

Motivational Factors Influencing Thai Undergraduate Students' Effort in Studying Translation

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Article information	Abstract
Article history: Received: 23 Nov 2024 Last revised: 10 Aug 2026 Accepted: 18 Aug 2026 Available online: 24 Aug 2026 Keywords: Motivation Translation Translation studies Learning effort Thai undergraduate students	<i>This mixed-method study aimed to investigate Thai undergraduate students' motivation to study translation and examine the relationship between different motivational factors and their learning efforts. The participants were 114 English major students in a translation course at a Thai university. The study employed a motivation questionnaire to collect quantitative data on students' learning efforts and motivational factors. The questionnaire was based on a combination of motivational frameworks, including the L2 Motivational Self System (L2MSS) with its focus on the ideal self, the ought-to self, and the learning experience, as well as intrinsic motivation (interest and enjoyment), instrumental motivation, and English language mastery. Additionally, qualitative data were collected through a qualitative survey from 26 students who volunteered to give deeper insights into their motivations for studying translation. The findings revealed that English language mastery was the most prevalent motivator among the students. However, regression analysis indicated that only enjoyment, interest, and instrumental motivation significantly predicted students' learning efforts in studying, accounting for 67.6% of the variance. The findings of this study provide valuable insights for designing translation courses that align more closely with students' motivations, particularly by emphasizing enjoyment, interest, and instrumental motivation to create an engaging learning experience.</i>

INTRODUCTION

The past decade has seen a proliferation of research in the field of translation studies globally (Ameri & Ghahari, 2018; Chen, 2023; Horváth & Kálmán, 2021; Venuti, 2016). Among the various emerging topics, a small but growing body of studies has focused on students' motivation to study translation, recognizing it as a crucial factor in students' success in developing translation competence. Since mastering translation involves overcoming significant challenges, such as achieving linguistic proficiency in at least two languages, acquiring cultural knowledge, and developing translation-specific expertise, motivation plays

a vital role in driving students' efforts and sustaining their persistence (Ameri & Ghahari, 2018; Chen, 2023; Horváth & Kálmán, 2021; Husain & Bahar, 2020; Jabu et al., 2021; Liu & Yu, 2019; Zhu, 2022). Moreover, as AI technologies like ChatGPT continue to advance, the role of motivation in translation studies has become more important. With AI on the rise, there is concern that students might view translation skills as less essential, seeing AI as a shortcut to professional translation (Humanika & Radjaban, 2024; Zhang et al., 2025). This shift in perception could reduce their motivation to engage fully in their studies and hinder their ability to reach their full potential in translation. However, given that translation is a complex skill that requires human judgment, creativity, and a deep understanding of culture, it is crucial for students to stay motivated and develop their skills, rather than relying only on AI tools (Humanika & Radjaban, 2024; Kruk & Kałużna, 2025; Xu et al., 2024; Zhang et al., 2025).

Considering the importance of motivation in translation studies and the evolving influence of AI, understanding student motivation in this era is crucial for lecturers seeking to adapt and refine their teaching strategies to better support students in their studies (Kruk & Kałużna, 2025; Xu et al., 2024). For instance, if lecturers recognize that career prospects serve as a significant motivator for students, they could integrate practical training and real-world applications, including the effective use of AI in translation. By offering learning activities that align with students' motivations, lecturers can foster a positive learning environment that encourages students to reach their full potential in translation studies (Chen, 2023; Kruk & Kałużna, 2025; Liu & Yu, 2019; Zhang et al., 2025).

To understand the motivational factors that drive students to pursue translation, existing literature has identified a range of motivational factors. For example, grounded in self-concept perspective, several studies have shown that students' visions of their future selves as successful or skillful translators can strongly drive their motivation to pursue translation studies (Chen, 2023; Horváth & Kálmán, 2021; Jabu et al., 2021). Additionally, some students may be motivated by a strong sense of responsibility to excel in translation to meet expectations set by others, such as their lecturers or supervisors (Liu & Yu, 2019). Furthermore, intrinsic motivation, such as enjoyment and a genuine interest in translation, appears to play a key role in driving students' engagement with the course. (Horváth & Kálmán, 2021; Zhu, 2022). Also, previous studies have indicated that lecturers' teaching styles (Chen, 2023; Liu & Yu, 2019) and the belief among students that studying translation enhances language skills (Jabu et al., 2021; Zhu, 2022)—whether in their native language or other languages—can motivate them to engage in translation studies. Collectively, these previous findings suggest that motivation in studying translation is multifaceted and can be understood from multiple perspectives.

However, while research on student motivation in studying translation is growing, the number of studies in this area remains relatively limited. Notably, in Thailand, the context of this study, although research on translation teaching and learning has gained attention from scholars in the field, the majority of research has focused on Thai students' problems, such as errors in translation (Duklim, 2022; Jeharsae & Boonsuk, 2024; Limsiriruengrai, 2022; Siriseranee & Chompurach, 2021; Sriboonruang & Prasongsook, 2017; Wongranu, 2017) or approaches to enhance translation teaching and learning (Inphen, 2022; Kaewkamjan, 2013; Prapunta, 2021;

Suksaersup, 2009; Talhakul, 2015). To date, a significant gap remains in understanding what motivates Thai students to study translation. If this issue is not addressed, lecturers and others involved in translation teaching risk failing to align their instructional approaches with students' interests and needs, which could result in reduced engagement and diminished learning outcomes. Therefore, to fill the gap in the literature, this current study aims to investigate Thai students' motivation to study translation. In addition, this study further examines what motivational factors could best predict students' learning efforts. The findings of this study could offer essential insights into designing the translation course to better align with students' motivations, thereby creating a more engaging and meaningful learning experience.

Research objectives

1. To investigate the motivation for studying translation among Thai undergraduate students.
2. To examine the relationship between motivational factors and students' learning effort in studying translation.

LITERATURE REVIEW

An overview of translation research in educational settings in Thailand

Translation studies in Thailand are primarily offered at the tertiary level. For several decades, many universities have offered translation as either a compulsory or elective course for undergraduate students majoring in language programs (Duklim, 2022; Inphen, 2022; Jeharsae & Boonsuk, 2024; Prapunta, 2021; Siriseranee & Chompurach, 2021), while some universities offer a full program in translation for both bachelor's and master's degrees. The ongoing relevance of translation studies in Thailand, especially within language majors, can be attributed to the demand for skilled translators and workers proficient in translation across various industries (Jeharsae & Boonsuk, 2024; Prapunta, 2021; Sriboonruang & Prasongsook, 2017; Talhakul, 2015). Although AI-driven translation tools have become increasingly sophisticated, translation studies remain a vital field as human translators are essential for ensuring accuracy and contextually appropriate translations (Kruk & Kałużna, 2025; Xu et al., 2024).

To address the ongoing need for skilled translators in Thailand, universities have designed translation courses that equip students with essential knowledge of linguistic, cultural, syntactic, and pragmatic aspects of languages, alongside providing practical translation experience (Prapunta, 2021). Alongside these courses, research in the field of translation studies has been conducted to continuously improve and refine the curriculum, ensuring that the quality of translation teaching and learning remains aligned with industry demands and evolving academic standards. Many of these studies, mostly conducted in Thai-to-English or English-to-Thai translation courses, focused on identifying students' translation errors and examining the underlying causes. The studies revealed that students' translation errors occur across various aspects, for example, syntactic level, semantic level, and grammar (Duklim,

2022; Jeharsae & Boonsuk, 2024; Limsiriruengrai, 2022; Siriseranee & Chompurach, 2021; Sriboonruang & Prasongsook, 2017; Wongranu, 2017). Key factors that may contribute to these errors include students' possibly insufficient language competence (e.g., their understanding of English grammatical structures and expressions), a lack of cultural awareness, and limited translation experience (Siriseranee & Chompurach, 2021; Sriboonruang & Prasongsook, 2017). Additionally, some studies highlight psychological factors as barriers to students' performance. For instance, Duklim (2022) and Wongranu (2017) identified low self-confidence as a major contributor to errors, noting that students with limited English proficiency and vocabulary often view translation as too complex, leading to reduced effort and a focus on merely completing tasks rather than producing quality work.

As evidenced by previous studies, Thai students often face significant challenges in studying translation, which can impede their progress and discourage them from putting forth their best efforts. To address these difficulties, some studies have proposed alternative approaches to teaching translation, such as offering scaffolding support (Suksaersup, 2009), using corpus-based technology (Talhakul, 2015), incorporating multimedia resources (Kaewkamjan, 2013), and focusing on specific translation issues (Inphen, 2022). However, the issue of motivation is rarely integrated into translation pedagogy although motivation is the main factor that could influence student learning tremendously. With motivation being ignored, it becomes more challenging to identify the most suitable and effective methods for enhancing translation courses. Therefore, there is a pressing need for research that explores motivation in the context of translation studies, particularly within Thai educational settings. Such research could offer valuable insights to improve translation teaching and inform pedagogical practices.

Student motivation in translation studies

This study adopts several motivational constructs based on existing literature. The first three constructs—ideal self, ought-to self, and learning experience—are central components of the L2 Motivational Self System (L2MSS), a prominent framework in second language learning research (Dörnyei & Ushioda, 2009). In addition to L2MSS, the study incorporates enjoyment and interest, key components of intrinsic motivation (Ryan & Deci, 2020), instrumental motivation (Gardner, 2019), and English language mastery, which has been identified as a strong motivator in previous studies (Jabu et al., 2021; Zhu, 2022). The following sections provide detailed descriptions of each construct, supported by empirical evidence.

L2MSS: Ideal self, ought-to self, and learning experience

The L2MSS suggests that students are motivated to perform certain behaviors in order to reduce the discrepancy between their current self and their future self. This future self can be their ideal L2 self, which represents a vision of themselves as proficient L2 users, or their ought-to L2 self, reflecting the attributes they feel compelled to develop to meet others' expectations or avoid negative outcomes. Additionally, beyond these two self-related factors, students' L2 learning experiences, such as positive learning environments, supportive lecturers, engaging classmates, or a well-structured curriculum, can also serve as significant motivators for their L2 study.

Adopting the concept of L2MSS to translation studies, previous studies have found that students are likely to be motivated to study translation because of their ideal selves—visions of themselves in the future as competent translators or individuals with strong translation skills (Chen, 2023; Horváth & Kálmán, 2021; Jabu et al., 2021). For example, Horváth and Kálmán (2021) conducted an empirical study investigating motivational dispositions among 50 MA graduates in the Department of Translation and Interpreting. They found that the ideal self was one of the strongest motivators among the students. Their finding suggests that the high ideal self-score might be indicative of the fact that these students visualize themselves as excellent future professionals in the field of translation. In addition, the correlation analysis in the same study also revealed a moderate correlation between the learning behavior and the ideal self, indicating that students' effort in learning translation could be driven by their ideal self (Horváth & Kálmán, 2021). Similarly, Jabu et al. (2021), in their study on the motivation and challenges faced by trainee translators in an Indonesian context, found that students' future selves were a key motivational factor. The student envisioned their future as translators or interpreters, which significantly influenced their decision to enroll in the translation course. Supporting these previous studies, Chen (2023) conducted a more recent study on Taiwanese EFL undergraduates' motivation to learn English-to-Chinese translation through the lens of L2MSS. The study found that achieving an ideal self-image was the most prevalent motivation for Taiwanese undergraduate students to learn English translation.

In addition to the ideal self, existing studies indicate that the ought-to self can also significantly influence students' motivation in translation courses. Ameri and Ghahari (2018) conducted a study on motivation in translation among 166 undergraduate students of English translation in Iran, through the lens of self-determination and social capital theories. They found that external encouragement, which refers to students' intention to meet the expectations of their teachers and parents and fulfill course requirements, was the most prominent motivational factor. This finding aligns with the ought-to-self perspective, suggesting that the students strived to study to meet the expectations set by others, such as parents or teachers. Echoing Ameri and Ghahari's findings, Liu and Yu (2019) conducted a case study with a master's student in a Translation and Interpreting program at a Chinese university. They found that the student's learning behavior was significantly influenced by a sense of obligation to meet his supervisor's expectations and deadlines. By viewing himself as an obedient student, the student was motivated to work hard and complete his translation tasks on time to meet monthly requirements. However, unlike the aforementioned studies, Chen (2023) found that the ought-to self was less significant for Taiwanese students as they were primarily driven by their ideal self and positive experiences in translation studies. When considered together, these previous studies highlight the variability in how the ideal self and the ought-to self influence students' motivation. This variation suggests the need for further research to better understand the importance of these motivational factors in different educational and cultural contexts.

Beyond the two self-related concepts, previous studies have also highlighted the importance of students' learning experiences in motivating them to study translation. For instance, Liu and Yu (2019) found that lecturers significantly motivated a master's student in translation studies through recognition and encouragement. Their praise and recognition of the student's translation work boosted his confidence and strengthened his ideal self as a future translator,

fostering active participation in class. Similarly, Chen (2023) found that positive classroom experiences, including effective teacher-student interactions, supportive learning materials, peer collaboration, and innovative teaching methods, are crucial for students' motivation in translation classes. Moreover, in recent years, studies have also shown that the introduction of AI tools in translation classrooms can further enhance student motivation. For example, Xu et al. (2024) investigated the impact of ChatGPT-generated feedback on master's students' engagement during the translation revision process. The study found that the positive feedback and viable suggestions provided by ChatGPT significantly increased students' confidence and motivation to improve and refine their translations. Similarly, Kruk and Kałużna (2025) investigated the impact of AI tools, machine translation systems, and traditional methods on translation accuracy, emotions, and motivation by dividing undergraduate English majors into three groups: the AI Group (AIG), the Machine Translation Group (MTG), and the Traditional Group (TG). Their findings suggest that students in both the AIG and MTG showed greater motivation as the tools made complex translation tasks more manageable and offered instant support. Notably, AI tools provided immediate feedback and recommendations, which encouraged students to stay engaged and interact more actively with the tasks. Supporting these findings, Zhang et al. (2025) conducted a qualitative study at a Sino-foreign cooperative university in southern China, exploring students' perceptions of using GenAI tools in translation practices. The study revealed that the interactive nature of GenAI tools improved their motivation and interest in studying translation. Additionally, some students mentioned that the tools helped reduce the complexity of translation tasks, which boosted their confidence in translation. Collectively, these findings suggest that supportive teaching practices, positive classroom interactions, and AI integration can enhance students' learning experiences and motivate them to study translation.

Other key motivational factors: Enjoyment, interest, instrumental motivation, and English language mastery

According to self-determination theory, intrinsic motivation refers to the desire to engage in an activity because of genuine interest, personal fulfillment, and inherent enjoyment rather than for external rewards (Ryan & Deci, 2020). Recent studies (Chen, 2023; Jabu et al., 2021; Zhu, 2022) highlight interest as an important motivator for students pursuing translation studies. These studies reveal that students were driven by a strong interest in deepening their understanding of the translation process. For them, translation was seen as a complex yet interesting field that offers various aspects worthy of exploration. As a result, their interest motivated them to choose or enroll in translation courses or programs. However, in contrast to these findings, Ameri and Ghahari (2018) reported that intrinsic interest was among the least important motives among their participants. Nevertheless, their comparison of novice and senior students showed that intrinsic interest was significantly associated with level of study, suggesting that students at higher levels of the English translation major, who had greater exposure to and familiarity with the objectives and requirements of their major, tended to become more intrinsically motivated to study.

In addition to interest, enjoyment can also motivate individuals to engage with translation in both educational and professional contexts. In an academic setting, Horváth and Kálmán

(2021) found that the students were intrinsically motivated, with their drive largely stemming from the joy of translating. Their regression analyses further demonstrated that intrinsic motivation significantly influenced students' learning behavior, indicating that the more they enjoyed the translation process, the more actively they engaged in learning. In a professional context, the enjoyment of translating can also enhance job satisfaction and productivity as some translators describe their work as fulfilling and creatively stimulating. For instance, Olohan's (2014) study on the motivations of volunteer translators for TED revealed that many volunteers were inspired by the sheer enjoyment of the translation process, describing it as "fun" and "an exciting experience." Overall, these findings indicate that both interest and enjoyment are important sources of motivation in translation studies.

Aside from the motivational factors previously discussed, instrumental motivation also plays a significant role in motivating students to study translation. Instrumental motivation refers to the pragmatic benefits of learning, such as securing a good job or achieving a high salary (Gardner, 2019). In the field of translation, past research indicates that students are often motivated by the belief that translation skills will open doors to better career opportunities, aligning with the concept of instrumental promotion (Ameri & Ghahari, 2018; Horváth & Kálmán, 2021; Zhu, 2022). For example, Ameri and Ghahari (2018) found that translation trainees were motivated by the pursuit of degrees and certificates, social prestige, and opportunities for overseas development. These findings strongly align with instrumental motivation, suggesting that these trainees were driven by the practical benefits associated with their translation studies. Similarly, Horváth and Kálmán (2021) found that although instrumental motivation appeared slightly less influential compared to factors such as intrinsic motivation and the ideal self, it still played a notable role in motivating students to study translation. Echoing these earlier studies, Zhu (2022) investigated the translation learning motivations of 50 college students in a foreign language school. The study revealed that 60% of participants believed their motivation stemmed from professional aspirations. Zhu (2022) further emphasizes that these students perceived translation as a valuable tool for career advancement, reflecting the concept of instrumental motivation.

Lastly, a body of literature reveals that some students study translation to improve their language skills, especially in English, which is not their native tongue. For instance, Jabu et al. (2021) found that Indonesian students learning English as a foreign language (EFL) viewed participation in translation training as a way to enhance their English proficiency, including vocabulary, grammar, reading, and writing skills. These students believed that translation practice helped them master various levels of vocabulary and improve their reading abilities. Similarly, Zhu (2022) found that a majority of Chinese students in the study were motivated to study translation primarily to improve their English skills. This motivation was likely influenced by the limited exposure to English in their environment, prompting them to view translation studies as an opportunity to engage more deeply with the language and, in turn, improve their English. On the whole, these studies highlight that the desire to master English is also a significant motivator for students pursuing translation, particularly for those in the EFL setting.

Based on the findings from previous studies, students' motivation for studying translation is shaped by various factors, including future self-guides, expectations from others, learning experiences, the perception of the practical benefits of translation, enjoyment and interest in translation, and the belief that translation enhances their English language proficiency. Examining these diverse motivational factors can provide valuable insights into what motivates Thai undergraduate students studying translation and make a significant contribution to the advancement of translation teaching research within the Thai context.

METHODOLOGY

Research design

This study employed a mixed-methods approach to examine the motivations of Thai undergraduate students studying translation and explore the relationship between different motivational factors and their learning efforts. Quantitative data were collected via a motivation questionnaire measuring various motivational factors and learning efforts, while qualitative data were gathered through a qualitative survey to gain deeper insights into students' motivations. To explore the relationship between motivational factors and learning efforts, multiple regression analysis was performed. Seven motivational factors were treated as independent variables: ideal self, ought-to self, learning experience, interest, enjoyment, English language mastery, and instrumental motivation, with learning efforts as the dependent variable.

Participants

The total population for this study consisted of 133 third-year Thai English major students enrolled in the Translation 3 course in 2023 at a university in Thailand. Using Yamane's formula with a 95% confidence level, the recommended sample size was 100 students. However, the actual number of participants was 114, which made the sample size appropriate for the study. The participants were selected using purposive sampling, with the criterion that they must be Thai students enrolled in the Translation 3 course. By selecting students from Translation 3, the study ensured that participants had sufficient experience in advanced translation, enabling them to provide meaningful insights into their motivation at this level.

In terms of translation teaching and learning within the context of this study, the English program requires Thai students to complete three compulsory translation courses in sequence. These courses were designed to provide both theoretical knowledge and practical skills for handling translation challenges in various contexts. Translation 1 focused on the foundational principles of translation, covering both Thai-to-English and English-to-Thai translations. Translation 2 emphasized the translation of general texts and extracts from fiction, focusing on emotional effects, semantic and stylistic considerations, and approaches to the translation of figurative language, while Translation 3 centered on cross-cultural translation and various texts related to the field of advertising. Notably, in Translation 3, students were allowed to use AI tools, such as ChatGPT, to assist with assignments and term

projects. However, these AI tools were not formally taught in the course as they were still relatively new at the time this study was conducted. Nonetheless, students were given the freedom to incorporate AI into their work, including tasks such as proofreading, improving readability, providing translation choices, enhancing vocabulary through synonym suggestions, offering grammar improvements, and simplifying source texts for better understanding.

Instruments

Motivation questionnaire

This study employed a motivation questionnaire to gather quantitative data. During the initial stage of questionnaire development, items measuring factors including the ideal self, ought-to self, enjoyment, and interest were drawn from Chen's (2023) questionnaire, which was used to investigate the motivation of Taiwanese undergraduate EFL students in learning English-to-Chinese translation. Additionally, items measuring instrumental motivation and students' intended learning effort were adapted from a well-established questionnaire previously used in L2 motivation studies conducted in diverse contexts, such as China, Iran, and Japan (Taguchi et al., 2009). The rationale for adopting the items from both studies lies in their rigorous validation, which affirms their reliability and validity in measuring the target motivational factors. Furthermore, the researchers also considered findings from prior research that emphasized the learning experiences (Chen, 2023; Liu & Yu, 2019) and the motivation related to improving English language proficiency (Jabu et al., 2021; Zhu, 2022), which led to the development of additional items to assess two more motivational factors: learning experiences and English language mastery.

After selecting and developing the items, the research team modified those from previous studies to better align with the specific context of this research. For instance, the items from Taguchi et al. (2009), originally designed to measure L2 motivation, were adapted to more accurately reflect the context of translation studies. Once these modifications were completed, the prototype of the questionnaire was finalized, comprising a total of 33 items that measured seven motivational factors and students' learning efforts.

To further ensure clarity and address potential language barriers, the questionnaire, originally in English, was translated into Thai, the participants' mother tongue. The study employed a committee-based translation approach consisting of three key steps: translating, reviewing, and adjudicating (Dörnyei & Taguchi, 2009). Three individuals were involved in this process: the principal researcher served as the translator, one of the co-researchers acted as the reviewer, and a senior lecturer with experience in teaching translation served as the adjudicator. After the principal researcher translated the items into Thai, the reviewer evaluated the translation and discussed potential revisions with the principal researcher. Following the revisions, the adjudicator evaluated the final version to ensure the translation's equivalence and naturalness. Then, the developed questionnaire was validated for content validity using the Index of Item-Objective Congruence (IOC), assessed by three experts in English, translation, and psychology. The results showed that all items scored above 0.6, indicating acceptable

validity. Following the validation process, a pilot study was conducted with 76 English major students in the Translation 1 course to ensure the reliability of the questionnaire. The Cronbach's alpha scores indicated acceptable reliability for each motivation factor: ideal self (0.894), ought-to self (0.716), learning experiences (0.880), intrinsic interest (0.819), enjoyment (0.887), English language mastery (0.793), and instrumental motivation (0.913). Additionally, Cronbach's alpha was re-evaluated after the main data collection. As shown in Table 2, the reliability coefficients ranged from 0.703 to 0.898, indicating acceptable reliability.

The final questionnaire consists of two main sections: students' demographic information and items measuring their intended learning effort and motivation to study translation. It includes a total of 33 items, with 28 items measuring students' motivational factors and five items measuring their intended learning effort. All items were rated on a six-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (6). This scale was selected to encourage more specific responses, thus reducing the likelihood of respondents choosing neutral options (Dörnyei & Taguchi, 2009). A brief description of each measurement is provided below:

- (a) Intended learning effort:** Students' perceived effort in studying translation
- (b) Ideal self:** Students' ideal image of themselves as excellent future professionals in the field of translation
- (c) Ought-to self:** Students' motivation driven by the need to meet the expectations of other people
- (d) Learning experiences:** Motivation in studying translation driven by their experiences in the translation classroom
- (e) English language mastery:** Motivation driven by the students' desire to study translation to improve their English language skills
- (f) Interest:** Students' interest in studying translation
- (g) Enjoyment:** The enjoyment derived from studying translation or doing translation
- (h) Instrumental motivation:** Motivation driven by the practical benefits of studying translation

Qualitative survey

A qualitative survey was employed to collect qualitative data. This approach was chosen because it allows participants ample time and flexibility to reflect on their responses, leading to more thoughtful and detailed answers that complement the quantitative findings (Braun et al., 2021). However, it should be noted that the qualitative survey was offered only to participants who indicated on the motivation questionnaire their willingness to provide additional information through the survey. In total, 26 students expressed their desire to participate.

The survey consisted of four open-ended questions in Thai to explore students' motivations for studying translation, such as, 'Based on your experiences, what has motivated you to study translation?' This limited number of questions allowed for a focused discussion of key issues (Braun et al., 2021). The questions were validated by the same group of experts who reviewed the main questionnaire using the IOC, yielding scores above 0.60, indicating their validity.

Additionally, the survey was piloted with ten students enrolled in Translation 1 to ensure the questions were suitable and encouraged participants to reflect more deeply in their responses.

Data collection and data analysis

To collect the quantitative data, a paper questionnaire was employed as it had the potential to yield a higher response rate in this research context. The questionnaires were distributed to 133 students at the end of a class in a different course by three well-trained research assistants. Prior to distribution, all participants were provided with clear information about the study's purpose, their right to decline participation, and assurances of data confidentiality. Consent was obtained through participants' completion of the paper questionnaire, where they indicated their agreement to participate by marking a box next to the statement, "I would like to voluntarily participate in this study." The initial response rate was 100% (133 responses). However, 19 responses were excluded from the analysis because the respondents did not complete all the questionnaire items. Consequently, the final dataset included only 114 complete questionnaires. Following the questionnaire, the online qualitative survey was sent to participants who expressed interest in providing further information in the motivation questionnaire. They received the survey via email and were instructed to respond in Thai to avoid language barriers. Additionally, they were asked to submit their completed survey within one week. In total, all 26 participants completed and returned the survey within the given timeframe.

To address the first research objective, the quantitative data from the questionnaire were analyzed and presented as means and standard deviations. The interpretation of motivational levels was guided by the intervals suggested by Pimentel (2019), as shown in Table 1. Insights from the qualitative survey were analyzed using thematic analysis, which involved identifying patterns in responses and grouping them based on key motivational constructs. For the second research objective, multiple regression analysis was performed in SPSS to examine the relationships between various motivational factors and students' learning efforts.

Table 1
Interpretation of motivational degree

Scales	Interval	Degree
6	5.15–6.00	Strongly agree
5	4.32–5.14	Agree
4	3.49–4.31	Partially agree
3	2.66–3.48	Partially disagree
2	1.83–2.65	Disagree
1	1.00–1.82	Strongly disagree

FINDINGS AND DISCUSSION

The findings were presented and discussed in alignment with the two research objectives. This section first presents the descriptive data on students' motivation for studying

translation, along with insights from the qualitative survey and a discussion of relevant previous studies. Following this, the results of the regression analysis are presented to demonstrate the relationship between the motivational factors and students' intended learning effort.

Motivation for studying translation among Thai undergraduate students

Table 2
Overall mean and standard deviation of students' motivation in studying translation and their intended learning effort

Aspects	Motivational Factors	<i>M</i>	<i>SD</i>	Interpretation	Cronbach
Motivation	1. English language mastery	4.94	0.810	Agree	0.845
	2. Instrumental motivation	4.78	0.892	Agree	0.867
	3. Learning experience	4.46	1.117	Agree	0.841
	4. Interest	4.27	1.085	Partially agree	0.785
	5. Enjoyment	3.88	1.277	Partially agree	0.894
	6. Ideal self	3.77	1.141	Partially agree	0.898
	7. Ought-to self	3.09	1.068	Partially disagree	0.703
Learning Effort	Intended learning effort	4.28	0.971	Partially agree	0.855

The analysis of students' motivation for studying translation, as shown in Table 2, revealed varying levels of agreement. English language mastery ($M = 4.94$, $SD = 0.810$), instrumental motivation ($M = 4.78$, $SD = 0.892$), and learning experience ($M = 4.46$, $SD = 1.117$) were recognized as primary motivators, with students agreeing that these factors drove their studies. Interest ($M = 4.27$, $SD = 1.085$), enjoyment ($M = 3.88$, $SD = 1.277$), and ideal self ($M = 3.77$, $SD = 1.141$) were rated at the "partially agree" level, indicating that these factors also contributed to students' motivation. In contrast, ought-to self ($M = 3.09$, $SD = 1.068$) received the lowest rating, reflecting partial disagreement and indicating that students may not have viewed this factor as a motivating reason for studying translation. Finally, concerning students' perceived learning effort, the rating was 4.28 ($SD = 0.971$), suggesting a strong self-perception of effort in their translation studies. The following sections provide detailed results for each motivational factor. Additionally, insights from the qualitative survey revealed how these motivations emerged within the context of this study.

English language mastery

Table 3
The result of the English language mastery aspect

No.	Statements	<i>M</i>	<i>SD</i>	Interpretation
3	I study translation because I want to improve my English skills.	5.13	0.857	Agree
12	I study translation to enhance my knowledge of English.	4.99	0.982	Agree
22	I study translation because it helps me use English better.	4.91	0.992	Agree
26	I study translation because it helps me use English more accurately.	4.74	0.081	Agree

As presented in Table 3, English language mastery emerges as the most prominent motivator, indicating that the primary driver for the majority of students is the opportunity to enhance their English through translation studies. Among the statements, “I study translation because I want to improve my English skills” received the highest rating ($M = 5.13$, $SD = 0.857$), highlighting a strong consensus that studying translation improves their English skills. Qualitative findings further support this connection, with students highlighting how the translation assignments they had worked on throughout the courses played a crucial role in enhancing their English. For instance, two students offered insightful comments about how these assignments contributed to their development in writing and reading skills:

These translation courses improve my English writing skills a lot. [...] I solved these challenges in translation tasks by learning more new vocabulary and discussing my translation with friends and lecturers. I also used AI tools to help improve my grammar and learn from their suggestions. [...] I have seen significant improvements in my English writing skills. This motivated me to take more translation courses next semester even though they are not required. (Student 1)

I want to study translation because it helped improve my English reading skills. [...] I had to read carefully and thoroughly because I could not skip any parts. [...] Many words that I learned from translation assignments help me understand English texts that I read elsewhere. (Student 2)

The insights shared by both students underscore their strong desire to master their English skills, which motivated them to study translation. The students described how translation assignments pushed them to face English writing and reading challenges. However, instead of seeing these challenges as setbacks, they viewed them as valuable opportunities to improve their skills. The findings of this study align with previous research (Jabu et al., 2021; Zhu, 2022), which has shown that students enrolled in translation courses perceived limitations in their English proficiency and regarded translation studies as an opportunity to engage intensively with the language to improve their English.

For the students in this current study, translation assignments often required intensive engagement with English, whether translating from Thai to English or from English to Thai. When the source text was in English, the students typically engaged in a detailed analysis of sentence structures, word meanings, idiomatic expressions, and context to accurately interpret and convey the intended message. When translating into English, students had to carefully consider appropriate equivalents at both the word and phrase levels, while ensuring that their translations were grammatically accurate, sounded as natural as possible in English, and maintained the intended meaning. These processes not only sharpened their translation skills but also likely contributed to the enhancement of their English reading and writing skills, particularly in terms of improving vocabulary usage, sentence construction, reading comprehension, and understanding of grammar. Furthermore, the feedback received from translation assignments, as highlighted by Student 1, helped students recognize their weaknesses, providing them with opportunities to refine and strengthen their language. Given that the students recognized the benefits of studying translation in improving their

English, it is not surprising that they became motivated to study translation as a means of mastering the English language.

Instrumental motivation

Table 4
The result of the instrumental motivation aspect

No.	Statements	<i>M</i>	<i>SD</i>	Interpretation
5	I study translation because translation skills are important for securing a good job in the future.	4.94	0.895	Agree
15	Translation skills are important because I can earn more money if I have them.	4.73	1.177	Agree
21	I study translation because the content will be useful to me in the future.	4.57	1.234	Agree
25	Translation skills will help me advance in my future career.	4.96	0.995	Agree
32	The knowledge gained from translation courses is important to me in the future.	4.75	1.181	Agree

According to Table 4, instrumental motivation is also a salient motivator driving students to study translation as reflected by high mean scores for statements related to career benefits and financial rewards. The statement “Translation skills will help me advance in my career” ($M = 4.96$, $SD = 0.995$), which received the highest rating in this aspect, underscores students’ recognition of the practical value of translation skills. The qualitative findings further highlight that translation was considered an essential skill for English majors, even if they did not plan to become professional translators. In this context, translation skills were seen as valuable for improving employability, enhancing competitiveness in the job market, and opening up a range of career opportunities. Two students shared this perspective:

My motivation for studying translation is the future career opportunities it offers. Even though I do not plan to become a translator, since I have pursued a language-related field, any job related to this field will certainly require translation skills. Therefore, having strong translation skills is considered an advantage and a strength that sets me apart from graduates of other fields when applying for jobs. (Student 3)

Actually, I have no plan to be a translator in the future, but I study translation because I think having strong translation skills could make me more outstanding in the workplace where Thai and English are used. Having good at translation could lead to other career opportunities such as getting promoted or being recognized by others. (Student 4)

For Student 3, the practical benefits of translation were apparent as early as the job application phase. She believed that strong translation skills would give her a competitive edge in the job market. Similarly, Student 4 saw translation skills as a means to gain promotions and recognition within her future workplace. These findings further support existing literature, which identifies instrumental motivation as a significant driver behind the students’

decision to study translation (Ameri & Ghahari, 2018; Horváth & Kálmán, 2021; Zhu, 2022). The current findings also revealed that instrumental motivation was important not only for translation major students aiming for translation careers (Horváth & Kálmán, 2021) but also for students in language programs who take translation courses. This underscores the relevance of translation skills across various career paths, emphasizing their value not only for those pursuing careers as translators but also for those seeking success in professional fields where language skills are crucial.

Learning experiences

Table 5
The result of the learning experience aspect

No.	Statements	M	SD	Interpretation
10	I study translation because the lecturer has an interesting teaching method.	4.25	1.368	Partially agree
20	The lecturer plays an important role in making me want to study translation.	4.38	1.417	Agree
27	The lecturer's teaching is an important factor that makes me want to study translation.	4.61	1.399	Agree
29	The lecturer always provides helpful advice.	4.61	1.237	Agree

As illustrated in Table 5, learning experiences emerged as an important source of motivation for studying translation. This was reflected in the high levels of agreement with items related to lecturers' instructional practices. For example, students strongly agreed with the statement, "The lecturer's teaching is an important factor that makes me want to study translation" ($M = 4.61$, $SD = 1.399$). The qualitative findings further reinforced this result by highlighting the crucial role of lecturers' classroom practices in stimulating students' interest and engagement. One student shared:

I really like studying translation because of the way the lecturers taught. I especially was interested when they shared examples of real translation work they had done and talked about their own experiences. This gave us a clear idea of what we might face in real-world situations. I also appreciated how the lecturers encouraged us to discuss translation-related issues in a friendly manner. This made me eager to learn and practice translation every week. (Student 5)

Student 5 mentioned that when lecturers used examples from their own translation work, it increased her interest as she could see clear connections between what she was learning and real-world applications. Additionally, she noted that the positive classroom environment created by the lecturer directly impacted her willingness to participate in and engage with translation tasks. These findings align with the studies of Chen (2023) and Liu and Yu (2019), which identified positive classroom experiences, such as effective lecturer interactions, engaging learning materials, and a supportive teaching style, as key factors that motivate students to study translation.

In addition to a supportive learning environment, incorporating AI tools may further motivate students by helping them manage challenges in translation practice. As Student 9 stated:

It is a great idea that the lecturer allowed us to use ChatGPT in the translation project. [...] I always worry about grammar and word choices, which makes translation boring and gives me a headache. AI helps me with these issues with feedback that I can learn from. I suggest that the lecturer include AI in Translation 1. (Student 9)

This statement aligns with previous studies conducted in the Thai context (Duklim, 2022; Wongranu, 2017), which emphasize that one of the primary challenges for Thai students in translation is their concern over grammar and word choice. These concerns can make translation tasks feel difficult and discouraging. However, Student 9's experience suggests that AI-assisted learning can make translation tasks more manageable and encourage students to engage more actively with translation activities. This reflects findings from previous research showing that AI tools can reduce anxiety, increase confidence, and facilitate students' engagement with translation tasks (Kruk & Kałużna, 2025; Xu et al., 2024; Zhang et al., 2025). These findings also suggest that learning experiences extend beyond lecturers' teaching practices to include pedagogical innovations that foster a supportive learning environment.

Interest

Table 6
The result of the interest aspect

No.	Statements	<i>M</i>	<i>SD</i>	Interpretation
11	I study translation because the content is interesting.	4.19	1.289	Partially agree
13	Translation is an interesting course.	4.49	1.228	Agree
23	I study translation because I want to learn about translation-related topics, such as theories and principles.	4.15	1.371	Partially agree

Outlined in Table 6, the findings suggest that students' interest in the content of the translation course may serve as another key motivator. This is supported by the highest mean score of 4.49 ($SD = 1.228$) for the statement "Translation is an interesting course." The qualitative findings also revealed that some students were motivated by curiosity about the processes and strategies involved in translation. For example, one student expressed curiosity about the differences in quality between subtitle translations in TV series and movies, which sparked an interest in finding answers through the study of translation. As this student shared:

I loved watching TV series and movies. Sometimes, I came across subtitles that were beautifully translated, while other times, the translations either changed the meaning completely or seemed awkward. This made me wonder how translations should be done. That's why I enjoyed studying translation. It helped me answer the questions I had about why certain translations were done in specific ways. (Student 6)

Another student expressed how he was motivated by an interest in learning how to deal with different text types:

The course is very interesting. We had opportunities to translate various types of texts. [...] We also learned different approaches to handling these text types. This makes me eager to learn more, and I find it engaging rather than boring. I am excited to see what we will translate each week and what we can do when translating such texts. (student 1)

For Student 6 and Student 1, their interest in how to effectively carry out translations appears to be a key motivator. This reflects intrinsic motivation, where motivation is driven by an individual's genuine interest in the activity itself (Ryan & Deci, 2020). This finding aligns with those of Chen (2023), Jabu et al. (2021), and Zhu (2022), which found that students were motivated by an interest in deepening their understanding of the translation process. As noted in Jabu et al.'s (2021) study, some students expressed particular interest in translating specific types of texts, such as literary works, and were eager to learn translation techniques to achieve high-quality results. This interest may have led them to pursue translation training. Together with previous studies, this study supports that students' intrinsic interest in understanding and mastering translation techniques plays a significant role in driving them to study translation.

Enjoyment

Table 7
The result of the enjoyment aspect

No.	Statements	M	SD	Interpretation
4	I study translation because I feel happy when I study.	3.75	1.400	Partially agree
14	I study translation because it is fun.	4.21	1.392	Partially agree
24	I study translation because I enjoy translating very much.	3.69	1.427	Partially agree

The mean scores for enjoyment, as shown in Table 7, indicate that students generally felt positive about their translation studies. The highest score of 4.21 ($SD = 1.392$), related to the statement "I study translation because it is fun," suggests that students find the course engaging and enjoyable. The qualitative findings add depth by revealing that some students enjoyed the process of translating, despite its inherent challenges. For instance, one student expressed his enthusiasm for the translation course:

Firstly, I enjoyed the translation course the most because it was fun to practice translating different texts and learn the meanings of words or phrases that I may not have known before. I especially love translating things like novels, movies, and songs because it is enjoyable to think about how to translate them well. Especially when I meet challenges like words or terms that do not have equivalents in English, I feel happy and satisfied when I find a way to translate them. It feels great. (Student 7)

As reflected, Student 7's enthusiasm was driven by the enjoyment of translating various types of media, including novels, movies, and songs. This process not only broadened his understanding of language but also allowed him to explore creative solutions for translating terms that lacked direct English equivalents. For Student 7, overcoming these challenges was rewarding and brought a sense of joy and satisfaction. This gratification, in turn, could serve

as a motivating force, driving him to study translation more deeply. This finding is consistent with Horváth and Kálmán (2021), who reported that enjoyment in studying translation had a strong positive influence on students' learning behavior, suggesting that students who enjoyed their translation studies were more likely to invest greater effort in learning.

Ideal self

Table 8
The result of the ideal self aspect

No.	Statements	<i>M</i>	<i>SD</i>	Interpretation
1	I study translation because I envision myself working as a professional translator in the future.	3.63	1.312	Partially agree
6	I study translation because I envision myself being successful in the field of translation in the future.	3.57	1.389	Partially agree
16	I study translation because I envision myself effectively applying my translation knowledge in my work.	4.28	1.320	Partially agree
17	I study translation because I envision myself working in a field related to translation in the future.	3.76	1.410	Partially agree
31	I envision myself being able to translate quickly and accurately in the future.	3.61	1.334	Partially agree

Table 8 demonstrates that students generally expressed moderate agreement with statements regarding their ideal selves as reflected in mean scores ranging from 3.57 to 4.28. Notably, the highest mean score ($M = 4.28$, $SD = 1.320$) is associated with the statement, "I study translation because I envision myself effectively applying my translation knowledge in my work." This suggests that some students were motivated by the vision of their future selves successfully using their translation expertise in their future careers. A closer examination of the qualitative data supports this interpretation. For example, one student reflected:

I am studying translation because, although I do not plan to become a professional translator, I anticipate that I may work in a related field that utilizes language skills, such as being a copywriter, content creator, or journalist. Therefore, I want to gain as much knowledge about translation as possible as I think I will have to use translation skills in the future. (Student 8)

However, in contrast to previous research, in which the ideal self often emerged as a more prominent motivator (Chen, 2023; Horváth & Kálmán, 2021; Jabu et al., 2021), the quantitative findings of the present study indicated lower levels of motivation associated with the ideal self. A plausible explanation can be drawn from Student 8's account. Although recognizing the value of translation skills for future employment, Student 8 did not intend to become a professional translator. Instead, the student envisioned a future career in which translation skills would be useful. This account suggests that, for some students, the future self-image may be oriented toward careers in which translation skills are useful rather than toward becoming a professional translator. Consequently, when becoming a translator is not central to students' future self-images, the ideal self may exert a weaker motivational influence.

Ought-to self

Table 9
The result of the ought-to-self aspect

No.	Statements	<i>M</i>	<i>SD</i>	Interpretation
2	I study translation because people around me expect me to be skilled in translation.	3.37	1.536	Partially disagree
7	I study translation because I want to show my translation skills to those around me.	3.39	1.411	Partially disagree
30	People around me will accept me if I am good at translation.	3.31	1.421	Partially disagree
33	I will disappoint people around me, such as my parents or friends, if I do not have good translation skills.	2.32	1.501	Disagree

Table 9 presents the results related to the ought-to self. The mean scores range from 2.32 to 3.39, suggesting that, on average, students somewhat disagree with statements indicating that their motivation is driven by the expectations of others. Notably, Item 33 has the lowest mean score ($M = 2.32$, $SD = 1.501$), indicating that students generally disagree with the idea that disappointing others, such as parents or friends, motivates them to develop strong translation skills. Additionally, there were no responses in the qualitative survey that indicated such external pressures or expectations, leaving no qualitative insights available to further support this result.

The results of the present study differ from those of Ameri and Ghahari (2018), who found that external expectation from lecturers and parents was a primary motivational factor for undergraduate English translation students. Additionally, this study contrasts with the findings of Liu and Yu (2019), which indicated that a master's student was strongly motivated by the need to meet their supervisor's expectations. One possible explanation for these differences is that both studies focused on students in the translation programs. In such contexts, students work closely with their lecturers, as observed in Liu and Yu's (2019) study, or may feel a heightened need to meet parental expectations, as noted by Ameri and Ghahari (2018). In contrast, students in the present study were English majors who perceived their future career opportunities as diverse and not necessarily focused solely on translation. As English majors, their studies encompassed a wide range of courses, including literature, linguistics, writing, and communication. This broad academic foundation allowed them to explore various career paths. Consequently, because their education prepares them for multiple professions, their peers, family, and lecturers may not place the same level of expectation on them to excel exclusively in translation. This perception diminishes the external pressure to perform in translation specifically. As a result, they may not feel the same level of external expectation regarding translation.

The relationship between motivational factors and students' intended learning efforts

Table 10
Regression analysis of motivational factors predicting students' intended learning efforts

Motivational Factors	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
(Constant)	3.517	1.860		1.891	0.061
Enjoyment	0.401	0.128	0.316	3.136	0.002*
Interest	0.391	0.177	0.262	2.209	0.029*
Instrumental motivation	0.227	0.105	0.208	2.159	0.033*
Ideal self	0.104	0.079	0.122	1.324	0.188
Ought-to self	-0.054	0.074	-0.048	-0.733	0.465
English language mastery	0.008	0.131	0.005	0.059	0.953
Learning experience	0.076	0.077	0.070	0.995	0.322

$R^2 = 0.676$, $SEE = 2.85779$, $F = 31.527$, Sig. of $F = 0.000$, * $p < 0.05$

Multiple regression analysis was conducted to explore the relationship between students' learning efforts and various motivational factors in studying translation. The collected data underwent assumption tests to ensure the validity of the model's predictions. The normality of residuals was confirmed by the Kolmogorov-Smirnov test ($p = 0.189$), indicating that the data were normally distributed (Ghasemi & Zahediasl, 2012). Additionally, the linearity of the relationships between the independent variables and the dependent variable was assessed using Pearson correlation coefficients, which revealed significant correlations ($p < 0.05$). The Durbin-Watson statistic was 2.391, suggesting that the residuals were likely independent and free from autocorrelation. Furthermore, multicollinearity was not a concern, as the Variance Inflation Factors (VIF) ranged from 1.393 to 4.583, well within acceptable limits (O'Brien, 2007).

The analysis results in Table 10 indicate that the overall model explains 67.6% of the variance in students' learning efforts in translation studies. Among the predictors, enjoyment ($\beta = 0.316$), interest ($\beta = 0.262$), and instrumental motivation ($\beta = 0.208$) are statistically significant ($p < 0.05$), highlighting their importance in influencing students' learning efforts. A closer look at the data highlights the vital role of intrinsic motivation, with enjoyment and interest identified as essential components (Ryan & Deci, 2020). The findings aligned with Horváth and Kálmán's (2021) study, which identifies intrinsic motivation as the strongest predictor of intended learning behavior in translation studies. Specifically, in this study, enjoyment emerges as the strongest predictor, demonstrating that students who found pleasure in learning were significantly more likely to invest substantial time and energy in their studies. The qualitative findings suggest that this enjoyment stemmed from the excitement of having opportunities to work with various types of texts and the sense of accomplishment gained from overcoming translation challenges. In addition to enjoyment, the findings reveal that when students perceived translation as an interesting course, their commitment to learning increased. This interest appeared to be driven by their curiosity about translation, such as how translations could be effectively executed, as noted by some students in the qualitative surveys. Apart from intrinsic factors, instrumental motivation also plays a notable role, albeit to a lesser extent. The findings indicate that students who perceived translation

as beneficial for their future career opportunities were more inclined to invest effort in their studies. The findings echo previous research, which indicated that perceived practical career benefits were a significant motivating factor (Ameri & Ghahari, 2018; Horváth & Kálmán, 2021; Zhu, 2022).

Conversely, other factors did not significantly predict learning efforts ($p > 0.05$). While English language mastery was noted as the most prevalent motivation, it was possible that, as English majors, students believed they could enhance their language skills through other courses that also provided practical applications of language use. This extensive language learning within their program might have diminished the perceived need to focus on language improvement specifically through translation studies. Additionally, the findings suggested that students' learning efforts were not primarily driven by their envisioned future selves, whether related to their ideal self or ought-to self. One possible explanation is that these future self-guides often relate to long-term aspirations (Dörnyei & Ushioda, 2009), which may have felt distant or less relevant to this group of students. Qualitative findings supported this notion, as most students did not express a strong desire to work directly in the translation field. Instead, they viewed translation skills as one of several essential competencies for their future careers, which may lie in other fields. Without a clear and specific vision of their future selves, these abstract goals did not significantly influence their current learning behaviors and efforts. Finally, the lack of a significant correlation between learning experience and students' learning efforts suggests that positive classroom experiences alone may not have been sufficient to encourage greater learning effort. This finding indicates that students' learning efforts may have been driven more by their personal motivations and perceived value of translation than by external aspects of the learning environment.

CONCLUSION

This study investigated Thai undergraduate students' motivation to study translation and examined the relationship between motivational factors and their learning efforts. The findings reveal that English language mastery was the most prevalent motivator among the students. Nevertheless, the multiple regression analysis indicates that enjoyment, interest, and instrumental motivation are the predictors of students' learning efforts. Enjoyment emerged as the most significant factor, suggesting that the students who found pleasure in studying translation invested more time and effort in their studies. Interest also played a crucial role as students' curiosity about translation techniques sparked their interest and deepened their engagement with the course. In addition, instrumental motivation significantly influenced students' learning efforts as those who perceived translation as beneficial for their future career opportunities were more inclined to commit to their studies. On the other hand, learning efforts were not significantly influenced by English language mastery, future self-guides, and learning experiences. Students may have perceived other courses as more effective for developing their language skills and seemed to rely more on intrinsic motivation than external instructional support. Additionally, the unclear career paths in translation appeared to diminish the impact of future self-guides.

These findings have key implications for curriculum development. To foster intrinsic motivation, it is vital to design course content and select materials that align with students' interests, thereby promoting deeper engagement and commitment to learning. One way to achieve this is by incorporating topics related to translating entertainment media, such as movies, TV shows, or songs, which tend to resonate with the interests of students. Regarding instrumental motivation, discussing the practical applications of translation skills across various fields beyond the translation industry, along with using real-world translation resources, would be beneficial. This approach can attract a broader group of students who may not pursue a career in translation but still value translation skills. Additionally, while the regression analysis shows that both intrinsic and instrumental motivation are related to learning effort, students strongly agreed that their primary reason for studying translation is the belief that it will help improve their English skills, particularly in reading and writing. Therefore, it is important for lecturers to emphasize how translation study can enhance students' English proficiency. One way to achieve this is by leveraging AI tools like ChatGPT for feedback on word choice and grammar, which can further support students in improving their language skills. However, since AI tools are still relatively new to the field and there are ongoing debates about the extent to which they should be used, it is essential for lecturers to carefully consider how to integrate them into the learning process.

Despite its contributions, this study has several limitations. First, the sample consists solely of English major students from a single Thai university. This makes it difficult to apply the findings to other student groups. Future research should expand the sample to include students enrolled in specialized translation programs or those from other academic disciplines such as business, law, and science who take translation courses. These students may engage in more field-specific translation, which could shape their motivations differently. Examining these groups may reveal different motivations and provide more insights into how translation education can be adapted to meet the needs of specific professional fields. Moreover, at the time of this study, AI tools like ChatGPT were still in the early stages of use in the translation courses, so their impact on student motivation may not be fully evident in this research. Future studies should specifically explore how AI tools influence students' motivation in studying translation. Understanding students' perceptions of AI's influence on their study could provide valuable insights into how translation education should adapt to technological advancements.

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APPENDIX 1

Original Thai Questionnaire Items

1. English Language Mastery

ฉันเรียนวิชาการแปลเพราะต้องการพัฒนาทักษะภาษาอังกฤษ (3)

ฉันเรียนวิชาการแปลเพื่อเพิ่มพูนความรู้ด้านภาษาอังกฤษ (12)

ฉันเรียนวิชาการแปลเพราะช่วยให้ฉันสามารถใช้ภาษาอังกฤษได้ดียิ่งขึ้น (22)

ฉันเรียนวิชาการแปลเพราะช่วยให้ฉันสามารถใช้ภาษาอังกฤษได้อย่างถูกต้องแม่นยำยิ่งขึ้น (26)

2. Instrumental Motivation

ฉันเรียนวิชาการแปลเพราะทักษะการแปลมีความสำคัญต่อการได้งานที่ดีในอนาคต (5)

ทักษะการแปลมีความสำคัญ เพราะจะช่วยให้ฉันมีโอกาสได้รับรายได้ที่สูงขึ้น (15)

ฉันเรียนวิชาการแปลเพราะเนื้อหาในรายวิชาจะเป็นประโยชน์ต่อฉันในอนาคต (21)

ทักษะการแปลจะช่วยให้ฉันมีความก้าวหน้าในอาชีพการงานในอนาคต (25)

ความรู้ที่ได้รับจากการเรียนวิชาการแปลมีความสำคัญต่ออนาคตของฉัน (32)

3. Learning Experience

ฉันเรียนวิชาการแปลเพราะอาจารย์มีวิธีการสอนที่น่าสนใจ (10)

อาจารย์มีบทบาทสำคัญที่ทำให้ฉันอยากเรียนวิชาการแปล (20)

การสอนของอาจารย์เป็นปัจจัยสำคัญที่ทำให้ฉันอยากเรียนวิชาการแปล (27)

อาจารย์ให้คำแนะนำที่เป็นประโยชน์แก่ฉันอยู่เสมอ (29)

4. Interest

ฉันเรียนวิชาการแปลเพราะเนื้อหาในรายวิชาน่าสนใจ (11)

วิชาการแปลเป็นวิชาที่น่าสนใจ (13)

ฉันเรียนวิชาการแปลเพราะต้องการเรียนรู้เรื่องที่เกี่ยวข้องกับการแปล เช่น ทฤษฎีและหลักการแปล (23)

5. Enjoyment

ฉันเรียนวิชาการแปลเพราะรู้สึกมีความสุขเมื่อได้เรียน (4)

ฉันเรียนวิชาการแปลเพราะเป็นวิชาที่สนุก (14)

ฉันเรียนวิชาการแปลเพราะฉันชอบการแปลมาก (24)

6. Ideal Self

ฉันเรียนวิชาการแปลเพราะฉันเห็นภาพว่าตนเองจะได้ทำงานเป็นนักแปลมืออาชีพในอนาคต (1)

ฉันเรียนวิชาการแปลเพราะฉันเห็นภาพว่าตนเองจะประสบความสำเร็จในสายงานด้านการแปลในอนาคต (6)

ฉันเรียนวิชาการแปลเพราะฉันเห็นภาพว่าตนเองจะสามารถนำความรู้ด้านการแปลไปประยุกต์ใช้ในการทำงานได้อย่างมีประสิทธิภาพ (16)

ฉันเรียนวิชาการแปลเพราะฉันเห็นภาพว่าตนเองจะได้ทำงานในสายอาชีพที่เกี่ยวข้องกับการแปลในอนาคต (17)

ฉันเห็นภาพว่าตนเองจะสามารถแปลได้อย่างรวดเร็วและถูกต้องแม่นยำในอนาคต (31)

7. Ought-to Self

ฉันเรียนวิชาการแปลเพราะคนรอบตัวคาดหวังให้ฉันมีทักษะด้านการแปล (2)

ฉันเรียนวิชาการแปลเพราะต้องการให้คนรอบตัวเห็นทักษะด้านการแปลของฉัน (7)

คนรอบตัวจะยอมรับฉันหากฉันมีทักษะด้านการแปลที่ดี (30)

ฉันจะทำให้คนรอบตัว เช่น พ่อแม่หรือเพื่อน ผิดหวัง ถ้าฉันไม่มีทักษะด้านการแปลที่ดี (33)

8. Intended learning effort

ฉันตั้งใจทำดีที่สุดแล้วเวลาเรียนวิชาแปล (8)

ฉันทุ่มเทเวลาให้กับการเรียนวิชาแปล (9)

ฉันอยากเรียนวิชาแปล แม้ว่าวิชาแปลจะไม่ได้เป็นวิชาบังคับ (18)

ฉันตั้งใจทำงานที่อาจารย์มอบหมายอย่างสุดความสามารถ (19)

ฉันตั้งใจเรียนวิชาแปลมาก (28)