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# Motivational Factors Influencing the Use of Multimedia Computer-Assisted Translation

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**Abstract** - This study aims to determine motivational factors influencing the use of multimedia computer-assisted translation. The study aims to answer the research question: What are motivational factors influencing the use of in MCAT in learning translation? 200 EFL students were exploited. A 30 item statement questionnaire, an exploratory factor analysis were conducted in this research. Findings revealed that 3 factors were explored: Communicative Competence, Task Completion, and Communication. These finding suggests that the Thai EFL students strive for success in communicative competence, for completing task, and to be in part of social communication.

**Keywords** - Multimedia Computer-Assisted Translation, Motivational Factors

## I. INTRODUCTION

The 21<sup>st</sup> century is a century of technological competition. It accelerates its integration to promote the efficiency in learning outcome. In today's learning translation, multimedia- computer assisted is a fascinating trend that can be integrated and developed for a better outcome in learning translation. With regard to learning translation, even today we have Google Translate to be used as a lexical translation tool but for learning translation, it cannot be used to cover all meaning-based aspects. Technology cannot fix errors in translation in both aspects: errors in meaning and errors in languages (Borisut, 1994; Inthakosum, 2012; and Pinmanee,

2009). Thai EFL students have mistranslated the terms "movie trailer" into "ro t p h ũ a n g nang" or "t h u k s i n g m a i t h i a n g" into "Everything is not noon" because of those literal errors. Grabill & Hicks (2005) asserted that a reason caused error in learning language can be a lack of motivation to use technology for finding adequate and supporting information. Therefore, in order to know how to help Thai EFL students achieve a better learning translation with the use of multimedia computer-assisted language learning, the researcher attempts to determine what motivational factors are involved in using it for learning translation so that these finding factors can be implemented into translation courses and lesson plan in order to enable learners to achieve the most effective learning outcome especially in translation.

## II. LITERATURE REVIEW

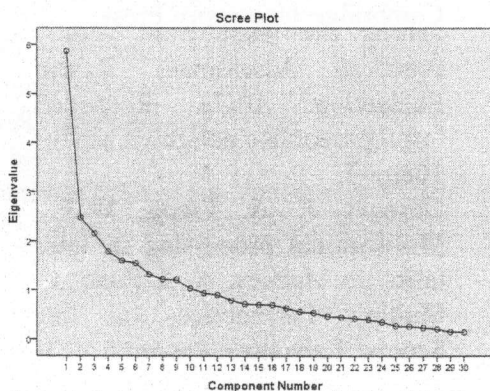
In realm of motivation in learning, Ellis (1986) claims that motivation is among 5 individual learners' factors (age, aptitude, cognitive style, and personality) that influence achieving the target language. According to Gardner and Tremblay (1994a & 1994b); Dörnyei (1994), motivational factors enhance learners' success. Krashen (1998) claimed that learners with high motivation are better equipped for success in second language acquisition. More strongly, motivation serves to maintain the desire and effort in the long and tedious process of acquiring the language (Gardner, 1979). It can be interpreted that language learning outcome would be less likely to be the most effective way of

compelled to conduct motivational factors; thus, the researcher decided to comply .45 as a cut-off level. After retaining and extracting numbers of factors out of the 30 items of the questionnaire the researcher named the extracted factors as a result of this research question.

**TABLE II  
FIRST 10 EIGENVALUES  
OF MOTIVATIONAL FACTORS**

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	5.866	19.554	19.554
2	2.473	8.243	27.797
3	2.157	7.191	34.988
4	1.789	5.963	40.951
5	1.6	5.333	46.284
6	1.548	5.159	51.442
7	1.313	4.378	55.82
8	1.214	4.046	59.866
9	1.201	4.003	63.869
10	1.032	3.441	67.31

Table II, shows 10 factors that reach Eigenvalue above or equal to 1. These 10 factors are accounted for 67.31% of shared variance. To determine the best number of factors included in the factor analysis, Field (2000), Rietveld & Van Hout (1993) suggest the second step for analyzing factor is to find the Eigenvalue in the scree plot that remain the factors before the sharp breaking point.



**Figure 1.** Scree Plot

As seen in the scree plot, the line begins to flatten from the fifth factor onward. However, there was a more steeply decreasing trend on the third and the fourth factor as well. Thus, there were 3 possible choices suggested a

tendency to favor 3 possible factor models: 3, 4, and 5. Suggested by Comrey (2000), Biber (1995, cited in Getkham, 2010) comprising of 5 important loadings is necessary for allowing a meaningful interpretation of a factor. Moreover, Costello & Osborne (2005), asserted that 3 to 5 or more loading items are desirable and indicate a solid factor. According to this suggestion, the component trial of 4, and 5 factor models were forced. The results of the trial revealed that a 3-factor model is the best solution. If 4 or 5 factor models were chosen, the rotated component contained only fewer than 3 loading items. Thus, the 3-factor model is the best number accounted for this dataset.

**V. FINDINGS**

The 3 Motivational factors:

**TABLE III  
MOTIVATIONAL FACTOR LOADINGS OF  
FACTOR 1: COMMUNICATIVE COMPETENCE**

Included Items	Loadings
9) Learning with MCAT gives me a feeling of competence.	.809
17) I enjoy using MCAT to communicate with my teacher.	.744
10) Using MCAT gives me more chances to write authentic English.	.668
23) Using MCAT is a good way to improve my English.	.524
16) Communicating with my classmates via MCAT gives me more chances to translate better.	.515

**TABLE IV  
MOTIVATIONAL FACTOR LOADINGS OF  
FACTOR 2: TASK COMPLETION**

Included Items	Loadings
19) I enjoy translation by MCAT more than by paper.	0.756
20) MCAT are usually very easy to work with.	0.629
18) Translation papers by MCAT saves time compared to translation by hand.	0.594
27) MCAT enjoy seeing my translation task printed out.	0.516
4) Using MCAT is worth the time and effort.	0.504

**TABLE V  
MOTIVATIONAL FACTOR LOADINGS OF  
FACTOR 3: COMMUNICATION**

Included Items	Loadings
3) Using MCAT makes me feel part of a community.	0.83
5) MCAT is a good way to learn people and cultures.	0.768
1) Communicating MCAT keeps people isolated from each other.	-0.496

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