very responsive to students, trying to answer student questions all the time and engaging students often in giving feedback. Rather than just saying "practice", teacher B demonstrated the translation practice first before he gave further guidance to students where necessary. He always asked students questions for them to think about and encouraged students to raise their questions whenever possible. The whole learning process was thus more like a discussion than an instruction session. This suggests that effective translation teachers are mindful of student responses and are able to develop rapport with them in a communicative way with a sense of equality.

Both teachers used scaffolding to support student learning and encourage critical thinking during the whole learning process. Teacher A asked students to critique each other's translation practice and provide corrections or suggestions where necessary, and teacher B put students to group work so that they could reflect on their own translation while giving feedback to their groupmates' work. Both teachers welcomed different opinions from students on practice and helped them with recommendations on improving their work. It is essential that effective translation teachers engage students in the learning process by monitoring their progress and responding to their critical thinking and opinions so that they could become a qualified professionals and practitioners after graduation when working in the industry.

Feedback to students should be constructive, in both teachers' opinion, rather than just a comment of good or bad or a mark. Teacher A provided feedback in class mainly on micro-skills about student performance. He asked students to work in groups to give feedback to each other first so that they could have

their own opinions on the practice they did. Then he gave his feedback in either oral or written form to point out the main problems students had, allowing students to reflect further and feel more comfortable in correcting the mistakes or improving their practice to maximise the learning outcomes. Teacher B used some evaluation surveys to encourage students to do peer feedback before he gave his own comments orally. This is more convenient because students can know their actual problems straight away. Teacher B also gave students written feedback in their assignments or homework so that they could have a better understanding of their strengths and weaknesses. Another advantage of written feedback is that students can compare and contrast with their previous practices in order to perfect their translation and see their progress along the way. This is agreed by both teachers as a more appropriate way of giving feedback in most cases.

No matter whether the feedback was given orally or in written form, both teachers provided comments on what the students had done well and what their problems were as well as recommendations or suggestions for them to improve in future practice. Effective translation teachers would agree that, to help students grow, recognising their strengths and pointing out their weaknesses are both important not only to build up their confidence but also to give them space for improvement. It is not appropriate to correct them directly and give them a so-called “answer”, because there is no perfect or only one correct answer in translation, as is known by professionals, due to the nature of translation. Effective teachers should encourage students to learn from the suggestions, not from the marks deducted.

The proposition that was co-constructed from classroom communication was that effective translation teachers establish a good rapport with students in a communicative way, use a wide range of methods to monitor student learning, and provide constructive feedback to students for their improvements.

3.4 Teacher roles

In classroom teaching and learning, a teacher’s presence may influence the students’ reaction and engagement in class activities, as well as the learning outcomes at the end of each session. For effective translation teachers, a positive attitude is the best way to facilitate student learning, which has been reflected in both teachers’ in-class teaching. Teacher A used humour in class not only for entertaining, making it more relaxing for students to learn, but

also for the purpose of showing his genuine personality, leaving the impression on students that he was an easy-going person. Teacher B was very friendly and patient in class teaching, attending to details and allowing students to work in a supportive environment for better results.

When the class contains students of mixed levels of ability or language proficiency, this is a challenge for teachers and requires effective translation teachers to be sensitive to their students' backgrounds, making adjustments accordingly. Both teachers had such sensibility in teaching, and the first thing they did in such cases was to ensure a friendly and relaxing environment. Teacher A found that several students in class were less literate in using computers, so he approached those students during group work time, providing individualised help and support when necessary. Teacher B was sensitive to some disruptive students and reacted in a timely manner by telling them directly but individually what the student could do and could not do in class. In doing so, the teacher established some ground rules at the beginning which could be valuable later for the learning outcomes to be finally achieved.

In situations where teacher B found that students had different levels of grammar knowledge, he paired them up to ensure that each pair included a student with lower level of grammatical knowledge and the other with a higher level, allowing them to do pair work and share their experience. In this way, those with a higher level of grammar could feel a bit more authoritative by being regarded as a tutor for their classmates, and those with a lower level of grammar could polish their knowledge of grammar rules and feel less discouraged. This reflects that effective translation teachers have the ability to assess situations when intervention is necessary and to control such unplanned situations to an appropriate degree, so that teaching plans are not interrupted and learning goals can still be reached.

The propositions that were co-constructed from this analysis are that effective translation teachers are positive and friendly and have the sensitivity to react to unplanned situations in a flexible and appropriate way.

4. Limitations of the study

There are some limitations to the study that should be considered before making a conclusion. Firstly, the number of participants may not be large

enough to relate the teacher quality and teaching effectiveness to other discipline areas. The findings may not be generalised to show teaching effectiveness in areas other than translation. Secondly, the study focused on Australian teachers and may not represent teachers from other places or from different teaching contexts. More research needs to be done to extend the topic to a more universal context. Thirdly, this study only explores translation classroom teaching as a process using the observation method and appreciative inquiry. There is no evidence showing other aspects in classroom teaching, thus further research and analysis in this respect also may be needed. Furthermore, the evaluation of what could be considered as effective teaching in this study is subjective.

Conclusions

This study explored effective translation teachers in classroom teaching through the method of case study and appreciative inquiry. Two teachers and their students in a higher education institution in Australia were observed in classroom teaching and learning, and interviewed to reflect on their experience. The analysis on teacher effectiveness focused on four aspects: classroom management, classroom pedagogy, classroom communication, and teacher roles.

The research questions enquired about the good practices effective teachers demonstrate in classroom teaching, covering classroom communication and teacher roles. Here, we revisit the questions and summarise the findings.

- 1) What best practices do translation teachers demonstrate to achieve teaching effectiveness?

In classroom teaching, both teachers managed to give clear instructions in each step of the process and designed carefully the objectives of their sessions to meet the target of learning. Where there were student needs, both teachers adjusted the activity and pace with flexibility to enhance quality of learning. Materials were well prepared to equip students with essential resources for learning, and different teaching aids were used in class to facilitate independent learning.

- 2) How do effective translation teachers communicate with students and reflect their personal traits in the classroom for better learning outcomes?

Effective classroom communication is reflected in scaffolding provided to students and rapport between the teachers and students to achieve the best learning outcomes. Both teachers' classes were student-centred with various activities including presentations, group work, discussions and individual feedback sessions. Feedback was given in both oral and written forms on students' strengths and weaknesses so that students could be assisted in developing their knowledge and skills and striving to become a qualified professional and practitioner later in their career. The results show that both teachers demonstrated a positive presence in front of students with the use of humour and friendliness as well as patience. They also attended to details such as students' backgrounds and adjusted wisely in unplanned situations, which are personal traits that can influence students in terms of attention and care in doing translation and flexibility in dealing with challenging situations.

A summary of the propositions is shown in Table 4, and a suggested action plan for translation teachers to follow up these propositions can be seen below.

Themes	Propositions
1	Effective translation teachers organise teaching based on student needs and learning expectations, give clear instructions, and have flexibility and creativity in activity and pace while adhering to the objectives of the lesson plan.
2	Effective translation teachers present meaningful and motivated materials, integrate information from a range of other related subject areas, vary teaching aids to facilitate better learning outcomes, and make adjustments to meet student needs.
3	Effective translation teachers establish a good rapport with students in a communicative way, use a wide range of methods to monitor student learning, and provide constructive feedback to students for their improvement.
4	Effective translation teachers are positive and friendly and have the sensitivity to react to unplanned situations in a flexible and appropriate way.

Table 4: A summary of the propositions in the four themes

Each proposition as seen in Table 4 has been considered in order to provide actions for effective translation teachers to further develop their teaching practice. The subsequent action plan is as follows in Table 5:

Proposition	Related Action
1	Prepare for teaching in consideration of student needs and learning expectations; think about instructions to be presented; be prepared to make flexible adjustments in activity and pace.
2	Prepare meaningful and motivated materials; integrate information from a range of other related subject areas if possible; make wise use of teaching aids to facilitate better learning outcomes; be prepared to adjust to meet student needs.
3	Establish a good rapport with students in a communicative way; design a wide range of methods to monitor student learning; provide constructive feedback to students for their improvements.
4	Be positive, friendly and sensitive to react to unplanned situations in a flexible and appropriate way.

Table 5: Action plan in relation to each proposition

This study has used appreciative inquiry to explore what two teachers do well in their teaching practices, and provides some insights on an effective translation teacher in the context of university teaching and learning. As a consequence of the appreciative observations and analyses of two teachers, it is possible to suggest the qualities required of an effective translation teacher.

To be an effective translation teacher, being able to make student-oriented preparation is essential to ensure that student needs and learning expectations are taken into consideration. Flexibility should always be in mind for necessary adjustments in activity and pace for the purpose of better learning outcomes. In addition, being able to make the best use of materials and teaching aids in a meaningful way can help establish a good rapport with students through classroom communication. Constructive feedback should be given as well for learner improvement.

Teachers from different contexts in translation education may be inspired and encouraged by this study to reflect on their own teaching and appreciatively examine their own teaching practices. This can lead to exploration of other ways to enhance their teaching, with the goal of achieving effective translation teaching in their own educational settings.

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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?