

Developing Anxiety Scale For Arabic Translation Course

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Abstract

Translation courses in foreign language teaching are an important and integral part of language teaching at almost every level. Knowing how the translation course, which has such an important place in the eyes of students will help the language instructor to apply different methods and techniques during translation education. In addition, knowing the existence of foreign language department students' anxiety about translation courses may provide various benefits in language teaching. Accordingly, this study aimed to develop an Arabic translation course anxiety scale for the students of Arabic Translation and Interpretation departments. For this purpose, the item pool prepared by the researchers was presented to field experts for their opinion, and 19 items were deemed appropriate for the application. The designed scale was applied to 114 students from the Department of Arabic Translation and Interpretation, and a 5-point Likert-type 19-item scale was developed under a single factor in line with their analysis. The developed scale is a valid and safe tool and it is thought to be useful in determining the anxiety of Arabic Translation and Interpretation students towards translation lesson.

Keywords: Translation, Arabic Translation, Anxiety, Translation Anxiety

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INTRODUCTION

Translation plays an important role in the globalizing world where intercultural interaction is rapidly increasing. Because translation, which is defined as the transfer of words or text from one language to another in its simplest definition, is a communication tool between people speaking different languages. Translation, which started to develop with the desire of people speaking different languages to communicate, has become a necessity for effective communication in the international arena. People learn foreign languages to communicate with communities speaking different languages. However, since learning all languages is impossible, people overcome the problem of intercommunal communication through translation, which acts as a bridge between the two languages.

The translation which is defined by Catford (1965, p.1) “as an operation performed on languages: a process of substituting a text in one language for a text in another” is needed in every field from science to art and from literature to international relationships. The increase in intercommunal interaction in recent years has further increased the need for translation.

Grossman believes that “Translation expands our ability to explore through literature the thoughts and feelings of people from another society or another time. It permits us to savor the transformation of the foreign into the familiar and for a brief time to live outside our own skins, our own preconceptions and misconceptions. It expands and deepens our world, our consciousness, in countless, indescribable ways” (Grossman, 2010, p.14). Newmark (1988, p.7) considers translation as a craft in which the translator tries to replace a written message in one language by the same message in another language.

Anxiety is regarded as a part of human life that people have faced throughout their lives. Spielberg (1983) defines anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the nervous system.” Scovel (1991, p. 18) further states, that “anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object.” It is a natural situation that translators who carry out translation activities in all areas of life, face anxiety.

There are many factors that affect language learning such as fear, anxiety, and embarrassment. The most commonly studied emotion in second language learning is anxiety (Dewaele & MacIntyre, 2014). Anxiety is a feeling that learners usually possess when they learn a new language. They have to confront uncertainty in their abilities and they may fear failure. This feeling is a negative component of learning a language (Klanrit, P., & Sroinam, R. 2012 p. 1). Based on this, we can say that learning a foreign language causes anxiety in students. We can say that students may experience anxiety during the translation learning process as well as during the foreign language learning process. Because the process of writing a sentence written according to the rules of the source language to in the target language according to the rules of the target language may cause anxiety in students. Based on this, we can say that the translation learning process can bring along anxiety in the students.

Translators are communication and language experts who read, comprehend source text and translate it from source language to target language. In the translation activity process, translators want equivalence in their translation into the target language. Their sole purpose is to achieve equivalence in the target language. Deviation in the source text causes concern for them. In addition to this, intensive workload, difficulty of translation texts, short deadlines for translation and not being familiar with translation texts are among the causes of anxiety for translators. In translation, anxious translators cannot focus on the text and cannot present a good translation because decentralization does not allow them to get the concept of the texts to be translated. Ravakhah's study reveals that anxiety has impact on translators. In this study, it is seen that the translations made with low, medium and high anxiety differ from each other (Ravakhah, A., Dastjerdi, H. V., & Ravakhah, M. 2015).

Based on the above mentioned, it is aimed to develop an anxiety scale for translation in order to measure the anxiety of translators towards translation.

The Place of Translation in Arabic Language Teaching in Turkey

The existence of different languages brings along the existence of the phenomenon of translation. Translation activity, which has an important place in foreign language education, also has an important place in Arabic language education. This situation makes translation a compulsory activity to be used and learned in foreign language teaching. It is possible to see translation as an integral part of language education. Güngenci (2018, s.20), emphasizes that translation can be seen as a learning skill as reading, writing, listening and speaking, which are the four basic skills in language education. A person who learns a language other than their native language naturally needs to transfer what they have learned in a foreign language to their native language. This shows how important translation is in foreign language education. The aim of translation education, which has an important place in language education, is to give the learner the ability to translate between two language pairs. Yücel (2007, s.145), states that the view that a person who knows a foreign language can be capable of translating without the need for translation training is well established in the society, but the situation is not that simple at all. Especially in today's world, the view of organizing translation trainings for certain areas is gaining importance. In this case, the necessity of translation education at different academic levels gains important. When translation training is given in full, the differences between languages can be minimized through translation. CUITI was established in the mid-20th century to ensure cooperation between universities for academic translation education. This institution has listed the elements to be found in the translation education curriculum as follows (Gürçağlar, 2016, s.91-94):

“- An academic translation training program teaches students to analyze a written text and transfer it to the target language in accordance with the function of the text and the expectations of the target culture. During the program, the student is taught the basic elements and techniques of translation by working on different text types.

- Successful translation training programs provide students with competence in their mother tongue and the languages they will use in translation. In addition, students should gain competence in intercultural communication and a theoretical perspective on translation.

- Translation programs should teach different models and methods of translation, and students should give information about translation technologies.

- Students should also acquire social skills and communication skills, and possess features such as the ability to conduct teamwork, which are the requirements of the professional world.”

In addition to the importance of translation education, having some theoretical knowledge about translation education will give a privilege those who will translate between languages . Yazıcı (2010, s.27), says that having theoretical knowledge in the field of translation expands the horizons of the translator, that is, it teaches you to look at translation from very different angles, rather than looking at it one-dimensional, and is instrumental in realizing that translation is not a transfer job limited to grammar and vocabulary.

Arabic-Turkish translation mobility has a long history. Even if you look only at the field of literary translation, it is possible to see that literary works from modern Arabic literature have been translated from Arabic to Turkish (Şanverdi, 2019, ss. 90-92). Suçin (2014, s.207), states that the novel took the first place in translations from Arabic to our language, followed by classical works, and in the third place the poem was translated. Therefore, translation has an important place in Arabic education. Referring to the Arabic language departments in Turkey, we can see translation courses in Arabic language departments.

Considering the curriculum of Arabic translation and interpretation departments, it is possible to say that there is an intensive translation education, while there is less translation courses in Arabic teaching and Arabic language and literature departments.

Below are given some Arabic language departments in Turkey and Arabic-Turkish translation courses in the curriculum of these departments. With regard to Arabic language in Turkey there are Arabic language education, arabic language and literature and arabic translation and interpretation departments.

Translation courses are available in every semester of the education level in relation to the content of the program in the Department of Arabic Translation and Interpretation in Ankara Yıldırım Beyazıt University (AYBU) (Arapça Programı Müfredatı, 2020):

Table 1. AYBU Arabic Translation and Interpretation Program Curriculum

1. Year	
1. Semester	2. Semester
Legal Translation I (Arabic-Turkish)	Legal Translation II (Turkish-Arabic)
Media Translation	News Translation I (Arabic- Turkish)
2. Year	
1. Semester	2. Semester
News Translation II (Turkish-Arabic)	News Translation III (Arabic-Turkish)
Literary Translation I	Consecutive Translation I (Arabic-Turkish)
Legal Translation III (Arabic-Turkish)	Literary Translation II
	Legal Translation IV (Turkish-Arabic)
3. Year	
1. Semester	2. Semester
Consecutive Translation II (Turkish-Arabic)	Consecutive Translation III
Simultaneous Translation I (Arabic-Turkish)	Simultaneous Translation II (Arabic-Turkish)
Literary Translation III	Tourism Translation II
Tourism Translation I	Technical Translation II
Tecnical Translation I	Religious Texts and Terminology Translation I
Diplomacy Translation	Medical Translation I
Legal Translation V	
4. Year	
1. Semester	2. Semester
Religious Texts and Terminology Translation II	Digital Media Translation
Medical Translation II	

As a department of Translation and Interpretation, the student who is successful in preparatory education receives translation education in different fields of translation in both semesters of each academic year for 4 (four) years when starting education at the undergraduate level.

As a department of Translation and Interpretation, the student who is successful in preparatory education takes translation education in different types and fields of translation in both semesters of each academic year for 4 (four) years when starting education at the undergraduate level. Here, the courses of a department are taken as an example. The courses and contents of the same department in other universities may differ from this department.

When the curriculum of the Department of Arabic Language and Literature at Ankara University is examined, it is seen that the following translation courses are available during the undergraduate period. (Ankara University Arabic Language and Literature Department Course List, 2020):

Table 2. Ankara University Arabic Language and Literature Department Translation Courses

2. Year	
1. Semester	2. Semester
Turkish Arabic Translation I	Turkish Arabic Translation II

When the curriculum of the department of Arabic language and literature is examined, it is seen that the translation-oriented education is only available in the second year of the undergraduate period, and this translation course is only a translation course from Turkish into Arabic. The courses offered by other departments of Arabic language and literature in other universities on translation education vary from one to another.

The curriculum prepared by the higher education board for faculties of education is applied in the Department of Arabic Language Education at Gazi University. When this curriculum is examined, the courses on translation education are as follows: (Arabic Teaching Undergraduate Program, 2018):

Table 3. Arabic Teaching Undergraduate Program Translation Courses

2. Year	
1. Semester	2. Semester
Arabic Turkish Translation 1	Arabic Turkish Translation 2
3. Year	
1. Semester	2. Semester
Turkish Arabic Translation 1	Turkish Arabic Translation 2

In the Department of Arabic language education at Gazi University, translation education between both language pairs is given in the 2nd and 3rd years during the undergraduate period.

It is seen that translation courses are more intensive in translation and interpreting departments than the other departments in Turkey. However, the necessity of some updates in other departments regarding translation education can also be discussed. Because language education has become widespread and therefore translation education has gained importance, it is necessary to make an update by addressing different opinions on how the translation-oriented courses and their contents should be included in the curriculum. The reason for this intercultural communication based on a long history between the Arabic-Turkish language pairs. In fact, when we look at the translations made from Arabic to other foreign languages, it can be said that the translated works made into Turkish lag behind in quantity. Depending on the cultural communication between these two cultures, the necessity of updates in translation education in the fields of Arabic language in Turkey should be discussed. Accordingly, in this study, it was thought to develop an anxiety scale in order to understand the level of anxiety of Arabic translation and interpretation students towards Arabic translation.

Aim of Study

Scales are measurement instruments that determine the rules and restrictions to be followed in order to classify, rank or determine the quantity and degree of the properties subject to measurement. In addition to facilitating the measurement process, scales also enable the determination of the quality of the results obtained. Scientific development is based on measurement and measurements made with sensitive scales also increase this development. (Tavşancıl, 2002). The aim of this study is to develop a valid and safe Likert type scale that can be used to measure the anxiety levels of students studying in Arabic Translation and Interpreting departments of universities.

Participants

The research was carried out with 114 students studying in a state university, Faculty of Humanities and Social Sciences, Department of Translation and Interpretation (Arabic). The study group consisted of 28.07% of prep class students, 30.4% of 1st grade students, 18.42% of 2nd grade students, 22.81% of 3rd grade students and 0.88% of 4rd grade students.

Instruments

The following steps given in the literature were followed in the preparation of the scale. (Karasar, 2009; Tavşancıl, 2005):

- Creating an item pool
- Deciding on the type of scale in which the reactions against each sentence are stated
- Pre-application by taking expert opinion
- Making validity and reliability studies

The literature on the concepts of anxiety and translation studies was examined in order to write items on the Arabic translation lesson anxiety scale. Studies on similar subjects such as translation anxiety and foreign language anxiety were analyzed, and the scales used in these studies were examined. (Uçar, 2013; Uçar, 2015; Aydın ve Ustuk,2020; Russell, 2020).

In the first stage, a draft form consisting of 25 items was prepared in order to develop a valid and reliable measurement tool to measure the anxiety of students studying in the Department of Arabic Translation and Interpretation at universities.

Content validity is an expert opinion on the extent to which items or questions can explain the target area. (Christensen, 2004). This type of validity is carried out by obtaining expert opinion on measuring different properties of the items and reflecting the subject in the scale according to the specified target area.

In content validity, rather than the model of the answers or measurement, the representation of the scale to the targeted subject content is discussed. (Cohen, Manion & Morrison, 2002).

In the second stage, the expressions in the draft form were presented to expert opinion in order to evaluate the adequacy of the expressions in measuring the anxiety level, sampling and content validity.

A table of tokens was presented to 4 Arabic languages and 2 assessment and evaluation experts to evaluate the scale and their opinions were received. Then, some of the items in the draft form were corrected and 6 items were removed from the scale. Thus, the measurement range consisting of 19 items was made suitable for statistical validity-reliability study.

Likert-type five-point grading consisting of "strongly disagree", "disagree", "undecided", "agree", "absolutely agree" was used in the scale. In the scale, numerical expressions ranging from 1 to 5 were given from "strongly disagree" to "absolutely agree" to indicate the level of anxiety.

Data Analysis

In this section, the results of the validity-reliability analysis of the Arabic translation lesson anxiety scale developed are presented. In the study, frequency analysis results of demographic variables and descriptive statistics for scale items were firstly included. In order to determine the sub-

dimensions of the scale, Varimax rotation and Principal Components estimation techniques and explanatory factor analysis (EFA) were applied. Horn's parallel method was used to determine the most appropriate factor number.

Cronbach Alpha and reliability analysis were applied to evaluate the developed internal consistency. The Arabic translation course developed was evaluated with confirmatory factor analysis (CFA) to test the validity of the anxiety scale. Since the data of the Arabic translation lesson anxiety scale are likert type and categorical, the Diagonal Weighted Least Squares (DWLS) technique was preferred in the estimation stage of the CFA. In addition, the affinity validity was examined by calculating the AVE (Mean Explained Variance) and CR (Structural Reliability) values of the scale. All of the statistical analyzes were carried out with the R-Project program (R Core Team, 2020) and lavan (Rosseel, 2012), semTools (Jorgensen et al., 2021) packages. The margin of error in the study was evaluated at a 95% confidence level ($p < 0.05$).

Table 4. Frequency distribution of demographic information of individuals

Variable	n	%
Gender		
Woman	85	74.56
Man	29	25.44
Age		
18-22	87	76.32
23-27	22	19.30
28-32	1	0.88
33-37	2	1.75
38-42	1	0.88
43 years and older	1	0.88
Class		
1st Class	34	29.82
2st Class	21	18.42
3st Class	26	22.81
4st Class	1	0.88
Preparatory class	32	28.07

n: Number of Observations%: Percentage data

The frequency distributions of the demographic information of the individuals participating in the study are given in Table 1. In the frequency analysis, the distributions regarding the gender, age and class groups of the individuals participating in the study were obtained.

Table 5. Results of the explanatory factor analysis of the Arabic translation lesson anxiety scale

Item	F1	Community
s9	0.820	0.672
s17	0.756	0.572
s7	0.748	0.559
s8	0.744	0.553
s4	0.740	0.548
s3	0.733	0.537
s14	0.716	0.513
s11	0.701	0.491
s16	0.699	0.489
s2	0.675	0.456
s10	0.660	0.435
s5	0.645	0.415
s12	0.593	0.352
s18	0.587	0.345
s6	0.577	0.333
s1	0.574	0.329
s19	0.562	0.316
s15	0.562	0.316
s13	0.551	0.304

Table 5 shows EFA results of the Arabic translation lesson anxiety scale. According to Horn's parallel method, the scale is represented under a factor. According to the variance explanation rate, the Arabic translation lesson anxiety scale can be explained by a single factor at the level of 49.9%. According to these results, factor loadings of all items belonging to EFA are above 0.50 under a single factor. Ayrıca ölçek maddelerine ait komünalitelere 0.30'dan yüksektir.

Table 6. Basic hypothetical findings of the Arabic translation lesson anxiety scale regarding EFA process

KMO	0.850
Bartlett Test of Sphericity	644.070
p	<0.001

In Table 6, Kaiser Meier Olkin (KMO) sampling adequacy statistics and Bartlett's test of sphericity are presented for the Arabic translation lesson anxiety scale, including the basic assumptions of EFA findings. The KMO statistic is over 0.7 (KMO=0.850>0.7) and this result indicates that the Arabic translation lesson anxiety scale is sufficient for the sample. As a result of Bartlett's test of sphericity, there is a statistically significant correlation between the items of the Arabic translation lesson anxiety scale ($p < 0.05$).

Table 7. Reliability analysis results of Arabic translation course anxiety scale

Item	Med	IQR	Corrected correlation	Alfa if item deleted	Cronbach Alfa
s9	2	1	0.808	0.923	
s17	3	2	0.748	0.924	
s7	2	2	0.728	0.925	
s8	4	3	0.708	0.925	
s4	3	3	0.725	0.925	
s3	3	2	0.725	0.925	
s14	2	2	0.685	0.926	
s11	4	3	0.703	0.925	
s16	3	3	0.681	0.926	
s2	3	2	0.658	0.926	
s10	2	3	0.655	0.927	0.930
s5	2	2	0.632	0.927	
s12	2	1	0.555	0.928	
s18	3	3	0.590	0.928	
s6	3	2	0.564	0.928	
s1	3	2	0.553	0.928	
s19	3	2	0.576	0.928	
s15	2	2	0.543	0.928	
s13	3	2	0.552	0.928	

Med: Median, IQR: Inter-Kantian gap

In Table 7, descriptive statistics and Cronbach Alpha reliability analysis results for the sub-items of the Arabic translation lesson anxiety scale are shown. As a result of the Cronbach Alpha reliability analysis, all of the corrected correlation values for the items of the Arabic translation lesson anxiety scale were found to be positive. Since no increase in the reliability coefficient is observed when the item is removed from the Arabic translation course scale, no item has been removed. The Cronbach Alpha coefficient of the scale was calculated as 0.930 and it was determined that the developed scale was highly reliable.

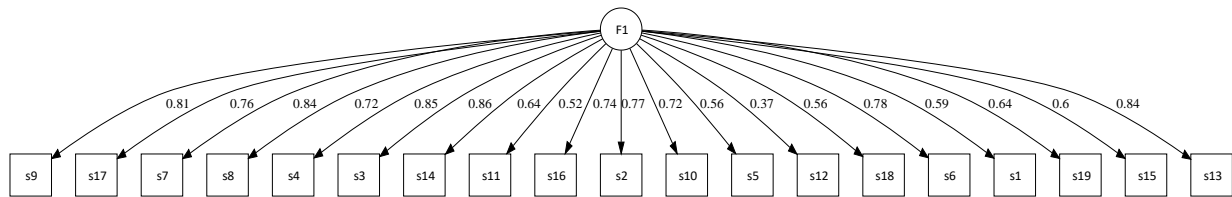


Figure 1: CFA graph for the Arabic translation lesson anxiety scale

Table 8: CFA statistics for the Arabic translation lesson anxiety scale

Item	β	STD(β)	z-statistics	p
s9	1.000	0.812	-	-
s17	1.071	0.758	12.355	<0.001
s7	1.205	0.838	13.088	<0.001
s8	1.017	0.723	11.928	<0.001
s4	1.178	0.850	12.953	<0.001
s3	1.214	0.858	13.112	<0.001
s14	0.959	0.636	11.066	<0.001
s11	0.657	0.515	10.027	<0.001
s16	0.978	0.744	12.087	<0.001
s2	1.116	0.769	12.263	<0.001
s10	0.971	0.724	11.830	<0.001
s5	0.668	0.561	10.266	<0.001
s12	0.490	0.365	7.317	<0.001
s18	0.827	0.561	10.331	<0.001
s6	1.128	0.782	12.535	<0.001
s1	0.736	0.595	10.585	<0.001
s19	0.982	0.638	10.987	<0.001
s15	0.794	0.597	10.460	<0.001
s13	1.286	0.838	12.851	<0.001

β : Beta coefficient; STD (β): Standardized B-beta coefficient

Table 8 shows the CFA statistics regarding the Arabic translation course anxiety scale. Figure 1 shows the CFA graph for the Arabic translation lesson anxiety scale. According to the CFA findings, all items of the Arabic translation lesson anxiety scale are collected in a statistically significant way ($p < 0.05$). Standardized path coefficients in all items of the scale are also above 0.40.

Fit indexes of the developed Arabic translation lesson anxiety scale were calculated as a result of CFA. According to the fit indices, the chi-square statistic was calculated as $\chi^2 = 90.594$ ($sd = 152$) and the ratio of $\chi^2/sd = 0.596$ was found below 2. As a result of CFA, according to the significance value of the model ($p = 1.000$), it was determined that there was a significant harmony with the research data of the developed Arabic translation lesson anxiety scale.

Other CFA fit indices of the Arabic translation lesson anxiety scale were calculated as CFI = 1, GFI = 0.976, AGFI = 0.970, TLI = 1, NNFI = 1, IFI = 1 and all statistics are above 0.9. One of the fit indices, RMSEA was found to be 0.000 and this error value is below 0.05. When the CFA findings are examined in general, it is seen that the developed Arabic translation course anxiety scale is statistically valid. (Mulaik et al., 1989).

Affinity validity was calculated as $CR = 0.952$ and $AVE = 0.504$ for the subscale of the scale. Since $CR > AVE$ and $AVE > 0.50$ conditions are also met for these values, the affinity validity of the Arabic translation lesson anxiety scale is provided.

RESULTS

In this study, it was aimed to develop a translation course anxiety scale for students. The draft form of the scale with 19 items was applied to 114 undergraduate students. The Cronbach Alpha coefficient of the scale was calculated as 0.930 and it was determined that the developed scale was highly reliable. The designed scale was collected under a single factor. As a result of Bartlett's test of sphericity, it was observed that there was a statistically significant correlation between the items of the Arabic translation lesson anxiety scale ($p < 0.05$). As a result of CFA, according to the significance value of the model ($p = 1.000$), it was determined that there was a significant harmony with the research data of the developed Arabic translation lesson anxiety scale. In addition, the affinity validity of the Arabic translation lesson anxiety scale is provided. The items in the scale consist of problems arising due to anxiety during the translation process. This scale is suitable for determining the anxiety of the students of Arabic Translation and Interpretation, Arabic Language Teaching and Arabic Language and Literature departments about translation courses.

Since some of the items determined by the researchers cannot be included in the scale, additional interviews can be made with the students while determining the items. In addition, researchers can work with different sample groups in order to reach more comprehensive information within the framework of scientific attitudes and continue their studies by using qualitative research method.

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Ek-1

Çeviri Dersine Yönelik Kaygı Ölçeği

Sevgili Öğrenciler,

Bu ölçek “çeviri dersine yönelik kaygınızı tespit etmek amacıyla hazırlanmıştır. Toplam 20 madde içermektedir. Ankete vereceğiniz yanıtlar çeviri dersine yönelik karşılaşılan problemleri tespit etme ve çözüm önerileri sunma açısından büyük önem taşımaktadır. Araştırmaya katkılarınız için teşekkür ederiz.

1.Cinsiyetiniz nedir?

() Erkek () Kadın

2.Yaşınız nedir?

() 18-22 yaş () 23-27 yaş () 28-32 yaş () 33-37 yaş
() 38-42 yaş () 43 veya daha yukarısı yaş

3.Hangi üniversitede eğitim almaktasınız?

.....

4.Kaçıncı sınıftasınız?

() Hazırlık Sınıfı () 1. Sınıf () 2. Sınıf () 3. Sınıf () 4. Sınıf

Lütfen yanıtlarınızı yuvarlak içine alırken aşağıdaki derecelendirmeyi göz önünde bulundurunuz.

- 1= Kesinlikle katılmıyorum
2= Katılmıyorum
3= Kararsızım
4= Katılıyorum
5= Kesinlikle katılıyorum

1-Çeviri yaparken hata yapmak beni endişelendirir.	1	2	3	4	5
2-Çeviri yaparken kendimi yetersiz hissettiğim için kaygılı olurum.	1	2	3	4	5
3-Çeviri yaparken üzerimde baskı hissedirim.	1	2	3	4	5
4-Çeviri yaparken kendime yeteri kadar güvenmiyorum.	1	2	3	4	5
5-İlgi alanım dışındaki konularda çeviri yaparken kendime güvenmem.	1	2	3	4	5
6-Çeviri yaparken metinde bilmediğim kelime ile karşılaştığımda tedirgin olurum.	1	2	3	4	5
7-Çeviri yapmanın zor bir iş olduğunu düşündüğüm için çeviri esnasında endişeli olurum.	1	2	3	4	5
8-Çeviri dersinde hazırlıksız çeviri yapmak zorunda olduğumda endişe duyarım.	1	2	3	4	5
9-Yaptığım çevirinin beğenilmeyeceğinden korkarım.	1	2	3	4	5
10-Yaptığım çevirilerin doğruluğundan emin olamam.	1	2	3	4	5
11-Çeviriyi yapamadığım zaman kendimi kötü hissederim.	1	2	3	4	5
12-Çeviri yaparken hata yaptığımda çeviriden soğuyacağımı düşünürüm.	1	2	3	4	5
13-Çeviri derslerinde diğer öğrencilerin benden daha iyi yaptığını düşünürüm.	1	2	3	4	5
14-Çeviri derslerinde hata yaptığımda diğer öğrencilerin benimle dalga geçeceğini düşünürüm.	1	2	3	4	5
15-Çeviri derslerinde öğreticiye soru sormaktan çekinirim.	1	2	3	4	5
16-Çeviri derslerinin sınavlarında kendimi gergin hissederim.	1	2	3	4	5
17-Çeviri derslerinde öğretici soru sorduğunda kendimi gergin hissederim.	1	2	3	4	5
18-Çeviri dersinde sorulara gönüllü olarak cevap vermekten çekinirim.	1	2	3	4	5
19-İlgi alanım dışında bir metni çevirirken huzursuz olurum.	1	2	3	4	5