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ELEMENT MOTYWACYJNY W PROJEKCIE PEDAGOGICZNYM PRZYGOTOWANIA STUDENTÓW KIERUNKÓW NIEFILOLOGICZNYCH (NA MATERIALE KURSÓW TŁUMACZENIOWYCH)

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Adnotacja. Pojęcie motywacji definiuje się jako system oparty na jedności czynników wewnętrznych i bodźców zewnętrznych, które determinują ludzkie zachowanie. Motywacja jest uważana za ważny czynnik udanego nauczania.

Dlatego w tym badaniu chcielibyśmy zbadać element motywacyjny w nauce języka angielskiego dla studentów trzeciego i czwartego roku wydziałów i kierunków niefilologicznych, którzy studiują dyscypliny „Teoria i praktyka tłumaczenia”, „Tłumaczenie techniczne”, „Praktyka tłumaczenia” na Narodowym Uniwersytecie Pedagogicznym imienia M.P. Drahomanowa. Ankiety studentów przeprowadzone w ramach naszego badania ujawniły niektóre strategie projektowania pedagogicznego (bezpośrednio z perspektywy studentów – przyszłych nauczycieli), które mogą wzmocnić motywacyjny element uczenia się u takich uczniów.

Ważnym czynnikiem jest to, że przyszli nauczyciele mogą zapewnić nauczycielom języków obcych pewne pomysły i sugestie, którzy z kolei mogą zwiększyć poziom motywacji swoich uczniów.

Należy zauważyć, że istnieje już wiele badań dotyczących niektórych strategii stosowanych przez nauczycieli w kontekście nauczania języka obcego, ponadto niektórzy naukowcy sklasyfikowali je według określonych cech (Dornyei, Rost, Schmidt itp.). Dzięki nim udało nam się przeprowadzić nasze badania i uzyskać pozytywne wyniki dotyczące studentów kierunków niefilologicznych uniwersytetu pedagogicznego, a mianowicie studentów Wydziału Nauk Przyrodniczo-Geograficznych i Ekologii.

Słowa kluczowe: element motywacyjny, strategie projektowania pedagogicznego środowiska edukacyjnego, praktyka tłumaczeniowa, nauczanie języka obcego, studenci kierunków niefilologicznych

MOTIVATIONAL COMPONENT IN EFL TRANSLATION CLASSROOM INSTRUCTIONAL DESIGN

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Abstract. The concept of motivation is defined as a system based on the unity of internal factors and external stimuli that determine human behavior. Motivation is considered to be an important factor for successful learning.

That's why, in this study we would like to explore motivational component in English as a foreign language (EFL) translation classrooms for the third and fourth-year students of non-philological departments and faculties at English Theory and Practice of Translation Education Program in a National Pedagogical University in Kyiv, Ukraine. The students' questionnaires revealed some instructional design strategies (IDS) that can enhance the motivational component of the students in EFL translation classrooms instructional design from the future teachers' point of view.

The important issue is that there are some factors of which students of Teacher Training Institutions are aware and interested in due to profession they master and they can provide teachers of foreign languages with some ideas, so they, in turn, can increase their students' level of motivation, particularly in their EFL translation classrooms.

We should say that many international studies have already explored some strategies that teachers use in EFL contexts, moreover, some scientists classify them according to certain characteristic (Dornyei, Rost, Schmidt etc.), which was very helpful for our study to proceed and obtain positive results.

Key words: motivational component, instructional design strategies, translation classrooms, EFL classrooms, non-philological students.

МОТИВАЦІЙНИЙ КОМПОНЕНТ У ПЕДАГОГІЧНОМУ ДИЗАЙНІ ПІДГОТОВКИ СТУДЕНТІВ НЕФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ (НА МАТЕРІАЛІ КУРСІВ З ПЕРЕКЛАДУ)

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Анотація. Поняття мотивації визначається як система, заснована на єдності внутрішніх факторів і зовнішніх стимулів, що визначають поведінку людини. Мотивація вважається важливим фактором успішного навчання.

Ось чому в дослідженні ми хотіли б дослідити мотиваційний компонент у вивченні англійської мови для студентів третього та четвертого курсів нефілологічних факультетів і спеціальностей, яким читають дисципліну «Теорія та практика перекладу», «Технічний переклад», «Практика перекладу» в Національному педагогічному університеті імені М.П. Драгоманова. Анкетування студентів, проведене в рамках дослідження, розкрило деякі стратегії педагогічного дизайну (безпосередньо з погляду студентів – майбутніх учителів), які можуть посилити мотиваційний компонент навчання у таких студентів.

Важливим фактором є те, що студенти – майбутні вчителі – можуть надати викладачам іноземних мов певні ідеї та пропозиції, які, у свою чергу, можуть підвищити рівень мотивації своїх студентів.

Варто відмітити, що існує вже багато досліджень, які розглядали деякі стратегії, що вчителі використовують у контексті навчання іноземної мови, більше того, деякі вчені класифікували їх за певними характеристиками (Dornyei, Rost, Schmidt etc.). Завдяки їм ми змогли провести дослідження й отримати позитивні результати, що стосуються студентів нефілологічних спеціальностей педагогічного університету, а саме студентів факультету природничо-географічних наук та екології.

Ключові слова: мотиваційний компонент, стратегії педагогічного дизайну освітнього середовища, практика перекладу, навчання іноземної мови, студенти нефілологічних спеціальностей.

Introduction. Motivation is an important factor for successful learning process: well-formed motives, clearly understood goal of the learning activity give a meaning to the educational process and allow teachers and instructors to bring the required knowledge and skills to students, to achieve the desired results. That is why many scientists and educators have developed and use various methods, strategies and techniques for the formation of motivation, to fruitfully engage the students in educational process.

The results of scientific sources analysis testify the actuality of motivational factors study in modern society. Fast development of information technologies, lack of “live” communication, a great amount of daily news, ecological problems and many other factors make modern student less interested in content of learning process and subjects they major in. That’s why the important point of this study is how to stimulate students’ progress in their EFL learning. As Dornyei and Cheng emphasize “*Without sufficient motivation, the brightest learners are even unlikely to persist long enough to attain any useful language proficiency*” (Dornyei & Cheng, 2007: 153). Therefore, any attempts to reveal parameters that motivate students to study and learn are very important (Tran, 2007).

Main part. We should say, that many international and home studies have already explored some ways of improving student’s motivational level that teachers use in EFL contexts, for students learning English: Schmidt and Watanabe, Y. (2001) said that “... *motivated learners learn more because they seek out input, interaction, and instruction, and ... actively process it*”, Aristova N. (2000) underlines the *importance of student’s awareness of the purpose of learning and emotions inherent to the learning process*, Alsayed (2003) suggested necessary factors that can help teachers in motivating students’ *active learning process: giving students’ positive feedback, increasing their self-esteem and confidence*, Nechiporenko M. (2017) stresses the importance of *personal example of the teacher*, etc.

In his studies, Rost M. (2006) described many of the above mentioned techniques, emphasizing *the three layers of motivation* in language learning that helped (See Table 1)

Exploring ‘teachers and learners’ perceptions of strategies that motivate, S.P. Astuti (2013) could find a connection between the strategies and their impacts on students’ learning motivation. The study suggested that an encouraging manner of teachers is considered to be a motivating factor in the classroom learning. The study also emphasized a relaxing atmosphere as a key factor for success: she underlined that teachers should “*guarantee a safe learning environment*” for students in order to learn a new language. As M.G.M. Lopez (2011: 54) highlighted: “*Learning is easiest, most meaningful, and most effective when it takes place in a non-threatening situation*”.

This work is also a follow-up to our investigations (Yaremenko-Gasiuk, Sachenko, 2016) that regarded positive teacher’s performance as one of the main factors that motivated students to learn foreign language and (Yaremenko, 2009) that explored different levels of motivation which are important to use for lessons design in order to influence students’ awareness of the learning purpose and importance of education as a training for future professional activity. Therefore, in current study, adapting ideas of the above mentioned scientists and scholars, we try to consider different instructional design strategies (IDS) that motivate students learning to further implement them in design of a EFL translation practice lesson.

Table 1

Three layers of Motivation (by Rost)

To attract the learners emotionally, teachers should	To connect learners with the language out of the classroom, teachers should	To make learners study actively, teachers should
<ul style="list-style-type: none"> – bring student’s passion into formal classroom, – introduce such elements as songs, films, cartoons, games, that can trigger real interests, – organize class activities around the theme of self-expression, – use themselves as a model of enthusiasm and motivation. 	<ul style="list-style-type: none"> – give more instructions, connected with language learning, for independent work out of the classroom – direct them to language learning websites; – develop an accessible e-information for them; – provide them with online worksheets, quizzes and games. 	<ul style="list-style-type: none"> – make each learning activity as vivid as possible by using interesting and controversial topics and visual aids to keep their attention. – provide various learning activities in which they can try different learning methods. – give them feedback concerning their language progress.

First of all, let’s define the term *instructional design strategies (IDS)* as planned by the teacher or instructor methods and techniques chosen and used to increase and hold their students’ motivation to study and to achieve some positive effects, such as to make students learning active and to help them be aware of the purpose of their studying.

Materials and methods. So, within this study, we addressed some gaps in research related to the IDS that motivate as to the particular English language skill, such as translating. Summing it up, the current study attempts to explore students’ perspectives on their teachers’ IDS employed in EFL translation classrooms.

Therefore, the primary tasks of this study was

- to explore the students (future teachers) reflection upon the strategies that they consider to be motivating and important to the particular language skill, such as translating.
- to provide clear and practical illustrations on what teachers should do to motivate their students by giving a summary table incorporating students’ responses.

In brief, the translation course, as the context of the current study, is one of language skills offered in the fifth semester of the curriculum for teacher training students, who have double specialization in Geography and English, Biology and English and Chemistry and English. In that course, students learn aspects of translation process through creative translation of literature and specific purpose pieces (professional texts, manuals, instructions etc.), together with some theoretical aspects, namely techniques of translation, translation transformations, notion of equivalence, etc. At the end of the course, they are expected to possess some competencies, such as

- to understand the notion of translation and to identify a unit of translation
- to identify the type and level of equivalence of SL and TL texts,
- to realize the peculiarities of different types of translation
- to use formal translation techniques such as transcription, transliteration, calque,
- to identify lexical, grammatical and complex transformations
- to analyse the TL text on various topics from the cultural point of view.

Therefore, IDS discussed in this study were limited to the strategies based on the competencies mentioned above.

First, we made a list of 20+ 1(open) strategies, grouped into four blocks according to Dorney’s themes classification and a questionnaire with two questions:

[1] Which strategies do you think are helpful in your learning English translation course?

[2] Which strategies does your teacher use when s/he teaches you in the English translation classroom?

Назва методу та стратегії – IDS	1	2
1	2	3
1. Створення умов для конструктивного, творчого спілкування незалежно від рівня підготовленості студентів – 1 Creating peculiar friendly atmosphere by explaining the rules of behaviour , chatting with students, etc		
2. Ознайомлення з культурним спадком країни мови, яка вивчається Bringing various cultural products, such as music, videos to their class, and supplementing a course book with authentic materials		
3. Використання викладачем особистого прикладу Showing teachers’ enthusiasm and personal interest in learning English and its professional value;		
4. Пояснення декілька разів навчального матеріалу, який був не зрозумілим Re-explaining the learning material		
5. Роз’яснення правил поведінки для подальшої конструктивної роботи Explaining the rules of behaviour		
6. Забезпечення можливості активно ставити запитання, висувати ідеї – 2 Providing the possibility to active learning		
7. Розмова про найкращі навчальні методи та стратегії Getting to know about the best teaching methods and strategies		
8. Створення ситуацій емоційного переживання Making the first encounter with translation as positive as possible		

1	2	3
9. Приділення викладачем уваги діяльності з розвитку вищих процесів мислення, здатності до творчості Critical thinking and creativity skills development		
10. Спонування студентів працювати в групі (навчання в малих групах) Working in groups		
11. Використання новітніх технологій (комп'ютерних, методичних, дидактичних) – 3 The use of learner's blogs, Facebook		
12. Надання різних (несхожих) питань кожному студенту для повторення матеріалу Applying different problems for refreshment course		
13. Забезпечення студентів необхідним дидактичним і роздатковим матеріалом Using handouts and visual aids		
14. Спонування до самостійного набуття знань і їх застосування Stimulating independent and individual work		
15. Сприяння викладачем у процесі викладання розвитку самоповаги студентів, розумінню ними своїх зв'язків з іншими людьми, природою, культурою тощо Developing students' esteem and self-esteem		
16. Дотримання викладачем позиції консультанта, помічника, залишаючи за собою функцію загального контролю – 4 Playing the role of facilitator and moderator		
17. Оцінювання знань студентами своїх одногрупників Evaluating peers		
18. Дружнє заохочення та посмішка, похвала, підтримка Providing students some feedback in a motivating way		
19. Перевірка кожної письмової роботи та її оцінювання прямо в аудиторії Doing regular monitoring towards students' accomplishments and progress		
20. Повага до попереднього досвіду студента Referring to the past experience		
21. Інше (які б мотиваційні стратегії застосували ви?) Other (what IDS would you, personally, use?)		

Before data collection activities, we piloted the questionnaire in our translation class to ensure that the items of the questionnaire were understandable. Then, we distributed the questionnaire among students of the 4th and 3rd courses, who have already studied the translation course. Within a month period, the students submitted the questionnaires to the student/teacher responsible for collecting data and analysis.

The written responses to the questionnaire were analyzed using the methods of studying students' motivation direction (Dubovitskaya, 2002). More specifically, we read all the written data and underlined responses to the first question and compare them with the choice of responses to the second question, indicating the IDS classified according to the four main themes based on Dorney's study and calculating the percent as well.

Results and discussion. So, we provided an overview of the strategies and classified them into four main themes (Fig. 1), based on Dorney's (2001).

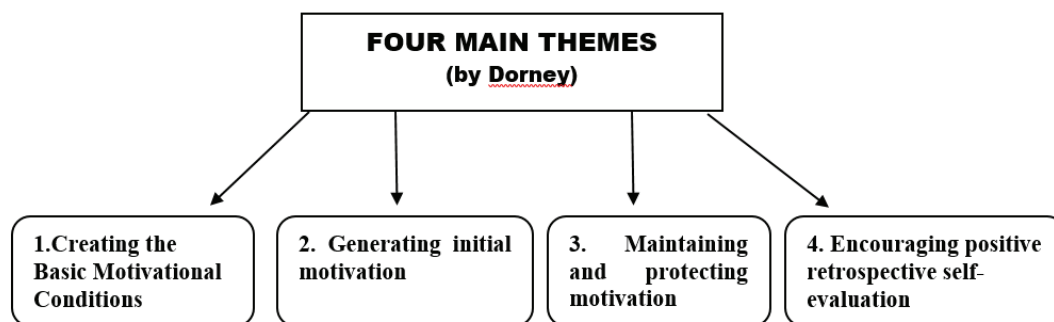


Figure 1

For the first theme, students mostly mentioned such IDS as the most useful: the possibility to repeatedly review the material and using some entertaining factors. The most popular was creating peculiar friendly atmosphere and showing teacher's interest. The percent of students that support the latter idea is more than 92% (See Figure 2).

We can say students strongly agree that warming up activities at the beginning of the class and clear explanation of the rules of conduct at the first meeting with the group are doing great job to create the condition in the class that enhances learning process and increase the active role of students in their learning.

The students also support the idea of working in groups as it can encourage skills of cooperation, help every group member to contribute, enhance a friendly atmosphere in a classroom. But the real situation of using the IDS mentioned is not so good. Only 60% of teachers use them in their practice.

In *the second theme*, students can be motivated by providing the possibility to active learning and promoting positive translation-related values and attitudes which cover sharing learning strategies the students can employ to be successful and getting to know about the best teaching methods, which are accompanied by creativity skills development.

As to *the third theme*, using information technologies and visual aids in the classroom and in out-of-the-class activities (independent work or individual work etc.) can provide students “real learning opportunities to improve their English and translation skills” (Fellner & Apple, 2006: 17). Also, social networks (Facebook, etc) can make a learning process fun and create a new learning atmosphere. Almost 80% of students think positively about these factors. The real situation of using being only 40%.

Students agree that developing their esteem and self-esteem encourage them, reduce their general level of anxiety, and so becomes another way to motivate their further learning. And what is interesting, stimulating independent work is preferable among the teachers that is explained by the lack of time for the discipline under investigation. On the contrary, referring to the past experience is preferable for the students (more than 80%), but is rarely used by the teachers (40%).

And for *the fourth theme*, the data shows that the teachers do provide their students some feedback in a motivating way and do regular monitoring towards their accomplishments and progress, things that students highlight in their responses as motivational. The preferable and real situation here coincides.

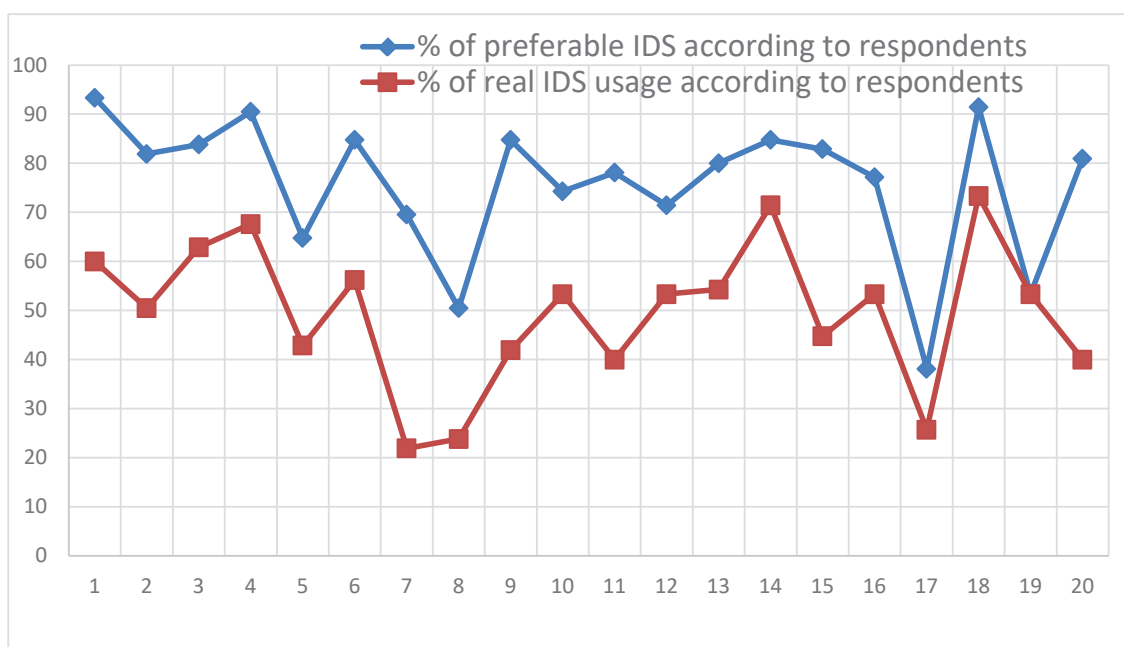


Figure 2. The percent of preferable and real IDS usage

So, according to our investigation and accomplishing the second task we characterize the above-mentioned themes and show what the teachers should do in the classrooms and what IDS incorporate to motivate their students to learn (Table 2).

Conclusions. The current study shows what the teachers should do to motivate their students to translate in their classrooms from the student’s (future teachers) point of view. It also confirms an idea that teachers have different opportunities to motivate their students using particular instructional design strategies (IDS).

Strategies, such as creating a relaxed atmosphere in a classroom and possessing good relations with students, supported by many foreign scientists, would seem to increase the students’ motivation in the context of Ukrainian EFL translation classrooms and, therefore, can be considered as strategies that possibly work in different settings to increase the level of satisfaction in classrooms and as a result the level of motivation. As L. Vasylenko (2016) mentioned, that only learning activity that brings satisfaction can be successful.

To what extent this level of motivational component can be increased remains a subject to a further investigation. Thus, we encourage future studies to explore other possible instructional design strategies in different settings and for different specialists. Finally, we hope to encourage EFL teachers having similar teaching practices not to be afraid to use and try different methods and strategies increasing their students’ motivational level.

Table 2

**Characteristics of the themes (by Dorney) and practical recommendations
for level of motivational component improvement**

Themes	Characteristics	What to do	IDS
creating the basic motivational conditions	– creating a friendly classroom atmosphere, – ensuring appropriate group norms;	– explain to students that making mistakes is a part of learning; use humor in your classroom, – try to promote interaction and cooperation among students;	– walking around the class, – showing teachers' enthusiasm, – sharing students' personal interest in learning English, – some entertainment, such as jokes and songs;
generating initial motivation	– promoting positive translation-related values;	– raise students' interest to study English translation: – by highlighting aspects of translation learning that the students can enjoy, – by getting to know English culture, speakers, and influence, – by explaining practical benefits that students can get when they master translation skills;	– making the first encounter with translation as positive as possible, – bringing various cultural products, such as music, videos to their class, and supporting a course book with authentic materials;
maintaining and protecting motivation	– varying learning tasks and making them more interesting, – protecting students' self-esteem and enhancing their self-confidence;	– integrate information technologies in the classroom, – provide a regular experience of students' success;	– the use of learner's blogs, social networks, – sharing learning strategies they can employ to be successful;
encouraging positive retrospective self-evaluation	– helping students positively reflect upon efforts they did in their past learning experiences.	– attribute students to something that can promote their future learning.	– provide students some feedback in a motivating way, – do regular monitoring towards their accomplishments and progress.

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