

Anxiety and Interpretation: A Case of Iraqi Students of Translation

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المستخلص

تهدف الدراسة الحالية إلى أن القلق المصاحب للترجمة الفورية هو ظاهرة مختلفة عن ظاهرة القلق المصاحبة لتعلم لغة أجنبية . و كذلك تهدف إلى بيان مستويات القلق لدى طلبة قسم الترجمة عند ممارستهم لهذا النوع من الترجمة. وقد تم افتراض فرضية صفرية مفادها أن كلتا ظاهرتي القلق متمائلتان وتم فحص هذه الفرضية إحصائيا بالاعتماد على إجابات ستة وثلاثين طالبا وطالبة من طلاب قسم الترجمة على مقياسين: أولهما مقياس FLCAS لهرويتز وآخرون وثانيهما مقياس ICAS لجيانجز . وقد وجد إن هناك علاقة ارتباط ايجابية بين المقياسين حيث وجد إن معامل ارتباط بيرسون للعزوم يكون ($r=0.450, n=33, p<0.01$). وأشارت النتائج إن على الرغم من الاختلاف بين القلق في الترجمة الفورية والقلق المصاحب لتعلم لغة أجنبية، إلا إنهما مترابطان. ووجد ثلاثة مستويات للقلق (عال ومتوسط و واطئ) في كلا المقياسين وقد وجد أيضا أن أعلى نسبة موجودة في المستوى المتوسط حيث بلغت (٦٦٪ و ٦٦٪) على التوالي. وأظهرت النتائج أن الخوف من التقييم السلبي هو أكثر أجزاء المقياسين قلقا للعينة، أظهرت النتائج أيضا أن القلق في FLCAS أقل ICAS . وقد تم ذكر العديد من التوصيات والتطبيقات التربوية في نهاية الدراسة.

Abstract

The present study aims at examining the existence of interpretation anxiety as a distinct phenomenon from general foreign language anxiety, and then state levels of anxiety students of translation experience. A null hypothesis that both types of anxiety are similar is suggested and then examined based on the responses of thirty-six Iraqi students of translation to two scales: Horwitz, et al's. FLCSA (1986) , and Chiang's ICAS (2006). It has been found that interpretation anxiety and FL learning anxiety are distinct though related. The results also indicate that there is a positive correlation between the two scales when Pearson moment-product correlation coefficient is used ($r=0.450, n=33, p<0.01$). Levels of anxiety (high, medium , and low) are found in both scales; the highest percentage was for medium level (66.67 % and 66.1 % , respectively). 'Fear of negative evaluation' is the most anxious part in both scales. Also, it is found the subjects are less anxious to FLCAS than ICAS. On the basis of the results, pedagogical implications are also introduced.

Keywords: Interpretation, Anxiety, FLCAS, ICAS, Iraqi EFL students of translation.

1- Introduction

Recent years have witnessed tremendous interest in affective factors while learning a foreign language. According to Brown (2007:154ff), the affective domain is the emotional side of human behaviour and it involves a variety of personality factors, feelings about ourselves and about others with whom learners are into contacts. Therefore, affective variables have taken the attention of many researchers especially in the last two decades¹. Among these, anxiety plays a pivotal role for learners who are learning English as a foreign/second language (see also Richards,etal.,1992:10).

In its basic terms, anxiety is assumed to be related to fear, frustration, apprehension, uneasiness, insecurity, self-doubt, or worry (Brown,2007: 161ff)². If the action of learning a foreign language is considered, foreign language (FL) anxiety experienced by many learners may collapse into a complex psychological phenomenon including both cognitive and affective factors due to the unique nature of language learning³.Hence,Spielberger (1983:1),cited in Brown (161), defined anxiety as “the subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”, whereas Horwitz et al., (1986:128) defined FL anxiety as “a distinct complex of self-perceptions, beliefs , feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. MacIntyre (1995:94f), from a psycholinguistic viewpoint, asserts that FL anxiety has negative effects on the cognitive processing and behaviour; in fact, the relations among anxiety, cognition, and behaviour are cyclical in the language class, each influencing the other⁴. Then , he moves to affirm that FL anxiety has a potential negative effect on academic achievement, social context, and personality of the language learner (ibid.).Commenting on Horwitz,et al’s(1986), Elkhafaifi (2005:211) states that “studies on the effects of anxiety on student performance in language classes have occasionally produced conflicting results”. That is, FL anxiety can deter students from pursuing academic or professional careers in which knowing a foreign language is essential for successor anxiety that could have a beneficial effect on student performance .This leads to the distinction between “inhibitory/debilitating anxiety” (if a negative effect is found, like skipping language class, failing to prepare for class, avoiding eye contact with their instructor, or replacement of meaningful communication with innocuous sociability ,(see Gass &

Selinker,2008:401), and “ beneficial /facilitating anxiety”, if anxiety leads student to further work and success. Hence, there have been many attempts to uncover what lies under these manifestations.

Young (1991:426), in a comprehensive review, made a careful examination of the language anxiety literature, and then offered six possible sources of anxiety in the language classroom:

- i- Personal and interpersonal anxieties. This may involve “low self-esteem and competitive” .Audience anxiety, speech anxiety, and communication apprehension are typically prominent when people experience social anxiety while performing or speaking before others;
- ii- Learner beliefs about language learning;
- iii- Instructor beliefs about language teaching;
- iv- Instructor-learner interactions;
- v- Classroom procedures; and
- vi- Language testing.

Horwitz (2001:121f), Brown (2007:161f), and Zheng (2008:3) among others state that FL classroom anxiety can be experienced at various levels. For example, according to Brown (161f.):

At the deepest, or global, level, trait anxiety is a more permanent predisposition to be anxious. Some people are predictably and generally anxious about many things. At a more momentary, or situation level, state anxiety is experienced in relation to some particular event or act.

Therefore, it is necessary for FL teachers to try finding whether their students’ anxiety is trait or comes from particular situation .This needs particular measurement tools to know that. The most fruitful one is adopting a specific scale (see Lam, et al.,2005for these available ones). For FL classroom anxiety Horwitz, et al.(1986) proposed their Foreign Language Classroom Anxiety Scale (known as FLCAS).From that date, this scale is used to examine some situation-specific anxieties like, listening anxiety, speaking anxiety, reading anxiety , and writing anxiety. Chiang states that interpretation classroom anxiety is also one of situation-specific anxieties (2006:1).

2- Interpretation Anxiety

Interpretation⁵, as Jimenez & Pinazo (2001:27) affirm, is “a highly anxiety-provoking activity” not only because the interpreter has to perform “a series of complex cognitive and psychomotor operations⁶ in public or at least for the public, but also because his/her interpretation can be derailed by numerous elements like technical terms, difficult accents”(see Munro,2008:196), practical deficits at any time throughout the process of interpretation, or extra-linguistic factors like knowledge, "the state of working, equipment, mental fatigue, mood, and others "(see Hussein,1988:41). Specialists in interpretation have stated that the ability to manage anxiety (or stress⁷) is an essential pre-requisite for successful interpreters and an important predictor of interpretation competence (see Roland,1982:45ff). Valero-Garcés (2009:2) states that emphasis should be put on providing information about:

1. Topics that present emotionally difficult aspects (e.g., communicating bad news, describing torture, dealing with violent users, etc.);
2. Basic psychological training regarding core concepts (stress, anxiety, transfer, behavioural alternations, etc.);
3. Recognizing potential stressful factors;
4. Recognizing symptoms and strategies used to deal with the possible psychological impact related to their professional activity(see Bowen & Bowen,1984:12ff); and
5. Recognizing that the interpreted discourse is a “multi-faceted whole within a communication situation” (Yagi,2000:521).

Similarly, Fox (2009:1) states that “emotional content of the interpreting” is very difficult. She moves on to elaborate “... graphic descriptions of torture, intense emotional distress, loss, rape, bereavement and displacement are very difficult subjects to listen to and then to find appropriate and adequate words to render them into another language.” Also, it is possible to state that the process of interpretation (or translation in general) is made even more subjective when a variety of other intangible factors are taken into consideration which vary from translator to translator, such as their educational, social, and cultural background.

Yagi (2000:520-47) examined another factor to interpretation anxiety, namely, “the quality of the products” . He states that “there are no steadfast stylistic norms and criteria ..., there is no reliable method for assessing (simultaneous and consecutive) interpretation quality or style”. Furthermore, he affirms that “researchers, teachers, and trainees need to have a method for looking at the product” (p521).To put it into a more theoretical perspective,

Yagi and others believe that interpretation experts and trainees need to think frequently about “what are the textualised parameters and variables underlying judgment of quality in interpreting, and how can they be measured and quantified in a corpus of texts?” (p.521).

The ability to control anxiety (or stress) has traditionally been considered one of the requisites for interpreting, and a predictor for interpreting competence. Although the number of empirical studies about the influence of anxiety in interpreting performance is scarce, there is, as stated by Jimenez & Pinazo (2001:22f), a wide consensus that anxiety “is intrinsic to interpreting (both in the consecutive and simultaneous mode)” Also, interpreting research on anxiety or stress has revolved around “the performance realm, focusing mainly on the physiological responses to stress during interpreting and on performance:... cases of stress ,and the relation between stress and quality in prolong turns through chemical and physiological analysis "(ibid.). The relevant literature reflects that only few studies in the field of interpretation have investigated the relationship between anxiety and interpretation:

1. To study conference interpreters' anxiety and performance under different levels of noise (see Gerver,1974; cited in Chiang,2006:2);
2. To compare interpreters' anxiety reactions to the general population's (see Kurz,1996; cited in Chiang,ibid.);
3. To investigate the effects of prolong turn on psycho-physiological stress and performance (see Morser-Mercer et al., 1998; cited in Chiang, ibid.);
4. To measure the effect of fear of public speaking and anxiety on consecutive interpretation performance (see Jimenez & Pinazo,2001); and
5. To present both positive aspects and sources of anxiety in interpreter's work (see Chiang, ibid.).

It is clear that the above studies have focused on professional interpreters. Jimenez & Pinazo (2001:21) state that no previous studies have examined the relationship between FL anxiety and interpretation students learning. And to the researchers' knowledge, only two studies have examined this relationship: Jimenez & Pinazo (2001) focused on examining the negative relation between the fear of public speaking (as a measure of anxiety) and interpretation performance, while Chiang examined the existence of positive or negative correlation between interpretation anxiety and general learning anxiety. Despite the potentially-determined role of anxiety in FL

classes, there has been, according to the researchers' knowledge, no previously published research examining how general FL learning anxiety and interpretation anxiety are related, as far as Iraqi students of translation are concerned. In other words, the present study⁸ aims to examine the existence of such positive or negative correlation between interpretation anxiety and EFL anxiety represented by presenting a questionnaire of two sections to Iraqi students of translation (see Appendices 1 and 2).

3- The Questionnaire

This quantitative questionnaire consists of two scales: FLCAS and ICAS. The following is a description of the two scales in terms of their administration, reliability and validity.

3.1 Description of the Questionnaire

The two scales of this questionnaire are Foreign Language Classroom Anxiety Scale (or FLCAS) developed by Horwitz, et al.(1986) and Interpretation Classroom Anxiety Scale (or ICAS) developed by Chiang(2006). Several reasons encouraged the researchers to use FLCAS and ICAS in their present study: first of all, Horwitz, et al. (1986) and Chiang (2006) had designed these two scales on the basis of previous in-depth qualitative research and scales, which rendered them as more comprehensive and valid instruments that were available for measuring the situation anxiety directly associated with FL classroom. Secondly, these two scales had demonstrated satisfactory validity and reliability coefficients (0.938 and 0.867, respectively) with the first samples of population to which they had been administered.

Importantly for subsequent research, FLCAS consisted of 33 items , and was rated on a five-point Likert Scale, requiring students to respond to each item with a single answer: strongly disagree (1 point),disagree (2 points), neither disagree nor agree (3 points), agree (4 points) , and strongly agree (5 points).This instrument, as stated by Horwitz, et al.(1986:128)aims at measuring the amount and types of anxiety experienced by the students in a classroom context, and it integrates three related anxieties :

- i- Communication apprehension,
- ii- Test anxiety, and
- iii- Fear of negative evaluation.

Whereas ICAS integrates four parts with 44 items:

- i- Communication apprehension,

- ii- Test anxiety,
- iii- Fear of negative evaluation, and
- iv- Cognitive processing anxiety.

Furthermore, the literature of FL anxiety (see Zheng, 2008) adopting Horwitz, et. al's FLCAS, has indicated that levels of general FL anxiety do not depend on the specific target language. That is, FLCAS has stability regardless of the target language. Also, Chiang (2006:48), following the same definition of FL anxiety proposed by Horwitz, et. al (1986), states that "interpretation anxiety was not simply the sum of these four parts, but a distinct complex of self perception, beliefs, feelings, and behaviors".

3.2 Administration of the Questionnaire

In order to determine whether anxiety students experienced stem from general classroom anxiety or it is specific to interpretation, two scales were administered to fifty male and female students in the Translation Department, College of Arts, Al-Mustansiriyah University (Morning Studies), but only thirty-six female students' sheets were accepted, since the other fourteen were either incompletely filled or with two options. The researchers submitted the questionnaire sheets to the Interpretation Course Instructor who gratefully delivered them to her students. Also, the researchers then asked the subjects about any wording difficulties, misprints, difficult statements, etc., to avoid any limitations caused. The administration was done on Wednesday (5/11/2009) with a week to fulfill the sheets. The two scales (FLCAS and ICAS) were administered in their original English versions, since the selected sample are fourth-year students, i.e., they have a good command of English.

3.3 Validity and Reliability

The face and content validity and reliability of both scales were assessed and computed in previous studies. In the present study, the scales were administered to the subjects simultaneously to avoid any effect of retention and in one continuous questionnaire. Participants were asked to write down only their gender and age, and were informed about the confidentiality of their data, as well.

For reliability, the weighted means of both scales were computed statistically using SPSS, version 14.0, and consequently Cronbach's Alpha (for internal consistency) is (0.604) and (0.621) for standardized items which in turn indicated that both scales are reliable⁹

Table (1) : Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.604	.621	2

3.4 Research Questions

To reach the present study's purposes, the following are the research questions:

Research Question (1): Does interpretation anxiety exist as a distinguished phenomenon from general FL anxiety?¹⁰

To prove that, proposing a hypothesis is required statistically. Therefore, the following "null hypothesis" is suggested:

Hoi : $\mu_i = \mu_{ii}$ → FLCAS and ICAS are similar.

Hai : $\mu_i \neq \mu_{ii}$ → FLCAS and ICAS are not similar.

Testing this requires the application of both t-test and f-test. Also, this research question needs descriptive statistics and correlation coefficients (especially Person Product-Moment correlation coefficients).

Research Question (2): Do Iraqi students of translation experience similar levels of anxiety in the two scales?

To prove that, anxiety-level classification suggested by Gonen (2006:1034) will be used.

4- Results and Discussion

The following is a demonstration of the statistical analysis, results and discussion, compared with Chiang's. Differences will expectedly be found between the results of the two studies due to the different samples population , Course administration , programme , and the personal features of the subjects.

4.1 Statistical Analysis and Results

After collecting data ,represented in Appendices 1 and 2, SPSS version 14.0 is used to get descriptive statistics , correlation ,t-test and f-test. These are shown in the following tables .

Table (2): Descriptive Statistics

variables scales	No Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviat ion	Kurtosis	
					Statist ic	Std. Error	Statist ic	Statist ic	Std. Error
FLCAS	33	1.41	2.36	3.77	3.0982	.06857	.39389	-.888	.798
ICAS	44	1.95	2.38	4.33	3.3089	.07242	.48040	-.552	.702

The results of this table state clearly that ,on the one hand , both FLCAS and ICAS are significantly higher than the neutral mean (mean=3),which in turn means that, as a whole , interpretation students were susceptible to both scales, and ICAS is more severe than FLCAS due to the difference in mean between the two scales, on the other. Compared with Chiang’s results (2006:65,71), Iraqi interpretation students are more susceptible to general FL anxiety than Chiang’s Taiwanese ,where mean = 2.8 , whereas less susceptible to interpretation anxiety where Chiang’s was 3.4. The most useful justification for these results is the specific administration and programme inside Translation Department where less focus is placed on general FL skills , and ultimately this is accompanied by a less native-like teaching or translating atmosphere , as well.

Table (3): Person Correlations

		FLCAS	ICAS
FLCAS	Pearson Correlation	1	.450(**)
	Sig. (2-tailed)		.009
	Sum of Squares and Cross-products	4.965	2.984
	Covariance	.155	.093
	N	33	33
ICAS	Pearson Correlation	.450(**)	1
	Sig. (2-tailed)	.009	
	Sum of Squares and Cross-products	2.984	9.924
	Covariance	.093	.231
	N	33	44

** Correlation is significant at the 0.01 level (2-tailed).

According to the above results, sig (.009), which is less than the required value (.05), indicates the existence of a significant statistical correlation between the two scales; that is, there is a positive correlation¹¹ between FLCAS and ICAS ($r=.450, n=33, p<.01$), compared with ($r = .663$) for Chiang's.. Pearson moment-product correlation coefficient (.450) means that the scales subcomponents or parts had a common variance of (27.476%), compared with (43.6 %) in Chiang's. Thus, (72.524%) is not shared between the two anxiety scales, compared with (56.4 %) in Chiang's. For clarification, see the following table:

Table (4): Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.450	72.524	72.524	1.450	72.524	72.524
2	.550	27.476	100.000			

This not-shared variance indicates that interpretation anxiety really exists as a specific phenomenon distinct from, but related to general FL anxiety. This conclusion will be re-examined by testing the Research Question (1) “null hypothesis” by using t- test and f-test. Results are presented in the following two tables:

Table (5): t- test : one sample statistics

scales	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
ICAS	45.184	32	.000	3.09818	2.9585	3.2379
FLCAS	45.688	43	.000	3.30886	3.1628	3.4549

By comparing t-values in this table (45.184 at 32 degree of freedom (df) and 45.688 at 43 df) with their t- tabled values (1.697261 and 1.644853 ,respectively) , it is so evident that t-values are higher than t tabled -values , which in turn means that the null hypothesis (Hoi = FLCAS and ICAS are similar) is invalidated , and then rejected. Statistically speaking, this result

leads to accept the alternative hypothesis (Hai= FLCAS and ICAS are not similar). These results indicate totally that FLCAS and ICAS are distinct though related. Also f-test is used to test the same “null hypothesis” , as in the following table:

Table (6) : f-test :one –way ANOVA

	Sum of Squares	df	Mean Square	F	Sig
Between People	9.886	32	.309		
Within People					
Between Items	.555	1	.555	4.530	.041
Residual	3.918	32	.122		
Total	4.472	33	.136		
Total	14.358	65	.221		

Grand Mean = 3.1898

Three points need to be clarified¹²:

- 1- sig (.041) ,which is less than the required value (.05),means there is a significant statistical correlation between the two scales, something confirmed and proved by t-test.
- 2- The same conclusion is reached by examining the mean square and sums of squares
- 3- The found f- value is (4.530) at (32 , 1) dfs, which in turn is higher than its f- tabled value (4.1709).This difference between found and tabled f-values leads to invalidate the null hypothesis, and ;therefore , accept the alternative hypothesis, namely (Hai = FLCAS and ICAS are not similar).

The above analysis has proved the validity of the Research Question (1); that is, interpretation anxiety exists as a distinguished phenomenon, but related to general FL anxiety.

For examining the second question of the present study, analysis of anxiety levels is done. Anxiety can be classified into three levels (see Gonen,2006:1034):

High anxiety: weighted mean + SD = the score higher than this is high level anxiety. $\sum > (WM + SD)$

Low anxiety: weighted means – SD. the score lower than this is low anxiety.
 $\Sigma < (WM- SD)$

Medium anxiety = the score between percentages of high level and low level.

Table (7) : Anxiety Levels for FLCAS

Variables	Items	Anxiety Levels					
		High	%	Medium	%	Low	%
Communication apprehension	#5 #6#11 #12 #16 #17 #22 #25 #28 #29 # 30 #32	2	6.06	7	21.22	2	6.06
Fear of Negative Evaluation	#1 #2#4#7#9 #10 #19 #23 #27#31 #33	1	3.03	8	24.23	2	6.06
Test Anxiety	#3 #8#13 #14 #15 #18 #20 #21 #21 #24 # 26 # 30	1	3.03	7	21.22	3	9.09
Total	33	4	12.12	22	66.67	7	21.21

This table confirms that these three parts of FLCAS are all sources of anxiety ,where a severe state of general FL anxiety is existent ,and it is represented by the high percentages of both high and medium levels. This can be interpreted into saying that still the study subjects face anxiety in their study; even they are in their final stage in their university-level. Also, what is interesting is that medium-level anxiety is clear in the subjects' responses, with (24.23%) for fear of negative evaluation. which in turn is the highest percentage of anxiety registered in this scale. Furthermore, one instance is registered for high-level anxiety in two parts, namely, 'fear of negative evaluation' and 'test anxiety'.

Table (8) : Anxiety Levels for ICAS

Variables	Items	Anxiety Levels					
		High	%	Medium	%	Low	%
Communication apprehension	# 5 #6 #7 #11 #12 #15 #16 #17 #35 #38 #43	3	6.9	6	13.9	2	4.5
Fear of Negative Evaluation	#1 #2 #4 #9 #19 #22 #23 #30 #31 #41 #42	1	2.2	9	20.4	1	2.2
Test Anxiety	# 3 #8 #13 #14 #18 #21 #26 #29 #32 #37 #39	1	2.2	7	15.9	3	6.9
Cognitive Processing Anxiety	#10 #20 #24 #25 #27 #28 #33 #34 #36 #40 #44	2	4.5	7	15.9	2	4.5
Total	44	7	15.8	29	66.1	8	18.1

Like Table (7), the results of this table indicate that a severe anxiety-state is existent, where medium-high level anxiety is more evident. Similarly, 'fear of negative evaluation' is the most anxiety-initiating in ICAS with (20.4%). Three cases of single instance are found: a single instance in two parts of high-level anxiety, particularly 'fear of negative evaluation' and 'test anxiety', and a third single instance in low-level anxiety in 'fear of negative evaluation'. To sum up, these two tables show that the subjects were anxious towards these two scales represented by the different levels of anxiety, and the highest percentage is of medium levels (66.67% and 66.1%, respectively). Also, it is clear that 'fear of negative evaluation' is the most anxious part in the two scales. The total percentages of the parts or subcomponents of the two scales indicate obviously that related to communication apprehension are more anxiety-provoking than other parts, with percentages of (33.34 % and 26.3 %,), respectively. Also, it is concluded that test anxiety is a secondary loading factor, with (33.34 % and 25.0 %), respectively.

4.2 Discussion

Focusing on ICAS, the findings of the present study conform to Chiang's 2006 owing to the fact that his study revealed interpretation

anxiety as a specific phenomenon, but with statistical differences. The scale results indicate that the course of interpretation is more anxiety-provoking than other English classes the subjects attend. This is reflected in a high-level anxiety in item #29 ' I feel more tense and nervous in my interpretation class than in my other English classes. This is due to the quality of teaching material; in this course the teaching material is wholly oral whereas written in others. Although the present study didn't focus on the sources of interpretation anxiety , as Chiang did, it may be assumed that skill specific anxiety may stem from personal factors such as lack of motivation, self confidence, and negative background experiences; the features of the interpreted texts such as unknown cultural content, complex linguistic structures, and interpretation topics; and the nature of the interpretation course such as the classroom environment, fear of negative evaluating , and the instructor. Generally speaking, these results also showed that even advanced learners, like the ones in this study, experience general FL anxiety, although their university-stage is considered proficient in the target language.

The rich literature of general FL classroom anxiety can justify the intension of the researchers to focus on ICAS more than on FLCAS. A close glance inspection on Tables (7) and (8) leads to state that students were so anxious in both scales represented by the percentages of high and medium levels. Seven items were of low level anxiety in FLCAS compared with eight in ICAS, i.e.,(21.21%) and (18.1%), respectively. And, in fact, these two percentages are not encouraging at all since students are so anxious whether in learning English or in interpretation. The general examination of the subjects indicate evidently that interpretation in itself is an anxiety-provoking process as in item #27 ' Taking interpretation class is a very frightening experience', and especially in concentration as in item #40 'The tremendous amount of concentration required during interpreting makes me feel very stressed' ;interpretation ability or competence as in item #44 'I never feel quite sure of my interpretation ability when I am interpreting'; interpretation errors as in item #30 'I get nervous when I am aware of making interpretation errors'; and particular issues like strong accents as in item #38 ,unfamiliar subjects as in item #35,numbers and figures as in item #36 , and technical terms as in item #39.

By looking at Appendix 1 below, those items of low-level anxiety are items: #6 , #8 , #10 , #14 , #17, #31, #32, and #34. For example, item #31 'I worry that the other students will laugh at me when I interpret' means that the course instructor is very successful in managing the class by preventing others from expressing such passive reactions towards others. Also looking

at item #8 'I am usually at ease during tests in my interpretation class' can also reflect that a kind of good atmosphere is there may be represented by the procedures of running these tests ,and this is reflected in the highest number of low –level anxiety items on the scale. These two examples indicate that classroom environment was a helpful factor in decreasing anxiety. This result is also consolidated in item #17 'I often feel like not going to my interpretation class' and item #32 'When I am on my way to interpretation class, I feel very sure and relaxed' and item 6 'During interpretation class, I find myself thinking about things that have nothing to do with the course'. But this anxiety is in its high-level when students do interpreting practices in front of others as in item #30 'I get nervous and confused when I do interpreting practice in front of my classmates' and item #13 'It embarrasses me to volunteer answers in my interpretation class' and item #2 'I worry about making mistakes in interpretation class', since this process needs direct assessment and debate, a case of fear negative evaluation

The interpretation scale also shows that there are more than one reason or source for the subjects' high-level anxiety: lack of self confidence as in item #12 'In interpretation class, I can get so nervous that I forget how to interpret things I know' ;state of working as in item #15 'I would get anxious if there is background noise interfering with my English listening comprehension' and item #28 'The demand to split attention among listening comprehension, memory or note-taking while interpreting makes me feel very stressed'; structure and quality of the text under interpretation as in item #24 'I get nervous if I cannot understand every English word or phrase to be interpreted', and item #25 'I start to worry if the English sentences to be interpreted are long or complicated'; and interest or aptitude towards the course itself as in item #20 'It is necessary to have special aptitude to learn interpretation well'.

An interesting point is found related to the direction of interpretation. A low-level anxiety is registered when the subjects interpret from English into Arabic as in item #10 'I (would) feel confident when I interpret into Arabic in interpretation class' whereas medium-level anxiety for interpreting into English as in item #18 'I (would) feel confident when I interpret into English in interpretation class' and item #33 'Interpreting into English is more anxiety –provoking than interpreting into Arabic .The only justification for this conclusion is related to their better accuracy(or familiarity) in Arabic than in English. One contrary instance is represented in item #34 'I feel relaxed even the English source message is delivered at a fast speed' where low-level anxiety is registered. Again, the only

justification is that the texts whether from Arabic into English or vice versa is delivered by the course instructor herself since a sophisticated lab for interpretation is not available. This, of course, will change the situation completely. A similar contradiction is found in item #14 'I would not be nervous interpreting into English in front of native English speakers', where a low-level anxiety is registered.

5. Pedagogical Implications

Like the significant literature on reducing 'health hazards' and 'work hazards' for professional interpreters, the present study has proved that reducing interpretation students' 'education hazards' is badly-needed by improving the learning courses, atmosphere, procedures and facilities. In this respect, the following are the 'possible' pedagogical implications :

- 1- The facilitator role of the teacher. Teachers should keep in mind the frustration (or depression) their students feel may be related to a skill-specific anxiety like FL listening anxiety, speaking anxiety or interpretation anxiety. Identifying to what extent our students experience FL anxiety and interpretation anxiety may help teachers to take certain procedures to lower or decrease the levels of anxiety in classroom. The present study, like Chiang's, has proved that the sources of both interpretation anxiety and FL anxiety are to be similar, but with relative differences in percentages. Therefore, teachers of this course are recommended to consult the available literature in both phenomena, or they can do their own surveys. Furthermore, by recognizing and dealing with these two types of anxieties, teachers may organize anxiety-free classroom environments in which learners can be more effective translators or interpreters. For example, in order to help our students overcome interpretation anxiety, teachers of this course can include some listening or speaking activities (specifically for decreasing anxiety) for especially less proficient interpreters. Also, they can bring materials which students like and are interested in to turn this activity into an enjoyable one. This is also suggested by Ellis (2006:541) since language anxiety is a learner factor that is amenable to pedagogical influence. Relating anxiety to a processing model, as the one proposed by MacIntyre (1995), may ultimately help teachers to fine-tune their interventions by focusing on specific sources of anxiety.

- 2- Technology-based activities and feedback. The existence of general FL anxiety severely leads us to suggest that the programme and administration inside the Translation Department generally , and in Interpretation Course particularly need more attention represented by using tools that can make our students in touch with the actual realization of English as a SL. Among these suggested tools that can be used to reduce anxiety is using native-language technology-based teaching material , like TV, radio, DVD, CD ,etc. Also, a Computer-based teaching atmosphere is found as a solvent solution for anxiety. For rooms to reflect their affective factors in general FL classroom, and other specific anxiety-provoking situations like interpretation, teachers need to encourage their students to utilize internet facilities and to make the classroom atmosphere stimulating and friendly ,and then present these in free internet tools like personal Blogs as at www.blogspot.com , Webquests as at www.zunal.com , internet classroom as at www.nicenet.org ,where non-anxiety atmosphere is the only characteristic of working. These tools could help teachers to work out ways to minimize the types of anxiety.
- 3- The furniture of the interpretation Course hall. Unfortunately Translation Department lacks such a sophisticated lab for interpretation. Instead ,with the use of recent technology tools mentioned above, a simulated conference-like stage can be used . Presenting real life interpreting situations is proved to be very useful for decreasing fear of public speaking on the one hand, and increasing consequently self-confidence, on the other.

Concl usi ons and Recommendati ons

This study has concluded the following :

- 1- Anxiety, as one come up with the affective variables, is an important factor that influences students negatively while they are interpreting into/from the foreign language, and interpretation anxiety is a specific type of anxiety that is different from the general FL classroom learning anxiety. Creating a low-anxiety learning environment (at least for Interpretation Course) is important to reduce anxiety and tension that inhibit language performance, and the implication of this study might be useful for course teachers (and interpretation trainees) in recognizing and dealing with the anxiety manifestations of learners (or translation -department students) in order to encourage them to be more effective interpreters.

2- A positive correlation between FLCAS and ICAS is found ($r=.450$, $n=33$, $p<.01$); this in turn entails that the two scales share (%27.476) of the variance while (% 72.524) is not shared .For assessing the domination of anxiety levels and parts in the two scales , the results stated that medium-level 'fear of negative evaluation' (for levels) and 'communication apprehension' (for the scales' parts) are more anxious than other levels and parts. It is found that many items of medium- or high level of anxiety in FLCAS are also of the same levels in ICAS.

3- The existence of severe general FI anxiety and interpretation anxiety needs a state of attention from the department itself ; a state of attention that need to recommend some more focus on those courses with FL skills, like reading comprehension, listening comprehension, writing, etc.,on the one hand, and practical courses in translation , on the other. That is , , Iraqi students of translation think simultaneously of both those psychological and cognitive issues related to the process of interpretation, and of their English structures, word order ,and vocabulary .And this is a direct negative factor in their translation level.

Notes

- 1- In this respect, Krashen based his theory of monitor model of second language development on the theory of an affective filter, which states that successful SLA depends on the learner's feelings. Negative attitudes (including a lack of motivation or self-confidence and anxiety) are said to act as a filter, preventing the learner from making use of input, and thus hindering success in second language. See Littlewood (2006:516) and Gass & Selinker (2008:402ff).
- 2- There are more than one category to the sources of anxiety :
- 3- For further details , see Horwitz(2001:119-122).
- 4- Ellis (2006:540)summing up MacIntyre's work, states that "language anxiety occurs at each of the three principal stages of language acquisition process. In the input stage ,anxiety is a function of the learner's ability to handle unfamiliar external stimuli, in the central processing stage it is aroused when the learner attempts to store and organize input, and in the output stage, anxiety occurs as a result of the learner's attempts to retrieve previously learned material.
- 5- Interpretation is either consecutive (after the source language is uttered) or simultaneous (while the source language is being uttered)(see Richards, et al.(1992:188) and Crystal (2003:474).

- 6- For the different types of mental operations , see Clark, D(2009), Retrieved on 10/9/2009 from the following website: <http://www.nwlink.com/~donclark/hrd/bloom.html>
- 7- Both interpretation anxiety and interpretation stress are used interchangeably in interpretation literature (see Hussein, 1988:31f and Chiang, 2006:2).
- 8- The differences between the present study and Chiang's are the quality of subjects and procedure. For the first difference, Chiang has selected 273 Taiwanese students of different backgrounds and majors since Taiwan ,as he mentioned , is a multi-cultural country (p.4,61ff).Whereas the present study is concerned with only Iraqi students with unique background, i.e., all have no previous contact with native speakers of English (in the sense of living or working).For procedure, Chiang has used a translated Chinese version of his questionnaire since some of his subjects were unable to read English. Also, he interviewed his subjects to get information related to their sources of anxiety. On the contrary, the present study adopted the original English version, with some rewording for clarification.
- 9- The difference between the present study and the previous ones is the use of weighted means as the raw scores of measuring, while others used the total scores. The reason behind this step is that Likert Scale will be more efficient if weighted means of its options are considered. This in turn leads to lower Cronbach's alpha .See Al-Baiati (2005:80ff) and Al-Mashhadani & Hermz (1989:Ch.7).Chiang's Cronbach's alpha was (.94). Weighted means are equated as follows:

$$WM = \frac{(SD \times 1) + (D \times 2) + (N \times 3) + (A \times 4) + (SA \times 5)}{\text{Number of subjects (36)}}$$

- 10- Although interpretation always involves a second language , few , if any, as stated by Chiang (2006:2f) researchers have considered the fact that interpreters' anxiety might be an anxiety unique to or compounded by mastering or using a second language. Chiang asserts that interpreting training programs have been wrong with the learner as a human being trying to master or cope one or even two languages. He also suggested ,depending on the relevant literature, "that the link between student interpreters' cognitive and affective factors be closely examined due to their double role as interpretation trainees and second

language learners”(ibid.:4). And, the most obvious common affective factor in both interpretation and FL learning is anxiety

- 11- Positive correlation stems from the implied positive sign (+.450), which means if one of these two anxieties increases, the other will increase, as well.
- 12- See Jawsdatt (2008:239ff).

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Appendix 1

Interpretation Classroom Anxiety Scale (ICAS)

Directions: Each of the following statements refers to how you feel about your English language class. Please indicate whether you:

- Strongly agree = SA
- Agree = A
- Neither agree nor disagree = N
- Disagree = D
- Strongly disagree = SD

Indicate your feelings by checking the appropriate box next to each statement. Please give your first reaction to each statement. Please mark an answer for EVERY statement. (WM = weighted mean), (AL= Anxiety Level)

	Items	SD	D	N	A	SA	WM	AL
1	I always feel very sure of my English when I do interpreting in my interpretation class.	1	11	14	9	1	2.94	M
2	I worry about making mistakes in interpretation class.	1	11	14	9	1	2.94	M
3	I tremble le when I know that I am going to be called on in interpretation class.	3	11	1	15	6	3.27	M
4	It frightens me when I don't know what the English source message to be interpreted.	---	5	9	14	8	3.69	M
5	It won't bother me at all to take more advanced interpretation classes.	3	4	3	18	8	3.66	M
6	During interpretation class, I find myself thinking about things that have nothing to do with the course.	12	10	5	6	3	2.38	L
7	In interpretation class, I keep thinking that the other students are better at interpreting than I am.	8	3	11	12	2	2.91	M
8	I am usually at ease during tests in my interpretation class.	8	11	11	3	3	2.50	L
9	I start to panic when I have to interpret into English without preparation in interpretation class.	1	8	6	14	7	3.50	M
10	I (would) feel confident when I interpret into Arabic in interpretation class.	8	9	8	8	3	2.69	L

11	I don't understand why some people get so upset over interpretation classes.	7	5	11	10	3	2.91	M
12	In interpretation class, I can get so nervous that I forget how to interpret things I know .	3	---	4	19	10	3.91	H
13	It embarrasses me to volunteer answers in my interpretation class.	3	8	9	15	2	3.22	M
14	I would not be nervous interpreting into English in front of native English speakers.	9	7	6	10	4	2.80	L
15	I would get anxious if there is background noise interfering with my English listening comprehension.	2	2	3	20	9	3.88	H
16	Even if I am well prepared for interpretation class, I feel anxious about it.	6	1	1	23	5	3.66	M
17	I often feel like not going to my interpretation class.	7	6	13	9	1	2.75	L
18	I (would) feel confident when I interpret into English in interpretation class.	3	6	9	14	4	3.27	M
19	I get anxious when my teacher monitors the accuracy of my interpretation.	2	8	5	18	3	3.33	M
20	It is necessary to have special aptitude to learn interpretation well.	---	---	5	14	17	4.33	H
21	The more I prepare for an interpretation test, the more worried I get.	3	5	4	18	6	3.52	M
22	I worry that my final grade in interpretation class will be very low.	2	3	4	17	10	3.27	M
23	In interpretation class, I always feel that the other students' English is better than mine.	5	5	9	13	4	3.16	M
24	I get anxious if I cannot understand every English word or phrase to be interpreted.	---	2	3	23	8	4.02	H
25	I start to worry if the English sentences to be interpreted are long or complicated.	1	---	2	24	9	4.11	H
26	I feel very self-conscious when doing interpreting in front of other students.	3	8	13	12	1	3.08	M
27	Taking interpretation class is a very frightening experience.	5	7	7	12	5	3.13	M
28	The demand to split attention among listening, comprehension, memory or note-taking while interpreting makes me	---	5	4	17	10	3.88	H

	feel very stressed.							
29	I feel more tense and nervous in my interpretation class than in my other English classes.	1	3	2	16	14	4.08	H
30	I get nervous and confused when I do interpreting practice in front of my classmates.	3	4	12	10	7	3.38	M
31	I worry that the other students will laugh at me when I interpret.	7	13	9	3	4	2.55	L
32	When I am on my way to interpretation class, I feel very sure and relaxed.	8	18	1	5	4	2.41	L
33	Interpreting into English is more anxiety-provoking than interpreting into Arabic .	4	5	11	13	3	3.16	M
34	I feel relaxed even when the English source message is delivered at a fast speed.	4	14	8	9	1	2.69	L
35	I get nervous when I interpret unfamiliar subjects.	---	5	4	22	5	3.63	M
36	I am afraid of interpreting numbers and figures.	2	12	5	8	9	3.27	M
37	Knowing that my interpretation competence will be evaluated makes me anxious.	2	3	7	22	2	3.41	M
38	I get worried when the English speakers have strong accents.	2	1	9	15	9	3.77	M
39	Interpretation of technical terms bothers me.	1	6	9	20	---	3.33	M
40	The tremendous amount of concentration required during interpreting makes me feel much stressed.	---	6	9	15	6	3.58	M
41	I get nervous when I am aware of making interpretation errors.	---	4	3	27	2	3.75	M
42	I have no fear of having my classmates evaluate my interpretation competence.	1	5	8	18	4	3.52	M
43	I have no fear of having my teacher evaluate my interpretation competence.	4	11	5	8	9	3.19	M
44	I never feel quite sure of my interpretation ability when I am interpreting.	3	9	5	17	2	3.16	M

Appendix 2

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE (FLCAS)

Directions: Each of the following statements refers to how you feel about your English language class. Please indicate whether you:

- Strongly agree = SA
- Agree = A
- Neither agree nor disagree = N
- Disagree = D
- Strongly disagree = SD

Indicate your feelings by checking the appropriate box next to each statement. Please give your first reaction to each statement. Please mark an answer for EVERY statement. (WM= weighted mean) , (AL= Anxiety Level)

	SD	D	N	A	SA	WM	AL
1. I never feel quite sure of myself when I am speaking in English.	7	9	5	13	2	2.83	M
2. I DON'T worry about making mistakes in language class.	5	15	5	10	1	2.62	L
3. I tremble when I know that I'm going to be called on in language class.	4	11	7	11	3	2.94	M
4. It frightens me when I don't understand what the teacher is saying in the English language.	8	3	3	15	7	3.27	M
5. It wouldn't bother me at all to take more English language classes.	3	3	10	13	7	3.50	H
6. During language class, I find myself thinking about things that have nothing to do with the course.	9	10	9	8	---	2.44	L
7. I keep thinking that the other students are better at language than I am.	9	6	7	13	1	2.75	M
8. I am usually at ease (comfortable)	1	19	8	6	2	2.69	L

during tests in my language class.							
9. I start to panic when I have to speak without preparation in language class.	5	9	8	9	5	3.00	M
10. I worry about the consequences of failing my language class.	---	1	10	21	4	3.77	H
11. I don't understand why some people get so upset over language classes.	3	4	9	18	2	3.33	M
12. In language class, I can get so nervous I forget things I know.	7	6	2	17	4	3.13	M
13. It embarrasses me to volunteer answers in my language class.	6	10	8	11	1	2.75	M
14. I would NOT be nervous speaking the English language with native speakers.	3	5	6	14	8	3.52	H
15. I get upset when I don't understand what the teacher is correcting.	4	4	10	17	1	3.19	M
16. Even if I am well prepared for language class, I feel anxious about it.	3	8	3	17	5	3.13	M
17. I often feel like not going to my language class.	10	14	4	5	3	2.36	L
18. I feel confident when I speak in English in my language class.	2	1	10	16	7	3.69	H
19. I am afraid that my language teacher is ready to correct every mistake I make.	1	11	11	9	4	3.11	M
20. I can feel my heart pounding when I'm going to be called on in language class.	3	4	7	18	4	3.44	M
21. The more I study for a language test, the more confused I get.	3	10	7	13	3	3.08	M

22. I DON'T feel pressure to prepare very well for language class.	3	13	5	12	3	2.97	M
23. I always feel that the other students speak the English language better than I do.	7	10	7	9	3	2.75	M
24. I feel very self-conscious about speaking English in front of the other students.	2	13	10	8	3	2.91	M
25. Language class moves so quickly I worry about getting left behind.	2	2	12	17	3	3.47	M
26. I feel more tense and nervous in my language class than in my other classes.	3	16	8	9	---	2.63	L
27. I get nervous and confused when I am speaking in my language class.	5	8	9	10	4	3.00	M
28. When I'm on my way to language class, I feel very sure and relaxed.	---	7	14	7	8	3.44	M
29. I get nervous when I don't understand every word the language teacher says.	2	7	6	15	6	3.72	M
30. I feel overwhelmed by the number of rules you have to learn to speak the English language.	2	5	11	13	5	3.38	M
31. I am afraid that the other students in the class will laugh at me when I speak in English.	7	13	7	9	---	2.50	L
32. I would probably feel comfortable around native speakers of the English language.	---	12	10	9	5	3.20	M
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	4	5	20	6	3.73	M