

The Extent of Self–Efficacy for English Department Students in their Abilities in Translation

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مدى الكفاءة الذاتية لطلبة قسم اللغة الانجليزية في قدراتهم على الترجمة

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Abstract

Self–efficacy is a construct that has been found to influence individuals' performance and coping abilities, enhancing motivation and facilitating goal–setting, decision–making, and persistence in the face of difficulty, among other factors. The construct of self–efficacy has received increasing attention and has been proved to have a significant positive relation with translation. Consequently, students who have high self–efficacy in translation skills are expected to accomplish translation skills successfully, on the other hand, those who show low self–efficacy are expected to fail even before they start translation.

The aim of the study :-

Knowing the extent of self–efficacy for English department students in their abilities in translation.

To achieve the aim of the study, the following hypothesis has been posed:

English department student have confidence in their abilities in translation.

To achieve the aim of the study and verify the hypothesis, a sample of (50) students are randomly chosen from fourth stage, English department, college of Basic Education, Diyala University, in addition to (40) students who represent the pilot study. The students are asked to answer the self–efficacy scale for translation. By using certain statistical methods, the following results have been obtained :

The average of power degree for scale items is (3.288) and it is higher than theoretical power degree for the scale, and this theoretical degree is (2,5), and the weighted mean for the items is (164.4) and it is higher than the theoretical mean, and the degree of this theoretical mean is (125). This proves that students of English department have confidence in their abilities in translation.

According to this result, it may be misleadingly (i.e. There is no significance difference), so the researcher uses the statistical tool (t-test) and the result of this tool indicates that calculated t-value (43.06) is higher than the tabulated t-value (1.671) for freedom degree (49) and level of significance (0.05). This proves that students of English department have confidence in their abilities in translation.

الخلاصة :-

الكفاءة الذاتية هي عبارة عن تركيب وجد ليؤثر على اداء الافراد ومواجهة قدراتهم وتعزيز الدافعية لديهم وتسهيل الاهداف الموضوعية واتخاذ القرارات والاصرار الناجح في مواجهة الصعوبة . الكفاءة الذاتية اكتسبت اهتماماً بالغاً إذ اكدت الدراسات على وجود علاقة ايجابية بين الكفاءة الذاتية والترجمة ، وبالتالي فان الطلبة الذين يتمتعون بثقة عالية بقدراتهم على الترجمة هم قادرون على انجاز مهامهم بنجاح ، والطلبة الذين يظهرون أقل ثقة أقل فاتهم يفشلون احياناً قبل البدء بالترجمة .

تهدف هذه الدراسة إلى :-

معرفة مدى الكفاءة الذاتية لطلبة قسم اللغة الانكليزية في قدرتهم في الترجمة .

وفرضية البحث هي :-

طلبة قسم اللغة الانكليزية لديهم ثقة في قدرتهم في الترجمة لغرض تحقيق هدف البحث واثبات الفرضية ، تم اختيار (٥٠) طالباً من طلبة المرحلة الرابعة ، كلية التربية الاساسية، جامعة ديالى كعينة للبحث ، وباستعمال الوسائل الاحصائية المناسبة ، تم التوصل للنتائج التالية:

متوسط درجة حدة فقرات المقياس المعتمد بلغت (3.288) وهي اكبر من درجة حدة المقياس الفرضية والبالغة (2,5) درجة . كما تبين ان الوسط المرجح للفقرات بلغ (164.4) وهو اكبر من الوسط الفرضي البالغ (125) درجة . الأمر الذي يقتضي قبول فرضية البحث بهذا الخصوص والتي مؤداها ((طلبة قسم اللغة الانكليزية لديهم ثقة في قدرتهم في الترجمة)).

هذا ومما تجدر الاشارة اليه ان مثل هذه النتيجة التي تم التوصل اليها تكون احياناً مضللة وليست ذات دلالة معنوية الامر الذي يقتضي الوسيلة الاحصائية المعروفة بـ ((t-test)) لمعالجة الامر ، حيث تبين ان القيمة التائية المحسوبة بلغت (43.06) وهي اكبر من القيمة الجدولية البالغة (1.671) لدرجة حريه (49) ومستوى دلالة (0.05) وبما يدعونا لقبول فرضية البحث المتضمنة :- طلبة قسم اللغة الانكليزية لديهم ثقة في قدرتهم في الترجمة .

1. Introduction

1.1 Statement of the problem and its significance

Newmark (1988 :5) states that a translation is a rendering the meaning of a text into another language in the way that the author intended the text. Common sense tell us that this ought to be simple, as one ought to be able to say something as well in one language as in another.

According to Qassim (—:10) translation is a human activity, therefore, the text that is translated into target language should be written in a rhetorical style that is intended to impress or influence readers and must have the same language effect that the source language does; But this cannot be produced without using imagination or skills which characterize human mind.

Iraqi college students of English face difficulty in translation, particularly at the early stages of learning. Translation is viewed as a number of problems of different kinds that require suitable and possible solutions, and the two languages namely, English and Arabic are related to two different families, so it is absolutely expected to have different points in grammar, word orders, types of sentences, forms of verbs, terms, articles, adverbs, adjectives, etc. from all this problems in translation will arise.

Students who are learning to translate from one language to another would encounter feelings of being less confident and less self-assured which would affect their performance.

Kussmaul (1995 :32) defines the two constructs (self-awareness and self-confidence) as the two psychological features which are part of the make-up of a professional translator, thus seem to be closely linked. It is through self-awareness that translators gain self-confidence. The notion that those

translators who are more aware of what happens in the process of translation will, therefore, be more confident in their work.

Tikkonen–Condit and Laukkanen (1996 :56) show that confidence and translation quality seem to be positively related, and the effective factors seems to account for the quality of the products : "If the circumstances enhance the translator's feeling of security, she is more likely to assume the role of a communicator rather than that of a mere text processor."

Göpferich (2009 :23) states that intelligence, ambition, perseverance and self–confidence are elements of psycho–physical disposition, she describes that "may have an influence on how quickly their translation competence develops : a critical spirit and perseverance in solving translation problems may accelerate the development of translation competence.

1.2 Aim of the study

The study aims at knowing the extent of self – efficacy for English department students in their abilities in translation.

1.3 Limits of the study

This study is limited to fourht students of English Department in College of Basic Education/University of Diyala.

1.4 The Hypothesis

It is hypothesized that :-

English department students have confidence in their abilities in translation.

1.5 Procedures

To achieve the aim of the present study, the following procedures will be adopted by the researcher to collect data :

- 1. Choosing a number of (50) students from the Department of English, College of Basic Education (at random) to represent the study sample.**
- 2. Preparing self – efficacy scale questionnaire under the supervision of a number of specialists who examine its validity and make any comments, suggestions and modifications if necessary.**
- 3. Interpreting the results in the light of the hypothesis by using the proper statistical means that suit the study.**
- 4. Drawing conclusions and presenting recommendations.**

2. Theoretical Background

2.1 Conception of self–efficacy Beliefs

Wood and Bandura (1989 :364) state that self–efficacy is the foundation of human agency. Perceived self–efficacy concerns people's beliefs in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in their lives. self–efficacy isn't merely a general belief in one's ability. It is much larger in scope because it is an assessment of one's capabilities in three complex areas : motivation, resources, and action.

In the educational sphere, self–efficacy refers to the beliefs students hold in their capabilities to accomplish tasks require for learning.

Students with high self–efficacy persevere longer, search for deeper meaning across learning tasks, report lower anxiety, and have higher achievement at school (Joet and etal, 2011 :649). It has been claimed that no successful cognitive or affective activity can be carried out without some degree of self–beliefs in the learners capabilities for that activity (Brown, 1987 :101).

2.2 Sources of Self–Efficacy Beliefs

There are four main sources of self–efficacy from which the beliefs are developed :

1-past performance 2-Vicarious experience 3-social persuasion or feedback from others 4-physiological responses

Bandura (1994 :71–81) stated that the most effective way of developing a strong sense of efficacy is through mastery experiences. Employees who have previous experience with on the job success have more confidence to complete similar tasks (high self–efficacy) than those who do not (low self–efficacy).

The second source of self–efficacy is the vicarious experience individual undergo when he observes others performing tasks. It includes the social comparisons which can be a powerful influence on developing self–efficacy (Pajares, 2003 :140) .

Teachers often provide social comparison which would help to promote a sense of efficacy for learning if students believe that they can learn as well as their peers (Shunk, 1985: 10).

Employees can be persuaded to believe that they have the skills necessary to successfully complete a task. Both positive encouragement as well as convincing others that they have the ability to succeed at the particular task can facilitate self–efficacy when managers are confident that their employees can successfully perform a task, they perform at a higher level. (Bandura, 1994 :71–81).

Mood also affects people's judgments of their personal efficacy. Positive mood enhances perceived self–efficacy unlike the despondent mood which diminishes it, consequently, affecting negatively on their performance (Ibid).

3. Procedures

3.1.1 Population

Taylor (2016 :1) states that a population consists of everything or everyone being studied in inference procedure. Populations can be large in size although this is not necessary. The population of this study includes the students of English at the Department of English in College of Basic Education/ University of Diyala.

3.1.2 Sample

Richards and etal (1992 :321) define a sample as any group of individuals which is selected to represent a population. The sample of the study consists of (50) students of English language department.

3.2 Instrument of the study

To achieve the aim and to verify the hypothesis, self-efficacy scale has been constructed : a questionnaire of (15) items has been constructed to assess students' capabilities in translation. The items of questionnaire are positively oriented using "I can" statements. It provides the students with a rating scale ranges from (1 strongly disagree to 4 strongly agree). Instruction about how to answer the questionnaire were given and the time needed for answering was (40) minutes. (see Appendix A)

3.3 Face Validity

Face validity refers, not to what the test actually measures, but to what it appears to be superficially measuring. Face validity pertains to whether the test "look valid" to the examinees who takes it, the administrative personnel who decide on its use, and other technically untrained observers (Harris, 1969 :21; Anastasi, 1976 :139).

The self-efficacy scale was exposed to a jury of experts in the field of English language to show their suggestions and remarks about the suitability of the items for achieving the aim of this study. The jury have agreed that the items are suitable expect for some modifications which have been taken into consideration (see Appendix B)

3.4 Pilot Administration

The aim of the pilot study is to find out the clarity of the questionnaire items. In order to conduct a pilot study, 30 students of English were chosen randomly from the English department/ College of Basic Education/ University of Diyala.

The findings of the pilot study reveal the followings :-

- 1. The students are able to answer all the questionnaire items.**
- 2. There is no serious ambiguity in the instructions of the questionnaire.**

3.5 Final Application

After checking face validity, the self-efficacy scale for translation was applied to the (50) students. They were asked to choose one of four options for each item which express the degree to which they have confidence in their translation capabilities. The time needed for answering the items is (40) minutes.

3.6 Scoring Scheme

The scheme followed in the self-efficacy scale is to give marks ranging from (1 strongly disagree, to 4 strongly agree) and the sum score ranges from (15–60). (Schmidt and Alexander, 2012: 1; Pajares, 2002 :1). (see Appendix C)

4. Data Analysis and Conclusion

Table (1)
Power degree for the items

Items	Strongly Disagree	Disagree	Agree	Strongly agree	Degree of Power
1. I can learn from my instructor new strategies that promote my development and success in translation.	3	4	6	37	3.54
2. even when translation tasks are difficult, I am confident I can perform quite well.	1	3	11	35	3.6
3. once I face problems in translation I am confident I can find solutions.	3	4	10	33	3.44
4. I am certain that I can translate sentences and texts from English to Arabic.	5	5	10	30	3.3
5. I am confident that I can translate sentences and texts from Arabic to English.	5	5	12	28	3.26
6. I am confident that I can translate texts without making errors in the use of if-clauses.	2	6	25	17	3.14
7. I am capable of	2	5	19	24	3.3

translating without making errors in word order.					
8. I am certain that I can translate texts without making errors in the sequence of tenses.	3	4	28	15	3.1
9. I am confident that I will not confuse between present perfect and past tense in translation.	2	5	29	14	3.1
10. I am confident that I will not misuse of continuous aspect.	4	9	22	15	2.96
11. I am certain that I will not make errors in the use of preposition.	3	4	17	26	3.32
12. I am confident that I will not make errors in the use of indefinite articles.	3	3	18	26	3.34
13. I am certain that I will not make errors in the use of definite article.	3	1	20	26	3.38
14. I am confident that I will not misuse of uncountable nouns.	4	7	13	26	3.22
15. I can invest a great deal of effort and time in translation.	6	4	8	32	3.32

Table (1) indicates that the average of power degree for scale items is (3.288) and it is higher than theoretical power degree for the scale, and this theoretical degree is (2,5). This table also indicates that the weighted mean for the items is (164.4) and it is higher than the theoretical mean, and the degree of this theoretical mean is (125). This proves "that students of English department have confidence in their abilities in translation."

We can say that the students have confidence in their abilities to translate sentences and texts from English to Arabic and from Arabic to English because the students can learn from their instructors new strategies that promote their development and success in translation, and also the students can translate texts without making errors in the use of prepositions, in the use of uncountable nouns, the students can translate without making errors in the sequence of tense and the students have confidence that they will not confuse between present perfect and past tense and they will not misuse of continuous aspect.

This results may be related to the investing a great deal of effort, practice and time in translation by students.

According to this result, it may be misleadingly (i.e. There is no significance difference), so the researcher uses the statistical tool (t–test), as shown in table (2).

Table (2)

The difference between theoretical mean and verifier mean for the sample

Level of significance	Degree of freedom	t-test value		Theoretical mean	Stander deviation	Verifier mean	Sample
		Tabulated t-value	Calculated t-value				
0.05	49	1.671	43.06	125	6.471	164.4	50

Table (2) indicates that calculated t-value (43.06) is higher than the tabulated t-value (1.671) for freedom degree (49) and level of significance (0.05). This proves that students of English department have confidence in their abilities in translation and this indicates that learning out comes of Basic Education College is paralleled to the aims that we want to achieve, and this will enhance the motivation of both Instructors and their students and will push them to be progress in the study level and this will reflect on their performance and their work in future.

5. Recommendations

On the basis of the study results, the following recommendations can be put forward :

- 1. It is important to raise English language teachers and students' awareness to the importance of increasing confidence in self-capabilities.**
- 2. Students can develop their self-efficacy through improving mastery experience. Successful experience lead to greater feeling of self-efficacy.**
- 3. English language teachers can increase their students' self-efficacy through making a comparison with successful students. Teachers often provide social comparison which would help to promote a sense of efficacy for learning if students believe that they can learn as well as their peers.**

4. Teachers can also use verbal persuasions to raise students' confidence in their translation skills by encouraging and convincing them that they possess the capabilities to master the given activities.
5. It is necessary to reduce people's stress reactions and change their negative emotional proclivities and misinterpretations of their physical states.

Appendix (A)
The Self-Efficacy Scale for translation
 Choose one of the four options which reflects your
 translation self-efficacy

Items	Strongly Disagree	Disagree	Agree	Strongly agree
1. I can learn from my instructor new strategies that promote my development and success in translation.				
2. even when translation tasks are difficult, I am confident I can perform quite well.				
3. once I face problems in translation I am confident I can find solutions.				
4. I am certain that I can translate sentences and texts from English to Arabic.				
5. I am confident that I can translate sentences and texts from Arabic to English.				
6. I am confident that I can translate texts without making errors in the use of if-clauses.				
7. I am capable of translating without making errors in word				

order.				
8. I am certain that I can translate texts without making errors in the sequence of tenses.				
9. I am confident that I will not confuse between present perfect and past tense in translation.				
10. I am confident that I will not misuse of continuous aspect.				
11. I am certain that I will not make errors in the use of preposition.				
12. I am confident that I will not make errors in the use of indefinite articles.				
13. I am certain that I will not make errors in the use of definite article.				
14. I am confident that I will not misuse of uncountable nouns.				
15. I can invest a great deal of effort and time in translation.				

Appendix (B)

Names of Jury Members

Prof. Kaleel Ismael, Ph. D.

Asst. Prof. Muslim Mehdi Jassim

Inst. Liqaa Habeeb, Ph. D.

Inst. Ghazwan Adnan, Ph. D.

Inst. Sarab Kadir, Ph. D.

Appendix (C)

Marking Scheme of the Self-Efficacy Scale

Items	Strongly Disagree (1 mark)	Disagree (2 mark)	Agree (3 mark)	Strongly agree (4 mark)
1. I can learn from my instructor new strategies that promote my development and success in translation.				
2. even when translation tasks are difficult, I am confident I can perform quite well.				
3. once I face problems in translation I am confident I can find solutions.				
4. I am certain that I can translate sentences and texts from English to Arabic.				
5. I am confident that I can translate sentences and texts				

from Arabic to English.				
6. I am confident that I can translate texts without making errors in the use of if-clauses.				
7. I am capable of translating without making errors in word order.				
8. I am certain that I can translate texts without making errors in the sequence of tenses.				
9. I am confident that I will not confuse between present perfect and past tense in translation.				
10. I am confident that I will not misuse of continuous aspect.				
11. I am certain that I will not make errors in the use of preposition.				
12. I am confident that I will not make errors in the use of indefinite articles.				
13. I am certain that I will not make errors in the use of definite article.				
14. I am confident that I will not misuse of uncountable nouns.				
15. I can invest a great deal of effort and time in translation.				

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