Exploring translation students' feedback literacy
Notes on a teaching experiment

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Abstract

Feedback literacy, or the 'ability to understand, utilise and benefit from feedback processes' (Molloy et al. 2020, 528) is arguably crucial for developing into an expert professional translator. Yet translation-pedagogical research is only beginning to address students' engagement with feedback. This discussion article introduces the concept of feedback literacy and reports on a teaching experiment where the concept was applied on a course on authorised translation for MA students (n=8). The aim is to explore 1) whether the concept of feedback literacy can be useful in translation teaching and 2) how translation students who have not been systematically instructed in feedback literacy perceive feedback use and whether there are indications of feedback literacy in their reflections. The results suggest that while the students seem to have developed some aspects of feedback literacy without systematic instruction in it, it could be fostered further by integrating the concepts of feedback and feedback literacy into translation courses. At the same time, the current models of feedback literacy appear partly unnecessarily complex for pedagogical purposes and partly bypass some important questions, so further investigation of how to develop and apply them is needed.

Keywords: feedback, feedback literacy, translation pedagogy

1 Introduction

According to a classic article on expertise by K. Anders Ericsson (2006: 696–697), developing into an expert in any field requires deliberate practice: demanding tasks that stretch the limits of the performer's current knowledge and skills, followed by feedback and repetition. While Ericsson does not explicitly define feedback, the article suggests that it should be geared towards 'guiding future improvements of specific aspects of performance' (ibid.: 697) and provided by a teacher until the performer becomes capable of self-evaluation (ibid.: 696).

Within the past decade, pedagogical theories and research have begun to emphasise that feedback is not simply information to be passively received: on the contrary, using feedback requires active engagement and processing by the learner, which, in turn,

necessitates developing *feedback literacy*, or knowledge, skills and attitudes concerning solicitation, evaluation and use of feedback (see section 2 for details). To my knowledge, this approach to feedback has not been systematically adopted in translation-pedagogical research. While Kelly Washbourne (2014) made the case for dialogical feedback and suggested some concrete possibilities for engaging students, such as requesting them to specify what they wish to receive feedback on or to summarise and analyse feedback on consecutive assignments, the bulk of her conceptual article focused on categorising written feedback. In addition, there appear to be only a handful of empirical studies investigating translation students' role in engaging with feedback (Chen 2021, Pietrzak 2014, Zheng et al. 2020).[1]

Based on this gap in applying feedback literacy in translation pedagogy, this article aims to 1) introduce the concept of feedback literacy and consider whether it can be useful in translation teaching and 2) explore by means of a teaching experiment how translation students not systematically instructed in feedback literacy perceive their feedback use and whether there are indications of feedback literacy in their reflections. The teaching experiment was realised in spring 2022 on an MA-level course on authorised translation English–Finnish. The data collected for the experiment included student reflections and translation commentaries by eight students, analysed thematically.

In what follows, I first discuss the concept of feedback literacy based on recent pedagogical models (section 2) and describe the setting of the teaching experiment (section 3). Section 4 presents the results of the experiment, followed by a discussion and suggestions for further efforts.

2 Feedback literacy – or literacies?

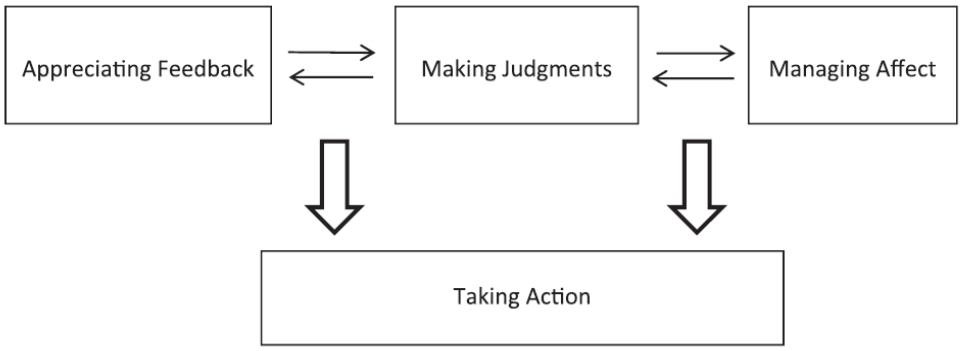
The concept of *student feedback literacy* is a recent addition to pedagogical feedback research, introduced by Paul Sutton (2012) as part of general academic literacies and specified by David Carless and David Boud (2018). The concept is a major departure from previous paradigms where feedback was conceived as information transmitted to students as passive recipients (Nieminen & Carless 2023: 1382). In the new paradigm, feedback is conceptualised as a process through which learners critically engage with information about their performance received from various sources and determine how to act upon it to improve their work (Carless & Boud 2018: 1315). This emphasises the social and individual aspects of the feedback process (Nieminen & Carless 2023: 1382) and entails that students must develop feedback literacy: 'understandings, capacities and dispositions needed to make sense of [feedback] information and use it to enhance work or learning strategies' (Carless & Boud 2018: 1316).

Based on a literature review, Carless and Boud (2018: 1318–1319) proposed a four-feature model of student feedback literacy (illustrated in Figure 1 below), arguing that

[1] While I discovered these references independently, they were also listed in Caroline Strobl's 2022 presentation in a summary of empirical research on effective feedback in translation teaching. I am indebted to Strobl's presentation for confirming that the subject of feedback in translation pedagogy is indeed under-researched.

feedback literate students need to *appreciate* their active role and the value of feedback; develop skills for accurately *judging* their own and others' work; manage the *emotions* raised by feedback and actively seek feedback; and develop strategies for *acting* on feedback. The first three features interact and facilitate taking action.

Figure 1. Student feedback literacy as visualised by Carless and Boud (2018: 1319)



Carless and Boud's model has since been developed further. Relying on quantitative and qualitative data about successful feedback experiences, Elizabeth Molloy, David Boud and Michael Henderson (2020) created a refined conceptualisation of student feedback literacy, with seven themes further divided into 31 characteristics. The themes can be summarised as follows; each theme is in italics, followed by complementary information added by the author of this article.

A feedback literate student

1) *Commits to feedback as improvement*, striving to continually improve their work and skills;
2) *Appreciates feedback as an active process* where they need to actively identify their learning needs, solicit feedback, evaluate it and put it into practice in a feedback loop;
3) *Elicits information to improve learning* by various strategies, on specific aspects of their work and from various sources (teachers, peers, exemplars);
4) *Processes feedback information*, interpreting educational discourse, relating feedback to standards or criteria and judging the quality of their work and what feedback information to use and how;
5) *Acknowledges and works with emotions* mobilised by feedback;
6) *Acknowledges feedback as a reciprocal process* where giving feedback to others contributes to better feedback literacy;
7) *Enacts outcomes of processing of feedback information* by setting goals, determining action and monitoring their progress (Molloy et al. 2020: 529–536)

While a framework with 31 characteristics is arguably overly detailed and could be difficult to operationalise, the seven themes are nevertheless more distinct than in Carless and Boud's model.

In addition, at least two validated scales of student feedback literacy have been developed. Ying Zhan's (2022) 24-item scale takes into account three stages of feedback (eliciting, processing and enacting on feedback) and three dispositional components (appreciation of feedback, emotional readiness to engage with it and commitment to

acting on it). Boon Khing Song (2022), in turn, proposes a 21-item model that combines conceptions of feedback (appreciating feedback and the learner's active role in engaging with it) with the learner's trust in the feedback provider's ability to give efficient and effective feedback and with the learner's self-efficacy (e.g., Bandura 1997), or belief in their ability to take action on feedback. While an in-depth comparison is beyond the scope of this article, both scales appear to be well constructed and potentially applicable in translation-pedagogical research.

For a student to be able to engage with feedback and put it into practice, both the teacher and the learning situation must encourage and facilitate this. David Carless and Naomi Winstone (2023 [2020]: 153) accordingly propose a model for *teacher feedback literacy* or 'the knowledge, expertise and dispositions to design feedback processes in ways which enable student uptake of feedback and seed the development of student feedback literacy'. Feedback literate teachers need to be able to sensitively handle the emotional dimension of feedback, creating a supportive learning environment, as well as deal with the tensions between the different functions of feedback, such as supporting individual development, upholding academic standards and making efficient use of both teachers' and students' time and energy (ibid.: 153–7). Above all, the feedback literate teacher needs to design curricula and assessment so that students understand the purpose of the feedback and can critically engage with it and use it in their future tasks (ibid.: 153). In other words, the course design must facilitate a *feedback loop* (Carless & Boud 2018: 1318). A more detailed model based on empirical data has since been developed by David Boud and Phillip Dawson (2021), but as the focus of the present article is on student feedback literacy, I will not discuss it here.

Based on my experiences as a translation teacher, even this short introduction into the concept of feedback literacy suggests several benefits of integrating it into translation teaching. Firstly, as providing individual feedback on translations requires a lot of time and effort of the teacher, it is important to ensure that the students are prepared and able to make optimal use of the feedback. This is more likely if they are aware of their own active role in soliciting and processing feedback and if the course assignments are structured in a way that encourages the students to make use of the feedback they have received. Secondly, making students (and teachers) aware of the fact that the teacher need not be the sole source of feedback can help the teacher to better evaluate when individual feedback from the teacher is necessary and when other forms of feedback, such as group discussions, peer feedback or self-evaluation are equally or even more effective.

At the same time, the concept of feedback literacy is not without its issues. The previously developed models (Molloy et al. 2020; Boud & Dawson 2021) are rather complex and hence probably more appropriate for research purposes than for being discussed in class and internalised by the students. Similarly, while using the validated closed-item scales (Zhan 2022; Song 2022) in teaching might help the students to see how their feedback literacy develops over time, it is questionable how motivating it is for the students to fill in questionnaires with more than 20 items at regular intervals – or whether closed items can capture all the relevant nuances.

Larger conceptual issues have been pointed out in a critical review by Juuso Henrik Nieminen and David Carless (2022). Most studies on feedback literacy tend to

conceptualise it in terms of an individual's – a student's or a teacher's – trainable skills, which may downplay systemic or institutional aspects, such as insufficient teaching resources (Nieminen & Carless 2022: 1388, 1390). This individualism is clearly present in all the models presented above. Being grounded in an ideal of a rational, motivated and academically strong student, the individualised model may also privilege students with western and/or academic backgrounds (Nieminen & Carless 2022: 1392). In contrast, emerging competing views see the concept in the plural: as feedback literacies that are performed in interaction with the sociocultural and sociomaterial context and that involve complex power relations (Gravett 2022, Tai et al. 2021, Nieminen & Carless 2022: 1392). As Nieminen and Carless (2023: 1393) conclude, the individualistic and contextual views of feedback literacy may be mutually irreconcilable, which is also important to bear in mind when applying the concept in translator training.

In my teaching experiment, as I wanted to explore translation students' perceptions of their feedback use and look for indications of feedback literacy, I opted for a qualitative approach, soliciting open-ended comments and reflections rather than using previously validated scales. Due to limitations of scope, the experiment also focused on student feedback literacy in its individualised sense. The next section describes the context of the teaching experiment and its realisation.

3 The teaching experiment

3.1 Course context

The teaching experiment was realised in spring 2022 in connection with Authorised Translation English–Finnish, an optional course that is part of the master's degree in English Language and Translation. Before this practical translation course, the students must complete a preparatory course where they familiarise themselves with the principles and legislation concerning authorised translation. The aim of the translation course can be summarised as learning to produce legally valid translations for administrative purposes by using quite specific operational procedures and translation strategies. The operational procedures include, for example, inserting a title in the translation that identifies the source document, matching the layout of the translation with that of the original, and concluding the translation with a certification assuring that the content of the translation corresponds to that of the original document. Typical translation strategies include retaining degree titles and names of institutions in the source language (followed by glosses in brackets or in translator's notes when relevant), indicating stamps, seals, signatures and hand-written notes in a specific manner, and commenting on errors, deficiencies and unclarities in the original document in translators' notes. Full guidelines are available in Finnish on the website of the Finnish Association of Translators and Interpreters (SKTL 2018).

Authorised translation can thus be described as a specific form of documentary translation as defined by Christiane Nord (e.g., 2016: 32): the translation strives to document a communicative act between the source-cultural sender and recipient, an act

that is embodied in the original document. Hence, references to the source culture are usually retained without neutralising or domesticating them as described above. At the same time, the aim is not a clumsy word-for-word translation of the source-language structures but fluent and grammatically correct Finnish that conveys an impression of the original style (unless the original document warrants conveying an impression of clumsiness).

Thus, during a translation course that lasts approximately five months, the students must acquire a basic understanding of legal concepts and systems, develop a sense for legal/administrative style and terminology, hone their research skills, and adopt very specific strategies of translation – an undeniably challenging task. During the course, the students complete seven translations representing different types of legal and administrative texts, such as certificates, contracts or court rulings. During the first half of the course, the translation problems are discussed in class before the students submit their translations, followed by further in-class discussion on the feedback on the translations. During the second half of the course, the students submit their translations independently, and the feedback on the translations is then discussed in class. This method is aimed at preparing the students for the concluding translation examination, which determines the course grade (with one possibility for a re-sit). In modern Finnish translator training, translation examinations are rare, but they are used in authorised translation courses nationwide as the courses are a special case: a student who passes the exam/course with a grade of 4 or 5 on a scale of 1 to 5 is entitled to apply for the authorised translator's qualification (in this case, from English into Finnish) from the Examination Board of Authorised Translators acting under the Finnish National Agency for Education after completing their master's degree (see Salmi & Kinnunen 2015 for details).

Concerning the broader context of the teaching experiment, the students taking the authorised translation course are used to discussing translation problems in class before submitting the translation and to writing reflective translation commentaries where they analyse the communicative situation and the source text, justify their translation solutions, and consider what they have learned from each particular translation assignment. Guidelines for Translation Commentary developed at Tampere University for this purpose (Kuusi et al. 2013) have been widely adopted at the UEF Department of English Language and Translation since 2013. This combination of discussing translation problems and selecting which translation solutions to justify can be linked to Molloy et al.'s (2020) model of feedback literacy, notably the themes of appreciating feedback as an active process and eliciting information to evaluate and use in one's work. At the same time, the students had most likely not been explicitly and systematically instructed in feedback literacy or how to best make use of the feedback they received on their translations.[2] Therefore, I gave a 20-minute presentation at the beginning of the course where I introduced the concepts of feedback, feedback literacy and feedback loop and justified their relevance, acknowledging that I was only beginning to explore how to implement them and that the students' views and comments were very valuable. I also

[2] This estimate is based on my experiences and consultations with colleagues. I have personally taught groups of most English-to-Finnish translation courses in the department's curriculum, and when there are parallel groups we usually decide on course outline and tasks together.

specified that in the context of the course, *feedback* referred to in-class discussions on translation problems, the teacher's feedback on completed translations and in-class discussions on translation solutions. In this way, I motivated the teaching experiment to the students and strived to ensure that they would not simply equate feedback with the teacher's comments in completed translations.

3.2. Realising the experiment: data and method

As noted earlier, the aims of the teaching experiment were to explore students' perceptions of feedback use and look for indications of feedback literacy. At the beginning of the course, in January 2022, I provided the students with a description of the aims of the experiment, what data I would collect and how the data would be used. I emphasised that participation was voluntary and that the data would not be used to evaluate the learning or translation skills of individual students but to illustrate and evaluate the outcomes of the teaching experiment on a university pedagogical course as well as in a report on the teaching experiment in a journal. Eight out of ten students then gave their informed consent by filling in a form on Moodle. The data collected and analysed include the following:

(1) A short anonymous survey at the beginning of the course before the presentation on feedback literacy (n=8):
   – How do you make use of the feedback on your translations?
   – Would you like to receive different kind of feedback, and if so, what kind? Or would different kind of feedback be more useful to you?
(2) Reflective translation commentaries on translations from the latter half of the course by those students who provided their informed consent (n=8), with the following questions:
   – How did you make use of previous feedback when translating this document?
   – Did you learn something from the present translation (process) that you can make use of in the future?

The students also had the possibility to comment on the teaching experiment in the anonymous course feedback form, but none did.

When previously teaching the course, I had already created a customised version of the abovementioned Guidelines for Translation Commentary, requesting the students to reflect on the purpose of the translation, its ties to the legal and administrative systems of the source and target cultures and central translation problems. In order not to increase the students' workload, I replaced one of the questions in the commentary (concerning pricing, which was otherwise addressed in class) with the questions under point (2) above. In addition, the students were only instructed to comment on these questions in connection with the last four assignments. I selected this approach both to keep the students' workload manageable and because I estimated that the later translations could better illustrate the usefulness of feedback from previous translations.

The data collection and processing were realised in accordance with the Finnish ethical principles of non-medical research involving human participants (Finnish National Board on Research Integrity TENK 2019). Participation was voluntary and

based on informed consent: the students were informed about the purpose of the teaching experiment and had time to consider whether they wanted to participate. Two students chose not to participate in the experiment. No sensitive data were collected, and the data were anonymised, processed only by the author and securely stored. The data will be destroyed after the publication of this report.

The initial survey responses were analysed thematically for any links to feedback literacy in terms of the seven themes defined by Molloy et al. (2020). An individual response or passage could include indications of more than one theme, as the results will make evident. While all the seven themes were taken into account, not all of them could be identified in the students' responses.

My intention was to apply these seven themes in analysing the translation commentaries as well, but there were so few clear instances of the themes in the commentaries that a data-driven approach was deemed more appropriate. The commentaries were therefore analysed in terms of what kind of learning the students commented on, from specific issues to larger principles, and what challenges vis-à-vis feedback they identified. These reflections are linked to theme 4, processing feedback information, as they provide some indications of what the students identified as useful feedback information and how they perceived its use.

The students' comments have been translated from Finnish by the author. The survey respondents are identified by number (1 to 8), the writers of the translation commentaries by alphabet (A to H). I have included as many comments as possible to make the students' voices heard and to illustrate the variety of their views.

4 Results

4.1 Initial survey

When asked how they use feedback on translations, all the respondents (n=8) commented that they read through the feedback they receive. Five students further commented that they try to pay particular attention to the issues addressed in their future work, as illustrated in example 1 below. In terms of feedback literacy, this future orientation can be linked to *commitment to feedback as improvement* and/or striving to *enact outcomes of processing feedback information*.

(1) I usually read the feedback through and try to remember in my future work those issues where there was room for improvement (Student 2)

I read the feedback through and try to avoid making the same errors in the next translations. (Student 7)

If there's a larger 'whole' specified that I should pay more attention to, I try to remember it in my future translations. (Student 6)

Some students (n=5) also made comments to the effect that they evaluate the feedback before acting on it, which is connected to *processing feedback information*. Student 6

quoted in example 1 above reported paying particular attention to larger wholes. Another student (#8) noted that they were particularly interested in views or interpretations they had not thought of themselves. Two other students commented revising their translation on the basis of the feedback if they 'experience the feedback as improving the translation' (Student 5) or 'agree with the feedback' (Student 8). Student 4 went into even more detail:

(2) If there are concrete suggestions for improvement, I make corrections in the translation. However, if the feedback does not include convincing justifications, I may first check that the proposed equivalents are actually more appropriate. If the feedback is somewhat vague, such as 'This sounds odd, could this be rephrased', I revise the passage if I come up with a better solution. If I'm happy with my original solution, I leave it in the text. - - What I find the most useful is concrete comments made with the Comment function directly in the translation Word file and with good justifications. It's also important that the feedback is clear and only provided when needed. (Student 4)

Similarly, three students showed some awareness of the importance of *appreciating the feedback as an active process*, notably the challenges of putting the feedback into practice in a feedback loop. Students 5 and 8 noted that they make revisions if the feedback is provided in time before the final deadline, and student 6 commented that this would make the feedback more useful. As students 5 and 6 put it:

(3) If the feedback is given before submitting the final version, I go through the feedback point by point and revise the translation if I experience the feedback as improving the translation. If the feedback is provided after submitting the final version, I don't go through it as carefully. I may only quickly browse through the feedback and check what errors I made. Unfortunately, in this way the feedback is often quickly forgot. (Student 5)

Feedback would be more useful if you could make use of it, in other words make changes and revisions in the translation. Often you go through the feedback but as the translation is already finished, you're not able to use the feedback in practice. On the other hand, you could revise the translation in your own time, but often you prefer to prioritise course assignments. (Student 6)

Student 6 also noted that they can find feedback on a specific translation difficult to use in future assignments as the texts are often very different.

Three students commented on the need to *acknowledge and work with emotions mobilised by the feedback*. Student 1 wrote that '[f]eedback has always also drawn attention to good, successful solutions in the translation. This has raised my professional self-esteem', and Student 6 commented that pointing out what is good is motivating. Conversely, Student 5 noted that they would prefer to receive the feedback in writing only as it can be stressful if personal feedback is discussed in class.[3]

On the whole, the survey responses suggest that the students show some indications of feedback literacy without having been systematically instructed in it. The themes evoked include 1) commitment to feedback as improvement, 2) appreciation of the feedback as an active process, 4) processing feedback information, 5) acknowledgement of and working with emotions and 7) striving to enact outcomes of processing feedback

[3] In my experience, if individual students' translations are discussed in class, this usually takes place in groups of two or three rather than in front of the entire class, but if even this is experienced as stressful, some rethinking may be required.

information. The themes that were not mentioned include 3) eliciting information from various sources to improve learning (while some respondents did distinguish between teacher and peer feedback, there could also have been references to, e.g., the SKTL guidelines for authorised translations) and 6) acknowledging that giving feedback contributes to better feedback literacy (which may be understandable since the course included no formal peer feedback).

4.2 The translation comments

The students' comments on what they learned from feedback or what they anticipated as being useful in future translations can broadly speaking be arranged on a continuum from specific issues to larger principles, with several students commenting on both kinds of aspects. While the comments only represent a part of the students' learning (what they were aware of and verbalised at the time of writing), they nonetheless provide some indications of what the students identified as useful feedback information and what conclusions they drew from it.

The specific issues that the students reported learning from the feedback included individual sources that the students found particularly useful and terms that were repeated in more than one source text, including *injunction* or *first instance*. Further examples that can be regarded as specific translation problems concern translating occupational titles, formulating the title of the translation and the translator's certification and whether or not to divide sentences.

The larger principles where the students found feedback helpful included research strategies and use of translator's notes.

(4) I learned how to search with different kinds of phrases, which seems work well with legal texts. (Student A)

In-class discussions have helped me to remember to use various sources that I've previously forgot as they are so seldom needed in other courses or assignments. (Student F)

In the in-class discussion on the medical translation it was mentioned that - - a meaning was possible but so unlikely that a translator's note was not necessary. I therefore didn't include one here either. (Student C)

Several students also commented how the feedback helped them to search for a balance between documentary translation strategies and idiomaticity, which can be challenging.

(5) From previous feedback I remember that I had remained too close to the source text. I've tried to take this into attention to some extent, but it feels difficult because too many changes might somehow distort the meaning. I'll have to try and learn to avoid it because the translation needs to read fluently. (Student A)

What I remember best about the comments in the previous translations is balancing between ambiguity, vagueness and sufficiently non-established expressions. (Student F)

During the assignments I've developed an idea of cases where you need to be particularly careful not to domesticate. I can also pay better attention to readability when including source-language elements in the translation. (Student H)

In their translation commentaries, the students nevertheless identified challenges vis-à-vis utilising feedback. As already mentioned earlier, internalising a new special field in five months is not easy. As illustrated in example 6, it is easy to become daunted by the wealth of new concepts, and it can be challenging to estimate one's skills accurately and confidently.

(6) I somehow tend to keep the translations separate from each other as the translation problems are so different, at least as far as the terminology is concerned, and it's the terminology and equivalence problems that I tend to remember best. (Student E)

During the course I've noticed that I don't really know how to question things. Especially with polysemic expressions I apparently don't know how to take all the possible meanings into account. In in-class discussions I've then realised that I've come up with a correct interpretation 'by accident', without having given the matter that much thought. I don't know if I'm lucky or if I actually know what I'm doing. (Student F)

Conversely, as the students were only requested to comment on feedback during the latter half of the course, some of their comments (in example 7 below) suggest that by that time they had already internalised some aspects so that they became difficult to verbalise. In further research, comments on feedback should therefore be collected from early on.

(7) I didn't make conscious use of what I'd learned earlier. Every now and then I did think of things connected to earlier translations (not necessarily done for this course) but I didn't write them down and so can't specify what they were. (Student C)

This time I didn't go through the materials from previous classes. Instead, I mainly tried to keep in mind the tips on searching for parallel texts, how to use translator's notes and I tried to pay more attention to idiomaticity. I can't really say how I made use of what I've learned except probably subconsciously. (Student E)

Overall, while the course feedback suggested that most of the students were fairly satisfied with the feedback loop during the course (six students estimated that the feedback loop functioned 'fairly well', with one student selecting the option 'very well' and one 'rather poorly'), the reflective translation commentaries suggest that more attention may need to be paid to key takeaways from each translation and to linking individual comments to larger principles so as to support the students in processing the feedback on individual translations to contribute to the larger whole of skills and competences they are constructing.

5 Discussion and conclusions

In this article, I have discussed the concept of feedback literacy and reported on a teaching experiment where the concept was applied on a course on authorised translation for MA students (n=8). The aims of the article were to consider whether feedback literacy can be

useful in translation teaching and to explore how translation students who have not been systematically instructed in feedback literacy perceive their feedback use and whether there are indications of feedback literacy in their reflections.

In principle, the concept of feedback literacy has potential for making students (and teachers) more aware of the different forms and sources of feedback. Paying more attention to feedback literacy can also support teachers in creating effective feedback loops for their courses and encourage students to adopt a more active and future-oriented role in making use of feedback. At the same time, the current models and scales of feedback literacy appear perhaps unnecessarily complex and geared towards research rather than pedagogical use. They have also largely bypassed some important questions, notably the role of the socio-cultural and institutional context.

The teaching experiment suggests that at least some of the students involved seem to have developed some aspects of feedback literacy without systematic instruction, such as evaluating the feedback they receive and striving to apply it in their future work. At the same time, there was some variety in terms of how many aspects occurred in each student's response, and two aspects (eliciting information from various sources and the connection between feedback literacy and giving feedback) were not mentioned at all. Considering that the students were only provided a brief introduction to feedback literacy at the beginning of the course where the experiment was conducted, this is hardly surprising, but it does suggest that if we want translation students to develop feedback skills, more explicit instruction in them is required.

The students' reflections on what they learned from feedback during the course, which are linked to processing feedback information and judging how to use it, suggest similar implications. In some cases, the students noted that they had been able to identify or extrapolate larger principles on the basis of the feedback; in other cases, the students' (conscious) learning focused on rather specific topics, such as individual terms. This illustrates that feedback information can be used in different ways and may suggest that more explicit instruction on how to extract larger principles from specific comments could be relevant – or that the teacher needs to pay more attention to linking specific comments to larger principles.

The experiment was limited to one course on a very specific form of translation, and in hindsight it would have been relevant to request the students to report on their feedback use and their learning earlier, rather than only during the latter half of the course. While I initially estimated that this would better highlight the role of feedback, it may instead have led to a situation where the students could no longer verbalise some of their learning. In a similar vein, it would also have made sense to ask the students to explicitly comment on how they applied the information acquired during the preceding course on the principles of authorised translation in their translations. Another limitation concerns the fact that neither the translations nor the translation commentaries were anonymous. While I hope that the students' familiarity with me encouraged them to comment frankly and sincerely, it is nevertheless possible that some might have expressed themselves more directly if they had been able to do so anonymously. On the other hand, they did have this option in the anonymous initial reflections and the anonymous course feedback, and neither demonstrated noticeable anomalies with the translation commentaries.

On the whole, although the current models of feedback literacy may require some adjustment to be pedagogically relevant and practicable, I believe that there are benefits to investigating further how feedback literacy could be integrated into translator training. Learning how to critically evaluate feedback, identify issues to tackle, devise a plan of action for future improvement and to act upon it, all the while managing the various affects raised by the feedback, are arguably crucial skills for a translation professional. At the same time, it is important to balance such an individualistic approach by acknowledging the institutional and sociomaterial contexts that provide the framework for the feedback activities. How are feedback processes and feedback information affected by course timetables, software functions and other contingencies? How to make the best use of both students' and teachers' limited time?

Although this article is just a glimpse into the concept of feedback literacy, I hope it has raised meaningful questions about feedback and its role in translator training and will serve to arouse interest in the active roles of teachers and students as providers and users of feedback. In my future work, I hope to pursue the integration of feedback literacy into translator training together with my colleagues so that we can discover best practices for supporting both students and teachers in developing critical and sustainable feedback skills – both for translator training and the translator's profession.

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