

The Construct Validation of Translation Students' Cognition and its Relationship with Translation Ability

Ghasem Modaresi*

Assistant Professor, Department of English, Quchan Branch, Islamic Azad University, Quchan, Iran

Behzad Salarvand**

M.A. in Translation Studies, Department of English, Quchan Branch, Islamic Azad University, Quchan, Iran

(Received: 14th, May, 2017, Accepted: 16th, October, 2017, Date of publication: September, 2017)

The present study, as an initial attempt, examined the relationship between translation students' cognition and their translation ability from English into Persian language. Initially, attempts were made to find out the most salient commonalities emerging from the interviews with the experts and University instructors regarding translation students' cognition. The construct validity of the factor structure of the questionnaire was determined through EFA, including two phases of a pilot study. Using Structural Equation Modeling, the validity of the measurement models was also examined through goodness-of-fit indices. The validated questionnaire, Translation Students' Cognition (TSC), included four underlying constructs. Then, the relationship between students' scores on TSC and translation ability was examined, and the results revealed a large, positive correlation between learners' cognition and their ability in translation ($r=.65$, $n=42$, $p<.05$). An implication of the study is for translation learners to focus on those aspects of their mental life that motivate or re-motivate them to involve themselves in translation.

Key words: Cognition, Translation Ability, Thought, Belief, Extra-Linguistic Factors.

* E-mail: qasem.modarresi@gmail.com

** Email: b.salarvand@gmail.com