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# *Adab Al-Rafidayn* *Journal*

**A refereed journal concerned with the publishing of scientific researches  
in the field of arts and humanities both in Arabic and English**

**Vol. Ninety-Two / year Fifty- Three /Shabban - 1444 AH / March 2023 AD**

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### **Editor-in-chief**

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# *Students' Possible self as a Motivator in Learning Translation*

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## **Abstract**

The translation learners' possible self is one of the areas that has not been studied until recently. It lies within the field of applied linguistics and more specifically in the field of motivation for learning a second language or translation. The current study relies on the Possible Self-theory which essentially originated by (Markus & Nurius, 1986). Academically speaking, the theory proposes that every individual learner has a set of possible selves. The present research aims at identifying the students' possible selves in the department of translation at the three universities:(Dohuk, Mosul, and Tikrit). The problem lies in the demotivation index on the part of the students indicated by the low level of possible that leads to poor quality of graduates. It is hypothesized that the students score a high average of feared self and a low level of expected or hoped-for selves. The research sample consists of (420) male and female students from all stages. The study follows the quantitative method in which the close-ended questionnaire is designed relying on the dimension originally suggested by (Markus & Nurius, 1986). The paper arrives at a number of important results and recommendations.

**Keywords:** translation learning, possible self, motivation

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## **1.1 Introduction :**

A person has many motives that lead him to new challenges that make him reach the maximum level of ambition, and types of pressures that an individual has never experienced before with many circumstances at the same time. A person may distance himself from the true value of life and what makes it deserves to be lived (Layous et. al, 2012:2). Motivation has a considerable impact on learners, especially in the field of the second language and translation learning since having a negative self may demotivate the students to delve into challenging activities in the process of learning. Similarly, it may hinder the curiosity aspect of learning. Developing the psycholinguistic aspects of EFL and translation learners, the term possible self (henceforth PS) has emerged within the arena of applied linguistics generally and the motivation specifically to measure learners' motivational level. It has emerged to address various areas of life: social, and academic to assist in redirecting people's motivational orientations toward targets leading them to a life worth living. The nature of the possible self differed according to the goals of the personality determined by the needs and motives of the human being. The current study aims at examining the level of (de)motivation on the part of the students of translation by measuring their PS. Therefore, the study mainly tries to find the answer to the following question: do the students of translation have a high level of PS? conversely, do the students have a low level of feared PS? To answer the above question, it is hypothesized that the translation learners have a demotivation index with scores of high feared and low PS (both hoped-for and expected). Finally, the population of the study is the departments of translation at three Universities, namely, Dohuk, Mosul, and Tikrit.

## **1.2 The PS theory :**

This theory was originally proposed by Markus & Nurius, 1986: 959). In this theory, they state that every individual has certain prospects and fears. It represents what individuals think they might become upon it, what they would like to be upon and what they are afraid to be upon Markus & Nurius, 1986: 959). Likewise, is it defined by Hock et. al

(2012:1) as It is the self that the individual seeks to achieve, and he may work on avoiding a self he fears to be, and in both cases, the PS works to motivate a person to achieve or avoid a specific goal? The PS is affected by the social context as it is affected by the expectations of others. It is also affected by the cultural, social, and political contexts meaning that the culture of the community determines whether the individual's PS is positive or negative (Oyserman & Fryberg, 2006, p17-39).

The possible future self is not just an image or a state, but rather a wish or certain individual fears, and the possible self is often social For social comparisons by comparing the beliefs, feelings, and behavior of individuals (Markus & Nurius, 1986: 954)

This theory forms part of the broader work in psychology on "self-concept" (how one can conceive our identity in life). Thus the PS shapes the self-concept in the future tense, indicating our present insights of what our lives might turn out to be by constructing various conceptualizations of ourselves as they may be in the coming months, or years from now. Therefore, PS particularly is the main element of our "working self-concept" of the way we recognize ourselves at a certain moment; familiar, vibrant descriptions that are mentally reachable and direct daily decision-making and managing of subjective understandings. Practical self-concept springs out of the group of self-perceptions that are currently operating in mind and memory and could be considered an active and constantly changing set of available self-understanding. Thus the group exposes to changes as people change their intrinsic states and social conditions (Markus and Nurius 1986, p957). In the same vein, (Frazier, 2009: 3) adds that PS theory reflects the concept of the multi-dimensional and dynamic self, due to the interrelation of PS With a future-oriented self-concept, the Possible Self-theory allows the flow of This is due to the ability of the possible self to link the ambition of the self self-concept instead future and possible capabilities to achieve that ambition to change the lives of individuals.

According to this theory, individuals have a set of possible selves and can be classified broadly (expected, hoped-for, and feared self). Some will appear to one's self as positive imaginings that can be traced while others to be avoided seem to be negative. Each separate type of self will

also be visible in one way or another. Likewise, some PSs may be more or less hoped-for than other PSs, with emotional states of success, tranquility, pleasure, and well-being in the future included (Markus and Nurius, 1986, p963).

Studies have shown that there is a relationship between the potential self and self-esteem, as well as the effect of The possible self is based on the organization of the self, and the possible self is the self on which the individual imagines himself to have it, In the future it is the self that he wishes to be and which he does not fully expect The possible self is related to an individual's experiences or behavior in the past and this is what happens with the student The outstanding student imagines himself as having more positive academic potential than the average student Except The average student, by imagining an academically positive possible self, can improve performance in the future, which they hope the possible self does not only include the positive self The individual should be on it, but it also includes the negative self-image that he fears to have The possible self that a person fears to be is the fear of failing in a study or study Getting poor grades (Oyserman, 2007:40).

### **1.3 PS and Motivation:**

The concept of PS is usually mentioned with the framework of motivation since it works as a motivator in the process of learning. In this respect, Cross and Markus (1990:726-742) state that Psychological processes can only be understood in the context of understanding the possible self. For example, motivation is affected by whether it is related to itself or not, just as a person's earnings are activated when he imagines that the final result is related to the self. In other words, what motivates us to act voluntarily to do what we want to do and avoid what we want to avoid is our awareness of the extent to which the action relates to ourselves In the same line, Finally, Campbell and Debra (2009:22), add that some studies have found that potential selves are linked between motivation and reinforcement, and other studies have shown that students who abandon themselves to be successful in the future and who enjoy a positive potential self are more successful academically compared to others. The future is linked to achievement in early adolescence. Other studies were conducted to show the

relationship between academic delay and participation in the possible self, and it was found that the study inputs give a positive change in their perception of their possible selves and their school integration, and defines the possible self as either the present self, the future or the self that they fear to reach (the current possible self-perception). The possible in the future (seeing the potential of the self in the future), and the self that is afraid to reach is the self that he does not want and wants to avoid the selves we seek to be emphasized is the interest Motivational and behavioral and an important source of positive self-esteem, as the future may affect It is central to current behavior, and as exemplified by future self-related goals, due to that The effect of self-relevant goals constitutes the strategies an individual uses to achieve his or her goals Accordingly, it can be concluded that the possible subject assigned to the goals plays the motives and the organization A role in shaping future behavior (Oyserman, 2008: 269). Finally, it is worth mentioning that modern theories such as Birch & Atkinson (Atkinson & Birch, 1978) consider motivation as a desire within the individual to seek to approach a particular class of positive stimuli (goals) or avoidance of a particular class of negative stimuli (threats), and represent the possible self for this type of motivations by giving a specific epistemological form to the end state goals, and threats (Markus & Nurius, 1986: 961).

#### **1.4 Previous studies**

The PS concept has been under investigation in many previous inquiries by different scholars and researchers in various fields of knowledge. Below are some studies that have dealt with this concept.

1. Penlanda et. al (1999). Possible selves, depression and coping skills in university students.

This study examines the correlation between PSs, depression, and managing means. It utilizes various tools in measuring the participants' behavior such as the Coping Skills Inventory (CSI), the Possible Selves Questionnaire (PSQ), and the Beck Depression Inventory (BDI) given to study participants. The results reveal a significant correlation between scores on the positive possible selves scale of the PSQ and scores on the BDI and between the negative possible selves scores and the BDI. It is worth mentioning that The depressed participant students scored a high

average of negative possible selves and more avoidance coping strategies than the non-depressed ones. This study indicates that the presence of the cognitive self-schema of positive possible selves may be a bridge between coping skills and depression.

1. Sultan, and Ali (2020) *The possible self among outstanding students in the distinguished high schools.*

The study introduces the concept of the PS which is the initiation towards the future that has its roots in the students' experiences in the past and the present. Each of the possible positive and negative selves reflects the image that the individual believes in himself and is affected by the strength of his possible self and the strength of culture, level, social, economic, and environmental conditions, family, and personal experiences of success and failure. The research gains its importance from addressing an important topic in dealing with the category of distinguished students in distinguished high schools. Outstanding student in every society is a constructive force, they can give and participate positively in their progress. The study aims at 1- Measuring the possible self among the study sample and evaluating its statistical significance in general. 2- Measuring the PS of the study sample according to the educational achievement variable of the parents (primary - secondary - diploma - bachelor - postgraduate studies). To achieve the objectives of the current research. The researcher relied on (Markus1986) theory to prepare a scale of the PS. The validity of the construction with the internal consistency index of the possible self scale, where the stability value of the possible self scale by the retest method was (0.86), and it reached (0.85) by the alpha-Cronbach method. The researcher applied the scale in its final form to (850) male and female students from distinguished high schools in the province of Baghdad. The concludes that there are statistically significant differences for the PS according to the variable of gender and in favor of (females) in the level of the PS.

2. Markus & Kitayama,( 1991). *Culture and the Self: Implications for Cognition emotion, and motivation*

The study aims at discovering the independent PSs among Americans and Asians. The study sample is represented by a group of American

and Asian citizens. The study indicates that Americans receive information and confirm it with what distinguished them. The memory of Americans is more focused than the PS, while the independent PS of the Asians is mutually dependent. They are expected to receive and confirm the information that represents them as part of a group. The memory of Asians is more focused on social roles. The differences are perceived according to the types of events retrieved from childhood and the age at which the individual remembers that they occurred.

### **1.5 The Study methodology:**

Each study has its procedure and method for collecting the data required for investigating the phenomenon under study. This study follows the quantitative method of research. As a matter of fact. The quantitative data in this study is realized by using a close-ended questionnaire<sup>1</sup>. The study questionnaire consists of three PSs under each type there are 6 items and a total are 18 items to be answered by the participants according to Likert five- answers scale, namely, (agree, strongly agree, neutral, disagree, strongly disagree). It is worth noting that the researcher relies on the scale proposed by (Markus and Nurius, 1986).

Academically speaking, one of the prerequisites of any questionnaire is that it should have the so-called face validity. It is achieved by administering the questionnaire to a group of jury members who belong to the field of translation and linguistics. The jury members of the study scale were as shown in the table below:

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<sup>1</sup> **Questionnaire:** it is one of the research tools that was invented by Sir Francis Galton which comprises a group of questions asking for obtaining certain information. Questionnaires are distinguished from other research tools in that they are not very expensive. Similarly, they do not need those who ask the question the same effort that is needed to perform the study orally or over the phone. It often has definite standard answers in a way that facilitates collecting and organizing the required data from the people in question. Gault (1997:368).

Table (1): the jury members

No.	Name	Institution	Specification
1.	Prof. Dr Abdurrahman Ahmed Abdurrahman	University of Mosul	Translation and linguistics
2.	Asst. Prof Ahmed Haydar Siqar	University of Dohuk	Translation and linguistics
3.	Asst Prof. Ismail Badee' Ibrahim	University of Tikrit	Translation and linguistics
4.	Asst. Prof. Shivan Shilemo	University of Dohuk	Translation and linguistics

After the questionnaire has been face validated, the questionnaire acquired its final shape that is to be administered to the participant<sup>2</sup>. As an academic procedure followed in such types of studies, the scale is recommended to be examined in a polite version. The stage of piloting the scale is realized by the test and retest method within twenty days between each test. It is worth mentioning that the reliability value of the scale is (0.86) which refers to a high-reliability level. Finally, it is to be mentioned that the statistical program used to process the data is the Statistical Package for Social Sciences usually abbreviated as SPSS.

### **1.6 Data analysis and discussion:**

After the data has been manipulated in the SPSS program, certain results and averages, figures are evident as in the following tables:

**Table (2): General Description of the Data**

	Case	Level	No.	%	Mean	Std. Deviation
1	Gender	Male	174	41.4	1.5857	0.49319
		Female	246	58.6		
2	University	Mosul	153	36.4	1.8952	0.78377
		Duhok	158	37.6		
		Tikrit	109	26		

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<sup>2</sup> See the appendix of the questionnaire at the end of the study

The table above shows the participants of the study showing their percentages, mean, and SD along with the male and female groups and the participant Universities.

### 1.6.1: Analysis of the PS Measurement:

#### 1. Expected self.

Items	item symbol
I expect that I will achieve success in translation because it has been my ambition for a long time.	Z1
I expect I will get a good job using my translation experiences.	Z2
I have thoughts that I'm going to be uninterested in translation in the course of time.	Z3
I think I will gain more knowledge in the field of translation.	Z4
In the future I expect myself to be a well-qualified translator and communicate fluently in English.	Z5
As a translator, I think I will achieve my personal goals in the future like joining a scholarship or translating a book.	Z6

**Table (3): The average, frequency distribution, mean, and standard deviation of the Expected self dimension**

Variable Name; Symbol	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std. Deviation	Response Rate	
	No.	%	No.	%	No.	%	No.	%	No.	%				
Expected self	Z1	145	34.5	198	47.1	55	13.1	11	2.62	11	2.62	4.0833	0.9009	81.7
	Z2	143	34	224	53.3	44	10.5	5	1.19	4	0.95	4.1833	0.7391	83.7
	Z3	58	13.8	126	30	92	21.9	113	26.9	31	7.38	2.8405	1.1809	56.8
	Z4	155	36.9	216	51.4	38	9.05	8	1.9	3	0.71	4.219	0.7439	84.4
	Z5	166	39.5	193	46	46	11	10	2.38	5	1.19	4.2024	0.8172	84
	Z6	171	40.7	183	43.6	53	12.6	9	2.14	4	0.95	4.2095	0.8139	84.2
General Result			33.3		45.2		13		6.19		2.3	3.9563	0.866	79.1
			78.49		13.02		8.49							

The data in Table (3) shows that there is a positive agreement among the respondents regarding the items of the expected self within the scale of PS in learning translation. Their opinions tend to be consistent based on



the Likert scale of which the two scale items (Strongly Agree/ Agree) have got a percentage of 78.49% with a mean value of (3.9863), and a standard deviation of (0.866). The degree of general inconsistency is a low percentage (8.49%). As for the percentage of neutral answers, it is (13.02%), which is less than the percentage of people who have opted for the “agree” scale item. The value of the expected self response factor was (79.1%). It seems that the respondents agreed to a reasonable degree about these variables and items, in a way that serves the required purpose of the study. Item Z4: (I think I will gain more knowledge in the field of translation) has the highest response rate. This is very evident in the percentages (84.4%), mean value (4.219), and standard deviation (0.7439). This indicates homogeneity of answers. The lowest response rate is (56.8%). It is realized by Z3: (I have thoughts that I'm going to be uninterested in translation in the course of time), with a mean value of (2.8405), and a standard deviation of (1.1809). this indicates that the students have

### **1. Hoped-for self.**

<b>Items</b>	<b>Item symbol</b>
I hope to get a prestigious job in the future especially translation-related jobs because my certificate will have qualified me for that.	Z7
I hope to improve my academic level in translation next year.	Z8
I hope to be accepted among my friends as a translator.	Z9
I hope to achieve my goals like continuing my higher studies or getting employed.	Z10
I want to be responsible for the translation activities and events that take place in the college.	Z11
I hope that I practice those activities that require me to use translation tasks.	Z12

**Table (4): The average, frequency distribution, mean, and standard deviation of the Hoped-for self dimension**

Variable Name; Symbol	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std. Deviation	Response Rate	
	No.	%	No.	%	No.	%	No.	%	No.	%				
Hoped self	Z7	131	31.2	232	55.2	47	11.2	6	1.43	4	0.95	4.1429	0.74	82.9
	Z8	197	46.9	184	43.8	30	7.14	6	1.43	3	0.71	4.3476	0.7365	87
	Z9	112	26.7	210	50	71	16.9	16	3.81	11	2.62	3.9429	0.9069	78.9
	Z10	198	47.1	172	41	42	10	5	1.19	3	0.71	4.3262	0.7605	86.5
	Z11	89	21.2	179	42.6	105	25	45	10.7	2	0.48	3.3733	0.9297	67.5
	Z12	95	22.6	237	56.4	70	16.7	16	3.81	2	0.48	3.969	0.7672	79.4
General Result		32.6		48.2		14.5		3.73		0.99	4.017	0.8068	80.3	
	80.79		14.48		4.72									

The data in Table (4) shows that there is a positive agreement among the respondents regarding the items of the dimensions of the hoped-for self within the PS scale. This is confirmed by the mean value of (4.017) and a standard deviation of (0.8068). The degree of general inconsistency was a low percentage (4.72%). As for the percentage of neutral answers, it is (14.48%) which is less than the percentage “agree” scale item. The value of the expected self response factor for learning translation is (80.3%). Accordingly, this means that the respondents agreed to a great extent about these items and variables. The item that obtained the highest response rate is Z8 : (I hope to improve my academic level in translation next year) in a way that serves the aims of the study as its percentage is (87%) with a mean value of (4.3476), and a standard deviation of (0.7365). This indicates the homogeneity of answers. Z11 is the lowest response rate (67.5%). It states: (I want to be responsible for the translation activities and events that take place in the college), with a mean value of (3.3733) and standard deviation of (0.9297).

**1. Feared self:**

Items	Item symbol
If I do not learn translation, I will miss some job opportunities in my life.	Z13
I have a feeling of fear of academic failure because it is not my ambition but I joined the department according to my average.	Z14
I find it difficult to find a suitable translation-related job after graduation.	Z15
I have thoughts about not being able to achieve my future goals that are related to translation.	Z16
In the future, I am afraid that I will practice a career other than translation because I consider it as useless and of no opportunity.	Z17
I am afraid that I will hesitate to speak or translate when asked.	Z18

**Table (5): The average, frequency distribution, mean, and standard deviation of the Feared self dimension**

Variable Name; Symbol		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	Std. Deviation	Response Rate
		No.	%	No.	%	No.	%	No.	%	No.	%			
Feared self	Z13	114	27.1	202	48.1	60	14.3	31	7.38	13	3.1	3.8881	0.9889	77.8
	Z14	94	22.4	110	26.2	81	19.3	93	22.1	42	10	2.7119	1.3037	54.2
	Z15	50	11.9	116	27.6	125	29.8	94	22.4	35	8.33	3.1238	1.1339	62.5
	Z16	46	11	132	31.4	87	20.7	120	28.6	35	8.33	2.919	1.1697	58.4
	Z17	74	17.6	126	30	99	23.6	86	20.5	35	8.33	2.719	1.2114	54.4
	Z18	57	13.6	127	30.2	82	19.5	105	25	49	11.7	3.0905	1.248	61.8
General Result			17.3		32.3		21.2		21		8.29	3.0754	1.1759	61.5
		49.52				21.19		29.29						

Table (5) indicates that there is agreement among the respondents regarding the items of feared self that capture the mind of the students' translator. The overall consistency of the responses that show agreement (strongly agree, agree) was (49.52%). This is indicated by the mean value (3.0759), and standard deviation (1.1759). While the percentage of general inconsistency is low (29.29). The percentage of neutral answers is less than other percentages, it is (21.19%). The response rate is (61.5%). This means that the respondents agreed to a considerable degree about these variables. Item: Z13: (If I do not learn translation, I

will miss some job opportunities in my life) obtained the highest response rate (77.8%). The mean value is (3.8881), and the standard deviation is (0.9889). This indicates homogeneity of answers. Item Z14, which is: (I have a feeling of fear of academic failure because it is not my ambition but I joined the department according to my average) has the lowest response rate of (54.2%), with a mean value of (2.7119) and standard deviation of (1.3037).

It is clear through the mean values and the response rates that the most significant dimension of the PS scale is the hope-for self type. This is evident in terms of the mean value of (4.017), and a response rate of (80.3%). The dimension of fear self turned out to be the least important in terms of the mean value (3.0754), and a response rate (61.5%) as shown in Table (15).

**Table (6): the relative significance of the dimensions of the PS scale**

	Self type	Mean	Response Rate
1	Hoped-for self	4.017	80.3
2	Expected self	3.9563	79.1
3	Feared self	3.0754	61.5

### Conclusions :

Table 6 shows that the respondent students have a high level of motivation indicated by positive high PSs represented by high response rates of *Hoped-for and Expected selves*. This high level of possible self came through personal experiences and previous experiences that they have gone through which prompted them to work on developing their current self, work hard, and be persistent. Likewise, they try to identify the strong points in their current level of performance and work to strengthen it to reach the desired possible self. Additionally, They avoid the negative PSs, thus the students did not find it difficult to describe their hopes, expectations, and fears about their possible future selves. It is highly recommended that the instructors at the departments of translation in the three Universities under study should always work on developing positive high PSs on the part of the students by motivating them in various ways.

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**Appendix: Final version of the Possible Self scale forwarded to the students**

### **Possible self Measurement Questionnaire**

Higher Studies /Doctorate Degree

University of Dohuk

College of Languages

Dept. of English

### **A Questionnaire for the students**

Dear student.....

The researcher is to conduct a study entitled "**Investigating Students' Motivational Orientations in Learning Translation**".

You are invited to answer a set of items in a very precise way expressing situations that you may go through. Please read each item carefully and answer it by placing a mark (✓) under one of the five alternatives in front of each item that applies to you. There is no need to mention your name.

**Note: As an academic ethic, I need your permission to be a subject in such kind of studies. Agree ∞ Disagree ∞**

Ph.D. Student: Osama H. Ibrahim

Supervisor: Prof. Dr. Mohammed B. K. AlAzzawi

Type of self	Expected self	Agree	Strongly Agree	Neutral	disagree	Strongly disagree
NO.	Items					
1	I expect that I will achieve success in translation because it has been my ambition for a long time.					
2	I expect I will get a good job using my translation experiences.					
3	I have thoughts that I'm going to be uninterested in translation in the course of time.					
4	I think I will gain more knowledge in the field of translation.					
5	In the future I expect myself to be a well-qualified translator and communicate fluently in English.					
6	As a translator, I think I will achieve my personal goals in the future like joining a scholarship or translating a book.					
Type of self	Hoped self					



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7	I hope to get a prestigious job in the future especially translation-related jobs because my certificate will have qualified me for that.					
8	I hope to improve my academic level in translation next year.					
9	I hope to be accepted among my friends as a translator.					
10	I hope to achieve my goals like continuing my higher studies or getting employed.					
11	I want to be responsible for the translation activities and events that take place in the college.					
12	I hope that I practice those activities that require me to use translation tasks.					
<b>Type of self</b>	<b>Feared self</b>					
13	If I do not learn translation, I will miss some job opportunities in my life.					
14	I have a feeling of fear of academic failure because it is not my ambition but I joined the department according to my					

	average.					
15	I find it difficult to find a suitable translation-related job after graduation.					
16	I have thoughts about not being able to achieve my future goals that are related to translation.					
17	In the future, I am afraid that I will practice a career other than translation because I consider it as useless and of no opportunity.					
18	I am afraid that I will hesitate to speak or translate when asked.					

## **الذات الممكنة للطلاب كمحفز في تعلم الترجمة**

**اسامة ابراهيم حميد \* ومحمد باسل قاسم العزاوي \*\***

### **المستخلص :**

تعد الذات الممكنة لمتعلمي الترجمة إحدى المجالات التي لم تتم دراستها حتى وقت قريب. إذ إنه ضمن في مجال علم اللغة التطبيقي وبشكل أكثر تحديداً في مجال الدافعية لتعلم لغة ثانية أو علم ترجمة. تعتمد الدراسة الحالية على نظرية الذات الممكنة التي كتبه في الاصل الباحثان نوريوس وماركوس 1986. من الناحية الأكاديمية ، تقترح النظرية أن كل متعلم لديه مجموعة من الذوات الممكنة. يهدف البحث الحالي إلى التعرف على الذات الممكنة للطلاب في قسم الترجمة في الجامعات الثلاث (دهوك ، الموصل ، تكريت). تكمن المشكلة في مؤشر التنشيط من جانب الطلاب الذي يشير إليه انخفاض مستوى الإمكانيات التي تؤدي إلى رداءة نوعية الخريجين. تفترض الدراسة الحالية أن الطلاب لديهم متوسط مرتفع للذات المخيفة ومستوى منخفض من الذات المتوقعة أو المأمولة. تكونت عينة البحث من (420) طالباً وطالبة من جميع المراحل. اتبعت الدراسة المنهج الكمي الذي تم من خلاله تصميم الاستبيان المغلق بالاعتماد على الابعاد التي اقترحتها النظرية المذكورة آنفاً. وقد توصلت الدراسة إلى عدد من النتائج والتوصيات المهمة.

**الكلمات المفتاحية:** التحفيز ، الذوات الممكنة ، تعلم الترجمة

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