Self-Confidence and its Role in Translator Training: The Students' Perspective

Chapter · September 2017

DOI: 10.1075/ata.18.07har

CITATIONS
20

READS
420

1 author:

María Del Mar Haro Soler
University of Granada
23 PUBLICATIONS **157** CITATIONS

SEE PROFILE

CHAPTER 7

Self-confidence and its role in translator training

The students' perspective

Maria del Mar Haro-Soler

Little attention has been paid in research to certain components of translator competence, such as "psychophysiological competence." We study this competence and, more particularly, translator self-confidence from a dual perspective. Firstly, we adopt a theoretical approach based on the main translator competence models. Secondly, we present students' perceptions of the role of self-confidence in translator training from a qualitative study of focus groups. More specifically, we describe students' perceptions of the attention given to self-confidence in translator training, the development of their self-confidence during their training, the factors influencing that development in the classroom and the effects that self-confidence may have on them.

Keywords: focus group, translator competence, translator self-confidence, translator training

1. Introduction

As a consequence of the creation of the European Higher Education Area (EHEA), the concept of competence now occupies a central position in the European university context. In an area of higher education governed by comparability, competitiveness and compatibility, competences represent a combination of knowledge and its application, attitudes, skills and responsibilities that act as flexible benchmarks, which allow for the understanding and comparison of curricula between recognised degrees (González and Waagenar 2003).

In Translation Studies (TS), and particularly in Didactics of Translation, our field of research, translator competence (TC) is understood to be "the macro-competence that constitutes the set of capacities, skills, knowledge and even attitudes that professional translators have and that intervene in translation as an

DOI 10.1075/ata.18.07har

expert activity […]" (Kelly 2002, 14). It has been extensively studied, as reflected by the numerous TC models that have been proposed since the 1970s.[1]

Nevertheless, certain components of TC have received more attention than others. For instance, studies have been performed in recent years on certain competences, such as cultural and intercultural competence (the ACCI project performed by the AVANTI group 2006–2009, Olalla-Soler 2015),[2] communicative and textual competence (García-Izquierdo 2011; Borja 2013; Conde 2014; Borja et al. 2014), interpersonal competence (Huertas 2013) or strategic competence (Gregorio 2014). However, other components of TC have hardly been researched and have proven to be more challenging to incorporate into training programmes. As several authors acknowledge (Presas 1998, 134; Way 2009; 2014, 143; Atkinson and Crezee 2014, 5), among them is psychophysiological or attitudinal competence, which, following Kelly's model (2005, 32–33; 2007, 133–134), includes translator self-confidence[3].

In this paper, the study of self-confidence will be addressed from a dual perspective. In Section 2, a theoretical approach will be adopted based on the TC models proposed to date. A main objective here will be to define "translator self-confidence". In Section 3, we will describe the results of an empirical-descriptive study on the role that self-confidence plays in translator training from the students' perspective. The technique of the focus group is particularly appropriate to identify participants' opinions (Mayorga and Tójar 2004, 145; Suárez 2005, 25; Borja, García-Izquierdo, and Montalt 2009, 64). Accordingly, student perceptions were recorded qualitatively during three focus groups held at the University of Granada (Spain).

1. See Hague, Melby, and Zheng (2011) for a description of the main TC models.

2. ACCI. Acquisition of Cultural and Intercultural Competence in Translator and Interpreter Training. Research and Development Project, financed by the Spanish Ministry of Education, Culture and Sport.

3. Kelly's model (1999, 2002, 2005, 2007) is used in this research because, as with PACTE's model (1998, 2000, 2001, 2002, 2003, 2005), it distinguishes multiple interrelated components within TC. This approach has proved to be more valuable than minimalistic models in establishing specific training objectives (Way 2014, 136). However, in contrast to PACTE's model, Kelly's model gives the same status to psychophysiological competence and the cognitive and attitudinal resources that it includes (self-confidence, self-concept, memory, etc.) as to other competences. This prompted us to use Kelly's model rather than PACTE's model (Ibid.), where psychophysiological components are given a lower status (PACTE 2003, 15).

2. Towards a definition of "translator self-confidence"

2.1 Self-confidence in TC models

The main TC models were reviewed in order to clarify the meaning of "translator self-confidence". The fact that competences may lack psychological reality (Muñoz 2009, 25) is likely the root of the terminological inconsistency that surrounds translator self-confidence and the lack of agreement that exists with respect to its definition and to the competences that constitute it (Kelly 2002, 9; Morón 2009, 136). However, despite this lack of clarity, competences have proved to be useful in curriculum design and assessment (Shreve 2002, 154; Way 2008, 2014, 136) for the purpose of translator training. Thus we considered it pertinent to analyse the information that the main TC models offer about self-confidence.

The following models were reviewed: Wilss (1976, 1982), Roberts (1984), Toury (1984), Bell (1991), Nord ([1991] 2005, 1992), Pym (1992, 2003, 2006), Neubert (1994, 2000), Kiraly (1995, 2006, 2013, 2015), Hurtado (1996a, 1996b, [1999] 2003, [2001] 2011), Presas (1996, 1998, 2008), Hatim and Mason (1997), Hansen (1997), Campbell (1998), PACTE (1998, 2000, 2001, 2002, 2003, 2005), Kelly (1999, 2002, 2005, 2007), González-Davies and Scott-Tennent (2005), Katan (2008), Göpferich (2009), EMT (2009) and Risku, Dickinson, and Pircher (2010). The analysis of these models revealed that there is an evolution related to their inclusion of self-confidence. Three phases can be distinguished:

Phase 1: this first phase is represented by TC models that contemplate a few isolated psychological elements. Amongst these are found insecurity (Toury 1984), memory (Bell 1991; Kiraly 1995), confidence (Pym 1992, 2003), self-concept (Kiraly 1995; Hansen 1997), tolerance, creativity or courage (Hansen 1997).[4] We must emphasize that translator self-confidence is already present in the first TC models. Pym (1992, 2003), despite (or perhaps due to) proposing a minimalist model is the first to refer to the concept, allocating it a crucial role in the performance of translation. For Pym (Ibid.), confidence has an influence on the selection of translation alternatives and, therefore, enables decision-making.

Phase 2: this phase is represented by TC models that group psychological elements such as those mentioned previously within a particular component of TC, but which do not refer to self-confidence. This is the case in models proposed by

4. It is worth specifying that only Pym (1992, 2003) and Hansen (1997) consider that the elements they mention are an integral part of TC, whilst Bell (1991) and Kiraly (1995) identify them as factors that have an influence on the translator process and Toury (1984) refers to uncertainty as a consequence of the novice translators' lack of experience, without delving deeper into the influence that it may have on translation activity.

Presas (1998), who includes the translator's cognitive dispositions as a component of TC; by Campbell (1998), who identifies disposition as a component of TC; and by Hurtado ([1999] 2003, [2001] 2011), who distinguishes psychophysiological competence within TC.

Phase 3: this last phase corresponds to TC models that include self-confidence within one of their components. Models from this last phase include those of PACTE (1998, 2000, 2001, 2002, 2003, 2005), where self-confidence is placed within the psychophysiological components (which were initially called psychophysiological competence) and is specifically classified as an attitude; Kelly (1999, 2002, 2005, 2007), where self-confidence is again included within psychophysiological competence; González-Davies and Scott-Tennent (2005), who classify self-confidence as part of transference skills; and Göpferich (2009), for whom self-confidence forms a part of the psycho-physical disposition of the translator.

It should be noted that the fact that self-confidence is classified in some models within a certain component of TC can certainly serve certain pedagogical purposes, such as the establishment of objectives or assessment (Way 2008; 2014, 136). However, this does not imply that self-confidence should be trained in isolation from other competences. In fact, as will be described in the following sections, sources of self-confidence include the practice of translation, which results in the activation and development of other competences, as well as feedback on the translation tasks performed.

The presence of self-confidence in the models by PACTE (1998, 2000, 2001, 2002, 2003, 2005); Kelly (1999, 2002, 2005, 2007) and Göpferich (2009) underlines the psychological nature of our object of study. At the same time, the significance of the role of self-confidence in the translation process is made clear by its inclusion within transfer skills in the proposal by González-Davies and Scott-Tennent (2005). Pym's model (1992, 2003) also highlights self-confidence as a key factor in the translation process, as it has an influence on the selection of viable translation possibilities and, consequently, on the decision-making process.[5]

Analysis of the cited TC models identified important characteristics of self-confidence, namely that it is psychological in nature, that it is considered to be an attitude and that it plays a key role in the translation process, particularly in decision-making. However, these models provide no further information about self-confidence, not even a definition of the concept. Notably, they say nothing about the development of self-confidence or what its effects may be. In light of

5. It should be remembered that the TC models presented in this Section were reviewed with the aim of beginning the process of collecting and analysing information about self-confidence. To respect space constraints, the author will not discuss here any (in)adequacies of the components in which self-confidence is classified in the different models.

the omission of a systematic development of this concept in the main TC models, previous studies of the nature and impact of translator self-confidence will be presented in Section 2.2.

2.2 Previous studies on translator self-confidence

At the beginning of the 1990s, Hönig (1991) proposed a model of the mental translation processes in which self-confidence plays a major role. It appears as a factor coordinating and governing such processes and is therefore considered to be fundamental to successful and effective translating (Ibid. 78, 88). The importance of its role in the translation process leads Hönig (1991, 88) to consider it "essential that teachers of translation build up self-confidence" and to propose that this should be achieved through the development of self-awareness. Teachers should facilitate self-awareness by helping students become aware of the mental processes that take place while translating. They can, for example, accomplish this by the use of a chart describing such processes or by the integration of the processes into a model of the translator's linguistic task and a socio-cultural theory of translation (Ibid.).

Kussmaul (1995) agrees with Hönig (1991) that it is through self-awareness that students gain self-confidence. Moreover, the author (Ibid.) identifies three factors that can undermine student self-confidence and which are related to the student-trainer interaction: destructive criticism, the lack of clear assessment criteria, and behaviour in which the teacher "reads out his own version" of the translation without much comment (Ibid. 32–33). In addition to identifying different ways to boost or undermine self-confidence, Kussmaul (1995) carried out a study based on Think-Aloud Protocols (TAPs) in which he found lack of self-confidence led students to sometimes reject adequate solutions they generated automatically. Their lack of self-confidence also led them to follow the source text closely and to avoid paraphrasing. These behaviours make patent the relationship between self-confidence and decision-making. Froeliger (2004) also refers to the effects that low self-confidence can have on the decisions made by translators. According to the author, as a consequence of lack of self-confidence translators frequently refuse to diverge from the source text, even when they detect errors in the text.

For Fraser (1995) it is also essential that teachers help students build up their self-confidence, as this will increase their tolerance to ambiguity and will allow them to use bilingual dictionaries appropriately. With the objective of achieving this goal, the author (Ibid.) proposed to present the students with a wide variety of text types and to explain to them how to make contextualised use of a bilingual dictionary.

Kiraly (1995) carried out a case study in which novice and professional participants translated into a foreign language. He discovered that both novices and professionals lacked self-confidence, thus highlighting the need for carefully designed training programmes. The relationship between directionality and self-confidence was further researched by Lorenzo (1999, 2002), who analysed security in decision-making and, more specifically, the strategies applied by professional translators in order to be sure of their results when translating into a foreign language. Lorenzo (Ibid.) found that professional translators tended to apply "adjustment strategies" that allowed them to adjust the message to their linguistic resources to control its coherence, acceptability and function.

The teaching project carried out by Way (2002) is also worth mentioning due to the effect it had on translation students' self-confidence. One of the aims of the project was to improve the students' psychophysiological competence. According to the author, this requires leaving behind traditional practices and incorporating methodologies such as interdisciplinary and collaborative work into the classroom. With this aim, translation students and law students worked collaboratively to solve different legal cases in the field of Private International Law. Among other benefits, this collaboration positively influenced translation students' self-concept and self-confidence.

In line with the work by Way (2002), several authors have proposed teaching methods to contribute to the development of self-confidence. Among them are Mackenzie and Vienne (2000), who propose a method based on the simulation of real translation situations where collaborative work plays a central role. In a different direction, Fox (2000) also suggests that students should keep diaries in which they include comments about the tasks carried out, the difficulties found, the solutions adopted and the reasons for adopting them. According to Fox (Ibid.), analysis of the material collected showed that diaries had a positive impact on self-confidence. In addition, Kelly (2000) considers that texts from the tourist sector are a powerful tool to build self-confidence. Such texts can readily be critiqued by students, and this exercise can help them appreciate that they are capable of elaborating publishable translations superior to those on the market.

The studies presented above underline the role of teachers in the development of student self-confidence, shed light on possible ways to boost this component of TC and also present some of the effects or functions that it may have. However, none of these studies clarifies the meaning of "self-confidence" and they scarcely provide any systematic information about it.[6] Consequently, we consider it relevant

6. See Bolaños-Medina (2014) for an explanation of the reasons why, in general, it is difficult to systematise the knowledge that derives from studies on individual differences in TS, including self-confidence.

to turn to Educational Psychology (taking into account the psychological nature of self-confidence already mentioned and the field to which this research belongs, the Didactics of Translation) to provide a definition for this concept and to help establish in later research a solid theoretical framework that supports the study of translator self-confidence.

2.3 Self-confidence in Educational Psychology

Several definitions of self-confidence have been proposed within the field of Educational Psychology. Schunk (1991, 100), for instance, defines self-confidence as "an individual's belief that s/he has the ability to produce results, accomplish goals, or perform tasks competently." More recent is the definition proposed by Schunk and DiBenedetto ([2009] 2016, 40), for whom self-confidence is "a general capability self-belief that often fails to specify the object of the belief."

In these definitions, self-confidence is considered to be an individual's perception of their capabilities, which does not refer to particular activities or tasks for which these capabilities may be required. In this sense, self-confidence is a general self-perception generated from a hotchpotch of an individual's abilities, irrespective of the tasks they are needed for. It is informative to draw a contrast with the concept of "self-efficacy". This concept was introduced by Bandura (1977) to refer to "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." As Bandura (2006) states, self-efficacy is linked to a particular realm of functioning, that is, to a particular task or activity:

> One cannot be all things, which would require mastery of every realm of human life. People differ in the areas in which they cultivate their efficacy and in the levels to which they develop it even within their given pursuits. For example, a business executive may have a high sense of organizational efficacy but low parenting efficacy. (307)

The specificity of self-efficacy was also highlighted by Zimmerman (2000, 14), who defines it as the "beliefs about one's capabilities to organize and implement actions necessary to attain designated performance of skill *for specific tasks*" (our emphasis). We can then conclude that self-efficacy represents an individual's perception of their abilities to perform a particular task.

Consequently, it is possible to affirm that although both concepts, "self-confidence" and "self-efficacy," represent a self-perception of one's capabilities, the difference between them lies in the level of specificity of those perceptions. Table 1 shows the differences and similarities between these two concepts:

Table 1. Similarities and differences between self-efficacy and self-confidence

Self-confidence	Self-efficacy
Self-perception of one's abilities Refers to the individual's abilities without specifying the task for which they are needed	Refers to the individual's abilities to perform a particular task

Individuals with self-confidence consider that, by and large, they can deal with a wide variety of situations and tasks thanks to their abilities. On the other hand, individuals with self-efficacy for a particular activity (reading, cooking, driving, translating,…) consider that they are able to perform that specific task because they have the specific abilities that are needed to do so. If we apply this statement to translation students, the difference between self-confidence and self-efficacy implies that students who believe that they have the ability to translate competently (students with high translation self-efficacy) may not necessarily be self-confident. We may also find that students who consider that their general abilities allow them to deal with a wide variety of life situations (self-confident students) may not believe in their specific abilities as translators (students with low translation self-efficacy).

Given that self-efficacy is an individual's belief in her/his abilities to perform a particular task, which in our case would be translation,[7] for the purpose of the study described below and of any other study focused on students' confidence as *translators*, in other words, on students' belief in their abilities to *translate*, "self-efficacy" would be the appropriate term to use. However, as the students participating in the study presented here were not familiar with this concept, which is relatively recent within the field of Translation and Interpreting,[8] terms such as "confidence as translators," "confidence in one's abilities to translate" or "translator (self-)confidence" were used instead of "self-efficacy" during interviews with the participants in the focus groups on which this study is based. These terms will also be used when presenting the results derived from the interviews.

7. Closely related to the notion of task-performance are expertise studies, where expertise is defined as the set of cognitive resources and abilities that allows consistently reproducible superior performance (Shreve 2002, 151). In relation to expertise studies in translation, self-efficacy for translation could be understood as a translator's perception of her/his TC, or, if TC has developed into translation expertise (Englund Dimitrova 2005, 19) due to the translator's "acquisition history" (Shreve 1997), it could be understood as her/his perception of her/his abilities to consistently attain superior performance when translating.

8. Researchers within the field of Translation and Interpreting Studies have recently started to focus on self-efficacy in studies such as those carried out by Atkinson (2012, 2014), Atkinson and Crezee (2014), Bolaños-Medina (2014, 2015) or Yang, Guo, and Yu (2016).

Nevertheless, before proceeding to the next Section we consider it pertinent to locate self-efficacy as part of Social Cognitive Theory (SCT) (Bandura [1986] 1987), where it occupies a central position. Also, the sources from which self-efficacy can be created will be briefly described, so that the results of the study presented below can also be interpreted in the light of such information. According to SCT, self-efficacy, as a form of self-perception, is the result of human capability for self-reflection, that is, the ability to analyse one's own thoughts, to evaluate them according to information received from the environment and from one's behaviour, and, if necessary, to modify them (Bandura [1986] 1987, 41; 1997, 79). As Atkinson (2014, 15) points out, the fact that self-efficacy can be changed by external influences (environment) indicates potential malleability through teaching interventions.

More specifically, information processed through self-reflection to generate self-efficacy beliefs comes from four sources: mastery experience, vicarious learning, verbal persuasion and emotional and physiological states (Bandura 1997, 79–115). In mastery experience, successes build up self-efficacy whereas failures lower it. However, different intervening factors, such as task difficulty or help received, can influence the way in which mastery experience is processed. Vicarious learning is based on the experience of others who the individual perceives as models. The results of the actions carried out by a model are interpreted by an individual as her/his own results. Verbal persuasion relates to "what others say about our performance" (Prieto 2007, 85). The fact that others trust someone's abilities to perform a particular task helps them to believe in their abilities to perform it, whereas the doubts of others about someone's abilities lead them to doubt their capability to perform the task. Finally, certain emotional and physiological states, such as stress or pain, which can be perceived by an individual as a sign of vulnerability, may lead him/her to distrust his/her abilities to deal with that particular situation (Bandura 1997, 79–115).

Taking into account the sources described, Atkinson (2014) proposed several techniques to improve self-efficacy through translator training. The first involves presenting a theoretical explanation of the concept, that is, explaining how it works and some research findings related to it. This is done so that once students have a conscious awareness of self-efficacy and how it operates, they can begin to observe their own behaviour in a more conscious manner (Ibid. 10, 15). As has been previously stated, this can provoke an increase in their self-efficacy. Theoretical information has proved to be a useful tool for increasing self-efficacy in other areas. For instance, it was effective in increasing psychotic patients' self-efficacy for controlling stress (Vázquez 2009). Atkinson (2014, 14) also considers constructive criticism to be a powerful method for increasing self-efficacy. As he explains, this involves replacing traditional approaches based on simply identifying errors by an approach in which criticism focuses on solutions and where good solutions

could be accompanied by praise and even extra marks. The author (Ibid. 7) also mentions the importance of giving feedback appropriate for the recipient's level of self-efficacy, and it turns out that in order to identify the degree to which the recipient believes in his/her abilities to translate it seems necessary to invoke empathy. In spite of the fact that most studies have focused on the affective component of empathy (the ability to understand others' emotions) (Kokkinos and Kipritsi 2012, 44), it also encompasses cognitive components that allow us to draw unique inferences about others' unobservable mental states, such as intentions, beliefs (self-efficacy), knowledge or emotions (McAlinden 2014, 71; Feshbach and Feshbach 2009, 88).

3. Empirical study: Student perceptions of the role of translator confidence in translator training

The study presented here was performed to shed light on translators' confidence in their abilities to translate (traditionally referred to in TS as self-confidence). This study 'sgeneral objective is to discover the translation students' perceptions of the role that translator confidence plays in the Translation and Interpreting Degree (T&I Degree) offered at the University of Granada, specifically in the Spanish-English language combination. The following specific objectives were also identified:

1. To understand student perceptions of the attention that translator confidence receives in the T&I Degree (Spanish-English language combination).
2. To understand student perceptions regarding their confidence in their abilities to translate developed during the course of the T&I Degree programme (Spanish-English language combination).
3. To understand student perceptions of the agents that, in the classroom and throughout the T&I Degree programme (Spanish-English language combination), have an impact on the development of their confidence in their abilities to translate, as well as of the way these agents previously impacted their confidence.
4. To understand student perceptions of the positive and negative effects that can derive from having confidence in their abilities to translate.

To achieve these objectives, a study of focus groups was performed, as it is an especially useful technique for gathering perceptions, opinions or attitudes of the participants (Mayorga and Tójar 2004, 145; Suárez 2005, 25; Borja, García-Izquierdo, and Montalt 2009, 64). It should be noted that focus groups are often employed in situations involving complexity (Suárez 2005, 13), which in the case of this research stems from the psychological nature of the object of study.

Following the methodological specifications of focus group research, found in the works of authors such as Krueger (1991), Callejo (2001), Mayorga and Tójar (2004) or Suárez (2005), among others, three focus groups were held in the Faculty of Translation and Interpreting of the University of Granada. The number of groups organized responded to Krueger's (1991, 100) indications, which state that after the third focus group it is improbable that new information on the topic in question will be obtained.

A total of 12 students participated in the three focus groups, with seven students participating in the first group, three in the second group, and two in the third group. The participants were selected from the population of students enrolled in the translation course "Legal and Economic Translation (Spanish-English)" in 2013/2014 and 2014/2015.[9] To do so, the author obtained permission from the instructor to recruit volunteers at the end of a class. Seven students volunteered in June 2014, followed by another five in June 2015.[10] As the number of students willing to participate each academic year did not exceed the number recommended by the experts already cited, and as all of them satisfied the necessary requirements (described below), all volunteers were selected to take part in the study. The next step on both occasions was to find a date to hold the focus group session. In 2014, it was possible to schedule a single focus group for all seven participants, but in 2015, it was necessary to schedule two separate focus groups (three and two students).

All participants were enrolled in the four-year undergraduate T&I Degree, and all had Spanish as their mother tongue and English as their first foreign language. Initially only final year students were asked to participate in the study, since they had the most holistic view possible of the training they were about to finish. However, three third year students were also allowed to participate (one in the 2014 study group and the other two in the smaller 2015 group). The reason for accepting students from the third year of the T&I Degree was that their participation offered the possibility to detect similarities or differences between third year and final year students regarding the development of their self-confidence.

The first group session was held on 3 June 2014, the second took place on 17 June 2015 and the third was held on 18 June 2015, just before the start of the examination period. The sessions lasted approximately one hour, were moderated by

9. The reason for choosing this translation course is that it is taught in the second semester of the fourth and final year of the degree programme (although third year students are also allowed to enroll). The students who enroll thus have a holistic perspective of the training that they are about to finish. Moreover, the number of students enrolled in this course is usually high (around 30), which makes it easier to find volunteers.

10. The students participating in the study were informed that their anonymity would be guaranteed and they all agreed that their conversation could be recorded and used for research purposes.

the author, and the audio was recorded. The script used for conducting the group interaction included nine questions (see Appendix 1). The questions were organised into four thematic blocks corresponding to the four specific objectives of this research, thus following the recommendations of authors such as Mayorga and Tójar (2004, 146) or Suárez (2005, 79). These blocks were: attention given to student confidence in the T&I Degree programme, development of student confidence in the T&I Degree programme, agents that have an impact on the development of student confidence in the T&I Degree programme, and positive and negative effects of confidence on translation performance.

After transcribing the audio material generated during the group interaction, the information in the transcription was reduced (classified and organized within the thematic blocks already mentioned) and interpreted. The results obtained are presented in the following Section, and, for the purpose of illustration, some of the most representative student statements from each category are included (Fernández 2006, 7). The language used in the focus groups was Spanish, so the statements included were translated into English by the author. It is important to note that the results that follow refer particularly to the Spanish-English language combination of the T&I Degree.

3.1 Attention given to student confidence in the T&I Degree programme

The participants in the focus groups agreed that very little attention was given to the development of their confidence as translators in the T&I Degree programme. All of them stated that, in general, the members of the teaching staff were not concerned about favouring the development of student confidence. This contrasts with the view already presented by authors such as Hönig (1991), Fraser (1995) or Kussmaul (1995), who consider it fundamental for translation teachers to build up student confidence and highlight the impact they can have on its development (see Section 2.2). Furthermore, in the opinion of the participants, the curriculum is designed in such a way that the development of their confidence as translators is hindered, as will be explained below (Section 3.3.4).

Atkinson's (2014) recommendations for improving students' confidence in their abilities to translate include the provision of a theoretical explanation of the concept and of the research findings related to it. To investigate the extent to which these recommendations had been implemented, participants were asked if they had received information about translator confidence at any time during the T&I Degree programme. Half of the participants declared that only one of their teachers had specifically referred to translator confidence. This teacher had explained that confidence is one of the competences that all translators should develop and that

the more they translate and the more they improve their other competences, the more their confidence to translate will develop. Of the remaining participants, only two responded affirmatively. However, these participants explained that they had never received specific information about translator confidence, but only general and sporadic references. For instance, one teacher encouraged the participants to believe in themselves, reassured them by telling them not to fear the course and assured them that they were capable of achieving the established objectives (verbal persuasion). Therefore, on no occasion had any of the participants received theoretical information about translator confidence including, for example, a definition, an explanation of its benefits or a reference to possible ways of developing it (apart from the influence that the development of other competences can have on translator confidence).

3.2 Development of student confidence during the T&I Degree programme

Almost all of the participants (11 out of 12) considered that their confidence as translators developed throughout the T&I Degree programme. They indicated that the main reason for this development was the learning and practice of translation (mastery experience in the terminology of Bandura 1997). In support, comments such as the following were recorded: "It is not the same when I enrolled in my first translation course as now, when I have passed three or four translation courses and feel much more secure, much more efficient and translate far faster." However, the participants explained that the learning of translation and, therefore, the development of their confidence as translators did not begin until the third year of the T&I Degree programme, when language courses were substituted by translation courses.

Only one of the participants stated that his confidence as a translator had diminished from the first year to the fourth. He attributed the decrease in his confidence to not having met the expectations he had when starting the T&I Degree programme, primarily with regard to the linguistic knowledge he would possess upon finishing the degree.

In spite of the improvement experienced in their confidence in their abilities to translate, seven participants acknowledged that they had less confidence when translating into English than when doing so into their mother tongue. As they explained: "Translation into a foreign language is always more difficult because it is not our mother tongue" and thus "we are never completely sure of the result." This relationship between confidence and directionality was also identified by Kiraly (1995) and analysed by Lorenzo (1999, 2002), who studied the strategies applied by professional translators in order to be sure of their decisions when translating into a foreign language (Section 2.2). Moreover, although in general the participants

acknowledged that their confidence as translators had improved, four final year students declared that, just one month before finishing the degree, they did not believe they were capable of translating in the professional market. If we assume that once students complete the T&I Degree they have developed the necessary abilities to translate in the professional market, this statement means that the participants' confidence in their abilities as translators had not developed sufficiently. However, in this context, it is worth mentioning that the three participants from the third year of the T&I Degree felt completely capable of translating in the professional market.

In the following Section we will analyse the agents that, within the classroom, have an impact on students' confidence as translators. Furthermore, we will analyse the way(s) in which the agents exercise this impact, with the aim of identifying the behaviour or factors that could undermine student confidence as translators, as well as other practices that could favour it. Therefore, this analysis could contribute to identifying possible ways to overcome the difficulty of incorporating this component of TC into translator training programmes (Presas 1998, 134; Way 2009).

3.3 Agents that have an impact on the development of student confidence during the T&I Degree programme

From the comments of the focus group participants we detected five agents that, within the T&I Degree programme, specifically in the Spanish-English language combination, had an impact on student confidence: the teaching staff, peers, graduates of the degree, the curriculum and the students themselves.[11] In the following Sections we will analyse how each of these agents impacted student confidence. Table 2 summarises the number of participants referring to each of these agents and to the way(s) in which they exercised their influence on student confidence.

3.3.1 *The teaching staff*

Participants explained that teachers who adopted a student-centred teaching-learning approach positively influenced their confidence as translators. As a consequence of this approach, the students are "participants of this process," intervene in group debates and reflect about their decisions, errors and achievements with the help of the teacher, all of which favour their confidence as translators. Furthermore, the participants agreed that the teachers who taught them to identify problems and to apply different strategies for their resolution, rather than teaching them to translate

11. The results about the agents influencing student confidence obtained through the first of the three focus groups organized as part of the study described here were presented in the Seventh International Conference of the Iberian Association of Translation and Interpreting (AIETI), held in Málaga, Spain, 29–31 January 2015 (Haro-Soler 2015).

certain types of texts for which a single possible translation is offered, contributed greatly to the development of their confidence in their abilities to translate. As an illustration, it is worth highlighting a comment made by one of the participants with respect to the learning of strategies for the resolution of problems: "This is useful and you feel sure about saying that you are going to do it well."

One of the participants also indicated that undertaking real assignments during the courses, similar to those they will have to undertake in the market, also contributed to increasing her confidence as a translator, because "they put you in more realistic situations." This is in line with the teaching method proposed by Mackenzie and Vienne (2000) to increase student confidence, based on simulation of real translation situations. It also relates to mastery experience (Bandura 1997): when students realize they are able to undertake real assignments and to translate authentic texts, their confidence as translators increases.

In a different direction, participants stated that the teaching staff made a positive impact on their confidence through constructive feedback, in which they not only identify errors that have been made, but also recognise success and offer different options and resources for improvement.[12] Likewise, verbal persuasion (Bandura 1997, see Section 2.3), i.e. the comments that teaching staff provide to encourage students to believe in their capabilities ("you can", "if you work hard, you will get it") was mentioned by participants as helpful for increasing their confidence in their abilities to translate. Furthermore, students declared that their confidence as translators increased thanks to comments through which the teaching staff helped them become aware of their abilities and of the evolution that they had undergone. One example was: "at the beginning you were not able to do this, you were not able to adopt such good solutions […], and now you propose really good solutions." It is important to emphasize that this type of comment must be based on the real abilities that the student has (Bandura 1997, 101).

However, according to the participants, not all teachers helped them gain confidence as translators and several actions were identified that negatively influenced student confidence. One of these actions consisted of imposing a single version of the target text that the teacher considered valid, without providing a justification. The negative effects of this behaviour, also observed by Kussmaul (1995, 32–33) and Kiraly (1995, 99), should not be taken to imply that teachers should not point out

12. Note that Atkinson (2014) also identifies constructive feedback as a method to increase students' confidence in their abilities to translate and recommends replacing traditional approaches based on counting the errors by the praise of solutions. The effect of constructive feedback on student confidence probably relates to the fact that it is processed through self-reflection as information from the environment that is produced as a consequence of the achievements attained (mastery experience).

errors made by students or sometimes model better solutions (Shreve 2002, 164). Rather, these effects point to deficiencies in a traditional teaching approach based on the idea that any translation different to that of the teacher is automatically wrong, as the teacher is "the guardian of the translatory truth, keeper of the 'correct translation'" (Kiraly 1995, 99).[13]

Destructive criticism was another of the actions through which teaching staff reduced student confidence. This was already identified by Kussmaul (1995) as a factor that could undermine students' confidence to translate. Participants acknowledged that comments such as "you are not prepared for the professional market" decreased their confidence, and explained that as destructive criticism only refers to errors committed, "in the end you think that you do everything badly."

Further, according to the participants, summative assessment in which the mark is based mainly on a final examination impacted negatively on their confidence as translators: "That one day that has maybe gone badly counts and that all of your work handed in for the course does not count, this is zero self-confidence." It is true that teachers are not always able to avoid summative assessment, due to university and curricular policies. However, according to the participants, an assessment system in which the translation tasks carried out by students during the semester are given more importance than a final examination would increase their confidence in their abilities to translate. Further research is needed on the relationship between student confidence and assessment. However, taking into account Bandura's work (1997), one could think that this may be related to the fact that students cannot rely on achievements during the semester (mastery experience) as a source of confidence in their abilities to translate because the final exam is seen as the most important evidence of these abilities.

Participants also declared that on certain occasions the teaching staff did not take their students' prior knowledge into account and took for granted that they were capable of carrying out tasks for which they were not prepared: "It also happened to me in specialised translation that the teacher took for granted that we had knowledge of medicine, of this area, and we were lost in her classes […], we had never studied specialised translation before." This imbalance between the real abilities and prior knowledge that students have and what is expected of them leads them "to feel powerless, incapable" and diminishes their self-confidence. Kelly (2005, 43–45), who also identifies the tendency to presuppose much more prior knowledge than students really have, recommends a needs analysis or initial

13. It should be noted that the aim of this Section is to identify factors that can influence translator confidence in the classroom. The factors or behavior identified were not necessarily common to all teachers. In fact, in this case, the participants referred to particular teachers who, unlike the majority, decided to adopt the traditional instructional approach described above.

diagnosis to avoid setting unrealistic starting points for courses. Moreover, teachers could help their students develop their capabilities and/or knowledge to the level required for the course by, for instance, giving them additional reading material (Way 2008, 98) or by selecting tasks that follow a progression (Kelly 2005). In this respect, Way (2014, 2016) proposes a decision-making framework that provides a sequencing pattern of increasing difficulty dependent on the activation of different competences. This framework for guided decision making will enable students to internalise problem-solving strategies through structured, controlled training. These processes will then become automatic to a certain extent and allow students to provide solutions as reflex actions or habits. This facilitates their translation work and increases their confidence (Way 2014; 2016, 139).

Finally, it is worth mentioning that, according to the participants, empathy is what makes the difference between the teachers who reduced their students' self-confidence and those who were capable of favouring it. They explained that the teachers who were capable of putting themselves in their students' shoes and recognising their low self-confidence would be able to help them develop it, whilst those who lack empathy would "not be able to do so."

3.3.2 *Graduates of the Faculty of Translation and Interpreting*

Being made aware of the careers of previous graduates of the Faculty of Translation and Interpreting had a great impact on the participants' confidence as translators. More specifically, this awareness contributed to the development of the participants' confidence to translate. In the words of one of the students: "This does increase self-confidence, to see someone that has done the same as me and that has got to where he has got, I can also get there." This practice constitutes an example of vicarious learning (Bandura 1997, see Section 2.3). Former students were perceived by participants as models, and thus their results (becoming professional translators) were interpreted by the participants as their own future results. This increased their confidence as translators.

The participants explained that contact with graduates took place both directly and indirectly. Direct contact occurred at professional career days to which the graduates were invited and where they offered suggestions to smooth the transition from university to the professional world, shared their experience when dealing with clients or experts, described the functions they perform, offered suggestions to attract clients, and so on. Indirect contact came about when teachers talked about former students' experiences, shared emails and presented web pages or blogs from former students (perceived by students as models) who had successfully incorporated themselves into the professional market. Both types of contact helped students gain confidence as translators.

3.3.3 *Peers*

According to the students who participated in the focus groups, peers also have an impact on student confidence. This impact can be negative as well as positive. On the one hand, the participants stated that their peers helped them gain confidence in their abilities to translate when they acknowledged participants' effort and achievements (constructive feedback) and used verbal persuasion to help them become aware of their abilities. Moreover, the students declared that they acquired confidence in their abilities to translate when they were able to identify with peers in terms of errors committed and the difficulties encountered. It helped them to become aware that they were not the only ones to make mistakes.

On the other hand, self-comparison with their peers also had a negative influence on the participants' confidence as translators. Participants stated that they initially doubted their capacities when they discovered that other students had been the best students in their high schools and had "a lot of leadership" experience, as well as an outstanding level of English. However, they acknowledged that this feeling disappeared later upon realisation that they all found the same difficulties. Furthermore, they indicated that the competitiveness that exists in the T&I Degree programme, where all the students "want to be better than the others," sometimes reduced their confidence in their abilities to translate, as certain peers actively tried "to look for the mistakes of others" and would "make comments that hurt."

In summary of this Section, it is worth mentioning that, as one of the participants stated, "there are peers and there are friends." The former usually have a negative impact on students' confidence in their abilities to translate (mainly due to destructive criticism), while the latter favour it (through verbal persuasion and constructive criticism).

3.3.4 *Curriculum*

As mentioned previously, the participants perceived that the curriculum of the T&I Degree programme did not favour the development of their confidence as translators.

The participants criticised the fact that the curriculum does not require work placements, which would have increased their confidence as translators through mastery experience. This perception is supported by the experience of two participants who had the opportunity of doing work placements during the degree and that acknowledged that these had a positive effect both on their learning and on their confidence:

> When I arrived [at the placement company] I didn't know anything and I ended up being capable. You can turn up somewhere without knowing anything but you need to put in the effort, because before putting in this effort you are going to have this fear of not knowing.

> I also did company placements and the truth is that I learnt a lot and you have more belief in what you know.

Moreover, all participants highlighted that they would have liked to have the possibility of choosing courses from amongst a wide range of optional theoretical courses, "such as Civil Law," which would have helped them acquire knowledge of the field and deal with specialized texts with more confidence. This could be interpreted as a criticism of the lack of interdepartmental cooperation.[14]

Participants did not limit themselves to suggesting the inclusion in the curriculum of compulsory work placements and of optional courses that allow students to develop specific subject area competence. They also proposed other changes to the curriculum to enhance the development of confidence in one's ability to translate. These proposals included a suggestion that "this is talked about [translator confidence]," which relates to Atkinson's (2014) recommendation to provide theoretical information about translators' confidence in their abilities to translate. They also included recommendations for the work experience of graduates to be discussed in the course "The Translator and Interpreter Profession." Amongst other proposals, all participants agreed that it would be valuable to move the translation courses forward to the first two years.[15] This is related to the fact that participants considered that the most important factor that positively influenced the development of their confidence to translate throughout the T&I Degree programme was the actual learning of translation (Section 3.2).

3.3.5 *The students themselves*

The consensus of the participants was that the curriculum is not designed in such a way that it favours the development of this component of TC and that, in general, teachers are not concerned about building up their students' confidence as translators. In fact, the students stated that "you have to learn by yourself to acquire self-confidence." For this reason, they would have liked to learn strategies to gain confidence in their abilities during the degree. Among these strategies, Atkinson (2014, 8) explains that one major action that translators could take is to examine their own strengths and weaknesses through self-reflection and self-analysis and then assess the perceptions they have of their abilities.

---

14. This highlights the importance of teaching projects similar to the practice of Way (2002), where translation and law students worked collaboratively to solve cases of Private International Law.

15. In the Degree programme offered at the University of Granada translation courses start in the second semester of the second year, whilst the majority are then distributed between the third and fourth years.

Table 2 summarizes the agents that influenced the students' confidence as translators, the way(s) in which they did so and the number of participants who referred to each of these agents and to its actions during the focus group sessions:

Table 2. Agents influencing students' confidence as translators, ways in which they do so and number of students mentioning them

Agents influencing student confidence during the T&I Degree programme	Factors and actions influencing student confidence	Number of participants mentioning each factor/action (out of 12)
Teaching staff	Student-centered approach based on the learning of translation strategies	3
	Real-world assignments	4
	Constructive criticism	5
	Destructive criticism	9
	Verbal persuasion	7
	Traditional approaches where teachers imposed a single version of the target text they considered valid	4
	Summative assessment	8
	Imbalance between the students' real abilities and prior knowledge	4
Graduates of the Faculty of Translation and Interpreting	Experience of graduates	4
Peers	Constructive criticism	4
	Destructive criticism	5
	Verbal persuasion	4
	Comparison with peers	6
	Competitiveness	5
Curriculum	Lack of work placements	7
	Lack of optional courses that allow the students to develop their subject area competence	10
	Theoretical information about translator confidence should be included in training	8
	Translation courses should be moved forward	5
The students themselves	Students can also learn by themselves to acquire confidence	4

The data included in Table 2 shows that the number of participants who mentioned each of the agents identified is higher in the case of the teaching staff and the curriculum and, within them, in the case of destructive criticism, verbal persuasion, summative assessment, lack of work placements, lack of optional subjects to develop subject area competence and theoretical information about translator confidence.

3.4 Positive and negative effects

Amongst the positive effects that confidence can bring for a translator, the participants observed that it allowed them to justify the decisions they adopted: "It is very important to learn to defend your decisions […] and for this self-confidence is necessary, which allows you to be able to justify what you have done." In addition, confidence in their abilities to translate facilitated the application of strategies that involved some risk-taking in order to produce translations of better quality. These strategies included justified omissions or restructuring of the information, even though they implied "making so many changes to the source text."[16] The participants also explained that self-confidence relates to a translator's degree of satisfaction with the result of the translation process, as when a translator "is sure of what he/she does and is sure that what he/she does is good, he/she will be more satisfied with the result."[17]

Furthermore, participants declared that when they have confidence in their abilities to translate they experience less anxiety and "do not fear facing up to anything, to any text." Likewise, they explained that a translator with self-confidence "is going to take less time" in performing a certain task than another who does not feel self-confident and so is never going to be sure of the result. This makes it clearly understandable that one of the participants insisted on the importance of learning how to revise their translations.

The participants also believed that self-confidence leads students to obtain better results, above all in interpreting, as in their opinion it contributes to the production of more fluent discourse. Furthermore, they mentioned that students with self-confidence are able to take their first steps in the professional market before those who do not feel self-confident. Those lacking in confidence in their abilities to translate may reject job offers for which they do not feel prepared or even decide not to work as translators "because they do not have enough confidence to translate."

16. In this sense, Campbell (1998) refers to the differences between risk-taking and prudent translators in the TC model that he proposes.

17. See Lorenzo (1999, 2002), who analyses professional translators' security and satisfaction in decision-making.

Moreover, they were of the opinion that in the professional market companies prefer employees who show self-confidence because "if you have self-confidence you are going to be able to provide a solution to any type of problem."

With regard to the disadvantages associated with self-confidence, participants declared that excessive confidence in their abilities to translate can lead translators to believe that they do everything well and, therefore, to reject alternative options that may be just as valid or even more adequate. Also, excessive self-confidence can lead translators to suffer a "blow" when they enter the professional market and notice that they have not been as well trained as they thought they were.

Despite the negatives, however, student perceptions were that translator self-confidence can provide numerous benefits, whenever the degree of confidence is consistent with the actual abilities that a person possesses.

4. Conclusions

In this article we studied translator self-confidence from a dual perspective. On the one hand, we adopted a theoretical approach that allowed us to analyse the presence of translator confidence in the main TC models and to review some previous studies on translator self-confidence that describe possible ways to foster it. Moreover, we turned to the field of Educational Psychology in search of a definition of this concept. Research within the field of Educational Psychology led to the concept of *self-efficacy*, which, like self-confidence, refers to a self-perception of one's abilities, but differs from self-confidence in that self-efficacy specifically refers to the activity that the individual decides to carry out, which in our case would be translation. Even though "self-efficacy" would be the appropriate term to use when referring to translators' confidence in their abilities to translate, the participants in the study presented here were not familiar with this concept. That is why terms such as "confidence in one's abilities to translate," "confidence as translators" or "translator (self-) confidence" were used instead of "self-efficacy" when interviewing the participants in the study and have also been used when describing its results.

On the other hand, we presented an empirical-descriptive study of student perceptions of the role that self-confidence plays in translator training. Information was elicited through focus groups, and three focus group sessions were held in the Faculty of Translation of the University of Granada. According to the results, participants felt that their self-confidence increased throughout the T&I (English-Spanish combination) Degree programme. Major factors influencing the rise in self-confidence were the actual learning of translation during the program as well as the actions of certain peers and teaching staff and the example of graduates of this institution. Nevertheless, the participants maintained that the curriculum is

not designed in such a way as to favour the development of self-confidence and that not all teachers were concerned about favouring it. The way in which each of these agents influenced the participants' confidence was also described and analysed in the light of previous studies on translator confidence and Social Cognitive Theory (Bandura [1986] 1987). This has allowed us to identify possible ways to begin to overcome the difficulty of incorporating self-confidence development in translator training programmes. These include constructive feedback, work placements, verbal persuasion, theoretical information about the concept or vicarious learning from former students.

Acknowledgements

The publication of this paper has been made possible thanks to the Grant for the Training of Lecturers and Researchers from the Spanish Ministry of Education, Culture and Sports that the author has held since September 2014.

References

Atkinson, David P. 2012. "Freelance translator success and psychological skill: A study of translator competence with perspectives from work psychology." PhD diss., University of Auckland.

Atkinson, David P. 2014. "Developing psychological skill for the global language industry: An exploration of approaches to translator and interpreter training." *Translation Spaces* 3: 1–24. doi: 10.1075/ts.3.01atk

Atkinson, David P., and Ineke H. M. Crezee. 2014. "Improving psychological skill in trainee interpreters." *International Journal of Interpreter Education* 6 (1): 3–18. Accessed May 2, 2016. http://aut.researchgateway.ac.nz/handle/10292/7916.

Bandura, Albert. 1977. "Self-efficacy: Towards a unifying theory of behavioral change." *Psychological Review* 84 (2): 191–215. doi: 10.1037/0033-295X.84.2.191

Bandura, Albert. [1986] 1987. *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, Albert. 1997. *Self-efficacy: The exercise of control*. New York: Freeman.

Bandura, Albert. 2006. "Guide for constructing eelf-efficacy scales." In *Self-efficacy beliefs of adolescents*, ed. by Frank Pajares, and Tim Urdan, 307–337. Greenwich, CT: Information Age Publishing.

Bell, Roger T. 1991. *Translation and translating*. London: Longman.

Bolaños-Medina, Alicia. 2014. "Self-efficacy in translation." *Translation and Interpreting Studies* 9 (2): 197–218. doi: 10.1075/tis.9.2.03bol

Bolaños-Medina, Alicia. 2015. "La tolerancia a la ambigüedad y los procesos cognitivos del traductor" [Tolerance to ambiguity and translator cognitive processes]. *Babel* 61 (2): 147–169. doi: 10.1075/babel.61.2.01bol

Borja, Anabel. 2013. "A genre analysis approach to the study of court documents translation." *Linguistica Antverpiensia. Research Models in Legal Translation* 12: 33–53.

Borja, Anabel, Isabel García-Izquierdo, and Vicent Montalt. 2009. "Research methodology in specialized genres for translation studies." *The Interpreter and Translator Trainer* 3 (1): 57–77. doi: 10.1080/1750399X.2009.10798781

Borja, Anabel, Nati Juste, Pilar Ordóñez, and Tomás Conde. 2014. "A genre-based approach to the teaching of legal and business English: The GENTT Specialized Corpus in the LSP classroom." In *Languages for Specific Purposes in the digital era*, ed. by Elena Bárcena, Jorge Arús, and Timothy Read, 177–196. Switzerland: Springer.

Callejo, Javier. 2001. *El grupo de discusión: introducción a una práctica de investigación* [*The focus group: Introduction to a research practice*]. Barcelona: Ariel.

Campbell, Stuart. 1998. *Translation into the second language*. London/New York: Longman.

Conde, Tomás. 2014. "Los géneros textuales y la pericia en traducción" [Textual genres and expertise in translation]. *Cadernos de Tradução* 2 (34): 167–185. doi: 10.5007/2175-7968.2014v2n34p167

EMT. 2009. *Competences for professional translators, experts in multilingual and multimedia communication*. Accessed January 16, 2016. http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_competences_translators_en.pdf.

Englund Dimitrova, Birgitta. 2005. *Expertise and explicitation in the translation process*. Amsterdam/Philadelphia: John Benjamins. doi: 10.1075/btl.64

Fernández Núñez, Lissette. 2006. "¿Cómo analizar datos cualitativos?" [How to analyse qualitative data?]. *Butlletí La Recerca* 6: 1–13.

Feshbach, Norma D., and Seymour Feshbach. 2009. "Empathy and education". In *The social neuroscience of empathy*, ed. by Jean Decety, and William Ickes, 85–98. Cambridge, MA: MIT Press. doi: 10.7551/mitpress/9780262012973.003.0008

Fox, Olivia. 2000. "The use of translation diaries in a process-oriented translation teaching methodology." In *Developing translation competence*, ed. by Christina Schaeffner, and Beberly Adabs, 115–130. Amsterdam/Philadelphia: John Benjamins. doi: 10.1075/btl.38.12fox

Fraser, Janet. 1995. "Professional versus student behaviour." In *Teaching translation and interpreting 3. New horizons*, ed. by Cay Dollerup, and Vibeke Appel, 243–250. Amsterdam: John Benjamins.

Froeliger, Nicolas. 2004. "Les mécanismes de la confiance en traduction: aspects relationnels" [Mechanism of confidence in translation: Related aspects]. *The Journal of Specialised Translation* 2.

García-Izquierdo, Isabel. 2011. *Competencia textual para la traducción* [*Textual competence for translation*]. Tirant lo Blanch.

González, Julia, and Robert Waagenar (eds). 2003. *Tuning educational structures in Europe. Final report. Phase One*. Accessed January 16, 2016. http://www.bolognakg.net/doc/Tuning_phase1_full_document.pdf

González-Davies, María, and Christopher Scott-Tennent. 2005. "A problem-solving and student-centred approach to the translation of cultural references." *Meta* 50 (1): 160–179. doi: 10.7202/010666ar

Göpferich, Susanne. 2009. "Towards a model of translation competence and its acquisition: The longitudinal study *TransComp*." In *Behind the mind: Methods, models and results in Translation Process Research*, ed. by Susanne Göpferich, Arnt Lykke Jakobsen, and Inger M. Mees, 12–37. Copenhagen: Samfundslitteratur.

Gregorio Cano, Ana. 2014. "Estudio empírico-descriptivo del desarrollo de la competencia estratégica en la formación de traductores" [Empirical-descriptive study on the development of strategic competence in translator training]. PhD diss., Universidad de Granada.

Hague, Daryl, Alan Melby, and Wang Zheng. 2011. "Surveying translation quality assessment: A specification approach." *The Interpreter and Translator Trainer* 5 (2): 243–267. doi: 10.1080/13556509.2011.10798820

Hansen, Gyde. 1997. "Success in translation." *Perspectives: Studies in Translatology* 5 (2): 201–210. doi: 10.1080/0907676X.1997.9961310

Haro-Soler, María del Mar. 2015. "La competencia psicofisiológica en el grado en Traducción e Interpretación: Agentes que influyen en su adquisición" [Psychophysiological competence in the Translation and Interpreting Degree: Agents influencing its acquisition]. In *Actas del VII Congreso Internacional de la AIETI. Nuevos horizontes en los Estudios de Traducción e Interpretación* [*Proceedings of the Seventh International Conference of AIETI. New Horizons in Translation and Interpreting Studies*], ed. by Gloria Corpas Pastor, Míriam Seghiri Domínguez, Rut Gutiérrez Florido, and Míriam Urbano Mendaña, 339–351. Geneva: Editions Tradulex.

Hatim, Basil, and Ian Mason. 1997. *The Translator as communicator*. London/New York: Routledge.

Hönig, Hans. 1991. "Holmes' 'Mapping Theory' and the Landscape of Mental Translation Processes." In *Translation studies: The state of the art. Proceedings of the first James S. Holmes symposium on Translation Studies*, ed. by Kitty M. van Leuven-Zwart, and Ton Naaijkens, 77–90. Amsterdam/Atlanta: Rodopi.

Huertas Barros, Elsa. 2013. *La competencia interpersonal en la formación de traductores en España: Un estudio empírico-descriptivo del trabajo colaborativo durante la primera etapa de formación en Traducción e Interpretación* [*Interpersonal competence in translator training in Spain: An empirical-descriptive study on collaborative work in the first stage of translation and interpreting training*]. PhD diss., Universidad de Granada.

Hurtado Albir, Amparo. 1996a. "La cuestión del método traductor. Método, estrategia y técnica de traducción" [The question of the translation method. Method, strategy and translation technique]. *Sendebar* 7: 39–57.

Hurtado Albir, Amparo. 1996b. "La enseñanza de la traducción directa general. Objetivos de aprendizaje y metodología" [General B-A translation teaching. Learning objectives and methodology]. In *La enseñanza de la traducción* [*Translation teaching*], ed. by Amparo Hurtado Albir, 31–56. Castelló de la Plana: Universitat Jaume I.

Hurtado Albir, Amparo. [1999] 2003. *Enseñar a traducir. Metodología en la formación de traductores e intérpretes* [*Teaching how to translate. Methodology in translator and interpreter training*]. Madrid: Edelsa.

Hurtado Albir, Amparo. [2001] 2011. *Traducción y traductología: Introducción a la traductología* [*Translation and Translation Studies: Introduction to Translation Studies*]. Madrid: Cátedra.

Katan, David. 2008. "University Training, competencies and the death of the translator. Problems in professionalizing translation and in the translation profession." In *Tradurre: Formazione e professione*, ed. by María Teresa Musacchio, and Geneviève Henrot, 113–140. Padova: CLEUP.

Kelly, Dorothy. 1999. *Proyecto docente e investigador* [*Teaching and research project*]. Granada: Universidad de Granada.

Kelly, Dorothy. 2000. "Text selection for developing translator competence. Why texts from the tourist sector constitute suitable material." In *Developing translation competence*, ed. by Christina Schaeffner, and Beberly Adabs, 157–167. Amsterdam/Philadelphia: John Benjamins. doi: 10.1075/btl.38.15kel

Kelly, Dorothy. 2002. "Un modelo de competencia traductora: Bases para el diseño curricular" [*A translation competence model: Foundations for curricular design*]. *Puentes* 1: 9–21.

Kelly, Dorothy. 2005. *A handbook for translator trainers. Translation practices explained*. Manchester: St. Jerome.

Kelly, Dorothy. 2007. "Translator competence contextualized. Translator training in the framework of higher education reform: In search of alignment in curricularď." In *Across boundaries: International perspectives on Translation Studies*, ed. by Dorothy Kenny, and Kyongjoo Ryou, 128–142. Cambridge: Cambridge Scholars Publishing.

Kiraly, Don. 1995. *Pathways to translation. Pedagogy and process*. Kent, OH: Kent State University Press.

Kiraly, Don. 2006. "Beyond social constructivism: Complexity theory and translator education." *Translation and Interpreting Studies* 1 (1): 68–86. doi: 10.1075/tis.1.1.05kir

Kiraly, Don. 2013. "Towards a view of translator competence as an emergent phenomenon: Thinking outside the box(es) in translator education." In *New prospects and perspectives for educating language mediators*, ed. by Don Kiraly, Silvia Hansen-Schirra, and Karin Maksymski, 197–224. Tübingen: Gunter Narr.

Kiray, Don. 2015. "Occasioning translator competence: Moving beyond social constructivism toward a postmodern alternative to instructionism." *Translation and Interpreting Studies* 10 (1): 8–32. doi: 10.1075/tis.10.1.02kir

Kokkinos, Constantinos M., and Eirini Kipritsi. 2012. "The relationship between bullying, victimization, trait emotional intelligence, self-efficacy and empathy among preadolescents." *Social Psychology of Education* 15 (1): 41–58. doi: 10.1007/s11218-011-9168-9

Krueger, Richard A. 1991. *El grupo de discusión: Guía práctica para la investigación aplicada* [The focus group: A practical guide for applied research]. Madrid: Pirámide.

Kussmaul, Paul. 1995. *Training the translator*. Amsterdam: John Benjamins. doi: 10.1075/btl.10

Lorenzo, María Pilar. 1999. "La seguridad del traductor profesional en la traducción a una lengua extranjera" [Professional translators' security in translation into a foreign language]. In *Probing the process in translation: Methods and results*, ed. by Gyde Hansen, 121–134. Copenhagen: Samfundslitteratur.

Lorenzo, María Pilar. 2002. "¿Es posible la traducción inversa? Resultados de un experimento sobre traducción profesional a una lengua extranjera" [Is A-B translation possible? Results of an experiment on professional translation into a foreign language]. *Copenhagen Studies in Language* 27: 85–124.

Mackenzie, Rosemary, and Jean Vienne. 2000. "Resource research strategies: A key factor in teaching translation into the non-mother tongue." In *Translation into non-mother tongues*, ed. by Meta Grosman, Mira Kadric, Irena Kovaèiè, and Mary Snell-Hornby, 125–32. Tübingen: Stauffenberg.

Mayorga Fernández, María José, and Juan Carlos Tójar Hurtado. 2004. "El grupo de discusión como técnica de recogida de información en la evaluación de la docencia universitaria" [The focus group as a technique for collecting information for evaluating teaching in higher education]. *Revista Fuentes* 5: 143–157.

McAlinden, Maggie. 2014. "Can teachers know learners' minds? Teacher empathy and learner body language in English language teaching." In *Critical perspectives on language education: Australia and the Asia Pacific*, ed. by Katie Dunworth, and Grace Zhang, 71–100. Switzerland: Springer International Publishing.

Morón Martín, María de los Ángeles. 2009. *Percepciones sobre las aportaciones de la movilidad a la formación de traductores: La experiencia del programa LAE (Lenguas Aplicadas Europa)* [*Perceptions of the benefits of mobility in translator training: The Applied Languages Europe Program*]. PhD diss., Universidad de Granada.

Muñoz Martín, Ricardo. 2009. "Expertise and environment in translation." *Mutatis Mutandis* 2 (1): 24–37.

Neubert, Albrecht. 1994. "Competence in translation: A complex skill, How to study and how to teach it." In *Translation Studies. An interdiscipline*, ed. by Mary Snell Hornby, Franz Pochhacker, and Klaus Kaindl, 411–420. Amsterdam: John Benjamins.
doi: 10.1075/btl.2.48neu

Neubert, Albrecht. 2000. "Competence in language, in languages, and in translation." In *Developing translation competence*, Christina Schäffner, and Beverly Adab, 3–18. Amsterdam: John Benjamins. doi: 10.1075/btl.38.03neu

Nord, Christiane. [1991] 2005. *Text analysis in translation. Theory, methodology and didactic application of a model for translation-oriented text analysis*. Amsterdam: Rodopi.

Nord, Christiane. 1992. "Text analysis in translator training." In *Teaching translation and interpreting. Training, talent and experience. Papers from the first language international conference*, ed. by Cay Dollerup, and Anne Loddegaard, 39–48. Amsterdam: John Benjamins.

Olalla-Soler, Christian. 2015. "An experimental study into the acquisition of cultural competence in translator training: Research design and methodological issues." *The International Journal for Translation and Interpreting Research* 7 (1): 86–110.

PACTE. 1998. "La competencia traductora y su aprendizaje: Objetivos, hipótesis y metodología de un proyecto de investigación" [Translation competence and its learning: Objectives, hypothesis and methodology of a research project]. Paper presented at the IV Congrés Internacional sobre Traducció, Barcelona, May.

PACTE. 2000. "Acquiring translation competence: Hypotheses and methodological problems of a research project." In *Investigating translation. Selected papers from the fourth international congress on translation*, ed. by Allison Beeby, Doris Ensinger, and Marisa Presas, 99–106. Amsterdam: John Benjamins.

PACTE. 2001. "La competencia traductora y su adquisición" [Translation competence and its acquisition]. *Quaderns, Revista de Traducció* 6: 39–45.

PACTE. 2002. "Exploratory tests in a study of translation competence." *Conference Interpretation and Translation* 4 (2): 41–69.

PACTE. 2003. "Building a translation competence model." In *Triangulating translation: Perspectives in Process-Oriented Research*, ed. by Fabio Alves, 43–66. Amsterdam: John Benjamins.
doi: 10.1075/btl.45

PACTE. 2005. "Primeros resultados de un experimento sobre la competencia traductora" [First results of an experiment on translation competence]. In *Actas del II Congreso Internacional de la AIETI. Información y documentación* [*Proceedings of the Second International Conference of AIETI. Information and Documentation*], coord. by María Luisa Romana, 573–587. Madrid: Universidad Pontificia Comillas.

Presas Corbella, Marisa. 1996. *Problemes de traducció i competència traductora. Bases per a una pedagogia de la traducció* [*Translation problems and translation competence. Foundations for a pedagogy of translation*]. PhD diss., Universitat Autónoma de Barcelona.

Presas Corbella, Marisa. 1998. "Los componentes de la competencia pretraductora en el marco del diseño curricular" [The components of pre-translation competence in curricular design]. In *Estudios de Traducción: Un reto didáctico* [*Translation Studies: A teaching challenge*], ed. by Isabel García Izquierdo, and Joan Verdegal, 131–134. Castelló de la Plana: Universitat Jaume I.

Presas Corbella, Marisa. 2008. "Formar traductores expertos en el EEES: Un marco para la formulación de competencias de los estudios de Grado" [Training expert translators in EHEA: A framework for the establishment of competences in the Translation and Interpreting Degree]. *Sendebar* 19: 213–244.

Prieto Navarro, Leonor. 2007. *Autoeficacia del profesor universitario: eficacia percibida y práctica docente* [*University trainers' self-efficacy: Perceived self-efficacy and teaching practice*]. Madrid: Narcea.

Pym, Anthony. 1992. "Translation error analysis and the interface withl teaching." In *Teaching translation and interpreting. Training, talent and experience*, ed. by Cay Dollerup, and Anne Loddegaard, 279–290. Amsterdam: John Benjamins. doi:10.1075/z.56.42pym

Pym, Anthony. 2003. "Redefining translation competence in an electronic age." *Meta* 48 (4): 481–497. doi:10.7202/008533ar

Pym, Anthony. 2006. *Localization, training and the threat of fragmentation*. Accessed January 16, 2016. http://www.tinet.org/~apym/on-line/translation/Localization_monterey.doc.

Risku, Hanna, Angela Dickinson, and Richard Pircher. 2010. "Knowledge in translation practice and Translation Studies: Intellectual capital in modern society." In *Why Translation Studies matters*, ed. by Daniel Gile, Gyde Hansen, and Nike K. Pokorn, 83–94. Amsterdam: John Benjamins. doi:10.1075/btl.88.08ris

Roberts, Roda. 1984. "Compétence du nouveau diplômé en traduction" [Competence of the new graduates in translation]. In *Traduction et qualité de langue: Actes du colloque* [*Translation and quality of language: Proceedings of the conference*], ed. by Société des traducteurs du Québec and Conseil de la langue française, 172–184. Québec: Éditeur officiel du Québec.

Schunk, Dale H. 1991. "Self-efficacy and academic motivation." *Educational Psychologist* 26 (3–4): 207–231. doi:10.1080/00461520.1991.9653133

Schunk, Dale H., and Maria K. DiBenedetto. [2009] 2016. "Self-efficacy theory in education." In *Handbook of mtivation at school*, ed. by Kathryn R. Wentzel, and Allan Wigfield, 35–54. London/New York: Routledge. Citations refer to the first edition.

Shreve, Gregory M. 1997. "Cognition and the evolution of translation competence." In *Cognitive processes in translation and interpreting*, ed. by Joseph H. Danks, Gregory M. Shreve, Stephen B. Fountain, and Michael K. McBeath, 120–36. London/New Delhi: Sage.

Shreve, Gregory M. 2002. "Knowing translation: Cognitive and experiential aspects of translation expertise from the perspective of Expertise Studies." In *Translation Studies. Perspectives on an emerging discipline*, ed. by Alessandra Riccardi, 150–71. Cambridge: Cambridge University Press.

Suárez Ortega, Magdalena. 2005. *El grupo de discusión: Una herramienta para la investigación cualitativa* [*The focus group: A tool for qualitative research*]. Barcelona: Laertes.

Toury, Gideon. 1984. "The Notion of native translator and translation teaching." In *Die Theorie des Übersetzens und ihr Aufschlusswert für die Übersetzungs- und Dolmetschdidaktik*, ed. By Wolfram Wilss, and Gisela Thome, 186–195. Tübingen: Gunter Narr.

Vázquez Pérez, María Luisa. 2009. Eficacia de un programa de entrenamiento en autoeficacia específica para el afrontamiento del estrés en pacientes psicóticos [Efficacy of a program for the development of psychotic patients' self-efficacy to deal with stress]. PhD diss., Universidad de Granada.

Way, Catherine. 2002. "Traducción y Derecho: Iniciativas para desarrollar la colaboración interdisciplinar" [Translation and Law: Initiatives to develop interdisciplinary collaboration]. *Puentes* 2: 15–26.

Way, Catherine. 2008. "Systematic assessment of translator competence: In search of Achilles' heel." In *Translator and interpreter training: Issues, methods and debates*, ed. by John Kearns, 88–103. London: Continuum.

Way, Catherine. 2009. "Bringing professional practices into translation classrooms." In *The changing face of translation*, ed. by Ian Kemble, 131–142. Portsmouth: University of Portsmouth.

Way, Catherine. 2014. "Structuring a legal translation course: A framework for Ddecision-making in legal translator training." In *The Ashgate Handbook of Legal Translation*, ed. by Le Cheng, King Kui Sin, and Anne Wagner, 135–152. Farnham: Ashgate.

Way, Catherine. 2016. "Intra-university projects as a solution to the simulated/authentic dilemma." In *Authentic experiential learning in translator education*, ed. by Don Kiraly, 147–160. Göttingen: V&R Unipress.

Wilss, Wolfram. 1976. "Perspectives and limitations of a didactic framework for the teaching of tTranslation." In *Translation applications and research*, ed. by Richard W. Brislin, 117–137. New York, NY: Gardner.

Wilss, Wolfram. 1982. *The science of translation: Problems and methods*. Tübingen: Gunter Narr.

Yang, Xianmin, Xiaoshan Guo, and Shengquan Yu. 2016. "Effects of cooperative translation on Chinese EFL student levels of interest and self-efficacy in specialized English translation." *Computer Assisted Language Learning* 29 (3): 477–493. doi: 10.1080/09588221.2014.991794

Zimmerman, Barry J. 2000. "Self-efficacy: An essential motive to learn." *Contemporary Educational Psychology* 25 (1): 82–91. doi: 10.1006/ceps.1999.1016

Appendix 1. Focus group script

Development of student confidence in translator training

1. Do you feel prepared to translate efficiently in the professional market? Why?
2. Do you believe more in your abilities as translators now that when you started the T&I Degree? Why?

Attention given to student confidence in translator training

3. Is the development of your confidence as translators taken into account during the T&I Degree? Why? How?
4. Have you ever received information about translator confidence? What kind of information? What information would you have liked to receive?

Agents that have an impact on the students' confidence as translators

5. Has the teaching staff had an influence on your confidence as translators? In general, have they contributed to developing it or to undermining it? What actions of the teaching staff have had an impact on your confidence as translators?

6. Have your peers had an influence on your confidence as translators? In general, have they contributed to developing it or to undermining it? What of their actions have had an impact on your confidence as translators?
7. What other actions or activities do you think would have helped you gain confidence in your abilities to translate?

Positive and negative effects of translator confidence

8. Do you think that it is important to feel confident that you are capable of translating adequately? Why?
9. Regarding the academic sphere, which are the benefits of feeling confident that you are capable of translating? And which are its disadvantages?

Author queries

Please provide citations for the references (Hansen, Gyde. 2005) and (Torrance, Ellis P. 1998) that appears in the reference list.
Please provide complete references for the citations (Bontempo and Napier (2011)), (Terry. (1991)) and (Pratchett (2004) in this chapter.