

Learner Beliefs and Translation Learning

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Learner beliefs have been receiving increasing attention in Second Language Acquisition (SLA) since the mid-1980s. Many researchers recognized the importance of this learner factor to the learning process and product. However, in Translation Studies, the significance of learner beliefs has seldom been addressed. Under this backdrop, the current study was designed with an aim to investigate learner beliefs about language and translation learning. The participants included translation learners from first year through third year in tertiary institutions in China. A questionnaire was designed to gather information about language and translation learning. The Beliefs about Translation Learning Survey (BATLS) was developed to explore beliefs that learners hold about translation learning based on Schäffner (2004) and a pilot study. Learner beliefs about language learning were examined through the Beliefs about Language Learning Inventory (BALLI) developed by Horwitz (1987/1988) and widely applied thereafter. Focus group interviews were conducted. The study looked into the relationships between learner beliefs and translation achievement (measured by students' translation course marks). Its findings hold important implications for translation teaching and learning. Translation teachers can adjust lesson plans based on the belief patterns of learners. The development of BATLS will also enrich research on learner beliefs in SLA.

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