Examining Teacher Identity Development: Translation Teachers in the University Context

Karen Chung-chien Chang

Teacher identity has been a topic of interest for educators and researchers in the past two decades. In Taiwan, now that many universities have started offering more translation courses, the demand for recruiting translation teachers has increased. With an emphasis on field experience, quite a few universities have hired translation professionals to teach translation courses. However, Van Lankveld, Schoonenboom, Volman, Croiset, and Beishuizen (2017) have pointed out, "some aspects of teacher identity development might be different for university teachers since they have to combine the teaching role with other roles such as that of researcher or practitioner" (p. 326). Therefore, these teachers' perceptions regarding their capacity as translation teachers (their identities-in-discourse) and their classroom practices (their identities-in-practice) warrant more attention. The former are often expressed through teachers' reflections on their role in classrooms, whereas the latter are often exemplified in teachers' delivery of instruction and their interaction with students. This study involved 12 part-time and full-time translation teachers. Trying to understand these teachers' identity development in practice (their managed CoPs), the study made use of pre-interviews, taped session observations/analyses, and post-interviews in order to examine these teachers' self-expressed identities and their exhibited identities (through their instructional practices). The findings have indicated that as for their identities-in-discourse, most of the experienced translation teachers take on the identity roles of a trainer of skills, a content teacher and a language teacher, whereas the novice teachers are more concerned with their identities as course material presenters and communicators. However, in their identities-in-practice, the participants demonstrated distinctive characteristics in conducting themselves as a language teacher or a translation teacher in the classroom, with different emphases on tasks/assignments, instructional time allotment, and feedback/revision. The main factors leading to such a difference lie in the teachers' beliefs as translation instructors, their educational backgrounds, and their target students.

Keywords: teacher identity development, translation teacher identity, community of practice (CoP)

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檢視教師認同發展：以大學翻譯課程教師為例

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　　教師認同在過去 20 年間持續受到重視，被當作主要研究框架。近年來，許多臺灣大專院校紛紛開設翻譯課程，對於翻譯教師的需求便增加了。由於翻譯高度重視實作經驗，不少大學延攬專業人才來擔任翻譯教師。但藍帆（Van Lankveld）、史夫納本（Schoonenboom）、沃爾曼（Volman）、格羅撒（Croiset）與百修森（Beishuizen）於 2017 年指出，大學教師因為身兼數個角色，要做好教學、研究，也要在個別領域專研，因此，大學教師的「自我認同發展」有別於小學、中學老師，由於翻譯教師的自我定位影響其教學，此類研究有其必要。「教師認同」可透過言辭表達（discourse）、實際教學（practice）來審視。本研究涵蓋 12 位專、兼任教師，透過瞭解他們所表達的教師認同定位、各自在教學場域（意即他們的實踐社區 Community of Practice, CoP）中的教學實踐，以期初（觀察前）會談、課堂錄影、觀察後會談，來檢視他們的教師認同發展。期初會談資料顯示，資深教師定位多為技巧訓練者、專業內容教師，而資歷較淺的老師則認為其職責是把教材清楚呈現給學生、讓學生能夠吸收，意即傾向於語言教師，著重表達、溝通的角色。但老師課堂教學之定位則明顯分為「語言老師」、「翻譯教師」兩類，兩者在課堂作業、課堂時間分配、作業／活動之教師回饋方面，做法不同，「自我定位」、「教育背景」及「教導之學生族群」均影響了這些老師在這兩個角色定位間的身分認同。

關鍵詞：教師認同發展、翻譯教師角色認同、實踐社區

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Introduction

Teacher identity, as a research frame and a lens into different perspectives held by teachers, has been a topic of interest for the past two decades. Specifically, in language learning, how a teacher views him/herself impacts his/her course design/delivery, the chosen teaching/learning activities, and the employed evaluation/assessment tools. Varghese, Morgan, Johnston, and Johnson (2005) have highlighted the importance of understanding "the professional, cultural, political, and individual identities" (p. 22) which teachers claim or are assigned to them. With the multi-faceted nature of teacher identity, the research themes can only be described as very diverse, ranging from the constantly reinvented concept of self (Mitchell & Weber, 1999), the narratives provided by teachers themselves to account for their teaching experiences (Chang, 2017; Connelly & Clandinin, 1999; Sfard & Prusak, 2005), the various discourses teachers engage in and produce (Alsup, 2006), and the context/ practice teachers are involved in (Flores & Day, 2006). It is through these angles that educators, researchers and teachers alike have attempted to reach a more complete understanding of teacher identity, a complicated concept and phenomenon.

In language teaching, translation and interpretation (commonly known as T&I) are widely viewed as two sets of skills distinct from reading, speaking, listening and writing. A major difference between translation and interpretation lies in their formats of rendition. Translation usually involves the training of rendering messages from one language (the source language, SL) to another (the target language, TL) in a written format, whereas interpretation requires such a transition to be performed orally. In recent years, as an effort to strengthen college students' foreign language competence, especially in their ability to

switch between two languages, many universities and colleges in Taiwan have started offering more courses with the emphasis on English-to-Chinese and Chinese-to-English translation training. This increasing demand for more translation courses has naturally led to the increased demand for instructors with T&I training. However, as T&I training places a great emphasis on field experience, a handful of universities and colleges in Taiwan have made the exception in recruiting experienced translators/interpreters as course instructors, providing they are equipped with a Master's degree in Translation and/or Interpretation Studies.[1] Bringing their rich field experiences into classrooms, these professionals have adopted specific ways in training their students who aspire to master the skills in these two disciplines.

Like teachers in other disciplines, T&I instructors have brought their past professional training, their unique work experiences, and personal beliefs of how to acquire T&I skills into their classroom practices. Since a teacher's self-concept often affects his/her teacher identity, at the time when T&I training is gaining more importance, a better understanding of how these professionals shape and develop their teacher identity can help shed light on T&I instructional practices. It is with this goal in mind that this study was formulated. The study, focusing on 12 translation teachers and their classrooms (their managed CoPs), aimed at investigating two issues. First, how do these translation teachers view themselves as translation teachers through the lens of their learning and teaching experiences? Second, how do these instructors' classroom practices, including class instruction, assignment review, and student performance assessment, reflect their teacher identities?

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[1] In Taiwan, it has become a common institutional practice for most universities to fill their teaching positions solely with those who have obtained a Ph.D. degree.

Literature Review

This Literature Review consists of three parts. The first part focuses on the concept of Community of Practice (CoP), especially on viewing a classroom as a CoP. This part starts from how the concept of a CoP was developed to how such a concept can be applied to teaching/learning in classrooms. For translation teachers in this study, they came together to share their concerns in teaching, research, and professional growth in this organized CoP. This community exerts influences on how these teachers view themselves as translation teachers. Second, as a teacher's identity development can easily be influenced by his/her teaching settings, course assignment, and target students, a section is devoted to reviewing some past studies related to how T&I teachers in Taiwan evaluated the training goals and instructional focuses of T&I courses. Such a review serves as background knowledge about how some translation teachers may express their identities-in-discourse. Then the last part moves onto the specific angles of identity-in-discourse and identity-in-practice, emphasizing teachers' identities-in-discourse and identities-in-practice are revealed through their reflections on teaching and their classroom practices. This research makes use of these two lenses to examine these teachers' identity development.

Community of Practice (CoP)

Community of Practice (CoP) was first coined by Lave and Wenger in their 1991 book, *Situated Learning: Legitimate Peripheral Participation.* In that book, the two researchers characterized learning as a legitimate peripheral participation (LPP) in communities of practice. For them, learning went beyond just receiving/absorbing information and should be viewed as "increasing participation in communities of practice" (p. 49). Moreover,

learning was best facilitated by the interaction between novel apprentices and experienced workers in a community. With this view, the two scholars proposed "to consider learning not as a process of socially shared cognition that results, in the end, in the internalization of knowledge by individuals, but as a process of becoming a member of a sustained community" (p. 65). From then on, the concept of a CoP has undergone much development. Some definitions of a CoP include "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger, McDermott, & Snyder, 2002, p. 4) and "a group of people informally bound together by shared expertise and passion for a joint enterprise" (Wenger & Snyder, 2000, p. 139).

In *Communities of Practice: Learning, Meaning, and Identity*, Wenger (1998) further applied the framework of CoP to workplace learning and shed light on how social resources shaped one's learning trajectory and professional identity. In 2004, Wenger reiterated, "communities of practice are groups of people who share a passion for something that they know how to do, and who interact regularly in order to learn how to do it better" (p. 2). He further pointed out that the social theory of learning should encompass four components (meaning, practice, community, and identity), which emphasize four aspects of learning: learning as experience, learning as doing, learning as belonging, and learning as becoming (Wenger, 1998, p. 5). These components provide a conceptual framework in analyzing learning through the angle of social participation.

Borrowing the theoretical aspects from education, sociology, and social theory, Wenger (1998) refined the CoP concept to focus on socialization/ learning and link it to an individual's identity development. "Identity" then is characterized as "a constant becoming" which defines people through their ways of participating and reifying themselves, shaping their community membership, formulating their learning trajectories, reconciling their identities,

and negotiating themselves to fit in a broader and more global discourse community (p. 149). With all these facets, identity and practice are suggested as the "mirror images of each other," (p. 149) and one "inherits the text" (p. 162) of the other. This concept explains that people in the same CoP construct their identities through taking part in and learning from the practices of that community. Wenger (1998) emphasized when people participate in a CoP, they acquire new knowledge and form new identities. With this view, he provided a further explanation of the identity concept:

> Because learning transforms who we are and what we can do, it is an experience of identity. It is not just an accumulation of skills and information, but a process of becoming – to become a certain person or, conversely, to avoid becoming a certain person. (p. 215)

Today, the CoP concept has been widely adopted in educational settings. For example, a course in which students with the same interest gather and learn from their instructor and other participants (classmates) can be viewed as a CoP. Rovai (2002) stated that "classroom community can be constitutively defined in terms of four dimensions: spirit, trust, interaction, and commonality of expectation and goals" (p. 4). In a classroom scenario, the common goal of its participants is learning. Also, Charalambos, Michalinos, and Chamberlain (2004) stated that a CoP is an environment where participants feel safe to share their opinions and ask questions freely. Other educational studies also focused on how people of similar concerns or interests came together to address their shared concerns, solve problems or improve their performance. In L2 language teaching/learning, Toohey (1998) and Morita (2004) both examined how their learners' identities were constructed through different classroom practices. Moreover, Kapucu, Arslan, Yuldashev, and Demiroz (2010)

studied the importance of peer interaction in higher education, and Guldberg (2010) examined the participants who undertook a professional development qualification in an online learning community, both through the lens of a CoP. Guldberg's (2010) observation showed "how students talked with other students about their practice and how they constructed meaning, using what they were learning with this learning community to apply to their work-based communities" (p. 171). As a framework of examining participants' learning in the specific setting, a CoP has been viewed as informative and useful.

When the concept of a CoP is applied to the participants in this study, it can be examined at two levels: the teacher-organized CoP and the teachers' own classrooms (their managed CoPs). First, this teacher-organized CoP functioned as a support group, a platform for the participating translation teachers to share their concerns in teaching and research and exchange thoughts for instruction and course management. This community brought the teachers mutual growth, enabling them to solve problems and share concerns.[2] Moreover, all the participating teachers' own classrooms became their managed CoPs and helped this study to investigate these teachers' identity development through the angles of identity-in-discourse and identity-in-practice.

Teacher-perceived Training Emphases in T&I Courses

As teachers' instructional focuses and course designs are often influenced by either their beliefs on how a course should be taught and what learners should gain from a course, or their institutional expectations on what a course should encompass, this section reviews some previous studies which aimed at understanding the instructional emphases of a T&I course. To begin with, Chang (2009) revealed that an increasing number of teachers in the Department of Foreign Languages viewed translation courses offered at the university level

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[2] This CoP provided a platform for both the pre-interviews and post-interviews.

as the beginning point for professional training of translation, deeming the improvement in students' language ability as a secondary goal or a by-product. In addition, Davis and Liao (2009) examined the teaching goals prioritized by interpreting teachers and summarized the four major goals in teaching interpreting: stimulating students' interests in learning interpretation, cultivating students' ability and confidence in communicating in different languages, teaching students to know how to switch between two different languages, and training students to be equipped with basic interpreting skills. With language ability and T&I competence constantly being listed as instructors' teaching/ training goals, Chang (2009) reminded the teaching community of translation of the blurred lines between pedagogical translation and translation pedagogy, in particular the unspecified positioning of translation courses. Leonardi (2010) elaborated on these two terms by adding "Confusion tends to be made, at times, between pedagogical translation and translation pedagogy. Whereas the former refers to translation as a valid teaching tool in foreign language learning the latter refers to the teaching of translation to train professionals" (p. 81). Chang (2009) pointed out that some teachers might design their courses as an extension for language training, while others might focus on cultivating students' basic translation competence and prepare them for further T&I training.

As translation courses are offered for English-majors and non-English majors at college as well as university levels, the identified, shared teaching goals may very well vary in different programs to bring further impacts in shaping translation teachers' instructional approaches. In the large-scaled study conducted by Chen, Lin, Peng, Lin, and Ho (2017), the researchers surveyed 146 T&I teachers regarding their views on course goals and instructional focuses of a T&I course. In the aspect of course goals, 69.9% of the 146 teachers ranked "training students' translation techniques" as the top priority,

but 44.5% chose "sharpening students' foreign language ability" as the first goal. Yet, in the aspect of instructional focuses, 63.7% of the surveyed teachers named "language ability" as their top focus and 61% ranked T&I techniques as the top focus in their course instruction. Clearly, among these teachers, some discrepancy seems to exist in their course goal interpretation and intended instructional emphases. Although these studies conducted in the past 10 years have aided the understanding of T&I teachers and their course instruction, a closer examination is much needed for gaining more insight and a more complete picture of translation teachers' identity development.

Identity-in-Discourse and Identity-in-Practice

One's identity can be understood from the stories he/she shares as well as the behaviors in which he/she engages. The reason educational research uses narrative as a way to examine identity development is that "humans are storytelling organisms who, individually and socially, lead storied lives" (Connelly & Clandinin, 1990, p. 2). These two researchers have used the expression of "stories to live by" to draw connections between narrative inquiry and teacher identity development (p. 4), for they believe teachers' stories bear the power to inform the field of how they made sense of their experiences and practices in classrooms. Such a notion is highlighted as identity-in-practice (Lave, 1996, p. 157; Wenger, 1998, p. 215).

For those researchers studying identity development, some have expressed that discourse plays a central role in the projection of a person's identities (Burgess & Ivanič, 2010; Gee, 2000), and others have stressed that self-narratives are both expressive of and constitutive of one's identity development (Bruner, 1990; Gergen, 1994; Josselson, 2004; Lave & Wenger, 1991; McAdams, 1985, 1996, 2001; McAdams & McLean, 2013; Pentland, 1999; Singer, 2004). To add onto that view, Beijaard, Meijer, and Verloop

(2004) have emphasized that "teachers engage in narrative 'theorizing' [their teaching practice]" (p. 121) through storytelling, and based on what they have understood from their teaching experiences, "teachers may further discover and shape their professional identity resulting in a new or different stories" (p. 121). On the evolving and integrating nature of a storied life, McLean, Pasupathi, and Pals (2007) stressed that, in the process of development, people's selves create stories, which in turn help people to create new selves. In addition, for the purpose of analyzing identities, Gee (2000) put forth a framework of four angles: nature-identity, institution-identity, discourse-identity and affinity-identity. For this study, the discussion scope will be limited to discourse-identity. In Gee's (2000) words, discourse-identity is "an individual trait recognized in the discourse/dialogue of/with 'rational' individuals" (p. 100). In other words, people's discourse can reveal their identities. Yet, one important note is that discourse and identity are not static but can change over time (Burgess & Ivanič, 2010).

As this study aims at examining the identity development of university teachers, the field should be reminded, "some aspects of teacher identity development might be different for university teachers since they have to combine the teaching role with other roles such as that of researcher or practitioner" (Van Lankveld et al., 2017, p. 326). This point is of great importance to the current study in that most translation teachers started out as translators and began their teaching careers after either accumulating years of field experience or obtaining a Master's or Ph.D. degree. For many of them, becoming translation teachers may represent completely different careers, and they have to learn to become teachers. Since teacher identity development is an on-going process in which teachers interpret and re-interpret who they are and who they would like to become (Beijaard et al., 2004), and one's identity is not stable or fixed but shifting, dynamic, and socially constructed (Rodgers &

Scott, 2008, p. 736), it becomes even more imperative for translation teachers to reflect on themselves as well as their classroom practices. Engaging in self-reflection can help translation teachers better understand their self-perceived identities, and examining their classroom practices will allow the teachers to further confirm their identities-in-practice.

Aimed at exploring translation teachers' identity development, this study sets two research questions:

1. What identities have emerged from the participants' own perceptions and evaluations as translation teachers?

2. Based on what these teachers do in their classrooms, what are the emerged and confirmed teacher identities of these participants? Are there any discrepancies in the teachers' perceived identities and practiced identities?

Study Design and Procedures

This section consists of four parts. First, the settings of the study focus on providing more detailed information about the participants in this study. Due to constraints in hiring practices, many translation teachers are Master's degree holders who are employed as part-time instructors. Naturally, the courses assigned to them and institutional expectations on them might be different from those for full-time translation teachers. Second, the participants' educational backgrounds are introduced, and their work experiences are provided. To understand these participants' identity development better, their personal experiences also play an important role. Third, the tools used for data collection are covered to shed light on their identities-in-discourse and identities-in-practice. Last, the part on data analysis explains how the collected data are analyzed, including the steps taken to establish identity categories and inter-coder reliability.

Settings

This study took place among a group of translation instructors from both public and private universities. Their individual departments cover both discipline-specific departments (e.g., the English Department or the Department of Foreign Languages and Applied Linguistics) and administrative divisions (e.g., the Language Center). For the participants in this study, one major difference is their students' learning backgrounds. When translation courses are offered at the discipline-specific departments, the target students are those majoring or minoring in English. However, when the same courses are offered by an administrative division, such as the Language Center, the target group covers the entire student body, meaning that students of all majors are allowed to take these courses. An observation offered by the participating teachers in this study is that, in the latter scenario, they face students with varying degrees of English competence. Consequently, when students with different English levels take translation courses, their challenges and difficulties naturally differ. This study aims to examine how these translation instructors with different backgrounds, employment statuses, and students may resemble or differ in their identity development.

Participants

This study involved 12 instructors who teach translation courses. Among the 12 participants, six of them are new to this teaching career albeit their accumulated experiences in this field. These six teachers are classified as novices because their teaching experience ranges from one to three years. At the time this study took place, the teachers were in their second and third years of teaching translation courses respectively. The remaining six were considered more experienced because they had been teaching for a much longer time,

ranging from five to seven years. All personal information, such as education, years of teaching, employment status (part-time or full-time), type of students (English majors or non-English majors), and years of field experience, is compiled in Table 1. Pseudo names are used for privacy concerns.

Table 1

Personal Information of Participants

Name	Education	Years of Teaching	Employment Status	Groups of Students	Years of Field Experience
Alice	Master's Degree in T&I	3	Part-time	English Majors	7
Betty	Ph.D. Degree in Linguistics	7	Full-time	English Majors	10
David	Ph.D. Degree in T&I	5.5	Full-time	English Majors	8
Eileen	Master's Degree in Translation	2	Full-time	English Majors & Non-English Majors	5
Fanny	Master's Degree in Translation	3.5	Part-time	English Majors	6
George	Master's Degree in Translation	2.5	Part-time	Non-English Majors	4.5
Helen	Master's Degree in Cultural Studies	4	Part-time	Non-English Majors	8
Jake	Ph.D. Degree in TESOL	1	Full-time	Non-English Majors	5.5
Maurine	Ph.D. Degree in T&I	6	Full-time	English Majors	10
Nathan	Master's Degree in Translation	5.5	Full-time	English Majors	7
Ruth	Master's Degree in Translation	3	Full-time	Non-English Majors	6
Stephan	Ph.D. Degree in T&I	3	Part-time	English Majors	7

From the demographic data listed in the above table, these participants can be roughly divided into two groups based on their educational backgrounds. Among the 12 participants, five hold a Ph.D. degree. Although the first glance of their educational backgrounds seemed to indicate that two of these participants separately received their Ph.D. degrees in TESOL and Linguistics, they both received a Master's degree in T&I. In other words, for these two participants, their Master's program training led to the assignment of translation courses. In addition, the other seven participants all received T&I training at the Master's degree level. The only exception is Helen whose degree was in Cultural Studies. Nevertheless, Helen's Master's program offered a track focusing on T&I, giving her the training to equip her to take on the role of a translation instructor. One similarity shared by all participants is that they started working as freelancers in the T&I field (mostly translation) while working on their Master's or Ph.D. degrees, a fact contributing to their accumulated years of field experience.

Data Collection Tools

This study makes use of several tools for data collection, including pre-interviews conducted in the teacher-formed CoP, taped class sessions on their instructional practices, and post-interviews for verifying and confirming their classroom practices. First, to understand how these participants viewed themselves as translation teachers, specifically, their classroom practices, covering the aspects of instruction delivery and skill training, interviews were conducted at the beginning of this study. As these teachers regularly met in their CoP, the interviews were arranged over a period of a semester.[3] The

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[3] The teachers in this CoP aimed to meet regularly to share their thoughts, challenges, and concerns about teaching and research. These teachers have come together based on their "joint enterprise" (the teaching of translation), "mutual engagement" (their desire to enhance teaching and research performance) and a "shared repertoire" (their expertise in this discipline) (Wenger, 1998, pp. 72-73).

interviews were guided by a list of questions (see Appendix A), focusing on these participants' self-concept as teachers, their perceived roles in students' learning, their instructional focuses and their assessment tools of students' performances. These teachers' responses gathered in the pre-interviews are further analyzed for a better understanding of their identities-in-discourse.

Second, to understand how teachers live out their identities, a good way is to examine how the teachers conduct their instruction. For this purpose, permission for recording their course instruction was obtained, and their class sessions were taped. Yet, for the reason of reducing interference in these instructors' classes, only two instructional sessions[4] (for each teacher) were taped. All video tapes were transcribed and double-checked by the researcher's two assistants. This step was to ensure the transcripts reflected both completeness and accuracy of the taped sessions. Then the researcher and another recruited coder closely examined the taped sessions for specific features that might help shed light on these participants' self-concepts and teacher identities. Afterwards, post-interviews were held for verification purposes. With every participant's help, the researcher was able to link the clarifications provided by the specific participant to the identified instructional elements in his/her taped sessions. With the iterated identities clarified by these participants, their identities-in-practice were established. With the belief that teachers constantly learn from how they instruct their classes, it is hoped that these teachers' identities-in-discourse and their identities-in-practice can help the participating translation instructors better understand themselves and their roles as teachers.

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[4] These sessions covered lesson delivery, assignment review, and feedback explanation.

Data Analysis

To understand how these participants viewed their roles in teaching translation, pre-interviews were held. The participating teachers came together to share in their CoP regarding what their self-perceived identity roles were in their individual classrooms. In these interviews, attention was given to guiding the participants to share their stories and experiences. A reminder about conducting a narrative analysis is that the researcher's main task is to interpret the stories shared by their targets (Riessman, 1993), to examine the targets' interpretation of their own stories/experiences (Bruner, 1990), and to probe into the meaning of each collected story (Franzosi, 1998). With these considerations, each participant in this study was asked to respond to the eight guided questions listed in Appendix A. The length of each interview ranged from 43 minutes to 56 minutes.

In this study, two coders analyzed the collected data (interview results and taped sessions). Both coders shared the same background in TESOL for their Master's degrees. For this study, coding took place in two phases: the pre-interview results and the taped session analyses. For the pre-interview result analysis, a set of four additional interviews was carried out with another two part-time and two full-time translation instructors. Their interview transcripts were read and content was closely examined for the purpose of establishing inter-coder reliability. When the two coders read the four transcripts, attention was given to both explicit and implicit references of one's associated teacher identities. Cohen (2008) explains that a speaker makes an explicit reference to link him/herself directly with a role identity. For instance, a speaker may use the expression such as "a teacher" or "when we teach" (p. 83). Moreover, an implicit reference is made when a speaker constructs his/her identity roles "without stating or naming them directly" (p. 83). The Krippendorff's alpha test

(Hayes & Krippendorff, 2007) was used to estimate the inter-coder reliability. In the preliminary analysis, the inter-coder reliability was quite satisfactory ($\alpha = .89$).

Furthermore, for the analysis of the taped sessions, the following steps were taken. First, with their TESOL training, both coders were able to identify instructional content/activities geared at enhancing learners' language ability. Second, as this study centered on translation teachers, the second coder was trained to identify instructional features closely related to translation training. Specifically, this coder shadowed two introductory translation courses (English-to-Chinese and Chinese-to-English) for gaining familiarity with translation techniques and related activities.[5] After that, both coders watched and reviewed the taped sessions of three additional translation teachers as part of the norming process. In this preparatory stage, the two coders carefully watched these three practice sessions, referred to the four organized categories, selected the target teacher-led activities or instructional features, and noted the points for clarification. The two coders compared/contrasted their analyzed results, discussed the disagreed features, and reached a consensus of how different features should be treated for categorization. For this norming process, the two coders reached an inter-coder reliability of .88.

After the establishment of inter-coder reliability, the data analyses of this study formally began. In the first part, all pre-interviews were transcribed by the researcher's assistants. Then the two coders began processing the transcripts of the 12 collected interviews. The transcripts were read at least three times by both coders. In the first round, attention was given to salient themes (Auerbach & Silverstein, 2003). With repeated reading, the salient themes identified in the transcripts were further put into four categories: teacher self-identification,

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[5] The second coder attended six sessions of these two introductory translation courses separately, a total of 24 hours of course observation.

teachers' course expectations, course assignments, and students' performance assessment. For the transcript analysis of the 12 collected interviews, the inter-coder reliability level was established at .91. The identities expressed by these participants were treated as their identities-in-discourse (see Table 2).

In the second part, for the 24 taped sessions, the coders paid attention to the activities conducted in each classroom scenario. Each teacher-initiated and teacher-led activity was reviewed and categorized according to its purpose in course instruction. For example, when a teacher conducted an assignment review, his/her attempt in presenting different translation versions collected from students' assignments was classified as "comparison" if the teacher's effort was given to comparing the word choices, grammar mechanics, or phrases used in the renditions. Another instance is a mini-lesson on grammar if a teacher made the attempt of carrying out a lengthier[6] explanation on a grammar point. The rationale is that how a teacher structures his/her class periods, including in-class exercises/activities, the review of assignment(s), the use of peer editing, and/or the explanation of homework, sheds light on the teacher's beliefs in how a translation course should be structured. The coder-observed instructional details were listed in the sequence of frequency,[7] together with the underlined corresponding identities. For the analysis of these 24 taped sessions, the inter-coder reliability reached .92. Furthermore, the coders noted the features that required clarifications in the post-interviews.

Then post-interviews were carried out to cover two parts: the verification of analyzed results from the taped sessions, and the further reflection and clarification expressed by the teachers. During the post-interviews, the

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[6] When an explanation on a grammar point was longer than one minute or was given with elaborated illustrations (like a timeline illustration for verb tense), it would be viewed as a mini-lesson on grammar.

[7] For example, in the two taped sessions of the same instructor, when the instructor presented two mini-lessons on grammar, the coders concluded the count as "2."

researcher sat down with the participating teachers one by one to clarify and confirm the nature of the observed/identified classroom activities. Several participating teachers also supplemented some identity explanations (the non-underlined ones in Table 3) to the identified/tallied role identities. Table 3 is a list of the verified instructional focuses and activities from the taped sessions, together with the confirmed identities-in-practice.

Findings and Discussions

The findings from the pre-interviews, taped class sessions, and post-interviews have pointed out several characteristics pertinent to identity development of the participating translation teachers. This section will be organized according to the two research questions. First, in their self-reflection, what identities have emerged from the participants' own perceptions as translation teachers? Second, based on their teaching practices (what they do in their classes, their CoPs), what are the emerged and confirmed teacher identities of these participants?

Results from the Pre-Interviews

The features that stood out in the transcripts of the pre-interviews were compiled into Table 2. In the table below, these teachers' self-perceived identities are arranged in the sequence of frequencies mentioned in their interviews. When the 12 participants are compared against one another, three factors seem to bear certain impacts on these teachers' self-perceived identities. The three sets of factors include the teachers' educational backgrounds and the length of their teaching careers, their target students, and their employment status (part-time or full-time). The impacts of these factors are directly reflected on how these teachers prioritize their identity roles as translation teachers.

Table 2

Identities Concluded in the Interview Transcripts

Name	Participants' Self-perceived Identities
Alice	grammar teacher, evaluator (accuracy), language teacher, observer, manager
Betty	skill trainer, content teacher, language teacher, evaluator (language equivalence/functional equivalence), manager, presenter, grammar teacher
David	skill trainer, language teacher, content teacher, evaluator, presenter, manager
Eileen	observer, grammar teacher, evaluator, language teacher
Fanny	language teacher, evaluator, communicator, presenter, grammar teacher
George	grammar teacher, presenter, language teacher, evaluator
Helen	communicator, presenter, grammar teacher, language teacher, evaluator
Jake	presenter, grammar teacher, language teacher, evaluator
Maurine	skill trainer, content teacher, language teacher, manager, grammar teacher, evaluator (language equivalence/functional equivalence)
Nathan	skill trainer, evaluator (completeness/accuracy), language teacher, grammar teacher
Ruth	presenter, communicator, language teacher, grammar teacher, evaluator
Stephan	content teacher, skill trainer, language teacher, presenter, evaluator

The first factor is their previous training, mainly their Master's or Ph.D. studies, and the length of their teaching careers. More specifically, among these 12 participants, those[8] who hold a Ph.D. degree or who have been teaching for more than five years tend to emphasize a translation teacher's roles in skill training, content knowledge building, and language skill enhancement. Taking Betty for example, she viewed herself mostly as "a skill trainer," "a content

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[8] The participants who belong to this category are Betty, David, Maurine, Nathan, and Stephan (with the exception of Jake).

teacher," and "a language teacher" in her course instruction. In an excerpt taken from her pre-interview, these identities came out the strongest:

> I think my primary responsibility is to train my students so they will be able to acquire the skills required for a good translator. That is why, in the course design, I start out with translation techniques. Students need to acquire the techniques or skills necessary for them to work independently to produce the texts that demonstrate functional equivalence between the two involved languages.

Such a viewpoint is shared by four other teachers. To support this observation, several teachers' answers to the first and second guided questions are listed as follows:

> From the students' sophomore year, they start to take translation courses. For me, my main role is to train them to work with texts of different genres and equip them with the content knowledge required to complete the translation assignments. . . . I value faithfulness . . . and appropriate language use from the SL to the TL. (Maurine)

> I was taught that translation should be viewed as a craft that requires much practice. . . . My instruction emphasizes techniques; I challenge my students to apply the techniques they have learned to the assignments. From their assignments, I would be able to know whether the students have understood certain translation techniques and whether their translated texts have demonstrated their skill acquisition. (David)

> I have been teaching for more than five years. . . . My students learn best from the "practice-feedback" approach. There is no secret about how a person becomes a good translator. The answer is through practice, a lot of practice. Yet, practice will not be effective without the feedback from a teacher. Translation teachers are more like masters who train their apprentices. (Nathan)

For these five participants, institutional expectations also play an influential role. All of them instruct the students who are English majors, a condition that places more emphasis on building students' language proficiency and competence. According to Maurine, Betty and David, many of their students aspired to become translators or even interpreters after graduation. With such a career plan, the students often took the initiative to seek feedback from their translation teachers, becoming another force to influence some teachers' identity development. A tentative conclusion that can thus be drawn is that these teachers' own teaching beliefs, the institutional expectations, and their students' learning needs have converged to shape the identities highlighted above.

The second factor affecting some teachers' self-perceived identities seems to be related to the nature of their students. Among these 12 participants, five of them (Eileen, George, Helen, Jake, and Ruth) taught translation to non-English majors. A closer observation of these teachers' self-observed identities has revealed that they have prioritized their roles differently. In the interviews, these participants explained that when teaching non-English majors, they often encountered the difficulty brought by the students' English competence levels:

> When a class is made up by students with varying degrees of English proficiency, it becomes more difficult to stay on the track of "teaching

translation." As a teacher, I have prepared my lesson plans, but I have to pay close attention to my students' understanding level. If they cannot grasp the taught concepts, I have to come up with mini activities or lesson plans to help them grasp those concepts. (Eileen)

When I teach, I often monitor myself in the way I present the learning materials. I am aware that their English proficiency levels vary quite significantly. . . . In my university, the translation courses are offered without any prerequisite. What I have learned is always to have some visuals, mostly the use of PowerPoint files, to help me with course material presentation. (Jake)

Another three teachers have also chosen "presenter" or "communicator" as their main role apart from the identities as a language teacher or a grammar teacher. Yet, two teachers (Helen and Ruth) explained their views on these roles in a different way:

I always want my students to pay attention to the cultural differences in how people express themselves and how people make use of languages to communicate their thoughts. It takes good communication skills and effective presentation to convey the learning materials clearly to students. No matter whether it is grammar, language expressions/ phrases or translation concepts, communication and presentation skills are imperative to the success of a lesson plan. (Helen)

I focus on the ability to explain things well. My job is to help my students understand translation concepts and techniques. . . . Many non-English majors want to learn translation but are concerned that they cannot grasp the concepts. They think translation is hard. In my class,

I encourage my students to ask questions, and I strive to present the course materials in a lucid, clear way. . . . I do not favor one rendition over another but I do explain why one might be better than the other. (Ruth)

The third factor impacting these teachers' self-perceived identities is the basic element in producing a piece of good translation, one's language competence. A student's language proficiency can be observed in his/her ability to use the correct diction and grammar mechanics:

When I teach translation, I focus on teaching my students what they need to produce a good piece of translation. Usually, this means that the students need to have a good understanding of the original texts, know the right words/phrases to use, and have the awareness of the conventions in the target language. (Alice)

For the participating teachers, their own training backgrounds, the length of their teaching careers, their target students, and their emphasis on learners' language skills have all shaped their identities. Through the interviews, these teachers recollected their teaching experiences, reflected on their teaching practices, and told their stories of what kinds of translation teachers they were. Through their words, their descriptions, and their discourses, their identities are delineated.

Results from the Taped Sessions and Post-Interviews

The second focus of this study was to observe how these translation teachers acted in their classroom practices. In other words, do they practice their beliefs? Ideally, teachers, like people in any other professions, hold certain expectations for their career selves. However, what these teachers carry out

in their day-to-day teaching situations can inform the teachers of their true identities-in-practice. In Table 3, the coder-identified instructional focuses/ activities were tallied, and the corresponding identities were underlined in parentheses. Moreover, the participant-supplemented identities are added and shown without an underline. For instance, some teachers stressed that the chosen grammar points in the mini-lessons had to be clearly presented and explained for students to understand the concepts. In their words, communicative skills became very important because such skills directly affected how they helped students grasp the desired concepts. Words that convey the meaning of explanation, such as communicate, illustrate, describe, and depict, were used by several teachers (see the added, non-underlined identities). A teacher's communicative competence plays a crucial role in specific instructional activities, like comparing different translation renditions and commenting on inaccurate renditions. Four teachers, including Betty, David, Maurine, and Nathan, highlighted the importance of this quality in a translation teacher. Equally important is a teacher's ability to present the learning materials, for example, the differences in two or more versions of a translated text.

In addition, although several teachers conducted peer-editing discussions, the teachers played varying roles in this activity. Some were more active, as mangers, while others were more passive, as observers. Two determining factors for teachers to take on these two roles were class size and target students. Among the five teachers who held this activity, those working with non-English majors tended to have larger classes (more than 40 students), whereas those working with English majors had relatively smaller classes (20-30 students). According to Eileen and George, they also used this discussion activity to encourage their students' participation and engagement in class, for a translation course is often more difficult for non-English majors.

Table 3

Verified Instructional Focuses and Activities in Classrooms

Name	Tasks, Assignments, and Activities in the Taped Sessions
Alice	• Twelve (12) explanations on grammar use (grammar teacher) • Ten (10) references to accuracy in expressions (evaluator) • Five (5) mini-lessons on grammar (grammar teacher, presenter) • Three (3) peer discussions (manager)
Betty	• Twenty-five (25) references in comparing translation renditions (evaluator, skill trainer, presenter, communicator) • Eighteen (18) suggestions in applying different translation techniques (skill trainer, evaluator) • Seventeen (17) explanations on word usage/nuance (language teacher, evaluator, skill trainer, communicator) • Seventeen (17) comments on inaccurate renditions (evaluator, presenter, communicator) • Thirteen (13) explanations on grammar[9] (language teacher, skill trainer, communicator, presenter) • Five (5) explanations on content-related concepts (content teacher, presenter)
David	• Twenty (20) references in comparing translation renditions (evaluator, skill trainer, communicator) • Sixteen (16) explanations on word usage/nuance (language teacher, evaluator, skill trainer) • Fourteen (14) comments on inaccurate renditions (evaluator, communicator) • Thirteen (13) suggestions in applying different translation techniques (skill trainer, evaluator) • Three (3) mini-lessons on content knowledge (content teacher) • Three (3) short peer-editing discussions (manager)

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[9] When Betty explained grammar, she usually compared how different grammar use might impact the sentence meanings. For example, she often (more than 10 times) addressed how tense, especially present tense and past tense, could impact the meaning of a sentence.

Table 3

Verified Instructional Focuses and Activities in Classrooms (continued)

Name	Tasks, Assignments, and Activities in the Taped Sessions
Eileen	● Nineteen (19) comments on inaccurate renditions (<u>evaluator</u>, presenter) ● Twelve (12) references in comparing translation renditions (<u>evaluator</u>, <u>skill trainer</u>) ● Ten (10) mini-lessons on grammar (<u>grammar teacher</u>, <u>language teacher</u>, <u>presenter</u>, communicator) ● Three (3) short peer-editing discussions (<u>observer</u>, <u>manager</u>)
Fanny	● Sixteen (16) explanations on grammar use (<u>grammar teacher</u>, communicator) ● Eleven (11) references to inaccuracy in expressions (<u>communicator</u>, <u>language teacher</u>, <u>evaluator</u>) ● Four (4) mini-lessons on grammar (<u>grammar teacher</u>, <u>presenter</u>) ● Three (3) mini peer discussions (<u>observer</u>, <u>manager</u>)
George	● Twenty (20) references in comparing translation renditions (<u>evaluator</u>, <u>presenter</u>) ● Twenty (20) question-answer turns in addressing students' questions (<u>language teacher</u>, presenter) ● Four (4) mini peer discussions on translation renditions (observer)
Helen	● Thirty-two (32) references in comparing translation renditions (<u>evaluator</u>, presenter) ● Twelve (12) mini peer discussions on comparing translation renditions (observer) ● Nine (9) question-answer turns in addressing students' questions (<u>language teacher</u>, presenter, communicator) ● Four (4) mini peer discussions on translation renditions (observer) ● Three (3) mini-lessons on grammar (<u>grammar teacher</u>, <u>language teacher</u>, <u>presenter</u>)

Table 3

Verified Instructional Focuses and Activities in Classrooms (continued)

Name	Tasks, Assignments, and Activities in the Taped Sessions
Jake	● Twenty-three (23) references in comparing/contrasting translation renditions (<u>evaluator</u>, presenter) ● Eleven (11) explanations on vocabulary usage (<u>language teacher</u>) ● Six (6) worksheets on mini-lessons of grammar (<u>grammar teacher</u>)
Maurine	● Twenty-two (22) references in comparing translation renditions (<u>evaluator</u>, <u>skill trainer</u>, communicator) ● Nineteen (19) suggestions in applying different translation techniques (<u>skill trainer</u>, <u>evaluator</u>) ● Fifteen (15) explanations on word usage/nuance (<u>language teacher</u>, <u>evaluator</u>, <u>skill trainer</u>, communicator) ● Fifteen (15) comments on inaccurate renditions (<u>evaluator</u>, communicator) ● Six (6) explanations on grammar[10] (<u>language teacher</u>, <u>skill trainer</u>, communicator) ● Three (2) explanations on content-related concepts (<u>content teacher</u>)
Nathan	● Sixteen (16) references in comparing translation renditions (<u>evaluator</u>, <u>skill trainer</u>, communicator) ● Fourteen (14) explanations on word usage/nuance (<u>language teacher</u>, <u>evaluator</u>, <u>skill trainer</u>) ● Twelve (12) suggestions in applying different translation techniques (<u>skill trainer</u>, <u>evaluator</u>) ● Eight (8) comments on inaccurate renditions (<u>evaluator</u>, communicator) ● Six (6) explanations on grammar (<u>language teacher</u>, <u>skill trainer</u>, communicator)

(continued)

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[10] In Maurine's class, she also compared/contrasted how different grammar usage might influence the sentence meanings. For instance, Maurine addressed how the uses of past perfect tense and past tense in combination with another past tense were different in sentence meaning.

Table 3

Verified Instructional Focuses and Activities in Classrooms (continued)

Name	Tasks, Assignments, and Activities in the Taped Sessions
Ruth	● Eight (8) references in comparing[11] translation renditions (<u>evaluator</u>, <u>presenter</u>) ● Four (4) explanations on word usage/nuance (<u>language teacher</u>) ● Four (4) comments on inaccurate renditions (<u>evaluator</u>)
Stephan	● Fourteen (14) references in comparing translation renditions (<u>evaluator</u>, <u>skill trainer</u>, communicator) ● Eleven (11) suggestions in applying different translation techniques (<u>skill trainer</u>, <u>evaluator</u>) ● Ten (10) explanations on word usage/nuance (<u>language teacher</u>, <u>evaluator</u>, <u>skill trainer</u>) ● Eight (8) comments on inaccurate renditions (<u>evaluator</u>) ● Four (4) explanations on grammar (<u>language teacher</u>, <u>skill trainer</u>, <u>presenter</u>)

Note. The underlined identities are concluded by the coders, whereas the non-underlined identities are supplemented by the participants in their post-interviews.

When the participating teachers learned about their identity development from the taped session analysis, they were asked to reflect on their translation instruction. Only two questions were asked (see Appendix B). With the input from the participants, the following two identity positions were confirmed: (a) language teacher identity, and (b) translation (or T&I) teacher identity. Each of these identities was established based on how the teachers gave instructions to meet the learning needs of their students. Furthermore, as the teachers organized their instructional time to cover different learning activities, their practices (either pedagogical translation or translation pedagogy) became identifiable. Yet, for most participants, these two identities are not completely excluded but often overlapped.

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[11] In Ruth's comparison of translation renditions, she did not go into much comparison; rather, her purpose was more on presenting different versions of translated texts to her students.

Language teacher identity. Although the taped sessions were all with a focus on translation instruction, many of the activities were confirmed as language-oriented activities (including grammar exercises and explanations), pointing to the teacher's identity as a language teacher. This result is explained and supported by the instructional focuses of several teachers. A common view shared by these teachers pointed to the fact that the students were quite weak in their language proficiency. The following excerpt is taken from George's post-interview:

> Students often think that Mandarin Chinese is their mother tongue, so translating from English to Chinese should be quite easy. . . . However, students today are influenced heavily by the Internet language, which is characterized by short, choppy, and ungrammatical expressions. When they translate from English into Chinese, such problems often surface in their works, making teaching them the languages a necessary part of course instruction.

Another teacher, Fanny, also elaborated on her difficulty in teaching Chinese-to-English translation. The main difficulty is that "a translation exercise often requires one or two mini-lessons on grammar." Many students fail to understand the differences between similar words/expressions, such as "revise" and "modify" or "used to" and "be used to." When such expressions are used in a piece of translation, "it becomes impossible to focus on teaching translation, for actions must be taken to address the students' weakness in diction and grammar mechanics first."

In the capacity of a language/grammar teacher, these teachers attributed such a teaching focus to institutional practice as well. In Eileen's and Jake's universities, translation courses are offered to non-English majors. For

the Chinese-to-English translation courses, the university does not set any prerequisite, meaning there is no way to align the students' English proficiency levels in any way. Although the students might have the motivation to learn translation, the simple fact of varying English proficiency levels can evolve into a big force in course instruction. In Jake's words, "I come from the TESOL background and am ready for teaching non-English majors. I didn't expect to teach translation despite having a Master's degree in this discipline. Maybe that's why I pay more attention to language instruction, especially grammar." The same stance was shared by Helen who confirmed that a good portion of her instructional time was allotted to group work and peer editing: "I believe that many ideas often come out in discussion. Students should be encouraged to work with and learn from one another." She also added, "I always have one or two activities in each class period. I think, subconsciously, I associate this way of arranging a class with classroom management. Students are less likely to become distracted if they participate in a discussion."

Another observation is obtained from how some teachers arranged their course tasks and assignments. Among the participating teachers, five of them spent half of their semesters training students to translate sentences.[12] Because the translation tasks were mostly short sentences, class time was allotted as exercise time. "The students tend to understand and remember the translation techniques or sentence patterns better when they are asked to apply what they have learned immediately to the exercise," said George. Ruth shared the same practice but added, "for non-English majors who came from different departments, the students often just 'give' two hours a week for learning translation. Asking them to complete a paragraph-translation task has backfired on me before." Therefore, for these teachers, their instructional practices

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[12] In these teachers' taped sessions, their assignments were all on sentence translation. Later, in the post-interviews, these teachers shared that they spent 2/3 of a semester on translating sentences (rather than chunks of texts).

required them to focus more on the identities of a language teacher (often a grammar teacher) as well as an evaluator of language use.

Translation (or T&I) teacher identity. Different from the teachers who demonstrated a strong language teacher identity, the teachers with a strong translation teacher identity are distinct in their classroom practices and assignment tasks. For one thing, six teachers insisted that translation exercises should be take-home assignments; consequently, the students in their classes rarely completed translation tasks in class.[13] Instead, most of the class time was dedicated to evaluating teacher-chosen translated works or reviewing assignments and feedback. Three teachers (Maurine, Stephan, and Nathan) especially emphasized that the students must cultivate the ability to discern the characteristics of good translation works:

> The students in my class are put into groups and asked to give presentations in class. That task required the students to apply the learned translation techniques to analyze what made a piece of translation a successful or a failed work. As future translators, they need to be trained to have sharp eyes, understanding what the market is looking for and what is expected of them. (Maurine)

> I allot class time to the review of the students' translation assignments. . . . I would read through their assignments beforehand and provide feedback so when we conduct the assignment review in class, the students would be able to compare their translated texts. Through the review, the students are expected to know their own strengths and weaknesses. (Stephan)

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[13] These teachers explained that they only asked the students to translate short sentences at the beginning of a translation course when the focus was still on the acquisition of basic translation techniques.

For my students, the strict training of accuracy in translation rendition is the most important part of their learning. As a future professional working with both languages, Mandarin Chinese and English, the students have to strike a balance between literal translation and functional equivalence. They need to have a very good command of both languages, having the ability to produce translated texts at a higher level of proficiency. (Nathan)

Other teachers with a strong translation teacher identity put the instructional emphasis on feedback and revision. Providing feedback, as a form of evaluating students' translation skills, is viewed as an important component for a translation teacher. In this sense, the identity of an evaluator and the identity of a skill trainer are closely connected:

Once the students have acquired all the basic translation techniques, they start translating a short article on a weekly basis. As the field practice allows a translator time for producing a piece of translation, students are asked to complete their translation assignments at home. When they come to class, they come to learn and be trained to become future translators. My role is to evaluate them so their renditions can become better and better. (Betty)

I view translation as a craft which requires a lot of effort from anyone who wants to master this discipline. Therefore, I believe my job as a translation teacher is to hone my students' skills in translating different texts. More importantly, students need to sharpen their skills in providing the rendition with good word choices and expressions. (Maurine)

For two of the participating teachers, their adherence to the identity of a translation teacher comes from their perception of viewing themselves as a translation teacher rather than a language teacher. David explains "My department offers other courses to help students sharpen their language skills." Consequently, "only when some students share the same difficulty on certain grammar use or language expressions, will I use class time to give mini-lessons," he added. For David, he clarified his use of class time by saying "My class time is often allotted to studying translated works, especially the features that make them successful translation works." Another teacher, Nathan, shared a similar stance:

> Class time is dedicated to sharpening students' translation skills, and reviewing one's translation performance provides one the best way to recall, understand and reflect on how the translation piece can be improved. Moreover, these students have to develop the accuracy and precision in the use of words.

Besides skills, content knowledge plays a key role in the development of a student-translator. Consequently, several teachers' class time was allotted to build students' content knowledge in certain topics. Commenting on this instructional feature, Nathan stressed the importance of content knowledge in the following excerpt:

> Most students majoring in English can only be described as limited in their knowledge pertinent to, practically, every field. As a result, the acquisition of content knowledge becomes a must for them. In the taped session, I was lecturing on the latest development in the medical findings about the negative effects of electromagnetic waves. That short

25-minute lecture was to lay a foundation for an assignment on the prevalence of cellphone use.

Clearly, for the teachers with a strong translation teacher identity, their classroom practices are shaped by their self-perceived identity as a skill trainer and the quality that a translator should have. With this predominant role, their instructional focus is placed on training students to discern the weaknesses and strengths in the chosen works, produce good translation works, and develop understanding of their own works. A student learning translation, in their eyes, should be able to work independently (as in doing take-home assignments by him/herself at home), have good maneuver of both languages, and be equipped with good translation skills. Moreover, these teachers value the effects of regular training, resulting in their practice of asking the students to complete translation homework regularly. In addition, helping students develop the competency in translation involves helping them acquire content knowledge. This feature was observed in all six teachers who displayed a strong identity of a translation teacher.

Conclusions, Limitations and Directions for Future Studies

Several findings analyzed from the data collected from these participating teachers have offered help in understanding the identity development of these translation teachers. First of all, translation teachers, based on their different educational backgrounds, lengths of teaching careers, student groups, and employment statuses, demonstrate a spectrum of identities, covering common identities shared by most teachers as well as specific identities of a language teacher and a translation teacher. Previously, the terms, pedagogical translation and translation pedagogy, were used to contrast the differences in teaching

goals and instructional emphases for teachers adopting these two approaches (Chang, 2009). It can be inferred that, with different teaching orientations, the teachers naturally take on different roles and develop corresponding identities.

This study aimed at exploring how the 12 teachers, in their assigned CoPs (their classrooms), developed and shaped their translation teacher identities and examined their identity development from two lenses: identities-in-discourse and identities-in-practice. To begin with, in the aspect of identities-in-discourse, there is already a small divide between the emphases of skill acquisition and effective teaching. The former stresses the identities of a skill trainer and a content teacher, which corresponds to the teaching emphasis of translation pedagogy, while the latter focuses on a translation teacher's role in presenting materials and communicating course content to help students learn how to translate, which meets the description of pedagogical translation.

Moreover, all teachers have perceived that they took on the identities of a language teacher and a grammar teacher. Such a perception stems from internal and external factors. Internally, how a teacher is trained, especially in his/her Master's or Ph.D. program, impacts this teacher's identity development. More specifically, those participants with a Ph.D. degree seem to share a similar stance in viewing themselves as skill trainers. For most teachers who have taught translation for a long time (three to seven years), they tend to ascribe to this stance (a skill trainer) as well. Externally, the teachers encountered different groups of students, both English majors and non-English majors. The two groups of students demonstrated different levels of English proficiency, further impacting the teachers' instructional focuses. Also, unlike non-English majors, the English majors usually take translation courses with the plan of advancing to interpretation courses. Naturally, such a program design exerts certain influences on how much a translation teacher expects of him/herself as well as his/her students.

In the aspect of identities-in-practice, the taped sessions revealed the classroom practices of these participating teachers who helped confirm the two major identity positions held by these teachers: a language teacher and a translation teacher. From their class time allotment, translation tasks/ assignments, and class activities, the teachers who held a strong identity as language teacher focused more on cultivating students' language proficiency. In the classes where the students were non-English majors, the instruction on grammar and language played a key role in the teachers' instructional practices. Some teachers opted for assigning sentence translation to ensure students' learning outcomes. For those holding a strong identity as a translation teacher, their instructional emphases were placed on training the students and sharpening their skills. To reach these goals, training students to acquire content knowledge, work independently on their translation assignments, and develop their ability in discerning the quality of a piece of translation became the common features in their instructional practices.

These findings have added more understanding to the identity development of translation teachers. For many who have viewed translation as a separate discipline from the regular components of language learning (reading, writing, speaking, and listening), this study hopes to contribute to the field of teacher development. As teachers bring their identities into classrooms to embody what they believe in their instructional focuses, the understanding of what impacts a teacher's identity development becomes essential to his/ her success in that capacity. The results of this study are significant in three aspects. First, for translation teachers, this study provides them a way to conduct retrospect on their teaching, knowing that much of what they have accumulated in the past can exert influence on their present and future as translation teachers. Second, the findings from this study can be taken as references for those departments or academic divisions that offer translation

courses. Institutional practices, ranging from offering a translation course without any prerequisite to trying to set some criteria for students interested in taking such a course, can be examined further for students' effective learning outcomes. Third, this study only became possible thanks to these translation teachers' CoP. This community offers the teachers a place for mutual growth and support. The findings from this study hope to offer a source for the teachers to continue seeking the betterment of their translation instruction.

Despite the insight gained from this study, there are still some limitations. First, this study was conducted among 12 teachers, including part-time and full-time teachers who taught English majors and non-English majors. The number of participants was low due to the total members in the CoP. One direction for future study is to conduct the research on participants with a more equal background, especially on their employment status (part-time versus full-time) and their lengths of teaching careers (experienced teachers versus novice teachers). Second, the taped sessions were limited to two in order to keep potential interference to the minimum. However, to gain a better understanding of a teacher's identity development through his/her practice, future studies may design different ways to lengthen the observation period for gaining more insight of a teacher's identities-in-practice. Last, as Van Lankveld et al. (2017) have concluded, teachers in university settings made their transition either from field professionals or from Ph.D. students to university teachers. Both encounter specific difficulties. The former often find themselves more strongly identified with their former professions, whereas the latter tend to identify with their disciplines more. Yet, these researchers remind the field that more studies on the identity development of university teachers should be encouraged.

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Appendix A

Pre-interview Questions

1. How do you see yourself as a translation teacher in terms of your role in students' learning of translation?

2. As a translation teacher, what are your instructional focuses? (content knowledge, grammar accuracy, rhetoric, or other emphasis)

3. Are the focuses different when you teach English-to-Chinese or Chinese-to-English translation courses?

4. Which direction of translation, from Chinese to English or from English to Chinese, do you usually teach?

5. What kinds of assignments do you give your students and the rationale for such assignments?

6. What kind of feedback method do you adopt in your course instruction? How do you provide feedback to students' translation renditions?

7. What assessment tools do you employ for evaluating your students' learning? (quiz, exam, report, presentation, or others)

8. With what criteria do you evaluate your own teaching effectiveness?

Appendix B

Post-interview Questions

1. Based on the observed results gathered from your taped sessions and our CoP discussion on pedagogical translation and translation pedagogy, how do you position yourself in such a spectrum? Explain.

2. When you reflect on your translation teacher identity development, which factors have influenced your classroom instruction or the way you teach translation?