TECHNOLOGY AS MOTIVATIONAL FACTOR IN INTERPRETERS PROFESSIONAL TRAINING

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Summary

The article researches the problem of increasing the motivation of future interpreters' professional training by using information and communication technology (ICT). The author considers the motivation of students of higher education institutions as a necessary component of the educational process. Teachers try to capture the attention of students through various methods and techniques. The aim of this research is to explore how technology could be used to increase future interpreters' motivation. For this purpose a questionnaire was administered to 76 students at Vinnytsia Institute of Trade and Economics of Kyiv National University of Trade and Economics. The analyses of the research data have proved that effective future interpreters' professional training can be possible by means of technology. It also revealed the fact that students want their teachers to use ICT at their lessons more often. It was found out that technology was a dynamic and challenging motivating factor and there may be some suggestions focusing on the achievement of learning objectives.

Keywords: motivation, ICT, interpreter, professional training, distance learning.

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1. Introduction

Foreign language teaching methods and techniques have been changing for ages. Learning a foreign language is rather difficult process. That's why students need motivation and encouragement all the time. Antonivska points out that motivation is the most important foundation for success in the process of languages learning *(Antonivska, 2019)*.

E-learning is as an integral part of the educational process *(Havryliuk et al., 2020)*. Thus, technology might be one of the key factors positively affecting students' attitude towards learning process. Today it has become considerably cheaper and more accessible all over the world. According to recent data, 5 billion people use mobile devices. The growing application of mobile devices and wireless technologies enable us to access any type of material (both training and instructional) from anywhere and at any time.

Recent researches have shown that technology-enhanced environments can significantly increase students' motivation and improve students' productivity *(Prensky, 2007; Roblyer & Doering, 2010)*. As far as professional interpreting is concerned, we should mention technology has always played a considerable role in it. What is the real impact of technology on professional training of future translators' motivation? In this publication, we tried to answer this question by examining the results of previous research.

2. Literature review

We have analyzed studies on interpreters' professional training. As a result, we have formed three groups of them. The first one researches the interpreters' professional training aspects, i.e. professional competence *(Olkhovska, 2018; Rogulska, 2010)*; multicultural competence *(Motsar, 2018)*; information competence *(Tarasenko, 2017)*; professional qualities *(Koknova, 2014)*; translation culture *(Kozak, 2001)*; professional ethics *(Semyhinivska, 2014)*; intercultural competencies *(Bakhov, 2011)*; socio-cultural competence *(Holub, 2010)*; information and technological competence *(Kolos, 2010)*; professional communication *(Sobol, 2005)*; vocational and communicative competence *(Pidruchna, 2007)*; the second group of scientific publications consider various methods of teaching translation, i.e. teaching consecutive scientific and technical interpreting *(Volodko, 2018)*; teaching the written translation of scientific texts into French *(Ihnatenko, 2017)*; forming the linguistic personality of a future translator in the process of the Ukrainian language teaching *(Horoshkin, 2017)* etc. The third group of publications is aimed to research translators' training in foreign countries, i.e. organization of future translators' independent learning activity at US universities *(Nakonechna, 2018)*; development of the specialized translator training system in the USA *(Martyniuk, 2012)*, and translators' professional training in UK universities *(Serheeva, 2012)* etc.

As far as ICT as motivational factor of future interpreters' professional training is concerned, we should state students are more motivated and interested learning due to ICT. According to A. Kok, ICT has the capabilities to motivate, enrich and encourage students' skills and knowledge *(Kok, 2007)*.

Heemskerk et al. pointed out that "information and communication technology (ICT) in education is assumed to contribute to educational equality due to its motivating effects on students and the opportunities it offers for facilitating differentiation and individualization" *(Heemskerk et al., 2012)*. Authors consider ICT as a main learning source providing unlimited access to knowledge. Harmer *(Harmer, 2007)* told students could become more active and dynamic learners by means of online training. The scholar points out the value of computer-based classrooms providing students with unreachable activities which motivate them.

According to Crook, ICT is considered as a present in distance learning where learners perform and work in a collaboration form. E-learning, virtual learning and blended learning are provided by ICT; it also diverse learning software's to the students *(Crook, 2011)*. Porter et al. regarded that learning motivation could both guide individual learning goals and activate learning behaviors strengthening the cognition process and improving the learning results *(Porter et al., 2012)*.

Kirkwood is convinced the technology encourages students in constructive learning and knowledge building creating a context-free environment. ICT improves the students learning skills teaching by doing facilities *(Kirkwood, 2014)*.

Yoloye indicated that the application of ICTs has greatly changed the higher education. The students aren't the passive learners, they have become active ones due to ICTs *(Yoloye, 2015)*

Anderson and Speck state that technology motivates the learners engaging them in speaking, reading, listening and writing far easier *(Anderson et al., 2001)*. The demand of technology and distance education has increased rapidly nowadays. According to Shivangi Dhawan, "online teaching is no more an option, it is a necessity" *(Dhawan, 2020)* because a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world. As a result, lots of students all over the world study online; blended learning is also widely used.

We think using technology, internet, authentic materials, videos, blended learning and distance education are good and effective solutions to overcome students' motivational problems teaching both in the classrooms and online. Thus, this research aims to find out the role of technology on the motivation of future interpreters.

3. The information and communication technologies: concept and importance

Modern society is defined as post-industrial (information) as the informatization of science and education is carried out. The emergence and development of the information society involves widespread application of ICT in education, which is determined by many factors. This commonly used term includes all technology used to communicate and work with information.

The concept of information technology was added to the element communication and emerged in the 1980s. Nowadays ICT includes both hardware and software. Their capabilities are widely used during the educational process. That's why ICT is considered an educational technology. There are lots of its definitions in educational environments. So, UNESCO defines ICT as "diverse set of technological tools and resources used to transmit, store, create, share or exchange information". ICT carries out lots of communication and information functions and provide many benefits for humans. These technologies give us universal access to education providing anytime and anywhere learning facilities. Teleconferencing as one of the latest learning techniques has been widely used recently. It changes both teaching and learning process turning classroom into an active learning environment with active learners.

As far as the importance of the ICT is concerned, we should mention it gives quick access to a wide range of learning resources anytime and anywhere. The information provided by ICT is both valid and up to date. Most online libraries have become more accessible due to them. They have diversified different subject teaching making it interesting and motivating. Nowadays it has provided the facility of distance education around the world facing an unprecedented challenge of COVID-19.

4. Motivation: concept and types

Motivation comes from the Latin; it means to move. Thus, motivation is an external force accelerating a response or behavior. Motivation is an important component of any human activity. It is so-called internal engine; the desire of man to succeed in different activities searching answers for various questions. Motivation is the interests, needs, aspirations, emotions, beliefs, ideals, attitudes motivating students to action. The higher the level of motivation, the more factors motivate the student to activity, the greater the results he / she can achieve.

There are two types of motivation, i.e. extrinsic and intrinsic. The first one is related to 'tangible' rewards, i.e. benefits, promotion, security, and work condition.

Extrinsic motivation is fundamental for motivated behavior. Self-generated factors influencing people behavior in a particular way or moving in a particular direction are defined as intrinsic motivation. It arises from having "a strong emotional interest in an activity and a sense of freedom and autonomy related to it" *(Hashmi Z. et al., 2019)*. The analysis of basic concepts shows that the motivation is characterized by either a positive factor (reward, success, prestige, etc.) or negative (punishment, fear, lack of authority, etc.). That's why scholars speak on positive and negative types of extrinsic motivation, i.e. positive and negative extrinsic motivation.

5. Role of ICT in students' motivation

None of learning technologies will work without proper motivation involving moral and psychological stimulation of educational activities because motivation promotes lifelong learning. ICT develops curiosity, improves thinking and reasoning skills of the learners. So, we can argue about its motivational features. However, ICT and student's motivation have no direct effect. Both domestic and foreign scholars are convinced ICT is the key of learning providing lots of advantages. Firstly, ICT develops concentration among the learners. A lesson delivered through ICT is more interesting for the students than the normal one. If ICT is applied then learners take more interest in the learning. As a result, their commitment to the task also increases. Using ICT learners discover and explore real life things; it is more beneficial and motivating than listening.

6. Research methodology

This study was aimed to investigate the role of ICT in the motivation of the future interpreters' professional training. The targeted population of the research is bachelor students (specialization in Germanic languages and literatures (including translation), first foreign language – English) using ICT in their learning. The accessible population consists of the students of the Vinnytsia Institute of Trade and Economics of Kyiv National University of Trade and Economics. Total population of the research is 76 students. They were offered questionnaire to give an awareness of the real motives for the ICT application. There were 15 questions about technology and how to use it as a means of motivation.

7. Results and discussion

Findings based on the relation between use of technology and motivation can be seen in Table 1. It shows that 60 students (78.94 %) want to have all their lessons with technology. 54 students (71.06 %) say that authentic materials taken from the Internet make them active. 59 students (77.63 %) think that computer-based classrooms make the lessons more enjoyable. However, 7 students (9.21 %) are convinced technology can be boring and unnecessary. 71 students (90.79 %) don't agree with them. 49 students (64.47 %) are sure they can understand language better when technologies are used by teachers in the classrooms. 59 students (77.63 %) think that they always need technological materials in the classrooms. 54 students (68.42 %) want different technological devices for motivation. 56 students (73.68 %) think that lessons can be more enjoyable with PowerPoints.

Table 1

Effect of ICT on future interpreter's motivation

No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5	6	7
1	We should use technology in our classroom for every lesson	10.52 %	68.42 %	13.16 %	5.26 %	2.64 %
2	Authentic materials downloaded from the internet make me active in the learning process	13.16 %	57.90 %	10.52 %	13.16 %	5.26 %

Table 1 (Continued)

1	2	3	4	5	6	7
3	Computer-based teaching activities make the lessons more enjoyable	25 %	52.63 %	15.79 %	3.94 %	2.64 %
4	Technology can be boring and unnecessary	2.64 %	6.57 %	25 %	50 %	15.79 %
5	I can understand language better when my teacher uses technology in the class	15.79 %	48,68%	27.63 %	5.26 %	2.64 %
6	We always need technological devices in language classrooms	13.16 %	64.47 %	15.79 %	3.94 %	2.64 %
7	Different technological devices should be used in the class to increase my motivation for learning English	10.52 %	57.90 %	13.16 %	9.21 %	9.21 %
8	If my teacher uses PowerPoint presentations, lessons can be more enjoyable	9.21 %	64.47 %	15.79 %	6.59 %	3.94 %
9	When we use technology every time, it makes the lessons boring	2.64 %	10.52 %	27.63 %	57.90 %	1.31 %
10	Films, videos, CDs and e-learning can be helpful to develop my language skills	10.52 %	68.42 %	13.16 %	6.59 %	1.31 %
11	I should use technology during the project works in classes	15,79 %	52.63 %	13.16 %	13.16 %	5.26 %
12	If we have a chance of teleconferencing via distance education with other universities, it can be challenging for me	9.21 %	57.90 %	15.79 %	9.21 %	7.89 %
13	My teacher should use more technology in the classrooms	22.37 %	52.63 %	15.79 %	3.94 %	2.64 %
14	Computer-based lessons are more enjoyable and effective than traditional lessons	9.21 %	64.47 %	15.79 %	6.59 %	3.94 %
15	Use of technology in our language classrooms increases my motivation	10.52 %	68.42 %	13.16 %	5.26 %	2.64 %

Only 10 students (13.26 %) think that technology can be boring when it is used every time. 60 students (78.94 %) believe that they can develop their language skills with authentic films, videos, CDs and e-learning. 52 students (68.42 %) say that they should use technology in order to develop their projects. 51 students (67.11 %) are sure that teleconferencing with the other universities via distance education can be challenging. 57 students (75 %) want their teachers to use more technology in the classroom. 56 students (73.68 %) students say that computer-based lessons are more enjoyable and effective than traditional ones. 60 students (78.94 %) that using technology in classrooms increases their motivation.

8. Conclusions

The analyses of the research data have proved that effective future interpreters' professional training can be possible by means of technology. It also revealed the fact that students want their teachers to use ICT at their lessons more often. The responses have showed that most students are convinced using technology increase their motivation. According to our research, future interpreters' professional training seemed to be affected by diverse technological equipment, i.e. computers, video, films, the internet, e-learning and multi-media. Thus, there is a great relation between language-learning motivational factors and using technology. The respondents also believe that teleconferencing via distance education with other universities could be challenging for them. The use of technology provides meaningful and interesting process in language learning and students can be more motivated.

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