

MOTIVATION VS FEAR: HOW STUDENTS PERCEIVE LEARNING TRANSLATION

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Abstract. In Malaysia, little or no attention is given to the psychological aspect of learning translation. Therefore, this study aims to examine the significance of motivation and fear in translation learning, as these factors can significantly influence the learning process and its outcomes. The objectives of this study are (i) to investigate translation students' perceptions of their motivation in learning translation, (ii) to explore translation students' perceptions of their fear of learning translation, and (iii) to analyse the correlation between motivation and fear of learning translation. This quantitative study involved 134 students. The findings reveal that translation students are highly motivated in structured settings, as demonstrated by their strong commitment to attending classes (mean score: 4.6) and their comfort around proficient peers (mean score: 4.2). The findings also reveal that the highest level of fear is associated with peer comparison (mean score: 3.7) and fear of failure (mean score: 3.6), indicating social and performance-related anxieties. The data shows no significant relationship between motivation and fear of learning translation, as the correlation coefficient ($r=-0.087$) falls outside the range indicating a meaningful association. The findings offer valuable insights for translation educators seeking to enhance translation learning by addressing students' apprehension and fostering motivation.

Keywords: *translation, learning, motivation, fear*

Introduction

Translation has become an essential social necessity in the modern globalised era. The increasing interconnectedness of individuals, societies, and nations, alongside the rising demand for cross-cultural exchange, has established translation as a crucial component of global communication (Kumar et al., 2019). Encompassing both art and science, translation plays a vital role in bridging linguistics and culture in an ever-globalising world. It is a complex cognitive process requiring linguistic proficiency, cultural sensitivity (Husin, 2022), creativity, and problem-solving skills. Consequently, many universities now offer translation courses, acknowledging their significance in contemporary education (Husin and Ismail, 2024). Skilled translators are increasingly sought after in today's world. Consequently, the demand for translators is undeniable. It is equally true that translating is not an easy endeavour. It requires considerable mental effort, making it a challenging task. Learning translation can also present difficulties. Aspiring translators must recognise that psychological factors play a crucial role in the translation process. Therefore, it is essential to comprehend the psychological aspects that influence the learning experience. Motivation and fear are two significant factors that impact learners' success in acquiring translation skills. While there is a growing body of research on motivation and fear within general education and language learning, a substantial gap remains in understanding the relationship between these factors and the learning of translation.

In Malaysia, translation research has predominantly focused on literary translation and subtitles. One example is the study by Moh Shin et al. (2021) that analysed the translation procedures of ecological culture, the translation procedures of social culture (Husin et al., 2024), the translation of pantun in animation films (Raup et al., 2022), the translation of manga (Chow et al., 2021), and crowdsourcing translation (Abd Nasir and Omar, 2021). However, research on motivation and fear of learning translation remains limited in Malaysia, particularly at the tertiary level. Although translation pedagogy has primarily centred on cognitive and linguistic skills (Mohamed et al., 2021), the psychological aspects of translators have not received due attention (Courtney and Phelan, 2019). The dynamic between motivation and fear is still not widely studied. This holds particularly true in quantitative research within multilingual settings. This study attempts to fill the gap by quantitatively examining the relationship between motivation and fear among Malay-speaking students who learn translation through English. These students face challenges such as linguistic and cultural complexities, ambiguity management, and the anxiety of using a non-native language, while simultaneously striving for fidelity and creativity.

Research objectives

Three research objectives are outlined to achieve the aim of this study: (1) To investigate translation students' perceptions of their motivation in learning translation; (2) To understand translation students' perceptions of their fear of learning translation; and (3) To analyse the correlation between motivation and fear in learning translation.

Review of literature

Translation, a crucial skill for cross-cultural communication (Husin and Ismail, 2024; Zhao, 2023), poses unique challenges for learning (Pham et al., 2022; Kiryakova et al., 2014). In addition to a deep understanding of languages, learners are also required to be aware of cultural nuances and contextual factors (Husin and Ismail, 2024). Recently, translation education has gained increasing attention due to numerous studies exploring different aspects of the field. While cognitive and linguistic aspects traditionally remain the focal points of research on translation pedagogy (Mohamed et al., 2021), the psychological aspects of learning, especially the interplay between motivation and fear, remain underexplored, particularly in quantitative studies. Motivation is a complicated facet of individual behaviour and psychology. It affects how people manage their time, the effort they put into tasks, their emotional and cognitive responses and their determination to achieve goals (Seven, 2020; Gerrig et al., 2015; Bakar, 2014; Roche et al., 2014). It is highly important in learning, shaping effort, persistence and cognitive processes. Being a dynamic process driven by needs and aspirations (Seven, 2020; Roche et al., 2014), motivation in translation learning emanates from various sources, including a passion for language and cultures, the desire to bridge communication gaps, as well as career aspirations such as becoming a professional translator or interpreter.

Simultaneously, fear or anxiety can have a significant impact on cognitive skills, including translation. Translation is also regarded as a cognitively demanding task (Chen and Hwang, 2020; Wehrmeyer and Antunes, 2020). Previous studies show that fear can inhibit learning and performance (Chen and Hwang, 2020; Yang et al., 2020; Hanifa, 2018). In Malaysia, most translation courses use English as either the source or target language. Since Malaysia's independence from British rule, English has been

recognised as a second language and remains a compulsory subject in schools (Idrus, 2021). Despite its widespread use in education, many students experience increased anxiety learning English as a foreign or second language (Ng and Yunus, 2021). To some extent, some students regard English as their foreign language, as they are not exposed to the use of the language. Past studies have identified several motivational factors in translation learning, namely, the desire to impart knowledge, fulfilment on a personal level, the chance to constantly learn new things, and the ability to contribute to a wider community. The findings highlight the intrinsic and altruistic aspects of volunteer translation, with emphasis on both personal and communal benefits (Olohan, 2014). Motivation also stems from the desire to share content online, reflecting the commitment to making information accessible to wider audiences (Abdolmaleki et al., 2018).

Self-related, peer-related, trainer-related, and institutional factors are significant motivators and demotivators (Wu, 2016), in addition to the importance of effective teaching strategies and course management in developing skilled interpreters (Liu and Yu, 2019). Additionally, students are also motivated by their ideal future selves, which include goals such as improving English proficiency, preparing for a career, acquiring general knowledge, and understanding translation processes (Jabu and Abduh, 2021). Generally, motivation in learning translation is influenced by multiple factors, including pedagogical aspects (Zhu, 2022), social aspects (Sabrina and Haharap, 2024; Zhu, 2022), and personal benefits (Sabrina and Haharap, 2024). The aforementioned studies suggest that further research should be conducted to explore students' motivation and fear of learning translation in greater depth. By exploring these perceptions and their interrelation, this study attempts to provide actionable insights for educators, providing more supportive learning environments and encouraging students to overcome the psychological and linguistic obstacles inherent in translation studies.

Conceptual framework

Gardner (2001) theory of motivation in foreign language learning and Horwitz et al. (1986) fear of learning a foreign language theory are employed to develop the conceptual framework for this study. Gardner (2001) and Horwitz et al. (1986) frameworks provide a reliable and well-established basis for assessing motivation and fear of language learning. *Figure 1* shows the conceptual framework guiding this study, which explores the relationship between motivation and fear of learning translation. Learning translation can be a daunting task, particularly if learners experience fear related to the source language involved. While effective classroom activities can facilitate learning, fear can significantly impede the learning process. Motivation, a key driver in language acquisition, can be diminished or even extinguished by such fear. Gardner (2001) stated that the concept of motivation is related to effort, desire intention, reasons behind behaviour and affective aspects associated with language learning and has a close connection to language learning. A learner's effort and desire to acquire the target language are two of the many elements that contribute to motivation in language acquisition (Gardner, 2001). Motivation is 'the combination of effort and desire to achieve the goal of language learning. It also includes a favourable attitude towards language learning. This definition emphasises the cognitive and affective dimensions of motivation, which highlights the importance of individual goals, attitudes, and beliefs in shaping learners' engagement and persistence in learning a foreign language.



Figure 1. Relationship between motivation and fear of learning translation.
Source: Gardner (2001); Horwitz et al. (1986).

However, motivation can be jeopardised if fear takes precedence over the learner's incentive. There are several reasons for this worry, such as test anxiety, communication anxiety, and fear of receiving a poor grade. There are three dimensions of communication apprehension: (a) test anxiety, (b) fear of negative evaluation, and (c) fear of language classes (Horwitz et al., 1986). Foreign language learners often face communication apprehension. This makes speaking in class or public settings difficult (Horwitz et al., 1986). Foreign language anxiety is linked to shyness, stage fright and public speaking anxiety. Self-perception significantly influences the language learners' anxiety levels. Low apprehension and positive attitudes enhance language learning success. When the learners feel constantly monitored, anxiety increases and leads to test anxiety and fear of negative evaluation. Test anxiety is a significant barrier in language learning that can cause physical and psychological issues that hinder performance and well-being. It can influence the foreign language learning process. Fear of negative evaluation can cause anxiety, especially for cross-disciplinary learners who may have different communication styles (Taib et al., 2023). This fear leads to shame, embarrassment, and self-doubt, discouraging classroom participation and hindering learning. This is evident in learning translation. The learners have to understand the source language which is different from the target language. The difference between the two languages can cause anxiety among the learners of translation.

Materials and Methods

This quantitative study aims to analyse the correlation between motivation and fear perceived by the students of a translation course at a public university in Malaysia. A purposive sampling method was employed, with 134 participants responding to the survey through a questionnaire. All questionnaire items were adopted from Zain et al. (2023). The participants of the study are students who registered for a translation course at a public university in Malaysia. In the translation course taught, English is the source language, whereas Malay is the target language. The data collected from the survey were analysed using statistical methods to address the research questions. Descriptive statistics were used to summarise the demographic profile and the overall levels of motivation and fear among participants. Correlation analysis was conducted to examine the relationship between motivation and fear of learning translation. The questionnaire is divided into three sections: (i) Section A, (ii) Section B, and (iii) Section C. Section A

includes three key questions designed to provide essential background information on the participants. These questions cover (i) gender, (ii) education level, and (iii) MUET Band. Section B focuses on Motivation to Learn, based on Gardner (2001) framework, and consists of 10 items designed to measure intrinsic and extrinsic motivation. Section C assesses Fear of Learning a Foreign Language, based on Horwitz et al. (1986) theory. This section includes 33 items that can be divided into three subsections: (i) Communication Apprehension, (ii) Fear of Negative Evaluation, and (iii) Test Anxiety (*Table 1*). The survey comprises 33 items. It provides a comprehensive tool to understand the relationship between fear and motivation in learning translation. This relationship is analysed based on the data collected from all items.

Table 1. *Distribution of items.*

Section	Theme	Sub-theme	No. of items
B	Motivation to learn	-	10
C	Fear of learning a foreign language	Communication Apprehension	9
		Fear of Negative Evaluation	6
		Test Anxiety	8
Total of items			33

Table 2 presents the reliability of the survey scores using Cronbach's alpha coefficient. The survey obtained Cronbach's alpha coefficient of .799. This indicates that the survey items have a good degree of internal consistency. It also indicates that the tool accurately assesses the desired constructions. The data will then be analysed using SPSS to respond to the study questions.

Table 2. *Reliability for the items in the motivation and fear in learning translation survey.*

Cronbach's alpha	N of items
.799	33

Results and Discussion

This study involves 134 students as the respondents. *Table 3* presents the demographic profiles of the respondents for this survey. All 134 respondents of this study are students from a degree programme at a public university in Malaysia. Students were in their Semester 4 (Semester October-February 2025) and taking translation as one of their core subjects when this survey was conducted. Of these, 27 are male students (20.1%), while 107 are female students (79.9%). *Table 1* also shows the band of the MUET, the Malaysian University English Test. MUET is a standardised test that assesses the English language proficiency of students seeking entry into Malaysian universities. The test evaluates skills in listening, speaking, reading, and writing. The highest band achievable in MUET is Band 6, which indicates a high level of proficiency in English. This band is typically required for admission into many academic programs at local universities, ensuring that students are well-prepared to engage in English-medium instruction. Data shows that 7 students (5.2%) achieved Band 2, indicating a basic level of English proficiency. The majority, 82 students (61.2%), scored Band 3, which reflects a moderate level of proficiency, while 45 students (33.6%) achieved Band 4, demonstrating a higher level of English proficiency. A set of 10 items adapted from Mohd Zain et al. (2023) was utilised to examine the learners' perceptions of their motivation in learning translation. These items are based on Gardner's (2001) theory of motivation to learn, as shown in *Table 4*.

Table 3. Demographic profiles of the students (n=134).

Category	Frequency	Percentage	Cumulative percentage
Gender			
Male	27	2.1	20.1
Female	107	79.9	100.0
MUET band			
Band 2	7	5.2	5.2
Band 3	82	61.2	66.4
Band 4	45	33.6	100.0

Table 4. Descriptive statistics for motivation in learning translation.

Code	Statements	Mean	Std. Dev.
MLT1	I make it a point to attend every translation class without exception.	4.6	.65027
MLT2	I ensure that I am well-prepared for my translation class.	4.4	.61062
MLT3	I comprehend the lecturer's teaching.	4.3	.65079
MLT4	I will ask my lecturer if I do not understand the lesson.	4.0	.84486
MLT5	I will ask my friends if I do not understand the lesson.	4.4	.68408
MLT6	I also take the initiative to learn the translation online.	3.8	.98036
MLT7	I always enjoy participating in activities in translation class.	4.5	.61007
MLT8	I find joy in learning translation with my classmates.	4.5	.61002
MLT9	I enjoy translation practices during class.	4.4	.65542
MLT10	The lecturer always motivates me in class.	4.5	.60892

Table 4 shows the descriptive statistics for motivation in learning translation. Data collected shows that the respondents are typically very motivated and interested in their translation classes. It is clearly shown that Item MLT1 had the highest mean score of 4.6, indicating that students are very committed to attending translation classes. The data collected also shows that the students are very prepared for their translation classes. This is shown by the participants' standard deviation of 0.61062 and a mean score of 4.4 for item MLT2. On the other hand, data for item MLT3 shows the students' confidence in their understanding of the lessons with a mean score of 4.3 and a standard deviation of 0.65079. Based on the data collected, the item MLT4 (I will ask my lecturer if I do not understand the lesson) records a standard deviation of 0.84486 and a mean score of 4.0. On a similar note, item MLT5 records a mean score of 4.4 and a standard deviation of 0.68408. The means scores show that many students actively seek clarification from their teachers and peers. The participants also make efforts to learn independently through online resources (MLT6, mean score of 3.8, standard deviation 0.98036), though with slightly lower frequency. Enjoyment of classroom activities (MLT7 with a mean score of 4.5 and a standard deviation of 0.61007), collaborative learning (MLT8, mean score=4.5, standard deviation=0.61002), and translation practice (MLT9 with a standard deviation of 0.65542) further highlight students' positive learning experiences. Additionally, the strong influence of the teacher's motivation in motivating the students (a standard deviation of 0.60892 and a mean score of 4.5) suggests that instructor encouragement plays a crucial role in sustaining students' enthusiasm for learning translation.

Section C of the questionnaire is designed to assess participants' fear or anxiety related to learning translation. This section helps to assess learners' perceptions of (i) communication apprehension, (ii) fear of negative evaluation, and (iii) test anxiety (Table 5). These aspects were analysed using a framework adapted from Horwitz et al. (1986). This framework provides a comprehensive approach to understanding language learning anxiety. Findings from the analysis show that there are specific fears that may

influence the learners' confidence and performance in translation studies. The data from the survey reveals interesting insights into students' confidence and anxiety levels related to translation tasks and classroom interactions. On average, students reported feeling somewhat unsure of themselves when translating (CA1 with a standard deviation of 0.96873 and a mean score of 3.0). A significant level of anxiety was observed when they did not understand the translation aspects taught by the lecturer (CA2 with a mean score of 3.4 or a standard deviation of 1.10052). Despite this, students expressed a moderate level of confidence when translating in class (CA3 with a mean score of 3.4 and standard deviation of 0.89729) and when asking the lecturer questions (CA6 with a mean score of 3.8 and standard deviation of 0.91082).

Table 5. *Descriptive statistics communication apprehension.*

Code	Statements	Mean	Std. Dev.
CA1	My self-efficacy is consistently low especially when I am translating.	3.0	.96873
CA2	I feel anxious when I struggle to understand the translation concepts taught by the lecturer.	3.4	1.10052
CA3	I feel confident when I translate in my translation class.	3.4	.89729
CA4	When my lecturer asks me to translate, I won't be anxious.	3.1	.90662
CA5	I feel frustrated when I don't understand the lecturer's teaching.	3.6	1.12689
CA6	I feel confident to ask the lecturer in class.	3.8	.91082
CA7	I am very uncomfortable asking questions in front of the class.	3.0	1.21027
CA8	I feel anxious when I don't understand the lecturer's explanation.	3.4	1.10822
CA9	I might feel comfortable around students who can translate well.	4.2	0.84830

However, they also indicated feeling self-conscious about asking questions in front of peers (CA7, mean score=3.0, standard deviation=1.21027). Nervousness was notably high when students struggled to comprehend the lecturer's explanations (CA5-'I feel frustrated when I don't understand the lecturer's teaching' with a standard deviation of 1.12689 and a mean score of 3.6; CA8-'I feel anxious when I don't understand the lecturer's explanation' with a standard deviation of 1.10822 and a mean score of 3.4). Interestingly, students felt most comfortable around peers who were proficient in translation (CA9, mean score=4.2, standard deviation=0.84830), suggesting that peer competence plays a significant role in their comfort levels. Overall, the results highlight a mix of confidence and anxiety, with students feeling more at ease in supportive environments but experiencing stress when faced with uncertainty or perceived inadequacy. In summary, while students display some level of communication apprehension, particularly in translating, seeking clarification, and interacting with peers, they generally feel more confident when surrounded by students who are proficient in translation. There is also a noticeable difference between how students feel about interacting with their lecturer versus their peers, with a tendency to feel more comfortable asking the lecturer for help.

Table 6 presents the mean scores for various statements related to fear of negative evaluation in the translation class. The data reflects students' concerns about making mistakes, being judged by peers, and being evaluated by their lecturers. The data highlights a complex interplay of confidence, self-doubt, and fear of judgment among students in translation classes. Data shows that some students reported relatively low levels of worry about making mistakes, as indicated by the statement 'I am not afraid to make mistakes in translation class' (a mean score of 3.1), they simultaneously express significant concerns about their performance relative to their peers. For instance, the belief that other students are better at translation is prevalent, with mean scores of 3.7 for 'I keep thinking that my classmates are better at translation than me' and 3.6 for 'I always think that my classmates translate better than I do.' This suggests a strong sense

of inferiority or self-criticism. Additionally, fear of embarrassment and judgment is evident in statements like ‘I feel embarrassed to voluntarily answer questions in translation class’ (a mean score of 3.0 and standard deviation of 1.13496) and ‘I am nervous that my classmates will laugh at me during oral translation exercises’ (a mean score of 2.9 and a standard deviation of 1.28143). Interestingly, fear of the lecturer’s corrections appears to be less pronounced, with a mean score of 2.1 for ‘I am nervous that my lecturer will immediately correct my mistakes’ indicating that students may perceive their instructor’s feedback as less intimidating compared to peer judgment.

Table 6. Descriptive statistics for fear of negative evaluation.

Code	Statements	Mean	Std. Dev.
FNE1	I am not afraid to make mistakes in translation class.	3.1	1.13496
FNE2	I keep thinking that my classmates are better at translation than me.	3.7	1.107020
FNE3	I feel embarrassed to voluntarily answer questions in translation class.	3.0	1.19485
FNE4	I am nervous that my lecturer will immediately correct my mistakes.	2.1	1.03697
FNE5	I always think that my classmates translate better than I do.	3.6	1.15699
FNE6	I am nervous that my classmates will laugh at me during oral translation exercises.	2.9	1.28143
FNE7	I am very uncomfortable asking questions in front of the class.	3.0	1.21027

Overall, these findings underscore the emotional challenges students face, particularly their anxiety about being evaluated or compared to others in the classroom setting. The data indicates that while students experience some level of fear of negative evaluation, particularly concerning comparisons with their peers and voluntary participation, they do not seem to have extreme anxieties about being corrected by their lecturer or making mistakes in class. *Table 7* presents the descriptive statistics for various statements related to test anxiety in the translation class. The data reflects students' feelings of nervousness, worry, and confidence concerning translation tests and class activities. The statement ‘I feel considerably more tense and nervous in translation class than in any of my other courses’ received the lowest mean score of 1.9 (a standard deviation of 0.97486), suggesting that students generally do not feel significantly more anxious in translation class compared to other subjects. This indicates that test anxiety may not be as pronounced in translation class, and students might not associate the subject with high levels of stress. The item TA1 had a mean score of 2.5 and a standard deviation of 1.13493, indicating a low level of anxiety related to being called on during class. While students may experience some nervousness when singled out, it is not overwhelming. The item ‘I am worried about what will happen if I fail my translation course’ had a mean score of 3.6 (a standard deviation of 1.15932), showing that students do experience some anxiety regarding the potential consequences of failing the course. This suggests that the academic pressure to succeed in translation is a concern for students, though not necessarily the most anxiety-inducing aspect of their overall experience.

Table 7. Descriptive statistics for test anxiety.

Code	Statements	Mean	Std. Dev.
TA1	I feel significantly anxious when I know that I will be asked in translation class.	2.5	1.13493
TA2	I would have no problems taking more translation courses.	3.2	1.05627
TA3	I am usually relaxed when taking translation tests.	3.3	1.01432
TA4	I am worried about what will happen if I fail my translation course.	3.6	1.15932
TA5	I feel a high level of anxiety in translation class when I do not know how to translate.	2.8	1.04902
TA6	I often feel like I’m not confident because of my English competency	3.2	1.18798
TA7	The more I prepare for a translation test, the less I seem to understand.	2.6	1.07219
TA8	I feel considerably more tense and nervous in translation class than in any of my other courses.	1.9	.97486

Statements related to students' ease and comfort in translation classes were more moderate in their scores. The statement 'I am usually relaxed when taking translation tests' had a standard deviation of 1.01432 (a mean score of 3.3), suggesting that students feel relatively calm during tests. Similarly, item TA2 received a mean score of 3.2, indicating that while students may not be overly anxious about additional classes, there is some level of discomfort or reluctance to have more translation sessions. The statement 'I feel a high level of anxiety in translation class when I do not know how to translate' had a mean score of 2.8 and a standard deviation of 1.04902, reflecting that some students experience mild anxiety due to their perceived lack of translation skills, though it is not a predominant concern for most students. The items TA6 and TA7 both had mean scores of 3.2 and 2.6, respectively. These results show that students might occasionally feel a lack of confidence in their English proficiency, and some may become confused when studying intensively for translation tests. Overall, the data reveals that while students experience some level of test anxiety, it is not particularly high in translation class. Students do worry about the potential consequences of failure, but they tend to be relatively at ease during tests and classes. This study also examines potential associations between motivation and fear in learning translation. Therefore, correlation analyses were conducted using SPSS to determine whether significant relationships exist between the mean scores. The results of these analyses are presented in *Table 8*.

Table 8. Correlation for motivation and fear of learning translation.

Category		Motivation	Fear of learning translation
Motivation	Pearson Correlation	1	-.87
	Sig. (2 tailed)		.316
	N	134	134
Fear of learning translation	Pearson Correlation	-.087	1
	Sig. (2 tailed)	.316	
	N	134	

Table 8 indicates a negative relationship between motivation and fear of learning translation. Correlation analysis shows no significant relationship between motivation and fear of learning translation ($r = -.087$). Positive correlation is assessed on a scale of 0.1 to 1.0, and the coefficient is significant at the .05 level. Between 0.1 and 0.3 would be considered a weak positive correlation, between 0.3 and 0.5 a moderate one, and between 0.5 and 1.0 a high one (Jackson, 2009). This means that there is no relationship between motivation and fear of learning translation. *Table 8* indicates a negative relationship between motivation and fear of learning translation. Correlation analysis shows no significant relationship between motivation and fear of learning translation ($r = -.087$). Positive correlation is assessed on a scale of 0.1 to 1.0, and the coefficient is significant at the .05 level. Between 0.1 and 0.3 would be considered a weak positive correlation, between 0.3 and 0.5 a moderate one, and between 0.5 and 1.0 a high one (Jackson, 2009). This means that there is no relationship between motivation and fear of learning translation.

Conclusion

Based on the data collected, the translation students demonstrated high motivation levels. This is evident through their strong commitment to attendance, preparedness, and active engagement in class activities. It is also evident that the students are comfortable

getting clarification from both lecturers and their peers. Data also shows that students utilise online resources for their independent learning. Despite the motivation levels being high, the students also experience varying degrees of communication apprehension, particularly when translating in front of the lecturer. They generally feel more comfortable around classmates who are proficient in translation. The survey data also reveals that fear of being negatively judged is present, mainly stemming from comparisons with peers and concerns about participating voluntarily. However, the students are not overly apprehensive about being corrected by the lecturer. In terms of test anxiety, the students experience moderate levels of stress related to potential failure and occasional difficulties with English proficiency. Overall, students exhibit a positive learning attitude and high levels of motivation in their translation learning, even though anxieties and apprehension remain present.

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Conflict of interest

The authors confirm that there is no conflict of interest involved with any parties in this research study.

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