

**SOCIOCULTURAL FACTORS INFLUENCING THE  
WILLINGNESS TO LEARN THE SKILLS OF  
TRANSLATION AMONG IRANIAN STUDENTS**

**MOHAMMADJAVAD AKBARIMOTLAQ**

**UNIVERSITI SAINS MALAYSIA**

**2022**

**SOCIOCULTURAL FACTORS INFLUENCING THE  
WILLINGNESS TO LEARN THE SKILLS OF  
TRANSLATION AMONG IRANIAN STUDENTS**

by

**MOHAMMADJAVAD AKBARIMOTLAQ**

**Thesis submitted in fulfilment of the requirements  
for the degree of  
Doctor of Philosophy**

**December 2022**

## ACKNOWLEDGEMENT

My PhD dream would have never become a reality if I was not surrounded by so many wonderful and caring people, who always inspired and motivated me. My most profound gratitude and the deepest sense of acknowledgment are owed to the two members of my supervisory committee:

Prof. Dr. Tengku Sepora Tengku Mahadi, my main supervisor and mentor, for helping me develop academic thinking and become a dedicated researcher, for her constant guidance and immeasurable support, countless hours that she devoted to the supervision of my research and finally, for her commitment and fundamental role in my doctoral work.

Dr. Shaidatul Akma Adi Kasuma, the second member of my supervisory committee, for offering her scholarly and insightful comments and contributing immensely to my doctoral work; and for providing me with invaluable guidance and opening up new horizons for thoughtful consideration and research.

I would also like to thank:

The translator trainers who admitted me into their classrooms as well as all the translation learners who participated in this research.

Prof. Dr. Behzad Ghonsooly for his support and compassion and Dr. Gh. Hassan Khajavy for his advice on the statistical part of the thesis.

The Universiti Sains Malaysia, Institute of Postgraduate Studies for awarding me with Graduate Assistant scheme throughout my PhD journey.

Dr. Ali Jalalian Daghigh from Universiti Malaya for his generosity and help and support for my PhD adventure and guiding me to establish my topic and develop my thesis.

Finally, I would like to thank all my KAWANS in Malaysia for their help and support.

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF FIGURES</b> .....	<b>viii</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>ix</b>
<b>LIST OF APPENDICES</b> .....	<b>x</b>
<b>ABSTRAK</b> .....	<b>xi</b>
<b>ABSTRACT</b> .....	<b>xiii</b>
<b>CHAPTER 1 INTRODUCTION</b> .....	<b>1</b>
1.1 Overview .....	1
1.2 Background of the Study .....	1
1.3 Statement of the Problem.....	5
1.4 Research Objectives .....	8
1.5 Research Questions .....	9
1.6 Research Hypotheses .....	9
1.7 Significance of the Study .....	10
1.8 Limitations of the Study.....	11
1.9 Definition of Key Terms .....	12
1.10 Organization of the Thesis .....	14
<b>CHAPTER 2 LITERATURE REVIEW</b> .....	<b>15</b>
2.1 Introduction.....	15
2.1.1 Translator Training Models .....	16
2.1.2 Summary of Translator Training Models.....	20
2.2 Willingness/Willingness to Learn Background .....	20
2.2.1 Gardner’s Approach to Motivation.....	21

2.2.2	Motivation beyond Integrative/Instrumental Divisions: Willingness Derived.....	22
2.2.3	Previous Studies on Willingness to Communicate (WTC).....	27
2.3	Willingness and Willingness to Learn .....	30
2.4	Age and Learning.....	33
2.5	Gender and Learning.....	36
2.6	Gender as a Context for Learning and Development.....	37
2.7	Sociocultural Theory and Language Learning.....	39
2.8	Bronfenbrenner's Ecological Framework for Human Development .....	47
2.8.1	Microsystem.....	50
2.8.2	Mesosystem.....	50
2.8.3	Exosystem .....	51
2.8.4	Macrosystem .....	51
2.8.5	Summary of Bronfenbrenner's Ecological Framework.....	52
2.9	Theoretical Framework.....	52
2.10	Summary of the Chapter .....	54
	<b>CHAPTER 3 METHODOLOGY .....</b>	<b>59</b>
3.1	Introduction.....	59
3.2	Research Design.....	60
3.3	Professional Translation Learning Program Description.....	64
3.4	Participants.....	67
3.4.1	Participants selection criteria .....	67
3.5	Research Instruments .....	69
3.6	Research Procedures .....	76
3.7	Data Analysis .....	79
3.7.1	Focus Group Discussions.....	79
3.7.2	Questionnaire .....	83
3.7.3	Ethical Considerations .....	94

3.8	Summary of the Chapter .....	95
<b>CHAPTER 4 FINDINGS .....</b>		<b>96</b>
4.1	Introduction .....	96
4.2	Participants' Demographics .....	97
4.3	Qualitative Data Analysis .....	98
4.3.1	Focus Group Discussions (FGD) Data Analysis.....	98
4.3.2	Perspectives of the Participants .....	99
4.3.3	Conclusion of the Focus Group Discussions .....	107
4.4	Quantitative Data Analysis .....	108
4.4.1	Reliability and Validity Test.....	109
4.4.2	Extraction Method: Principal Component Analysis .....	113
<b>CHAPTER 5 DISCUSSION AND CONCLUSION.....</b>		<b>129</b>
5.1	Introduction.....	129
5.2	Discussion .....	130
5.3	Conclusion .....	136
5.4	Contributions of the Study .....	139
5.4.1	Empirical Findings.....	139
5.4.2	Empirical Evidence Added to the Literature .....	140
5.4.3	Implications at the Individual, Organizational and Societal Levels	141
5.4.4	Methodological Contribution.....	143
5.5	Suggestions for Further Research .....	144
<b>REFERENCES.....</b>		<b>146</b>
<b>APPENDICES</b>		
<b>LIST OF PUBLICATIONS</b>		

## LIST OF TABLES

	<b>Page</b>
Table 2.1	Constructs and Scales of the AMTB from Gardner (2001, pp. 8-9)..... 22
Table 2.2	Summary of the previous related literature on willingness to learn in educational contexts..... 55
Table 3.1	Program Description: Translator Training Strategies (UAST, 2015) ..... 66
Table 3.2	Research Instruments connected to the research questions ..... 76
Table 3.3	The influencing factors and the questionnaire items ..... 93
Table 4.1	Demographics ..... 97
Table 4.2	Internal Reliability of Each Subscale..... 109
Table 4.3	Reliability of the Questionnaire..... 110
Table 4.4	KMO and Bartlett's Test..... 111
Table 4.5	Five factors influencing willingness to learn translation ..... 112
Table 4.6	Rotated Component Matrix..... 113
Table 4.7	Descriptive Statistics for WTLT ..... 118
Table 4.8	Confirmatory Factor Analysis of WTLT Questionnaire ..... 119
Table 4.9	Indices of Fit for WTLT ..... 120
Table 4.10	One-Sample Kolmogorov-Smirnov Test..... 121
Table 4.11	Correlations between Enthusiasm variables and WTLT..... 122
Table 4.12	Correlation between WTLT and Age ..... 124
Table 4.13	Independent Sample T-Test for WTLT ..... 126



## LIST OF FIGURES

	<b>Page</b>
Figure 1.1	A Heuristic model of variables influencing Willingness to Translate (Mosadeghzade, 2013) ..... 4
Figure 2.1	The Vygotsky's ZPD theory (Vygotsky, 1978a) ..... 43
Figure 2.2	Ecological Framework (Bronfenbrenner, 1994)..... 49
Figure 2.3	The Theoretical Framework..... 53
Figure 3.1	The Research Design ..... 61
Figure 3.2	The research procedures ..... 77
Figure 4.1	Scree plot ..... 112
Figure 4.2	Confirmatory factor analysis for WTLT ..... 115
Figure 4.3	The proposed model of WTLT and its influencing factors..... 116
Figure 5.1.	The diagram to conceptualize the relationship between sociocultural factors and willingness to learn translation ..... 140

## LIST OF ABBREVIATIONS

AMTB	Attitude and Motivation Test Battery
APA	American Psychological Association
CFA	Confirmatory Factor Analysis
EFA	Exploratory Factor Analysis
FLCAS	Foreign Language Classroom Anxiety Scale
PACTE	Process of Acquisition of the Competence Translator and Evaluation
SCT	Sociocultural Theory
SEM	Structural Equation Modeling
WTC	Willingness to Communicate
WTLT	Willingness to Learn Translation
ZPD	Zone of Proximal Development Model

## **LIST OF APPENDICES**

- Appendix A     Focus Groups' Sample Extracts
- Appendix B     Consent Form for Participation in Focus Group Discussions
- Appendix C     Themes and Questions
- Appendix D     Consent Form for Participation in Questionnaire
- Appendix E     Willingness to Learn Translation Questionnaire

**FAKTOR SOSIOBUDAYA YANG MEMPENGARUHI KESEDIAAN  
BELAJAR MENGUASAI KEMAHIRAN TERJEMAHAN DALAM  
KALANGAN PELAJAR IRAN**

**ABSTRAK**

Tujuan kajian ini adalah untuk meneroka faktor sosio-budaya yang mempengaruhi kesediaan pelajar terjemahan profesional Iran mempelajari terjemahan (WTLT) dalam membangunkan item soal selidik yang berkaitan WTLT. Kajian ini menggunakan pendekatan kaedah campuran yang mengandungi dua fasa. Data daripada fasa pertama, iaitu kualitatif, memberitahu pembangunan instrumen kajian kedua, soal selidik untuk fasa kuantitatif. Populasi kajian ini terdiri daripada 200 orang pelajar terjemahan bahasa Iran. Bagi fasa pertama, 20 peserta telah dipilih secara rawak untuk menyertai FGD. Data daripada FGD telah dianalisis. Kesungguhan untuk menterjemah, kesungguhan untuk menterjemah teks teknikal, kesungguhan untuk menterjemah teks tidak formal, kesungguhan untuk menterjemah teks saintifik, kesungguhan untuk mendapatkan wang daripada penterjemahan adalah faktor yang didapati secara signifikan mempengaruhi kesanggupan untuk mempelajari terjemahan. Tema yang dicipta digunakan untuk membentuk soal selidik. Fasa seterusnya berurusan dengan pengesahan soal selidik yang dibangunkan dengan menggunakan analisis faktor penerokaan dan pemodelan persamaan struktur sebagai analisis faktor pengesahan. Soal selidik WTLT telah diedarkan kepada 200 pelajar terjemahan profesional yang dipilih berdasarkan teknik pensampelan mudah dan korelasi momen produk Pearson digunakan untuk menentukan sama ada terdapat hubungan langsung dan signifikan antara faktor semangat dan kesediaan untuk mempelajari terjemahan. Keputusan menunjukkan korelasi yang signifikan dan positif. Selain daripada faktor

kesungguhan, faktor sosio-budaya didapati mempengaruhi peranan pengajar, tekanan rakan sebaya, status sosial, pasaran kerja, dan kesan terhadap keluarga pelajar. Antara cadangan daripada kajian ini adalah agar jurulatih penterjemah melihat kesediaan mempelajari terjemahan sebagai faktor penting dalam pembelajaran dan pengajaran, dan untuk dipertimbangkan dalam proses pembelajaran/pengajaran. Dapatan kajian boleh digunakan dalam mereka bentuk model berorientasikan pelajar untuk pengajaran terjemahan kepada pelajar terjemahan di universiti dan persekitaran pembelajaran terjemahan.

# **SOCIOCULTURAL FACTORS INFLUENCING THE WILLINGNESS TO LEARN THE SKILLS OF TRANSLATION AMONG IRANIAN STUDENTS**

## **ABSTRACT**

The purpose of this study is to explore the sociocultural factors influencing Iranian professional translation learners' WTLT (willingness to learn translation) to identify the sociocultural factors that influence WTLT and investigate their relationship, also to investigate the influence of age and gender on WTLT. This study adopts the mixed method approach that contains two phases. The data from the first phase, which is qualitative: FGD (Focus Group Discussion), informs the development of the second research instruments, questionnaire for the quantitative phase. The population of this study is 200 Iranian translation students. For the 1st phase, 20 participants were purposively selected to participate in the FGD. The data from the FGD were analyzed. Enthusiasm to translate, enthusiasm to translate technical text, enthusiasm to translate informal text, enthusiasm to translate scientific text, and enthusiasm to earn money from translation were the factors found influencing willingness to learn translation. The themes created were used to form the questionnaire. The next phase dealt with the validation of the designed questionnaire by employing exploratory factor analysis and structural equation modeling as confirmatory factor analysis. The WTLT questionnaire was distributed to 200 professional translation students that were selected based on convenient sampling technique and the Pearson-product moment correlation was used to determine whether there is a direct and significant relationship between the enthusiasm factors and willingness to learn translation. The results indicated a significant and positive correlation. In addition to the enthusiasm factors, sociocultural factors were found to

include the instructor's role, peer pressure, social status, job market, and impact on learner's family. Among the recommendations from this research is for translator trainers to see willingness to learn translation as an important factor in learning and instruction, and for it to be considered in the learning/instruction process. This study has revealed in its qualitative and quantitative data that Enthusiasm to Translate is the most significant predictor of willingness to learn translation among the learners. Furthermore, this study has discovered a novel observation about the impact of sociocultural factors on willingness to learn translation among the learners. The above-mentioned findings of the research could be employed in designing student-oriented models for translation teaching to translation learners in universities and translation learning environments.

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Overview**

In this chapter, a general background to the present study is provided to clarify the research problem and gap. This part of the research defines the importance of the investigation on the topic of Willingness to Learn Translation (WTLT). The chapter also suggests the significance of the study and puts forth the questions which provoke the research. It ends with a section on the operational definitions of the key terms and the organization of the thesis.

### **1.2 Background of the Study**

The development of significant publications in the field of translator training, as well as the rise in undergraduate and graduate translation programs worldwide, all attest to the growing interest in the training of translators (Colina, 2003; Munday, 2016; Yan et al., 2018). Research on the necessity for translators to complete their tasks successfully and professionally has been influenced by the training of aspiring translators.

Since there has been a need for interlingual communication, there has been a profession of translation. However, as a study, translation studies only began to take shape in the latter part of the 20th century (Munday, 2016), having been fostered by several different fields, including but not limited to literature and linguistics. In fact, according to House (2015), translation is a broad, interdisciplinary topic of Applied Linguistics.



Significant advancements in this field are seen in the applied branch of translation studies, which Munday (2016) created and expanded over time. Munday's map of applied translation studies, most recent edition (2016), shows significant advancements in translation assistance. The sub-branch for translator training, however, has not changed. This shows that, in comparison to the other disciplines of applied translation studies, research on translator training is still comparatively underdeveloped.

The design of the curriculum, teaching techniques, and assessment techniques are all important aspects of translator training. These pedagogical components work together to form the basis for translator training. According to several publications on the subject (e.g., Angelelli & Colina, 2017; Baer & Koby, 2003; Colina, 2003; Tassini, 2012), translation pedagogy research has increased because of the rise in graduate and undergraduate translation programs around the world (Colina, 2003; Munday, 2016; Yan et al., 2018).

Research on the evaluation of translation programs, learner perceptions of their effectiveness, and the degree to which the programs successfully meet the demands and requirements of the professional practice of translation (i.e., the translation job market) have also been motivated by an interest in translator training (e.g., Abu-Ghararah, 2017; Al-Batineh & Bilali, 2017; Alenezi, 2016; Ben Salamh, 2012; El-Karnichi, 2017; Khoury, 2017; Muñoz-Miquel, 2018; Schnell & Rodríguez, 2017). Any academic program should have its own pedagogical principles in order to satisfy the demands of the students (Bernardini, 2004; Davies, 2004). However, there is a lack of literature in the field of translation pedagogy and training. In the next following lines, the importance of willingness to learn in translation learning/instruction is elaborated.

According to Velliaris and Coleman-George (2016), willingness has been derived from the root of will and willpower, which means the ability to control your own thoughts and the way in which you behave. On the other hand, motivation in the same study has a definition of enthusiasm for doing a task. In other words, it can be stated that getting motivated means to increase one's desire to act, while using the willpower means to oblige oneself to act.

In an examination directed in the Iranian setting, Riasati (2012) utilized interviews to investigate Iranian EFL learners' perception of factors that influence their willingness to speak English in language classrooms. The outcomes showed that various factors, including the task type, topic of discussion, interlocutor, teacher, class atmosphere, personality and self-perceived speaking capability added to Iranian EFL learners Willingness to Communicate (WTC) in English classrooms. In another study, Alemi, Tajeddin, and Mesbah (2013) researched the relationship between WTC and individual differences. They argued that Iranian EFL learners' WTC is to some extent influenced by their individual differences.

Gardner et al. (1987) studied the willingness in understanding learners' characteristics who had participated in courses using self-report studies, since assessments are essential in resolving important difficulties. The statements reinforce on the tests in such a way that integrative motivation expects a need for willingness, and so the willingness reduces the difficulty in understanding. Furthermore, willingness has been shown to have a significant impact on learning (Elahi Shirvan et al., 2019; Rastegar & Karami, 2015; Horwitz, 1986; Horwitz, 2001; Horwitz et al., 1986; Horwitz & Young, 1991; Macintyre & Gardner, 1989; Macintyre & Gardner, 1991).

Macintyre et al. (1998) conceptualized willingness in a hypothetical model whereby social and individual setting, emotional setting, influencing factors, organized relationships, and intent are issues in communication. However, Mosadeghzade (2013) applied this model to translation studies and defined it as willingness of translation and the influencing factors (Figure 1.1).



**Figure 1.1.** A Heuristic model of variables influencing Willingness to Translate (Mosadeghzade, 2013)

The Heuristic model, established by Macintyre (1998), theorizes that willingness is based on a combination of particularly influential variables and a lower level of anxiety. The model also suggests that anxiety has an influence on the perceived capability of learning. Baker and Macintyre (2000) compared the effects of a saturated versus non-saturated course on a variety of parameters, including willingness, self-acknowledged learning, understanding anxiety, and learners' enthusiasm of participation. Anxiety and motivation were revealed to be important variables in determining willingness to learn (Mosadeghzade, 2013).

According to McCroskey (1992), willingness is related with learning practices. What an individual can receive in any situation may contradict their willingness while remaining related with another. Learning is based on the impact of a variety of factors, not just willingness. However, willingness has a significant role in learning (McCroskey, 1992).

In general, the ability to develop willingness suggests the possibility of why translation learners need to understand the aspects of learning, to identify potential outcomes to support learning (McCroskey, 1987). Following Burgoon's (1976) study, McCroskey (1987) defined willingness as maintaining a strong relationship to source language (L1) verbal correspondence (1976). Given the individual's willingness, McCroskey suggested that willingness represented a consistent need to understanding. A meaningful understanding for the learner, according to Macintyre et al. (1998), must generate a willingness to learn.

### **1.3 Statement of the Problem**

The section elaborates on the problem statement of the study. As the current literature on willingness to learn translation (WTLT) is insufficient, previous studies on willingness to communicate (WTC) and willingness to learn were considered to establish the research gaps.

The motivations of a translator are inseparably engaged with the sociocultural setting in which the demonstration of translation happens (Baker & Saldanha, 2011; Greeno & Engeström, 2014; Hatim & Mason, 1990; Niknasab, 2011). Thus, it is essential to study the process of translation within a social setting. Before there is a text to be translated, for instance, there must be a purpose for the act of translation (Hatim & Mason, 1990). The need might be customer-driven, as when somebody

commissions, requests, or generally requires a translated text; it is frequently business-driven when distributors see the interest for a work of outside content (Baker & Saldanha, 2011; Hatim & Mason, 1990). The sociocultural factors affecting willingness to learn translation were identified in this research and compared with the existing factors in willingness to communicate studies.

Age and gender influence learning and the process of learner development, according to earlier research on this topic (Lee & Oxford, 2008; Burman et al., 2008; Wallentin, 2009; Johnston & Watson, 2005; Johnston et al., 2009; Logan & Medford, 2011; Taboada et al., 2009). The literature shows that the differences in age and gender can influence learning regarding the preference in selecting techniques and strategies. Learners at different age groups, may show different tendency toward using learning techniques and strategies. Moreover, adult males and females may show different patterns of learning, additionally, significant gender-based variations in attitudes and motivation, are linked to academic success and learning achievement. Since the current research was conducted in a learning/instruction setting (classroom), the study investigated the impact of age and gender regarding willingness to learn translation.

Larsen-Freeman (1991) and Dörnyei (2003) have recommended that to be able to utilize the language properly, one must first learn how to use it (see MacIntyre & Charos, 1996). Considering language learning/instruction, improvements in teaching methods and approaches including the significance of task assignments have encouraged the learning skills among students (Khajavy et al., 2016). The studies stated that in a language learning/instruction context, willingness legitimately or by implication plays a significant role in a learner's task accomplishment (Elahi Shirvan et al., 2016; Ghonsooly et al., 2012; Joe et al., 2017; Öz et al., 2015; Peng & Woodrow, 2010;).

One of the main factors influencing language learning that have been presented in educational research is the WTC. MacIntyre et al. (2003) characterized WTC as "... the avidity toward or away from comprehension, as the task has been assigned" (p.538). WTC model of correspondence is also an important topic in second language acquisition (SLA) (MacIntyre et al., 2001b; Hashimoto, 2002; MacIntyre, 1994; MacIntyre et al., 2003; Yashima, 2002). Furthermore, Dörnyei and Skehan (2003) viewed L2 WTC as an expansion of the motivation in SLA.

The factors affecting WTC were adopted from AMTB of Gardner (1985a). AMTB quantifies the influencing factors proposed in Gardner's model (Masgoret, et al., 2001, as cited in Huang, 2007). AMTB can be categorized into five sections: motivation, integrativeness, states of mind in relation to the learning situation, language nervousness, and personality traits (Gardner & MacIntyre, 1993, as cited in Huang, 2007).

The existing literature indicates that the nature of communication in language learning context is based on speaking and oral tasks, unlike the translation which is a written task and relies on the types of texts (Nida, 1972). Moreover, as Hong (2019) stated, in all verbal communications there are always at least two messages which are being communicated simultaneously. The message that is the overt verbal message, consisting of words; and the covert message (often called the paralinguistic message) which in the case of oral communication consists of such accompanying features as the speaker's tone of voice, the gestures of his hands and face, and even the position or movements of his body. A communicator may or may not notice the importance of these paralinguistic factors, but a translator needs to consider the effect of the message to the target audience (Hong, 2019). Considering the different nature of tasks/ activities

related to L2 learning or translation, the study needs to identify the sociocultural factors influencing WTLT.

The study selected a task-based translator training class as it is the main approach for translator training in Iran and furtherly, the study elaborated on the significance and importance of the task in learning and teaching generally and specifically for translator training. Since the sociocultural factors that might have an impact on willingness to learn translation are currently unidentified, the goal of this study is to investigate the willingness in translation learning/instruction to identify the factors affecting willingness to learn translation. More specifically, the research will examine the relationship between willingness to learn translation and each of these factors; in other words, it will identify the factors that affect WTLT based on qualitative research. Although willingness in translation learning/instruction has not been studied in the recent years, exploring the factors influencing WTLT contributes to making a better learning environment since several higher education institutes across the globe offer translation courses.

#### **1.4 Research Objectives**

This study observes the following research objectives:

- 1) To identify the sociocultural factors that affect willingness to learn translation among Iranian translation students in the classroom.
- 2) To investigate the relationship between the sociocultural factors and willingness to learn translation among Iranian translation students in the classroom.

- 3) To examine the effect of age and gender on willingness to learn translation among Iranian translation students in the classroom.

## **1.5 Research Questions**

Three research questions provoke the prevailing study:

- 1) What are the sociocultural factors that affect willingness to learn translation in the translation classroom?
- 2) What is the relationship between the sociocultural factors and willingness to learn translation in the translation classroom?
- 3) What is the effect of age and gender on willingness to learn translation in the translation classroom?

## **1.6 Research Hypotheses**

There are three research hypotheses tested in this research:

- 1) H<sub>1</sub>: There is a significant correlation between the enthusiasm variables and willingness to learn translation of Iranian professional translation learners.
- 2) H<sub>2</sub>: There is a significant difference between the willingness to learn translation between male and female Iranian professional translation learners.
- 3) H<sub>3</sub>: There is a significant correlation between the willingness to learn translation of Iranian professional translation learners and their age.



## **1.7 Significance of the Study**

Among the many published studies of willingness, there is scant research on willingness to learn translation that looks at learners in the learning environment. Therefore, the current study can be considered as a pioneer study investigating the sociocultural factors influencing willingness to learn translation. The significance is summarized in the following paragraphs.

The current study is important from a theoretical, methodological, and practical perspective. First, the study theoretically extends the application of sociocultural theory in the translation studies; the study designs a promising willingness to learn translation model, which integrates individual, and sociocultural variables. The comprehensive nature of this model allows the researcher to study translation learning within a broad framework, which includes not only the individual aspects of translation learning but also the sociocultural aspects. Thus, the findings of this study provide significant data to expand the understanding of willingness to learn translation, especially since the literature on willingness to learn translation is limited.

Second, this study is noteworthy for combining qualitative and quantitative data collection and analysis techniques in a mixed-method design. The study's qualitative component helped researchers better understand the complicated set of factors that influence learners' willingness to learn translation. This made it possible for the researcher to investigate willingness to learn translation using a variety of data collection techniques and to analyze the quantitative data thoroughly. A valid and reliable questionnaire measuring the willingness to learn translation was developed by the study and presented.

Third, since willingness to learn translation is a comprehensive model that involves individual, and sociocultural variables, the results have implications for translator trainers, teacher trainers, and material designers. Teacher trainers may utilize the findings to develop more effective teacher training programs. Finally, material developers may be informed in terms of the sociocultural needs of translation learners in the learning/instruction setting.

This study may drive translator trainers to reconsider how they approach the utilization of translation tasks in their classes to enhance practice. This re-evaluation is required since, as will be seen, the results of the current study suggest there is a significant relationship between learners' willingness to learn translation and instructor and peer feedback.

### **1.8 Limitations of the Study**

Although the participants were chosen purposively, the results can be generalized with considerable accuracy because the accessible population is students who are taking the course at one university. Any future generalizations from this study should be done with caution, considering the study's setting and participants. Due to time and financial constraints, as well as limited access to the target demographic, the researcher was unable to select students from all of Iran's universities. As a result, it may not be suitable to apply the findings to all Iranian translation learners.

Because this was not an experimental study, no causal conclusions can be drawn. The current study explores the relationships between the sociocultural factors and WTLT and does not suggest any cause-and-effect correlations. Furthermore, self-reported data obtained through focus group discussions (FGD) and questionnaires has

limitations, as it represents the learners' perceptions of the problem rather than objective data.

The researcher adopted a limited definition of WTLT for the quantitative section of the study, focusing primarily on the written mode. Through FGD, the researcher investigated the students' willingness to learn translation only and not interpretation; nevertheless, the quantitative element of the study did not evaluate listening, interpreting, or reading modes.

## **1.9 Definition of Key Terms**

In this section, the operational key terms that have been used in this study are defined.

**Ecological Framework:** The Ecological Framework treats the association between components at the different societal layers (including Microsystem, Mesosystem, Exosystem, and Macrosystem) with equivalent significance to the impact of elements inside a level (Bronfenbrenner, 1994). This framework has been used in the theoretical framework. This framework informs the study in regard to identifying the sociocultural factors influencing WTLT in different societal layers.

**Sociocultural Theory (SCT):** Sociocultural theory is a theory in psychology that observes the significant commitments that society makes to a particular change. This theory focuses on the collaboration between individuals and what they do for a living. The sociocultural theory additionally recommends that human learning is generally a social procedure (Chaiklin, 2003). This theory has been used as the main part of the theoretical framework. This theory informs the study regarding identifying the sociocultural factors influencing WTLT.

**Sociocultural Factors:** Environmental factors that influence either societal inappropriate behavior or healthy, adaptive behavior and wellbeing. Positive sociocultural factors include items like good education, accessibility to facilities, and a strong sense of community support and mentorship. Extreme or constrictive work demands, a lack of quality mentorship, and insufficient educational prospects are examples of negative sociocultural factors (APA, 2010). These factors are important in learning environment, therefore, identifying these factors in relation to WTLT has been considered in this study.

**Willingness to Communicate (WTC):** It is regarded as both a trait-like tendency and as a situational construct. WTC is proposed to be the individuals' tendency to initiate communication when they are free to do so, and a willingness to enter discourse at a particular time with a specific person or persons, using L2 (Zarrinabadi & Abdi, 2011, p. 207). This term has been used to expand the domain of literature review since WTLT has not been studied in the recent years.

**Willingness to Learn Translation (WTLT):** An individual's willingness to take part in the translation learning at a particular time individually or in a team (Velliariis & Coleman-George, 2016). This is defined as to what extent translators tend to translate different types of text, in the case of the present study, from English into their native language. The term has been recently introduced into the field for which a measure has been developed consisting of five content areas to investigate translators' willingness to learn translation the text at hand. However, the term WTLT has been introduced in this study by using the definition of willingness by Velliariis and Coleman-George (2016) in the translation learning environment.

## **1.10 Organization of the Thesis**

In this research, there are five chapters. The first chapter focuses on introducing the background of the study at the macro and micro level related to the topic of willingness to learn translation, moreover, stating the research problem and presenting the readers with the research objectives and the research questions.

The second chapter reviews previous related studies, explaining the strengths and shortcomings of the related literature to establish the research gap under the subheadings of Translator Training Models, Motivation beyond Integrative/Instrumental Divisions: Willingness Derived, Willingness and Willingness to Learn, Previous Studies on Willingness to Communicate (WTC), and Theoretical Framework.

The third chapter explained the research methodology under the subheadings of Research design, Course Description, Participants selection criteria, Research Instruments, Procedures, Data Analysis, Questionnaire Development, The Pilot Phases, and Ethical Considerations.

The fourth chapter informs the reader of the findings, data analysis and the explanation of the findings under the subheadings of Participants' Demographics, Qualitative Data Analysis, Quantitative Data Analysis, and Summary of the Main Findings.

The final chapter, the fifth chapter, compares the study's findings to earlier relevant literature and discusses why and how there are substantial data contrasts or similarities, then it draws a conclusion. The subheadings are Discussion, Conclusion, Contributions of the Study, Implications, and Suggestions for Further Research.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviews prior relevant studies, highlighting their merits and drawbacks to identify the research gap within the topics of Translator Training Models, Motivation beyond Integrative/Instrumental Divisions: Willingness Derived, Willingness and Willingness to Learn, Previous Studies on Willingness to Communicate (WTC), and Theoretical Framework.

Willingness to learn is defined when the participant as an individual does not want to stand in his/her current place and wishes to place higher, moreover, willingness to communicate describes the situation in which the participant does not want to get isolated, therefore, s/he is actively looking to communicate and eagerly participating in conversations (Velliariis & Coleman-George, 2016). By the phrase 'willingness to learn translation (WTLT)' it is understood that the participant wants to learn the way to translate a text into another language for which the audience and respondents can easily comprehend (Velliariis & Coleman-George, 2016).

The purpose of this chapter is to provide readers with guidelines and works on how to handle learning and willingness to learn in relation to sociocultural theory (SCT) and Ecological Framework as the components of the theoretical framework in this study. SCT has its origins in the work of Russian therapist Vygotsky and his collaborators. SCT states that human mental development to some extent is an arbitrated approach that is designed by social occurrences, practices, and observations (Ratner, 2002). This shows society's understanding of the existing social factors, create new ones that influence them to manage their characteristics and development.

Clarification, cooperation, and understanding the constructs are the essential means for contribution to the learning. Formative techniques take place through facilitation in social, cultural, and in each layer of society, such as family life, as well as in institutional settings like the workplace, task management, and working environments, which are thought of as influencing variables.

SCT states that whereas human development can be a key condition for higher level of thought, the foremost essential factors in human mental development are produced through a relationship with these social and cultural conditions (Ratner, 2002).

### **2.1.1 Translator Training Models**

Translation has developed and established itself in a wide range of research topics (Hatim & Munday, 2004). It is transformed into an instructive topic, a research area; stage by stage the theories of translation are crafted by Holmes (1988a), in “The Name and Nature of Translation Studies” (cited in *Introducing Translation Studies* by Munday, 2012).

Translation, according to Holmes (1988b), would incorporate not only meaningful empirical studies, but also the way to manage the approach or presenting the translation process itself. This different viewpoint at multiple phases, subordinately considers translation with the appearance of questions about it. This might be related with the translator character and assessments, the nature of its potential difficulties.

Exploring the psychology of the translator is also oriented toward better coming to terms with challenges in several areas of human development, such as translation, that was recently studied as part of a new topic. The psychological

processes (learning, acknowledgment, thinking, analytical thinking, memorization, translation application, questioning, presumptions, and emotional states) are significant psychosocial processes that are studied in psychology. This is a research area that has made an appearance in translation because according to Munday (2012), translation is a component of cognitively unpredictable and challenging processes. A detailed presentation of translation involving students who are willing to learn translation, for example, special translation, contains a unique level of understanding basic reasoning and determining, motivating, and contributing to the spirit of translation. This issue inspired a new area of research in translation, one that focuses on the study of translation methods and applications regarding translators.

Different multi-factor models of translator training have recently been introduced. Some have been criticized for their concentration on positivist epistemology, that, according to Kiraly (2013), “doesn’t include the important factor of translation competence” (p. 202). As basic as these notes appear to be, the models can still be useful for translation instructors because they highlight at least a part of the knowledge and skills that should be promoted in translation courses.

The PACTE model [Procés d'Adquisició de la Competència Traductora I Avaluació; Process of Acquisition of the Competence Translator and Evaluation] is one of the most insightful models and was used as a preliminary step for designing the course that was selected to be studied in this research. “This model is based on comprehensive adaptability and educational studies, significant research in different orders, prior models of translation skill and their necessities, and experimental change into written translation.” (PACTE, 2003: pp. 44–7), and was reviewed by the outcomes of experimental studies since its first form was created in 1998 (see PACTE, 2000). Various parts of this model have been joined into other models, specifically, the model



of ‘translation capability’ by Göpferich (2009) and the applied model of ‘translator's skill’ by Alves and Gonçalves (2007). Other multi-factor models of translator training incorporate the model of ‘translator capability’ by Kiraly (2006), and the ‘Language translation and translation skills are represented by the EMT framework’ (EMT, 2009). The model characterizes the capabilities that are aimed to be gained by learners in institutional programs that integrate well with a framework of EU-certified programs.

The PACTE identified three sub-abilities that are gained by translators, but not necessarily by all multilinguals, and it can be categorized as ‘overt translation’ (PACTE, 2005; p. 611). In the previously mentioned models of translation competence, these sub-abilities or a part of their aspects are studied, but with different approaches. Although variables of other models were shown to be useful, the course design is mainly based on three sub-abilities as proposed by PACTE. In the following paragraph the sub-abilities are introduced.

The initial sub-ability is the ‘information about translation sub-competence’ which includes the gist of indicative learning (PACTE, 2003; p. 59) and incorporates ‘information of the rules that guide translation (procedures, strategies, and methods, etc.) and the communication (types of translation tasks, clients, etc.)’ (PACTE, 2005; p. 610). Realizing how to speak with the customer is an aspect of the professional translation mentioned by PACTE and addressed to a higher level in the EMT model (2009). This perspective is part of the ‘relational measurement’ and the ‘translation management skill’ that is at the foundation of the EMT model (2009), and it incorporates a few of the properties in PACTE's ‘learning about translation’ and ‘essential’ sub-abilities (EMT, 2009; p. 4).

The ‘instrumental sub-ability’ is the second part of the PACTE model that translation learners must develop. It mostly consists of procedural knowledge gained from the use of various translation methods and devices, including electronic devices, that aid the individual in learning translation (PACTE, 2003; p. 59; 2005; p. 610). The ‘data mining skill’ and the ‘technical skill’ are two skills in the EMT model (2009) that have similar features. It is critical that the emphasis be placed on the probable information manipulation and the skill to approach them in a ‘mindful’ manner (EMT, 2009; p. 6).

The third sub-ability, the ‘key’ sub-ability, is the center of the PACTE model and manages organization, performing and assessing the translation task (PACTE, 2003; p. 59). These procedures include using the translation skills that were learned to deliver a content which is in accordance with the customer's requirements and the translation context, an ability that is a part of the ‘translation management skill’ in the EMT model (2009; p. 5). It is likewise highlighted that this skill motivates the other sub-abilities, compensates for failures, objective evaluations and controls the translation challenges (PACTE, 2005; p. 610). It is necessary to add that as shown by PACTE's (2011), the sub-abilities are supported by a dynamic (functionalist) approach, instead of an inflexible method of translation.

With respect to translation skill developing, or ‘growth’ (Kiraly, 2013), the PACTE stated that in addition to the fact that novices need to obtain the sub-abilities they need and reestablish the existing ones in this procedure, yet the connection between specific sub-abilities, guided by the key sub-ability, also should be developed. This view is resounded in the models of Alves and Gonçalves (2007) that also describe novices' ‘specific skill’ that manages translation of source content into target content

separated from judgement. This accounts for the context where the novices have less control over the translation process.

### **2.1.2 Summary of Translator Training Models**

As a major aspect of learning and development, the market growth is taking significant part in professional training programs and approaches, as well as the standard for translation services. As a result, researchers have questioned the broad term of translator training (Pym, 2005; Li, 2007). Similarly, translator training programs in Iran have been receiving critical feedbacks from the experts and learners for several reasons e.g., the schedule and curricular plan which seems to require an update to stay aware of the fluctuating dynamicity of the market requests (Miremadi, 2003; Tehrani, 2003). Following the acknowledgment of the requirement for reviewing translator training programs in Iran, there has been an increase in studying the topics related to translator training programs in Iran, therefore, this study investigated willingness to learn translation in a learning/instruction setting (e.g., classroom) to help in fulfilling this requirement.

## **2.2 Willingness/Willingness to Learn Background**

To the best of the researcher's knowledge, there is no existing similar literature on willingness to/willingness to learn translation. This is indeed a novel approach in translation studies, but other areas of study have seen a considerable volume of research on the topic of willingness. As a result, the literature from the related fields of study, such as communication studies and language learning, has been reviewed for this research. However, additional research is required regarding many unanswered

questions that remains in the reviewed literature and are beyond the scope of this research.

In this section, the following lines elaborated on the background of willingness/willingness to learn and how it was derived from motivation studies in a learning/instruction setting.

### **2.2.1 Gardner's Approach to Motivation**

Gardner and Lambert (1959) developed an approach to monitoring motivation, which has influenced numerous studies on how to better understand motivation to the present day. They put a fine line between integrative motivation and instrumental motivation. Integrative motivation is defined as valuable attitudes toward the understanding formed in a group, while instrumental motivation implies relevant justifications behind learning comprehension, for example, to expand social acceptance.

The Attitude and Motivation Test Battery (AMTB) was created by Gardner (1985) to assess individual characteristic factors subject to the sociocultural theory. Modifications of the AMTB are utilized in various studies that investigated motivation (e.g., Baker & Macintyre, 2000; Gardner et al., 1992; Gardner et al., 1987; Gardner & Macintyre, 1991; Gardner & Macintyre, 1993; Gardner et al., 1997; Glikzman et al., 1982; Masgoret, Bernaus, & Gardner, 2001; Tremblay & Gardner, 1995). The AMTB addresses more than 130 existing issues, and its credibility is achieved (Gardner & Glikzman, 1982; Gardner & Macintyre, 1993). The AMTB includes eleven subtests which are accumulated into five classes (Gardner, 2001, p. 7).

Table 2.1 shows the components examined with AMTB, the subtests that represent each, and the average number of items used in each subtest.

**Table 2.1**

*Constructs and Scales of the AMTB from Gardner (2001, pp. 8-9)*

	<b>Integrative</b>
<b>Construct 1:</b>	Subtest 1: Integrative orientation (4 items)
	Subtest 2: Interest in foreign languages (10 items)
	Subtest 3: Attitudes toward the target language (10 items)
<b>Construct 2:</b>	<b>Attitudes toward the Learning Situation</b>
	Subtest 4: Evaluation of the translation instructor (10 items)
	Subtest 5: Evaluation of the translation course (10 items)
<b>Construct 3:</b>	<b>Motivation</b>
	Subtest 6: Motivation intensity (10 items)
	Subtest 7: Desire to learn the translation (10 items)
	Subtest 8: Attitudes toward learning the translation (10 items)
<b>Construct 4:</b>	<b>Instrumental Orientation</b>
	Subtest 9: Instrumental orientation (4 items)
<b>Construct 5:</b>	<b>Anxiety</b>
	Subtest 10: Class anxiety (10 items)
	Subtest 11: Practice anxiety (10 items)

### **2.2.2 Motivation beyond Integrative/Instrumental Divisions: Willingness Derived**

Integrative motivation, according to two research, affects the reinforcement of learning, that has an impact on learning. The implications of integrative motivation on the narrative of classroom practice were studied in these two studies (Gardner et al., 1976; Glikzman et al., 1982) by research through observation. The two studies investigated whether college students in the North American context were focused on learning throughout their courses. It was calculated that integrated and motivated

learners would focus because of their deeper understanding of skills and abilities, and that they would use the classroom to find out their limitations. It was discovered that integrated and motivated learners, opposed to unintegrated and unmotivated learners, differ in several classroom assignments, e.g., contributing to responding to questions and producing enthusiastically correct responses (Gardner et al., 1976; Glikzman et al., 1982).

Gardner et al. (1987) studied the repetition of the explanation in understanding learners' characteristics who had participated in courses using self-report surveys as essential outcomes through assessments. The observations encourage the tests in such a way that integrative motivation anticipates strong desire further practice, and so further guidance adds to show differentiating limitation.

Numerous studies on understanding motivation have been influenced and generated by Gardner's model. Various studies have been conducted to reframe motivation, even if Gardner's model has contributed to the field of motivation. According to Gardner's model, learners' attitudes about the target language have an impact on how well they acquire the language (Baker & Macintyre, 2000). Others contend that integrative motivation outweighs instrumental motivation in terms of dominance. While integrative motivation is a key component of Gardner's model, instrumental motivation receives less attention (Macintyre et al., 2001a). Gardner's model, which attributes this to the integrative and instrumental motivation, was extensively acknowledged.

By incorporating sociocultural factors into Gardner's model of motivation, Tremblay and Gardner (1995) enhanced Gardner's work in understanding motivation. Gardner (2001) believes that their factors are successful despite integrative motivation,

which affects willingness, for instance, instrumental motivation in a learning environment. Even though the aim of the model is on integrative motivation, Gardner (2001) believes that there can be various variables that influence language accomplishment, as an example, learning frameworks, learning anxiety, and self-confidence. He conveys that the inspiration driving the model is to focus on integrative motivation, instead of trying to show all the potential variables. Gardner does not clarify that integrative motivation is more demanding than instrumental or any other motivation, yet, mainly, those who are integratively motivated will altogether be more productive than those who are not motivated at all (Crookes & Schmidt, 1991).

Another argument that has been raised against Gardner's model is that standard approaches influenced and created by Gardner are merely sociocultural, which students require would be regarded as their willingness (Crookes & Schmidt, 1991). Gardner's Model with an attitudinal willingness could be categorized into smaller segments, according to Macintyre et al. (2001a). Macintyre investigated the ideas obtained from four different analysis: Gardner's Sociocultural Model; the Model of Instruction and Learning Procedures of Pintrich; the Action Management Model of Kuhl; and McCroskey's Willingness.

The Gardner AMTB components accumulated significantly on the part referred to be attitudinal motivation, rather than on a pair of independent segments referred to as task motivation and confidence, in the study (Macintyre et al., 2001a). Regardless, Crookes and Schmidt (1991) understand that learning happens in a social setting and socially grounded research area, this would broadly offer facilitation or human action of facilitation for willingness.