



The Influence of Translation Majors' Self-Efficacy on Their Interpreting Ability and Coping Strategies Under the Guidance of Gile's Model

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Abstract. Emotion, as a non-intellectual factor, has a moderating effect on cognitive activities and is closely related to self-efficacy. And, interpreting, as an extremely complex high-level cognitive activity, is significantly affected by emotions. The objective of the study is to provide a new theoretical framework and practical guidance for interpreting teaching through an in-depth study of the mechanism of self-efficacy's influence on interpreting ability. Based on Gile's model of energy allocation, this study analysed 201 questionnaires, which were distributed to translation students all over China, using questionnaire and data analysis methods to address the impact of translation students' self-efficacy on their interpreting ability. The results of the study revealed that: 1. self-efficacy and interpreting ability are positively correlated, and the improvement of self-efficacy can promote students to be more self-confident in the process of interpreting and to deal with difficulties and pressure more effectively, so as to improve their interpreting performance; 2. different levels of academic qualifications and interpreting experience have a certain impact on students' interpreting ability. With the findings of the study, the authors propose several coping strategies to help translation students effectively manage their emotions and improve their interpreting ability by practising positive thinking, designating a time management plan, and reflecting after translation.

Keywords: Self-efficiency, Interpreting Ability, Gile's Model, Coping Strategies.

1 Introduction

In recent years, Gile's Model has been widely used in interpreting teaching as an effective interpreting teaching model. Under the guidance of Gile's Model, students can better understand the complexity of interpreting and improve the efficiency of inter-

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preting. As a cross-cultural communicative activity, interpreting not only requires the interpreter to have solid language skills and extensive cultural knowledge, but also requires the interpreter to have good emotional management skills. Self-efficacy is an individual's belief that he or she can successfully perform a specific behaviour, which is people's evaluation of their own ability and influences their emotions, motivation and behaviour. In foreign language learning, self-efficacy is considered to be an important factor affecting academic performance. However, the application of Gile's model does not directly improve students' self-efficacy. Therefore, how to improve students' self-efficacy under the guidance of Gile's model has become an important topic. In this paper, we will explore the impact of self-efficacy of translation majors' self-efficacy on their interpreting ability under the guidance of Gile's model, and propose corresponding coping strategies.

1.1 Background on Interpreting Research Report

Western interpreting research experience can be roughly divided into four periods: The first period is around the 1950s when the research was mainly based on interpreters' personal experience and intuitive concepts. The second period is the experimental psychology research stage, which mainly explores the role of cognition in the interpreting process. The third period was the period of practitioners who derived interpreting practitioners with the establishment of various interpreting schools. The fourth period is the period of updating, in which different schools of interpreting engaged in in-depth exchanges and interpreting research became more scientific and interdisciplinary, and in which the Gile model arose. "In contrast, interpreting research in China started late, around the end of the 1990s, and before that, interpreting research had been lagging far behind translation research." (Liu, Heping, 2005)⁷. Since its introduction, the Gile model has been widely discussed and studied in China. Chinese interpreting scholars have studied this theory from different perspectives. Some scholars have proposed new models on the basis of Gile's theory. Zhong Weiho (Zhong, W. H., 2001)¹² proposes a new knowledge structure of interpreting: $KI=KL+EK+S(P+AP)$, KI =knowledge needed by interpreters, KL =language knowledge, EK =encyclopaedic knowledge, and $S(P+AP)$ =professional interpreting skills and artistic expression skills. Some scholars have studied Gile's model from the perspective of interpreting teaching. In 1998, Fan Shouyi proposed Gile's model as a model for interpreting training with the hope of stimulating innovation in teaching methods. Zhong Weiho (Zhong, W. H., 2001)¹² compares the model with the interpreter training model of Xiamen University and discusses the specific purposes and methods of each consecutive training technique.

1.2 Purpose of the Study

From the perspective of Gile's model, this study explores the impact of self-efficacy of translation students under the guidance of Gile's model on their interpreting ability by analyzing the results of experiments and interviews, and proposes to carry out corresponding coping strategies. The purpose of this study is to provide a theoretical

framework to help teachers and students understand the role of self-efficacy in interpreting learning and how to improve self-efficacy under the guidance of Gile's model. We hope that this study can provide some valuable insights into interpreting teaching and thus improve the interpreting ability of translation students.

2 Literature Review

2.1 Gile's Model

Gile's model of energy allocation has an important role in interpreting research. According to Gile, inter-language conversion requires a certain amount of energy, for example, in interpreting, listening comprehension, short-term memory, semantic conversion and translation expression will consume the interpreter's energy, and the interpreter can't divide the energy equally among these links, which are competing with each other, so the interpreter is required to master a high level of coordination ability, flexibly distribute the energy and reduce the interpreting errors.

Gile in 1995 published the book "Interpretation and Translation Training Basic Concepts and Patterns" systematically put forward the formula of simultaneous interpreting energy distribution mode - SI (Simultaneous Interpreting) = L (Listening and analysis) +M(Memory effort)+P(Production)+C(Coordination), and later on the same theory was put forward the energy allocation model of consecutive interpreting. Both models are derived from two intuitive concepts derived from observation and introspection. First, "Interpreting requires some kind of 'mental energy' which is limited." Second, "Interpreting takes up almost all of the brain power, and sometimes the amount of brain power needed exceeds the amount of brain power available, and this is when the ability to interpret declines."(Daniel Gile, 1995)¹⁴ This part of the main discussion analyzes the Consecutive Interpreting Energy Allocation Model.

The whole process of Gile's Consecutive Interpreting Effort Allocation Model can be divided into two phases, i.e. the comprehension phase and the speech production phase (or the information reorganization phase).

The first stage is the comprehension stage: CI(Consecutive interpreting)=L (Listening and analysis)+N(Note-taking)+M(Short-term memory effort)+C(Coordination), the first stage is the most important part in consecutive interpreting. The first stage is the most important part of consecutive interpreting.L is Listening and analysis, according to Gile, "Listening and analysis effort consists of all the operations oriented toward comprehension, from the subconscious analysis of the sound waves of the source speech arriving at the ear of the legislator to the recognition of words and thus determining the 'meaning' of the discourse." N is for note-taking and M is short-term memory, "which relates to memory between the moment it is heard and the moment it is written down (if it is written down at all) or processed in the mind and sent to (long-term) memory." C is coordination, the interpreter's adjustment of the distribution of his or her first three energies (Feng, S. J., 2020)³.

Since the speaker controls all the variables such as rate of speech, intonation, volume, accent, and duration in the first stage, the interpreter needs to expend more energy

to coordinate the efforts of L, N, and M. The interpreter's efforts are not limited to the first three stages of speech production.

The second stage is the speech production stage: CI (Consecutive interpreting) = Rem (remembering) + Read (Note-reading) + P (Production), in which "Memorization is a series of mental operations devoted to recalling from long term memory recalling successive portions of the original speech, and is therefore distinct from short-term memory." Note reading is based on the operations of the first stage. Complete, logical notes help the interpreter to recall more information thus writing fluent sentences. "At this stage, the speaker is free to perform all three energies and allocate processing power to each at his or her own pace, which also reduces the stress of coordination."

2.2 Self-efficacy

Self-efficacy, first introduced by Bandura in 1977, refers to the degree of confidence people have in their ability to use the skills they possess to accomplish a particular work behaviour. There is a large body of evidence from prior research that self-efficacy is related to other psychological and cognitive factors such as self-confidence, self-esteem, self-influence, motivation, and anxiety, (Bandura, 1977)⁴ plays an important role in regulating and controlling one's motivation, behaviour, and emotions, having a direct impact, especially when tapping into difficulties under rigorous conditions. As a complex language processing activity, interpreting encompasses multiple tasks, including listening and analyzing, note-taking, memorizing, and producing. Interpreters have to translate the interpreted content within a specified period of time, which puts a great deal of psychological pressure on them (Ma, Xinqi, 2021)⁸.

The pressure is likely to change when encountering different topics, modes, participants, environments, etc. Therefore, the quality of interpreting is closely related to the five psychological components of interpreters. In language research, scholars have introduced SE theory, a social cognitive concept, into translation research in the last decade, and proposed the concept of Interpreter Self-Efficacy (ISE), and some studies have also found that self-efficacy serves an important role in interpreting.

2.3 The Relationship Between Translation and Self-efficacy

Les's attention has been paid to self-efficacy in translation research. In translation studies, Bolaños-Medina (Bolaños-Medina, 2014)¹⁹ explores the relationship between self-efficacy and translation performance, which has implications for the study of interpreter learners' self-efficacy. Self-efficacy research in interpreting studies is mainly empirical, and interpreting students' self-efficacy is a good predictor of interpreting performance for students with better language skills. Cui, Wei-Wei (Cui, Weiwei, 2017)² explored the effect of peer mutual assessment on self-efficacy of simultaneous interpreting learners. Lee (Lee, 2018)¹⁶ found that consecutive interpreting learners' self-efficacy and their interpreting performance are positively correlated, and to a certain extent can predict their interpreting performance. However, previous studies also have certain limitations and lack a systematic discussion of the combination of self-efficacy and interpreting learners' learning process.

However, there are some shortcomings in these studies. While Gil's model provides a useful theoretical framework, it does not adequately take into account individual differences in interpreters. And studies on self-efficacy have not explored how self-efficacy affects interpreters' energy allocation and stress management, as well as how to improve interpreters' self-efficacy and how to utilize self-efficacy to improve interpreting quality and efficiency.

In this paper, we will further study the impact of self-efficacy on interpreters' energy allocation, and propose coping strategies on how to improve interpreters' self-efficacy.

3 Research Methodology and Process

3.1 Research Objects

This study launched a questionnaire survey for students majoring in translation, adopting the form of distributing questionnaires on the Internet on February 2, the translation students from all over the country, a total of 201 questionnaires were distributed through Questionnaire Star, of which 201 were valid questionnaires, with an effective recovery rate of 100%. As shown in Table 1 and Table 2, from the structure of the survey sample, the number of undergraduate students majoring in translation is 101, the number of masters is 54, and the number of PhDs is 46; the number of people with translation experience of less than 1 year, 1-3 years, 3-5 years, and more than 5 years are 36, 52, 62, and 51 respectively.

Table 1. Translation specialization

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	Bachelor's degree	101	50.2	50.2	50.2
	Master's degree	54	26.9	26.9	77.1
	PhD	46	22.9	22.9	100.0
	Total	201	100.0	100.0	

Table 2. Hours of translation experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Validity	less than 1 year	36	17.9	17.9	17.9
	1-3 years	52	25.9	25.9	43.8
	3-5 years	62	30.8	30.8	74.6
	more than 5 years	51	25.4	25.4	100.0
	Total	201	100.0	100.0	

3.2 Research Tool

The questionnaire of this study mainly consists of five parts, the first part is the basic information of the questionnaire respondents, including the two questions of education as well as experience (on the premise that they are all translation students). The second part is the self-efficacy test for translation students, the questionnaire in this part is from the general self-efficacy scale, which is compiled by the German psychologist Ralf Schwarzer (Schwarzer, R., Born, A., Iwawaki, S., & Lee, Y. M., 1997)¹⁷, and the Chinese version is translated by Zhang Jianxin (Xin & Ralf, 1995)¹⁸ and so on, and the reliability and validity analysis is carried out by Wang Caikang (Wang, C.K., and Hu, C.F., 2001)¹⁰ and so on, and the internal consistency coefficient of it is 0.87, and the reliability of re-testing is 0.83, and the Chinese version has good reliability and validity as well. The Chinese version also has good reliability. The scale consists of 10 entries and adopts a five-dimensional system, namely "very consistent", "consistent", "general", "not consistent", "very inconsistent", "very inconsistent", "very inconsistent", "very inconsistent", "very inconsistent" and "very inconsistent". "In this study, the Cronbach's alpha coefficient of the scale is 0.916. The third part is to explore the quality of translation of the research participants, which consists of six questions, which are based on Gile's model of allocation from listening, note, memory, comprehension, and translation. The third part of the study is an inquiry into the quality of translation of the research subjects, which consists of six questions based on Gile's allocation model from the perspectives of listening, noting, memory, comprehension, and presentation, with a Cronbach's alpha coefficient of 0.879. The sixth question is based on Gile's allocation model, and adopts a multiple-choice format to inquire into the translation effect of the interpreters in the process of consecutive interpreting. The fourth part is an inquiry into the self-assessment of translation quality and whether or not one possesses coping strategies, further exploring the influence of psychological factors on translation ability.

3.3 Data Analysis

3.3.1 Questionnaire Reliability Analysis

Using SPSS26.0 to analyze the reliability of the data of the sample, the Cronbach's α coefficients of the Self-Efficacy Scale for Translation Majors and the Questionnaire on the Quality of Communicative Translation are 0.916 and 0.879 respectively (as shown in Tables 3 and 4), both of which are greater than 0.8, and have good internal consistency, which indicates that the questionnaires have a very high degree of reliability.

Table 3. Scale Reliability Statistics

Cronbach Alpha	Number of items
.916	10

Table 4. Questionnaire Reliability Statistics

Cronbach Alpha	Number of items
.879	5

3.3.2 Questionnaire Validity Analysis

In order to further ensure the usability of the questionnaire and make its experimental data informative, the questionnaire was subjected to KMO and Bartlett's test through SPSS26.0, and its test results (see Table 5) indicated that the KMO value was, greater than 0.8, which indicated that the questionnaire had a strong correlation between the items structurally speaking. The significance $P < 0.001$ indicates that this questionnaire has a strong correlation between the variables and good validity. In conclusion, this questionnaire has good validity and can be used in this research experiment.

Table 5. KMO and Bartlett's test

KMO Number of sampling fitness quantities.	.876
	Approximate chi-square 477.916
Bartlett's test of sphericity	Degrees of freedom 10
	Significance .000

4 Research Results and Discussion

4.1 Correlation Analysis of self-efficacy and Translation Ability of Translation Majors' Students

The correlation coefficient between self-efficacy and translation ability of translation majors can be seen through Table 6. Among them, it can be seen from the table that the correlation coefficient between consecutive interpreting ability and self-efficacy is 0.498**, at the level of 0.001 (two-tailed), the correlation is significant and positively correlated; at the same time, the correlation coefficient between self-efficacy and the extent to which translators believe that their emotions affect the quality of their own translations (i.e., the extent to which they are unconfident of the quality of their own translations) is -0.145*, at the level of 0.05 (two-tailed), the correlation is significant and negative. To summarize, the higher the self-efficacy, the better the interpreters' communicative competence; on the contrary, the lower the impact on their own translation quality.

Table 6. Correlation analysis between self-efficacy and translation ability of translation students

		Self	Alternate	How do you think your emotions affect the quality of translation when performing translation tasks?	Do you have appropriate coping strategies for the above situations during the interpreting learning process?	
Spielman Rho	Self	Correlation coefficient	1.000	.498**	-.145*	-.032
		Sig. (two-tailed)	.	.000	.040	.653
		N	201	201	201	201
	Alternate	Correlation coefficient	.498**	1.000	-.063	.001
		Sig. (two-tailed)	.000	.	.375	.992
		N	201	201	201	201
	When working on a translation task, you think that your emotions have an impact on translation quality?	Correlation coefficient	-.145*	-.063	1.000	.145*
		Sig. (two-tailed)	.040	.375	.	.040
		N	201	201	201	201
	In the process of interpreting learning, for the above situations, do you have strategies to cope with the above situations in the process of interpreting?	Correlation coefficient	-.032	.001	.145*	1.000
		Sig. (two-tailed)	.653	.992	.040	.
		N	201	201	201	201

Source: Significant correlation at the 0.01 level (two-tailed). And Significant at the 0.05 level (two-tailed).

4.2 Analysis of Individual Differences in Translation Ability

4.2.1 Individual Differences on Translation Ability by Academic Level

As can be seen from Table 7, in terms of academic level, the significance of consecutive interpreting ability, the degree of confidence in one's own translation effect and coping strategies of translation majors are 0.881, 0.812 and 0.524 respectively, all of which are greater than 0.05, which indicates that there are significant differences in the translation ability of students with different academic qualifications.

Table 7. Individual Differences in Translation Ability by Level of Educational Qualification

		Sum of squares	Degree of freedom	Mean Square	F	Significance
Alternate	Between groups	.174	2	.087	.126	.881
	Within group	136.226	198	.688		
	Total	136.400	200			
How do you think your mood affects the quality of translation when performing translation tasks?	Between groups	.304	2	.152	.209	.812
	Within group	144.184	198	.728		
	Total	144.488	200			
In the process of interpreting learning, do you have corresponding coping strategies for the above situations?	Between groups	.044	2	.022	.649	.524
	Within group	6.712	198	.034		
	Total	6.756	200			

4.2.2 Individual Differences in Translation Experience on Translation Ability

As can be seen from Table 8, in terms of translation experience, the significance of consecutive interpreting ability, the degree of self-confidence in their own translation effect and coping strategies of translation majors are 0.432, 0.497, 0.390 respectively, all greater than 0.05, indicating that different translation experience has a certain impact on the translation ability of students.

Table 8. Individual differences in translation experience on translation ability

		Sum of squares	Degree of freedom	Mean Square	F	Significance
Alternate	Between groups	1.884	3	.628	.920	.432
	Within group	134.516	197	.683		
	Total	136.400	200			
How do you think your mood affects the quality of translation when performing translation tasks?	Between groups	1.731	3	.577	.796	.497
	Within group	142.756	197	.725		
	Total	144.488	200			
In the process of interpreting learning, do you have corresponding coping strategies for the above situations?	Between groups	.102	3	.034	1.009	.390
	Within group	6.654	197	.034		
	Total	6.756	200			

4.3 Regression Analysis of Self-efficacy and Translation Ability of Translation Students

Regression analysis was conducted with self-efficacy as the independent variable and translation ability as the dependent variable. As can be seen from Table 9: the predicted regression coefficients of self-efficacy and consecutive interpreting effect passed the significance test at the 0.001 level, indicating that self-efficacy and consecutive interpreting have a statistically significant correlation.

Table 9. Coefficients^a

Model	Unstandardized coefficient		Standardized coefficient Beta	t	Significance	Covariance statistics	
	B	Standard error				Tolerance	VIF
1	(Constant)	.276	.062		4.469	.000	
	Self	.783	.026	.907	30.424	.000	1.000 1.000

Source: Dependent variable: alternation

4.4 Descriptive Statistical Analysis

As can be seen from Table 10, 42.3% of the subjects believed that the greatest proportion of energy allocated to the task of consecutive interpreting was the listening part, while 36.1% believed that it was the note-taking part that accounted for the greatest proportion; in contrast, a smaller proportion chose brain integration and oral output. Due to the limitations of the scale in multiple response statistics, this experiment decided to replace the self-efficacy scale with Question Q1 to test the effect of emotion on the interpreters' energy allocation. As can be seen from Table 11, in the cross-tabulation, subjects who were more confident in their translation ability tended to think that the listening and note-taking parts accounted for a larger proportion of their energy.

Table 10. Frequency

	Response		Percentage of cases
	Number of cases	Percentage	
When performing translation tasks, what do you think is the part that allocates the greatest weight of energy? (Listening)	163	42.3%	81.1%
When performing translation tasks, what do you think is the part that allocates the greatest proportion of energy? (Note-taking)	139	36.1%	69.2%
When performing translation tasks, what do you think is the part that allocates the greatest proportion of energy? (Brain Integration)	73	19.0%	36.3%

When performing translation tasks, what do you think is the part that allocates the greatest proportion of energy? (Oral output)	10	2.6%	5.0%
Total	385	100.0%	191.5%

Source: Value 1 was used to tabulate the dichotomous groups.

Table 11. Cross-tabulation

		When performing translation tasks, what do you think is the part that allocates the most weight to energy? (Listening)	What do you think is the most important part of allocating energy when performing translation tasks? (Note-taking)	What do you think is the most important part of allocating energy when performing translation tasks? (Brain Integration)	What do you think is the most important part of allocating energy when performing translation tasks? (Oral output)	Total	
How do you think your emotions affect the quality of translation?	a. Significantly	Count	25	27	14	3	37
	b. Slightly affected	Count	56	37	30	4	66
	c. No effect	Count	70	67	26	3	86
	d. Uncertain	Count	12	8	3	0	12
Total		Count	163	139	73	10	201

Source: Percentages and totals are based on respondents. And value 1 was used to tabulate subgroups II.

4.5 Discussion of the Results

According to the results of the study, it can be seen that when translators carry out translation activities, their translation quality and translation effect will be affected by personal emotional factors. For example, the translator's self-efficacy has a certain influence on his translation activities. According to the results of the study, it can be seen that the self-efficacy of translation majors is positively correlated with translation ability, and also positively correlated with their own translation quality. At the same time, translation ability is affected by the level of education and translation experience, and there is a significant difference in the translation ability of students with different education; different translation experience also has a certain impact on translation ability. According to the energy allocation model under Gile's model most of the subjects thought that the listening notes stage took up the most weight when they were performing translation tasks. Since statistical tools have some limitations in the multiple responses of the scale, so in this experiment, it was decided to replace the

self-efficacy scale with question Q1 (How do you think your emotions affect the quality of translation when you are performing the translation task?) to find out the effect of the degree of translation self-confidence in terms of its impact on the allocation of energy. And the results showed that subjects who were more confident in their translation ability tended to think that the listening and note-taking parts accounted for a greater portion of their experience.

5 Coping Strategies

Some scholars (Pan, Z. W., & Ding, Lan., 2023)⁹ believe that positive emotions will increase the translator's concentration time and stimulate his/her creative thinking, while negative emotions tend to decrease the translator's concentration time, which is not conducive to mobilizing the translator's analytical thinking and problem solving ability.

It can be seen that emotion regulation is crucial for translators themselves and their translation activities. Based on the above research survey, and on this basis, this study proposes several coping strategies to help translation students manage their emotions effectively. These strategies include practicing positive thinking, developing a time management plan, and reflecting after translation. Implementing these coping strategies can help students improve their emotional intelligence and enhance their translation skills.

5.1 Practicing Positive Thoughts

Positive thinking is an experience in which an individual "consciously and non-judgmentally" focuses his or her attention on the present moment (Jon Kabat-Zinn, 2010)¹⁵. Positive thinking can weaken the negative emotions caused by the negative automatic thinking of individuals, enhance the ability to regulate emotions, promote positive emotions, and maintain physical and mental health through the way of "perceiving" and "not reacting" (Li, Xiangnan, Jin, Ziwei, & Xu, Lili., 2021)⁵. Through positive thinking practice, it can enhance the translator's ability to control his/her emotions, thus reducing the influence of negative emotions on the distribution of energy during consecutive interpreting, making the translator efficiently and reasonably distribute his/her energy, thus reducing the cases of omission and mistranslation, and then improving the translation quality.

5.2 Make a Time Management Plan

Daniel Gile puts forward the "Energy Allocation Model" in his book "Basic Concepts and Models of Interpreter and Translator Training" Daniel Gile believes that understanding the source language can help to reduce the cognitive load brought by auditory analysis, note repetition and semantic memory, etc. "Problems often mean that there is a problem," he says. Since an individual's cognitive resources are limited, if the demand for resources for a certain task in the interpreting process is too great, resulting in

cognitive overload, then the cognitive resources available for other tasks will be reduced, thus affecting other tasks, and ultimately presenting the interpreter with errors such as omissions and mistakes (Zhu, Yingli, 2023)¹³. "The emergence of problems often implies the addition of more demanding competencies, and the addition of competencies may imply the need to exceed the available competencies, leading to problems in energy management." (Daniel Gile, 1995)¹⁴ It can be seen that making a suitable time management plan to ensure that the energy can be reasonably distributed in the process of interpreting can reduce the phenomena of wrong translation and omission of translation due to the irrational distribution of energy caused by negative emotions; after time management training, it can also enhance the translator's own self-confidence and self-efficacy, further improving the quality of translation.

5.3 Post-translation Reflection

You can learn a lot of translation skills, vocabulary, etc. from the summary, and you can find out your own problems in translation practice (Chen, W., 2022)¹. Compared with translation, consecutive interpreting has a certain timeliness and urgency, and in fact, post-translation reflection of interpreting can only be realized through post-translation video or notes that have a long shelf life. After translation, the translator can recall the whole process of translation through the notes, so as to realize whether the distribution of his/her energy is reasonable or not, as well as the reasons leading to the poor quality of translation.

6 Conclusion

Based on Gile's model, this study experimentally explored the impact of translation students' self-efficacy on their interpreting ability and coping strategies in consecutive interpreting. This chapter will summarize the experimental design, data collection and analysis process of this research, and discuss its significance, limitations, and implications for future research.

Some studies have suggested (Zhang Yue, 2022)¹¹ that interpreters' interpreting ability is affected by a variety of factors. Therefore, in order to better explore the influence of translation students' self-efficacy on their interpreting ability, this study adopts the controlled variable method in the process of questionnaire design and data analysis, and determines the self-efficacy of the research subjects through scientific scales, and sets their self-efficacy as the independent variable to explore the changes in the interpreting ability of the research subjects. In the course of the research, we used the social cognitive theory to explore the self-efficacy of translation students, and based on the energy allocation model of Gile's model to explore the interpreting effect of the interpreters in the process of consecutive interpreting was evaluated and analysed. The results of this research show that there is a significant correlation between self-efficacy and interpreting ability of translation students, and the improvement of self-efficacy can promote students to be more self-confident in interpreting, cope with difficulties and pressure more effectively, and thus improve their interpreting performance.

Moreover, this survey also found that different levels of education and interpreting experience have an effect on interpreting ability. Finally, this study proposes some coping strategies to improve self-efficacy and interpreting ability of translation students.

6.1 Significance of the Research

This study investigated the effect of self-efficacy on interpreting ability from the perspective of Gile's model, which further filled the research gap in this field. It also revealed the relationship between self-efficacy and interpreting ability, which provides a new idea and method for subsequent research, and has important theoretical and practical significance. In addition, this study provides a new perspective for interpreting teaching and offers coping strategies for self-efficacy enhancement for translation students, which plays an important role in their future learning motivation, behaviours and outcomes.

6.2 Limitations of the Research

Although this study has achieved certain results, there are still some limitations.

Firstly, some scholars' studies (Liu, F. & Zobin., 2015)⁶ have shown that people make judgements based on memories and guesses according to their previous learning experiences. Therefore, the research participants may be influenced by stereotypical knowledge during the questionnaire survey, which may affect the presentation of data on their interpreting ability. Secondly, the sample of this study is mainly translation students from all over the country on the network, which has a certain degree of randomness, but the sample capacity is relatively small, and there may be the problem of sample bias. Furthermore, there may be some individual differences among the research subjects in this study, i.e., some research subjects may have a higher level of translation professional qualifications but less involvement in translation practice resulting in a lower sense of self-efficacy, which will affect the statistical analysis of the research data to a certain extent.

6.3 Implications for Future Research

Future research can be carried out in the following aspects.

Firstly, real-time monitoring of psychological and physiological characteristics of the research subjects can be carried out during the research process, such as monitoring of heart rate, adrenaline and other physiological characteristics, in order to reduce the impact of memory bias on the research subjects. Secondly, a large-sample multi-centre study can be conducted to cover more translation students from different backgrounds, schools and grades to increase the reliability and generalisation of the findings. Moreover, the translation levels of the research subjects can be screened first before the statistical analysis of the data is carried out, so that samples with the same level of research can be compared in parallel, thus reducing or even eliminating the influence of individual differences on the research data.

In summary, the importance of the results of this study lies in exploring the influence of self-efficacy on interpreting ability of translation majors and providing effective coping strategies. At the same time, there are some shortcomings in this study that need to be improved in subsequent studies. Future studies can further explore the relationship between self-efficacy and interpreting ability and introduce more variables and innovative methods to advance the research field. Through in-depth research on the mechanism of self-efficacy's influence on interpreting ability, we can provide more effective strategies and methods for interpreting teaching, improve the interpreting ability of translation students, and further promote the development of translation education.

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