

**Training Translation Faculty at Universities in Kazakhstan**

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## **Abstract**

### **Training Translation Faculty at Universities in Kazakhstan**

The study explored the preparation of translation faculty at universities in Astana, Kazakhstan by examining how both MA Translation Studies students and graduates perceive their readiness and training to teach translation. This study was guided by the following research questions: how do students and graduates of MA Translation Studies programs perceive their readiness to work as translation faculty? What competencies do they develop in MA Translation Studies programs to qualify them for working as translation faculty? What educational practices within MA Translation Studies programs contribute to developing these competencies? Semi-structured interviews were conducted with fourteen participants: eight second-year Master's students currently enrolled in Translation Studies programs, and six graduates of MA Translation Studies programs who work as translation faculty at two universities in Astana, Kazakhstan, and have professional experience in translation and interpretation. Findings reveal that while participants felt confident in their translation/interpretation competencies, many lacked pedagogical preparedness. Their perceived readiness for faculty's role was shaped by personal motivation, prior teaching experience, and the degree to which MA programs supported pedagogical development. Six key competencies emerged: translation and interpreting, pedagogical and didactic, interpersonal and communication, cognitive and research, ethical, and technological competencies. However, pedagogical competencies were often underdeveloped, revealing a gap between translation expertise and teaching preparedness. To address existing gaps in translation faculty preparation within MA Translation Studies programs, the study recommends integrating more pedagogy courses, expanding supervised teaching experiences, and promoting mentorship to bridge the theory-practice divide. Limitations include a small

sample from two universities and reliance on self-reported data. Future research should involve broader samples, include perspectives of curriculum designers, and incorporate classroom observations to provide a more comprehensive understanding of faculty preparation in translation education.

*Keywords: MA Translation Studies, translation faculty, readiness, translation and interpreting, pedagogical and didactic, interpersonal and communication, cognitive and research, ethical, and technological competencies.*

## Андатпа

### Қазақстан университеттерінде аударма кадрларын даярлау

Бұл сапалы феноменологиялық зерттеу магистратура бағдарламаларының «Аударма ісі» бағыты бойынша білім алып жатқан магистранттар мен түлектердің ЖОО-да оқытушылық қызметке дайындығын қалай қабылдайтынын зерттейді. Зерттеу үш негізгі сұрақты қарастырады: (1) студенттер мен түлектер оқытушылық рөлдерге дайындығын қалай бағалайды, (2) магистратура бағдарламаларында дамытылатын қандай құзыреттер оқытушылыққа дайындығына ықпал етеді және (3) қандай білім беру тәжірибелері осы құзыреттіліктерді қалыптастыруға ықпал етеді. Зерттеуге он төрт қатысушымен жартылай құрылымдалған сұхбат жүргізілді, олардың ішінде сегіз магистратураның екінші курс студенттері және университеттерде аударма пәнінен оқытушы болып жұмыс істейтін және аударма/тілмаштық саласында тәжірибесі бар алты түлек бар. Нәтижелер көрсеткендей, қатысушылар өздерінің аударма және ауызша аударма құзыреттеріне сенімді болғанымен, педагогикалық дайындықтарының жеткіліксіз екенін атап өтті. Олардың қабылдаған дайындық деңгейіне жеке мотивациясы, бұған дейінгі оқыту тәжірибесі және магистратура шеңберінде педагогикалық дамуға көрсетілген қолдау әсер еткен. Алты негізгі құзыреттілік анықталды: аударма және тілмаштық, педагогикалық және дидактикалық, тұлғааралық және коммуникативтік, когнитивтік және зерттеу, этикалық және технологиялық құзыреттіліктер. Алайда педагогикалық құзыреттер жеткілікті дамымаған болып шықты, бұл пәндік білім мен оқытуға дайындық арасындағы алшақтықты көрсетті. Аталған олқылықтарды жою үшін зерттеу педагогика бойынша курстар санын арттыруды, тәлімгер жетекшілігімен педагогикалық тәжірибеден өту мүмкіндіктерін кеңейтуді және менторлық бағдарламаларды енгізуді ұсынады. Зерттеудің шектеулері ретінде екі университеттен ғана

алынған шағын іріктеме мен қатысушылардың өзіндік бағасына сүйенуі атап өтіледі. Болашақ зерттеулерде іріктемені кеңейтіп, оқу бағдарламасын әзірлеушілердің пікірлерін қамту және оқыту процесін бақылау арқылы аударма біліміндегі оқытушыларды даярлау мәселесіне неғұрлым тереңірек талдау жүргізу ұсынылады.

*Тірек сөздер:* МА Аударма ісі, аударма оқытушылары, дайындық, аударма және тілмаштық, педагогикалық және дидактикалық, тұлғааралық және коммуникативтік, когнитивтік және зерттеу, этикалық және технологиялық құзыреттіліктер.

## Аннотация

### Подготовка переводческих кадров в университетах Казахстана

Данное качественное феноменологическое исследование изучает воспринимаемую готовность магистрантов и выпускников программ «Переводческое дело» к преподавательской деятельности в вузах. Исследование направлено на решение трех основных вопросов: (1) как студенты и выпускники оценивают свою готовность к преподавательским ролям, (2) какие компетенции, развиваемые в рамках магистерских программ, способствуют готовности к преподаванию, и (3) какие образовательные практики вносят вклад в формирование этих компетенций. Были проведены полуструктурированные интервью с четырнадцатью участниками, среди которых восемь студентов второго курса магистратуры и шесть выпускников магистерских программ по специальности «Переводческое дело», работающих преподавателями перевода в университетах и имеющих опыт в сфере перевода и устного перевода. Результаты показали, что, хотя участники были уверены в своих переводческих и устно-переводческих компетенциях, многим не хватало педагогической подготовки. Их воспринимаемая готовность формировалась под влиянием личной мотивации, предыдущего опыта преподавания и степени поддержки педагогического развития в рамках магистерских программ. Были выделены шесть ключевых компетенций: переводческая и устно-переводческая, педагогическая и дидактическая, межличностная и коммуникативная, когнитивная и исследовательская, этическая и технологическая. Однако педагогические компетенции часто оказывались недостаточно развитыми, что выявило разрыв между знанием предметной области и готовностью к преподаванию. Для устранения выявленных пробелов исследование рекомендует интегрировать больше курсов по педагогике,

расширить возможности для прохождения педагогической практики под руководством наставника и внедрить программы менторства для преодоления разрыва между теорией и практикой. Ограничения исследования включают небольшую выборку из двух университетов и опору на самооценку участников. Будущие исследования должны охватывать более широкую выборку, включать мнения разработчиков учебных программ и использовать наблюдения за учебным процессом для обеспечения более полного понимания подготовки преподавателей в сфере переводческого образования.

*Ключевые слова:* магистратура по переводоведению, преподаватели перевода, готовность, письменный и устный перевод, педагогические и дидактические компетенции, межличностные и коммуникативные компетенции, когнитивные и исследовательские компетенции, этические компетенции, технологические компетенции.

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## **Introduction**

Translation education at universities plays a crucial role in preparing future professional translators. There is a demand for qualified and experienced translation faculty to support students' learning to become translators. Strengthening translation faculty training can ultimately enhance the quality of translation education. In Kazakhstan, to become a translation faculty at a university, individuals need to have at least a Master's degree in Translation Studies. As such, this research explores how MA Translation Studies programs in Kazakhstan contribute to preparing translation faculty.

### **Background of the Study**

There is an increasing interest in translation training, as indicated by relevant publications and the increase in undergraduate and graduate translation programs globally (Colina, 2003a; Yan et al., 2018; Salamah, 2021b). However, despite this growth, the training of translation faculty remains an underexplored area in translation education. While universities worldwide have developed structured curricula for translation studies, the pedagogical training of translation faculty has not received equal attention (Kelly, 2009). Many translation faculty enter academia with strong professional backgrounds in translation but lack formal preparation in teaching methodologies, assessment strategies, and curriculum development (Pym, 2011).

Recognizing the existing challenges in translation education, several international initiatives have attempted to develop frameworks for translation faculty preparation. Gouadec (2000) ran a translation teacher training program, while Dimitrova (1996) introduced a structured ten-week training program for translation faculty. Gouadec's program in France trained language teachers who moved into translation, while Dimitrova's program in Sweden helped translators learn how to teach. The European Language Council's Thematic Network Project (1996–1999)

analyzed training methodologies and developed ideal translation faculty profiles and pedagogical strategies. The project surveyed existing educational practices in established European translation schools and proposed training modules for written translation, including translation theory, tools, professional processes, management, classroom interaction, curriculum development, and evaluation. These strategies aimed to bridge traditional teaching methods with market demands. Additionally, the project created a structured biannual training program for interpreter trainers in Geneva, focusing on intensive instruction, classroom observation, and applied project work, though a similar structured program for written translation instructors was not developed. While these efforts have provided valuable insights, they remain fragmented, and no universally recognized framework for translation faculty training exists (Massey et al., 2019). Consequently, there is a lack of consistency in pedagogical preparation, leading to varying levels of teaching effectiveness, with some translation faculty relying solely on their learning experiences rather than research-based instructional methods (Wu et al., 2018).

Translation faculty need to be proficient in pedagogical and professional skills to prepare future translation specialists. According to Orlando (2019) and Kelly (2005), translation faculty need to be able to apply translation theory to practice, use teaching approaches, integrate technology, develop professional awareness, and nurture intercultural competence. Despite the importance of these competencies, many MA Translation Studies programs, including those that explicitly mention preparation for teaching, do not consistently integrate comprehensive pedagogical training. As a result, graduates who transition into teaching roles often lack preparation in lesson planning, student evaluation, and classroom management (Petrova & Sdobnikov, 2021). This raises concerns about their readiness to teach translation and highlights the need for structured translation faculty training programs.

## **Problem statement**

MA Translation Studies programs focus on advanced translation theory, practical translation skills, and research methodologies. They may include courses, such as comparative linguistics, specialized translation domains, and research seminars. The programs often offer a teaching internship, where students gain some experience in assisting with or delivering translation-related classes. Occasionally, a subject related to pedagogy or higher education might be included in the curriculum, but they are often general and not specifically tailored to translation didactics. As a result, Master's program graduates transitioning into teaching roles often lack training in pedagogy, curriculum planning, and assessment techniques (Petrova & Sdobnikov, 2021). While research has explored this issue in other contexts, there is limited knowledge of how translation faculty members are trained in Kazakhstan. Given the growing demand for skilled translators in Kazakhstan's multilingual and international business sectors, ensuring that translation faculty at universities are well-equipped to train future translation professionals is essential.

Despite ongoing discussions about translation education, the structured preparation of translation faculty remains underexplored. Universities focus on producing skilled translators, but the assumption that subject knowledge alone allows individuals to teach translation remains prevalent (Kelly, 2009; Pym, 2011). Currently, it is unclear what key competencies are developed by prospective translation faculty in Kazakhstan, how existing professional development opportunities within Master's programs address the development of these competencies, and whether prospective translation faculty members acquire the skills necessary for teaching translation. While some researchers advocate for immersive training programs and student-centered pedagogical approaches (Gouadec, 2000; Kiraly, 1995), there is little evidence

on their implementation in Kazakhstan. This gap in training is particularly concerning, as globalization increases the demand for professional translators.

### **Research purpose**

The purpose of this study is to explore the preparation of translation faculty at universities in Kazakhstan by examining how both MA Translation Studies students and graduates perceive their readiness and training to teach translation. In other words, the study focuses on their learning and becoming translation faculty.

The following research questions guided my study:

- How do students and graduates of MA Translation Studies programs perceive their readiness to work as translation faculty?
- What competencies do they develop in MA Translation Studies programs to qualify them for working as translation faculty?
- What educational practices within MA Translation Studies programs contribute to developing these competencies?

This study adopted a qualitative phenomenological approach to explore personal educational experiences in becoming translation faculty. This interpretivist approach enabled an in-depth understanding of how Master's students and graduates perceive their readiness to work as translation faculty and their training in becoming translation faculty. As Creswell (2018) explains, a qualitative phenomenological approach is particularly well suited for research aiming to explore individual lived experiences and gain a deep understanding of a phenomenon. Creswell (2018) further explains, this approach aligns with the need for a comprehensive exploration of both linguistic and pedagogical aspects, allowing us to delve into the nuances of how these competencies are experienced and developed by the participants. This detailed and

rich understanding of individual experiences provides a reliable foundation for analyzing the complex process of becoming a translation faculty member.

### **Significance of the Study**

This research aims to study the training of future translation faculty. This study could facilitate the improvement of MA Translation Studies programs by examining how they prepare students to become translation faculty. By examining individual experiences of students and graduates of MA Translation Studies programs, the research highlights strengths and gaps in their pedagogical training. For universities, the findings can guide program improvements, ensuring that students master two key areas: translation skills and teaching methodologies. For students, it could offer insights into the skills needed to teach translation effectively, helping them better prepare for academic careers. For graduates already teaching translation, the study can highlight areas for further professional development in teaching methods and curriculum design. Additionally, the research contributes to the literature on Translation Studies by addressing the underexplored area of translation faculty education.

## **Literature review**

The profession of a translator plays a key role in the modern world, where intercultural communication and information exchange are becoming increasingly intensive (Orlando, 2019). But what exactly makes a translator a true professional? At first glance, the answer seems obvious: deep knowledge of languages, translation theory, extensive practice, and years of experience. However, there is something more behind these factors – a training system in which translation faculty play a crucial role. They are the ones who shape the new generation of specialists, providing not only language and translation skills but also the ability to analyze, adapt, and understand cultural nuances.

Despite the significance of translation education, much of the existing research, as Kelly (2009) notes, in the field of translation is predominantly focused on the analysis of the translation process itself, while issues related to translation faculty training and the preparation of students remain less studied. Understanding the needs and challenges faced by translation faculty is important for improving the quality of translator training and guaranteeing that graduates are prepared for professional practice. In this regard, a number of important questions arise: How prepared are the translation faculty themselves for this responsible role? What competencies do translation faculty need to possess to effectively train future translators? This literature review explores the foundational skills emphasized in translation faculty training and modern competence frameworks, in addition to reviewing existing translation faculty training programs to identify best practices and propose models for improving translation faculty preparation and professional development.

### **Translation Faculty Competencies**

Translation is a professional activity that requires students to be trained by faculty members equipped with the necessary knowledge and skills. As Kelly (2005) highlights, a competent translation faculty must possess not only expertise in translation but also teaching skills, knowledge, and the ability to create effective learning environments.

Today, teaching and learning are complex, multidimensional, and value-driven processes. Lifelong learning plays a crucial role in teacher education and professional development (Williamson & McDiarmid, 2008; Feiman-Nemser, 2001). Translation competence is a fundamental concept in translation education, playing such a crucial role that serves as the foundation for developing translation curricula (Khoshsaligheh et al., 2019). Competence, as defined by Richards and Schmidt (2002, p. 94), refers to the integrated set of skills, expertise, and ethical conduct required for successful task performance in professional settings.

Translation faculty must develop multiple competencies to train future translation professionals. According to the United Kingdom Professional Standards Framework for Teaching and Supporting Learning in Higher Education (Advance HE) and Kelly's (2009) competence framework for translation faculty, essential skills include professional translation experience, pedagogical expertise, technological proficiency, and strong interpersonal and mentoring abilities. Apart from hands-on experience in translation, effective translation faculty need to be able to guide, support, and motivate students in their learning process.

The learning process improves when translation faculty and students both possess a set of competencies that enable them to effectively serve their purpose (Danesh et al., 2021). The United Kingdom Higher Education Academy's Professional Standards Framework, for instance, outlines crucial teachers' competence for higher education: areas of activity, core knowledge,

and professional values for higher education teachers. Areas of activity describe the core tasks that faculty undertake in their roles, including planning and designing, teaching and supporting learning, assessment and feedback, creating a supportive learning environment, integrating research and practice, and evaluating the improvements. Core knowledge refers to the essential knowledge base that the faculty need to perform their roles, including subject matter expertise, pedagogical knowledge, understanding student learning, and proficiency in using educational technologies, assessment expertise, and quality assurance. Professional values are the guiding principles that should underpin all teaching practices, namely respect for learners, research-informed practice, a supportive and collaborative teaching environment where students feel engaged and valued, promoting inclusivity and equity, and continuous professional development.

The Institute for Learning and Teaching in Higher Education framework provides a valuable guide for all higher education teachers. According to Kelly (2005), university translation faculty must possess a combination of:

- Professional translation experience
- Knowledge of translation studies
- Teaching skills

Then, Kelly (2009) illustrates the crucial role of teaching skills, further subdividing them into areas such as organizational (the ability to design courses and the learning activities), interpersonal (the ability to work effectively with students to help them achieve the learning goals), and instructional competencies (the ability to explain things in a clear and understandable way). Drawing on insights from Kelly's work (2009), this table analyzes the comparison of the

Higher Education Academy's Professional Standards Framework with her description of translation faculty's competencies.

**Table 1**

<b>The Higher Education Academy's Professional Standards Framework</b>	<b>Kelly's translation faculty competencies</b>
<i>Areas of activity</i>	- the ability to design courses, learning activities
1. Design and planning of learning activities and/ or programs of study	- ability to apply and manage the educational context in which training takes place - knowledge of training resources of all kinds and ability to apply them to the training process
2. Teaching and/or supporting student learning	- the ability to present content and explain clearly - to stimulate discussion and reflection, to arouse interest - knowledge of training resources of all kinds
3. Assessment and giving feedback to learners	- the ability to design, apply and manage appropriate assessment activities
4. Development of effective environments and student support and guidance	- the ability to work collaboratively with trainees, to act as a mentor - the ability to work in a training team - the understanding of the teaching profession

- |  |  |
|--|--|
| 5. Integration of scholarship, research, and professional activities with teaching and supporting learning | <ul style="list-style-type: none"> <li>- professional translation practice</li> <li>- translation studies as an academic</li> <li>- discipline-understanding of the teaching profession</li> </ul> |
| 6. Evaluation of practice and continuing professional development  | <ul style="list-style-type: none"> <li>- understanding of the teaching profession</li> </ul>   |

***Knowledge and understanding of:***

- |   |  |
|---|--|
| 1. The subject material   | <ul style="list-style-type: none"> <li>- professional translation practice</li> <li>- Translation Studies as an academic discipline</li> </ul>   |
| 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic program | <ul style="list-style-type: none"> <li>- knowledge of training resources of all kinds</li> <li>- ability to apply them appropriately to the training process</li> </ul>                        |
| 3. How students learn, both generally and in the subject  | <ul style="list-style-type: none"> <li>- the ability to work collaboratively with trainees towards their learning goals</li> <li>- the ability to stimulate discussion and interest</li> </ul> |
| 4. The use of appropriate learning technologies   | <ul style="list-style-type: none"> <li>- knowledge of training resources of all kinds</li> <li>- ability to apply them appropriately and usefully to the training process</li> </ul>           |
| 5. Methods for evaluating the effectiveness of teaching   | <ul style="list-style-type: none"> <li>- the ability to design, apply and manage appropriate assessment activities</li> </ul>  |

6. The implications of quality assurance and enhancement for professional practice
- understanding of the teaching profession

### *Professional values*

1. Respect for individual learners
- to design, implement, and manage learning experiences, including assessment, while fostering collaborative, reflective, and engaging environments to guide trainees towards their goals
2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice
- professional translation practice
3. Commitment to development of learning communities
- collaborate with trainees for learning goals
  - teamwork and trainee mentorship abilities
  - understanding local and global educational contexts
  - knowledge of the teaching profession
4. Commitment to encouraging participation in higher education, acknowledging diversity, and promoting equality of opportunity
- Equity, context, and professional commitment in education.

5. Commitment to continuing professional development and evaluation of practice - understanding of the teaching profession

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Although, according to Danesh et al. (2021), well-defined objectives and a carefully structured curriculum are essential for training proficient future translators, achieving these goals is unattainable without experienced and skilled translation faculty who apply effective translation training methods. People who possess varied sub-competencies and skills in teaching translation (Danesh et al., 2021) should deliver translator training. The effectiveness of translation education depends on both a well-designed curriculum and the continuous development of skilled and trained faculty who can cultivate translation competence.

The transition to student-centered translator education, the need to stay updated with research and developments, and the emphasis on continuous professional development underscore the importance of training translation faculty and identifying their essential competencies (Alibakhshi, 2019; Massey et al., 2019). Orlando's (2019) belief is that translation faculty should be exposed to both academic and practical knowledge, dispensed by both academics and professional skills. According to Danesh et al. (2021), the competencies include pedagogical skills, curriculum design, assessment methods, and an understanding of the latest technological advancements in translation studies.

Beyond linguistic proficiency and subject matter expertise, translation faculty must foster critical thinking, adaptability, and interdisciplinary approaches among students to prepare them for the evolving demands of the profession. Ashrafi (2012) created a test of translation teacher competence that determined the competencies of translation teachers in the Iranian context,

including teaching abilities and content translation knowledge. Similarly, the European Master's in Translation (EMT) expert group (2013) conducted a thorough study to define the core competencies required for translation teachers in Europe, including pedagogical expertise, practical translation experience, and assessment skills.

Orlando (2019) conducted a survey at Monash University, where 21 translation teachers identified essential didactic skills for teaching translation. These included assessment and evaluation, feedback strategies, classroom management strategies, lesson plan creation, learning objective design, using new technology, translation and interpretation, and market updates. Studies that look into the attitudes and views of translation teachers, such as Wu et al. (2019), highlight discrepancies between stated beliefs and actual teaching practices, particularly in balancing linguistic knowledge with practical training. Similarly, Wu et al. (2019) study how translation teachers' perceptions of their capacity to carry out the responsibilities of translating, teaching and studying can be positively impacted by formal training. The self-efficacy views of pre-service translation teachers enrolling in the Guangdong University of Foreign Studies' MA in Translation Education are the subject of an exploratory study. Their study on pre-service translation teachers, those undergoing training before beginning professional teaching, revealed that structured coursework in teaching practices, research methodologies, translation practices, and classroom instruction significantly enhanced prospective translation faculty's self-efficacy and professional preparedness.

In a related study, Danesh et. al (2021) conducted in-depth interviews with 13 Iranian translation faculty, both male and female, who had more than seven years of experience teaching translation theory and practice at the undergraduate and graduate levels at six different universities in Tehran and Mashhad. They were chosen purposefully based on a variety of

factors, including experience, training background, location, and willingness to contribute. According to this study, the majority of participants thought that one of the most crucial sub-competencies of the translation faculty member was teaching skills. The second is content knowledge, which includes four sub-competencies: instrumental, translation, literary, and extra-linguistic knowledge. Ashari (2012) demonstrated that one of the key elements of translating teaching proficiency is content knowledge. According to Danesh et al. (2021), one of the most important sub-competencies from the teachers' point of view is translation expertise. Because the participants felt that teaching translation is impossible without knowledge of its educational content (the translation itself) and its requirements (the full mastery of both source and target languages), the data analysis also demonstrated that knowledge is one of the fundamental requirements of a translation faculty. Additionally, it is shown that the majority of translation teachers have stressed the value of background, encyclopedic, and sociocultural knowledge. The results showed that one of the translation teacher's competencies, in the students' opinion, is psychological-personality competence. This competence comprises behavioral sub-competence, which is made up of micro-competencies, including friendliness, adaptability, and the ability to take criticism, as well as macro-competence of personality (Danesh et. al., 2021). According to this study, the quality of translation preparation in universities can be raised by hiring translators with at least a master's in translation, especially for graduate students, as well as actual translation expertise.

According to Tareva (2012), key competencies of translation trainers include dual expertise (both in translation and teaching), linguistic and cultural knowledge, and teaching and training skills. Similarly, Petrova and Sdobnikov (2021) highlight teaching abilities, professional translation experience, and an understanding of translation studies as an academic field.

Sdobnikov et.al. (2020) define “didactic competencies” as essential teaching skills, proposing three modules: professional translation competencies (translation teachers’ expertise in translation); common didactic competencies (general teaching abilities); special didactic competencies (specific to translator training, including the ability to teach translation strategies).

Li and Zhang's (2012) study outlines a number of competencies, including the pedagogical, research, and practical abilities required to teach translation. Research abilities are crucial for translation teachers because they enable teachers to stay updated with evolving theories, methodologies, and trends, allowing them to develop evidence-based teaching approaches. Orlando (2019) pointed out that practical experience in both teaching and translation remains essential for translation teachers, but it must be balanced.

Nord (2005) and Neubert (2000) examined aspects like intercultural competence and bilingual competence, and investigated the evaluation or measurement of Translation Competence. Al-Batineh and Bilali (2017) found that master’s degree programs in Arab prioritize subject area competence over other competencies, with professional and instrumental competence, referring to practical skills and the ability to use tools and resources effectively, given equal focus alongside communicative and textual competence, which involve the ability to produce coherent and contextually appropriate texts.

Based on the literature reviewed, translation faculty must develop competencies in multiple areas to train future translation professionals. These competencies can be classified into five categories:

## **Table 2**

<b>Competency</b>	<b>Key elements</b>	<b>Sources</b>
Pedagogical competencies	Course design, assessment methods, instructional strategies, student engagement	Kelly (2005, 2009); HEA Standards; Danesh et al. (2021)
Professional translation competencies	Hands-on experience in translation, familiarity with real-world practices, and project management	EMT (2013); Orlando (2019); Petrova & Sdobnikov (2021)
Technical competencies	Proficiency in CAT tools, machine translation, and online learning platforms	Orlando (2019); Danesh et al. (2021); Wu, Wei, & Mo (2019)
Intercultural and linguistic competencies	Knowledge of cultural differences, bilingual proficiency, and sociocultural awareness	Tareva (2012); Ashrafi (2012); Khoshsaligheh et al. (2019)
Research and professional development	Ability to conduct translation studies research, apply findings in teaching, and continuous learning	Massey et al. (2019); Wu, Zhang, & Wei (2019); Alibakhshi (2019)

Globalization, technological advances, and the academization of translation have changed approaches to translator training. Translation studies are now formally recognized as an academic field with an emphasis on research, theoretical frameworks, and methodical teaching techniques due to the academization of translation, a process that involves integrating translation into formal educational structures and promoting its study as a scholarly discipline focused on theory, research, and academic rigor rather than just practical application. To properly educate students for the shifting global landscape, translation teachers must combine academic rigor with real-world experience as the area develops. That is why there is a need for teachers to adapt to contemporary market demands, which requires new competencies, such as flexibility and technological skills (Orlando, 2019).

The professional standards for translation teachers emphasize not only pedagogical skills but also in-depth knowledge of the field, including current trends and professional requirements. This necessitates an understanding of the translation's dynamics to prepare students for future careers. However, many translation teachers currently lack sufficient knowledge of these critical aspects of the profession. As Petrova and Sdobnikov (2021) highlight, a translation faculty member must have all the knowledge and skills they expect of their students, including theory and practical competencies, awareness, along with pedagogical skills to teach and develop these competencies. Research on effective teaching often emphasizes the faculty's background, especially their professional translation experience, as a crucial qualification.

### **Programs for Training Translation Faculty**

Petrova and Ivanov (2020) highlight the lack of specialized training in translation pedagogy as a key issue in training translation faculty, emphasizing that language proficiency alone is insufficient. With growing globalization, the demand for skilled translators necessitates

robust translation faculty training. However, universities often prioritize subject expertise over pedagogical competence (Kelly, 2009). To address this, specialized MA Translation Studies programs, retraining, and practical experience are crucial (Petrova & Sdobnikov, 2021).

Furthermore, the expansion of translation programs requires targeted training for both language teachers and professional translators, emphasizing pedagogical and technical skills (Pym, 2011).

In response to these requirements, several efforts have been undertaken. Gouadec (1986–1991) who introduced a teacher-training program in translation studies established one of the earliest initiatives. This program consists of specialized one-month sessions for translation teachers and was conducted over eight years. Similarly, Englund Dimitrova (1996) introduced a 10-week translation teacher program in Sweden, which has been periodically repeated and expanded to include interpreter training. Meanwhile, the University of Ottawa integrates a unit on the “Didactics of Translator Training” within its MA in Translation and Interpretation, representing a more limited approach to addressing this need. These courses cover: how to effectively teach translation skills, structure lessons, and create engaging learning materials, and design translation courses that balance theoretical knowledge with practical application.

In response to the growing demand for translator and interpreter teacher programs, the European Language Council initiated the Thematic Network Project (1996–1999) (Pym, 2001). This project brought together leading European translation schools to examine existing training methods and establish ideal translation teacher profiles and training modules. The uniqueness of this initiative was its structured approach to addressing gaps in translation faculty preparation. The written translation section focused on areas such as translation theory, tools, professional processes, and curriculum development, aiming to align teaching with market demands. The interpreting section resulted in a biannual teacher training program in Geneva, designed

specifically to equip professional interpreters with effective teaching skills. However, no equivalent structured program was developed for written translation training, leaving a gap in formalized pedagogical preparation for translation trainers.

Efforts to bridge this gap continued in 2000, a two-day seminar in Rennes brought together translation teachers from various countries to discuss the need for training programs in technical translation. Frustrated by years of discussions without concrete results, participants emphasized the importance of creating practical training initiatives. This led to the formation of the Consortium for the Training of Translation Teachers (CTTT) and the organization of future seminars in Rennes and Tarragona in 2001 (Pym, 2001).

Despite these efforts, systematic training for translation faculty remains scarce. Some exceptions include the regular Consortium for Translator Teacher Training (CTTT) events in Rennes or in Tarragona, or the annual summer course organized by Maria González Davies at Vic (Spain), which she hopes to convert into a full MA Translation Studies programs (Pym, 2001). As for interpreting, the ETI at Geneva now runs a postgraduate e-learning program to train interpreter trainers.

The trajectory of translation faculty training, as evidenced by the initiatives and persistent gaps outlined, reveals a field grappling with a fundamental disconnect between the theoretical imperatives of globalization and the practical realities of pedagogical development. The need for well-trained translation teachers is clear because the world needs skilled translators. Early attempts to train teachers, like programs in Paris/Rennes and Sweden, and the European Language Council's efforts, showed people were aware of the problem, but these efforts were too scattered and did not create a consistent system.

One of the major challenges in translator training is the presence of serious gaps caused by current teaching practices. Many experts teach without formal teaching credentials, while inexperienced foreign language teachers often take on translation training roles. Studies by Chen and Liu (2023) and Wu et al. (2019) highlight the importance of professional identity and self-efficacy in translation teachers' success. Wu et al. (2018) specifically examined how a structured teacher education program at Guangdong University of Foreign Studies (GDUFS) in China influenced translation teachers' confidence and effectiveness. Using qualitative research methods, including interviews and focus groups with six final-year master's students, the study underscored the significance of proper training in shaping professional translation teaching identity. The important question is not whether we need training, but how to build a training system that works well and can be used widely.

The future of training translation faculty depends on a big change in thinking. Universities and professional groups need to stop focusing only on subject knowledge and start valuing teaching skills. This means creating full training programs, setting clear teaching standards, and making teaching a respected skill. Additionally, creating training that fits the local needs of a program while still allowing outside experts to contribute is important.

### **Training Translation Faculty**

The process of training translation faculty demands a comprehensive approach that extends far beyond linguistic proficiency. It requires a strategic blend of theoretical grounding, practical pedagogical skills, and real-world experience. One critical component of training is immersion in professional environments. Gouadec (2000) proposes a mandatory month-long immersion in three professional settings: a translation agency, an in-house translation department, and independent freelancing. This approach directly addresses the need to align

academic learning with demands, providing teachers with firsthand insights into the practical realities of the profession. While applied branches of translation studies have advanced, translator training remains under-explored (Salamah, 2021b). This gap necessitates a focused effort on developing pedagogical components, including teaching methods, assessment strategies, and curriculum design. Contributions from researchers, such as Tassini's (2012) book on translator training and works by Gile (2009), Baer, Colina (2003), Gabr (2001), Schefner and Adab (2000) have provided valuable insights into this field. Specifically, there is a need to address the lack of solid pedagogical and methodological criteria, unclear goals, mismatched expectations between academia, and misconceptions about the nature of translation (Salamah, 2021; Al-Faifi, 2000; Atari, 2012; Farghal, 2000). Additionally, the shortage of qualified translation teachers and the absence of a unified teaching ideology highlight the need for exploration and reform in this field.

To improve translator training programs, translation faculty must be equipped with the tools to:

- design clear learning objectives: According to Schmitt (2012), higher education teachers need to establish learning objectives for modules and courses, outline necessary materials, and determine if goals are met. This requires teachers to reconsider ideas and prepare for classes and tests, requiring proof of necessary staff and infrastructure.
- integrate translation competence: Since Translation Competence and its acquisitions are essential for professional and trainee translators to become specialists, the translation pedagogy research community is concerned with this topic (Salamah, 2021b).
- research: The material now available on translation training and pedagogy,

however, is far from ideal (Bernardini, 2004; Davies, 2004). In addition to determining the skills and knowledge translators need to complete cognitive activities required for the translation process and professional tasks, more research and studies in translation education are required.

Training should occur at various academic levels, from bachelor's to postgraduate studies (Wu et al., 2018; Orlando, 2019), with a growing emphasis on contemporary pedagogical techniques and the integration of research skills (Li & Zhang, 2011; Massey et al., 2019; Orlando, 2019). The evolution of translation training itself, moving from traditional to process-oriented and research-based approaches (Orlando, 2019), mirrors the broader shift toward student-centered learning and the integration of theory and practice (Delisle, 1980; Gile, 2009). Crucially, training programs should emphasize interpretive methods that emphasize stylistic, contextual, and cultural factors (Venuti et al. 2017). This approach empowers faculty members to create dynamic learning environments that nurture the intellectual and technical growth of future translators, bridging the gap between academic learning and real-world professional practice.

Addressing fundamental questions regarding faculty's learning practices and development is essential for professional advancement and quality assurance in translator training. Building on this understanding of the critical need for research on translation teachers, it is evident that this literature review has explored the essential skills and competencies of translation faculty, modern standards in translation education, highlighting the evolving demands of programs and the increasing need for teachers to integrate new technologies and pedagogical competencies. Training translation faculty is a complex but vital task. While existing research provides a valuable foundation, further empirical investigation, particularly incorporating the perspectives of practicing teachers and focusing on the specific needs of the Kazakhstan

universities, is crucial to optimize training programs and ensure that translation faculty are equipped to prepare future generations of successful translators.

## **Methodology**

This study examines how MA Translation Studies students and graduates perceive their readiness to work as translation faculty and how their training contributed to their readiness. Specifically, the study focuses on their learning and becoming translation faculty by examining: what competencies they develop in their MA Translation Studies programs, how they develop these competencies, with a focus on getting ready to teach translation at university, and finally, how they perceive their readiness to work as a translation faculty member.

This section of the thesis discusses the methodology that was used, and the following information was described: research design, sampling methods, data collection and analysis, and ethical considerations.

### **Research Design**

This study adopted a qualitative phenomenological approach to explore individual learning experiences of students and graduates of MA Translation Studies programs. Phenomenology was chosen to capture participants' individual perceptions and experiences in becoming translation faculty. This interpretivist approach allowed for an in-depth understanding of how they perceive their preparation and readiness for teaching translation at the university level. Creswell (2018) explains, the detailed and rich understanding of individual experiences provides a reliable foundation for analyzing the complex process of becoming a translation faculty member.

### **Sampling**

This study examines MA Translation Studies programs offered by universities in Astana. Currently, there are two universities in Astana offering MA programs in Translation Studies. These universities have well-established translation departments with extensive experience in translation research. University A is a public university and provides a more academically oriented program that emphasizes theoretical foundations, research methodology, and intercultural communication. The curriculum is structured around core academic disciplines such as translation theory and linguistics, with training in three languages – Kazakh, Russian, and English. This program is well-suited for those planning to pursue careers in education, research, or cultural institutions, where a strong theoretical background and multilingual competence are essential. Internships are typically research- or teaching-oriented, and students are required to complete and defend a Master's thesis. In contrast, University B is private and offers a practice-oriented program. The focus is on practical translation skills in specialized domains such as legal, diplomatic, and media contexts. A notable feature of this program is its strong emphasis on digital tools, including computer-assisted translation (CAT) software and interpreting technologies. The language of instruction is primarily English, reflecting its international orientation. The curriculum includes professional internships and real-case simulations, which equip graduates for roles in international organizations, legal firms, and media companies. University B also allows for greater flexibility through elective courses in related fields. University A is ideal for students interested in academic and multilingual expertise, while University B is better suited for those seeking applied skills and international professional experience in translation.

The primary goal of these MA Translation Studies programs is to train highly qualified specialists in written and oral translation, as well as intercultural communication. Graduates are

expected to develop critical thinking skills, effectively address challenges in translation practice, integrate new translation technologies, and possess a comprehensive set of scientific and pedagogical competencies. The programs prepare specialists in both research and practice, with expertise in translation theory, methodology, and the use of modern translation technologies. Graduates are prepared for careers as researchers in Translation Studies, specialists in oral and written translation across various sectors, and university faculty in Translation and Language disciplines. As stated on the universities' websites, their Master's programs contribute to the development of highly skilled professionals capable of addressing both translation and teaching challenges in academic and professional settings.

Purposive sampling is a form of sampling that allows researchers to choose the most suitable sample (Bhardwaj, 2019). Based on the chosen methodology, the study included 14 participants. Data collection finished at the point of saturation (Saldanha & O'Brien, 2014). This sample size aligns with Guest et al. (2006) recommendation that qualitative research with purposive sampling often starts with twelve interviews to collect adequate data.

In this study, purposive maximum variation sampling was used to recruit two groups of participants. The purposive maximum variation sampling was used to ensure that participants had relevant experience and knowledge to address the research questions, as well as capture diverse experiences. The participants were selected based on the following criteria:

(1) Second-year Master's students currently enrolled in Translation Studies programs. The students were selected because they have completed most core courses and possess sufficient academic and practical experience to reflect on the training and the level of readiness to work as university faculty.

(2) Graduates of MA Translation Studies programs who work as translation faculty at universities. They were included to provide insight into how well their education prepared them for teaching and how they perceive their professional readiness. Two universities in Astana were included in the sampling process, the sample included six graduates and eight second-year students of MA Translation Studies programs. The sample consists of 10 female participants and 4 male participants. Out of the 14 participants, 6 are from University A and 8 are from University B. For more detailed information about the sample, see Table 3.

**Table 3**

*Participant's background*

Participants	Groups	Location	Gender	University	Fields
P1	PTT	Astana	Male	University B	Translation Studies
P2	PTT	Astana	Female	University B	Translation Studies
P3	PTT	Astana	Female	University A	Translation Studies
P4	PTT	Astana	Female	University B	Translation Studies
P5	PTT	Astana	Male	University B	Translation Studies
P6	PTT	Astana	Female	University B	Translation Studies
P7	PTT	Astana	Female	University B	Translation Studies
P8	GTT	Astana	Male	University B	Translation Studies
P9	GTT	Astana	Male	University B	Translation Studies
P10	GTT	Astana	Female	University B	Translation Studies
P11	GTT	Astana	Female	University A	Translation Studies
P12	PTT	Astana	Male	University A	Translation Studies
P13	GTT	Astana	Female	University A	Translation Studies
P14	GTT	Astana	Female	University A	Translation Studies

Participants were recruited via email and WhatsApp messages, through the contacts that were shared by university departments. The detailed explanation of the study's aim and consent form was sent to participants. Data collection took about two months, during which participants were given flexibility in scheduling the interviews. The challenges encountered during data collection were coordinating schedules, as many participants had work and study commitments, and finding participants according to sampling selection criteria. Additionally, identifying participants who fully met the sampling criteria was challenging, particularly in locating instructors with an academic background specifically in Translation Studies. In several cases, university faculty members teaching translation-related courses did not have formal education in the field, which limited the pool of eligible participants. The purposive sampling allowed me to select the most knowledgeable participants, who have sufficient learning experiences, and can provide rich, detailed data that is directly relevant to the study's objectives.

### **Data collection instruments**

To explore the learning experiences and perceptions of the participants regarding their readiness to work as translation faculty, this study used semi-structured interviews as the primary data collection instrument. Semi-structured interviews offer a flexible yet focused methodology, incorporating both predetermined questions and the opportunity for participants to expand on their answers (Creswell, 2018). The interview protocol, including the specific questions used, can be found in Appendix B. Each interview followed a set of twelve open-ended questions focusing on key aspects of translation faculty training. The open-ended approach allowed participants to provide extensive replies reflecting a diverse range of perspectives and views (Creswell, 2018). Detailed notes were also collected during the interviews to record nonverbal clues, contextual information, and any new ideas that may emerge during the talk.

The study aims to provide a well-rounded perspective on preparing future translation faculty. Participants were asked about the competencies they believe are most crucial for translation faculty. Additionally, Master's students and graduates were asked to reflect on their readiness to work as translation faculty and how their programs have contributed to their teaching capacity. The interviews lasted approximately from 30 to 60 minutes and were conducted in-person and via Zoom, recorded (with consent), and transcribed for analysis.

As interviews were completed, transcriptions were initiated promptly, enabling a concurrent process of data analysis alongside ongoing data collection. By utilizing semi-structured interviews as the primary data collection method, supported by field notes and potential follow-ups, this study ensures that participants' insights were explored in a meaningful manner.

### **Data analysis**

The collected data were analyzed using a thematic analysis, which is a method for identifying and interpreting key ideas in qualitative data (Saldanha & O'Brien, 2014). This method helped uncover key themes related to the competencies targeted in translation studies. All interviews were transcribed word for word. A coding framework was developed based on predefined research questions, reviewed literature, and emerging insights from the data. Key phrases, patterns, and concepts were assigned codes to categorize different aspects, such as teaching skills, other competencies developed, perceived readiness for teaching, educational practices contributing to competence development, and challenges encountered in teaching (in the case of graduates as study participants). The coded data were grouped into broader themes that reflect the main findings of the study. These themes were refined and reviewed to ensure they accurately represent the data. The final step involved interpreting the themes in relation to

the research questions and existing literature. By systematically applying thematic analysis, this study provided a comprehensive and structured understanding of the experiences and challenges faced by prospective translation faculty and Master's program graduates who work as translation faculty.

### **Ethical consideration**

This research prioritized the ethical treatment of participants. A detailed Ethics Consent form was submitted to the Maqsut Narikbayev University Ethics Committee. The study involved human beings, whose personal data were carefully protected. All participants were provided with a comprehensive informed consent form detailing their rights and the study's confidentiality procedures (see Appendix C). The consent form explains that interviews were conducted individually, and all data will be stored securely on the researcher's password-protected device. Before the interview, each participant received a full explanation of his and her rights and the study's confidentiality procedures. The identities and responses of participants were kept confidential throughout the data processing and reporting process. Participants were asked to express informed consent, stating their willingness to participate in the study. The consent process was documented. They were also informed that their participation was voluntary. To preserve confidentiality, these steps were taken: to secure participants' names and responses throughout the data processing and reporting process. To ensure confidentiality, participants were given pseudonyms, and any identifying information was erased from transcripts or other study materials.

## **Findings**

This chapter presents the findings from these semi-structured interviews to explore what competencies are developed by students and graduates of MA Translation Studies programs regarding their preparation for the role of a translation faculty member, and what educational practices within MA Translation Studies programs contribute to developing these competencies. Through thematic analysis, the main key themes emerged, providing insights into the participants' experiences. The following sections detail each theme in line with the research questions of the study, supported by illustrative quotes from the participants.

### **Perceptions of Readiness to Work as Translation Faculty**

Students and graduates of MA Translation Studies programs expressed nuanced and varied perceptions about their readiness for teaching. There is a clear difference between how proficient they think they are in translating and how confident they are in their ability to teach. The interview data show that while most participants interviewed (P1-P5, P7, P13, P14) were confident in their translation skills, eight of fourteen were not sure about their teaching competence. Notably, students from University A generally conveyed a higher sense of preparedness for faculty roles compared to those from University B. The perceived readiness of students and graduates to teach is substantially shaped by a combination of theoretical knowledge, practical experience, and psychological factors, including confidence, motivation, and the development of teaching competencies. Based on these findings, the results are grouped into two categories: those expressing a sense of readiness for faculty roles and those reflecting uncertainty or lack of confidence. These categories do reflect a continuum of preparedness influenced by teaching experience, university support, and personal traits such as motivation and self-efficacy.

### ***Perceived Readiness for the Teaching Role***

Some participants expressed a sense of preparedness and confidence in their ability to teach translation after completing their MA programs. For example, P3 stated, *“The knowledge I gained over these two years has prepared me well to be a good translation faculty member.”* The participants often referred to structured teaching internships, exposure to curriculum development, and observation of teaching methodologies as sources of this preparedness. P4, who had completed a teaching internship and received positive feedback, noted: *“It was a great experience, and I received positive feedback from my translation trainer.”* P8: *“I am currently teaching translation students, though only general language courses. The experience helped build confidence.”* Their confidence was rooted in having at least some hands-on teaching experience and pedagogical instruction, especially in pedagogical science and academic writing.

### ***Uncertainty About Being Ready to Teach***

Six out of fourteen participants expressed doubts about their teaching competence, despite their confidence in translation proficiency. The participants described feeling partially prepared but expressed uncertainty about their teaching capabilities, often due to gaps in formal training in teaching. P1 shared: *“I should say, maybe someday I’ll become a trainer. But I am not ready at the moment.”* P2 shared this uncertainty by contrasting theoretical strength with the lack of real-world teaching experience: *“While I feel confident in my theoretical knowledge, I lack sufficient practical experience as a professional translator, which affects my confidence in teaching.”*

Participants also highlighted a gap between theoretical understanding and the ability to effectively teach those concepts. One student from University B (P4) shared, *“I understand the*

*translation ideas, but I am not sure how to explain them to other people in a clear way.”*

Similarly, a student from University A noted the lack of hands-on teaching opportunities: *“I wish we had more teaching assistant opportunities to gain hands-on experience.”* P6: *“I think the program provides practical training, but to be a good trainer, you need experience as a professional interpreter, not just a master's degree.”* These participants acknowledged the importance of self-directed learning and called for more support to build the competencies needed for teaching roles.

This group often cited a lack of teaching experience and self-perceived inexperience. For instance, P6 explained: *“Honestly, I don't feel confident enough yet because I don't have much teaching experience, apart from my internship.”* Similarly, P5 expressed concern about needing more time in the field before transitioning into a faculty role: *“I believe that to become a competent translation faculty member, I need at least five to ten years of professional experience.”* This group was also more likely to mention emotional factors such as anxiety, self-doubt, or fear of public speaking. Participant P9 and P14 shared a deeply personal reflection on the journey toward confidence in teaching and readiness:

P9: *“Well, to be honest, it's been three years, and even now, I sometimes feel like I'm not fully confident or suitable for this position. I struggled with impostor syndrome a lot. At the very beginning, I definitely wasn't confident. I still remember my first group - students, all around 20 or 21 years old—and I was only 24. There was barely a gap, and I kept thinking, ‘I'm going to teach them?’ But looking back now, I believe that was a really good start. Over time, I've become much more confident. I'm a pretty self-aware person. I know my strengths and weaknesses, and what I can work on—but sometimes it really just takes time to understand all that.”*

P14: When I became a part-time teacher during my second year of the Master's program, I felt like I had enough experience to become a full-fledged teacher. But you know about imposter syndrome, right? I felt like an imposter, like I wasn't in the right place and that teaching wasn't the right job for me. At the time, I believed I was a better interpreter than a teacher. Now, nine years later, after gaining substantial experience, I can confidently say that I've improved my teaching skills. But back then, definitely not.

P10 refrained from giving a definitive answer regarding the overall readiness. Instead, P10 shares that readiness depends on several variables, including the graduate's motivation and the extent of knowledge and skills the graduate possesses.

Overall, the findings reveal that while the majority of MA Translation Studies participants feel ready as translators, a number of them lack confidence in their teaching capabilities. Their readiness to teach is shaped by experience, confidence, motivation, and how well their MA program supports pedagogical development. The insights from these interviews reflect not only technical and pedagogical competence development but also the emotional and psychological journey toward becoming a confident translation faculty member.

### **Competencies Developed in MA Translation Studies Programs**

The participants described a diverse range of competencies developed during their MA Translation Studies programs. These were organized into six categories, each including specific skills and knowledge relevant to teaching translation at the university level.

#### ***Translation and Interpreting Competencies***

Six participants (P1, P2, P6, P9, P12, P14) repeatedly underline the fundamental importance of professional translation competencies. These include simultaneous and

consecutive interpreting, written translation, audiovisual translation, and subtitling. Participants highlighted both theoretical knowledge and real-world practice in translation/interpreting, as seen in P2 and P9 focus on experience and up-to-date knowledge. P10 points out this by identifying translation as a fundamental competence. The importance of practical translation experience indicates that theoretical knowledge alone is insufficient; rather, active engagement with the profession enhances credibility and effectiveness in the classroom. *“We had the chance to work with real conference speeches and videos... That gave us a realistic sense of interpreting in professional settings” (P5). “Our curriculum includes... audiovisual translation, such as audio description and subtitling” (P2). “Mock conferences where we worked in interpretation booths and received feedback were especially helpful” (P2). “We gained knowledge in terminology, semantics, and pragmatics... serving as a theoretical foundation for practical skills” (P5).* Participants generally felt confident in their translation abilities, which formed the basis for their aspiration to eventually teach. However, these do not always translate into readiness for teaching unless complemented by pedagogical competence.

### ***Pedagogical and Didactic Competence***

A second dominant theme relates to pedagogical competence. Pedagogical and didactic competence includes pedagogical content knowledge, instructional design and delivery skills, classroom and student engagement, assessment, and feedback. Participants P2, P4, P6, and P8 highlighted the ability to create lesson plans, teach effectively, give helpful feedback, and manage the classroom. This shows that teaching translation is different from just knowing how to translate. P10 emphasized that teaching requires its own skills. P8 and P9 also talked about the importance of assessing students, keeping them engaged, and planning lessons, showing that how you teach is just as important as what you teach. The formal pedagogical training was

provided at University A through the course titled Higher Education Pedagogy, as well as teaching internships. P4 shared the development of practical teaching knowledge: *“We had a course that explained how to plan lessons and keep students engaged. It helped me see what works in a real classroom.”* However, some students felt that they learned to teach through observation, trial and error, and self-reflection. It means that they described developing teaching competencies informally. For instance, P6 expressed: *“I observed how our instructors taught and tried to replicate that in my own sessions.”* Similarly, P2 noted: *“While our program does not explicitly focus on training future translation faculty, I have observed and analyzed various teaching strategies used by our instructors.”* While some pedagogical competence is developed indirectly, the participants still felt underprepared to teach. So P8 expressed a desire for formal teaching methodology training: *“We really need a course on how to teach translation, not just how to translate.”* P10 made a clear distinction between knowing and teaching translation: *“Being good at translation doesn’t automatically make you a good teacher. Teaching is a separate competence.”* The participants highlighted that pedagogy requires its own structured development, not just translation expertise. Participants called for explicit, practical training in teaching methodology, lesson planning, and student assessment, areas they felt would bridge the gap between translation competence and the readiness to teach translation.

### ***Interpersonal and Communication Competence***

A few participants (P4, P5, P6, P9) highlight the importance of interpersonal competence in teaching. Emotional intelligence, empathy, and good communication are key for building strong relationships with students and creating an inclusive environment. The participants (P6 and P2) recognized that successful teaching also requires emotional and relational skills. They highlighted the importance of building student trust, including engagement and managing

classroom dynamics. *“You need emotional intelligence... that’s what helps you handle students and guide them.”* (P6). Some described experiences with group work and leadership development (P9 and P10), while others expressed the need for workshops on student communication (P2 and P11). *“Workshops on communication and classroom dynamics would make us more confident [as translation faculty]”* (P2). There is also a reference to understand that the student's needs are crucial. For example, P9 emphasized: *“Students are not the same. What works in one group might not work in another. You have to understand where they come from, what they know already, and how they learn.”*

P5 and P9, P13, P14 also stress the need for global and cultural awareness, recognizing that understanding students' different backgrounds is essential. Being globally aware means acknowledging that there are multiple ways of seeing the world, shaped by different histories, values, and experiences. For a translator, this is vital for accurately conveying meaning and avoiding cultural misunderstandings. For translation faculty and students, it's about creating an inclusive classroom where diverse viewpoints are valued and explored. *“A good translator or translation faculty must be open-minded. You meet so many different people. Being tolerant helps you build trust”* (P5). This shows a shift toward teaching that focuses on the students, with intercultural competence becoming more important in both translation and education.

Additionally, qualities like tolerance, openness, and ethical awareness (P5) help create a positive learning environment and prepare students for the challenges of real-world translation. *“There are things you shouldn’t say in one language the same way you would in another. It’s not just a word-for-word thing, it’s about the people, the setting, the culture”*(P5). Also, P9 shared: *“In translation, cultural context is everything. If you're not aware of the cultural expectations or assumptions, you might totally mislead the reader.”* P4 also said: *“You can’t just assume*

*students will see things the same way. Especially when they come from different academic or cultural backgrounds.*” Therefore, they emphasized that being a translation faculty member requires more than translation and teaching competencies, it also involves cultural humility, ethical awareness, and the ability to create inclusive and responsive learning spaces. These insights suggest that intercultural competence is an emerging but vital area in preparing future translation faculty.

### ***Cognitive and Research Competence***

Critical thinking, problem-solving, and adaptability emerge as key cognitive attributes. P4 and P10, P12 refer to these as essential for information synthesis and flexibility in both translation and pedagogy. P9 and P10 particularly highlight the need for continuous professional development and a mindset open to change. Three participants (P4, P10, P12) reflected on their development as critical thinkers and researchers. They gained knowledge in translation theory and expressed that thinking analytically is needed for translation faculty. Translation faculty should know translation theory, academic reading and writing, critical reflection, synthesis, thesis writing, and research methodology. They shared: *“The theory helped me think about what kind of trainer I want to be”* (P3).

Research competence goes beyond performing translation. It is about understanding why and how translation works and using that understanding to inform teaching. It includes synthesizing scholarly work, writing a thesis, designing study frameworks, understanding data collection, analysis, academic writing, and modifying methods. *“These skills are essential for synthesizing information and adapting in the classroom and translation settings.”* (P4) These competencies are essential for preparing graduates to teach translation at the university level, ensuring they can engage in academic research and apply translation skills. Also, P9 highlighted

that translation faculty should have skills like adaptability and openness to change and a professional development mindset: *“You need to stay updated and open to change in both teaching and translation work.”* (P9). However, P10 and P8 from University B also expressed that while research content was helpful, it was too much. *“We had a lot of research content, but I would have liked more teaching practice.”* (P8) This difference reflects a divergence in student priorities. The participants acknowledged that cognitive and research competencies are crucial for becoming reflective, well-informed translation faculty members.

### ***Ethical Competence***

The participants showed awareness of the professional and ethical responsibilities of being a translation faculty member. They expressed concerns about fairness in assessment, ethics in interpreting, and modeling professional behaviour for students. *“A translation faculty member should be a role model... that’s a big responsibility”* (P6). However, the perceptions are different. MA students expressed an awareness, they recognized the importance of ethical conduct and professionalism, but do not feel sure about their capability to apply it in practice. Participants in this group (P2-P6) acknowledged ethical and professional responsibilities, but mostly in an idealized sense. They framed this as a future goal, learning to grade fairly, and behaving ethically during interpreting. *“We learned to design grading systems that motivate students, not just punish them.”* (P2). While teaching graduates tend to discuss these competencies with practical clarity, drawing on real classroom challenges, they reflect a more situated understanding of professional and ethical responsibilities. They’ve had to make real-time decisions about fairness, feedback, cultural sensitivity, and authority in the classroom. For instance, P9 about balancing discipline and fairness: *“Being a faculty member means finding the line between being supportive and holding standards. Students notice inconsistency*

*immediately*". P10 on feedback and motivation: *"It's easy to give grades. What's hard is giving feedback that doesn't kill a student's motivation"* and P8 on the emotional demands of being a faculty member: *"You don't just teach content. You model behavior: punctuality, tone, and how you respond to mistakes. Everything counts"*. MA students expressed ethical and professional awareness primarily as an aspirational standard, while practicing faculty frame it as a lived, ongoing experience. This comparison suggests that professional and ethical competence matures through teaching experience, evolving from a theoretical understanding to a pragmatic, reflective practice.

### ***Technological Competence***

The responses of participants on the role of technological competence in training translation faculty were rare. Participants identified specific technologies connected to translation and interpretation training. P3 highlighted the use of Computer-Assisted Translation (CAT) tools during hands-on practices: "I have used CAT tools and participated in translation projects, which gave me hands-on experience as a translation trainer." P5 described using real-world audiovisual materials such as conference speeches, videos to simulate professional scenarios: "We worked with real conference speeches and videos, which gave us a realistic sense of interpreting in professional settings." P6 stressed the need for specialized infrastructure, such as interpretation booths and simulators: "Universities should provide proper equipment for simultaneous interpretation training. Unlike our university, some do not offer dedicated interpretation courses." This highlights the importance of technological infrastructure for developing practical skills. P5's emphasis on practical over theoretical training hints at the use of digital resources (e.g., online repositories, simulation software) to replicate real-world tasks. Most participants, including P3 and P6, framed technology as a supplementary tool rather than a

core competence. P3 and P5 did not mention structured courses on technological tools (e.g., SDL Trados, memo), suggesting that skill acquisition was largely self-directed or incidental.

Developing self-directed learning competence helps translation faculty be more flexible, adaptable, and successful. Most participants showed a clear capacity for self-reflection, self-assessment, and growth. *I'm not ready to be excellent, but I think I'll get better with time and experience* (P1). *Universities give a base, but it's up to you to grow beyond that* (P5). MA students showed that recognizing limitations was not a weakness, but a sign of growth orientation. P6 on independent preparation: *You have to find your own path, especially if you want to teach. The program is a start, but you need to explore more*. *Theoretical training is helpful, but I had to look outside to really prepare for teaching* (P7). Participants who are now faculty members described self-directed learning as a practical necessity. They actively seek out new methods, attend workshops, update their materials, and learn from classroom experience. For instance, P8 shared: *We are not given manuals on how to teach translation. You make mistakes, you reflect, you adjust*. While both groups value self-directed learning, students see it as a path to readiness, while teachers experience it as an ongoing necessity.

The participants identified a broad range of competencies they had developed through their MA Translation Studies programs. In response to research question 2, the findings show that MA Translation Studies programs help students develop a wide range of competencies, although these competencies are unevenly distributed. Translation and interpreting competencies are well developed in both universities, giving students a strong foundation in content knowledge. Pedagogical and professional competencies are developed but under-supported, leading to varying levels of readiness. Overall, participants develop partial preparedness; they complete MA Translation Studies programs with a solid foundation of translation competencies,

academic awareness, and a mindset for growth, but they often lack confidence in teaching-related competencies. This highlights the need for more structured, practice-oriented, and pedagogically oriented learning to better prepare graduate students to work in the field of translation education.

### **Educational Practices and Translation Faculty Development**

The analysis of MA Translation Studies programs reveals that educational practices contribute to the development of six core competence categories essential for training future translation faculty.

#### ***Practices Developing Translation Competence***

Translation and interpreting competencies form the foundational skills for future translation faculty. Educational practices that enhance these competencies involve immersive and experiential learning. For instance, simulate real-world scenarios, such as UN-style debates or court interpreting simulations, where learners must navigate terminology, intercultural nuances, and time constraints. Participants reported strong development in translation and interpreting competencies through hands-on practices and mock conferences. *“We worked with real conference speeches and interpreting booths... that gave us a realistic sense of interpreting in professional settings”* (P5, University B). University B’s curriculum showed that there is more applied focus with specialized courses. *“The variety of interpreting modules helped me practice different modes and get used to different contexts”* (P9). Both universities use practice-based learning, texts, and multiple interpreting modes, ensuring students’ translation expertise.

Participants in the study emphasized the importance of translation training. P4 and P9 noted that tackling subject-specific translations, such as medical, legal, during their MA programs gave them a deep understanding of terminology management and stylistic conventions, which are crucial to teach. P2 and P10 highlighted that working with real clients during their training helped them appreciate workflow and deadlines, allowing them to design classroom activities that mimic professional environments. As P2 explained, *"We had to deliver translations to actual clients under tight deadlines. That pressure made me realize how important it is to teach students to manage time and handle revisions professionally."* Similarly, P10 shared, *"Translating for NGOs during our practice gave me insight into the back-and-forth process with clients. I now simulate that in class with mock client briefs and feedback rounds so students get a feel for the real thing."* Another key area is strategic decision-making under uncertainty. P1 and P7 shared how assignments that involved ambiguous or poorly written source texts improved their ability to teach critical thinking and justification of choices in translation. Overall, MA programs that embed real-life professional challenges into their teaching help graduates become capable translation faculty who can not only translate well themselves but also effectively coach others.

### ***Practices Contributing to Pedagogical Capacity***

Pedagogical development revealed differences between the universities and emerged as an area needing improvement. While both universities offered teaching internships, participants consistently noted the absence of formal pedagogical training. P8's comment encapsulates this gap: "We really need a course on how to teach translation, not just how to translate". Participants at both universities described learning through observation of their instructors, trial-and-error during teaching internships, and peer collaboration. By watching experienced instructors,

participants learn effective teaching strategies, classroom management techniques, and ways to engage students. This modeling helps them internalize what good teaching looks like, which they can then adapt to their own style. Teaching internships provide real classroom experience where participants can experiment with different techniques. Making mistakes and adjusting based on outcomes helps them learn what works and develop confidence in their teaching abilities. Discussing experiences, sharing resources, and giving each other feedback allows participants to reflect on their practice, gain new insights, and build a supportive learning community.

While both programs developed strong translation competencies, internship duration played a pivotal role in developing the capacity for teaching. University A's four-month internship facilitated deeper adaptation, whereas University B's one-month model prioritized intensity but left less room for reflection. University B's inclusion of ethics training and flexible learning options provided a stronger foundation for teaching competence than University A's academic focus, yet participants from both universities emphasized the need for dedicated teacher training. The contrast underscores how university priorities shape outcomes. University B's applied methods fostered professional confidence within time constraints, while University A's longer internship and theoretical rigor cultivated analytical depth, revealing trade-offs between immediacy and thoroughness in curriculum design. The contrast between the universities' approaches highlights how institutional priorities shape competence development, with University B's applied orientation yielding greater confidence in professional settings, while University A's theoretical emphasis produces stronger academic competencies. These differences underscore the importance of aligning program design with the diverse needs of future translation faculty.

Both universities similarly lacked systematic pedagogical training, leaving participants feeling unprepared for teaching roles. As P1 expressed, “*I acted as a teacher during internship, but there wasn’t any course that showed us how to structure a lesson*”. This gap was particularly evident at University B, where the absence of the pedagogical training compounded by a shorter one-month internship (vs. University A’s four months) left students like P8 explicitly requesting “*a course on how to teach translation.*” While informal learning through observation (P1’s remark about “*watching their instructors*”) partially compensated, participants consistently reported feeling underprepared highlighting a critical curriculum weakness. Practical learning, especially through internships in both universities, has been recognized as essential for the development of pedagogical competence. In addition, participants noted the lack of attention paid to pedagogy in the current programs.

“Specifically, those who want to become a translation teacher? No, I don't think that there is enough practice. There are courses, a teaching internship, but that teaching internship is... Of course, it's good, you will get to know how to work, you will work with your advisor, and you will have a practice of teaching it. But I think you still need a little bit of theoretical base, and only then apply teaching. But yes, there is an opportunity, but I think it could be extended.” (P8)

They stressed the need for special teaching and learning methodological courses to equip translation faculty with the tools and strategies necessary for effective learning. P9: “Probably a course on teaching methodology. And for some teachers, perhaps a basic pedagogy course as well”.

The role of constructive feedback and mentoring from experienced teachers, who play a crucial role in building translation faculty's confidence and competence, was also highlighted. In

addition, it was widely believed that real-life translation experience was a prerequisite for effective teaching. Finally, participants emphasized the importance of skills such as communication and emotional intelligence in the context of teaching. Understanding students, increasing motivation, and managing classroom dynamics were identified as key competencies for aspiring translation teachers. To sum up, to better prepare Master's students to work as faculty members, programs should prioritize the integration of practical teaching experience, special teaching methodology and methods courses, and mentoring opportunities.

During their MA programs, participants from both universities received hands-on training in pedagogy through graduate teaching internships and peer-led tutorial. P3 and P8 discussed how shadowing experienced faculty and co-teaching undergraduate modules helped them develop classroom presence, lesson planning skills, and adaptive strategies to manage diverse learners. P5 mentioned how designing a flipped classroom video forced them to think critically about content chunking and clarity, skills they now apply when introducing complex tools like CAT software. P6 and P10 spoke about using portfolio-based assessments and self-reflective journals to track student learning beyond traditional tests. These experiences taught them to assess not just what students know but how they think. Through these practices, translation faculty acquire the capacity to design outcomes-based curricula, deliver engaging content, and provide meaningful feedback.

The goal of the education program at University A is to train highly qualified specialists in translation and intercultural communication who meet international standards and are capable of critical thinking and problem-solving, advancing research, and analyzing current issues in the field, possessing a well-rounded set of professional competencies. The program lasts 2 years and includes: general professional courses: foreign language (professional), history and philosophy

of science, teaching internship, core translation courses, like translation theory and practice, cross-cultural communication and translation, academic writing for translators; specialized translation modules, consecutive and simultaneous interpretation (C1 and C2 levels), translation of scientific, technical, and economic texts, technology of translating specialized texts, contrastive linguistics and translation; pedagogical and research training, which include higher school pedagogy, teaching methodology for translation disciplines, research practice and master's thesis. Practical components of this program are pedagogical, research internship, and master's thesis. Graduates develop learning outcomes and competencies that include fluency in both the theoretical and practical aspects of translation, proficiency in intercultural communication and collaboration across diverse linguistic and cultural contexts, effective use of translation software and digital tools, the ability to conduct academic and methodological research, and the skills to handle various types of translation tasks.

The Master of Humanities in Translation Studies at University B is a two-year graduate program designed to prepare highly qualified specialists in oral and audiovisual translation. The program focuses on equipping students with advanced skills in simultaneous and consecutive interpreting, audiovisual translation, and the use of modern translation technologies, including CAT tools and translation memory systems. It also emphasizes the development of research competencies in translation studies and related disciplines. Students gain theoretical knowledge and practical experience through courses such as academic and research writing, terminology, translation and intercultural communication, localization, and applied translation studies. The curriculum includes teaching and research internships, interpretation modules at C1 and C2 levels, and a strong focus on practical components such as subtitling, dubbing, and pragmatic aspects of translation. Graduates of this program are trained to apply both qualitative and

quantitative research methods, manage terminology projects, analyze complex texts, and solve professional translation challenges in diverse linguistic and cultural contexts. The program culminates in the completion and defense of a master's thesis based on independent research.

Therefore, both university A and university B offer MA Translation Studies programs that aim to prepare highly qualified specialists in the field of translation. Each program emphasizes the development of theoretical and practical translation skills, critical thinking, research competence, and familiarity with translation technologies such as CAT tools and translation memory systems. Both also include academic courses in philosophy of science, pedagogy, academic writing, and provide teaching and research internships to support professional development. However, while they share several foundational similarities, they differ in structure, focus, and the range of opportunities provided to students during their studies. The key differences lie in specialization and practical orientation. University A offers a more general approach focused on translation theory, linguistics, and broad intercultural communication, with practical skills gained through internships and peer collaboration. In contrast, University B offers a highly specialized curriculum in oral and audiovisual translation, including modules on subtitling, dubbing, localization, and simultaneous/consecutive interpreting at C1–C2 levels. It also provides structured training in AV technologies, scripting, and pragmatic translation, offering more applied, relevant experiences that prepare students for specific roles in media and multilingual communication sectors.

### ***Practices Developing Research Competence***

Both universities demonstrated strengths in fostering research skills and critical thinking, with P4 noting: “Critical thinking and analysis were developed in almost every course”. Participant feedback suggested that University B’s methods better prepared students for

immediate professional practice, whereas University A's extended internship and theoretical grounding supported more nuanced, research-oriented work. Participants from both universities praised their university's research focus. This includes translation theory, academic writing, critical analysis, and thesis writing courses. *"The theory helped me think about what kind of trainer I want to be"* (P3, University A). *"Critical thinking and analysis were developed in almost every course"* (P4, University B). *"The research modules helped us apply theory to practical issues, especially in thesis writing"* (P9, University B). Thus, both programs successfully equipped students with the analytical mindset and academic rigor needed for reflective teaching and research in translation. The difference lies in course variety and specialization. For example, University B diversified its offerings and connected translation with other applied domains, which include courses like interpretation and audiovisual translation, while University A focused more on academic and linguistic depth. At University A, this came through thesis work and philosophy-linguistics modules. At University B, students followed a structured sequence of research training through Research Methods I, II, and III (each worth 5 credits), which were complemented by academic writing courses. *"We learned to do real research. It wasn't just about the thesis; it was about seeing connections and applying them to practice"* (P10). Both programs formally cultivate high-level academic thinking. P6 mentioned designing a mini-study on the effectiveness of translation memory tools in student performance. By engaging with academic literature, conducting small-scale studies, and applying critical analysis to translation practice, participants became more reflective.

### ***Practices Developing Ethical Competence***

Professional and ethical competence was more formally supported at University B than at University A. University B includes modules on Ethics: *"We discussed real-world ethical*

*scenarios in class. It helped me think beyond grading and into classroom behavior, boundaries, even tone”* (P10, University B). At University A: *“There wasn’t really a module on ethics — we kind of picked it up along the way”* (P3). University B provides more structured opportunities for ethical reflection and decision-making through the research methods courses and intercultural communication, whereas University A’s ethics are learned through academic norms and thesis supervision.

Ethical competence equips future translation faculty to handle moral dilemmas in both professional and academic contexts. P1 explained how maintaining a weekly journal during her internship made her more attuned to the ethical nuances of client communication and confidentiality. She shared: "At first, I thought ethics was just about not cheating. Now I see it’s about responsibility and transparency." Ethical competence thus emerged not simply as rule following, but as a habit of critical reflection, debate, and accountability. These educational experiences enable future faculty to instill ethical awareness in their students and to model integrity in both academic and professional translation settings. At University B, ethical competence was primarily cultivated through academic and research contexts. Students engaged in research-related courses such as history and philosophy of science, academic writing, and methodology of scientific research, which addressed issues like plagiarism, source credibility. These courses promoted academic integrity, careful citation, and responsible data handling. For example, students were required to submit literature reviews and small-scale studies under strict academic standards, reinforcing research ethics as foundational to their training. Ethical dilemmas were also discussed during seminars, but primarily in relation to research design, authorship, and the trustworthiness of results. However, both universities prioritized professional ethics, especially in the context of client relationships, confidentiality, and translation decisions.

Practical assignments, such as subtitling sensitive content, interpreting confidential business meetings, or working with politically or culturally sensitive material. Weekly peer discussions and mentorship further supported the development of a reflective ethical mindset grounded in practice.

### ***Practices Developing Interpersonal and Communication Competence***

Interpersonal and communication competence is vital for translation faculty, who must navigate diverse learner needs, provide constructive feedback, and foster a supportive learning environment. Several participants described specific educational experiences that contributed to the development of these skills. First, P7 described leading peer-review sessions where students gave feedback to each other's translations. This practice required them to formulate feedback in a clear, respectful, and constructive way, developing both emotional intelligence and linguistic sensitivity. These sessions also fostered trust and mutual learning. Second, several students engaged in teaching internships that involve giving presentations, facilitating class discussions, and responding to spontaneous questions, activities that strengthened their public speaking and classroom communication skills. Together, these structured educational practices fostered graduates' ability to communicate with clarity, empathy, and adaptability, preparing them to become not only competent translators but also effective and responsive educators.

To sum up, a core finding from the participants indicates that working with real-life, practice-based lessons significantly contributes to the development of translation and interpreting competencies. These activities simulate real-world pressures (P2, P10), reinforcing workflow awareness and deadline management. To enhance pedagogical and didactic competence, many programs include teaching internships and the design of the lesson plans. Participants that had

experience in teaching before (P3, P5, P6) reported that shadowing experienced faculty from University B and managing diverse learners in blended settings gave them confidence and structure in their teaching methods. Development of interpersonal and communication skills is achieved through peer collaboration, mentoring, and public workshops, where translation faculty members learn to adapt their communication to different audiences. Cognitive and research competence is fostered through projects and small-scale empirical research. In both universities, courses like academic writing (P3, P5, P6, P12) help students internalize critical thinking and develop their research competencies. Ethical competence is shaped via academic norms and thesis supervision, enabling graduate students to navigate moral dilemmas and teach ethical reasoning effectively (P1, P4, P7). Finally, technological competence was developed through translation- and interpretation-related courses, equipping students with proficiency in current tools such as CAT software, subtitling platforms, and voice-over editing systems (P2, P5, P6). These experiences not only prepared them for professional translation tasks but also laid a foundation for integrating technology into their future teaching careers. Also, students learned how to design technology-supported lessons, use digital feedback tools, and manage remote or hybrid classrooms, all essential competencies for modern translation faculty. Thus, technological competence was not limited to professional translation but extended into pedagogical innovation and digital teaching practices.

## Discussion

This study aimed to understand how MA Translation Studies students and graduates perceive their readiness to work as translation faculty, the competencies they develop for this work, and the educational practices that shape these competencies. Semi-structured interviews were carried out with second-year MA Translation Studies students and graduates who now work as translation faculty at two universities in Astana. The findings of the study are discussed by examining these perceptions through the lens of existing literature, and it becomes clear that while many graduates possess strong foundational translation skills, there are gaps in pedagogical and professional training which align with the critiques of translation faculty education in previous studies (Kelly, 2009; Pym, 2011; Salamah, 2021).

### **Perceived Readiness: Confidence in Theory, Uncertainty about Practice**

Participants in this study reported high confidence in their linguistic, intercultural, and translation competencies, aligning with Nord's (2005) and Tareva's (2012) emphasis on these as core faculty requirements. However, many expressed uncertainty about their ability to teach, particularly to design curricula, assess student work, or mentor future translators' competencies, which are explicitly outlined in Kelly's (2009) framework and the HEA standards.

The findings of the work by Wu et al. (2019) shows that even skilled translators struggle with teaching transition without formal pedagogical training. This reflects a broader issue identified in the literature. MA programs often assume that subject-matter expertise naturally integrates translation skills with teaching competence (Kelly, 2005; Petrova & Ivanov, 2020). Without structured training in didactic and pedagogical competencies (Sdobnikov et al., 2020), graduates may enter faculty roles underprepared despite their translation expertise.

True readiness requires both academic knowledge and strong professional competencies. Graduates show strong bilingual and intercultural proficiency (Khoshsaligheh et al., 2019); however, psychological-personality competencies such as adaptability and mentoring skills are often underdeveloped (Danesh et al., 2021). While students may be well-trained in theoretical aspects such as understanding characteristics of each language and intercultural factors in translation processes, without psychological confidence, adaptability, and pedagogical flexibility, they are not fully prepared to teach or work with diverse groups of learners. This idea directly relates to the readiness of translation faculty, as readiness encompasses not only subject knowledge, such as awareness of linguistic and cultural differences, but also practical teaching competencies.

Technology is crucial, but the true value for future translation faculty lies in how it is used to support and inspire student learning. The study reveals that many graduates are proficient in the use of CAT tools and translation technology, as mentioned by Orlando (2019) that this competence is necessary. Yet, they frequently lack effective classroom management and student engagement strategies (Ashrafi, 2012). It is essential to possess strong technical skills, stay up to date with advancements in translation instruments, and effectively use various tools to enhance translation quality. However, for future translation faculty, it is equally important to create a positive and engaging learning environment by integrating these technologies and, at the same time, various teaching methods thoughtfully. Proficiency in translation technologies is not enough to provide proper management in a student's learning environment.

Research literacy is one of the most important aspects in translation studies. Students and translation instructors are being trained to engage with academic work, understand and critically analyze it. This is essential for academic and professional development. It is an area where

translation programs are perceived as succeeding, providing students with tools to critically engage with academic materials, which is valuable for teaching and research in higher education (Massey et al., 2019). At the same time, the integration of real-world professional practices into training programs remains insufficient (Gouadec, 2000). While research literacy is growing, real-world professional practices, such as hands-on translation experience, translation-related challenges, or professional internships, are still lacking in many training programs. Considering this, it is possible to suggest that while students are becoming better at critical thinking and academic research, they are not getting enough practical experience in teaching that would help them apply their knowledge. With the increasing focus on research competence, the importance of practical proficiency is fading into the background, receiving less attention, and this shift leaves graduates unprepared to face the real-world challenges of teaching translation studies.

### **Educational Practices**

This study confirms that while MA Translation Studies programs develop strong subject-matter experts, they often fail to prepare translation faculty. The literature has long highlighted this disconnect (Pym, 2011; Salamah, 2021), yet systemic change remains slow, also in Kazakhstan. By restructuring programs to embed pedagogical and professional competencies, as advocated by Kelly (2009), the EMT (2013), and HEA standards, universities can ensure graduates are truly ready to shape the next generation of translators.

In MA Translation Studies programs, pedagogical training, which includes teaching skills, how to design courses, and give feedback, is either optional or completely absent. As Kelly (2009) argues, teaching skills should be explicitly taught; being a subject matter expert in translation does not automatically make someone a good translation instructor. Translation faculty need specific training to effectively teach others. To address this gap, programs should

integrate mandatory pedagogy courses, like course design. This would ensure that future instructors are trained in teaching techniques, not just in translation theory and practice.

The curricula of many programs do not align with international standards, as suggested by the Higher Education Academy, which emphasizes essential aspects of teaching, such as assessment design and inclusive pedagogy, which are not included in the studied universities. This means that translation faculty may not be fully prepared to meet modern teaching standards in higher education without key elements such as critical skills in designing fair assessments or adopting inclusive teaching practices that are necessary for diverse learning environments. Programs should develop teaching internships where students have the opportunity to assist faculty or teach modules under supervision. To achieve these standards university could provide an opportunity to dive into the translation-teaching environment through workshops and mentorship courses. These will help students' practice teaching competencies, including how to design assessments and manage diverse student needs in the classroom, while still being supported by more experienced instructors.

The study shows that, similar to Iran (Shokouhi & Ketabi, 2015), MA Translation Studies programs in Kazakhstan often lack sufficient integration with professional practice, which contrasts with Gouadec's (2000) immersion model emphasizing the importance of real-world experience in translator training. Without this hands-on experience in professional contexts, students from University A may struggle with the transition from academic settings to actual translation work, as they have not been exposed to the industry's practical challenges. Programs should collaborate with the translation field to offer short-term immersion opportunities, like internships for faculty trainees. This could help students gain practical experience in real-world settings, helping them bridge the gap between theory and practice in their teaching. Similar to

students, faculty members also benefit from immersion in professional translation contexts. By gaining hands-on experience through internships, translation faculty would be better equipped to bridge the gap between theory and practice, and subsequently offer more relevant, practical training to their students. This would also ensure that faculty members stay updated on new practices, which they can then incorporate into their teaching, thus enhancing the overall educational experience for future translators, too.

To sum up, the research reveals three fundamental issues in current training programs in terms of training future translation faculty. First, while programs successfully develop subject-matter expertise aligned with Nord's (2005) and Tareva's (2012) frameworks, they often neglect essential teaching competencies outlined in Kelly's (2009) model and HEA standards. Second, despite technological proficiency (Orlando, 2019), graduates frequently lack the psychological-personality competencies (Danesh et al., 2021) and classroom management skills necessary for effective instruction. Third, while the MA programs included structured research components that enhanced students' academic rigor and critical thinking through thesis writing, research methods modules, participants noted a disconnect between academic research training and the practical application of research in real-world teaching or translation settings. For instance, while students learned how to write theses and analyze literature, few were guided on how to conduct small-scale pedagogical research, evaluate classroom interventions, or study learning outcomes, competencies directly relevant to their future roles as educators or practitioners. As such, the programs supported research literacy in the academic sense (Massey et al., 2019), but lacked alignment with the practice-oriented research competencies that Gouadec (2000) and Kelly (2009) see as essential for translation teacher development.

## **Conclusion**

This study aimed to explore the perceived readiness of MA Translation Studies students and graduates to take on teaching roles within university translation departments. Specifically, it sought to understand (1) how students and graduates of MA Translation Studies programs perceive their readiness to work as translation faculty, (2) What competencies they develop in MA Translation Studies programs to qualify them for working as translation faculty, and (3) What educational practices within MA Translation Studies programs contribute to developing these competencies? To explore participants' educational experiences of becoming translation faculty, this study used a qualitative phenomenological approach. This comprehensive knowledge of personal experiences of both second-year Master's students currently enrolled in Translation Studies programs and graduates of MA Translation Studies programs who work as translation faculty at universities offers a solid basis for examining the complex process of becoming a university translation faculty member.

### **Perceptions of Readiness (RQ1)**

The majority of participants felt confident in their translation competencies, but many expressed uncertainty and lack of confidence in their teaching capabilities. Their readiness for faculty roles was strongly shaped by their personal motivation, teaching experience, and how their MA programs supported pedagogical development. Emotional readiness, such as building confidence, managing classroom dynamics, and facing imposter syndrome, also emerged as a significant theme.

### **Competence Development (RQ2)**

Participants identified six competencies gained through their MA programs. Translation

and interpreting competencies were consistently strong across both universities, giving students solid content knowledge. However, pedagogical and professional competencies were developed unevenly, often depending on program-specific features and students' motivation and goals. As a result, many graduates completed their MA studies only partially prepared for teaching roles, strong in translation practice but underprepared for pedagogical tasks. This partial preparedness highlights a need for more structured, practice-oriented, and pedagogically focused training to equip translation faculty for effective teaching.

### **Educational Practices That Support Competence (RQ3)**

A core finding is that reflective and experience-based learning plays a vital role in competence development. Real-based assignments, such as simulated translation and interpreting tasks, enhanced technical skills by replicating real-world pressures and deadlines (P2, P10). Pedagogical competence was supported through teaching internships, courses like Higher Education Pedagogy at both universities, and lesson planning activities. Development of interpersonal and communication skills occurred through collaborative peer work, internships and workshops. Cognitive and research competencies were built through empirical research, academic writing courses, and data analysis activities, particularly benefiting from coursework like academic writing (P3, P5, P6, P12). Ethical competence emerged through supervision of thesis projects and academic integrity training (P1, P4, P7), and technological competence was fostered through training in translation tools and platforms, promoting innovation and digital literacy (P2, P5, P6).

To address these gaps, the study suggests three evidence-based recommendations. First, mandatory pedagogy courses should be integrated into MA curricula, following successful models to develop teaching competencies. Second, structured teaching internships and

supervised teaching experiences would provide crucial transitional support for new translation faculty. Third, more courses, workshops, and mentorship programs would build connections between the rooted theory-practice division. To enhance the teaching capacity of graduates who are already working as faculty, targeted and flexible professional development is essential.

One effective approach is to offer continuous professional development modules on topics such as student-centered teaching, assessment in translation training, inclusive pedagogy, and digital tools for education. Peer observation and feedback programs can foster reflection and the exchange of good practices, while teaching portfolios and reflective journals help translation faculty track and improve their methods over time. Mentorship initiatives and faculty learning circles can provide support networks for discussing teaching challenges and solutions.

Furthermore, the field continues to grow, and the need for systematically trained faculty who can effectively develop both the theoretical knowledge and practical skills of future translation faculty becomes urgent. This requires moving beyond the current situation that overweight training expertise over teaching competence, acknowledges teaching as a distinct professional skill set. These findings highlight that translation programs need to recognize that teaching competencies are as important as translation skills.

Because of the small sample size, the findings of this study should be interpreted with caution. Future studies could include a larger number of participants from a wider range of universities and geographical contexts to enhance the generalizability of the findings. Studying the perspectives of those who design and implement MA Translation Studies programs would provide valuable insights into the rationale behind current curricula and potential barriers to change. Comparing the perceived readiness and competencies of graduates from programs with

different curricular structures and pedagogical approaches could help identify more effective training models, and other professional development initiatives in supporting the transition of graduates into faculty roles would be beneficial.

While this study provides valuable insights into the perceived readiness of MA Translation Studies students and graduates for translation faculty roles, several limitations must be acknowledged. In future research would provide a more understanding of how well current programs align with the expectations and universities goals for translation faculty development. Moreover, the research focused primarily on perceived readiness and competencies rather than observed teaching programs. Future studies could benefit from classroom observations, teaching portfolios to gain a more objective picture of the actual teaching competencies developed through MA programs.

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## Appendix A

### Invitation Letter

Dear Invitee,

I hope this letter finds you well.

My name is Altynay Maralbekkyzy, and I am a second-year Master's student studying Translation Studies at Maqsut Narikbayev University. I am conducting a research study titled Training Translation Faculty at Universities in Kazakhstan, and I would like to invite you to participate in this study. The purpose of my research is to explore how future translation faculty are trained in Kazakhstan. I am looking at this question from two perspectives:

1. Current Translation Studies master's students who may become translation trainers in the future.
2. Alumni of Translation Studies programs who are already working as translation trainers at universities.

The study will employ semi-structured interviews as the primary data collection method. This interview will last approximately 30 to 60 minutes and will be conducted either in person or via Zoom, depending on your availability. This study has been granted ethical approval, which means that it adheres to research ethics principles and standards. Participation in the study is voluntary, and you may choose to withdraw from the study at any time without any consequences. All information collected will remain confidential and be used solely for research purposes.

Your input as a participant is invaluable in shaping a comprehensive understanding of translation training in Kazakhstan. Through your insights, the study aims to identify key competencies, highlight effective educational practices, and uncover challenges faced in becoming a translation trainer. Your experiences and perspectives will provide meaningful contributions to improving MA Translation Studies programs and better preparing future translation trainers.

If you are interested in participating or would like further details about the study, please contact me via email at [a\\_maralbekkyzy@kazguu.kz](mailto:a_maralbekkyzy@kazguu.kz) or my phone number +7 775 921 68 97.

I sincerely appreciate your time and consideration and hope you will join me in this study.

Looking forward to your response.

Best regards,

Altynay Maralbekkyzy

## **Appendix B**

### Interview Protocol

Project: Training Translation Faculty at Universities in Kazakhstan

Participants: Prospective Translator Trainers and Graduate Translator Trainers

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Interviewer:

Interviewee:

University:

Degree:

Job title:

Academic field:

Work experience (years):

Gender:

### **Introduction**

1. Could you tell me a bit about your study program/ education?
2. What are your career aspirations/how long have you been teaching translation?

### **Main part**

3. What competences (in terms of knowledge and skills) have you developed as a (prospective) translator trainer?

4. How did you develop these competences in your Master Translation Studies program?
5. What courses or experiences in your program have helped you develop as a translator trainer?
  - a. What types of assignments or activities have helped you develop translation-teaching-related skills?
6. Have you received any (in) formal training on how to teach translation? If yes, in what ways?
  - a. Have you had opportunities to practice teaching translation (as teaching assistant, in internships)?
7. Do you feel the program provides enough practice for those who want to become translator trainers? Why or why not?
8. What do you think is missing in the curriculum when it comes to preparing future translator trainers?
9. Do you feel confident in your ability to teach translation after graduation?  
Why/Why not?
10. What challenges do you anticipate/encounter if you were to teach translation/working as a translator trainer?

### **Conclusion**

11. What additional support or training do you think would help you feel more prepared for a teaching role?
12. What advice could you give to improve the preparation of translation faculty at universities in Kazakhstan?

## Appendix C

### Written Informed Consent Form

**Introduction.** You are invited to participate in a research study entitled *Training Translation Faculty at Universities in Kazakhstan*.

**Procedures.** This study examines how prospective translation faculty and graduates of Master Translation Studies programs who work as translation faculty perceive their training as translator trainers. The project employs a qualitative phenomenological design. Your participation in this study requires taking part in a semi-structured conversational interview, which will take approximately 30-60 minutes to complete. With your permission, the interview will be audiotaped and transcribed.

**Risks.** There are no known risks associated with participation in the study. You will be asked questions about (1) what competences you develop(ed), (2) how you develop(ed) these competences, with a focus on getting ready to teach translation at university, and finally (3) how you perceive your readiness for work as a translation faculty. Your personal identity will never be revealed. In resulting research papers and presentations, you will be referred to by a pseudonym.

**Benefits.** By participating in this study, you have an opportunity to contribute to a better understanding of how MA Translation Studies programs prepare future translation faculty in Kazakhstan. This understanding may help universities refine their curricula to better equip students with the necessary teaching competences. Additionally, the findings can guide policy-makers in developing targeted interventions to enhance translation faculty education and support faculty in creating a more effective learning environment for future trainers.

**Compensation.** No tangible compensation will be given. A copy of the research results will be available at the conclusion of the study in the form of a report and, at your request, will be sent to your email address.

**Confidentiality & Privacy.** Any information that is obtained during this study will be kept confidential to the extent permitted by the law. All efforts, within reason, will be made to keep your personal information in your research record confidential but total confidentiality cannot be guaranteed. Research materials will be securely stored and shared only with the researchers involved in this study and then only with all names, places, and other identifying information removed or disguised.

**Voluntary Nature of the Study.** Participation in this study is strictly voluntary, and if agreement to participation is given, it can be withdrawn at any time without prejudice.

**Points of Contact.** It is understood that should any questions or comments arise regarding this project, or a research related injury is received, the Principal Investigator should be contacted. Any other questions or concerns may be addressed to the Research Committee of the School of Liberal Arts (Maqsut Narikbayev University).

**Statement of Consent.**

I, \_\_\_\_\_,

Give my voluntary consent to participate in this study.

The researchers clearly explained to me the background information and objectives of the study and what my participation in this study involves.

I understand that my participation in this study is voluntary. I can at any time and without giving, any reasons withdraw my consent, and this will not have any negative consequences for myself.

I understand that the information collected during this study will be treated confidentially.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher:

Signed \_\_\_\_\_ Date \_\_\_\_\_