

Measuring Chinese Undergraduate English Majors' Motivation to Learn Translation in Higher Education Translation Courses

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Abstract

Many studies have suggested that Chinese English majors tend to have a lower level of motivation to learn translation due to the conventional teaching method still prevalent in many a translation classroom. In this regard, from the standpoint of instruction, a translation course design that employed motivation as a central concept of the design may have positive impacts on students' motivation to learn. Systemic Functional Linguistics (SFL) is known for its efficacy in making meaning-oriented choice in language use in context. And since translation is about recontextualized meaning transfer, a teaching method integrated with SFL may be motivating for students to learn translation. Grounded on SFL and guided by Keller's ARCS Motivational Design, a new genre-based method was proposed. This study aimed to explore effects of an SFL guided genre-based method and the conventional method on Chinese students' motivation to learn translation. Two intact groups were selected as the Experimental Group and the Control Group, each consisting of 37 students. The Experimental Group was instructed using the genre-based method while the Control Group using the conventional method. A motivation questionnaire adapted from Keller's Course Interest Survey was administered to both groups' students before and after the pedagogical intervention. Data collected from the survey were analyzed using ANCOVA test in SPSS (Version 25). The results show that students in the Experimental Group scored significantly higher mean in overall motivation and four constructs of the ARCS Model, namely, Attention, Relevance, Confidence, and Satisfaction after they were taught using the genre-based method in comparison with their counterparts in the Control Group. The findings indicate that in general, the genre-based method is effective in enhancing students' motivation in learning translation. Therefore, future translation instructors may consider adopting the SFL-informed genre-based method as an alternative pedagogical tool to motivate students to learn translation.

Keywords: motivation, translation, English majors, SFL, genre-based method, conventional method, ARCS

1. Introduction

English is the most widely taught foreign language in China, with a staggering number of about 400 million learners leaning English at various education levels (Wei & Su, 2012). More recently, with the development of globalization and China's increasing engagement in the global economy, English education has experienced exponential growth in China, pushing it to become the most sought-after discipline in colleges and universities, with over 1300 of them offering English programs (Li & Hu, 2021). By 2016, English program has established itself as China's largest undergraduate discipline (Feng, 2016). All English majors in China are required to take a compulsory translation course featuring Chinese-English translation of different text types or genres with the objective of helping them improve their translation skills and English proficiency (Tao, 2016; Xu & Liu, 2018). Students usually take the course in the third academic year, and upon their graduation are expected to be able to deal with various translation tasks to meet the country's social and economic development (Wang & Zhong, 2017).

Translation is so important in the B.A. program that it has become a key component in China's nation-wide English proficiency test – Test for English Majors Band 8 (TEM8) since its inception in 1991 (Xu & Liu, 2018). In the

translation session, students are required to translate a text of about 150 Chinese characters of various genres into English within 20 minutes (Yang, 2017). Over the years, however, English majors' performance in this session is not satisfactory, and many of the test-takers believe that the conventional translation teaching method is correlated to their poor translation quality (Zhang, Wang, & Liu, 2013).

1.1 Problem Statement

The conventional translation teaching method, also known as the chalk-and-talk method, is one resembling that of master-apprentice practice whereby translation skills and knowledge are believed to be transferred from the teacher to the students with no or little reference to the context (Kiraly, 2015). More specifically, it is an approach whereby the teacher first presents translation theories and techniques, gives some examples for demonstration, and then asks students to do some exercise by applying the theories and techniques just presented to their practice with occasional explanations of new words, phrases, and sentence structures. After that, a so-called standard reference is given to the students against which students check and compare with their own translations. The cycle is then concluded with the teacher pointing out and correcting mistakes, usually grammatical ones found in students' translations. After that, the same practice is repeated (Tao, 2016).

Many studies have pointed out the drawbacks of this conventional method, in particular its negative impacts on students' motivation to learn (Duan, 2009; Kiraly, 2014; Qin, 2017; Zhu, 2016). For instance, the conventional method renders students into passive receivers of knowledge, allows only unidirectional interaction from teacher to students, and reduces peer interaction, if any, to almost nil (Kiraly, 2014). The chalk-and-talk method often employed in classes ranging from 30 to 40 students per class, leads to a huge workload on the part of the teachers as they were not able to give sufficient comments on students' translations, and therefore, it is not well received by the students – the major stakeholders (Duan, 2009). In addition, the method fails to reflect changes taking place in the translation education field, where technology and the Internet play an increasingly important role in assisting in the translation learning process (Zhu, 2016). That helps explain why in one survey administered to 250 third-year English majors, over 60% of the respondents expressed strong dissatisfaction with the teaching method as they found the course dry and irrelevant to the market needs (Qin, 2017). In words, the translation classroom dominated by this traditional teaching method is decontextualized and falls short of stimulating interest, establishing relevance, building up confidence, and generating satisfaction among students themselves, and therefore is not motivating.

Translation learning is a complex and complicated activity to foreign language learners, taken into consideration of its demand on students' mastery of source language proficiency, target language proficiency, and cross-cultural communications awareness (Hubert, 2017). In this regard, a motivational translation course design is crucial to meaningful learning (Cook, Beckman, Thomas, & Thompson, 2009). The organization, materials, and teaching aids all play a part in the effects of an instructional course on the students' motivation to take part and engage in the learning process. To this aim, effective strategies should be adopted to enhance a course's motivational features so as to facilitate deeper involvement and produce better learning outcomes (Keller, 1987). In teaching translation to foreign language learners, many researchers and scholars try to introduce new perspectives and tech-elements such as disposable corpus and concordance program into the translation classrooms in order to help students improve their performance and boost their motivation to learn. Thus far, top-down SFL-informed genre analysis with parallel texts, and corpus linguistics facilitated by concordance program such as KWIC (Key Word in Context) has been reported to be motivating to translation learners by many translation researchers from different national backgrounds (Althumali, 2021; Baer, 2017; Hubert, 2017; Noguchi, Misaki, Miyanaga, & Terui, 2016; Rizzato, 2015).

Keller (2010) has developed an instrument – Course Interest Survey (CIS) to assess the motivational characteristics of a course within the ARCS Model. This study set to investigate the motivational effects of a genre-based translation teaching method on English majors to learn translation and employed the CIS to collect students' feedbacks on the course.

1.2 Research Hypothesis

Based on the research objective, five null hypotheses were formulated.

Ho1: There is no significant difference between the Experimental Group and the Control Group in their overall motivation in learning Chinese-English translation.

Ho2: There is no significant difference between the Experimental Group and the Control Group in their mean score for *Attention* in learning Chinese-English translation.

Ho3: There is no significant difference between the Experimental Group and the Control Group in their mean score for *Relevance* in learning Chinese-English translation.

Ho4: There is no significant difference between the Experimental Group and the Control Group in their mean score for *Confidence* in learning Chinese-English translation.

Ho5: There is no significant difference between the Experimental Group and the Control Group in their mean score for *Satisfaction* in learning Chinese-English translation.

2. Literature Review

Designing a genre-based method and using it to enhance students' motivation to learn translation are related to Genre Theory within the framework of Halliday's Systemic Functional Linguistics (SFL) (2014) and Keller's ARCS Motivational Theory on instructional design (2010).

2.1 SFL-informed Genre Theory

In SFL, Genre is defined as "obligatory elements in structure" (Halliday & Hasan, 1989, p. 63). The different kinds of genres are regarded as "staged, goal-oriented social processes" (Martin, 1997, p. 13). It is "staged" because it normally takes more than one step to work through a specific genre, "goal-oriented" because a sense of frustration and incompleteness would be felt if a genre does not fully unfold its stages as expected and "social" because people undertake genres to interact with other people within a specific community. In other words, obligatory elements or stages define a genre to which a text belongs, and therefore, a text of a specific genre should have all obligatory elements or stages appear in a defined sequence in order to correspond to people's expectation for completion and communication.

Genre makes meanings by shaping the semiotic system of register while register makes meaning by using words and structures of the semiotic called language (Martin, 1984/2012) and it is configured by the contextual variables of *field*, *tenor*, and *mode*. *Field* about subject matter realizes a text's ideational meaning; *tenor* about relationship between addressor and addressee realizes interpersonal meaning, and *mode* about cohesion and coherence realizes textual meaning (Halliday & Hasan, 1989; Halliday & Matthiessen, 2014). In other words, genre decides language usage in a text to realize its meaning. Therefore, a genre-based method means a top-down rather than the traditional bottom-up approach to analyzing a text's context, structure, and linguistic features. And since translation is "meaning-making activity", and any end product of a text is for delivery of meaning, SFL, which considers language as a source for meaning making, will help turn text production process into a "'guided' creation of meaning" (Halliday, 1992, p. 15).

For these reasons, many studies have adopted the SFL-informed genre theory to teach translation (Althumali, 2021; Kim, 2007a, 2007b; Kim & McDonald, 2012; Manfredi, 2011). In a pilot study, Kim (2007a) employed SFL theory to systematically investigate errors made by students by describing and categorizing those errors in the translation texts based on the meaning systems. The study found that classification of errors was extremely helpful to students as it helped articulate the nature of errors in a precise manner by avoiding global and simple judgments such as the translation is not natural or the translation reads awkward. In another study, Kim (2007b) explored SFL theory as a pedagogical tool in conducting a systemic functional text analysis with particular attention to delivery of textual meaning in translation. In SFL, textual meaning concerns about information flow of the text and is often reflected by the system of Themes (Halliday & Matthiessen, 2014). Theme serves as the starting-point for introducing the message and plays the role of message development in a text (Kim, 2007b). In the study, an English expository text about "the fuels of the body" was given to students to translate into Korean. Students with exposure to SFL were able to analyze the thematic development of the source text. They found that the clauses began with the general topic of the body fuels and then the specific categories of body fuels such as carbohydrates, fats, proteins and glucose except the last two clauses, and none of the clauses used "we", the consumer of fuels, as the Theme. These discoveries were reflected in their Korean translation. In contrast, students who were not introduced to SFL were not able to do the thematic analysis of the source text. Their translation read jumpy as the themes deviated more from the source text, and one of the clauses even used "we" as the theme, which is a less common practice in an expository text about science. Therefore, exploration of thematic development helped students produce translation that was more oriented to the central topic so that it read naturally and smoothly. An end-of-study survey was administered to students to elicit their attitude towards this teaching method. It was found that a majority of the students felt this method was in line with their learning abilities, and regarded the challenge level acceptable. It was also found that students favored this genre-based textual analysis method because it helped them develop critical thinking skills which are highly prized in translation practice, and improve their overall translation competence. In addition, students' learning journals revealed that they found this method motivating as it enabled them to locate problems related to coherence, revise their own translation, as well as explain and defend their decision making (Kim & McDonald, 2012).

More recently, Althumali (2021) conducted an experimental case study that explored the effects of using SFL framework to teach undergraduate Arabic students to translate from English to Arabic and vice versa. It was found that this training method helped sharpen students' self-awareness of language usage and foster their confidence to learn translation. This finding was mirrored through students' increasing engagement in assessing their own translation work of ascending difficulties in translation pre-test and post-test. In other words, SFL-informed genre-based text analysis is an effective tool to empower students to "arrive at a meaningful practice of translation" (Manfredi, 2011, p. 60) and translation learning.

2.2 Keller's Theory on Motivational Design for Learning

The term *motivation* can be traced back to the Latin verb *movere*, meaning to move, and it can be interpreted from two perspectives – moving students to learn and helping students to learn better (Pintrich, 2003). It is closely tied to students' behavior that eventually leads to motivational learning outcome and is usually regarded as one main driving force that keeps them learning (Keller & Burkman, 1993). But one key issue in motivational research is how teachers or a course designer can help motivate students to learn. In other words, what are the motivational characteristics of a course and what are the tactics available to make a course more motivating so that it can better engage students to learn (Cook et al., 2009)? One widely used model is Keller's ARCS Motivational Design (2010), namely, Attention, Relevance, Confidence, and Satisfaction. Through these four constructs, it is believed that a course so designed will appear motivating to the learners (ibid.). Over the years, this model has been adapted to various educational settings, including approaches incorporated with tech-based learning (K. Li & Keller, 2018).

According to Keller (2010), the first category in a motivational course design is *Attention*. It means that there must be something different started from when it is applied to the instructional design and learning, so that this new element would be able to stimulate students' curiosity and sustain their interest to learn throughout the whole process. In a genre-based method, the concept *Genre* was introduced to students to capture their attention from the onset, as it would guide students to conduct text analysis and approach translation from a top-down rather than bottom-up manner, a totally different practice from the conventional method. This approach would enable students to realize that achieving genre fidelity is more important than adhering to faithfulness at surface structure (James, 1989). Also, SFL knowledge was incorporated into instruction to enable students to look at language and grammatical usage from a different point of view. In this regard, they would understand that language has function, and different grammatical structures could realize different meanings in a text (Rizzato, 2015). In a series of studies, Kim (2007a, 2007b, 2009), and Kim and McDonald (2012) have found that this new perspective into language and translation learning managed to attract students' attention and provoked their interest to know more about language and the impact of cultural context like genre on producing translation that was functional. With this new insight, literal translation that is unjustifiable will be reduced, too (Althumali, 2021).

The second step towards a motivational course design is to establish *Relevance* between what the students are learning and their personal experience (Keller, 2010). Specifically, it means students must believe what they are learning is instrumental to their goals or meets their needs. Using concrete authentic materials or assignments are considered good ways to improve students' perception of relevance (ibid.). In a genre-based method, the concept of parallel texts was introduced to the students. Parallel texts refer to documents written by native speakers of the target language in the same genre or field as the source text (Hubert, 2017). They provide knowledge about particular genres in terms of textual structure and linguistic features in the target language, and therefore, are particularly helpful in guiding students to produce target texts that correspond to genre conventions in the target culture (Schäffner, 2000). Besides, most parallel texts are familiar to the students as they encountered authentic texts of different genres in their reading and writing classes. This familiarity is crucial for establishing relevance as it helps learners to apply their prior knowledge to learn new content (Keller, 1987, 2010). In a genre-based model, students were encouraged to collect and read parallel texts of the genres required to translate. In this way, they were able to relate what they were learning to real life experience. Hubert (2017) found parallel texts a boon to translation trainees especially when students were given a genre such as an instructive text on wine-making which they might rarely encounter in person. Baer (2017) also supported the view that authoritative parallel texts were motivating to students as they helped produce "experts out of transcoders" (p. 98).

Confidence is the third category in a motivational course design. It refers to motivational constructs that convince students themselves that they can learn the content well and experience tangible success on finishing an assignment, and that success experience will stimulate more motivation to face up challenges optimum to their level (Keller, 2010). In a genre-based method, DIY corpus consisting of parallel texts coupled with concordance program KWIC (Key Word in Context) provide students with much needed data-driven evidence to help them make linguistic

choices in translation, a tool considered effective in facilitating the learning of collocation, grammar, and compositional styles (Anthony, 2004). Pearson (2003) contended that parallel corpora or comparable corpora in his case, was promising in boosting confidence because it facilitated the process of looking for correct terms and identifying appropriate collocates, and enabled students to discover that texts of the same genre often display different syntactic structures and lexis features, thus narrowing down the magnitude of difficulty in translation. Noguchi et al. (2016) and Misaki, Miyanaga, Terui, and Noguchi (2012) also noticed that students became more confident with the help of KWIC concordance program which quickened examination of linguistic features in parallel texts corpora, making their translation choices more convincing.

Keller (2010) stated when the first three goals are realized, students will be motivated to learn. However, in order to sustain their motivation, students must have a sense of *satisfaction* with the process and outcomes of the learning experience. Being able to successfully perform a task at the end of the learning session that he or she was unable to at the beginning of the course is regarded as a highly rewarding and satisfying experience for the learner (ibid.). Timely recognition by means of comments or other feedbacks also contribute to a more satisfying and motivating learning experience (Keller, 2010; Wu, 2016), whereas lack of sufficient and constructive feedbacks from the teachers demotivates students (Liu & Yu, 2019). In a genre-based method, the teacher's role has been transformed from a knowledge possessor disseminating knowledge to the students into a facilitator scaffolding students to uncover a genre's generic conventions and linguistic features, and guiding them to gradually take control over their learning with top-down genre analysis and parallel corpus analytical tools. In this way, the teacher is able to provide timely and constructive feedbacks to students' translation. Kim (2009) found genre analysis within the SFL framework was warmly welcomed by the students because this method equipped them with the knowledge to locate and categorize errors in their translation, and eventually helped them to assume autonomy in their learning and become their own translation quality controllers. Noguchi et al. (2016) and Misaki et al. (2012) found that following this genre-based model, most of their students were satisfied with the progress they had made in terms of observing genre conventions and polishing language in the translated texts.

The above literature review indicates that translation lessons carried out in an SFL-informed genre-based mode informed by Keller's (2010) ARCS Model holds great potential of boosting students' motivation to learn translation. This new model can be conceptualized by the following figure.

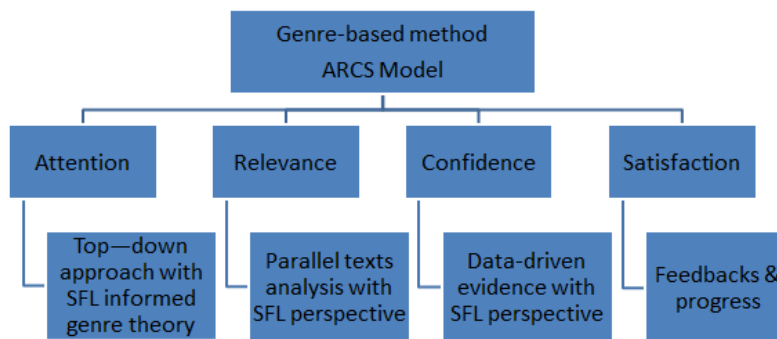


Figure 1. ARCS Motivational Course Design for Translation Teaching – Genre-based Method

It is hoped that this new model inspired by ARCS course design will be able to motivate students to learn translation. In addition, the literature survey also shows that there is limited empirical research of employing the genre-based method to teach translation in the Chinese context. This gap creates a space for the current study.

3. Methodology

In this quasi-experimental design, 74 third-year English majors (37 in the Experimental Group and 37 in the Control Group) were selected from the School of Foreign Languages in a university in South China. The Experimental Group was taught using the genre-based method whereas the Control Group followed the conventional method. The experiment lasted for 12 weeks. Before the treatment, both groups had received translation training using the conventional method in the previous term, and their average translation scores were about the same. In addition, none of the participants had been exposed to the genre-based method before.

Keller's CIS (2010) was chosen as the instrument to test students' motivation levels because CIS is more appropriate

for face-to-face, instructor-facilitated classroom teaching. The CIS has 34 items written in English, with approximately equal items in each of the four categories: Attention, Relevance, Confidence, and Satisfaction. Likert scales ranging from 1 to 5, meaning strongly disagree to strongly agree, were used to match students' responses to the 34 close-ended statements. The questionnaire was administered to both groups of students before and after the pedagogical treatment.

Before the actual study, a pilot test was administered to another class of 37 students to test the reliability of the instrument. Results showed that internal consistency estimate for the 34 items was high, with Cronbach's alpha value at .895, indicating good reliability (Yockey, 2017). Therefore, CIS was suitable for the actual study to measure students' motivation to learn. It was also found that students needed 30 minutes to go through all items and give their answers.

As the researchers aimed at comparing the effects of two different teaching methods on the Experimental Group and the Control Group's motivation to learn translation, ANCOVA test was employed to partial out initial scores (Wright, 2006). In this study, ANCOVA test was carried out on students' post-motivation, post-attention, post-relevance, post-confidence, and post-satisfaction. The results of the pre-motivation tests were used as a covariate to eliminate the differences between the Experimental Group and the Control Group prior to the treatment.

For ethical considerations, all participants were assured of anonymity and exclusive usage of the data for academic purpose. The survey was conducted without the presence of their translation lecturers to provide them with a less stressful environment. All participants also received school supplies as incentives.

4. Data Analysis and Findings

H₀₁: There is no Significant Difference between the Experimental Group and the Control Group in Their overall motivation in learning Chinese-English translation.

Table 1a. Students' Overall Motivation Mean Scores in Pre-intervention and Post-intervention

Group	Pre-test Motivation		Post-test Motivation	
	Mean	SD	Mean	SD
Experimental	108.7568	20.16654	129.3243	15.08136
Control	108.3243	16.18651	103.1622	13.87146

Table 1a shows that both groups' overall motivation mean scores before the intervention were very close ($M=108.76$ for the Experimental Group and $M=108.32$ for the Control Group). However, the Experimental Group scored higher ($M=129.32$, $SD=15.08$) than the Control Group ($M=103.16$, $SD=13.87$) in the post-intervention motivation test.

Table 1b. Results of ANCOVA Test on Overall Motivation Mean Scores in the Post-intervention

Tests of Between-Subjects Effects					
Dependent Variable: Post-Motivation					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	17660.566 ^a	2	8830.283	61.970	.000
Intercept	8869.255	1	8869.255	62.243	.000
Pre-Motivation	4998.080	1	4998.080	35.076	.000
Group	12470.677	1	12470.677	87.517	.000
Error	10117.055	71	142.494		
Total	1027702.000	74			
Corrected Total	27777.622	73			

Level of significance is at $p<0.05$

Table 1b shows that compared with the Control Group, the Experimental Group performed significantly better in overall motivation post-test ($F=85.52$, $df=1$, $p=.000$). As such, H₀₁ was rejected. In other words, after they were taught using the genre-based method, students from the Experimental Group in general reported a much higher level of motivation to learn than their counterparts in the Control Group following the conventional method. These findings were echoed by Zhu (2016) and Tao (2016) that students perceive the chalk-and-talk method really

demotivating to their learning. On the other hand, however, the findings were shared by Misaki et al. (2012), and Noguchi et al. (2016), whose empirical researches revealed that most students responded positively to the genre-based method after one term of study. Many cited that though following the genre-based method students had to work much harder, they felt it was worthy of their efforts at the end of the term as their translation quality had improved substantially. More importantly, the genre-based approach enabled them to become autonomous and informed learners. Similar findings are also reported by Kim and McDonald (2012), who found that students embraced SFL-informed genre theory to guide their translation as it turned translation into a meaning-oriented practice, and therefore, more motivating.

Ho2: There is no significant difference between the Experimental Group and the Control Group in their mean score for *Attention* in learning Chinese-English translation.

Table 2a. Students' *Attention* Mean Scores in Pre-Intervention and Post-Intervention

Group	Pre-Attention		Post-Attention	
	Mean	SD	Mean	SD
Experimental	25.3243	5.54303	31.8919	4.07420
Control	23.9189	5.13365	22.4324	4.87363

Table 2a reveals that before the intervention, the *Attention* mean score for the Experimental Group (M=25.32, SD=5.54) was similar to that of the Control Group (M=23.92, SD=5.13). But after the intervention, the Experimental Group (M=31.89, SD=4.07) scored much higher than the Control Group (M=22.43, SD=4.87).

Table 2b. Results of ANCOVA Test on Attention Mean Scores in the Post-intervention

Tests of Between-Subjects Effects					
Dependent Variable: Post-Attention					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2131.981 ^a	2	1065.990	77.541	.000
Intercept	759.190	1	759.190	55.224	.000
Pre-Attention	476.575	1	476.575	34.666	.000
Group	1402.060	1	1402.060	101.986	.000
Error	976.074	71	13.748		
Total	57704.000	74			
Corrected Total	3108.054	73			

Level of significance is at p<0.05

Results from Table 2b clearly show in terms of *Attention*, the Experimental Group obtained a significantly higher score (F=101.97, df=1, p=.000) compared to the Control Group in the motivation post-test. As a result, Ho2 was rejected, meaning the genre-based method was much effective in attracting and sustaining students' attention to learn translation in comparison with the conventional method. These findings responded to statements that the chalk-and-talk method is regarded dull and monotonous by many students in the translation classrooms (Duan, 2009; Zhu, 2016). They also shared similar findings in Kim's studies (2007a, 2007b, 2009) that students who learned to translate from English to Korean found the SFL-informed genre analysis more attractive as this top-down approach offered them a panoramic view of the text in terms of its overall structure and how genre contextualized language usage to realize a text's communicative function, i.e., ideational, interpersonal, and textual functions, something that they had never experienced in a conventional teaching mode (Althumali, 2021; Tao, 2016).

Ho3: There is no significant difference between the Experimental Group and the Control Group in their mean score for *Relevance* in learning Chinese-English translation.

Table 3a. Students' *Relevance* Mean Scores in Pre-Intervention and Post-intervention

Group	Pre-Relevance		Post-Relevance	
	Mean	SD	Mean	SD
Experimental	31.5946	5.26234	36.7568	4.65717
Control	32.0811	5.03531	29.1351	5.14869

Table 3a shows that the *Relevance* mean scores for the Experimental Group ($M=31.59$, $SD=5.26$) and the Control Group ($M=32.08$, $SD=5.03$) were very close prior to the treatment. After the treatment, however, the Experimental Group's mean score for *Relevance* ($M=36.76$, $SD=4.66$) was much higher than its counter group ($M=29.13$, $SD=5.15$).

Table 3b. Results of ANCOVA Test on Relevance Mean Scores in the Post-intervention

Tests of Between-Subjects Effects					
Dependent Variable: Post-Relevance					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1653.013 ^a	2	826.506	50.729	.000
Intercept	437.108	1	437.108	26.829	.000
Pre-Relevance	578.364	1	578.364	35.499	.000
Group	1148.840	1	1148.840	70.513	.000
Error	1156.771	71	16.293		
Total	83132.000	74			
Corrected Total	2809.784	73			

Level of significance is at $p < 0.05$

Table 3b reveals that there was indeed a significant difference in the two groups' mean scores for *Relevance* after the pedagogical intervention ($F=70.51$, $df=1$, $p=.000$). Consequently, H_03 was rejected, meaning the genre-based method was more effective than the conventional method on enhancing students' perception of relevance between the content and skills learned and the goals set. These findings supported the views that when educating translation beginners, incorporation of parallel texts held great significance for the learners, as it helped students avoid awkward translations at the expense of global textual coherence on the one hand (Baer, 2017), and offered one of the major resources for producing authentic and functional target texts conforming to generic convention on the other (Hubert, 2017). Parallel texts acted as a bridge connecting translation theories with real practice and prior knowledge, thus establishing relevance with real life experience (Misaki et al., 2012). In this way, it was perceived that genre-based method is more motivating than the conventional method of teaching (Noguchi et al., 2016).

H_04 : There is no significant difference between the Experimental Group and the Control Group in their mean score for *Confidence* in learning Chinese-English translation.

Table 4a. Students' Confidence Mean Scores in Pre-intervention and Post-intervention

Group	Pre-Confidence		Post-Confidence	
	Mean	SD	Mean	SD
Experimental	23.1622	4.11983	26.7838	3.64490
Control	24.2703	3.87763	24.7568	2.40838

Findings displayed in Table 4.4a show that before the treatment, the Experimental Group scored an average of 23.16 ($SD=4.12$) for *Confidence* whereas the Control Group obtained an average of 24.27 ($SD=3.88$), indicating a slightly higher mean score for the Control Group. After the treatment, however, the Experimental Group's mean score for *Confidence* ($M=26.78$, $SD=3.64$) was higher than that of the Control Group ($M=24.76$, $SD=2.41$).

Table 4b reveals that the Experimental Group scored significantly higher for *Confidence* in the post-intervention survey compared to the Control Group ($F=11.98$, $df=1$, $p=.000$). Therefore, H_04 was rejected, meaning the genre-based method was significantly more effective on boosting students' confidence on translation learning than the conventional method. The findings were consistent with the views that when a genre-based method was incorporated with corpus analytical tool such as the KWIC concordance program, it was particularly helpful in facilitating the translation learning process as it sped up fast "scanning of a number of citations" to summarize the linguistic features of parallel texts and apply them to translation (Misaki et al., 2012, p. 91), an advantage applauded by Noguchi et al. (2016) in a similar empirical study on translation from Japanese into English as a foreign language. It is for this facilitating nature of corpus studies in translation learning that students find it conducive to confidence building (Pearson, 2003).

Table 4b. Results of ANCOVA Test on Confidence Mean Scores in the Post-intervention

Tests of Between-Subjects Effects					
Dependent Variable: Post-Confidence					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	171.511 ^a	2	85.756	10.292	.000
Intercept	715.345	1	715.345	85.854	.000
Pre-Confidence	95.498	1	95.498	11.461	.001
Group	99.853	1	99.853	11.984	.001
Error	591.583	71	8.332		
Total	49907.000	74			
Corrected Total	763.095	73			

Level of significance is at $p < 0.05$

Ho5: There is no significant difference between the Experimental Group and the Control Group in their mean score for *Satisfaction* in learning Chinese-English translation.

Table 5a. Students' Satisfaction Mean Scores in Pre-intervention and Post-intervention

Group	Pre-Satisfaction		Post-Satisfaction	
	Mean	SD	Mean	SD
Experimental	28.6757	6.05555	33.8919	4.45835
Control	28.0541	5.44133	26.8378	4.25907

Table 4.5a clearly shows before the intervention, the average *Satisfaction* scores for the Experimental Group (M=28.67, SD=6.06) and the Control Group (M=28.05, SD=5.44) were almost equal. After the treatment, however, there was a much larger margin between the Experimental Group (M=33.89, SD=4.46) and the Control Group (M=26.84, SD=4.26)

Table 5b. Results of ANCOVA Test on Satisfaction Mean Scores in the Post-intervention

Tests of Between-Subjects Effects					
Dependent Variable: Post-Satisfaction					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1303.617 ^a	2	651.808	46.958	.000
Intercept	1029.276	1	1029.276	74.151	.000
Pre-Satisfaction	383.063	1	383.063	27.597	.000
Group	854.135	1	854.135	61.534	.000
Error	985.532	71	13.881		
Total	70519.000	74			
Corrected Total	2289.149	73			

Level of significance is at $p < 0.05$

Table 4.5b demonstrates that the treatment group reported a higher score for Satisfaction compared to its counter group in the post-intervention survey ($F=61.53$, $df=1$, $p=.000$). Therefore, Ho5 was rejected. These findings supported the statements that in translation teaching, timely and constructive feedbacks, comments or evaluations from the teachers contributed to students' satisfaction with the course (Liu & Yu, 2019; Wu, 2016). The findings also responded to the opinions that in translation learning, when students could gradually take control over their learning (Kim, 2009), and when they were able to experience tangible success such as translating texts that were previously considered too challenging, they would have more satisfying feelings towards the lessons (Misaki et al., 2012; Noguchi et al., 2016).

5. Conclusion

Motivation is widely recognized as essential for meaningful learning to take place (Cook et al., 2009). Findings of

motivation surveys yielded significant differences in two groups' overall motivation mean scores and mean scores for the four subscales after they were taught using the genre-based method and the conventional method, respectively. These improvements were attributed to the following factors: first, SFL attracts students' attention with a totally new perspective into language (Rizzato, 2015) and its realization of textual functions to achieve genre fidelity (James, 1989) by reducing presence of undue literal translation (Althumali, 2021); second, incorporation of authentic parallel texts (Baer, 2017; Hubert, 2017) enhances relevance of the subject with students' life experience and prior knowledge (Keller, 1987, 2010); third, parallel corpora analysis with concordance program fosters their confidence to learn (Noguchi et al., 2016) as they developed self-autonomy and gained control over their learning (Kim, 2009); lastly, the method turns translation learning into a satisfying and meaningful experience as their efforts were paid off and recognized by the teacher (Keller, 2010). Taken together, these findings imply that an SFL-informed genre-based method built on the ARCS Model is motivating to translation learners. These findings have pedagogical, theoretical, and practical implications.

Pedagogically, it indicates that the genre-based model within SFL framework can be carried out to other colleges and universities offering translation lessons to English majors to improve their translation performance and enhance their motivation to learn. Theoretically, it expands the scope of Keller's (2010) ARCS motivational theory by extending it to the field of translation teaching design. Regarding practice, it implies that tech-related elements such as corpus analysis have a significant role to play on motivational learning, a trend reflected in *China's National Criteria of Teaching Quality for BA Programs in English* (M. Li & Hu, 2021; Wang & Zhong, 2017).

These findings are vital to the development of the BA English program, the largest of its kind at undergraduate level in China (Feng, 2016). As such, a motivating genre-based translation teaching method holds great potential in educating more qualified Chinese-English translation talents in alignment with China's ever-growing engagement in global trade and business.

Despite the significance, this study is not without its criticisms. Firstly, the genre-based method was implemented for 12 weeks only. It is possible that students' feeling of novelty towards the new method was not yet worn off. Therefore, future studies may consider extending the experimental period to test students' motivation level and retention of genre-based knowledge in their translation practice. Secondly, the sample consisted of only 74 students from a regular normal university in south China. Such a small sample size means the findings could only to be generalized to English majors with similar demographic and academic backgrounds. In this regard, future research may consider engaging a large sample of more diverse demographic and academic backgrounds so that the findings could be generalized to a larger population. Thirdly, this study only provided quantitative data on the effects of the genre-based method on students' motivation to learn. Future researchers may incorporate qualitative data for the purpose of data triangulation and to obtain in-depth and comprehensive understanding of the phenomena.

Lastly, to ensure smooth implementation of the genre-based method to teach translation in the future, it is important that the teachers who are going to undertake this mission should first of all, have developed a systemic understanding of genre theory within the SFL framework (Manfredi, 2011) because SFL is integrated into the whole instruction process: from top-down macro-schematic analysis of the text to build the context (both source text and parallel texts) to micro analysis of the text's syntactic and linguistic features, and to theoretical justification for decision-making based on corpus-driven evidence. Second, the teachers should receive tech-related training such as building disposable corpus and running concordance program, so that they would be able to educate translation talents of tomorrow where technology plays a more and more important role (M. Li & Hu, 2021). All these may pave the way for a motivational course design for translation as a course for English majors at institutes of higher education in China and beyond.

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