Toward an ecological understanding of the relationship between translation willingness and translation frequency of use

Mohamad Djavad Akbari Motlaq¹* and Tengku Sepora Binti Tengku Mahadi²

Abstract: In this investigation, we have chosen to quantify the key components of ability in the field of translation studies in light of Vygotsky’s sociocultural theory and Bronfenbrenner’s nested eco-system model. The estimation of key components which have effect on willingness to translate (WTT), will be valuable for the translator instructors to wind up noticeably ready to recognize which factors influence WTT in classrooms. The exploration inquiries of this paper brought as following: Is there any noteworthy connection between ability to translate and recurrence of translation use in classrooms among Iranian translation MA students? How is the revealed ability to translate among Iranian translation MA students as measured by WTT scale identified with the announced recurrence of translation use in classrooms? Does utilizing Think-Aloud technique, while the members translating the content, demonstrate any sign on their level of readiness to translate? We have directed the investigation to 15 translation MA students whom were male and their age ranged between 22 and 30, chosen from two distinctive branches of Islamic Azad University. The strategy of the exploration finishes up WTT survey, interview, utilizing TAP and afterward investigating information utilizing SPSS and Amos. The outcome has shown recurrence of translation use in classrooms as the most affecting variable on WTT. Utilizing Amos adaptation 4.0, basic condition demonstration showed that WTT influences revealed translation utilize recurrence in classrooms. Factors fundamental WTT were additionally analyzed, supporting the...

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PUBLIC INTEREST STATEMENT
Willingness to learn is defined when you as an individual don’t want to stand in your current place and you wish to place yourself higher, moreover, willingness to communicate describes the situation in which you don’t want to get isolated, therefore, you’re actively looking to communicate and eagerly participating in conversations. By the phrase “willingness to translate”, we mean that you (in this study as a translation learner) want to learn the way how to translate a text or a speech act into another language for which the audience and respondents can easily comprehend. The goal of this study is to regulate adherents with the standards and works of how to handle learning and mental progression referred to as socio-cultural theory and ecological framework as a result of the theoretical structure of this examination.
aftereffects of the contemplate. Despite the fact that a way from willingness to translation was not observed to be critical in the first investigation, it was observed to be noteworthy in the present replication.

**Subjects:** Teachers & Teacher Education; Teaching & Learning; Translation & Interpretation; Literature & Translation

**Keywords:** Willingness to translate; translation frequency of use; ecological framework; nested ecosystem model; sociocultural theory

1. Introduction

1.1. Background of the study

Translation has created and discovered its way into numerous different fields of study. It is a marvel that profoundly affects ordinary life (Hatim & Munday, 2004). It turned into a scholastic subject, a field of study called “translation contemplates”, amid the second 50% of the twentieth century through the work of James S. Holmes (1988), in “The Name and Nature of Translation Studies”. Holmes characterized translation contemplates as “the complex of issues grouped round the wonder of deciphering and translations” (Munday, 2012).

In view of Holmes (1988), translation brain science would do research managing “the procedure or demonstration of translation itself, including deliberate observational studies under lab conditions”. This new angle in the field of translation associate the field of translation with the field of brain research, which is a field of study working with the human personality and appraisals and medications of its issues. Brain research is additionally coordinated toward understanding and taking care of issues in different regions of human movement, for example, translation, which are considered as parts of intellectual brain science. Subjective brain science is a branch of brain research which examines cognizance: the mental procedures (learning, recognition, thinking, critical thinking, memory, dialect use, considering, considerations and feelings) fundamental mental exercises. This branch of brain research, subjective brain research, discovered its way into translation on the grounds that, as Munday (2012) specified, “Translation is a subjectively unpredictable and requesting assignment. A wide range of translation including those which are concerning the territory of workmanship, for example, abstract translation, includes a lot of cognizant critical thinking and choice making, driving and adding to the de-bewilderment of translation”. This issue brought about another territory of examination in translation which concentrates on, concentrating on the examination of the translation process and methodologies connected by the translations utilizing Think-Aloud, a method obtained from psychological sciences, which considers the simultaneous verbalization of whatever a member is taking a gander at, feeling, considering, doing as he/she goes around a particular assignment.

What’s more, utilization of translation methodologies is accepted to be influenced by such components as students’ ability. Ability as a component, a human’s yearning, has as of late ended up famous as a field of study. This idea has been utilized as a part of numerous fields, particularly in that of the economy, similar to ability to pay or willingness to purchase fake products (Swami, Premuzic, & Furnham, 2009). In scholarly fields of concentrate, for the most part, this idea has been considered in the field of adapting, particularly second dialect learning, as to the issue of correspondence in a remote dialect, known as WTT (willingness to translate).

Taking into account the above reliability appraisals, it shows up the WTT scale has exceptionally attractive strength. It is ventured to quantify a steady quality of an individual, so such soundness is basic to the legitimacy of the instrument.
Given the exhibited unwavering quality and legitimacy of the willingness to translate scale, it is sensible to prescribe it for future use as a look into or screening apparatus. It meets the standard tests for worthiness of such a measure. (McCroskey, 1992)

All the more as of late, one other study by an Iranian analyst, Haghshenas (2014), was likewise performed, which concentrated on WTT. In her study, she broke down the relationship between Iranian forthcoming translations’ resistance for uncertainty and their WTT, and discovered an immediate and huge relationship. Based on the WTT scale, the researcher focused on validating the WTT (willingness to translate) questionnaire, which is an 18-item questionnaire and has a scale ranging from 1 to 5 from which students can choose their answers for each of the written statements; however, in this study, the participants were interviewed and the data recorded to use for the aim of this study.

Essentially, this eagerness and willingness to translate among students is another variable like WTT which has been explored concerning the effect it might have on the use of methodologies by students Mosadeghzhadeh (2013), Taheryan (2014), Haghshenas (2014), Amirpoor and Ghonsooly (2015) and Akbari Motlaq (2017).

1.2. Statement of the problem
Willingness to translate is a challenging issue mostly in classrooms. In order to control the levels of willingness to translate, translator trainers try to find the key elements and develop a framework as to become able to control the level of WTT of the translation learners. In other words, the key factors through controlling the level of WTT and to make the translation learners more willing to accomplish their translation tasks, are not yet distinguished or signified. Translator trainers may have their own possible influencing factors as they've discovered through their teaching experience, but yet to determine the key elements academically (based on research with enough evidence) is still uniquely important. To be more specific, in this area of research, we do not have strong researches in the field of willingness to translate and it is mostly because willingness of translation is a new term in translation studies; however, we could find a load of useful-related researches in communication studies which were applicable in the zone of translation and we partially adopted a considerable amount of our literature from. Therefore, finding recent articles in the field of translation studies is nearly impossible; moreover, we have reviewed related literature from communication and willingness to communicate.

1.3. Significance of the study
The significance of this study is that the participants are translation MA students and previously the study has been never applied to this group of translation learners; it was once conducted with participants doing their degree. The second significance is that this study was conducted in two different locations while the previous researches were only in one location (Mashhad). As the third significance to be mentioned, this study is conducting a research over the axis of willingness to translate based on socio-cultural theory by Vygotsky and Bronfenbrenner’s Nested Eco-system model, in other words, the study is conducted based on a well-known theory and an insightful model, so as to compare with the previous studies in the same field, it’s been supported with enough theoretical framework.

1.4. Purpose of the study
The purpose of the present study is to examine the relationships among translation learning and translation variables using the WTT scale and the socio-cultural model as the basis for a framework and to extend the models by testing their ability to predict translation use in the Iranian translation formal (classroom) context. This study fixated its attention on figuring out how MA students’ levels of ability to decipher, measured by the 18-question WTT interview (Macintyre & Charos, 1996), can influence the translation use frequency utilized by them. The frequency of translation uses in classrooms utilized as a part of this examination was a subjective strategy for examination in which students’ translation procedures were drawn out through the utilization of...
the Think-Aloud method. In this study, we ought to find the key element(s) influencing WTT and willingness of MA translation students to translate was measured based on the Vygotsky’s conducted theory, Socio-cultural theory and Bronfenbrenner’s Ecological Framework and the McCroskey’s WTT scale.

1.5. Research questions
Three research questions motivate the present study:

(1) Is there any significant relationship between willingness to translate and frequency of translation use in classrooms among Iranian translation MA students?

(2) How is the reported willingness to translate among Iranian translation MA students as measured by WTT scale related to the reported frequency of translation use in classrooms?

(3) Does using Think-Aloud method, while the participants translating the text, indicate any sign on their level of willingness to translate?

2. Review of the related literature

2.1. WTT: willingness to translate
The key factors which may possibly influence the level of WTT in classrooms are to be defined based on socio-cultural theory and nested eco-system model, the reason is that the theory and the model distinguish what happens to the translation learner in the context of a classroom. Though, it is important to study socio-cultural theory and nested eco-system model and then it would become easier to discover and indicate the key elements which have impact on WTT. However, this term of willingness to translate is a new term and we do not access recent researches in this field, therefore, we have reviewed a considerable load of researches in the field of communication for which we were able to adopt from into translation studies, e.g., Khajavy, Ghonsooly, Hosseini, and Choi (2016), Joe, Hiver, and Al-Hoorie (2017), Öz, Demirezen, and Pourfeiz (2015), Elahi, Khajavy, MacIntyre, and Taherian (2016) and others which are recently conducted after 2015. Moreover, the recent studies in the field of willingness to translate were covered in this study for which we mention the names here: Mosadeqzadeh (2013), Haghshenas (2014), Taheryan (2014), Amirpoor and Ghonsooly (2015), Akbari Motlaq (2017). To be more specific, these studies are unpublished master’s theses which we had limited access by the respected university of Imam Reza.

Planning learners who are ready and ready to decipher from another dialect is a standout amongst the most conspicuous objectives of instructing far and wide (Macintyre, Clément, Dornyei, & Noels, 1998). Improvements in instructing have stressed encouraging the skill among students (Khajavy et al., 2016), however picking up ability does not really suggest an eagerness to utilize the language for a true understanding. In underscoring the employments of language, creators, for example, Diane Larsen-Freeman and Peter Skehan have recommended that one must mean learn (see Macintyre & Charos, 1996, p. 3). Moreover, the significance of collaboration and delivering language in language advancement has been stressed in surely understood speculations, for example, cooperation theory and fathomable yield theory. It is generally comprehended that students demonstrate a wide scope of individual contrasts in their readiness and that after some time, singular contrasts in willingness will add to finding and exploiting learning practice openings. Research proposes that few components impact willingness legitimately or by implication, including inspiration (Ghonsooly, Khajavy, & Asadpour, 2012; Joe et al., 2017; Öz et al., 2015; Peng & Woodrow, 2010), self-assurance, class condition (Khajavy et al., 2016; Peng & Woodrow, 2010), worldwide stance (Ghonsooly et al., 2012, and frames of mind (Khajavy et al., 2016). Maybe the most grounded and steadfast corresponds of WTT are having seen the learning ability and an absence of tension (Elahi et al., 2016). Be that as it may, none of the examinations above have referenced the assortment factors powerful on the dimension of willingness in a setting of educational translation, be that as it may, in this examination we will explore the
affecting components which are included with the dimension of willingness so as to propose a guide for translator mentors regarding willingness to translate.

These days, more than one and a half billion local and non-local speakers use English all around the globe as their initially, second, or outside dialect. From this populace, stand out fourth are local speakers, while the remaining larger part utilize English as a second or remote dialect keeping in mind the end goal to correspond with both local and non-local speakers of English. Insights demonstrate that the quantity of individuals who use English dialect keeps on expanding what’s more, this dialect is utilized as a part of diverse ranges, for example, global exchange, tourism, strategy, universal media, innovation, aviation authority, and innovation. These show that English has turned into a universal dialect and is utilized for association among different countries and societies over the world (Norton, 1997; Smith, 1992).

Thusly, particularly in the course of the most recent two decades, numerous second dialect procurement specialists, connected language specialists, syllabus architects and instructors have hunted down distinctive procedures to build dialect learners’ willingness to convey. Willingness to translate (WTT) alludes to the thought that dialect learners why should be willing to convey in the second or remote dialect (translation) basically attempt to discover chances to impart and finally they will truly do impart in the translation (McCroskey, 1987). It was initially conceptualized with reference to first or local dialect (L1) verbal correspondence and interestingly was presented to the writing by McCroskey (1987), in view of take a shot at unwillingness to convey. Given the identity quality of WTT, McCroskey and his partners suggested that WTT uncovered a steady inclination to talk, which was moderately predictable over different correspondence connections and diverse sorts of collectors. Macintyre et al. (1998) proposed that an appropriate target for second dialect training ought to be making eagerness to translate.

2.2. Willingness to translate background

Willingness, as specified by Cohen and Macaro (2007) is “an internal drive, aim, or willingness to accomplish something” (p. 55). This willingness is, actually, a craving (like ability) or vitality in individuals making them focused on work, part and so forth, or endeavoring to pick up an objective (BusinessDictionary.com). Willingness has been taken to be a very compelling variable (like will- ingness) which causes a few contrasts in the application and recurrence of learning methods. These two specialists led a huge scale investigation of US undergrads and found that exceptionally energetic learners utilized four out of five technique classes essentially more as often as possible than less motivated ones. This conclusion was additionally come to in different examinations by Cohen & Macaro (2007). Accordingly, what can be construed here is that being a piece of one of these three levels of WTT may be a justifiable reason willingness behind why such varieties were found in the recurrence of methods utilized in the middle of lower and more elevated amount WTT members.

Recent fixation studies on the procedure of translation have moved the attention on the translation of content to the procedures that happen in the translators’ brain while deciphering. This translation process, as was accepted, is joined by the utilization of a few techniques by the translation him/herself to get to the translation item. These translation methods are accepted to show when a translation faces a trouble amid the translation process. Besides, use of these techniques can be influenced by a few variables, for example, students’ ability, which was researched in this study by considering two gatherings of low-ready and high-willing students.

2.3. Willingness beyond integrative/instrumental distinctions

Factor analysis revealed that all of the Gardner AMTB variables loaded heavily on a factor called attitudinal willingness, rather than on two other factors called action willingness and self-confidence (Macintyre, Baker, Clément, & Conrod, 2001). However, Crookes and Schmidt (1991) acknowledge that language learning takes place within a social context and socially grounded attitudes may provide important support or lack of support for willingness. The focus of their
arguments was that Gardner’s approach was so influential that alternative concepts have not been seriously considered (Crookes & Schmidt, 1991; Dörnyei, 1994) and that the theory was limited in terms of the range of possible influences on willingness that exist (Dörnyei, 1994). Schumann’s acculturation model also emphasizes the importance of social psychological factors influencing SLA. Schumann (1986) points out that although instrumental and integrative willingness are useful ways to think about success in translation learning, willingness are complex constructs that interact with social and other variables. Schumann’s acculturation model predicts that learners will acquire the target language to the degree they acculturate to the target language group. Willingness is seen as one of a large number of affective variables contributing to the construct of acculturation. There are arguments against the acculturation model that the degree of acculturation does not always positively correlate with the degree of success in SLA (Schmidt, 1983; Schumann, 1986) and, since the effects of individual affect may be variable and complex, it is difficult to test the model (Crookes & Schmidt, 1991; Schumann, 1986). Since studies undertaken with regard to the acculturation model did not provide sufficient support for the model, the model is seen as only one aspect influencing SLA instead of a major causal variable in SLA (Crookes & Schmidt, 1991).

While early studies done in connection with Gardner’s theory supported the importance of the integrative over the instrumental willingness, the results found in other studies were contradictory. Oller, Baca, and Vigil (1977) found that subjects (Mexican Americans in Southeast) who were instrumentally motivated developed resentment toward the target community (in this case Anglo Americans) as they progressed in the target language (in this case English). The authors attributed the anti-integrative willingness of the subjects to the situation in which colonized minority of Mexican Americans have been oppressed by a powerful political system. There are several other studies which have found negative correlations between attitudes and language proficiency (e.g., Chihara & Oller, 1978; Oller et al., 1977; Teitelbaum, Edwards, & Hudson, 1975). Gardner (1980) responds to these counter arguments by stating that the inconsistencies are mainly due to statistical, contextual and conceptual factors such as statistical exceptions, sociocultural differences and differences in how the affective factors are viewed and measured.

2.4. Qualitative approaches to willingness
Several studies have emerged which directed studies of translation willingness to focus more on social context and social identity. Norton Peirce (1995) introduced the conception of investment, building on Bourdieu’s notion of “cultural capital.” She argues that the instrumental and integrative distinction does not capture the complex relationship among power, identity and language learning. Instead, the notion of investment attempts to capture the relationship of the language learner to the changing social world. She argues that in the field of SLA, artificial distinctions are drawn between the individual language learner and the social world. However, willingness must be understood with reference to social context and in relation to the multiple changing and contradictory identities of translation learners across time and space. The term investment refers to the socially and historically constructed relationship of learners to the target language and their sometimes ambivalent desire to learn and practice it (Norton, 1997).

Syed (2001) also argues that the notions of multiple and socially constructed identity need to be addressed in the study of willingness. Other researchers also saw the need for more qualitative approaches to complement the largely quantitative tradition of research on translation willingness (Crookes & Schmidt, 1991; Dörnyei, 2001; Ushioda, 2001).

Although translation willingness research can benefit from the use of qualitative techniques, they are not without disadvantages in terms of their reliability and generalizability. Many researchers have questioned the use of self-report questionnaires in studies of translation willingness on the ground that they do not always elicit true responses from participants and they are vulnerable to extraneous influences. Self-reported attitude measures may also be under the influence of extraneous factors such as the desire to look good in one’s own eyes (self-flattery), or in the eyes...
of others (the approval motive), or simply to be consistent in responding to questions of related content (response set).

3. Methodology

3.1. Participants

For finishing the WTT interview, an aggregate number of five participants were chosen from Islamic Azad University of Khorasgan and 10 participants of Islamic Azad University of Khomain. They were all male MA students chosen through the “Comfort or Opportunity Sampling”, a technique in which the populaces who are chosen have some criteria, for example, simple openness, accessibility at specific times, or the willingness to volunteer. Also, these participants were all MA senior university students majoring in English translation, with the minimum age of 22 and a maximum age of 30. The participants were 15 Iranian graduate students attending the University of Islamic Azad University in Khorasgan and Islamic Azad University of Khomain. All of the participants spoke English as their foreign language and Persian as their native language. To enter graduate programs at both universities, students must participate in a national entrance exam and gain sufficient score. Some graduate students are required to have TOEFL scores as high as 620.

3.2. Criteria for selecting subjects in order to use TAP

Both subjects and assignments should therefore be chosen that the impact of conceivable problematic impacts of verbally processing is minimized. The subjective procedure in which we are intrigued ought to happen when the errand is introduced to the subject, disturbance of the procedure by verbally processing to be minimized thus ought to synchronization issues and working memory over-burden. Both in experimental research and in learning procurement one does not generally have a decision. Research may be coordinated at a specific sort of persons and we require an irregular test of those in light of the fact that the outcomes must be summed up over all persons of this kind. In information obtaining it is frequently hard to access a specialist also, one frequently can’t pick. Two essential properties of subjects with respect to the relevance of the verbally process technique are the level of skill also, verbalization abilities. (van Someren, Barnard, & Sandberg, 1994)

3.3. Materials

Five instruments were utilized as a part of this study as specified underneath:

WTT questionnaire: This is a quantitative self-report pointer of students’ longing to decipher a content from translation to L1 and it has both attribute level and state-level angles. This gadget was made and accepted by (Macintyre & Charos, 1996). In their theory, she utilized Cronbach’s Alpha test to break down the dependability of the WTT questionnaire, which was accounted for to be .863 and showed its high unwavering quality. For dissecting the interview’s legitimacy, she utilized exploratory element examination comprising of three stages: The Bartlett test of Sphericity and Kaiser-Meyer-Olkin, Principle Component Analysis and Varimax Rotation. In view of the aftereffects of this test, the legitimacy of this interview was turned out to be high.

This questionnaire is comprised of 18 inquiries arranged on the premise of five components including willingness to make a translation of, excitement to decipher specialized content, energy to decipher casual content, excitement to translate experimental content, and excitement to acquire salary from translation, in other words, professional translation. For each of the 18 addresses, a size of 1 = never willing, 2 = willing portion of the time, 3 = some of the time willing, 4 = generally willing, and 5 = quite often willing was given. WTT is scored in a path in which answers demonstrating the most astounding WTT (5 = quite often willing) get 5 focuses and answers showing the least (1 = almost never willing) get 1 point. All the more significantly, none of this present’s inquiries are negative. Grades got from every answer are indicated the last score, which extends from 18 (the most reduced score) to 90 (the most elevated score). On the premise of the scores, members were characterized into three
gatherings: the individuals who scored 18 to 30 were considered as low willing to translate students, those with scores of 30 to 60 were considered as center willing to decipher and those with scores running between 60 and 90 were high eager to translate.

**WTT Interview:** Also the participants were randomly interviewed after filling the questionnaire and their interview has been recorded for further analysis.

**Translation message:** A seven-line passage was picked out of a four-section content which is incorporated into Translation from English for Advanced Students, composed by H.A. Cartledge (2005).

**Longman Dictionary of Contemporary English:** This is an English-English lexicon for cutting edge (Advanced) learners, distributed by Pearson Education Limited in 2010. This was accommodated the students throughout translation process.

**Aryanpour:** This is an English-Persian lexicon, composed by Abbas Aryanpour & Dr Manouchehr Aryanpour, distributed by Aryanpour Publishers in 2003. Members likewise had entry to this word reference while translating.

**A Tape recorder, paper and a pen:** The recording device was utilized for recording the sound of the members while verbally processing amid the translation process. A sufficient amount of paper and a pen were utilized by the specialist to record the members’ conduct and developments amid their translation undertaking.

**3.4. Procedures**

At first, all the 15 students were provided with the WTT questionnaire and asked to reply accurately in the allocated time of 20 min. Participants were assured that their personal information would be kept confidential. In the next step, the recorded interviews were revised, and levels of students’ willingness to translate were analyzed. On the basis of their grades from the WTT scale (McCroskey, 1992), which range between 18 and 90, students were classified into three groups of high, middle and low-level WTT participants.

During the Think-Aloud part, two high-level and two low-level students were asked voluntarily to take part and were provided with English–English and English–Persian dictionaries, and a seven-lines text selected from Translation from English for Advanced Students. These five participants were required to translate this text and simultaneously think aloud what they were doing while translating it, at a quiet class at their own universities. In addition, at the same time, the researcher recorded their voices with a tape recorder and also wrote down the way they behaved. Importantly, no time limit was considered for carrying this out; however, none of the four Think-Aloud tasks took longer than 30 min.

**3.5. Method of data analysis**

SPSS a statistical program was used to analyze descriptive statistics and reliability, and to do principal components analysis. Amos was used to test the hypothesized model using structural equation modeling. As for the TAP, the verbal reports were transcribed, then analyzed. In other words, the data that were collected from questionnaires was rated by McCroskey’s WTT Scale and analyzed using SPSS alongside with the recorded interviews. The translation text also has been done and the translation works have been rated due to the number of errors.

**4. Results**

**4.1. Descriptive statistics**

The key elements influencing willingness to translate were defined utilizing Socio-cultural Theory and Nested Eco-System Model. The key factors which have an impact on the level of WTT are:
Attitude, Perceived Competence, Anxiety and Frequency of Translation Use in Classrooms. After finding out which factors are impressive, levels of their impact on WTT were discovered, then the most effective factor was distinguished using correlation.

Descriptive statistics are numerical representations of how participants performed on a test or questionnaire (Brown, 1996). These descriptive statistics are averages for each participant of all the items in the corresponding measures. The variable labels represent each of the measures as follows. AMTB represents a brief version of the Attitude/Willingness Test Battery, WTT is the willingness to translate scale, and FREQ is frequency of translation. The statistics include the number of participants (N), number of items (k), mean (M), standard deviation (SD), minimum (MIN), maximum (MAX), Median (MDN), mode (MODE), and skewness (SKEW). It should be noted that AMTB and FREQ are based on a 7-point scale, whereas other measures are based on a probability estimate scale ranging from 0% to 100%.

The mean, median and mode are indicators of the central tendency of the scores. The standard deviation, as well as the minimum and maximum scores, are indicators of the dispersion of scores around the mean. In these measures, the dispersion appears to be fairly broad in all cases. Skewness characterizes the degree of asymmetry of a distribution around its mean (Brown, 1997). If a distribution of scores is skewed, that means it is probably non-normal because of a high number of high or low scores. In such cases, the skewness statistic will vary widely from .00 with a positive value indicating the possibility of a positively skewed distribution or with a negative value indicating the possibility of a negatively skewed distribution. Values of 2 standard errors of skewness (SES) or more are considered to be skewed to a significant degree.

Since the SES in this study is .327, two times the standard error of the skewness is .654. As the skewness statistic for ANXIET is .68, which is slightly higher than .654, it can be assumed that the distribution of translation anxiety scale is significantly skewed. Since the sign of the skewness statistic is positive, the distribution is positively skewed. In other words, for the Iranian students involved here, the distribution for ANXIET was not normal, but instead, was somewhat positively skewed, which means there was a high number of low scores on the measure of translation anxiety. Other skew statistics fell within the range between −.654 and + .654 which indicates that there are no other significant skewness problems.

### 4.2. Reliability
The reliability coefficients indicate the degree to which the results on a scale can be considered internally consistent, or reliable (Brown, 1996, p. 192). The Cronbach alpha was used in this study. It can range from .00 to 1.00.

Table 3 shows that all the Cronbach alpha estimates are reasonably high. They can be translated as the percent of consistent variance in the students' answers. For example, the reliability of .83 for the AMTB can be said to indicate that the scale is 83% consistent, or reliable. Another way of looking at the consistency of a set of scores is called the standard error of measurement (SEM). The SEM can be translated as a band around a student's score within which that student's score would be expected to fall repeatedly if they were to fill out the instrument repeatedly. For instance, as shown in Table 1, the SEM of 6.50 for the WTT indicates that a participant who has a total score of 50 on that scale can be expected

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>k</th>
<th>M</th>
<th>SD</th>
<th>MIN</th>
<th>MAX</th>
<th>MDN</th>
<th>Mode</th>
<th>Skew</th>
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<td>AMTB</td>
<td>56</td>
<td>11</td>
<td>5.31</td>
<td>0.79</td>
<td>3.36</td>
<td>6.64</td>
<td>5.41</td>
<td>5.36</td>
<td>0.61</td>
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<tr>
<td>WTT</td>
<td>56</td>
<td>12</td>
<td>54.75</td>
<td>16.79</td>
<td>17.50</td>
<td>89.17</td>
<td>53.33</td>
<td>48.33</td>
<td>0.00</td>
</tr>
<tr>
<td>PC</td>
<td>56</td>
<td>12</td>
<td>66.15</td>
<td>18.42</td>
<td>12.92</td>
<td>94.17</td>
<td>69.38</td>
<td>45.83</td>
<td>-0.59</td>
</tr>
<tr>
<td>ANXIET</td>
<td>56</td>
<td>12</td>
<td>43.59</td>
<td>18.07</td>
<td>6.25</td>
<td>95.83</td>
<td>42.92</td>
<td>23.33</td>
<td>-0.68</td>
</tr>
<tr>
<td>FREQ</td>
<td>56</td>
<td>12</td>
<td>4.42</td>
<td>1.09</td>
<td>1.25</td>
<td>7</td>
<td>4.42</td>
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<td>-0.32</td>
</tr>
</tbody>
</table>
The SEM may be easier to translate than a reliability coefficient because it is expressed in terms of raw score bands rather than percent-of-reliability terms. A scale that has a small SEM is more consistent than one with a large SEM. Considering that AMTB and FREQ are on a 7-point scale and other scales are based on a probability estimate scale, the SEM can be said to be fairly narrow for all five scales.

### 4.3. Correlation

Table 2 and 3 shows a correlation matrix for the five main variables in this study: AMTB, WTT, PC, ANXIET and FREQ. All correlations except that between ANXIET and WTT were significant at p < .05. As expected, FREQ correlated significantly with the other four variables. It was expected that ANXIET would correlate significantly with WTT, but there was no significant correlation. There was a significant negative correlation between ANXIET and PC and between ANXIET and AMTB suggesting that lower translation anxiety is associated with higher translation perceived competence and higher willingness. The AMTB was positively correlated with WTT and PC indicating that higher willingness is related to higher willingness to translate and higher perceived competence.

### 5. Discussion, conclusion and pedagogical implications

#### 5.1. Summary of the main findings

This study examines affective variables as predictors of reported frequency of translation used by Iranian translation students in classrooms. Using the socio-educational model (Gardner, 1985) and the WTT model (Macintyre, 1994) as the basis for a conceptual framework, willingness to translate was hypothesized to be main cause of the frequency of translation used in classrooms. Significant positive paths were obtained leading from willingness to translate and frequency of translation. These paths indicate that students who have greater willingness for translation learning and whom are more willing to translate report using the translation more frequently in the classroom. Although a path from perceived competence to translation frequency was found to be significant by Macintyre and Charos (1996), the path was not significant with these particular Iranian translation students even though it was expected that higher perceived competence would lead to more frequent use in classroom. The Macintyre and Charos study was conducted with beginner students whose actual proficiency was low; perhaps perceived competence did not influence use of translation as much with more advanced students.
This suggests that merely perceiving that one has the ability to translate can affect the frequency of translation use with beginner students but not with advanced students.

5.2. Discussion
The discoveries of the present study can hypothetically help improve the writing on the build of willingness to translate in a classroom setting. Moreover, the discoveries of the present study for all intents and purposes help translation instructors build up their insight into the elements that influence learners’ readiness to decipher. With such information, translation educators can take measures to build up those elements that contribute and support translation, while pulverizing those variables which block students’ willingness to start translation. For the study to yield more definitive and far reaching comes about, it is fundamental that future research apply the study to the female participants and watch whether gender orientation has any impact on the results.

In the social and individual setting, factors assembled under this class include two parts of social impacts and individual contrasts. Factors making up these two viewpoints appeared to be predictable with earlier WTT ponder. The part of social impacts on the members’ WTT found in this study is like that of Macintyre et al. (2001) examine. In any case, it was not as clear as that prominent in Macintyre et al.’s (2001) in which social bolster given by translation trainers and companions was profoundly identified with WTT from survey comes about. As to part of individual contrasts, participants’ WTT rely on upon their own attributes, translation ability and translation learning background. The impact of individual attributes on WTT is steady with the variable called worldwide identity noted in Macintyre and Charos (1996).

As meeting results illustrated, despite the fact that the members of the present study had been contemplating translation right around a year in the preliminary program, they didn’t have much opportunity to utilize translation inside or outside the classroom. They for the most part concentrate on form, the structure of translation as opposed to utilization of translation. In this way, it is conceivable that translation learners had not had enough translation encounter.

6. Conclusion
The choice to talk might be the most basic instrument to guarantee translation survival and translation learning achievement. The pyramid exhibits a wide assortment of elements that influence the mental availability to talk. We can recognize both individual elements (uneasiness, inspiration, states of mind, interpersonal fascination and so on.) and social relevant elements (ethnolinguistic imperativeness and so on.) that either upgrade or lessen WTT. These variables cooperate right now a man talks in translation.

Teaching translation to the translation learners in a classroom context (e.g. translation courses at university) is a really difficult and complicated task to handle. In case the desired outcome is making the learners potential translators, various factors affecting translation learning in translation learners should be taken into consideration. One of these factors is WTT, which as the present research revealed is both a personal construct and a socio-culturally oriented one affecting translation learning. The research in this domain is in the infantry stage and various aspects of WTT in translation learners could be researched through both qualitative and quantitative methods.

6.1. Pedagogical implications
Nonetheless, this study has some implications for teachers. One is that by increasing perceived competence and reducing translation anxiety, the willingness to translate may lead to more
translation use in the classroom. Creating a less threatening atmosphere to reduce anxiety and encouraging students to increase perceived competence may be effective in increasing willingness to translate and frequency of translation used in classrooms with Iranian translation students. Perceived competence had a direct and strong influence on willingness, which in turn affected translation frequency in the classroom. It may be especially important with Iranian translation students to increase perceived competence.

The findings of the research could be employed in designing models of translation teaching to the translation learners in universities and translation learning universities. In case we focus on the social aspect of WTT we might use the findings of the research to provide the learners with some scaffolding measures to get much more involved in the translation learning process. Enhancing one’s WTT might lead to his/her relative involvement in the translation learning as well as his/her social life improvement.

6.2. Suggestions for further research
The following questions may prove useful for future research in line with this study:

(1) What relationships would be found in comparisons between intention to behave and actual behavior?
(2) Would similar results be obtained if the frequency of translation used were extended to use outside of classroom context?
(3) Would similar results be obtained if this study was replicated with Iranian translation students at different levels of proficiency?
(4) How would other factors such as gender, personality and context affect the frequency of translation use with Iranian translation students?

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