




BELIEFS ABOUT TRANSLATOR COMPETENCE AND TRAINING PRACTICES: TEACHERS' AND STUDENTS' PERSPECTIVES

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Abstract. *There has been some research at the intersection of beliefs and translation (as a form of applied language knowledge) in recent times. Investigations have focused on translators', students' and teachers' beliefs about different aspects of translation, including translation as a product, a process or a subject of teaching and learning. The topics of interest have ranged from translators' beliefs about the professional world of translators (Katan 2009), the impact of translators' beliefs on translation quality (Araghizade 2016, Yousefi 2017), teachers' and students' beliefs on the nature of knowledge and learning (Li 2017), teachers' practices and beliefs about inclusion in the English language classroom (Al Siyabi et al. 2024), teachers' and students' beliefs about translator competence and training practices (Wu et al. 2019), to teachers' beliefs on the role of machine translation in translator education (Hellmich and Vinall 2021, Rico and Pastor 2022). This paper aims to add to this body of knowledge by exploring teachers' and students' beliefs about translator competence and training practices in the Macedonian context.*

The purpose of this paper is to identify and compare the beliefs held by translation students and their teachers with reference to translator competencies as well as to explore the way in which these are addressed in existing training practices. The study presented in this paper is conducted among students and teachers at the Department of Translation and Interpreting at the "Blaze Koneski" Faculty of Philology in Skopje, Republic of North Macedonia, using a mixed method approach following Wu et al. (2019). The paper addresses three research questions: what teachers and students believe are the components of translation competence, how much they think these are addressed in current training practices and the similarities and differences between the beliefs of both groups. The results of the study have pedagogical implications. They help teachers become aware of their own beliefs about the importance of the different subcomponents of translation competence and whether these are reflected in their teaching practice. The results also help increase teachers' awareness of the translation students' beliefs about translation competence as well as their perception of the teaching methods. Finally, the results show if there are any mismatches between the beliefs of the two groups that need to be addressed in future practice and research.

Key words: *teachers' and students' beliefs, translator competence, training practices*

Submitted November 5th, 2024, accepted for publication February 26th, 2025

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1. INTRODUCTION

Education of the 21st century has been challenged by global reconsiderations of the education aims, the competencies and skills that should be prioritized, the way knowledge should be gained etc. (Kowalczyk-Walêdziak, et al 2019, Twining 2014). Earlier, the traditional, *banking approach* (Freire 2012) was challenged by the constructivist theories and practices since the time Piaget, Vygotsky, Dewey and many other prominent like-minded scholars founded the basis for transformation of the idea about the core of education. However, the choice of the teaching approach and method, of the competencies or skills that should be fostered depends upon the attitudes related to the education philosophy all the participants in the educational process hold. Since attitudes are considered to be shaped by certain beliefs and values on the one hand, and are a cause for drawing conclusions on how to act¹, on the other hand, in order to realize and understand teachers' and students' decisions and actions in the teaching/learning process, scholars have become interested in the relationship of the beliefs and the teaching/learning results (Kahveci 2023, Tang and Hu 2022, Ročane 2015, Pajares 1992). In more recent times, especially in the digital age, a shift of focus is evident on investigating students' beliefs, such as students' perceptions on the use of Google classroom in LSP learning and its effect on developing linguistic competences (Basta and Pejić 2003), using student feedback in addition to teacher reflections to develop business English courses (Bury and Hair 2022), etc., to mention a few.

As a result, there has been an increased interest in investigating the relationship between beliefs and the teaching/learning process in different fields of knowledge (Savasci-Acikalin, 2009, Österholm, 2010). With reference to foreign language teaching and learning, studies have shown that beliefs referring to foreign language teaching impact teachers' classroom practices and professional development as well as their aims, procedures, roles and, ultimately, their learners, whereas learners feel the beliefs' impact on the language learning process, on their abilities, through the use of effective learning strategies and on the learning outcome (Abdi and Asadi 2015, Bernat 2012, Shibata 2019, Alhamami 2019). The effect all educators desire is a match between teachers' and students' beliefs, which should lead to increased learning. Hence, this paper investigates possible matches or mismatches between teachers' and students' beliefs in the field of translator education.

2. BELIEFS AND TRANSLATION STUDIES

As teachers of future translators, we would like to investigate various aspects of education, ranging from empowering teachers and students to cope with the stress of online teaching and learning (Kitanovska-Kimovska et al. 2023) to issues involving the impact of beliefs on the teaching and learning process at our Translation and Interpreting Department. There has been some research at the intersection of beliefs and translation (as a form of applied language knowledge) in recent times. Investigations have focused on translators', students' and teachers' beliefs about different aspects of translation, including translation as a product, a process or a subject of teaching and learning. The

¹ Immigration Advisers Authority retrieved from: <https://www.iaa.govt.nz/for-advisers/adviser-tools/ethics-toolkit/personal-beliefs-values-attitudes-and-behaviour/>.

topics of interest have ranged from translators' beliefs about the professional world of translators (Katan 2009), the impact of translators' beliefs on translation quality (Araghizade 2016, Yousefi 2017), teachers' and students' beliefs on the nature of knowledge and learning (Li 2017), teachers' and students' beliefs about translator competence and training practices (Wu et al. 2019), to teachers' beliefs on the role of machine translation in translator education (Hellmich and Vinall 2021, Rico and Pastor 2022).

3. AIMS AND PURPOSE OF THIS STUDY

This research aims to add to this body of knowledge by exploring teachers' and students' beliefs about translator competence and training practices in the Macedonian context. The purpose of this paper is to identify and compare the beliefs held by translation students and their teachers with reference to translator competencies as well as the way these are addressed in existing training practices. In addition, this study investigates if there is any discrepancy between students' beliefs about the different translator sub-competencies and their self-perceived competence. Therefore, we have formulated the following research questions:

- Q1: What are teachers' and students' beliefs about translator competence?
- Q2: What are the similarities and differences between the beliefs of both groups?
- Q3: Which competencies are addressed in current training practices?
- Q4: Are there any differences between teachers' beliefs and training practices? If so, why?
- Q5: Are there any differences between students' beliefs and their self-perceived competence? If so, why?

4. METHODOLOGY

To answer these research questions, we have conducted a survey among both groups: teachers and students. Numeric and non-numeric data was obtained on the basis of two questionnaires – one questionnaire for teachers and one questionnaire for students. Both questionnaires were based on Wu et al (2019), but were adapted for our purposes in order to accommodate the needs for this research.²

4.1. Research instruments

Both online questionnaires were anonymously answered in in Google Forms. They included items on demographics, followed by 22 items in each questionnaire concerning the 7 sub-competencies and 2 open-ended questions each. Regarding demographics, teachers were asked to provide information about their gender, the translation-related courses they teach and they number of years they have taught these courses, the groups of students they have, their own level of education and their academic title. Students were

² We have accepted the multi-componential perspective on translator competence after comparing it with several national translation standards to check their compliance with: namely the Australian standard NAATI, UK National occupational standard (CFA) and several European translation standards (as explored in the overview by Gloria Corpas Pastor, 2006).

asked 4 questions on demographics: gender, age, level of education (year of study) and language combination. The sub-competencies items were organised as follows: there were 3 items for each of the bilingual, psychological, instrumental, extralinguistic, translation knowledge, professional sub-competencies, and 4 items for the strategic sub-competence.

Both teachers and students were asked to say how important they think the different sub-competencies are for developing translator competence on a 5-point Likert scale, where 1 is the lowest and 5 is the highest mark. In addition, the questionnaires contained 2 open-ended questions each. Teachers were asked to say how often they incorporate these sub-competencies in their teaching practice and to elaborate on their reasons for not covering specific sub-competencies in their translation classes (if any). Students, on the other hand, were asked to provide their own assessment of how much they have acquired these sub-competencies.

4.2. Data collection

The survey was conducted in June 2024 at the Department of Translation and Interpreting at “Blaze Koneski” Faculty of Philology in Skopje, North Macedonia. The questionnaires used as instruments were distributed to 40 staff members and 100 students. We obtained answers from 20 teachers and 44 students, which is a response rate of 50% and 44%, respectively.

4.3. Data analysis

Data were analysed quantitatively and qualitatively. Quantitative analysis was carried out using IBM SPSS Statistics 20. Frequency analysis was used to review the characteristics of the sample. Descriptive statistics was used to obtain the means and standard deviations for the different constructs of the study. A paired sample t-test was used to compare the different study constructs. Qualitative data (respondents' answers to open-ended questions) were analysed by conducting thematic iterative analysis.

Thematic iterative analysis was conducted as a method of analysing non-numeric data obtained in the form of opinions and observations by both groups of respondents, which enabled qualitative insight related to the research questions posed in this paper. Considering that this study involves initial and small-scale research, thematic analysis as a qualitative research method enabled us to identify patterns in text data expressing teacher and student beliefs about translator competence and training practices, which help identify areas for improvement in the future. Through the open-ended questions, the respondents in both groups expressed their personal beliefs and opinions. Namely, the collected text data was analysed by themes, whereby 6 preliminary codes were generated. The codes are as follows: “These competencies are covered in the classes of my other colleagues”, “The necessary facilities are not available”, “These competencies are not covered in the examinations”, “I do not feel sufficiently competent personally”, “I lack motivation” and “Other reasons”. On the basis of these codes, teachers' practices were mapped. After generating clear names (codes) for each theme, they were compared to determine which beliefs prevail based on the frequency of their responses. Finally, by comparison of the qualitative results across the two different groups (teachers and students), and triangulation with quantitative data, we were able to determine similarities and differences in the beliefs of both groups.

5. SURVEY RESULTS

5.1. Respondents

The teachers' questionnaire was answered by 20 teachers employed or engaged at the Department of Translation and Interpreting. 90% of the respondents were female. 45% of the respondents indicated English as a language of instruction, 30% German and 25% French. 65% of the respondents had a Ph.D. degree, 20% MA degree and 15% BA degree. The title of 35% of the respondents was Full Professor, 15% Associate Professor, 5% Assistant Professor, 20% Lecturer, and 25% Outsourced staff. Furthermore, 40% of the respondents had 3-10 years' teaching experience, 25% less than 3 years, 15% 10-20 years, and 20% more than 20 years.

The students' questionnaire was answered by 44 students at the Department of Translation and Interpreting. 77.3% of the respondents were female. The language combination of 59.1% of the respondents was English and German, 29.5% English and French, 6.8% German and English, and 4.5% French and English. 36.4% of the respondents attended IV year of studies, 34.1% attended III year, whereas 29.5% were graduated students. 61.4% of the respondents were at the age of 23 or older, 27.3% were 22 years old, while 11.4% were 21 years old. 77.3% of the respondents indicated that they had no professional experience, 20.5% had 1-3 years of experience, whereas 2.3% had more than 3 years of experience.

5.2. Measurement model

We will first explain the measurement model for quantitative data collected. To identify the internal consistency of the scales used to test the key study constructs, their Cronbach's alpha coefficients were calculated. These are presented in Table 1. A Cronbach's alpha score of 0.70 or more is considered acceptable in social science research. The Cronbach's alpha for all sub-competencies is 0.7 and for the scale overall it is 0.9, which confirms the reliability of each scale.

Table 1 Scale reliabilities

Scale	Cronbach's alpha
Overall (22 items)	0.95
Bilingual (3 items)	0.79
Strategic (4 items)	0.77
Psychological (3 items)	0.71
Instrumental (3 items)	0.74
Extralinguistic (3 items)	0.76
Translation knowledge (3 items)	0.77
Professional (3 items)	0.75

5.3. Teachers' and students' beliefs about translator competence

Table 2 shows the means and the differences between teachers' and students' beliefs about the importance of the different sub-competencies. The results show that both groups consider all sub-competencies to be very important (with an average score higher than 4 on a scale of 1 to 5): the teachers' mean score is 4.37, whereas the students' mean score is 4.22. The t-test shows that there is no statistically significant difference between

the two groups as to the importance they attach to the different translator sub-competencies ($t(62) = 0.856$, $p = 0.395$). Our results on the teachers' beliefs about translator competence are similar to Wu et al.'s results (2019: 242), who find that translator teachers believe that all the sub-competences are of moderate importance (mean rating of more than 4 on a 1 to 6 scale).

Table 2 Teachers' beliefs vs. students' beliefs about translator competence

Sub-competences	Teachers' beliefs (mean)	Students' beliefs (mean)	T-test (* <0.05)
Bilingual	4.55	4.45	$t(62) = 0.573$, $p = 0.569$
Strategic	4.36	4.16	$t(62) = 1.06$, $p = 0.292$
Psychological	4.40	4.39	$t(62) = 0.68$, $p = 0.946$
Instrumental	4.26	3.93	$t(62) = 1.55$, $p = 0.126$
Extralinguistic	4.46	4.30	$t(62) = 0.76$, $p = 0.448$
Translation knowledge	4.35	4.01	$t(62) = 1.68$, $p = 0.097$
Professional	4.22	4.29	$t(62) = -0.36$, $p = 0.721$
Total	4.37	4.22	$t(62) = 0.86$, $p = 0.395$

Both teachers and students believe the bilingual sub-competence to be the most important one (teachers' mean 4.55, students' mean 4.45). They attach far greater importance to the bilingual sub-competence than to the other sub-competencies. This difference is statistically significant in both groups and for all other sub-competence (see Table 3). Teachers believe the professional sub-competence to be the least important one (mean 4.22), whereas students believe the instrumental sub-competence to be the least important one (mean 3.93).

Table 3 Differences between the beliefs about the bilingual sub-competence as opposed to all other sub-competencies

	Teachers	Students
Bilingual vs. Professional	$t(19) = 20.01$, $p = 0.0001$	$t(43) = 43.54$, $p = 0.0001$
Bilingual vs. Extralinguistic	$t(19) = 21.39$, $p = 0.0001$	$t(43) = 41.05$, $p = 0.0001$
Bilingual vs. Strategic	$t(19) = 20.95$, $p = 0.0001$	$t(43) = 48.33$, $p = 0.0001$
Bilingual vs. Psychological	$t(19) = 19.93$, $p = 0.0001$	$t(43) = 48.05$, $p = 0.0001$
Bilingual vs. Instrumental	$t(19) = 21.19$, $p = 0.0001$	$t(43) = 36.73$, $p = 0.0001$
Bilingual vs. Translation knowledge	$t(19) = 22.48$, $p = 0.0001$	$t(43) = 38.04$, $p = 0.0001$

5.4. Teachers' beliefs and practices

Regarding teachers' actual practices, the analysis shows that there is a big mismatch between teachers' beliefs and their training practices. They devote less attention in their training practices on all sub-competencies than the importance they attach to them: on all sub-competence together, the beliefs mean score is 4.37, whereas the practices mean score is 3.64. All these differences are statistically significant (see Table 4). This result is similar to Wu et al. (2019: 244), who also find that teachers primarily focus on bilingual and translation knowledge sub-competences.

Table 4 Teachers' beliefs vs. students' beliefs about translator competence

Sub-competences	Teachers' beliefs (mean)	Teachers' practices (mean)	T-test (*<0.05)
Bilingual	4.55	4.35	t(19) = 18.38, p = 0.0001
Strategic	4.36	3.46	t(19) = 15.22, p = 0.0001
Psychological	4.40	3.57	t(19) = 15.54, p = 0.0001
Instrumental	4.26	3.26	t(19) = 14.18, p = 0.0001
Extralinguistic	4.46	3.97	t(19) = 17.36, p = 0.0001
Translation knowledge	4.35	3.81	t(19) = 14.89, p = 0.0001
Professional	4.22	3.03	t(19) = 12.99, p = 0.0001
Total	4.37	3.64	t(19) = 22.27, p = 0.0001

Teachers believe that all the sub-competencies are important, but they do not actually work on all of them in their classes, they mainly focus on the bilingual sub-competence and this difference is statistically significant for all sub-competences compared to the bilingual one (see Table 5).

Table 5 Differences between the practices about the bilingual sub-competence as opposed to all other sub-competencies

	Teachers practices t-test (*<0.05)
Bilingual vs. Professional	t(19) = 12.99, p = 0.0001
Bilingual vs. Extralinguistic	t(19) = 17.38, p = 0.0001
Bilingual vs. Strategic	t(19) = 15.22, p = 0.0001
Bilingual vs. Psychological	t(19) = 15.54, p = 0.0001
Bilingual vs. Instrumental	t(19) = 14.18, p = 0.0001
Bilingual vs. Translation knowledge	t(19) = 14.89, p = 0.0001

The reasons why it is so are presented in Table 6 below.

Table 6 Teacher opinion on applied teaching practices

These competencies are covered in the classes of my other colleagues	15
The necessary facilities are not available	6
These competencies are not covered in exams	4
I do not feel sufficiently competent personally	1
I lack motivation	1
Other reasons	7

The common themes presented on Table 6 reveal a common pattern among teachers as they largely indicate that many surveyed teachers (44.1%) do not include some competencies in their teaching practice at the Department because they believe that they are covered in the classes of other colleagues. Namely, the high sum of 15 responses suggests that many teachers believe that the necessary competencies are covered by other teachers, which indicates that there is lack of coordination and division of responsibility across courses, especially considering that the 20 surveyed teachers instruct in different languages and in different time periods (past and current teachers were surveyed). The

moderate sum of 6 responses shows that some teachers (17.6%) observe a lack of necessary facilities, which indicates that they might feel restricted by the current teaching environment to include certain competencies in their teaching practice.

The moderate sum of 4 responses shows that a small number of teachers (11.7%) do not prioritise certain competencies because they are not covered in the exams, which suggests a possible misalignment between what is taught in classes and what is assessed via exams. Individual teachers expressed self-doubt in their personal ability to cover certain competencies in their teaching practice (3%) and lack of personal motivation (3%). Thus, the qualitative breakdown of responses highlights concerns that are mainly related to the curriculum, followed by environmental factors, and significantly less related to personal concerns. However, the remaining sum of 7 responses (20.6%) shows that various other reasons influence which competencies are covered in current teaching practices, which must be additionally explored as it might shed light on other concerns among teachers.

To conclude, the results from the teachers' questionnaire, which were presented in Table 6, lead to the conclusion that there is a great difference or a discrepancy between teachers' beliefs and their teaching practices. This is mainly because there is a tendency among teachers to overly rely on the course contents foreseen with the curriculum or even on other colleagues.

5.5. Students' beliefs about the most important translator sub-competencies

The quantitative analysis also shows that there is a statistically significant difference between students' beliefs about the most important translator sub-competencies and their own assessment of how much they have acquired these sub-competencies. On the basis of these results (Table 7), it can be concluded that students' beliefs do not influence how much they succeed to become competent in the different sub-competencies.

Table 7 Students' beliefs vs. students' self-assessment

Sub-competences	Students' beliefs (mean)	Students' self-assessment (mean)	T-test (*<0.05)
Bilingual	4.45	3.90	t(43) = 33.10, p = 0.0001
Strategic	4.16	3.97	t(43) = 37.99, p = 0.0001
Psychological	4.39	3.99	t(43) = 36.08, p = 0.0001
Instrumental	3.93	3.73	t(43) = 32.02, p = 0.0001
Extralinguistic	4.30	3.98	t(43) = 38.59, p = 0.0001
Translation knowledge	4.01	3.81	t(43) = 31.29, p = 0.0001
Professional	4.29	3.64	t(43) = 27.79, p = 0.0001
Total	4.22	3.85	t(43) = 40.48, p = 0.0001

Table 7 displays numeric data showing comparative analysis of students' beliefs and self-assessment across the seven sub-competencies, and a t-test result for each comparison showing that there is a statistically significant difference (*<0.05) between students' beliefs about the most important translator sub-competencies and their own assessment of how much they have acquired these sub-competencies for each of the seven categories. The total mean for students' beliefs is 4.22 and for students' self-assessment it is 3.85, which indicates that students rate their self-assessed performance lower than their beliefs about their competencies. These results suggest a tendency among students to underestimate their self-assessed performance compared to their beliefs about the most important translator sub-competencies.

On one hand, students view the bilingual sub-competence as the most important one for their profession (4.45), followed by the psychological (4.39), the extralinguistic (4.30) and the professional one (4.29). On the other hand, students believe that their strongest sub-competence is the psychological one (3.99) followed by the extralinguistic one (3.98) and by the strategic one (3.97), and that their weakest sub-competence is the professional one (3.64) followed by the instrumental one (3.73), which indicates areas where students need enhanced work and activities in order to ensure balance and alignment between all categories. The results presented on Table 7 show that students' beliefs do not influence how much they manage to become competent in the different sub-competencies.

Namely, the professional sub-competence shows the lowest self-assessment mean of 3.64 compared to a belief mean of 4.29 which indicates a significant gap in confidence in professional skills, which can partly be explained by the fact that most surveyed students do not have any professional experience yet. Hence, it is safe to conclude that students could greatly benefit from enhancing activities and skills in this category. The bilingual sub-competence shows the highest belief mean of 4.45 with a self-assessment mean of 3.90. These findings also indicate that students need more training in the professional sub-competence and that the curriculum must be enhanced with such activities that can enable insight into various professional aspects, thus improving student confidence in their professional skills.

To answer the fifth research question, the quantitative data were triangulated with the qualitative data and they showed similar results, which are presented on Table 8. The qualitative analysis of non-numeric data from the students' questionnaires is based on the open-ended questions which were analysed using thematic iterative analysis with deductive coding approach (top-down approach). In that way, meaningful segments were identified that reflect students' beliefs and observations, which were then coded and grouped into pre-determined themes (and those are the seven sub-competencies in the questionnaires). Each sub-competence presented on Table 8 is colour-coded.

Table 8 Students' beliefs about the importance of translator competence

Language knowledge	7
Communication skills (social competence)	6
Being responsible as translators (professional competence)	3
Managing own translation process and quality (strategic competence)	6
Error analysis	3
Knowledge of source and target culture	5
Knowledge of specialized domains	2
Translation knowledge	5
Use of technology	5
Use of search engines and (online) reference materials	3
Data mining or research skills	2

Based on the frequency of answers presented on the right side of Table 8, the qualitative analysis shows that students believe that the bilingual sub-competence is the most important one for their profession (7 responses), which suggests that they prioritise language skills as the most critical competence for translators, followed by the social sub-competence (6 responses) as they view communication skills as indispensable for

translators or knowing how to communicate and cooperate with clients, experts and colleagues. Students also view the strategic competence as crucial, which implies managing and planning the translation process and ensuring translation quality (6 responses). They recognise the professional competence as slightly less important than the previous ones (3 responses), which involves professionalism and responsibility in terms of respecting deadlines, ensuring confidentiality of clients and respecting ethical standards. Students view knowledge of source and target culture and translation theory knowledge (5 responses respectively) as more important than domain-specific knowledge (2 responses) and error-analysis and ability to self-assess their work (3 responses). However, they see these categories as less essential because they consider language and communication skills as more critical. Furthermore, students assign moderate importance to technology's role in the translation process (5 responses) and low importance to the role of research in translation (2 responses) and use of search engines and reference materials (3 responses). These results reveal that the students' instrumental sub-competence is self-perceived as insufficiently developed.

To conclude, the results presented on Table 8 highlight the need to raise student awareness on the importance of all categories and sub-competencies of translator competence in order to ensure comprehensive skills for becoming successful professionals in the future. In particular, the relevance of research and technology in the translation process must be better perceived by integrating various activities in the teaching practice at the Department. The students must become aware that only a strong bilingual sub-competence (which includes knowledge of the different features of their native language and of their foreign languages on all levels as well as knowledge of different text types) is insufficient alone in order to become successful professional translators, and they are must become increasingly aware that it is equally important to develop extralinguistic and professional sub-competencies as well. Moreover, although some students may not excel at the use of technology, it is of vital importance that students understand the vital importance of the instrumental sub-competence for a successful translator profession in the digital age. Altogether, these results suggest that a shift of focus is needed in the current curriculum from translation competence to translator competence, thus taking into account both teachers' and students' perspectives.

The findings presented in this paper are only initial results obtained with this pilot research. Hence, a larger-scale study with more in-depth investigation of both teachers' and students' beliefs and perceptions about translator competence and training practices is needed at the authors' institution, which will go outside of the framework of the questionnaires based on Wu et al (2019).

7. CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

Based on the findings presented thus far, we can answer all 5 research questions. As for the **first** research question, both the quantitative and the qualitative data show that the surveyed teachers and students recognise the importance of all the seven sub-competencies of translator competence, but they consider the bilingual one to be by far the most important sub-competence. In terms of the **second** research question, we found that there is no difference between the beliefs of both surveyed groups. Concerning the **third** research question, the results show that the current training practices predominantly focus on the bilingual sub-competence (4.35), followed by the extralinguistic sub-competence (3.97).

The qualitative analysis of the teachers' questionnaire responses (which were presented on Table 6) determines that there is a great difference or a discrepancy between teachers' beliefs and their teaching practices. This is mainly because there is a tendency among teachers to overly rely on the course contents foreseen with the curriculum or even on other colleagues. This answers the **fourth** research question. Furthermore, these results indicate areas for improvement, such as improved coordination of curricula, proper division of teaching roles and inclusion of additional teaching resources.

Lastly, the results show that there is a great difference between students' beliefs and their self-perceived competence, which shows that students beliefs do not influence how much they manage to become competent in the different sub-competencies, thus answering the **fifth** research question. Namely, the t-test analysis shows a statistically significant difference between students' beliefs and their self-assessment for each category, which on the other hand, suggests that students underestimate their performance compared to their beliefs about the most important translator sub-competencies. These results indicate that a shift of focus is needed in the current curriculum from translation competence to translator competence, thus taking into account both teachers' and students' perspectives.

Finally, three main conclusions can be made on the basis of the questionnaires results presented in this study. Firstly, although it is generally accepted that teacher beliefs influence their teaching practices in the classroom, in this study we found that beliefs do not significantly impact teachers' practices nor students' competence. This means that when teachers make decisions about what to teach in the classroom, they do not usually make references to their personal beliefs, perceptions or attitudes and that students' beliefs do not influence how much they manage to become competent in the different sub-competencies. Secondly, the mismatch between the beliefs and training practices should be addressed in future practice and needs to be considered in further research. Thirdly, the conclusions presented in this paper have mainly pedagogical implications, so in the future we need to increase teachers' awareness and teacher coordination on curriculum development and course content which could help eliminate the mismatch between their beliefs and practices.

7. DISCUSSION

This paper aims to emphasise the importance of identifying and comparing teachers' and students' beliefs about translator competence and training practices. The main discussion needs to be centred around methods for improving future translation education. Hence, future research in this area is needed that will include a larger sample of respondents, a different methodology that will include different qualitative methods, such as classroom observation, focus group discussions, interviews, etc. as well as different backgrounds and different education contexts.

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