

Focusing on Effective Translation Teaching in the Classroom: A Case Study

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Abstract : This study follows on from previous survey and focus group research exploring the effective teaching process in a translation classroom in Australian universities through case study method. The data analysis draws on social constructivist theory in translation teaching and focuses on teaching process aiming to discover how effective translation teachers conduct teaching in the classroom. The results suggest that effective teaching requires the teacher to have ability in four aspects: classroom management, classroom pedagogy, classroom communication, and teacher roles. Effective translation teachers are able to control the whole learning process, facilitate students in independent learning, guide students to be more critical about translation, giving both positive and negative feedback for students to reflect on their own, and being supportive, patient and encouraging to students for better classroom communication and learning outcomes. This study can be applied to other teachers in translation so that they can reflect on their own teaching in their education contexts and strive for being a more qualified translation teacher and achieving teaching effectiveness.

Keywords : case study, classroom observation, classroom teaching, effective translation teaching, teacher effectiveness

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