School of Applied Linguistics
IUED Institute of Translation and Interpreting

What about the teachers?
Defining and developing translator educator competence

Gary Massey

AFFUMT Conference *Translator Training: From the Present to the Future*, 8 April 2021

Zurich Universities of
Applied Sciences and Arts

Translator educators

- International survey of CPD offerings and CPD needs
  - 2018
  - CIUTI and EMT members (92)
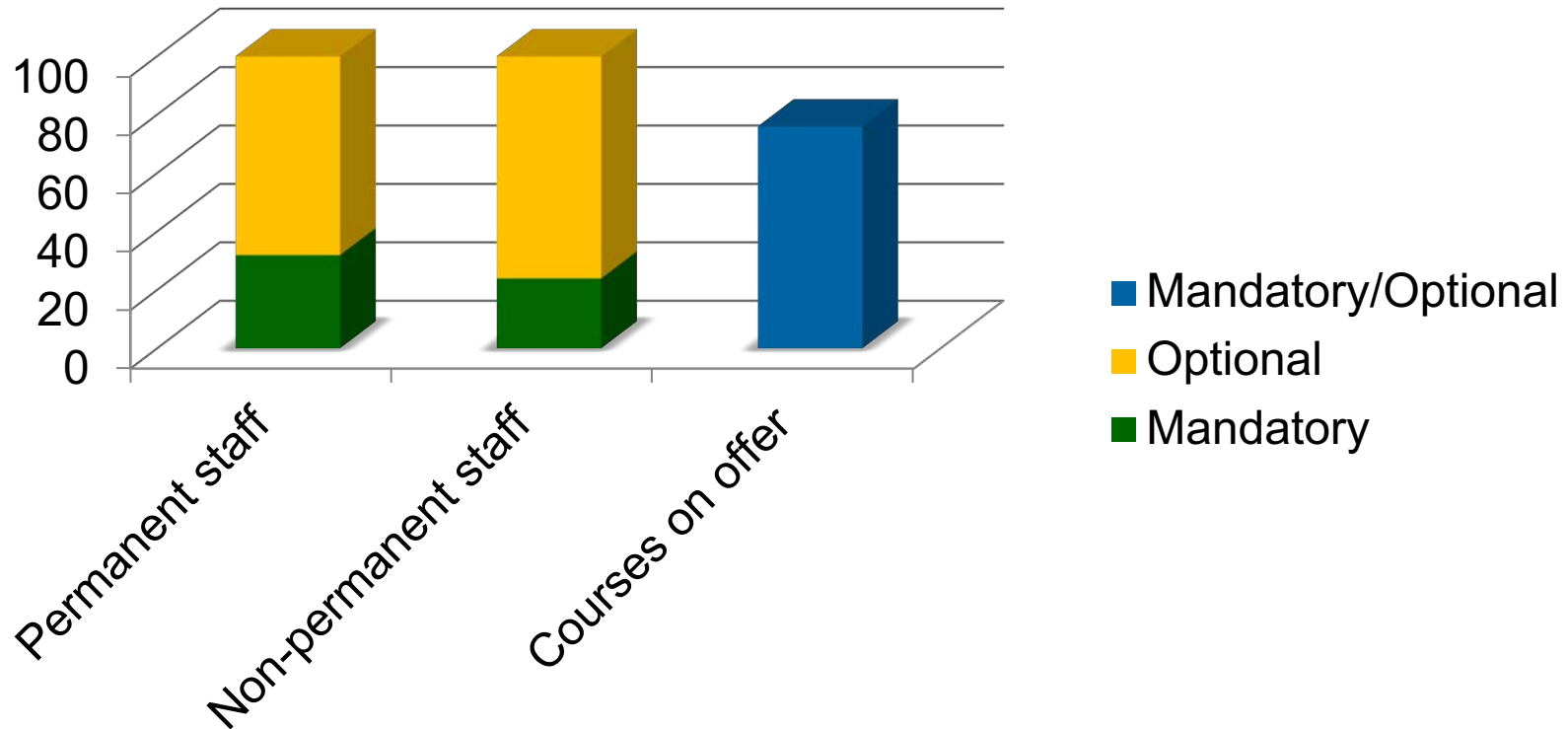 - Response rate for translation teaching 45% (41)

(Massey 2019a, 2019b)

CPD hours expected per teacher per year (n=22)

- Range 0 – 126 hrs.
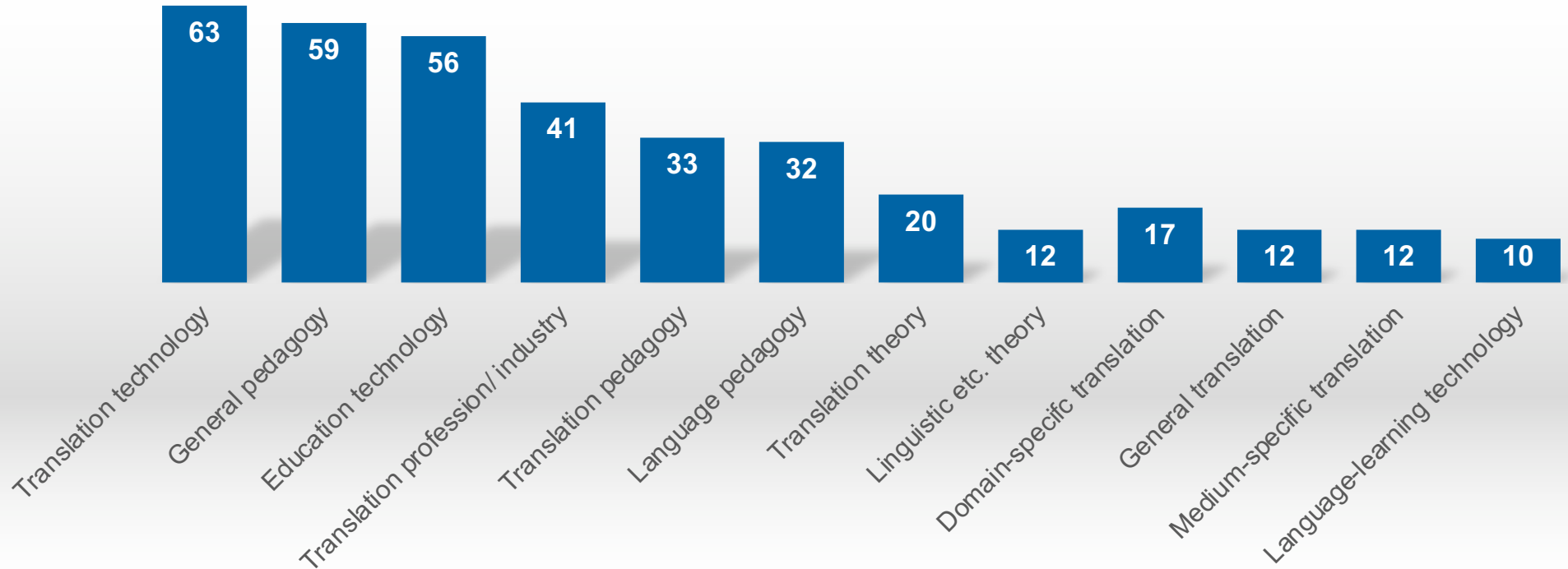- Average = ~28 hrs.

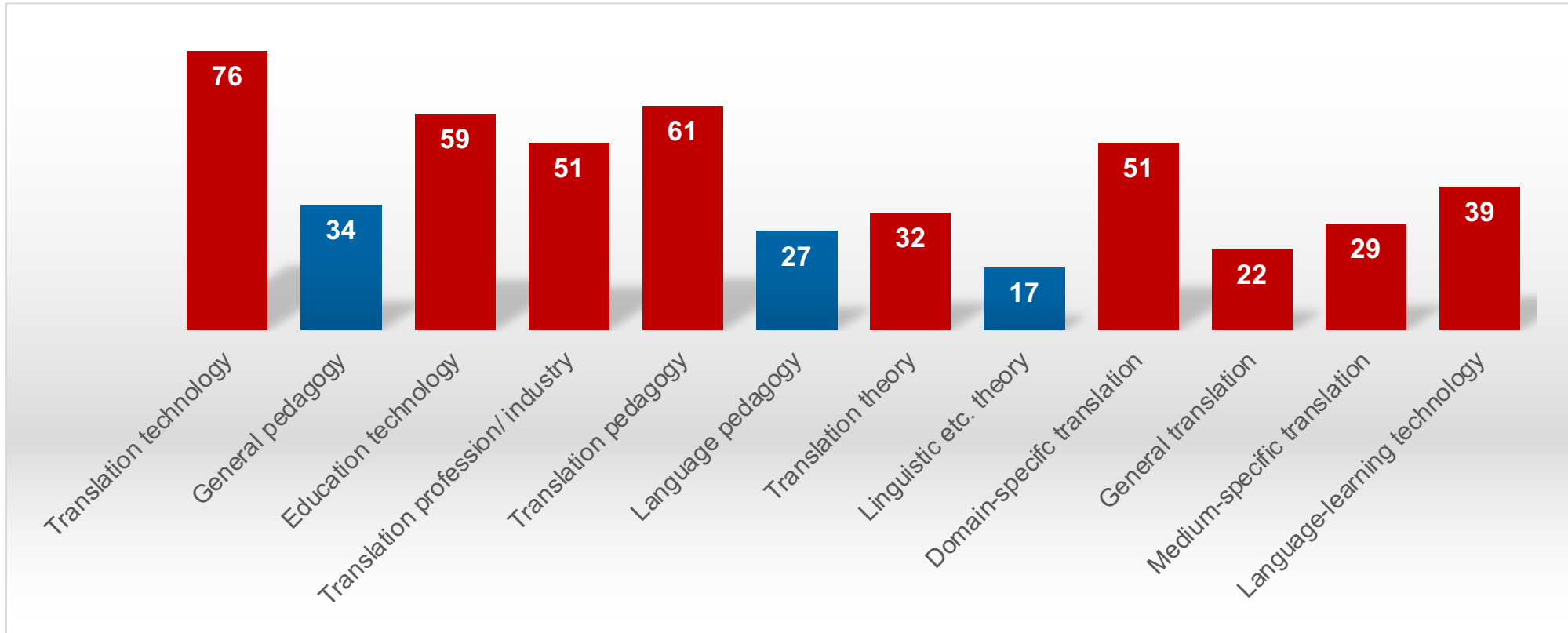 *If 19 non-responses = 0, then average = ~15*

Current CPD (% respondents; n=41)

Chart showing Current CPD (% respondents; n=41):
- Translation technology: 63
- General pedagogy: 59
- Education technology: 56
- Translation profession/ industry: 41
- Translation pedagogy: 33
- Language pedagogy: 32
- Translation theory: 20
- Linguistic etc. theory: 12
- Domain-specific translation: 17
- General translation: 12
- Medium-specific translation: 12
- Language-learning technology: 10

Preamble

CPD needs

Indicators

- Return rate reflects interest – low priority?
  - Next to no research on translator educators

- Limited institutional structures and incentives – a hurdle?
  - Relatively few hours for CPD
  - CPD largely optional

- Practice-theory divide – still? (Orlando 2016, 2019)
  - CPD needs stress professional translation skills and technology

- Pedagogical needs
  - Educational technologies
  - Specific translation pedagogy

Overview

- **Educating translators**
  - Situated learning

- **What about the teachers?**
  - Profiling translator educators
  - Translator educators: What we know and what this means

- **Framework for educator development:**
  - Affordances
  - Stages
  - Measures
  - Action research

Educating translators

- Translator training
  - *"questions that fairly cry for answers"* about *"teaching methods, testing techniques, and curriculum planning"*
  - *"a major area (and for the time being, at least, the major area) of research in applied translation studies"*

(Holmes 1988: 78)

- Translator education
  - *"new sub-discipline"* of translation studies

(Piotrowska & Tyupa 2014)

Educating translators

"Knowledge [is] an epistemological process that is steadfastly embedded in a dynamic social context of action."

- Principles of situated learning

  – Collaboration and construction

  – Self-organisation

  – Application in social action contexts

  – Use of shared artefacts

  – Feedback and reflection (*deliberate practice*)

(Risku 2016: 12, 15-17)

What about the teachers?

- Wealth of research on student competences and development

- Translation teaching resources
  - say something *to* translation teachers but
  - much less *about* teachers or trainers
  - Only exceptionally engage teachers instructively in sustained reflection on their own pedagogical self-development

(Kiraly 2000; Colina 2003;

González-Davies 2004; Kelly 2005; Klimkowski 2015)

What about the teachers?

… and the situated activity of teaching?

Empirical research falls short on

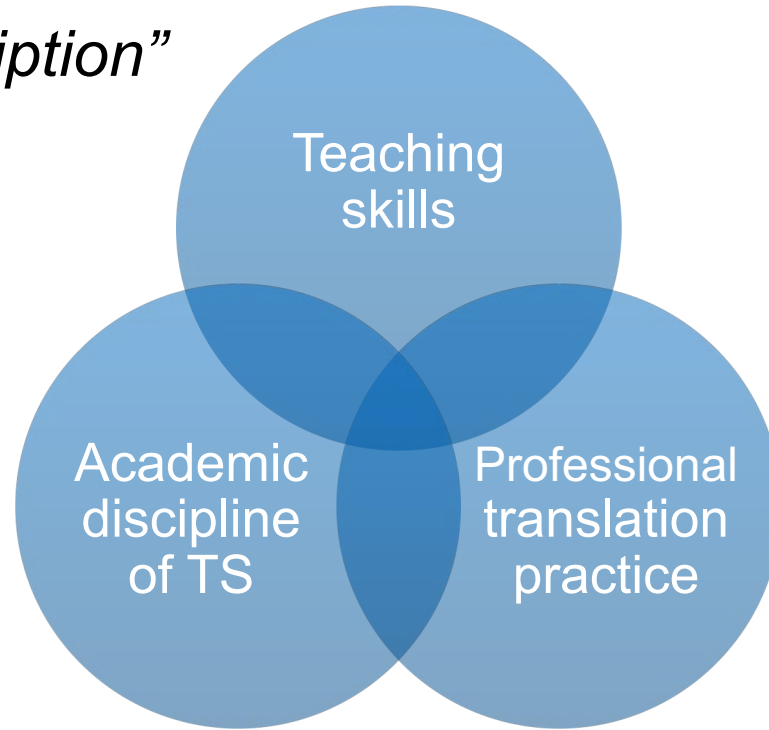- competence profiling
- teachers' roles and development as (self-)reflective practitioners
- whether and how they
  - use and integrate educational models, methods and practices
  - meet the rare competence profiles that exist

Profiling translator educators

Heuristic *"tentative description"*

"For translator trainers, as for all other professions, drawing up a competence-based profile allows for better analysis of the current situation, and for more appropriate training to be designed."

(Kelly 2008: 118)

Teaching skills

Academic discipline of TS

Professional translation practice

(Kelly 2005: 150-151, 2008: 105-106)

Profiling translator educators

Teaching skills

Organisational

Design, application, management of courses, activities, assessment

Instrumental

Knowledge of teaching resources and the ability to apply them to the teaching process

Interpersonal

Collaboration with students and other teachers, mentoring

Understanding local, national, international educational contexts and the profession

Contextual / Professional

Presenting, explaining, stimulating discussion and reflection, motivating

Instructional
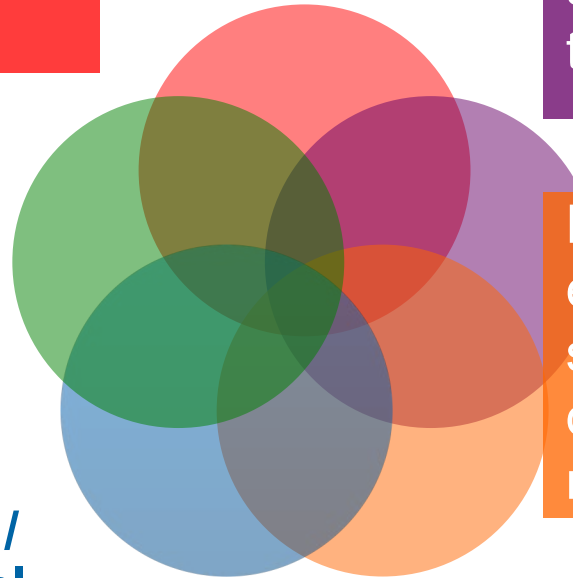
(Kelly 2005: 150-151, 2008: 105-106)

Profiling translator educators

Heuristic *"tentative description"*

Teaching skills

Academic discipline of TS

Professional translation practice

Prerequisites(?)

Zurich University of Applied Sciences

zh aw

Zurich Universities of Applied Sciences and Arts

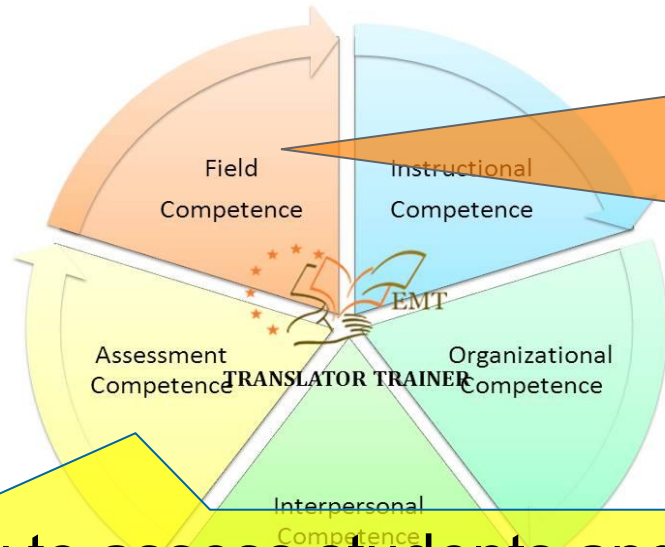(Kelly 2005: 150-151, 2008: 105-106)
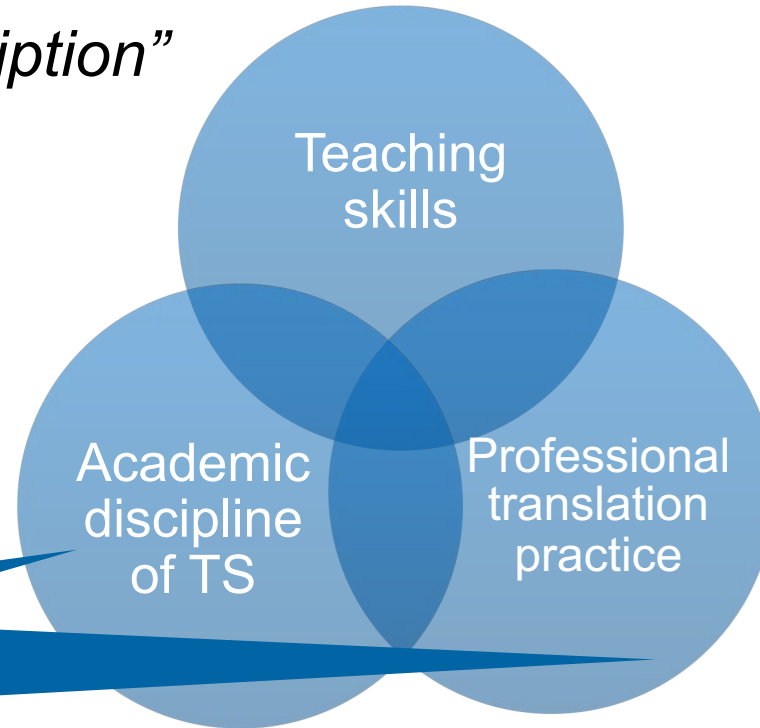
Profiling translator educators
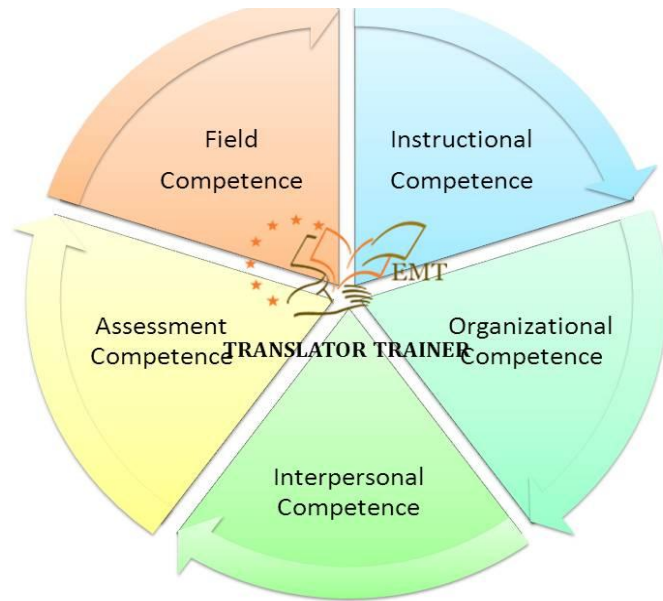
Competences

Instructional

Organisational

Interpersonal

Assessment

Field

(EMT Translator Trainer Profile 2013)

Profiling translator educators

- Perform student tasks to quality standards of professional practice
- Detailed knowledge of professional field
- Full translation service provision competence

Ability to assess students and evaluate own teaching as a "self-reflective practitioner"

(EMT Translator Trainer Profile 2013)

Translator educators: What we know

Some empirical research

- Local teacher needs analyses

  (Kelly 2008; Li & Zhang 2011; Pavlović & Antunović 2020)

  – *"the closer the training is to the trainer's actual context, the better"*
  – *"one size does not fit all, and tailormade staff development courses and actions with specific intended outcomes will be required in each individual training context"*

(Kelly 2008, 115-119)

Translator educators: What we know

- Action research (AR) investigations of student and teacher roles and development in experiential and process-oriented learning

(Hubscher-Davidson 2008; Massey & Ehrensberger-Dow 2011, 2012, 2013, 2014; Massey et al. 2015; Kiraly et al. 2018; Massey & Brändli 2019; Kiraly & Haro-Soler 2019)

Translator educators: What we know

Some institution-specific results

- Teacher performance inhibited by
  - resourcing issues (esp. time, infrastructure), curricular and institutional constraints
  - epistemologies and role conceptions
- AR initiatives can effectively drive
  - participatory experiential learning
  - reflective practice

Translator educators: What we know

- Students
- Teachers
- Practitioners

learn about, with and from one other

- Institutions

learn about, with and from their students and teachers

- They all

learn more about themselves

**Zurich University
of Applied Sciences**

**zh
aw**

A co-emergent perspective on learning

*"The relations between that which we call 'teaching' and that which
we call 'learning' might be better understood as mutually
specifying, co-emergent, pervasive and evolving practices"*

(Davis & Sumara 1997: 110)

– Co-creative student-staff teaching and learning partnerships
    pioneered in various disciplines

(Bovill et al. 2011; Healey et al. 2015)

Translator educators: What this can mean

"Translators [...] co-emerge with their fellow learners, their teachers, the institutions they attend and the entire community of translation practice with which and whom they interact"
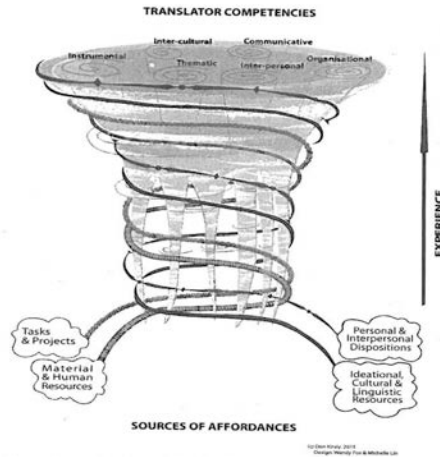
(Kiraly 2012: 87-88)

– Sporadic uptake in translator education

(Haro-Soler & Kiraly 2019)

Translator educators: What this can mean

Learning processes are…

- embodied
- enactive
- non-linear
- autopoietic
- fractal

(Kiraly 2019)

zh aw

Translator educators: What this can mean

Learning processes are…

- embodied
- enactive
- non-linear
- autopoietic
- fractal

(Kiraly 2019)

TRANSLATOR COMPETENCIES

SOURCES OF AFFORDANCES

Fed by affordances:
Environmental features that
facilitate given activities

(Gibson 1979)
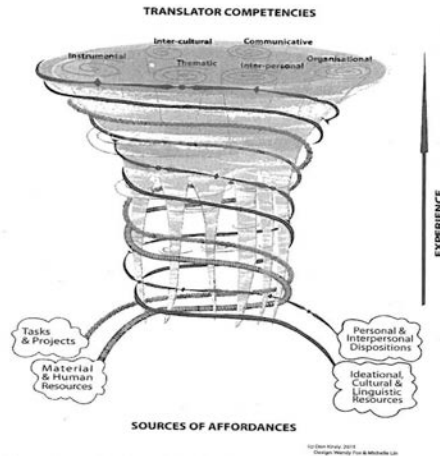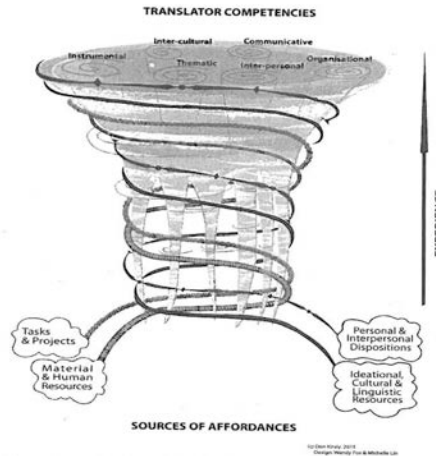
Translator educators: What this can mean

Learning processes are…

- embodied
- enactive
- non-linear
- autopoietic
- fractal

(Kiraly 2019)

TRANSLATOR COMPETENCIES

Inter-cultural · Communicative
Instrumental · Thematic · Inter-personal · Organisational

EXPERIENCE

Tasks
& Projects

Material
& Human
Resources

Personal &
Interpersonal
Dispositions

Ideational,
Cultural &
Linguistic
Resources

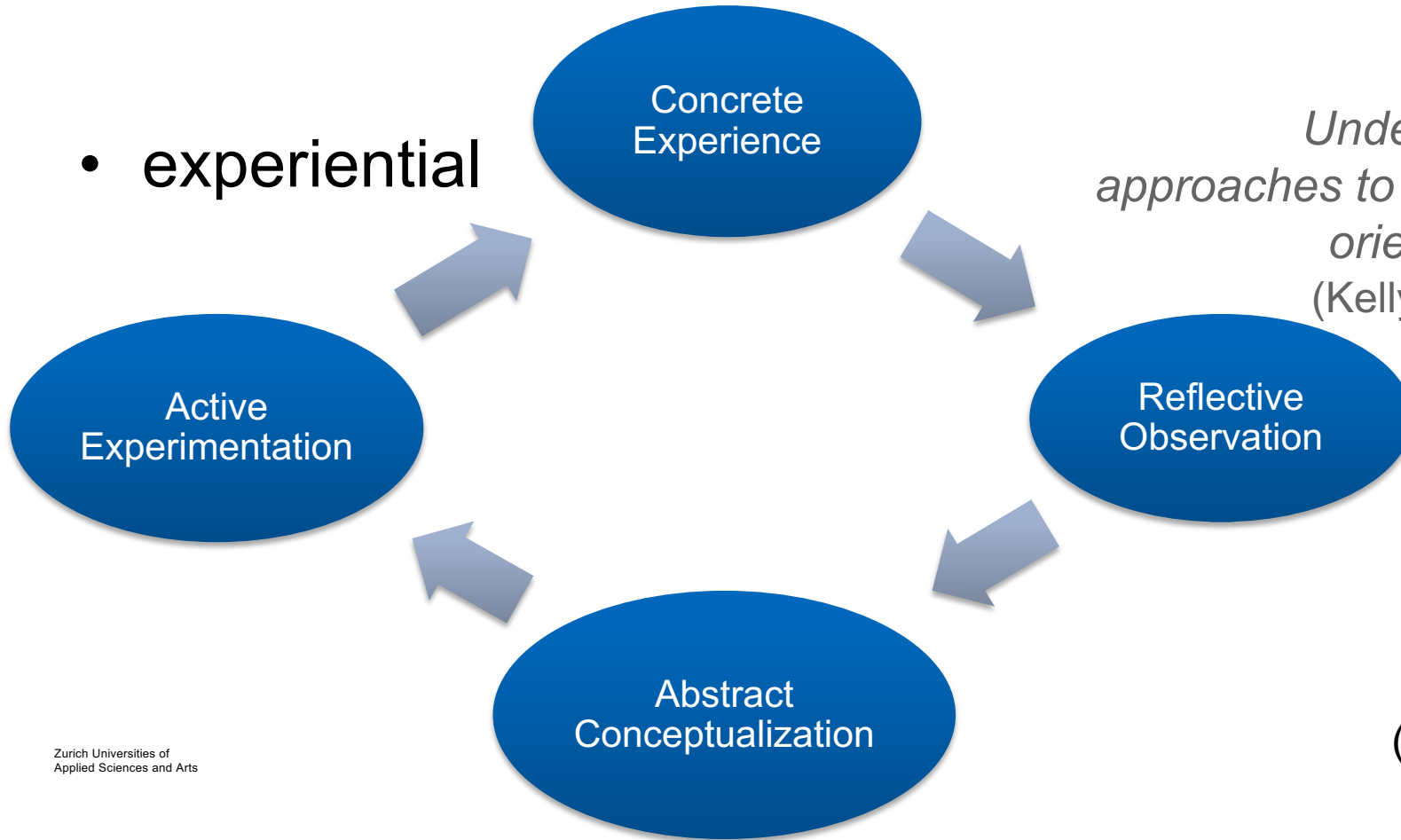SOURCES OF AFFORDANCES

Expert

Proficient

Competent

*Advanced
beginner*

Novice

Experience

Five-Stage Model of Adult Skill
Acquisition

(Dreyfus 2004)

Translator educators: What this can mean

- experiential

Concrete Experience

Reflective Observation

Abstract Conceptualization

Active Experimentation

Underlies all deep approaches to competence-oriented learning (Kelly 2005, 48–49)

(Kolb 2015: 51)

Zurich Universities of
Applied Sciences and Arts

Translator educators: What this can mean

- embedded and scalable

Organisational learning (OL)

"Experiential learning forms the basis of knowledge creation and OL concerns itself with the transformation of this knowledge into an organisational asset. Experiential learning and OL are key components of an organisational learning programme"

(Smith 2016: 7)

Translator educators: What this can mean

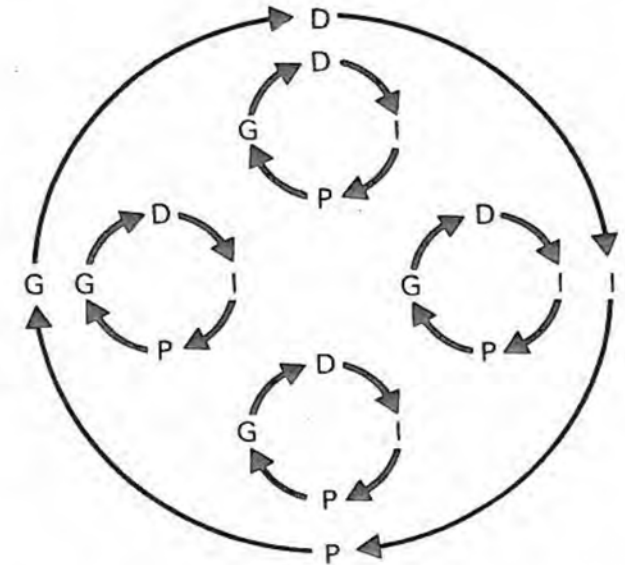## Individual learning and OL

Discovery (*concrete experience*)
Invention (*reflective observation*)
Generalization (*abstract conceptualisation*)
Production (*active experimentation*)

through

– joint enquiry
– learning how to learn

(Argyris & Schön 1978)

**Framework for educator development:
Affordances**

OL toolkit

- Supportive learning environment
  - psychological safety, openness, time to reflect and review
- Concrete learning processes and practices
  - experimentation, analysis, discussion, information sharing, training, etc.
- Leadership that reinforces learning

(Garvin et al. 2008)

Framework for educator development: Affordances

- – Specialist knowledge
- – Tertiary teaching
- – Institutional context
- – Research and transfer competence
- – Professional field knowledge and practice

Zurich Universities of
Applied Sciences and Arts

(IUED CPD Directive 2019)

Framework for educator development:
Stages (Dreyfus 2004)

Stage	Context	Problem type	Decision-making	Learning	Profile-dependent actions
Novice	Context free	Simple	Rule-based analytic	Instructive	- Attending or observing lower level courses
Advanced beginner	Low	Multiple	Rule-based analytic in routine contexts	Instructive – Situated	- Attending or observing higher level courses - Job shadowing - Assisting in low-level courses - Performing supervised low-level translation or research tasks
Competent	Medium	Complicated	Rule-based analytic in adaptable contexts	Situated – Constructive	- Team teaching - Supervised socio-technical translation projects - Mentored action research
Proficient	High	Complex	Context-based analytic	Situated – Constructive	- Leading action research - Collaborating in funded research - Mentored authentic translation work in professional socio-technical environments - Deliberate practice
Expert	Embedded	Complex	Context-based Intuitive	Situated – Autonomous	- Deliberate practice

(Massey & Kiraly forthcoming)

Framework for educator development: Actions

- Reflective participation in experiential learning
- Team teaching, learning and observation (theory ←→ praxis)
- Professional mentorships, job shadowing, freelance work
- Combined BA/MA and CPD interactions with professionals
- Guiding profession-oriented student inquiry
- Exchange forums for teaching, research, professional practice
- Working time reserved for innovative projects and

→ *action research (AR)*

Framework for educator development: The AR spiral

Plan
an improvement to practice

ACTION

Reflect
and evaluate outcomes

Act
to implement it

INQUIRY

Observe
and describe the effects

Zurich University of Applied Sciences

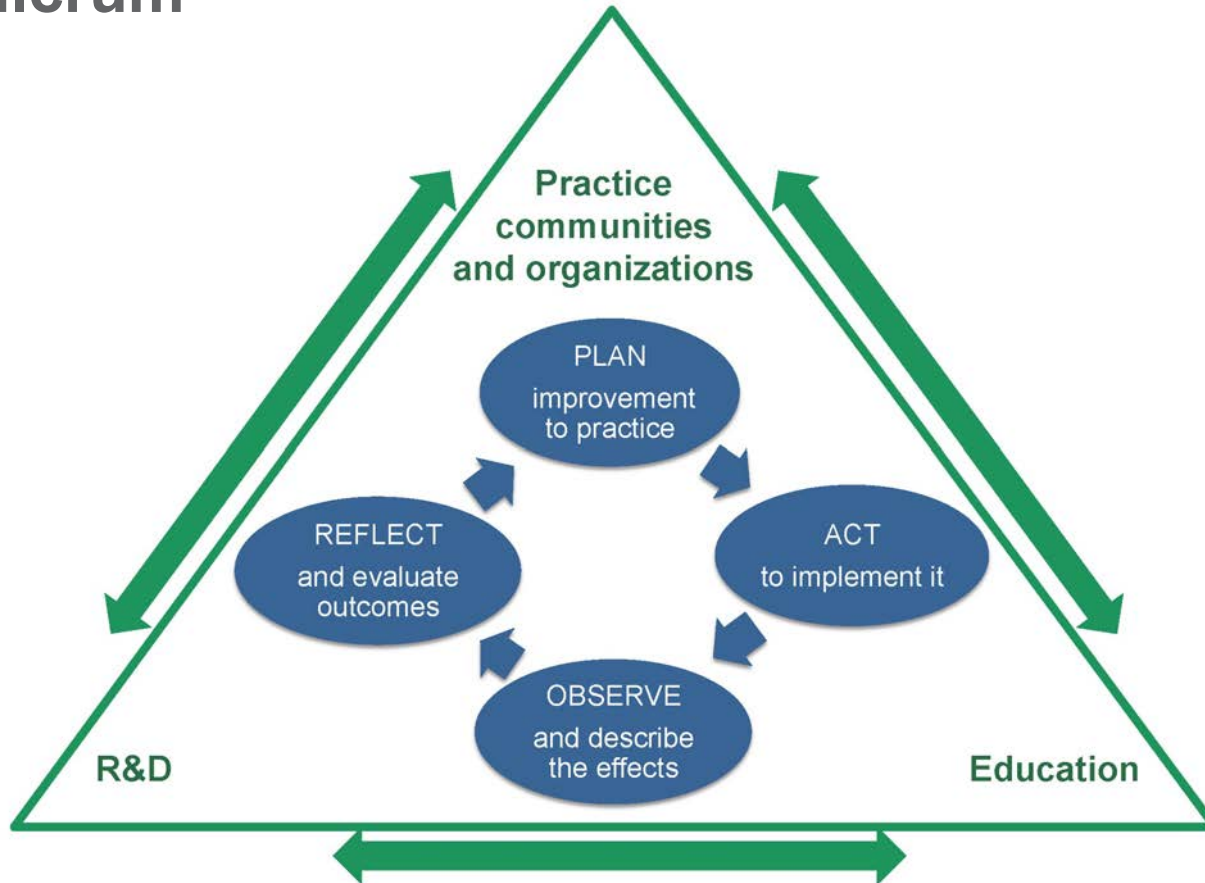Zurich Universities of Applied Sciences and Arts
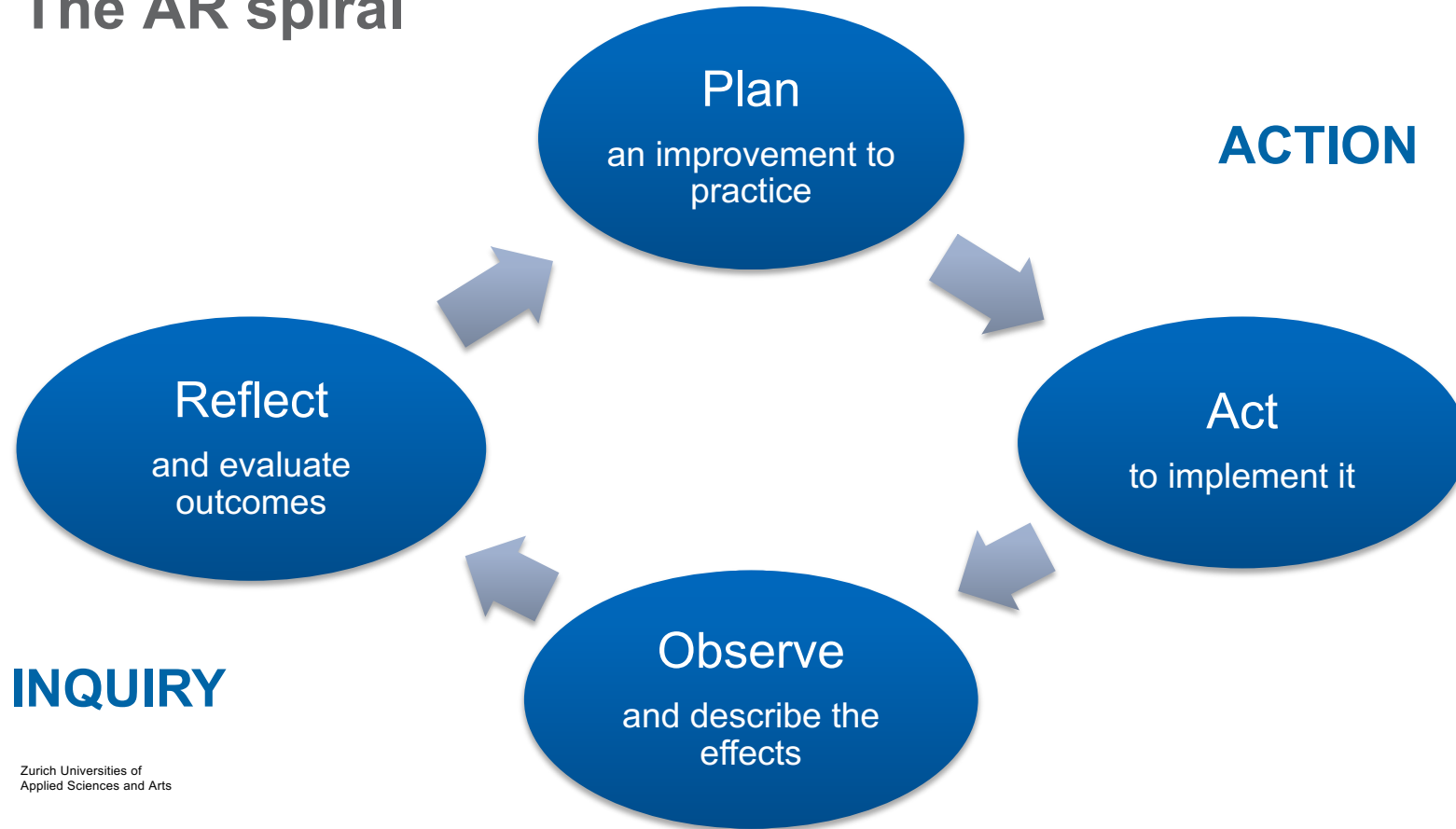
Framework for educator development: The AR spiral

- Convergent with the experiential learning cycle and organizational development models
  (Argyris & Schön 1978; Senge 1990; Smith 2016)

- "Today, [Lewin's AR] methodology forms the cornerstone of most organization development efforts."

(Kolb 2015: 9)

Plan
an improvement to

ACTION

Reflect
and evaluate outcomes

Act
to implement it

INQUIRY

Observe
and describe the effects

Framework for educator development:
The AR fulcrum

Summary

- Research and resources on and for student learning are plentiful

- Research on how educators teach and learn is scarce and unsystematic

- The rare profiles and research stress local institutional contexts

- AR in those contexts indicates co-emergent learning

- Co-emergent learning is experiential and scalable

- It integrates student, teacher, organisational and community learning

- Targeted affordances facilitate educator and organisational development

- AR has huge potential as a fulcrum of co-emergent learning

School of Applied Linguistics
IUED Institute of Translation and Interpreting

Thank you!

Gary Massey
mssy@zhaw.ch

References available on request