

The Role of Psychological Factors of the linguistic communicative process in the Oral translation a field study (English Students)

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Abstract : The current research paves the way to study the issue embarrassment, imposes itself as a usual phenomenon that oral translation students are accustomed to experience when they are engaging in the oral speaking activities inside the classrooms and sometimes outside. In fact, these feelings work as hindrances in the students' way to execute the communicative abilities and to be good communicators in their communities. The aim of this study is to examine the attitudes of Translation students and teachers toward the impact of anxiety on the oral performance of students. In addition, the study investigates the factors that are confounding to the appearance of anxiety, especially those that the students themselves and their teachers express to be more effective than others. In addition, the current research presents a survey of strategies such as creating warm relationships between teachers and students, adapting the humanistic approaches and enhancing the students' self esteem. Such strategies can reduce the levels of anxiety inside the oral translation students' classrooms and outside. Finally, the study presented a number of attributable factors that cause anxiety, and some suggested procedures and suggestions that should be adopted by the students themselves, their teachers, the curriculum designers and the social environment that can mitigate the phenomenon.

Key words : Oral translation – Embarrassment –Communication – Obstacles –

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1- The embarrassment as phenomenon in Oral Translation :

Oral translation learning processes in Foreign language face many difficulties, which imply feelings of tension, apprehension and nervousness in performing the tasks of the classroom such as the interpreting of speech, the comprehension of listening, reading texts and retranslate them, writing composition and so on. It is worth mentioning that the majority of the students face most of their problems in their classes while they are engaged in speaking activities.

By extension, those learning obstacles may stem from inside the translation classrooms. To clarify, Perez-Paredes (Perez-Paredes and Martinez-Sanchez 2001) pointed out that the existence of the personal differences of the students is regarded as one of the main reasons for the problems that those students confront. To illustrate more, among these personal differences, anxiety is regarded one of the most outstanding causes that affect the language learning process negatively (Gardner, 1985).

This fact is consolidated by some authors' views such as (Skehan 1989) who believed that the learners' individual differences such as embarrassment which is the most significant effective factor have an impact on learning a foreign language. In fact, most of oral translation students express feelings of failure and frustration in Learning interpretation.

In addition, (Horwitz and Cope 1986) stated that both teachers and students point strongly that embarrassment is associated with situations in which the language is spoken. So, the need to study and investigate such variables arose because of the negative effects they have on the learners' achievement in the oral translation contexts.

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Moreover ,Foreign Language learning Anxiety is one of the affective factors that correlates negative perceptions on the oral translation students. Also, foreign language anxiety is associated with feelings of fear, uncertainty, and disturbance in concordance with situations where the language is learned such as English or french as foreign language classrooms. Oral translation anxiety is defined by (MacIntyre and Gardner1994) as "the feeling of tension ... associated with second language contexts, including speaking, listening". As stated, it seems that anxiety is limited to the situations that speaking and listening are interrelated skills that are required for foreign language learning which is implemented in the oral translation classrooms.

Furthermore, oral translation anxiety has been identified via two approaches; the first one indicates that language anxiety is regarded as the basic human emotion which includes situational factors (MacIntyre, 1995) that take place in any situation such as social and performance situations in life. For example, participation in a television oral translation , interpreting a president speech , interpreting in the court , etc. This type of anxiety indicates that humans notify feelings of embarrassment, apprehension and nervousness in any situation in their life not only in the language learning circumstances. The second approach indicates that anxiety is restricted to the situations of language learning such as classrooms.

This type of anxiety is as Horwitz (Horwitz and Cope 1986) called "specific anxiety". In other words, this type of anxiety associated with difficulties that students face in language learning tasks in the classroom. These difficulties include students' disability to comprehend the input such as listening and producing the output including speaking in groups and writing a paragraph. This disability is synonymous to the classroom anxiety which is regarded as a big hurdle in learning the language.

In fact, identifying anxiety through two approaches shows that it is a phenomenon that holds many sides in its nature including its multiple types; anxiety which is provoked in any general situation and

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specific anxiety that is aroused by specific situations in the oral translation learning classrooms.

In addition, according to its effects, anxiety leads to feelings of tension on both ordinary people who experienced public situations and students integrated in language learning situations in the classrooms. To explain, anxiety performs as an affective filter that hinders the ability of the students to receive the input as Onwuegbuzie, (Bailey and Daley 1999) expressed, and consequently to lead them to lack confidence in using a comprehensible input. Which finally results in reducing the willingness of the students to communicate in the target language classrooms.

2. Anxiety types :

Anxiety in learning oral translation is a phenomenon that has multiple sides and includes different types which are implemented in many environments such as general situations and specific classrooms. Psychologists such as (Horwitz and Young 1991) make a distinction between three types of anxiety: **Trait Anxiety**, **State Anxiety**, and **Situation specific Anxiety**.

2.1 -Trait Anxiety : is described as an inherent, long-term relatively stable personality characteristic, and it is described by (Scovel 1978 cited in Ellis, 1994) as "a more permanent predisposition to be anxious", in which individuals are anxious in any situation in general. To explain, Trait Anxiety happens with individuals who hope to make positive self presentations with the society such as talking in a formal festival with highly status characters but fear that they will fail to communicate with them since they suffer from trait anxiety which appears in those general situations.

2.2 - State anxiety : is defined as a transient anxiety which is induced by a particular temporary phenomenon, and as a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983 cited in Aydin, 2009).

2.3- situation-specific anxiety : The third type, Situation-specific Anxiety, is defined by (Ellis, 1994) as a persistent and multi-faceted nature of some anxieties which is aroused by a definite type of situation and time or event such as public speaking and examinations. is also described as connected with the situations where the language is learned such as classrooms not in general situations that are associated with trait anxiety, so it is generally called foreign language classroom anxiety.

Relatively, researchers such as (Horwitz et al. 1986) pointed out that foreign language classroom anxiety is identified as situation specific not a Trait Anxiety. Moreover, oral translation anxiety, which is described by Horwitz, (Horwitz and Cope 1991) as a construct that includes self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning processes, is limited to the classroom's environment since it prevents the oral translation students to communicate and respond to the teacher's instructions which is consequently leads to the failure of learning the crucial rules of the target languages.

3.The Link between Anxiety and oral translation:

Oral translation is known as the process of combining background and linguistic knowledge in order to build an oral message to be conveyed to the intended audience (Chastain, 1988 cited in Arnold, 2000). In addition, Oral translation is the core of learning languages since speaking a language means knowing that language. On the other hand, anxiety is also identified to be limited to the situations where the language is spoken. Consequently, Oral translation is a language component that provokes anxiety sentiments in the foreign

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language processes that are applied in the interpreting learning classrooms.

the speech production in interpreting has passive correlations with anxiety in the oral translation work. So, as many interpreters indicate that they are interested in developing their communicative competence, oral translation anxiety is recognized by many researchers and instructors as a hindrance for those learners to achieve good speaking abilities. The basics of the communicative language approach indicate that language is built on the communicative functions such as dialogues or interviews.

Furthermore, fluency, comprehensible pronunciation, and the communicative competence are main goals which represents a sense of good interpreting abilities. So, investigating the effect of anxiety on oral translation students' speaking skills is an ongoing need that has to be addressed in many contexts such as the curriculum which adopts the teaching strategies in which developing students' speaking skills is a major concern.

4- famous obstacles of Anxiety in oral translation :

4.1- Oral translation students background vs Lack of the Vocabulary :

Generally, the relationship between anxiety and lack of background vocabulary appears to be mutual. To explain, (Horwitz et al. 1986) indicated that feelings of anxiety appear in the oral translation when translators/ students forget the previous vocabulary items that they learned while they are asked by speakers /teachers to perform speaking tasks such as pair work. Besides research such as (MacIntyre & Gardner, 1991 cited in Onwuegbuzie et al.,1999) revealed that highly anxious translators/students encounter difficulties in the acquisition of vocabulary. And that because, they lack the appropriate vocabulary to express themselves which leads them to feel bad and weak to answer,

they cannot interpret freely because they don't have self-confidence, because of the factor of lexical lack in their minds. and to find the adequate answers for this problem we made a questionnaire for English department Students which was as follows :

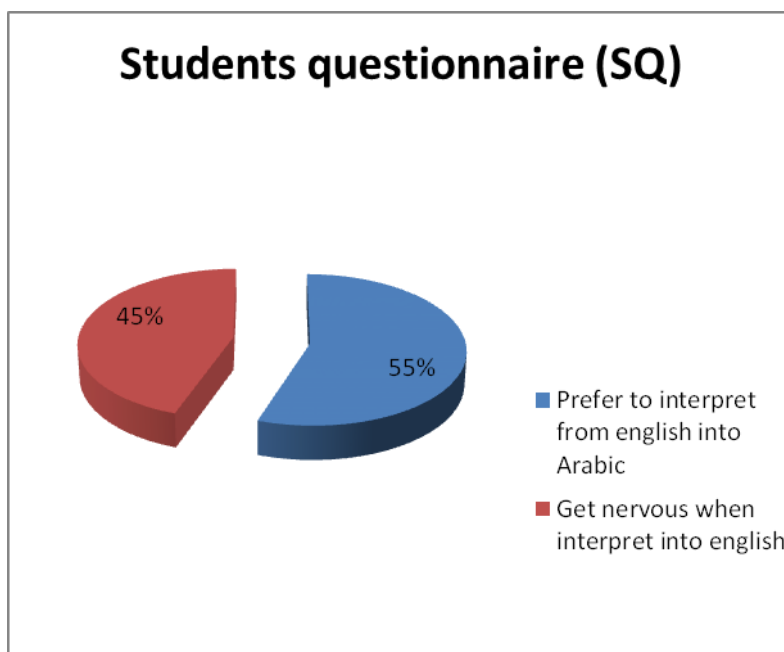
A-Students questionnaire (SQ):

In the answers of questionnaire of English department Students , we noticed that that they prefer using Arabic words in the interpreting and in the speaking activities such as group work, pair work, and oral translation since they don't have sufficient English vocabulary in their minds we found that ;

-(88.3%) of them expressed this idea in item: "I prefer to use english/ Arabic interpreting in group work because I can't speak English freely ".

- (67.1%) said that : "I get nervous when the teacher asks me to translate orally into english " apprehending of embarrassment that they encounter since they don't know the techniques of interpreting and because of lack of English words .and to find the right factors of this problem we asked teachers to answer our questionnaire to see their methods in teaching english as foreign language.

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B- Teachers questionnaire (TQ):

In the answers which were exposed in the teachers' questionnaire, we realised that they expressed the agreement on the strategy of their students to use Arabic equivalents for the English words that they don't know we account ;

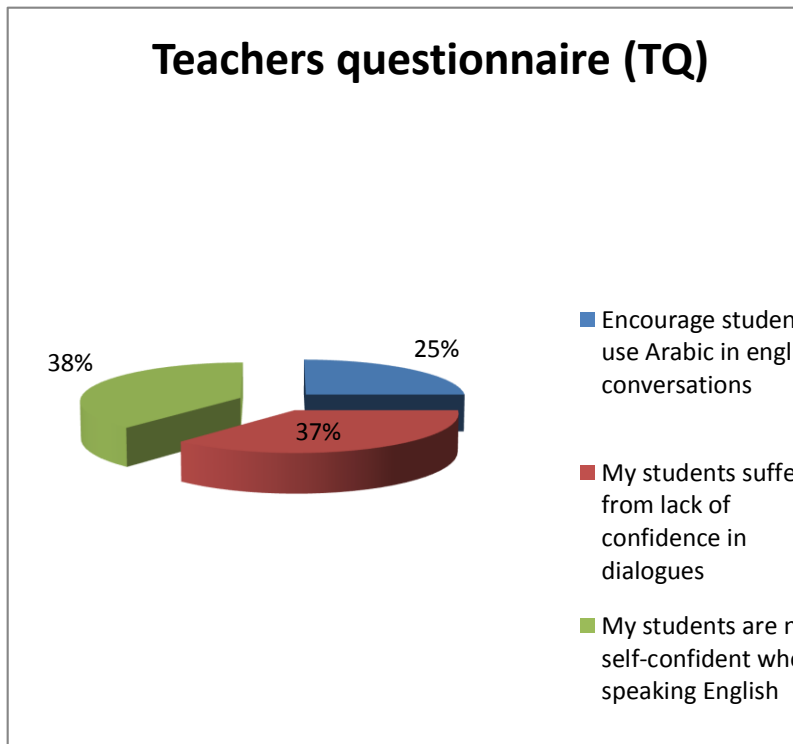
- (65.0%) of them nominated: "I encourage students to use Arabic in group work conversations if they can't speak English".

- (95.0%) confirmed that : "My students suffer from lack of confidence when practicing dialogues".

-(100.0%) said that : "My students are not self-confident when speaking English" describing that the Algerian students are lack of

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self-confidence and self-esteem when speaking English because they don't have lexical resources to constitute speech.



to avoid this problem we suggest that teachers should motivate the (students) interpreters to look at :

- Dictionaries
- encyclopedia
- books

-and various types of media such as the television, the radio and the internet. to widen their wealth of lexical items so that they build

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a sense of selfconfidence that enables them to interpret confidently without reticence.

4.2- Oral translation students vs Lack of the Appropriate Pronunciation Skills :

In the fact , The the lak of pronunciation skills of the students of translation is a big factor of nervousness in Oral translation . This mainting the fact that the speaking skill is the most anxiety stimulating (MacIntyre& Gardner,1991). The last point of view implies that Translators/ Students also have the same obstacles that they have in speaking since it includes accurate pronunciations of words.

As soluation for this problem, we suggestes that :

- Translators/ Students should have a sense of control on their articulation, this will guarantee them to speak and interpret effectively.
- Teachers should the follow thier students by guiding and correct them to avoid the difficulties that they face while articulating English words in speaking or interpreting

4.3-Oral translation students vs Lack of the Grammar:

The most import obstacal that can include oral translation student is the rules which constitute language. These rule call Grammar, which imposes a type of atmosphere for the students in which they feel that they are unable to comprehend. According to this view, (Horwitz et al. 1986,p140) indicated that oral translation students feel overwhelmed by the number of rules of English that they have to know in order to speak the language and interpret correctly . more than that, the linguists explained that fear, stress spread out inside the students when they forget the grammar rules which they acquired to speak. Me as a teacher of English translation i describe the process of

learning grammar as a source of Anxiety: because Grammar in English is completely different from Arabic that's why it remains difficult for Arab students .

And if we take as an example, the case of subject-verb agreement that implies the singular verb (s) and the (s) of the plural that does not exist in Arabic ". The previous case causes a state of confusion for the Arab students. As a result, they become hesitant and reluctant about the correct rule to use and, therefore to speak.

5-Stragical approaches to avoid obstacles in Oral Translation :

the important procedures to avoid abostical in oral translation is to adopt the approaches that appreciate the oral translation students as the centre of the learning teaching process. These approaches include the communicative approach, the humanistic approach, suggestopedia that help in promoting motivation and decreasing anxiety. For examplern

5.1- Suggestopedia : that was developed by (Lozanov 1978) to accelerate learning. The name is combined of the words "suggestion" and "pedagogy" and it discusses the role of imagination and music in creating positive emotions of the students toward learning. In fact, these approaches concentrate on the psychological needs of the learners such as emotions and feelings. Also, they present steps for the teachers to follow inside the classroom to create warm atmospheres, to provide the chances for the students to talk to each other more than to the teacher through the activities of role plays, group work and playing games.

That's why, teacher should concentrate more on the communicative procedures which give the oral translation students more time to speak and practice interpreting in the class with classmates and express their speaking abilities as they can aspossible.

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They should also motivate students to interact with each other in the class, while taking oral translation activities, that Building the self-confidence of students and it 's very essential to increase their willing to speak". Work as advisors for the students; clarify obscure information, be patient when the students,commit mistakes, and give the students more time to correct their errors.

5.2-The humanistic approaches:

the humanistic approaches regarding to (Williams & Burden, 1997) are centered on the inner world of the students, their thoughts, emotions and needs. In these humanistic approaches, teachers have to involve the feelings and emotions of students, develop their personal identities, encourage their self-esteem, develop creativity and develop the relations between them and the social environment.

in this approach teacher should know that anxiety can be reduced by raising the consciousness and awareness of the oral translation students toward foreign cultures, reducing levels of social anxiety through reinforcing the humanistic styles with the social environment, and raising the willingness of the students to communicate with the foreign languages and cultures. In fact, social anxiety is a type of fear of negative evaluation by others. To reduce such a dilemma, (Erozkan 2009) investigated the effects of attachment styles on promoting or reducing the levels of social anxiety.

The attachment theory can be added to the humanistic approach , the attachment styles help the students to build their sense of self-confidence and high self-esteem that enable them to conduct communicative relationships in their societies. The attachment theory is identified by (Erozkan, 2009) as: "a healthy attachment experience can leave a child feeling that the world is a safe, accepting place in which he or she is valued, instilling in the child a sense of self-confidence, self-efficacy, and high self-esteem". Those styles include secure, fearful, preoccupied or dismissing. Findings revealed that social

anxiety is positively correlated with fearful, preoccupied, dismissing. But, it revealed negative connotations with secure.

5.3-The communicative approaches:

The relationships between students and their society should be promoted because the teachers' roles should imply reinforcing and coordinating the relationships between the students and their families to support their students in order to promote their social interactional skills and to communicate with the society. To support this strategy, researchers such as (Bernstein et al., 2008) pointed out that students who suffer from social phobia have poorer social skills, poorer leadership skills, greater attention difficulties and greater learning problems in the classroom.

So, the teachers have to scaffold the learning strategies that reinforce and strengthen the students' performance such as the communicative language teaching approaches (Richards & Rodgers, 2004) which focus on the student as the core of the learning process.

6-Conclusion :

This study revealed negative effects of feelings of embarrassment on the oral translation of English department Students from the perspectives of students and teachers like other studies , which lead us to The following results which can be summarize as follows :

1. The theoretical implications of this study showed that there are significant effect of embarrassment on the oral translation students

2. it appeared from this research that the factors that cause anxiety for oral translation students are still the main factors that cause listening, reading and writing anxieties or difficulties. So, the demand for conducting researches including these hindrances should be conducted in order to graduate a number of students who are good at all the four communication skills that constitute the communicative .

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3- The present research presented procedures to alleviate the feelings of tension of the oral translation students and their abilities to communicate mostly inside the classrooms to be applied.

4. This study revealed that, There should be further research to investigate more on the linguistic problems which are the main sources to the speaking anxiety such as lack of vocabulary items, lack of good pronunciation skills, listening difficulties and grammar.

5. This research mainting the idea that says : Teachers should build good listening skills of the oral translation students since good listening abilities lead to good speaking abilities. This could be achieved through adapting comprehension-based instruction such as providing many listening tasks to the students, encourage them to listen more and more to capture the correct pronunciation of English words.

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