Why Do Students Learn Interpreting at the Graduate Level?
– A survey on the Interpreting Learning Motives of Chinese Graduate Students in BFSU

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Motivation is identified as one of the most powerful influences on learning. However, in interpreter training, motivation has not been given due attention, especially in China when most interpreter training programs are newly-established and are still focusing on hard-skill acquisition. This paper reviews the existing researches on interpreting learner motivation and reports the initial results of a questionnaire survey conducted in 2012 among the students of the Graduate School of Translation and Interpretation, Beijing Foreign Studies University. Factor analysis on the survey data identifies 8 major interpreting learning motives of the students surveyed and shows that the dominant learning motivation at the graduate level is of instrumental and extrinsic nature. Comparative analysis of the two student groups also supports the SDT continuum of learning motivation.

Keywords: interpreting learning, motivation, postgraduates, continuum

1. Introduction

Motivation is identified as one of the most powerful influences on learning and has become a topic of great interest along with the development of psychology, especially educational psychology. It is closely related with the learner's learning behavior, performance and outcome. Indeed, it is the 2nd

strongest predicting factor of learning outcome in the eyes of Skehan (1989) and was identified   as one key factor of second language learning (Gardner & Lambert 1972; Gardner 1985; Wu et al. 1993). Extensive studies of motivation in psychology and education have all pointed to the necessity of understanding and leveraging it in learning to achieve good learning outcomes. In Second Language Acquisition, its importance and various strategies to promote it have been studied and explored. However, in interpreter training, motivation has not been given due attention,   probably because of the wrong perception that trainees, especially at the graduate level, come to learn interpreting with adequate motivation. In China, with the rapid economic growth in the past decades, demand for English-Chinese interpreters has been ever increasing, leading to the establishment of interpreting training schools both at college and graduate levels one after another.   However,   without a clear understanding   of the learning motivation of the trainees, curriculums developed would be ineffective in generating the expected or optimal learning outcome. This paper reviews the existing researches on interpreting learner motivation and reports the initial findings of a questionnaire survey conducted in 2012 among the students of the Graduate School of Translation and Interpretation,   Beijing Foreign Studies University, the first and a leading interpreter training graduate school in China. The study aims to better understand the status quo of the interpreting learners in China and contribute to develop appropriate   motivational   strategies in a social constructivist learning framework to improve the learning/training outcomes.

2. Motivation and Interpreting Learning

In Psychology, motivation   is a broad term referring to the drive that produces goal-directed behavior. It is concerned   with the initiation, direction, intensity and persistence of behavior and therefore covers many different and overlapping factors such as curiosity and a desire to achieve. With the changing psychological approaches, the concept has undergone different interpretations and there are many theories of motivation developed through the years. For instance, Behavioral theories emphasize the drive and reinforcement aspect of motivation and define motivation   as anticipation   of reinforcement (Brown
1994). They study the specific conditions   that give rise to a certain behavior and how its consequence affects future behavior. In other words, they "tend to

consider motivation largely in terms of external forces" (Williams & Burden 2000:113) and human actions are "at the mercy of external forces such as rewards" (ibid: 119). Cognitive theories, in contrast, consider motivation as a function of an individual's thoughts rather than of some instinct, need, drive or state (Xu 2009). It is more about the informed choice of an individual and he/she enjoys control over the actions. In other words, cognitive theories focus on "individuals making decisions about their own actions" (Williams & Burden 2000:119). Along with these two major theories of motivation there exist a wide variety of motivational theories such as the Need Theories represented by Maslow's famous Hierarchy of Human Needs and Psychoanalytic theories represented by Freud. Every theory studies and enriches the concept of motivation from its own perspective and it is therefore difficult to find a widely- accepted definition for it.

Despite the diversified definitions of the term motivation, a simple dichotomy of intrinsic and extrinsic has been accepted by many cognitive psychologists when studying motivation. Csikszentmihalyi and Nakamura (1989) offer a very clear distinction between the two: if the reason for performing an act lies within the activity itself, it is an intrinsic motivation. Otherwise, it is extrinsic. When students are said to be intrinsically motivated, this means that they derive satisfaction from the task itself. Extrinsically motivated students, on the other hand, are motivated to perform the task because they anticipate some kind of reward (which may be immediate, e.g. a good exam mark, or longer term, e.g. job opportunities). Csikszentmihalyi and Nakamura also point out that even though intrinsic motivation is highly desirable, most of the activities in which teachers, students and other human beings engage are most directly influenced by extrinsic rather than intrinsic motivation. Alternatively, social psychologists also use the terms integrative and instrumental motivations. In language learning, Gardner (1985) gives the distinction that a student who is integratively motivated has a genuine interest in the language he/she wishes to master and in the foreign language community and culture while an instrumentally motivated student studies the foreign language for a practical reason such as finding a job.

Though originally conceptualized as a stable and static arousal of human actions, motivation has been increasingly studied through new perspectives. The current phase of motivation studies view motivation in a situated complexity of the whole process and is more interested in "its organic development in dynamic interaction with a multiplicity of internal, social and contextual

factors" (Dörnyei 2012:301). One of the emerging theories of motivation is the self-determination theory (SDT), which is proposed by Deci and Ryan employing both traditional empirical and organismic metatheory to highlight the importance of human evolved inner resources for personality development and behavioral self-regulation. This theory differentiates types of motivation into autonomous motivation, controlled motivation and amotivation according to the degrees of which human behaviors are self-determined or volitional while also adopting the classical dichotomous categorization of intrinsic and extrinsic motivations. Most importantly, it views motivation as a continuum with amotivation and intrinsic motivation at the two ends and the extrinsic motivation cover the whole continuum varying in the extent to which their regulation is autonomous (Ryan & Deci 2000). Internalization of the extrinsic to the intrinsic motivation is categorized into 5 distinct regulations: *external regulation* (i.e., motivation coming entirely from external sources such as rewards or threats); *introjected regulation* (i.e., externally imposed rules that students accept as norms they should follow in order not to feel guilty); *identified regulation* (i.e., engaging in an activity because the individual highly values it and sees its usefulness); *integrated regulation* (i.e., involving choiceful behavior that is fully assimilated with the individual's other values, needs, and identity); and pure *intrinsic regulation* (for an overview, see Dörnyei 2012:74-75). This theoretical framework of motivation has been increasingly explored as it accommodates many complicated factors in the dynamic and organismic construct of motivation. For instance, Noels (2001) argues that applying this continuum can be helpful in organizing learning goals systematically and educating autonomous, self-regulated learners.

In the field of second language acquisition, motivation has been thoroughly researched. Many models have already been developed to relate attitude, motivation and personality traits such as extraversion and anxiety to language users' communicative competence and their language learning processes (for an overview, see Dörnyei 2005). Researchers agree that positive attitude, motivation and communicative competence contribute to the language learning process and are at the same time learning goals themselves. It has even been found that personality variables including motivation may account for up to 15% of the variance in individual difference in second-language learning achievement (Bontempo & Napier 2011).

In interpreter training, the importance of learner motivation is more highlighted as interpretation skill acquisition counts on the initiative taken

by the individual learner to internalize the skills and achieve a certain level of automaticity when applying the skills. Motivation can be considered as a platform where external factors begin to exert influence and the internal factors demonstrate themselves. Lack of motivation means the learner does not actively engage in skill learning and will lead to poor learning outcome. In particular, in the current world of knowledge explosion and rapid changes that requires life-long learning, motivation may be the critical factor that determines the achievement of an interpreting learner and practitioner. Just as Bontempo and Napier (2009) reported, motivation is now of paramount importance in determining or jeopardizing a student's career. It has already been found that motivation as a general construct and in interaction with stress appears to play an important role in successful completion of training (Gringiani 1990) and is considered as an important trait in admission tests (Timarová & Ungoed- Thomas 2008).

However, the focus of interpreting training remains often on the various skills of interpreting instead of the human elements. Interpreter training was quite of a behaviorist approach and was explained as "the factory model affected by the design of curriculum, instruction, and assessment" (Bransford et al. 2000:132). This is not surprising, as "the traditional focus of interpreter training was always on the cognitive skills rather than on the soft skills such as motivation and other personality traits" (Shlesinger & Pöchhacker 2011:
2). Therefore despite its importance, motivation remains to be an untapped potential of sound interpreting training outcome and few interpreting schools have adopted well-targeted motivational strategies to facilitate interpreter training.

Since the early 2000s, researchers have taken up the issue of personality research in interpreting studies (Rosiers et al. 2011). Motivation as an important personal trait or a soft feature/skill begins to attract attention from interpreting researchers. Considering motivation as an aptitude and a predictor of student success in interpreting programs, some researchers proposed to test motivation at the admission tests of interpreter training programs (Szuki 1988; Dodds 1990; Sunnari 2002; Schweda Nicholson 2005; Timarová & Ungoed- Thomas 2008). Others believe motivation is a soft feature which affects interpretation learning outcomes and studied the relevance of motivation and academic achievement/interpreting performance (Arjona-Tseng 1994; Lopez Gomez et al. 2007; Timarová and Ungoed-Thomas 2008; Shaw et al. 2008). However, as it is a complicated psychological construct, motivation is rarely

tested (Timarová & Ungoed-Thomas 2008) and systematic testing or research on motivation in interpreter training has not been in existence (Timarová & Salaets 2011). Only a few researchers have conducted empirical studies on motivation in interpreter training. Rosiers et al. (2011) studied 3 individual difference (ID) variables, i.e., language anxiety, motivation and self-perceived linguistic competence, and found that the ID variable "motivation" is not associated with the other two ID variables under examination. Shaw (2011) explored the motivation aspects of interpreting students and used standardized performance and motivation tests to study the differences between spoken and signed language interpreting students. However, these researches only study the motivational status and fail to yield pragmatic proposals of motivational strategies in interpreting training.

In China, the first interpreting training program was established in Beijing Foreign Studies University in 1978. It was a UN-designated interpreter training program and was reformed into a professional interpreter training program at the graduate level in the early 1990s, followed by the establishment of dozens of such programs in the past decade in various universities in China. As newly established, the programs are still exploring the pedagogical approaches and motivation of English-Chinese (E-C) interpreting learners, especially at the graduate level remains a virgin topic of research. An online query of published journal papers and degree theses/dissertations on interpreting learning and motivations in the cnki.net, the China Network of Journals showed that there are only 5 journal papers and 1 master degree thesis with all of the subjects of the researches being college undergraduates. For interpreter training at the graduate level, only Wang (2012) surveyed her 45 graduate students who studied E-C simultaneous interpreting (SI) and found that they were mainly motivated by the instrumental motivation of being a professional SI interpreter. Given the importance of motivation in learning and the fact that there are to date over 160 interpreter training programs at the graduate level established in China yet focusing only on hard-skill acquisition without adequate attention to the motivational aspect of training, it is necessary to further study the interpreting learning motivation and apply adequately targeted motivational strategies in the training.

This paper presents a survey study on interpreting learner motivation conducted in Sept. 2012 in the Graduate School of Translation and Interpretation, Beijing Foreign Studies University. It tries to answer the question "what motivates interpreting learners at the graduate level" in order

to develop specific motivational strategies for professional interpreter training programs. Therefore, the term "motivation" in the following is used as a noun, defined as the drives of interpreting learning or the learning motives. Survey findings will be used as a baseline for proposing appropriate motivational strategies in interpreter training. It will also be followed by subsequent surveys to reveal the motivational developments of interpreting students at the graduate level so as to provide an empirical test of the SDT continuum of motivation.

3. Survey

Participants

All of the 225 students (both the 111 first-year and the 114 second-year of the program) of the Graduate School of Translation and Interpretation, Beijing Foreign Studies University agreed to participate in the study and responded to the survey. The overall gender profile of respondents was 82.7% female and 17.3% male. 74.7% of the respondents came to the graduate school (the interpreting learning program) right after they received their college degrees. Moreover, 85.8% of the respondents majored in foreign language (non-Chinese) study in their college years. Table 1 presents a detailed breakdown of the two student groups.

Table 1. Breakdown of the Student Groups

	No.	Gender				Major in foreign language(s)				Directly from BA to MA			
		M	%	F	%	Yes	%	No	%	Yes	%	No	%
First-year graduates	111	17	15.3%	94	84.7%	96	86.5%	15	13.5%	80	72.1%	31	27.9%
Second-year graduates	114	22	19.3%	92	80.7%	97	85.1%	17	14.9%	88	77.2%	26	22.8%
Total	225	39	17.3%	186	82.7%	193	85.8%	32	14.2%	168	74.7%	57	25.3%

The Instrument

The survey instrument was a 2-page questionnaire of 32 items which are designed based on a national longitudinal study of English learning motivation of college students in China, which first used the bottom-up exploratory factor analysis on a nationwide survey and generalized 7 English learning motivations among Chinese college students (Gao et al. 2003).

Adapted from Gao et al.'s questionnaire, the items in the survey (except the first 3 items which ask about previous experience or exposure to interpreting) are all about the various interpreting learning motives. Some of them are also developed from the results observed and identified during previous open-ended interviews with graduate students asking them "Why do you choose to learn interpreting at the graduate level?" In general, graduate students come to learn interpreting out of various motivations. Some are intrinsic. For instance, they are quite interested in the multi-tasking and challenging work of interpreting and are very curious about the profession. They want to learn the interpreting skills in order to have fun from this exciting work. Mastering the interpretation skills can bring them intellectual satisfaction and the sense of achievement. Others are extrinsic as interpreting is often reported to generate high income and offer a lot of comfortable travelling chances (quite falsely after a careful analysis, though). As most people do not know much about professional interpreting, interpreters are regarded as mysterious and top-notch achievers of language learning and enjoy a lot of respect and admiration. It is fair to say every graduate student comes to interpretation training programs out of his/ her own perception of the profession and mostly, a mixture of intrinsic and extrinsic motivations. Therefore only by knowing the status quo of the learning motivation of the learners can we apply appropriate motivational strategies to promote the positive motivational internalization and achieve sound learning outcome. The items are all of 5-point Likert scale and each response option is assigned a number for scoring purposes, with "strongly agree" = 5, "strongly disagree"=1 and for the negatively worded items the scores are reversed before data analysis.

Procedure

The survey was conducted during the first week of the fall term, 2012 (the

first term in the academic year 2012) among all students of the Graduate School. As students of the same year only gather together for the translation class every week (they have different class schedules of interpreting), the survey was separately conducted for the first year and the second year students during the break of the translation classes. Students remain anonymous during the study as to encourage true responses. All questionnaires returned are examined to be complete and valid. Analysis of the questionnaires used the simple descriptive statistics and exploratory factor analysis in SPSS 19 for initial findings of the major interpreting learning motives of the subjects.

Results

Factor analysis is conducted as the KMO measure is 0.812 and Bartlett's Test of Sphericity is significant ($p \leq 0.05$). 8 factors were generated by Varimax with
60.842% Cumulative Rotation Sums of Squared Loadings. Table 2 and Table 3 present the results of factor analysis on the data.

Table 2. Eigenvalue, Variance and Cumulative Variance of the Factors

Factors	Labels	Eigenvalue	Variance	Cumulative Variance
Factor 1	Communication Facilitation	3.307	11.404	11.404
Factor 2	Career Development	3.177	10.955	22.359
Factor 3	Intrinsic Interest	2.317	7.989	30.349
Factor 4	Social Prestige	2.137	7.368	37.716
Factor 5	Degree & Certificate	2.092	7.214	44.930
Factor 6	External Encouragement	1.721	5.935	50.865
Factor 7	Overseas Development	1.546	5.331	56.196
Factor 8	Foreign Language Study	1.347	4.646	60.842

Table 3. Survey Item Loading and Communality

Factor	Survey Item	Loading	Communality
Communication Facilitation	Q20. I learn interpreting to facilitate better communication among people of different languages.	0.810	0.766
	Q21. I learn interpreting to promote China's development and foreign communication.	0.768	0.639
	Q23. I feel proud of facilitating communication.	0.681	0.610
	Q31. I learn interpreting to better know other fields.	0.578	0.571
	Q6. I learn interpreting because I enjoy communicating with others.	0.569	0.626
Career Development	Q29. Interpreting will be an important step in my career though I do not wish to be a professional	0.765	0.670
	Q32. I learn interpreting to gain access to other fields to achieve my career goal.	0.673	0.656
	Q28. To be an interpreter is my ultimate career goal.	0.643	0.490
	Q27. Interpreting is a tool for me.	0.586	0.550
	Q5. I learn interpreting because the profession is promising.	0.564	0.719
Intrinsic Interest	Q4. I learn interpreting because I am interested in foreign language learning.	0.661	0.663
	Q18. I learn interpreting because I feel I have language talent and can do well in interpreting.	0.631	0.443
	Q7. I am especially fond of interpreting.	0.531	0.656

Factor	Survey Item	Loading	Communality
Social Prestige	Q25. I learn interpreting because interpreting can bring me a decent life.	0.716	0.599
	Q8. I learn interpreting because I hear that interpreters are well-paid.	0.675	0.610
	Q26. I learn interpreting because interpreters often work with the outstanding people in the society.	0.566	0.692
	Q16. I learn interpreting because I want to gain access to the professional interpreters' community, which is quite prestigious.	0.563	0.600
Degree & Certificate	Q14. I learn interpreting to get the interpreter certificate.	0.779	0.702
	Q17. I learn interpreting to get a certificate to migrate to other countries.	0.707	0.626
	Q15. I learn interpreting to get the master degree.	0.688	0.593
External Encouragement	Q12. I learn interpreting because my parents and friends encourage me.	0.705	0.674
	Q10. I learn interpreting because my teacher encourages me.	0.687	0.542
	Q22. I learn interpreting to live up to the expectation of my parents, relatives, teachers and friends.	0.560	0.585
Overseas Development	Q13. I learn interpreting to gain opportunities to go overseas for more development.	0.701	0.671
Foreign Language Study	Q30. I learn interpreting because good interpreting equals good foreign language competence.	0.672	0.598
	Q19. I learn interpreting because I want to improve my English.	0.664	0.671

Survey answers of the first-year and the second-year graduate students are then separated for further factor analysis to see if there is any difference in motivation between the two groups. For the 1st year graduate students, the KMO measure is 0.751 and Bartlett's Test of Sphericity is significant (p≤ 0.05). For the 2nd year graduate students, the KMO measure is 0.713 and Bartlett's Test of Sphericity is also significant (p≤ 0.05). Table 4, 5, 6 and 7 show the factor analysis results of the two student groups respectively.

Table 4. Eigenvalue, Variance and Cumulative Variance of the Factors, 1st Year

Factors	Labels	Eigenvalue	Variance	Cumulative Variance
Factor 1	Communication Facilitation	3.094	10.668	10.668
Factor 2	Interpreting Attraction	3.065	10.568	21.236
Factor 3	Degree & Certificate	2.647	9.128	30.363
Factor 4	Self Aspiration	2.424	8.358	38.721
Factor 5	External Encouragement	2.171	7.488	46.209
Factor 6	Exposure Access	2.105	7.257	53.466
Factor 7	Foreign Language Attraction	1.792	6.178	59.644
Factor 8	Language and Interpreting	1.676	5.778	65.422

Table 5. Survey Item Loading and Communality, 1st Year Graduates

Factor	Survey Item	Loading	Communality
Communication Facilitation	Q21. I learn interpreting to promote China's development and foreign communication.	0.798	0.685
	Q20. I learn interpreting to facilitate better communication among people of different languages.	0.783	0.737
	Q6. I learn interpreting because I enjoy communicating with others.	0.757	0.683

Factor	Survey Item	Loading	Communality
	Q23. I feel proud of facilitating communication.	0.654	0.632
Profession attraction	Q29. Interpreting will be an important step in my career though I do not wish to be a professional interpreter.	0.763	0.644
	Q5. I learn interpreting because the profession is promising.	0.633	0.771
	Q32. I learn interpreting to gain access to other fields to achieve my career goal.	0.598	0.613
	Q7. I am especially fond of interpreting.	0.574	0.733
	Q16. I learn interpreting because I want to gain access to the professional interpreters' community, which is quite prestigious.	0.562	0.570
	Q28. To be an interpreter is my ultimate career goal.	0.530	0.533
Degree & Certificate	Q17. I learn interpreting to get a certificate to migrate to other countries.	0.812	0.697
	Q14. I learn interpreting to get the interpreter certificate.	0.777	0.674
	Q15. I learn interpreting to get the master degree.	0.736	0.717
Self Aspiration	Q11. I learn interpreting as I have been inspired by the outstanding interpreters.	0.741	0.640
	Q27. Interpreting is a tool for me.	0.662	0.681
	Q9. I learn interpreting because I want to challenge myself.	0.628	0.655
External Encouragement	Q12. I learn interpreting because my parents and friends encourage me.	0.768	0.715
	Q22. I learn interpreting to live up to the expectation of my parents, relatives, teachers and friends.	0.699	0.687
	Q10. I learn interpreting because my teacher encourages me.	0.587	0.508

Factor	Survey Item	Loading	Communality
Exposure Access	Q31. I learn interpreting to better know other fields.	0.746	0.711
	Q26. I learn interpreting because interpreters often work with the outstanding people in the society.	0.567	0.698
Foreign Language Attraction	Q4. I learn interpreting because I am interested in foreign language learning.	0.769	0.728
	Q19. I learn interpreting because I hear that interpreters are well-paid.	0.676	0.719
Language and Interpreting	Q18. I learn interpreting because I feel I have language talent and can do well in interpreting.	0.759	0.700

Table 6. Eigenvalue, Variance and Cumulative Variance of the Factors, 2nd Year

Factors	Labels	Eigenvalue	Variance	Cumulative Variance
Factor 1	Profession Attraction	3.865	13.328	13.328
Factor 2	Communication Facilitation	3.436	11.849	25.177
Factor 3	Social Prestige	2.234	7.702	32.879
Factor 4	Career Development	1.945	6.706	39.585
Factor 5	Overseas Development	1.806	6.227	45.813
Factor 6	Degree & Certificate	1.579	5.444	51.256
Factor 7	External Expectation	1.575	5.433	56.689
Factor 8	Foreign Language Study	1.528	5.268	61.957
Factor 9	Foreign Language and Interpreting	1.439	4.961	66.918

Table 7. Survey Item Loading and Communality, 2nd Year Graduates

Factor	Survey Item	Loading	Communality
Profession Attraction	Q5. I learn interpreting because the profession is promising.	0.708	0.758
	Q24. I learn interpreting even though I have not planned to be an interpreter.	0.669	0.562
	Q7. I am especially fond of interpreting.	0.666	0.731
	Q4. I learn interpreting because I am interested in foreign language learning.	0.641	0.647
	Q11. I learn interpreting as I have been inspired by the outstanding interpreters.	0.627	0.561
	Q27. Interpreting is a tool for me.	0.537	0.540
	Q6. I learn interpreting because I enjoy communicating with others.	0.523	0.644
Communication Facilitation	Q20. I learn interpreting to facilitate better communication among people of different languages.	0.851	0.800
	Q21. I learn interpreting to promote China's development and foreign communication.	0.771	0.652
	Q23. I feel proud of facilitating communication.	0.688	0.640
	Q31. I learn interpreting to better know other fields.	0.546	0.506
Social Prestige	Q16. I learn interpreting because I want to gain access to the professional interpreters' community, which is quite prestigious.	0.733	0.709
	Q26. I learn interpreting because interpreters often work with the outstanding people in the society.	0.678	0.750
	Q25. I learn interpreting because interpreting can bring me a decent life.	0.641	0.578

Factor	Survey Item	Loading	Communality
Career Development	Q32. I learn interpreting to gain access to other fields to achieve my career goal.	0.809	0.789
	Q29. Interpreting will be an important step in my career though I do not wish to be a professional	0.771	0.722
	Q28. To be an interpreter is my ultimate career goal.	0.591	0.714
Overseas Development	Q17. I learn interpreting to get a certificate to migrate to other countries.	0.805	0.722
	Q13. I learn interpreting to gain opportunities to go overseas for more development.	0.774	0.704
Degree & Certificate	Q15. I learn interpreting to get the master degree.	0.844	0.752
	Q14. I learn interpreting to get the interpreter certificate.	0.657	0.665
External Expectation	Q22. I learn interpreting to live up to the expectation of my parents, relatives, teachers and friends.	0.799	0.705
	Q8. I learn interpreting because I hear that interpreters are well-paid.	0.631	0.663
Foreign Language Study	Q19. I learn interpreting because I want to improve my English.	0.849	0.801
Foreign Language and Interpreting	Q30. I learn interpreting because good interpreting equals good foreign language competence.	0.850	0.807

Discussion

This exploratory and cross-sectional survey shows that interpreting learners of BFSU at the graduate level are initially motivated by a mixture of external and internal factors/drives: communication facilitation, career development,

intrinsic interest, social prestige, degree & certificate, external encouragement, overseas development and foreign language study.

For the whole survey subjects (Table 3), Factor 1 contains 5 items related with the communication nature of interpreting and is named "communication facilitation". Factor 2 also includes 5 items which are related with career planning. It is named "career development". Factor 3 has 3 items about interest in foreign language and interpreting learning. Such interests are just personal preference and the factor is named "intrinsic interest". Factor 4 has
4 items related with the social status of the interpreting profession which is quite positively reported and perceived, and is therefore named "social prestige". Factor 5 consists of 3 items which are about professional certificates and academic degrees. Item 17 is about migrating to other countries. The underlying fact is that migration policies of countries such as Canada provide that professionals with a professional certificate shall enjoy preferential treatment. Still, the purpose to receive such certificates and degrees is to be a professional interpreter and thus, certificates and degrees are just instruments for that end. Factor 6 has 3 items about people other than the learner. Their support and encouragement also influence the learner and this factor is named "external encouragement". Factor 7 has only 1 item but with a fairly high loading value of 0.701. This is quite surprising to the researcher but may be explained as interpreting is regarded as a way towards overseas exposure and opportunity and thus an instrument for future development. So this factor is kept and named "overseas development". Factor 8 has 2 items about foreign language learning and is named "foreign language study". This factor is not combined with Factor 3 "Intrinsic Interest" as foreign language study and competence described here is more of an instrumental nature to facilitate future development instead of intrinsic interest in learning or being integrated into another culture.

Compared with the English learning motives found by Gao et al.(2003) among Chinese college students which are intrinsic interest, immediate development, learning situation, going abroad, social responsibility, individual development and information medium, the learning motives of these former English learners are similar in some aspects. Intrinsic interests, immediate development (good scores in exams of undergraduates and degree/certificates of graduates), overseas attractions and individual development (career development of the graduates) remain among the learning motives. Such similarity indicates that motivational strategies of foreign language learning

and individual development can still be applied to the interpreting learners at the graduate level. For example, a sociocultural component should continue to be included in the syllabus to develop the students' cross-cultural awareness systematically; students are encouraged to set attainable subgoals to develop their self-confidence and decrease their learning anxiety.

However, a further analysis of the learning motives reveals that interpreting learners at the graduate level are more motivated by the interpreting profession and their own career development which are more of a longer term than the immediate and the individual development of the undergraduates. This is also supported by comparative researches of occupational value between graduate and undergraduate students in developmental and educational psychology (Yu et al. 2004; Yang 2006). Moreover, if we use Gardner and Lambert's classical model of motivation, we will find the motives identified from the survey are more dominated by the instrumental nature. Integrative motivations, on the other hand, are not of major importance any more. This finding is consistent with Wang's survey of her graduate students in interpreting in another training program. Therefore it is necessary to better leverage the profession and career development motives in designing and applying motivational strategies. It is suggested to make the syllabus of the interpreter training courses relevant with the interpreting profession, increase the attractiveness of the course content by using authentic interpreting materials and offer more professional exposure such as interpreting internship chances and mock-conference interpreting experience.

The 8 motivations of the interpreting learners at the graduate level can be further generalized conceptually. Using the SDT continuum, they can be grouped into intrinsic and extrinsic motivations. Factor 3 "Intrinsic Interest" is the intrinsic motivation. All the remaining 7 factors are extrinsic ones which can be further sub-grouped into: external regulation: Factor 5 "Degree

& Certificate"; *introjected regulation*: Factor 8 "Foreign Language Study"; *identified regulation*: Factor 7 "Overseas Development"; Factor 4 "Social Prestige" and Factor 6 "External Encouragement"; and *integrated regulation*: Factor 1 "Communication Facilitation" and Factor 2 "Career Development". Amotivation is not identified in the survey as a major factor. This can be explained as interpreting learners at the graduate level have all been motivated to learn interpreting, or they would not have been able to be enrolled after a very challenging process of admission and placement tests and interviews. Figure 1 illustrates the various motives identified in the survey with the SDT

continuum developed by Ryan and Deci (2000).

Figure 1. Interpreting Learning Motives in the SDT continuum
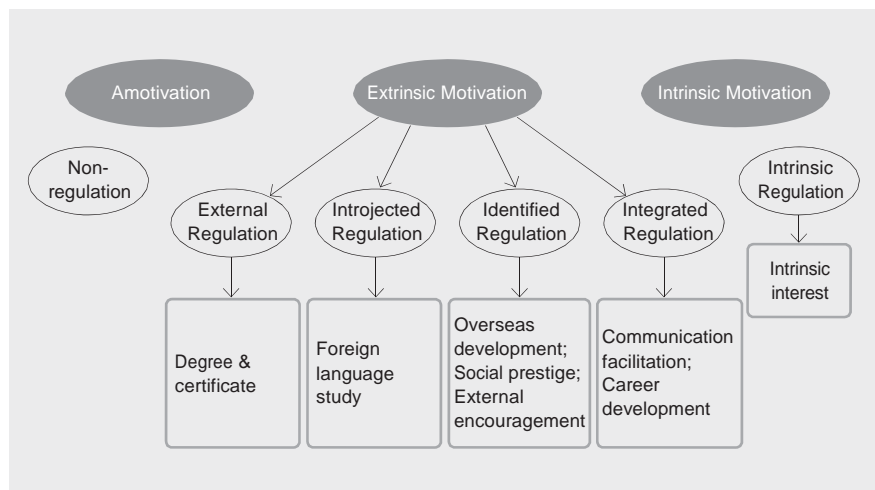
A further analysis of the breakdown data reveals that there are similarities and differences of learning motivation between the first-year and the second-year postgraduates. Clearly, both of the learner groups have been motivated by Communication   Facilitation (Factor 1 for the 1st year graduate students and Factor 2 for the 2nd year graduate students) and Degree & Certificate (Factor
3 for the 1st year graduate students and Factor 6 for the 2nd year graduate students). However, their rankings indicated by the Eigenvalues among the factors, are not the same, showing the importance attached by the students is different. Communication   Facilitation is the No.1 interpreting learning motive for 1st year learners but for the 2nd year learners, it is only the second major motive. Instead, the 2nd year learners are most motivated by the Profession Attraction which is more interpreting profession-oriented. Degree & Certificate is the 3rd major motive for the 1st year learners but only the 6th major motive for the 2nd year learners. This may be explained by the fact that most of the 2nd year graduate students in the school have passed the national certificate exam of the interpreting profession and received the junior professional certificate in their previous year. And master degree is not difficult to get in the Chinese higher

education system where the enrollment exam is much more challenging and the master graduation requirement is fairly easy to satisfy. Foreign language-related motives also exist in both of the student groups with fairly low ranking (Factor

7 & 8 for the 1st year graduate students and Factor 8 & 9 for the 2nd year graduate students). This is because the majority of interpreting learners used to be major in foreign language study in their college years and it is generally believed that interpreters are people with language talents and strong interest in foreign languages.

Differences in the remaining motives of the two learner groups also imply the necessity to adopt different motivational strategies. The 1st year graduate students are attracted by interpreting (Factor 2) but have not been clearly motivated by the interpreting profession like the 2nd year graduate students who have Profession Attraction as their first learning motive. The 1st year graduate students also come to learning interpreting as a way to explore their potentials (Factor 4 and 6) encouraged by people around them such as their parents and former teachers (Factor 5). But the 2nd year graduate students have already formed clear understanding of the interpreting profession and are motivated by profession and career related factors like Social Prestige (Factor 3), Career Development (Factor 4) and Overseas Development (Factor 5). Such profession or career orientation is remarkable as it dominates the first 5 factors of interpreting learning motivation among the 2nd year graduate students. In other words, the 2nd year graduate students are more profession and career-focused than the 1st year graduate students. This finding can be explained as the 2nd year graduate students are about to look for employment in the job market in a few months and they have gradually developed their professional self-identity during the previous year of interpreting learning. The motivational strategies for 2nd year graduates should therefore be more at the learner level, focusing on the students' self-identity and self-confidence rather than the language or the learning situation levels which focus on the learning experience.

The similarities and differences of the two interpreting learner groups also reveal that learning motivations do change along the learning process, which provides empirical evidence to the organismic SDT continuum. The two learner groups come from similar education background of foreign language study and come to learn interpreting directly after they receive their bachelor degrees (as shown in Table 1). They are different in whether they have received

1 year of interpreting learning at the graduate level. Besides a few stable motives, it is found that motives are different and developing. Most remarkably,
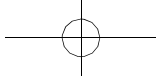
they are developed to be more profession and career oriented as they approach graduation and job-hunting. This development also supports the internalization of extrinsic to intrinsic motivation in the SDT continuum, even though 1 year of learning is not long enough to completely demonstrate the continuum.

4. Conclusion

Motivation is an important factor in learning and interpreting training. The survey uses a bottom-up approach to investigate the structure of learning motivation of interpreting learners at the graduate level. It shows that there are 8 major types of interpreting learning motivation among the Chinese students surveyed: communication facilitation, career development, intrinsic interest, social prestige, degree & certificate, external encouragement, overseas development and foreign language study. Most of them are of instrumental nature and are extrinsic. The profession and career orientation is especially remarkable, suggesting that interpreting learners at the graduate level are more pragmatic. Motivational strategies that give them access to professional experience will be well received and generate positive learning outcome while the second language learning motivational strategies can be persisted especially for the 1st year graduate students. Analysis of the initial survey results also supports the SDT continuum framework of motivation and the interpreting learning motivational structure developed can be used as a baseline structure in further researches and experiments of the SDT framework.

Since the survey is conducted only in the Graduate School of Translation and Interpretation, Beijing Foreign Studies University, a leading but one of the 160 interpreter training programs at the graduate level in China, the survey results are not nationally representative. Hence a more sophisticated survey of a larger scale is necessary to develop a general model of interpreting learning motivation in China. Moreover, cross cultural studies have shown that social and cultural contexts have profound influence on the structure of the learning motivation and there are differences between Chinese and non-Chinese students. It would be helpful to see the differences of the learning motivations between Chinese and non-Chinese interpreting learners at the graduate level and adopt different motivational strategies accordingly.

Motivation is a complicated construct and this survey is just an exploratory study to identify the major motives of interpreting learning at the graduate

level. The proposed motivational   strategies are therefore general, tentative and not empirically tested. More in-depth analysis of the survey data and experimental studies are expected to help us adopt more targeted motivational strategies in interpreter training.

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