

# Student Motivation in Translation Pedagogics

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## ABSTRACT

Student motivation is one of the most vital factors in learning process, and the learning motivation on translation courses is considered to be the internal factor of great concern that encourages students to learn translation actively. In China, however, study motivation is often overlooked by some teachers because they often consider that learners shall be responsible for their own studies. In translation learning process, learners are positive creators rather than passive receivers. Therefore, the most effective teaching always stresses on learners' translation learning autonomy and their learning motivation. This paper discusses learner's motivation and autonomy in translation studies and offers suggestions and strategies based on Maslow's hierarchy of needs.

*Keywords: Motivation, Autonomy, Translation, Maslow's hierarchy of needs.*

## 1. INTRODUCTION: THE BACKGROUND OF STUDENT MOTIVATION

Motivation is the reason for actions, willingness, and goals. An individual's motivation may be inspired by outside forces or by themselves[1]. Motivation has been considered one of the most important reasons to move forward. It is often held that different mental states compete with each other and that only the strongest state determines behavior[2]. This signifies that one can be motivated to finish a task without actually doing it. The paradigmatic mental state providing motivation is desire. However, diverse other states, such as faiths on what one should do or intentions, may also create motivation. All sorts of competing theories have been proposed concerning the content of motivational states. They are known as content theories and aim to describe what goals usually or always motivate people. Abraham Maslow's hierarchy of needs and the ERG theory, for example, regard that humans have certain needs, which are responsible for motivation. Some of these needs, like for food and water, are more basic than other needs, such as for respect from others. On this view, the higher needs can only provide motivation once the lower needs have been fulfilled[4]. Students' learning motivation represents the psychological course in which

instructors arouse students to learn, keeps the learning activity, and guide the activity towards the teaching purpose. It is one of the most vital factors in students' learning process, and the learning motivation of translation course is considered to be the internal factor of great concern that encourages students to learn translation actively. The boredom of theory learning can be interesting and learners of translation can be more engaged if learning motivation is used effectively in translation teaching.

In China, study motivation is often overlooked by some teachers because they often consider that learners shall be responsible for their own studies and they are independent unit for deciding whether they learn hard or not. Comments and complaints from parents on their children have also been heard, such as: the children are not interested in study at all. In fact, parents use "interest" here to replace the concept of motivation in psychology field to express the reasons for students' poor performance in their learning process. The word "interest" is widely used in daily life, but the concept is not clear and definite enough. In school education, lack of "interest" is often explained as the reason for students' poor learning effect. Thus, interest and learning motivation are closely related. Although the behavior stimulated by motivation had a clear goal, the goal may not be achieved, hence the motivation may not be satisfied. If the motivation is

satisfied in the process of pursuing the goal, there will be a causal relationship between motivation and purpose. In this way, the whole process will become a process of connection. First, motivation leads to behavior, then behavior satisfies the purpose of motivation; after many exercises, the individual will be interested in the process. In research on motivation, it is considered to be an internal process that gives behavior energy, direction and persistence in research; in other words, it gives behavior strength, purpose, and sustainability[5]. Learning motivation promotes learning activities towards the goals set by the instructors. Obviously, this definition is put forward to achieve the teaching goal, but it is done in order to make students' learning and teachers' teaching closely correlative. Inspiring students' enthusiasm to learn translation is an inevitable task because the question of "I want to learn" or "I have to learn" determines the effort and perseverance learners put in their study. Students who are motivated to learn can appreciate the fun in learning foreign languages without feeling tired or boring, and it will be easy for them to master a foreign language. According to the degree of learning motivation, students can be roughly divided into two categories. The first kind of students possesses learning motivation for all kinds of learning activities, and they not only interested in all kinds of courses, but also in extracurricular activities. The second kind of students are only interested in specific subjects and do not care about other ones. Brophy, an educational psychologist, put forward an explanation for the differences between the two types of students, and classified learning motivation into two categories. The first category is the one who study comprehensively and conscientiously, and the learning motivation behind their behavior is called "general motivation to learn", and students who are highly motivated are more likely to engage themselves in study activities. The second category is the one who study several specific subjects seriously, and the learning motivation behind their behavior is called "specific motivation to learn", and their motivation has been found to be relating to study achievements.

## **2. STUDENT MOTIVATION IN TRANSLATION PEDAGOGICS**

Translation learning is considered as a branch of English learning, which represents a comprehensive ability based on the four basic language skills of listening, speaking, reading and writing. Traditional translation class lays particular stress on the

impartment of basic translation theories and skills. The commonly-adopted teaching process may as follows: first, the instructor teaches and explains the translation skills, and then through the example sentences of the excerpt or the comparison of two or three translations, students' mastery of translation skills is hopefully been strengthened. Next, the translation exercises are arranged after class, and the next class will comment on the translation assignments with teacher pointing out the problems that students have made in their versions. From the angle of teaching process, students' learning motivation has not been felicitously guided. As a student, he or she first listens passively to the teacher's explanation on a certain theory or topic, and then passively observes the example sentences and translation versions. In the whole process, although the teacher imparts knowledge, it does not mean that the students have learned the knowledge. The teaching process does not promote students to construct understanding, such as by asking questions instead of teaching knowledge, or by allowing students to find clues to solve problems, and guiding students to give an answer by themselves. Teachers should rethink and consider the issue of how to change their thinking modes, that is, from a knowledge imparter to a learning facilitator. Students should also reflect on themselves about how to change their learning modes, that is, from a passive listener to an active learner. Students thought the traditional translation teaching process disreputable, and even questioned the translation curriculum. Some students feel that they have reaped little after learning the translation course, and it is better to do translation exercises in the intensive reading course rather than in the real translation course. Some of the students grumbled that they have not achieved good results in translation classes or spent a lot of time learning a lot of translation theories, which is of little usage in real workplace. Others complained that the efforts and gains in translation class are not proportional, and the expected learning effect is not achieved at all. As time goes by, students are tired of the translation course, and as teachers of translation courses, they also feel that the spirit is willing, but the flesh is weak. Because of the heavy teaching tasks and relatively weak scientific research abilities, translation teachers have no time to make appropriate teaching reform according to the current social needs. Instructors should find out the problems of motivation and try to reform the teaching methodologies.

Sun Ruohong once said that, translation is a practical course which aims to foster students' translating skills and train their verbal interpreting and communicating skills[6]. The instructors should plan the whole process of teaching and tasks reasonably in the classroom, where most of learners' translating practices and assignments take place, and should pay close attention to students' interests, desires, status quos, etc. In the learning process of translation course, learners are positive creators of their works or versions rather than passive receivers of some certain theories or skills. As a consequence, the most effective teaching method on translation always emphasizes on students' translation learning autonomy and their translation learning motivation.

In the question of motivation, teachers are often stuck between a rock and a hard place. Motivation is hugely complex. Motivation fluctuates because it's difficult to keep learners' levels of motivation at a high level all the time. When designing a course, or planning an activity, we have to recognize that each learner has different interests and expectations. Gardner once said, "with proper motivation, one can learn everything well.[7]" Global motivation is one of the four fundamental ideas from Gardner and Lambert, and it is a kind of instrumental, integrative, intrinsic & extrinsic motivation. Speaking of global motivation, Maslow's hierarchy of needs is often mentioned as the representative. Maslow's hierarchy of needs is an idea in psychology proposed by American Abraham Maslow in his 1943 paper *A Theory of Human Motivation* in the journal *Psychological Review*[8]. Maslow's hierarchy of needs is used to study how humans intrinsically partake in behavioral motivation. Maslow used the terms

"physiological", "safety", "belonging and love", "social needs" or "esteem", and "self-actualization" to describe the pattern through which human motivations generally move. This means that in order for motivation to arise at the next stage, each stage must be satisfied within the individual themselves. Additionally, this hierarchy is a main base in knowing how effort and motivation are correlated when discussing human behavior. Each of these individual levels contains a certain amount of internal sensation that must be met in order for an individual to complete their hierarchy[9]. The goal in Maslow's hierarchy is to attain the fifth level or stage: self-actualization[10]. Maslow's hierarchy of needs is often portrayed in the shape of a pyramid, with the largest, most fundamental needs at the bottom, and the need for self-actualization and transcendence at the top. In other words, the idea is that individuals' most basic needs must be met before they become motivated to achieve higher-level needs[11]. The most fundamental four layers of the pyramid contain what Maslow called "deficiency needs": esteem, friendship and love, security, and physical needs. If these "deficiency needs" are not met, except for the most fundamental (physiological) need, there may not be a physical indication, but the individual will feel anxious and tense. Maslow's idea suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher-level needs. Maslow also coined the term "metamotivation" to describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment [12].

The simplified hierarchy of needs can be modeled as follows (see "Figure 1"):

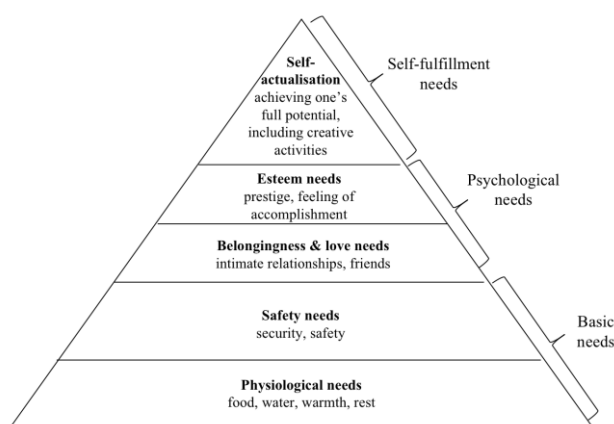


Figure 1 Hierarchy of Needs by Maslow.

Maslow simplified hierarchy of needs in the language or translation classroom might look like

this (see “Figure 2”):

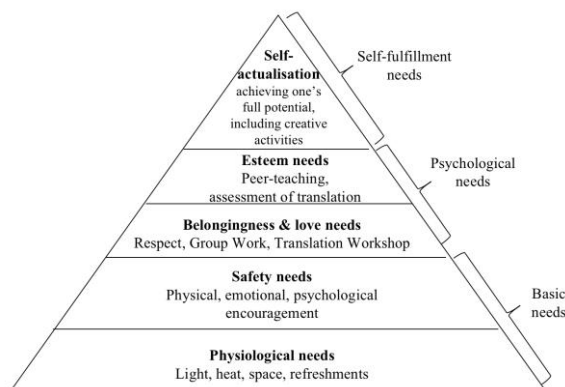


Figure 2 Simplified hierarchy of needs in the language or translation classroom.

“What a man can be, he must be.[13]” This quotation prepared the basis of the perceived need for self-actualization. This level of need refers to the realization of one’s full potential in translation study. Maslow describes this as the desire to accomplish everything that one can, to become the most that one can be[13]. To understand this level of need, a person must not only succeed in the previous needs but master them. Self-actualization is understood as the goal or explicit motive, and the previous stages in Maslow’s hierarchy fall in line to become the step-by-step process by which self-actualization is achievable; an explicit motive is the objective of a reward-based system that is used to intrinsically drive completion of certain values or goals[14]. Individuals who are motivated to pursue this goal seek and understand how their needs, relationships, and sense of self are expressed through their behavior.

The types of translation learning motivation, according to Maslow simplified hierarchy of needs, can be summarized as follows:

- Social responsibility motivation
- Interest motivation
- Academic motivation
- Vocational development motivation
- Backwash effect of examinations
- Sense of achievement motivation
- Task motivation
- Institutional motivation

There is now a large consensus among expert researchers on learning and on the brain, that students do not learn by passively receiving, and

then remembering what instructors are taught. Instead, learning involves actively constructing one’s own meanings. Human beings invent their own concepts and ideas, linked to what they already know. This “meaning-making” theory of learning is called ‘constructivism’. When one learned something, their brains had been changed physically. If students just remembered what they were told, they would not make such mistakes, they would either remember or not. Conceptual errors show that one make their own mental constructs, they don’t just remember other people’s. If well-educated adults experience the same film or novel and are then asked to describe it, they come up with very different conceptions. They interpret the motivations of characters and the meanings of the story in very different ways. Ask adults about the meanings of terms such as “democracy” or the use of the apostrophe, and again very different constructs will be evident. If adults experience the same lesson, again they come away having made very different constructs. So, it is important to use teaching methods that requires students to form constructs that is require them to form their own meaning or interpretation of the material being studied and allows the learner and the teacher to detect misconceptions, errors and omissions in learning and correct these.

Constructivist Teaching is a kind of “brain friendly teaching”, which requires the following elements:

- Learning involves a stage where students are required to process the information given them. They need activities which require them to make personal sense of the material and so construct their own meanings.

- Research shows that learning activities which require active student processing improve recall by as much as a factor of ten, are more enjoyed, and create deeper learning.
- Meaning is personal, particular, and unique, and is built upon personal prior learning and experience, which varies among students. There is no one way to learn something and a variety of tasks and experiences are required to meet individual need.
- A useful analogy for effective teaching is sports coaching. The student is an athlete, and the teacher their coach. The teacher (coach) may explain, but this is not enough. The student (athlete) must train to practice and develop their skills, and the teacher (coach) provides suitable activities for this, and then provides feedback on the student's performance during the practice and suggests remedial work where this is necessary. The athlete can only improve performance by training, the student can only improve performance by learning activities.
- The brain is a parallel processor not a sequential processor. So, learners need to think about parts and wholes at the same time, and to integrate topics.
- Skills such as high order reasoning need to be taught along with content, not separately.
- Learning is enhanced by a challenge, but weakened by a threat. Threats release cortisol into our body causing high order thinking skills to take a back seat.

Learning should involve activities to process the new material, linking it to what the student already knows. Translation tasks should be authentic, set in a meaningful context, and related to the real world. They should not just involve repeating back facts as this causes "surface" learning. As student's learning will involve errors, translation tasks should offer opportunities for self-assessment, correction, peer discussion, teacher feedback and other "reality checks".

The instructors of translation courses might use the following strategies to motivate students into constructivist learning:

- The instructors may adopt "Teaching by Asking" or guided discovery strategies.
- The instructors may explain translation tasks that require students to express their understanding of the versions to each other,

and develop this understanding before expressing it, i.e. peer explanation, and Jigsaw.

- The instructors may ask 'diagnostic' question and answer, and use wrong answers to explore and correct misunderstandings.
- The instructors may use thought provoking tasks and questions that are high on Bloom's Taxonomy, rather than simple recall as these require more thought and processing.

Analysis: 'why' questions,

Synthesis: 'how could you' questions

Evaluation: judgement questions.

These high order questions require student to construct their own conceptions of the new material. One can't reason with material until one have conceptualized it, so questions that require reasoning force conceptualization.

- The instructors may use case studies that relate the topic to real life or former experience and so former learning.
- The instructors may use group work requiring students to discuss the material, so that peer checking and teaching takes place.
- Because learning involves "pattern making", the instructors may use mind maps and summaries that point out the relation of the parts of a translation topic to the whole.
- The instructors may teach skills in the context of the topic of your subject. one may think of themself as skills teacher who uses content to teach the skills.
- Stimulation increases the learning rate. So, the instructors may use rich multi-sensory resources, lively activities and generate a sense of fun where one can.
- The instructors may use teaching strategies that require students to make a construct. Presenting information is not enough, and students must apply, use, or process the information.
- The instructors must ensure that all students are participating in making constructs and hold them accountable for their learning.
- The instructors may require students to check for their own, and each other's learning errors and omissions.

- The instructors may require students to correct these learning errors and omissions.
- The above processes must be made fun!

### 3. LEARNER'S AUTONOMY IN TRANSLATION STUDY

Learner autonomy has been a popular concept in foreign language education in the past decades, especially in relation to lifelong learning skills. As the result of such practices, language teaching is now sometimes seen as the same as language learning, and it has placed the learner in the center of attention in language learning education in some places[15]. The term "learner autonomy" was first coined in 1981 by Henri Holec, the "father" of learner autonomy. Many definitions have since been given to the term, depending on the writer, the context, and the level of debate educators have come to. It has been considered as a personal human trait, as a political measure, or as an educational move. One of the key aspects to consider in defining learner autonomy is whether the teacher view it as a means to an end (learning a foreign language) or as an end in itself (making people autonomous learners). These two options do not exclude each other, both of them can be part of our views towards language learning or learning in general.

Many students have trouble making the transition to the more independent learning required at university compared with their previous study. University study requires students to take responsibility for their own learning, to be more self-directed, to make decisions about what they will focus on and how much time they will spend on learning both inside and outside the classroom. This will require students to understand that they need to play a more active role in their own learning and will require greater self-motivation and organization and greater self-awareness (metacognition) of their learning needs and behaviors.

Learner autonomy is a process, a method and a philosophy of education in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation. Learner autonomy includes freedom of choice in determining those objectives, within the limits of a given project or program and with the aid of a faculty adviser; it requires freedom of process to carry out the objectives, and it places increased educational responsibility on the student for the

achieving of objectives and for the value of the goals. This definition clearly places the responsibility for learning in higher education on students, aided by teachers or instructors and defined by the limits and objectives of the program.

Learner autonomy is very useful in learning a new language. It is much more beneficial to learn a language by being exposed to it in comparison to learning patterns of different tenses. In the view of cultural-historical psychology, the development of a student's learning skills is never entirely separable from the content of their learning, seeing as learning a new language is quite different to learning any other subject. It is important that the students discover the language for themselves, with only a little guidance from their teacher so that they can fully understand it. Independence, autonomy and the ability to control learning experiences has come to play an increasingly important role in language education[16].

Principles of learner autonomy could be: (Frank Lacey)

- Autonomy means moving the focus from teaching to learning.
- Autonomy affords maximum possible influence to the learners.
- Autonomy encourages and needs peer support and cooperation.
- Autonomy means making use of self/peer assessment.
- Autonomy requires and ensures 100% differentiation.
- Autonomy can only be practiced with student logbooks which are a documentation of learning and a tool of reflection.
- The role of the teacher as supporting scaffolding and creating room for the development of autonomy is very demanding and very important.
- Autonomy means empowering students, yet the classroom can be restrictive, so are the rules of chess or tennis, but the use of technology can take students outside of the structures of the classroom, and the students can take the outside world into the classroom. Also, it is someone who works independently and who takes pride in their work[17].

According to Philip C. Candy[18], there are over 100 competencies associated with autonomy in learning. Candy (1991) states that autonomous

learners are[19]: methodical / disciplined, logical / analytical, reflective / self-aware, motivated / curious, flexible, interdependent / inter-personally competent, responsible / persistent, venturesome / creative, have positive self-concept, independent / self-sufficient, skilled in seeking / retrieving information, knowledgeable about / skilled in learning, and able to develop / use evaluation criteria.

It goes without saying that this shift of responsibility from teachers to learners does not exist in a vacuum, but is the result of a concatenation of changes to the curriculum itself towards a more learner-centered kind of learning. What is more, this reshaping, so to speak, of teacher and learner roles has been conducive to a radical change in the age-old distribution of power and authority that used to plague the traditional translation classroom. Translation learning is not merely a cognitive task. Learners do not only reflect on their learning in terms of the theories and skills to which they are exposed, or the optimal strategies they need in order to achieve the goals they set. Rather, the success of a learning activity is, to some extent, contingent upon learners' stance towards the world and the learning activity in particular, their sense of self, and their desire to learn. To posit ways of fostering learner autonomy is certainly to posit ways of fostering teacher autonomy. The essence of autonomy in learning translation is to be able to do translation for oneself. An independent learner of translation has a wide set of skills such as critical thinking, self-management and reflection, decision-making, information processing, and collaboration.

The possible solutions or suggestions for learner's autonomy in translation studies may be presented as follows:

The first is to set the foundations for learner autonomy

- The instructors may talk to students about their previous learning and translation experiences.
- The instructors should find out their expectations of the course — how are they expecting to be taught, assessed and how do they expect to facilitate their own learning on translation.
- The instructors can talk about their expectations, as a teacher, organizer and facilitator, and the requirements of the translation course.

- The instructors should reach a shared understanding of these expectations.
- The instructors may encourage students to set long-term and short-term goals for translation learning. Long-term goals refer to students' career planning as a translator; while short-term goals refer to translation course objectives and syllabus. An important measure to plan long-term goals is to encourage students to choose certain professional fields, understand the terminology, read professional documents and strive to become excellent translators in specific fields. In the setting of short-term goals, instructors should consult with students before determining their curriculum objectives and syllabus, and encourage students to set their own personal learning goals.
- The instructors should talk about independent learning in the context of communities of learners and provide opportunities for developing study communities (through group work, translation workshops, tutor-organized study buddies, online discussion boards). Teachers should encourage students to complete the translation task in groups, build up students' cooperation ability and communication ability, and simulate the real translation situation. Students can divide themselves into groups, cooperate with each other, exchange and revise translations, and complete translation tasks together within a specific time limit. Group cooperation is conducive to cultivating students' team cooperation ability and leadership ability. As a translator, the ability of teamwork is more important than the ability of leadership. This kind of peer learning mode enables students to communicate with their classmates equally and frankly without pressure, and learn from each other's strengths and weaknesses, which is more effective than direct communication between teachers and students, and conforms to the educational concept of lifelong learning.
- The transition for students into new ways of learning can be supported by providing early formative assessment on their versions and plenty of opportunities for students to explore their learning with peers and teachers. Teachers should encourage students to participate in the assessment of the translation and jointly decide on the final version. The quality and standard of translation is also decided by

both teachers and students, and teachers seldom provide reference versions for students. Only when students realize their full responsibility for the results of learning can they truly achieve autonomy in learning. Teachers are no longer the dictator of final grades, but give part of the power of scoring to students, which strongly stimulates students' autonomous learning initiative. The methods of self-assessment include sorting out the translation log, completing the questionnaire, writing the translation academic paper, and passing or obtaining the translation qualification certificate.

The second is the ongoing support – evidence suggests that effective and inspiring teachers:

- The instructors should take time to develop a 'meta-awareness' of other cultures[20]. Teachers can search British or American newspapers and periodicals through the internet and regularly push these materials to students to increase their views, broaden their cultural horizons and make them possess a better understanding on western culture. On the basis of culture understanding, students will have a deeper understanding of English thinking pattern, and even their interest in English learning will be further enhanced. English publications generally use more idiomatic slang and expressions, which helps students break away from the stereotypes in textbooks and come into contact with more authentic English expressions.
- The instructors may give an overview of the subject matter so that learners have a framework within which to build their knowledge. Consideration given to internationalizing the curriculum will pay dividends as an accessible curriculum will be more easily engaged with by students looking to become autonomous learners.
- The instructors are recommended to use multi-media resources for independent translation or interpretation study including texts, audio, internet and video. Teachers may use information technology to build a resource bank, classify and upload all the text, pictures, audio and video resources collected by themselves and students, and encourage students to use these resources for autonomous learning.
- The instructors should find ways to motivate students using culturally inclusive pedagogy. 'Motivating International Students' by Dolan & Macias (2009) has

several suggestions for motivating students in the classroom e.g., being welcoming, responsive and explicit. Whilst not necessarily directly affecting students' skills in independent learning, the connections made between teachers and students in the classroom can motivate students to learn outside the classroom<sup>[21]</sup>.

- The instructors should encourage and build confidence especially in the early stages by providing opportunities for students to bring questions and observations to class which have arisen from their independent translation. When students encounter difficulties in translation, teachers should encourage students to make full use of electronic resources and social resources to solve problems independently. The most frequently used electronic resources for translators are online dictionaries, followed by parallel texts, online corpora and encyclopedias. Other electronic resources include online translation documents, online forums of translation websites, etc.
- The instructors should remind students of the various support systems available to them especially a few weeks after induction when this useful information may have been forgotten.
- The instructors may provide unassessed opportunities to test out students' independent learning with tasks set between classes.
- When appropriate, The instructors may create situations where students can control aspects of classroom learning such as selecting a reading for critical analysis for the next class so that they can practice freedom of choice and objective-setting with peers.
- The instructors should gradually move over time from a role as teacher to that of a learning facilitator and teacher as students become more confident independent learners<sup>[22]</sup>. Teachers should not take themselves as the leader of the class, but should give students a free hand in many decision-making processes in translation teaching. In the process of formulating translation curriculum objectives, teachers are conductors and assistants, providing timely suggestions to students based on their own theoretical foundation. In translation classroom activities, teachers are organizers, observers and coordinators, helping students to establish cooperative groups, observing group members to



exercise their rights and responsibilities, and occasionally coordinating contradictions within the group or between groups. In the process of translation validation, the teacher is the collaborator, discussing the translation criteria of each material with the students, and deciding the final version together. When students encounter translation difficulties, teachers are no longer omnipotent dictionaries, but incarnate as students' encourager, inspiring students to find solutions independently from the outside. In the final assessment, teachers should guide students to conduct self-evaluation and peer evaluation, and incorporate the translation process into the assessment, so as to understand the progress of students' translation ability in an all-round way.

The third is the tools for learner autonomy and self-organization, including:

- E-portfolios (collections of multimedia including text, images, audio, blogs) can be assembled by students to demonstrate their learning over time.
- Study skills sessions (goal setting, time management, working to deadlines, self-appraisal, reading).
- Ongoing training in using online information. Crucial to independent learning are the skills and knowledge of effectively using online information. However, some students find identifying databases and extracting resources difficult<sup>[23]</sup>. Ongoing support should be available both in the classroom and the library to help students use strategic approaches to finding the information they need, and in the right quantities by defining the scope of their searches.

#### 4. CONCLUSION

The desire to learn is often related to the concept of "motivation". Motivation is the most used concept for explaining the failure or success of a language learner<sup>[24]</sup>. Learning translation or interpretation takes time and dedication. There are a number of language learner motivation models that were developed and postulated in fields such as linguistics and sociolinguistics, with relations to second-language acquisition in a classroom setting. Motivation is assessed through the combination of the desire to learn, attitude towards learning, and motivational intensity. While integrativeness and attitude toward the learning situation target each

site of learning, motivation accounts for both contexts as well as the affective variables that influence the two contexts. Research shows that active and autonomous learning are much better recalled, enjoyed and understood. Active methods require teachers to 'make our own meaning', that is, develop one's own conceptualizations of what we are learning. During this process one physically make neural connections in the brain, the process called learning. Passive methods such as listening do not require one to make these neural connections or conceptualizations. Motivation is a property of the learner, but it is also a transitive concept: coaches can motivate their clients, teachers can motivate their students. Furthermore, it is dynamic and changes overtime, especially in the usually long-drawn out process of language learning. Motivation is thus remarkably complex.

Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text<sup>[25]</sup>. In the translation learning process, learners are positive creators rather than passive receivers. Therefore, the most effective translation teaching always stresses on learners' translation learning autonomy and their learning motivation. The teacher's role in all of this is central, and difficult. It goes far beyond the provision of reward. It involves providing a supportive and challenging learning environment, but also facilitating the development of the learners' own motivational thinking, beyond simply identifying their original orientation. Perhaps the most difficult aspect is not doing anything to demotivate them.

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