AN INVESTIGATION INTO FACTORS INFLUENCING UFLS THIRD-YEAR STUDENTS' MOTIVATION IN STUDYING TRANSLATION AND INTERPRETING ONLINE

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ABSTRACT

The coronavirus disease 2019 (COVID-19) has had a tremendous impact on people all over the world, leading to a broad-based disruption of education. Most universities in Vietnam including UFLS transferred face-to-face classrooms to online learning. This study was conducted to investigate factors influencing students' motivation and the difficulties they encounter when studying Translation and Interpreting in virtual classes. The data was collected by means of a questionnaire. The study employed IBM SPSS Statistics Software for quantitative data analysis mixed with the thematic analysis method for the analysis of open-ended questions. The findings of the study revealed that teachers, classmates, interests in subjects, values and self-regulated learning are factors playing a pivotal role for students in strengthening motivation when taking online classes. Situational problems, the dependence on translation tools as well as lack of interaction and self-efficacy, are found to be detrimental impacts on students' motivation. It is highly recommended that group activities and self-study are effective ways to keep learners motivated in online classes.

Keywords: English, speaking skill, end of course oral test, solutions, first-year students

INTRODUCTION

The COVID-19 pandemic has had a massive effect on most sectors across the globe, including education. With great efforts to prevent the pandemic, the government has introduced different solutions to reduce its wide and quick spread namely keeping a minimum distance between individuals, banning mass gathering, closing schools and workplaces as well as limiting travel. Due to the seriousness of Covid 19 pandemic, third-year students at Faculty of English, the University of Foreign language Studies, UFLS, UD must take the majority of their compulsory courses online.

A number of domestic and foreign studies were conducted with the aim to explore the motivations and attitudes of students when attending virtual classes on online learning platforms. In general, studies demonstrate a certain understanding of motivation and attitudes in online classrooms. However, the solutions and knowledge mentioned in their research are general and those studies do not address motivation issues of a particular subject or a specific course. Therefore, the study was conducted in order to better understand the factors influencing UFLS third-year students' motivation when studying Translation and interpreting online as well as the difficulties that the learners encounter in maintaining motivation when studying two subjects. In addition, the research also suggests solutions to enhance students' motivation in these subjects in online classes.

LITERATURE REVIEW

Concept of Motivation

The process of initiating, guiding, and maintaining goal-oriented activities is known as motivation. It is what motivates you to take action, whether it is drinking a glass of water to quench your thirst or reading a book to learn something new. Motivation does not just refer to the factors that activate behaviours; it also involves the factors that direct and maintain these goal-directed actions (though such motives are rarely directly observable). As a result, we often have to infer the reasons why people do the things that they do based on observable behaviors (Jeffrey (2013)).

Motivation Classification

Different types of motivation are frequently described as being either extrinsic or intrinsic. According to Ryan & Deci (2000), "Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome." (p. 60). Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition, or praise. On the other hand, intrinsic motivation refers to the desire to expend efforts based on interest in and enjoyment of the work itself (Amabile, Hill, Hennessey, & Tighe, 1994; Gagne & Deci, 2005; Ryan & Deci, 2000). Intrinsic motivation is the act of completing an activity for the pleasure of doing the activity itself (Baranek, 1996). Intrinsic motivation is typically contrasted with extrinsic motivation—the desire to expend efforts to obtain outcomes external to the work itself, such as rewards or recognition (Amabile, 1993; Brief & Aldag, 1977).

Motivation in Online Courses

Online learning has been a huge trend in education across the world, particularly in the context of the Covid-19 epidemic. According to Bertea (2009), some experts claim that online learning is a method of teaching that uses multiple technological integrations, while others suggest that it is a substitute for distance learning, which is facilitated by the use of the internet and regarded as an effective means of rapid communication. Students are able to learn from home while still being able to engage with their friends, listen to lectures, watch recorded lectures at their leisure, and even participate in online discussion thanks to advances in technology (Sulaiman, Shaid, & Kamaruzaman 2021).

When it comes to online learning settings, another subject that requires in-depth investigation is motivation (Burston, 2003). Campbell and Sarac (2018) proposed that technology is increasingly being implemented into language instruction in order to increase students' motivation and enhance their comprehension of the topic.

Translation and Interpreting

The process of replacing textual content in one language (source language) with equivalent textual material in another language is known as translation (target language) (Catford, 1965). Translation, according to another definition, is the process of finding a target language equivalent to a source language speech. (Pinchuck, 1977, p. 38). In terms of interpreting, it means "to transfer orally a text from one language to another".

In University of Foreign Language Studies – the University of Danang, Translation and Interpreting courses are designed for third-year and fourth-year students of the English Language Program. The aim of the translation course is to improve students' knowledge and skills in translating various types of documents in both English and Vietnamese. The interpreting course, on the other hand, aims to expose students to a variety of interpreting tasks so that they can apply their linguistic and cultural knowledge to handle interpretation assignments and practice interpretive skills ranging from fundamental to intermediate levels of difficulty in content, accent, speed, and length of speech.

Studying Translation and Interpreting subject at university involves a wide range of different skills. However, these subjects have also points of similarity. Due to the limitation of time, knowledge as well as the shortage of reference materials, it will be impossible to cover all aspects of learners' motivation in each subject in the research. As a consequence, this study just concentrated entirely on influencing factors that have a similar impact on the two subjects.

Previous Studies

A group of researchers- Davis, Bagozzi, and Warshaw (1992) - implemented an investigation into the role of intrinsic motivation, extrinsic motivation, and perceived ease of using computers. In this study, it was found that there was a positive relationship between intentional behaviors and extrinsic motivation, a positive relationship between extrinsic motivation and intrinsic motivation, and other relationships. Nayakama et al. (2014) investigated the impact of learner's characteristics and learning behavior on learning performance during a fully online course and claimed that extrinsic motivation, such as the learning environment, and internal motivation, such as personalities, have differing effects on students. In addition, motivation in online courses in recent research revealed the diversity and variety of motivation factors, such as teachers, classmates, organizational and situational problems, satisfaction of course content, self-management, self-efficacy, task value, locus of control, and study process (Evelyn & Dennis 2007; Mese & Sevilen 2021).

In a study, factors of acceptance and use of urgent online learning during the Covid-19 pandemic among third year-students taking an English course at the University of Danang, Vietnam- implemented by Phan, Vo, Nguyen, Hoang (2021) suggested that "motivation has boosted students' persistence in performing online tasks" (p. 48). This research provided a wide and deep knowledge in online learning motivation as well as recommended efficient solutions for the difficulties that third-year students encounter. Furthermore, students' study habits have a significant impact on their perception of technological efficiency in online learning. Students are accustomed to traditional modes of learning, but due to Covid - 19 pandemic, they are forced to adapt to new forms of learning (Phan et al. 2020).

METHODOLOGY

Research Questions

For the fulfilment of the objectives of the study, the research attempts to answer the following questions:
1. What are the factors influencing UFLS third-year students' motivation when studying Translation and Interpreting online?
2. What are the difficulties that the learners encounter in maintaining motivations when studying two subjects in online classes?
3. What are solutions for enhancing students' motivations in performing in Translation and Interpreting subjects online?

Research Design

In the study, the quantitative research methodology was conducted to collect the information in the real context. The data was collected via a questionnaire whose items consisted of statements for responses with Attitude questions on a Likert scale of 1–5 (particularly, 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree), multiple-choice, closed questions and open-ended question. Both quantitative and qualitative data were analysed to address the research questions.

Instrument

The Questionnaire was administered entirely online through Google form. In light of the study goals, a closed questionnaire with 5-points Likert scale and three themes were created: factors influence on the extrinsic motivation and intrinsic motivation of students, then suggest solutions for enhancing third-year students' motivation in learning Translation and Interpreting online.

Each theme was accompanied by a number of items that were used to collect data from the respondents. Each of the first two themes includes four dimensions, each of which has three questions. Figure 1 and 2 show the eight dimensions that emerged into the questionnaire survey.
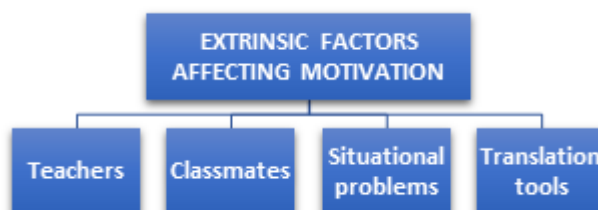

Figure 1: Extrinsic factors affecting motivation

Figure 2: Intrinsic factors affecting motivation

In order to investigate factors influencing UFLS third-year students' motivation in learning Translation and Interpreting online, this study adopts the eight dimensions with the statements and questions collected from previous research. The statements related to teachers, interests of subjects, value and self-efficacy were built on the research by Hinler (2018), classmates by Tuan, Chin & Shieh (2005), situational problems by Ullah, Khan & Khan (2017), self-regulated learning by Chung (2020). Besides, they were made simpler as well as created to suit UFLS third-year students studying Translation and Interpreting online.

The last theme is to suggest solutions for enhancing third-year students' motivation in learning Translation and Interpreting online. In addition to one multiple-choice question, there are two open-ended questions concerning routines and methods for increasing the motivation of students when studying Translation and Interpreting online.

Participants

The participants of the research are third-year students at the Faculty of English at University of Foreign Language Studies – the University of Danang, who have studied Translation and Interpreting in the academic year 2021-2022. There are 118 respondents in our random survey.

Reliability and Validity

The survey's participants are third-year students, who are approaching specialized subjects, whereas first-year students mostly study fundamental subjects and fourth-year students primarily spend time practicing since the school's specialized topics were almost finished.

According to the reliability statistics and descriptive statistics: the Cronbach's Alpha is .827, suggesting that the questionnaire has relatively high reliability.

Data Analysis

Quantitative data were analyzed by using Statistical Package for the Social Sciences (SPSS). Descriptive Statistics were calculated to determine the mean scores of the factors affecting students' motivation in translating and interpreting subjects for online learning. To analyze the qualitative data collection, we use the method of thematic analysis, which finds themes in the answers of respondents.

FINDINGS

Factors Influencing UFLS Third-Year Students' Motivation when Studying Translation and Interpreting

The 5-point scale questionnaire was utilized for the research. The interval is 0.8 (i.e. Interval =N-1/N, N=5). It indicates that from 1.00 to 1.80 represents "Strongly disagree"; from 1.81 until 2.60 represents "Disagree"; from 2.61 until 3.40 represents "Neutral"; from 3.41 until 4.20 represents "Agree"; from 4.21 until 5.00 represents "Strongly agree".

Factors Influence on the Extrinsic Motivation of Students when Studying Translation and Interpreting Online

Table 1: Mean Value of the Questions of the Extrinsic Motivation of Student Questionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Teachers	118	1.00	5.00	4.1412	0.72848
Classmates	118	1.67	5.00	3.7260	0.75439
Situational problems	118	1.33	5.00	3.8842	0.83077
Tools	101	1.00	5.00	3.7333	0.75306
Valid N (listwise)	101				

Teachers

Class teachers in online education were reported to have affected students' motivation extrinsically. With the mean value of 4.02, the majority of students stated that the flexibility of teaching approaches applied into lessons play a pivotal role in enhancing juniors' interest. Most survey respondents agreed that punctual and clear feedback from the lecturer can help students learn better and attract them to participate in the process of learning and acquiring knowledge more easily (mean values = 4.31). In addition, many students believed that professors frequently provide specific comments to each student, which will allow students to actively examine their own capabilities and improve their efficiency (mean values=4.10).

According to the data collection, with roughly 4.14, most respondents agreed with statements represented in the questionnaire, which proves the significant role of teachers in increasing third-year students' motivation in online learning.

Classmates

Many students supposed that they are willing to take part in online Translation and Interpreting classes because they can receive feedback and sharing good ideas with their peers (mean values= 3.83). Additionally, with the mean value of 3.75, more than a half of the participants confirmed that they are willing to attend online Translation and Interpreting classes to perform better than other students. Greater competition may enhance students' extrinsic motivation during two online courses. It is notable that the interaction factor has the lowest mean index of the three classmate factors (mean values = 3.59).

As can be seen from the table, with approximately 3.7, classmates are an important factor in developing students' motivation.

Situational Problems

Research results showed that learning conditions have a significant impact on students' learning motivation. Slow digital devices (Laptop, computer, smartphone, etc.) and the poor internet connections can discourage learning online (mean value = 3.86). Besides, with the mean value of 4.14, many survey respondents supposed that reading from printed learning materials is much easier than reading from a screen. The environment where students take online classes is also considered as one of the most important factors to decide whether they are interested in studying through virtual platforms or not. A great number of participants agreed that unwanted background noise in their learning environment has an adverse effect on their study (mean value = 3.64).

With the aforementioned statements in the questionnaire, many juniors agreed that situational problems have a negative influence on students' motivation.

Translation Tools

The study investigated the use of machine translation in translation classes as a facilitating tool at tertiary education, as well as some of the problems that participants may have encountered during online learning 101/118 UFLS English Language Department students confirmed that they used translation tools in the course of online translation and interpreting.

With data surveyed in the questionnaire, it can be seen that the majority of third-year students use translation tools namely Google translate, online dictionaries, otter.ai, PROMT Master, which account for up to approximately 85.5%. Meanwhile, the number of students refusing to use translation tools represents only 14.5% of the total. Therefore, translation tools are vital in the studying online of most third-year students of UFLS.

Table 2: The Number of Students Using Translation Tools

Question 10: Do you use Translation tools when translating?	THE NUMBER OF PARTICIPANTS	PERCENTAGE
YES	101	85.5%
NO	17	14.5%

As can be shown, many juniors use translation tools regularly, which leads to the dependence of digital translation appliances (mean value = 3.92) and they thought that these tools make them lazy to complete translating tasks before class (mean value = 3.59). The good point is that instead of utilizing translation tools to translate the full text, they merely use the dictionary to look up new vocabularies, with a mean value of 3.68.

Factors Influence on the Intrinsic Motivation of Students when Studying Translation and Interpreting Online

Table 3: Mean Value of the Questions of the Intrinsic Motivation of Student Questionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Interests of subjects	118	2.33	5.00	4.1977	0.66128
Value	118	2.00	5.00	4.2994	0.64699
Self-efficacy	118	1.67	5.00	3.2542	0.74813
Self-regulated learning	118	2.00	5.00	3.6723	0.72923
Valid N (listwise)	118				

Interests of Subjects

The interest of subjects can directly promote learning by increasing attention and engagement. According to the collected data, with a mean value of 4.19, students expressed that the interest of subjects is one of the crucial elements in boosting the intrinsic motivation of those who participate in the courses. Most third-year students strongly agreed that they are very interested in the content area of the Translation and Interpreting subjects (mean value = 4.38). Interest can hold a student's attention, make a stronger effort, and support learning. The more students are concerned about the subjects, the more they will engage in the material over time and explore the topic further.

In addition, with a mean value of 3.93, many juniors indicated that they are willing to do assignments, which they can learn from even if there is no guarantee of a good grade. They also showed that the most satisfying thing for them is to understand the contents as thoroughly as possible (mean value = 4.28). It seems like the majority of students attend Translation and Interpreting online classes due to the importance of these two subjects and preferable knowledge rather than joining the meeting to get higher scores.

Value

The value of Translation and Interpreting learning can be seen through improving students' language skills, learning the theory related to these subjects as well as their application to or influence on practical translation and interpretation work. It is important that the majority of students expressed a positive attitude regarding the value of Translation and Interpreting subjects (mean value = 4.29).

With a mean value of 4.26, most respondents agreed that they can apply what they learn from Translation and Interpreting subjects to other courses. Moreover, the course materials are deemed valuable and meaningful by respondents on students' motivation in a virtual setting. The reason is that they help learners to broaden their knowledge through various topics in the materials (mean value = 4.41).

Furthermore, juniors found the activities and classes relevant to their targets, especially their future career goal. They believed that what they learn from the courses would support their professional jobs as translators or interpreters in the near future (mean value = 4.23).

Self-efficacy

Respondents indicated lower mean scores (mean value = 3.25) for self-efficacy compared to the other three dimensions. Even though the participants reported varying degrees of self-efficacy, with a mean value of 3.59, one thing they agreed on is that students make sure to understand the Translation and Interpreting contents no matter if they are easy enough or not.

Besides, this study found out that the participants are not self-confident to deal with Translation and Interpreting online learning and their tests (mean value = 3.19). Interestingly, most respondents were either neutral or disagreed about the statement "When texts and audios are too difficult, I give up or only do the easy parts" (mean value = 2.97).

Self-regulated Learning

For the dimension of self-regulated learning, it is a crucial part of online learning, and respondents in this study revealed that they seek assistance when facing problems while learning online (mean value = 4.09).

Besides, research results showed that while students carry out their own study plan in learning online, they could learn more effectively (mean value = 3.83). Due to the online setting, learners could feel free to decide when, where and how they study so that they can reach a good result at the end of the semester.

Most significantly, with a mean value of 3.09, students are frequently distracted during virtual classes by other online activities such as WhatsApp, Instagram, Facebook, Tiktok, etc. In other words, keeping motivation and discipline at the desired level is relatively tough for those who take part in a virtual class. As can be observed from the table, with nearly 3.67, self-regulated learning is considered as a necessary element in strengthening juniors 'motivation in two online courses.

Difficulties that the Learners Encounter in Maintaining Motivations when Studying two Subjects in Online Classes

According to the study results, 22.9% of participants strongly agreed and 31.4% agreed that the lack of interaction with other students impacts their extrinsic motivation when studying Translation and Interpreting online, while 28.8% had no idea.
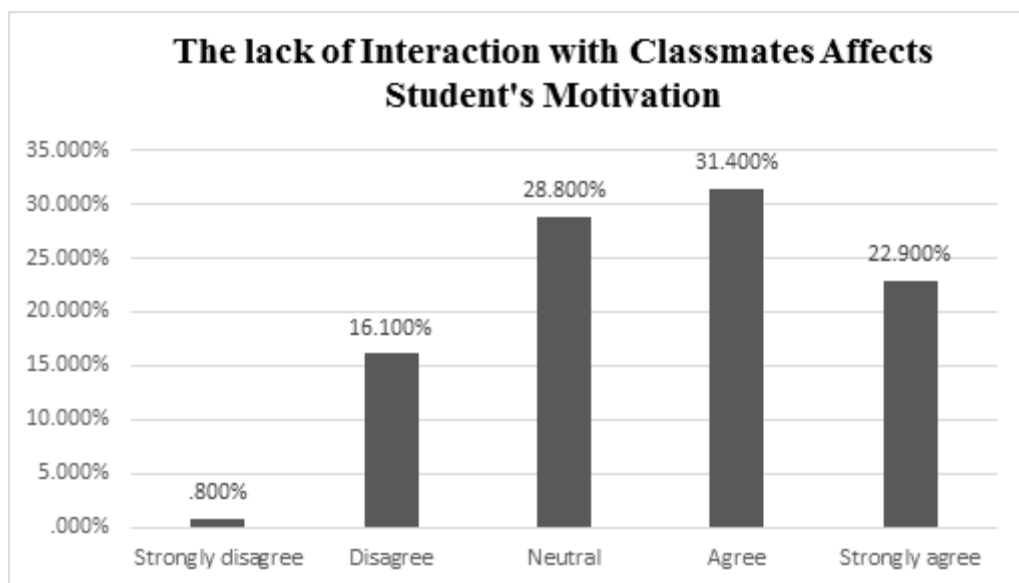
Figure 3: Interaction Affecting Student's Motivation when Studying Online in View of Students

In terms of situational problems, while the majority figure of 37.3% juniors strongly agreed and 28.8% agreed that poor quality of devices and low internet connection discourages learners participating in the online class, 20.3% were neutral. However, there were 10.2% students, who disagreed, and merely 3.4% strongly disagreed with this fact.
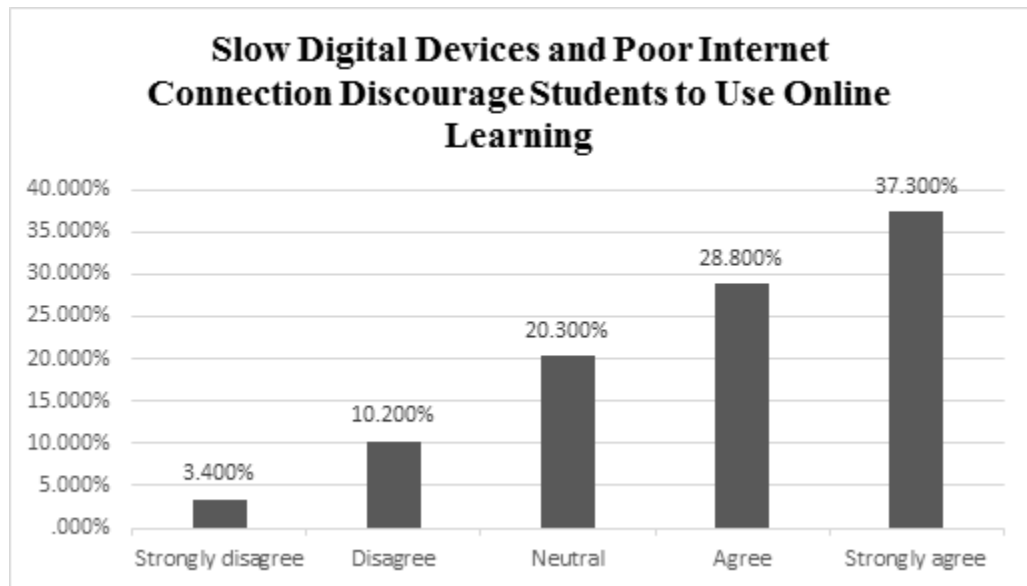

Figure 4: Slow Digital Devices and Poor Internet Connection Affecting Student's Online Learning

Moreover, as shown from the survey, reading on digital devices is another difficulty third-year students have to face during learning online when 54.2% respondents strongly believed "It is easy to read from print learning materials instead of electronic medium or internet." Learners are also miserable with distance education because of the learning environment. 29.7% participants strongly agreed and 30.5% agreed that the learning environment with unwanted background noise has a negative impact on their online study process, while 13.6 % disagreed and 5.9% strongly disagreed. 20.3% had no idea.

The overuse of translation tools has a considerable impact on the motivation to study two subjects. 32.4% respondents strongly agreed and 40% agreed with the idea "Using Translation tools frequently make me depend on them, which has an impact on my capacity of translating and prevents me from correctly assessing my own skill". Only 6.7% disagreed and 2.9% strongly disagreed. 18.1% stayed neutral.
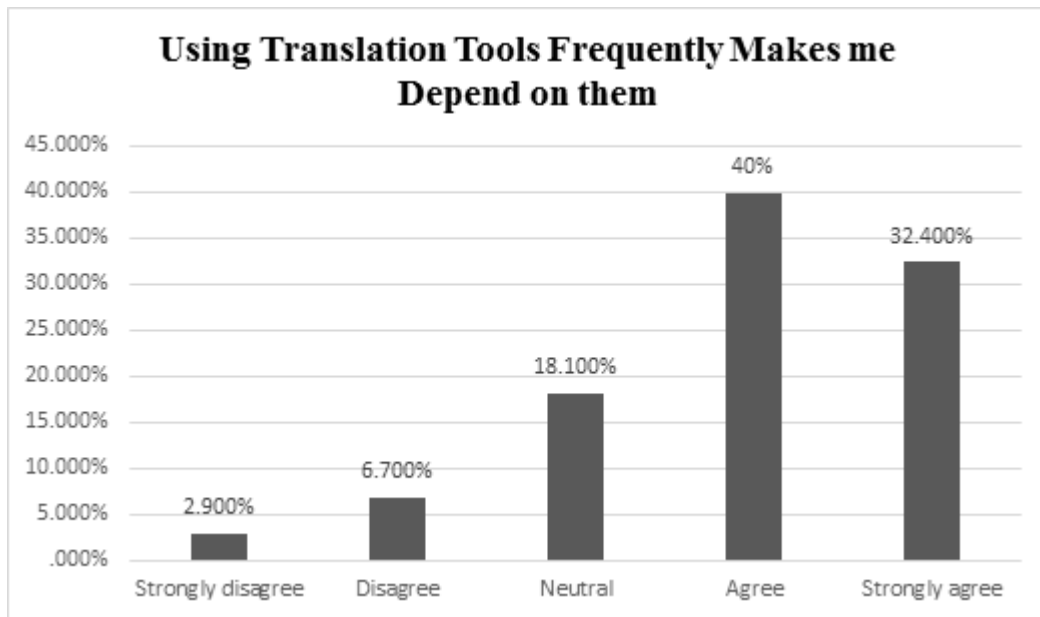
Figure 5: Using Translation Tools in View of Students

In addition, students are distracted a lot by social media while studying online. 11.9% strongly disagreed and 21.2% disagreed that they are not interrupted by other online activities (WhatsApp, Instagram, Facebook, Tiktok). Due to studying at home, they do not fully concentrate on the lecture and are easy to surf the Internet when it is online instead of learning in person.

Solutions to Enhancing Students' Motivation in Performing in Translation and Interpreting Subjects Online

With all recommendations from respondents, students are allowed to give personal suggestions in improving motivation in two online courses.

Table 4: Ways to Increase Motivation when Studying Translation and Interpreting Online

THEME CODE	THE NUMBER OF STUDENTS
The limit of using translation tools	1
Self-study	58
Extrinsic motivation from - Interesting lessons and teachers - Friends - Professional people - Videos - Environment	39
Self-discipline	13
Future job	6
Relaxing	4
Tuition fees	1

According to data collection, with 58 students, the majority of third-year students supposed that self-study activities such as regularly creating a specific learning schedule to practice Translation and Interpreting skills on a daily basis is a dominant method to strengthen their motivation in studying two subjects during the online course. In addition, the second rank of 39 students admits that they can find inspiration through watching interesting videos, attending helpful lessons, and meeting professional people and friends. Besides, it can be seen that there is no significant gap amongst the rest of elements.

DISCUSSION

The findings of this study show that the students' motivation in learning Translation and Interpreting online are influenced by various factors. The role of a teacher is very important in gaining learning motivation. The findings are in line with the study conducted by Ushida (2005), which reported that teachers have an essential part in creating a classroom culture and impact students' motivation. In this study, detailed feedback that satisfied students was found to be a motivation booster. Evelyn Knowles and Dennis Kerkman (2007), conducting a study, claimed that students generally did not miss the interaction with the instructors and did not lack feedback from the instructors. According to Meşe, E. & Sevilen, Ç. (2021), participants' extrinsic and intrinsic motivation was lower in learning foreign languages when compared to face to-face education and the researchers put forward a lack of interaction with peers and teachers as the reason why students are less motivated in online courses. Moreover, many students struggle to access online learning smoothy due to the weak Internet connection as well as a noisy learning environment. The study of Hodges (2020) indicated the similar result that the transformation from face-to-face classes to online learning can be detrimental for students because they have difficulty adjusting to technology.

In addition, the findings of this research showed that self-regulated learners have higher levels of motivation to study online. Broadbent & Poon (2015) found that the self-regulated learning technique in tertiary online learning has been shown to be helpful in enhancing academic success and encouraging students to become independent individuals in learning.

IMPLICATION

The implication of the study indicated a thorough analysis of factors influencing the motivations of the UFLS third-year students when attending Translation and Interpreting online classes. The contribution of the research provides a wide knowledge of third-year students' motivation for teachers in educating and training Translation and Interpreting in online classrooms. Realizing the difficulties students encounter in virtual platforms, higher education institutes may have a particular strategy for improving and applying more appropriate methods of online learning in Translation and Interpreting education. Furthermore, the result of this study can give students a great source of information, which they can apply to enhance their motivation in studying these two subjects in practice. If learners deeply understand which elements impact their learning online process, they can make some more proper adjustments in order to improve their academic performance.

CONCLUSION

The study investigates factors influencing UFL-UD third-year students' motivation in Translation and Interpreting online learning. The analysis of the survey data allows us to draw some important conclusions related to these issues. While teachers and classmates are positive factors in strengthening the extrinsic motivation of third-year students in learning

Translation and Interpreting online, situational problems and translation tools show opposite effects. In terms of intrinsic motivation, interest of subjects, values and self-regulated learning are crucial elements to keep learners attending online classes, but the respondents had mixed reactions regarding self-efficacy. In addition, the result of this study points out the difficulties that students encounter during the online learning period including the lack of interaction with other students, slow digital devices, poor Internet connection and unwanted background noise, as well as lack of self-efficacy and distraction from other online activities. Finally, self-study is considered as the most effective way for students to stay motivated in learning Translation and Interpreting online. Conducting several detailed research into the real levels of third-year students and holding more Translating and Interpreting online contests are recommended for the university in order to enhance students' interest in the two subjects.

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