Investigating the Presence of Reflective Practice in Translator and Interpreter Training

تحري استخدام الممارسة التأملية في تكوين المترجم والترجمان

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Abstract:

The study sought to investigate the presence of reflective practice in the translation and interpreting classroom. Reflective Practice is regarded as a highly effective metacognitive strategy used to improve the learning experience significantly. A survey research was conducted with 72 participants from the Translation Institute of Oran (Algeria), with the aim of researching the extent to which reflective practice is used in the translation and interpreting classroom. The results revealed a scarce and unstructured use of reflection and self-examination in the classroom both on students and teachers' parts. The findings of the study highlight the importance of fostering a learning environment where metacognition is implemented and encouraged while also pointing towards the need to present teachers with training opportunities in relevant didactic approaches that make use of metacognitive strategies, such as reflective practice.

Keywords: Reflective Practice; Translator and Interpreter Training; Metacognition; Didactics of Translation, Experiential Learning.

ملخص:

سعت الدراسة إلى التحقق من مدى توظيف الممارسة التأملية في أقسام الترجمة التحريرية والشفهية. تعتبر الممارسة التأملية استراتيجية ما وراء معرفية فعالة للغاية، والتي تعمل على تحسين عملية التعلم بشكل كبير. تم إجراء بحث استقصائي مع 72 مشاركًا من معهد الترجمة بوهران (الجزائر)، بهدف بحث مدى اللجوء إلى استخدام الممارسة التأملية في تدريس الترجمة التحريرية والشفوية. أظهرت النتائج أن التشجيع على التأمل الذاتي من طرف الأساتذة لا يتم بالشكل الكاف، كما أبانت في نفس الوقت عن استخدام سطحي للممارسة التأملية من طرف الطلبة، مما يستدعي مزيدا من البحث في هذا النوع من المقاربات وتعزيزها. تسلط نتائج الدراسة الضوء على أهمية تعزيز بيئة تعلمية قائمة على مفاهيم ما وراء المعرفة، مع الإشارة إلى الحاجة إلى تزويد المعلمين بفرص تدريبية في الأساليب التعليمية ذات الصلة والتي تستخدم استراتيجيات ما وراء معرفية مثل الممارسة التأملية.

كلمات مفتاحية: الممارسة التأملية، تكوين المترجم والترجمان، ما وراء المعرفة، تعليمية الترجمة، التعلم التجريبي.

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1. Introduction

In today's didactics, where teaching and learning theories and practices witness a shift from a teacher-centered approach in favor of a learner-centered one, more research and work are put towards implicating students in their learning process, especially in task-based courses and professional training programs. New developments aimed towards promoting effective teaching and learning, particularly in language education, are constantly being tested out and put forward, the incorporation of action research and reflective practice in language classes being one example of that.

However, endeavors to apply the same approach to Translation Studies are fewer and harder to implement in comparison, and this is partly due to the recent status of TS as a standing discipline, which had, for many decades, been attributed a lowly position compared to other fields of study, such as Applied Linguistics (Hatim, 2013) and was mainly referred to within the context of linguistics and foreign language teaching. "For years, the practice of translation was considered to be derivative and secondary, an attitude that inevitably devalued any academic study of the activity" (Munday, 2001, p.14). Additionally, a great number of teaching theories and methods in translation and interpreting education in the second half of the 20th Century were the result of practitioners' self-reflection and personal experiences, more significantly regarding interpreter training (Seleskovitch & Lederer, 1989; Pochhacker, 1995; Gile, 2001; Xiao & Muñoz, 2020).

The objective of this study is to investigate whether or not reflective practice (hereinafter referred to as RP) is present in the translation and interpreting classroom, and to examine the extent to which it is used by students and teachers.

In order to meet the objectives of the study, the following research questions were formulated:
- To what extent do teachers prompt the use of Reflective Practice in the translation and interpreting classroom?
- To what extent do translation and interpreting students exercise Reflective Practice?

2. Theory vs. Practice in Translation and Interpreting Studies

The aforementioned dynamic geared towards establishing a discipline in its own right managed to create a debate on which foundations should Translation Studies be built on, and the Leipzig school (adopting a linguistic approach with a focus on the **product** and an emphasis on translation as a *linguistic* activity) and the Paris school (embracing a psychological approach with emphasis on the **process** and taking more interest in interpreting as a *communicative* activity) were notoriously famous for paving the way for new ideas in translation and interpreting research (Muñoz Martín, 2016).

Ultimately, this growing interest from different parts of the scientific community, including researchers from applied linguistics, psychology, cognitive science and even

computer science, caused friction between researchers who became interested in the theorization of the field, and practitioners who could not see how it would translate into realistic actions on the field. Since then, various works were published and collaborations made in an attempt to reconcile the two parties and join efforts for the sole purpose of establishing a common ground that would allow for a systematic study of the discipline while simultaneously trying to unveil the peculiar intricacies of the profession which translators and interpreters experience first-hand. Such works include the exchanges between Andrew Chesterman (representing researchers and theoreticians) and Emma Wagner (representing professionals), which were later on published in a book titled *Can Theory Help Translators? A Dialogue between the Ivory Tower and the Wordface* (2002). Other works of reference include books and published papers by Hatim & Mason (1990), Gile (2003) and Shlesinger (2009) to name a few. These joined efforts helped put forward more studies and conceptual models in the field of translation in relation to other disciplines. In interpreting studies, interpreters who engaged in interpreting research and helped shed more light on the practice and its challenges came to be known as *practisearchers*. (Setton & Dawrant, 2016)

As a result, TS was able to expand the scope of translation research beyond the linguistic sphere, and Holmes's Map was further developed to include more areas and sub-categories. Among these was the emergence of *Cognitive Translation and Interpreting Studies* (CTIS) (Xiao & Muñoz, 2020). Resorting to a cognitive approach when dealing with translation and interpreting proved to play an important role in better understanding the mechanisms that lie behind the **translation process**, thus enabling researchers to look for more practical and effective solutions to its problems. This eventually pointed towards translator and interpreter education, and the need to address the challenges students face when pursuing a degree or training in this field.

2.1 Interest in Translator and Interpreter Training

Various approaches and models were introduced as scholars and professionals explored different aspects of translation studies. Some of these models include the Linguistic Model, the Sociocultural Model, the Computational Model, the Psycholinguistic Model, and the Practical Model.(Neubert and Shreve 1992) In terms of looking for new and effective ways to train translators and interpreters, these models needed to fall in line with the objectives of a successful training program, which must offer a realistic and authentic experience that would equip the future translator/interpreter with real-life skills and prepare them to meet the requirements of the practice in the professional world.(Pietrzak, 2019)

Among the models used to describe the translation practice with emphasis on the process is the practical model, which seeks to understand and describe the behaviors and strategies translators and interpreters resort to in order to reach an "acceptable translation", which is why it is commonly used by translation professionals and educators (Neubert & Shreve, 1992, as cited in Kiraly, 1995). Neubert & Shreve also

state that the practical model was, then, backed by teachers and trainers who adopted a psycholinguistic model, which went a step further by tackling the mental operations connected to the translation process and trying to unveil what happens in the translator's mind in order to adjust their teaching methods in a way which addresses the cognitive demands and constraints their students faced when translating.

Cognitive psychology seemed to provide valuable tools that could help achieve that aim, such as a number of metacognitive strategies, which help students acquire better understanding of their struggles and limitations, as well as promote their problem detection and problem-solving skills by building on both **declarative knowledge** (*knowing what*) and **procedural knowledge** (*knowing how*) (Alves & Hurtado Albir, 2010).

The current study investigates Reflective Practice as an example of such metacognitive strategies.

3. The Development of Reflective Practice
3.1 Reflective Thinking

In 1910, John Dewey, often referred to as the 'father of experiential education', introduced the first notions of reflective learning and practice. Dewey sought to define the meaning of 'thought'and was particularly interested in what he called **reflective thought,** a belief to which the foundation is "deliberately sought" (Dewey, 1910: p.1). Accordingg to Dewey, the importance of reflective thinking lies in that it offers humans foresight, which enables them to predict -and adequately overcome or avoid- future predicaments. In a revised edition, Dewey further elaborates on the notions of reflective thinking, stressing the importance of making it an educational aim. He also sets reflective thinking apart from other types of thinking by stating two distinctive phases of the process: "(1) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (2) an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle and dispose of the perplexity" (Dewey, 1933: p.12). This implies the existence of a difficulty, which, subsequently, prompts one to investigate ways to alleviate it.

Dewey's work had since laid the groundwork for more literature on reflective thinking and experience-based learning and its significance to teaching and learning. Most notable are Kolb's Experiential Learning Theory and Schön's Reflective Practice.

3.2 Experiential Learning Theory

David Kolb first introduced his Experiential Learning Theory in 1984. Since then, a second revised edition has been published in 2014 with updates and reflections on the voluminous research done on the theory. Experiential Learning often refers to acquiring knowledge by 'doing', as opposed to the traditional sense of in-class theoretical instruction. It is not synonymous with Kolb's Experiential Learning Theory, where thinking, feeling, and reflective analysis of life events constitute an

additional dimension to the learning experience. According to Kolb (2014), ELT's aim is to impact the individual's learning process not only in the classroom, but in all aspects and areas of life.

Kolb's remodeling of experiential learning has had a major role in shaping modern teaching methodology, and the most practical model derived from his work and used in experience-based programs and classroom activities is his Experiential Learning Cycle (Figure .1).

Fig.1. Kolb's Experiential Learning Cycle
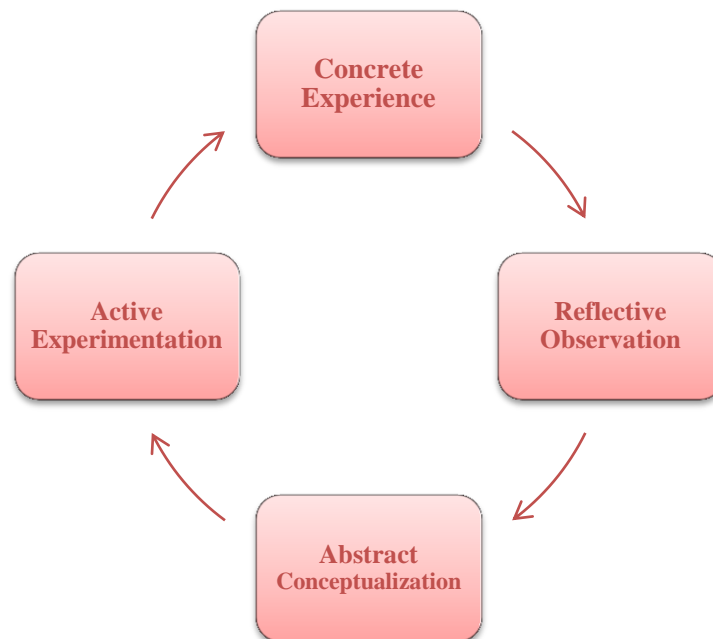
Learning, according to Kolb's cycle, is achieved across four stages: the learner first engages in an experience. He or she, then, reflects on the experience and is able to analyze it and discuss it with others for a clearer picture. Abstract conceptualization refers to relating the new ideas and perceptions to previous knowledge, either correcting existing concepts or acquiring new ones. In the fourth and final stage, the learner applies what they learnt by engaging in new experiences, this time with better insight and understanding of the situation (Kurt, 2022). "As the learner moves from one stage to the other, along with enhancing their learning strategies, they tend to take responsibility of their learning, thus leading towards autonomy" (Boggu & Sundarsingh, 2016: p.25). It could be understood from this cycle that enabling future control of one's learning process by promoting this kind of reflection and self-awareness in learners is a primary interest of ELT.

3.3 Reflective Practice

Dewey promoted reflection in education in order to help teachers attain their teaching goals and perform more effectively (Beleulmi, 2021). Following in his footsteps, Donald Schön continued work on reflective thinking by introducing it to the

professional world. Schön (1983) noticed the breach between the academic community and the professional world, creating a dichotomy between the kind of knowledge sought out and favored at universities, and the competences needed in the workplace. He, specifically, criticized 'technical rationality', which he defined as a knowledge theory which views practitioners as "instrumental problem solvers who select technical means best suited to particular purposes"(Schön, 1987: p.3); meaning that it restricts problem-solving to the use of scientific and technical knowledge, overlooking the practitioner's experience.

The problem with this approach is that it lends itself useful to predefined and well-formed problems and, therefore, cannot always be applied in practice, which is often marked with uncertainty, instability and uniqueness (Kinsella, 2009). Schön gives multiple examples of such situations, where a doctor may encounter symptoms, which he cannot directly relate to a disease, or teachers, who often understand their students' underlying struggles in face of new problems but cannot offer a clear and direct answer to their queries. Likewise, translators and interpreters are, constantly, faced with new situations to tackle to which they have no ready-made rulebook to follow. Interpreters, who were used to working in a customized and fully-equipped booth, having to navigate working from home under less-than-ideal conditions as a consequence of the Covid-19 pandemic, is a good example of that. Practitioners, faced with unexpected predicaments, such as these, are forced to improvise and adapt, following their intuition and 'artistry' as Schön (1987) puts it. This also brings us back to the 'theory vs. practice' debate discussed earlier and the emergence of practisearchers as a consequence. This is where Schön's Reflective Practice comes into play, helping professionals understand what they do, and how to get better at it. In education, his works focused specifically on applied education programs that are designed to train students for the purpose of integrating professional occupations (Brockbank & McGill, 2007).

Reflective practice in the workplace is important because it cultivates a sense of responsibility for one's learning and skill improvement, which is highly sought-after in today's professional world. Similarly, incorporating RP in disciplines that require hands-on experience helps prepare students to meet the job market requirements and address whichever difficulties or challenges may arise in the future. Translation and interpreting are an example of such disciplines, as they require that learners be familiar with real-life demands of the profession and adapt to the ever-changing work environment since translators and interpreters deal with different projects in various disciplines all the time. Therefore, it is of paramount importance that they acquire a set of cognitive skills, which enables them to "reflect upon, understand and control one's learning" (Shraw & Dennison, 1994, as cited in Pietrzak, 2019: p.1). This means that today's translator and interpreter training should not put as much emphasis on the *product* of the translational activity, but, rather, direct it more towards the *process* and how to best optimize the future practitioner's expertise.

3.3.1 Types of Reflection

While there are many models and types of reflective thinking and practice, Schön identified two major kinds of reflection: **reflection-*on*-action** and **reflection-*in*-action**.

Reflection-on-action involves thinking back on past experiences or actions after they have occurred, taking the time to evaluate and analyze the situation in order to identify mistakes and possible areas for improvement. "The reflective practitioner compares the task accomplished with previous similar ones—analysing how the situation might have been managed differently—and pays attention to what needs to change in the future" (Cattaneo & Motta, 2020: p.188). Meanwhile, reflection-in-action refers to the process of engaging in reflective thinking and self-assessment while actively participating in an experience or action. It entails "simultaneous reflecting and doing, implying that the professional has reached a stage of competence where she or he is able to think consciously about what is taking place and modify actions virtually instantaneously"(Hatton & Smith, 1995: p.34). Hence, the main distinction between the two lies in the time of execution. Yet, both operations constitute an integral part of one's personal and professional growth, allowing individuals to, continuously, refine their skills and expand their understanding of their own thinking.

While Schön first discussed RP in relation to professionals, it has now become an essential part of educational programs, especially in teacher training. The idea is that by helping teachers improve their practice, the learning process becomes easier and more effective for students (Gitsaki & Zoghbor, 2023). In language teaching and learning, reflective practice is being increasingly and widely implemented, as it is said, to be an effective tool for promoting better language learning outcomes (Farrell, 2018; Chaika, 2023). Additionally, RP is not only encouraged in teacher practice, but also as an activity, which students ought to engage in regularly for a better learning experience (Pretorius & Ford, 2016).

However, while plenty of research has been done on RP in language education, little has been said of its use in the translation classroom. Only recently have researchers drawn attention to the need for reshaping translator training by implementing such approaches as practice-driven action research, which incorporates practices, such as RP (Pym, 2012; Hatim, 2013, Pietrzak, 2019; Massey, 2019). For this aim, a number of didactic models and process-oriented approaches were elaborated and used, promoting both individual and group learning (Chen, 2019) and calling for " more active participation of students who should be expected to make a judgement themselves, obviously being provided with meta-cognitive tools or guides" (Postigo Pinazo, 2008). Such instruments include in-class assignments and pair work, group discussions, think-aloud protocols and peer feedback as part of collaborative learning. Other powerful tools that are widely used are journals and portfolios, as well as recordings (for interpreter trainees especially), as they help students get better

understanding of their own strengths and limitations. These correspond with what Moon (2004) calls **reflective writing**. Far from being the simple act of jotting down ideas, reflective writing is purposeful. "It could be seen as a melting pot into which you put a number of thoughts, feelings, other forms of awareness, and perhaps new information" (Moon, 2004: p.187).

Another key component of the reflective process is the teacher's role. In a professional setting, practitioners are walked through the principles of reflective practice by a *supervisor*. "Ideally, this is characterised by a collaborative partnership or group in which one person is typically more experienced than the other(s) but holds no authority, or power"(Priddis & Rogers, 2017: p.2). This means that in an educational setting, the instructor must foster an environment, where students trust that he plays an important role in walking them through the principles of RP, while, simultaneously, allocating them enough responsibility over their actions and learning process to ultimately promote self-regulation and confidence in their capabilities. By incorporating reflective practice, the teacher is able to transform the translation classroom into a more dynamic space and promote reflexivity and self-concept among learners. According to Kiraly (2000), that is achieved by making sure teaching involves "authentic situated action, the collaborative construction of knowledge, and personal experience" (Malena, 2003: p. 597).

In the context of a translational activity or assignment in class, we are of the opinion that the initial focus should be on reflection-on-action. Personal observation of students in the classroom leads us to believe that, as novice translation and interpreting trainees, learners cannot fully grasp and observe their actions in the moment at the early stages of their training, but, rather, dedicate their attention entirely on 'getting the job done' and completing the task at hand. In this case, reflecting back on their actions after they are done is much easier for them to perform. For this purpose, the survey questions revolved mainly around practices related to reflection-on-action. It aimed to explore whether or not students were encouraged to reflect back on their actions and take note of their mental processes, and the extent to which students took steps towards practicing reflexivity.

Based off the models discussed above, this study sought evidence for the presence of reflective practice in the translation and interpreting classroom, particularly in the Algerian higher education context, where such learner-centered approaches are relatively recent and underexplored.

4. Methodology
4.1 Research Method

In order to answer the research questions, this study adopted a survey research design by administering a questionnaire aimed towards investigating the extent to which Reflective Practice is used in the Translation and Interpreting classroom.

4.2 Participants

A number of 72 translation students in the academic year 2022-2023 took part in this study. The participants are students currently in their fourth-year (eighth semester), enrolled in the Arabic-French-English language combination at the Translation Institute at the University of Ahmed Ben Bella Oran 1. The institute offers a comprehensive five-year program involving a large number of multi-disciplinary modules and provides training in various practical and professional subject matters, such as Machine Translation, Media Translation, Literary Translation, Technical Translation and Conference Interpreting.

The sample was chosen based on the premise that students had encountered a wide variety of these modules and were at an advanced stage in their academic career, allowing them to formulate an idea around teachers' instruction methods and classroom activities.

4.3 Instrumentation

The study aimed to examine the extent to which RP is present in translator and interpreter training by looking up evidence attesting to teachers' use of reflective teaching strategies in the classroom and whether or not students practice self-reflection and self-assessment actively.

Initially, the study sought to collect data from both students and teachers but no responses were retrieved on teachers' part. The questionnaire intended for students was, therefore, modified to include a section exploring teachers' application of RP strategies as inspired from the models mentioned above, i.e., methods and techniques, such as targeting learners' specific needs and weaknesses, prompting learners to critically analyze their performances, prompting the use of journals, diaries and recordings to keep track of the reflection process, and prompting peer learning and feedback exchange.

The questionnaire contained 16 items and was divided into 2 sections. Section 1 sought to address teachers' classroom practices, while Section 2 addressed students' actions and the measures they take to improve their translation and interpreting skills.

4.4 Data Analysis Procedure

The survey requested participants to indicate how often teachers took certain actions in the classroom with regards to their performance when translating and interpreting. The students were also questioned about their own actions targeted towards evaluating their performances and seeking ways to address their weaknesses and difficulties. The data were analyzed and interpreted using a 5-point Likert scale, where responses were scored as follows: Never=1, Rarely=2, Sometimes=3, Often=4, Always=5. The mean score and standard deviation of each item were calculated in order to determine the average responses and the items were ranked accordingly.

4.5 Reliability Statistics

The questionnaire validity was tested using Cronbach's α as shown in the table below, indicating an acceptable and good internal consistency.

Table 1. Cronbach's Alpha for the Reliability of the questionnaire

Cronbach's Alpha	N° of Items
.771	16

5. Results

The results of this study were divided according to the two sections of the questionnaire: [1] Actions indicating teachers' use of RP strategies, and [2] Actions indicating students' use of RP strategies.

5.1 Teachers' Practices

The main sections were categorized into subsections. Items (1),(2),(3) refer to steps teachers take to direct students' attention towards challenges and lacunae they may face in the classroom, i.e., help them identify the problem, whereas items (4),(5),(6),(7) focus on actual measures they take to help them address those problems, particularly by inciting introspection and reflection.

Table 2. Descriptive Statistics for Actions Indicating Teachers' Use of RP Strategies

How often do:		Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation	Rank
1. Teachers inquire about your difficulties in the classroom?	N	11	23	26	11	1	2.55	.97704	4
	%	15.3%	31.9%	36.1%	15.3%	1.4%			
2. Teachers point out your weaknesses?	N	16	28	21	6	1	2.27	.95272	7
	%	22.2%	38.9%	29.2%	8.3%	1.4%			
3. Teachers encourage you to work on improving your skills?	N	9	16	21	10	16	3.11	1.32745	1
	%	12.5%	22.2%	29.2%	13.9%	22.2%			
4. Teachers suggest strategies to work on your weaknesses (exercises, materials, books,…etc)?	N	6	17	22	17	10	3.11	1.16951	2
	%	8.3%	23.6%	30.6%	23.6%	13.9%			
5. Teachers encourage you to reflect on your	N	13	23	19	11	2	2.41	1.09737	6
	%	23.6	31.9%	26.4%	15.3	2.8%			

thinking process and decision-making when performing a task?		%			%				
6. Teachers suggest tools to help you keep track of your thinking process (journals, diaries, recordings,…etc)?	N	12	17	22	10	11	2.87	1.28849	3
	%	16.7%	23.6%	30.6%	13.9%	15.3%			
7. Teachers encourage peer feedback and classroom discussions?	N	15	25	19	6	7	2.51	1.19851	5
	%	20.8%	34.7%	26.4%	8.3%	9.7%			
Weighted Mean							2.6944		
Std. Deviation							.76549		

The results for section [1] displayed in Table 2 show varying responses. When asked on how often teachers inquire about their difficulties in the classroom, 36.1% of students responded with sometimes, 31.9% with rarely, often and never both had a response rate of 15.3% and 1.4% responded with always.

For the question how often do 'teachers point out your weaknesses?', 38.9% responded with rarely, 29.2% with sometimes, 22.2% with never, 8.3% with often and 1.4% with always. As for teachers encouraging students to work on improving their skills, the item ranked 1 with 29.2% responding with sometimes, 22.2% was recorded for both always and rarely, 13.9% for often and 12.5% for never.

When it comes to dealing with the weaknesses, responses for teachers suggesting strategies to work on those weaknesses, such as exercises, materials and books varied between 30.6% answering with sometimes, 23.6% both answering with often and rarely, 13.9% answered with always and 8.3% with never. Inciting self-reflection on teachers' part is highly important. Yet, for the question asking how often teacher encourage students to reflect on their thinking process and decision-making when performing a task, 31.9% responded with rarely, 26.4% with sometimes, 23.6% with never, 15.3% with often and only 2.8% with always.

As for suggesting tools to keep track of students' thinking process, such as journals, diaries and recordings, responses varied with 30.6% answering with sometimes, 23.6% with rarely, 16.7% with never, 15.3% with always and 13.9% with often. Lastly, encouraging peer feedback and classroom discussions plays a major role in fostering a reflective environment among students, and for this item 34.7% of students responded with rarely, 26.4% with sometimes, 20.8% with never, 9.7% with always and 8.3% with often.

5.2 Students' Practices

This section was categorized into two subsections. Items (8),(9),(10),(11) refer to actions that students do that show them practicing reflection-on-action, regardless of whether or not they were done deliberately or unconsciously.

Items (12),(13),(14),(15),(16) are meant to look into whether or not they proceed to take actions to address the problems once they are recognized.

Table 3. Descriptive Statistics for Actions Indicating Students' Use of RP Strategies

How often do:		Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation	Rank
8. You think about your performance in translation and interpreting activities?	N	2	6	11	12	41	4.16	1.13832	1
	%	2.8%	8.3%	15.3%	16.7%	56.9%			
9. You try to identify the challenges you encounter when translating/interpreting by reflecting back on your thought process and actions?	N	2	5	12	22	31	4.04	1.06728	2
	%	2.8%	6.9%	16.7%	30.6%	43.1%			
10. You try to analyze the cause and nature of your errors (lack of information, linguistic errors, misunderstanding, stress,…etc)?	N	2	4	20	17	29	3.93	1.07895	3
	%	2.8%	5.6%	27.8%	23.6%	40.3%			
11. You consider what you could do differently next time?	N	3	2	23	19	25	3.84	1.07021	4
	%	4.2%	2.8%	31.9%	26.4%	34.7%			
12. You write down your thoughts on what you believe might explain your struggles when translating/interpreting?	N	11	16	24	15	6	2.84	1.17077	7
	%	15.3%	22.2%	33.3%	20.8%	8.3%			
13. You try to find practical solutions for	N	6	12	20	12	22	3.44	1.30965	5
	%	8.3%	16.7%	27.8%	16.7%	30.6%			

those challenges (asking peers, reading books, searching online,…etc)?						%			
14. You express your difficulties to your teachers?	N	23	22	15	5	7	2.31	1.26520	9
	%	31.9%	30.6%	20.8%	6.9%	9.7%			
15. You ask your teachers about how you can improve your translation and interpreting skills?	N	12	19	25	6	10	2.76	1.23896	8
	%	16.7%	26.4%	34.7%	8.3%	13.9%			
16. You implement those solutions and practice regularly to improve your skills?	N	9	16	24	15	8	2.95	1.18009	6
	%	12.5%	22.2%	33.3%	20.8%	11.1%			
Weighted Mean							3.3688		
Std. Deviation							.68184		

The results for section [2] displayed in Table 3 reveal that when it comes to practicing reflection-on-action, the majority of students answered positively that they always, or often, think about their performance when translating and interpreting (56.9% and 16.7% respectively), and try to identify the challenges they encounter by reflecting back on their thought process and actions (73.7% for always and often combined). Items (10) and (11) also had positive responses. When asked on how often they try to analyze the cause and nature of their errors, 40.3% answered with always, 27.8% with sometimes and 23.6% with often. As for considering what actions they could do *differently* next time, 34.7% responded with always, 31.9% with sometimes and 26.4% with often.

The responses shift, however, when it comes to carrying out actions to address those challenges and difficulties. While 30.6% answered that they always try to find practical solutions, they only sometimes (33.3%) or rarely (22.2%) implement those solutions or practice *regularly* to improve their skills. As for materializing their thoughts by writing down possible explanations for their shortcomings, 33.3% responded with sometimes, 22.2% with rarely, 20.8% with often, 15.3% with never and finally only 8.3% with always.

While reaching out to the instructor for help is of major significance, 34.7% of students answered that they *sometimes* ask their teachers on how they can improve their translation and interpreting skills, 26.4% answered with rarely, 16.7% with never, 13.9% with always and 8.3% with often. On the same note, item (14) ranked last on this section with 31.9% of participants answering that they never express their difficulties to their teachers. 30.6% answered with rarely, 20.8% with sometimes, 9.7% with always and 6.9% with often.

6. Discussion

Reflective Practice on Teachers' Part

The findings of the present study indicate that teachers of translation and interpreting engage in practices, which direct students' attention towards their weaknesses and limitations to a certain degree, yet not as is sufficiently desirable in the context of reflective practice. Additionally, it appears that while students' difficulties are brought to light, reflection and self-examination practices are not regularly presented as potential solutions. A possible explanation for this could be that while translation and interpreting trainers may be highly-skilled professionals and academics - as is the case in the Translation Institute of Oran, where a large number of the teaching staff is consisted of practitioners and researchers of translation and interpreting-, their teaching practice may not prove as efficient without proper training in relevant teaching models. According to Kelly (2014), a competent translator trainer should hold expertise in three major areas: (1) Professional translation practice, (2) Translation Studies as an academic discipline and (3) Teaching skills.

In the metacognitive training of translators and interpreters, teachers can affect students' learning experience *positively* by being able to "conceptualise the progression and scaffolding of a course and align the activities they choose with the broader learning outcomes" (Orlando, 2019: p.6), meaning that the teachers themselves should be able to practice reflection and criticism of their own teaching in order to become better aware of their learners' needs. In order to promote this kind of practice, Orlando (2019) suggests that institutions encourage their trainers to take up courses designed for understanding the curriculum and the didactic instruments relevant to their teaching programs.

Reflective Practice on Students' Part

The results of the second part of the questionnaire revealed that students do, indeed, practice retrospection and attempt to analyze their performances and difficulties in the classroom to a significant extent, which constitutes the first step in the process of reflective practice. When it comes to addressing those difficulties, however, fewer students move on to the following phases by taking self-regulatory actions that could help them understand the underlying issues with their learning process, which, subsequently, leads to applying the adequate solutions.

As discussed earlier, reflection-on-action is grounded on the use of metacognition in order to analyze one's experiences and actions, to, then, draw up conclusions as to ways he or she could improve their skills and performance. However, Mere thinking is not sufficient, as Shreve (2009) argues that consciousness and volition are not enough to account for the act of self-reflection. "There must also be active, strategic use of cognitive resources to control the progress of the task toward successful completion"(Shreve, 2009: p.256). The trainer plays a major role in this case as a facilitator and guide, whose mission is to help instill attitudes and practices

that promote self-regulatory behavior and cultivate the reflective mindset amongst learners.

Nevertheless, the data collected in this study indicate that translation and interpreting trainees do, indeed, engage in reflective practices, which calls for more elaborate investigation targeted towards understanding the exact metacognitive strategies that students resort to, with the aim of putting forward effective teaching methods that reinforce and promote this kind of learning for a successful and adequate training of future practitioners. The study also draws attention to the need to reshape the teacher's role in the translation and interpreting classroom, highlighting the significance of the Training of Trainers in an ever-changing field and profession.

7. Conclusion

The current study serves as a preliminary attempt to promote the incorporation of reflective practice in the training of translators and interpreters, particularly in the Algerian higher education scene. When well-established, reflective practice can help both trainers and trainees work collaboratively towards enhancing the teaching-learning experience. It helps teachers understand their learners' needs and struggles more efficiently, so that they are able to offer proper solutions and tactics to deal with the wide range of problems and challenges learners are bound to encounter both as trainees and professionals. The study also points towards the need for ensuring teachers and trainers in this field to be presented with different training options (such as courses, workshops and seminars) in pertinent teaching models and approaches that are relevant to the institutions' desired training outcomes.

8. References

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