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Interest Matters: A Motivational Variable in Translation - Survey on the Interest Area

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Abstract

Translation has been considered a readily accessible tool that can be utilized to build national image, possibly ensure intercultural communication and the exchange of knowledge between any two given countries that differ in culture and belong to different language groups. Deliberating on the question of what to translate? Who to translate for? And what topic will interest a particular target population in space and time, this article through a survey, investigated the interest areas of foreigners, particularly Ghanaians about knowing China, to initiate a purposeful translation activity base on the topmost interest area of the target population. The results of the findings indicated that Ghanaians are interested in a translated material on China's trade policy and E-commerce, an outcome that runs contrary to the presumption of the author that Ghanaians would be interested in Chinese culture and Chinese medicine. This study has also through empirical evidence, demonstrated and proposed the need for the consideration of the "concept of interest" of both the audience and the translator involved in translation action especially for those involved in domain-specific translations. This study creates awareness and calls for the consideration of the concept of interest in translation. It also contributes new knowledge to the existing literature in the field of translation and applied linguistics.

Introduction

The inexorable ascension of China on the global front in all facets of development has necessitated and widened its scope of interaction with other nationalities. This expansion in growth has led to a concomitant increase in the number of people from the outside world flooding the country for various purposes such as studying, trading, tourism, health, research, just to name but a few, facilitating a cross-cultural relationship between China and these countries with many others wondering how China for the past four decades made giant positive strides in terms of economic growth and development. These mind-blowing achievements of China from the spheres of the maintenance of its culture, to the building of its political, educational, technological, medical, commerce, and others are worth sharing and it is only the translation tool that provides the avenue for and that can be utilized to ensure intercultural communication, the building of national image and the exchange of knowledge between any two countries with different cultures that belong to different divides of the language group and schemas. Without having to experience the challenges involved in learning a new language, one can get a reasonably clear understanding of a speech community's culture and its scientific, technological, and literary achievements through translation. As House (2015) posited, translation is a process where meanings or expressions are transferred

between various languages and cultures. Tripathi and Sarkhel (2010) also noted that translation and language are essential mechanisms in intercultural communication and for making diversity accessible.

Being an icon of the world, global interest in China is on a continuous increase with no single translation activity enough to satiate the rising diverse curiosities and interests of the international community regarding China, considering the reality of differences in culture and language of China to the others. Therefore, the Chinese government started spreading its culture to the international community in various ways through works of four large publishing house (China Book International, 2006; Publication Project of Translated Chinese Classics, 2009; Publication Project of Translated Chinese Cultural Works, 2009; Translation Project of Chinese Academic Works, 2010, all cf. from Li, 2016), to help build a positive national image. Therefore, publishing Chinese works translated into other languages was considered an important strategy for creating such an image. However, many aspects of this activity are challenging as one is faced with the question of what to translate, how to translate, what criteria are employed in choosing or deciding on the particular work to be translated, coupled with the question of how people will embrace and receive the translated works.

while thinking about the above challenges and searching academic literature, it was observed by the author that little or no study has been done to find out what the potential foreign audiences are interested in when translating Chinese works meant for consumption by the “others” with regards to understanding China since according to Li (2016) what to translate is usually decided by a committee made up of experts from various fields in China. However, the interests of this small group of Chinese experts can not reflect foreign readers' interests. Against this background, one would therefore, ask the question: what it is about China that the others outside of its borders would want to know? With China's language of interaction being Chinese, what translated topic areas would be of interest to the ‘others’? What new areas in contemporary times are of topmost concern to the outsiders of which a translated material would be useful? These and many other questions propelled the researcher to investigate and identify the specific areas that would be of interest to foreigners, especially Ghanaians regarding China in recent times, to facilitate a purposeful translation intended to satisfy these interests through the transference and conveyance of information and culture, hence the rationale for the study.

Since the inception of translation studies, the practice of translation activity has evolved over the years through the propounding of theories, outlining of the principles and strategies of the arts, textual and discourse analysis, to matters of machine translation, ethics, culture, with focus on translator’s approach, to the criticisms of translated products and others (Xiao & Hu, 2015). However, it has been observed that little attention and recognition has been given to the social, behavioral or psychological dimensions of the people involved in translation action of which the concept of interest of the addressees/audience/readers or even translators engaged in a translation activity is critical and cannot be left out, though many scholars have postulated and acknowledged the key role of “interest” in the success equation of different domains.

Interest has been considered as a motivating factor for effective learning, personality development, and central to the self- concept (Sax et al. 2015). According to Renninger & Bachrach, (2015), interest has a profound impact on both the cognitive and affective dimensions of reading, influences the thought and feeling of what one reads.

Hidi (2006) also argues that interest is intrinsic and associated with a strong willingness to obtain domain-specific knowledge. In other words, interest motivated activities tend to be successful because of the inner drive or tenacity associated with it that causes one to strive on, in the face of challenges until success is achieved and satisfaction derived. Renninger & Hidi (2015), stipulate that interest is always channeled towards an activity, item, purpose, or a domain of knowledge. They posited that “one cannot simply have an interest: one must be interested in something”. This explanation of interest is the motivating anchor of the current study which as stipulated earlier, aims to investigate and identify the particular thing or area(s) about China that would entice foreigners, particularly Ghanaians to direct their focus towards attaining, which will facilitate the initiation of translation activity to arouse the reading appetite (interest) of Ghanaians as well as other foreigners on translated works about such topic areas, enhancing knowledge acquisition, perception building and a better understanding of China. It also seeks to know if gender influences the interest area of the respondents of the study. The author began the study with the presumption that since China is an ancient nation with very rich culture and history, it would be of topmost priority for foreigners, including Ghanaians to desire to know about Chinese culture and Chinese medicine.

An Overview of Interest as A Motivational Variable

The relevance of interest was already acknowledged during the late 18th century when the theory of interest was first propounded by Johann Friedrich Herbart (1776–1841) who did not only recognize the significance of interest as a motivating condition that stimulates effective learning but also as an outcome of education (cf. Krapp & Prenzel, 2011). During the early periods of the 20th century, understanding the role that interest played in learning and development deepened and popularized so that the theory was adopted by scholars like Dewey (1913/2009) whose book on *Interest and Effort in Education* served as the basis for research on the concept. Dewey asserted that interest promotes learning, improves comprehension, and encourages commitment and personal participation. It has been recognized that interest contributes greatly to the things that people paid attention to and learned about (cf. Hidi, 2006). In other words, interest motivates an individual to engage in activities or get drawn to things or objects that otherwise would not have merited their emotional and cognitive recognition.

However, in the dispensation of the behaviorism and the ensuing cognitive revolution, the importance of affective motivational variables in research specifically, that of interest, diminished (Boekaerts, 1999; Sitzmann & Ely, 2011), but got revamped again when psychologists began to give attention to the role of affective variables (e.g., Meyer & Turner, 2002), leading to the recognition of Interest again as a vital variable of motivation that affects achievement and learning. Interest as a motivational resource is well supported by research, it has been suggested by Hidi & Harackiewicz (2000) as a motivational factor that connects emotional and cognitive elements of motivation. Other studies that conducted interest manipulated experiments have also shown how interest improves motivation and learning (Hidi & Renninger, 2006; Sansone et al., 2012; Harackiewicz et al., 2016; Rotgans & Schmidt, 2017; Reber et al., 2018; Asgari et al., 2019; Hidi & Renninger, 2019). Renninger & Hidi (2015) assessed what interest is good for and suggested its motivational function. They posited that “interest motivates exploration and learning, and guarantees the person's engagement in the environment as survival and adaptation require such engagement”. It has also been stipulated from the perspective of broaden-and-build model of positive emotions that ‘interest’ like other positive emotions, lacks short-term functions associated with survival, but rather serves

long-term developmental goals (Jäger & Rüsseler, 2016). The model suggests that interest cultivates diverse experience by orienting people to new and unusual events and facilitates the growth of competence by motivating sustained activity in a specific area. The motivational function of interest extends to activities that are not inherently interesting or appealing, therefore, bolster motivation to complete tasks that are boring and tedious.

Therefore, what is required when people undertake a boring or tedious task is to boost their motivation to complete such tasks by implementing interest enhancing strategies (Sansone & Smith, 2000a, 2000b; Yeager et al., 2014; Wlodkowski & Ginsberg, 2017) and techniques which stimulate exciting emotions that help promote persistence on the task (Sansone & Smith, 2000b; Linnenbrink-Garcia et al., 2016). Some researchers also suggest that interest is adaptive because it motivates people to build a different experience that might be helpful when unexpected events occur (Tugade & Fredrickson, 2007; Wilson & Gilbert, 2008). With these evidences expounded on interest as a motivational variable by different scholars, the question therefore would be, how does the interest of translators affect the production of the translated text? Does the interest of the translator in a specific domain of knowledge, for instance, economics, law, sociology, accounting, and others influence or lead to the production of a quality target text and would the translated version be reflective of the source text because of interest? Would the reception of a translated version that is based on the interest of the readers/ audience/ addressees be positive, negative cordial, or hostile? All these are areas in translation studies that call for exploration. So, even though this study cannot provide answers to all the above-mentioned thematic areas, it hopes to bridge the gap by finding out the interest of the audiences/addressees involved in translation action.

Interest Related Studies in Translation

Many researchers have examined different concepts in translation and translation studies, but as far as the researcher is aware, there are no studies in the field of translation that has conducted an interest base study of the target readers/addressees of its translation material, neither has there been any investigation on the interest of the translator engaged in translation practice. Thus, this current study is the first of its kind. However, a number of researches have been carried out in the educational, psychological and sociological fields of study on the development of interest, its influence on learning and choice of a career path, its functions among others. Other studies that discovered the positive influences of interest on learners' attention, choices concerning their course areas of interest, learning levels, their goals, and learners' strategies applied in task performance among others (Hidi & Renninger, 2006; Nuutila et al., 2020) have also been found. Some studies have also demonstrated the positive motivational effects of interest. A successful study conducted on adolescents indicated that undivided interest promoted the growth of expertise (Rathunde, 2001; Hidi, et al., 2004; Silvia, 2006). In a longitudinal analysis involving experience-sampling research of high school students, an assessment of the subjective experience of school-related events was conducted (Rathunde & Csikszentmihalyi, 1993). When the researchers after 3 years measured the high school students' thoughts of talent and success, they discovered that undivided interest during the first year highly predicted commitment to education, academic achievement, and teachers' achievement. Reading research showed that when texts are of interest to people, they interpret the texts better and remember the content more accurately than the contrary (Schiefele, 1999; Hidi, 2000). It was also found that the perception of interest during an activity predicts the length of time of participation, the willingness to repeat the

activity, and skill development (Prenzel, 1992; Fisher & Noble, 2004). Studies have also shown that students are likely to excel in courses that interest them (Schiefele, et al., 1992 cited in Swarat et al., 2012).

Cambria & Guthrie (2010) found in their study that, the desirable feeling experienced by students during reading can induce them to provide more time, effort, and concentration when reading. This will allow them to expand their knowledge and ultimately affect their academic achievement. Ainley et al., (2002) also investigated topical interest through theme and topic presentation and found that both situational and individual variables may contribute to the interest in the subject. Most educational researchers building on the existing interest studies have distinguished between individual interests; a fairly stable inclination towards an object of interest, and situational or text-based interest; a psychological state triggered by stimuli in the environment. (Hidi, 1990; Schiefele, 2009; Renninger et al., 2014; Rotgans & Schmidt, 2017), and have established through empirical studies that interest-driven motivation has a positive influence on the process and outcome of learning (Tella et al., 2009; Azevedo, 2013). Hidi & Renninger (2006) for example, proposed a four-phase interest development model that describes how interest develops, the need for recognizing the kind of interest under investigation by researchers, and how interest development can be influenced by parents and educators. The proposed four phases by Hidi and Renninger are triggered situational interest, maintained situational interest, emerging individual interest, and well-developed individual interest, with each phase deemed to be sequential and distinct.

Owing to the purpose of this study, the author will not discuss in detail the dichotomies of the various phases or divisions and the different sub-theories of interest proposed by researchers but would like to draw from the explanations of the theories of interest to presume that if interest could stimulate a positive learning and achievement effect in an individual, motivate exploration and learning, facilitate the growth of competence, build experience and techniques helpful in times of emergencies, then by extension, awareness of the interest of the addressees/ reader or a target population (country, society, foreigners, continent) in a translation activity will on the one hand create awareness to the translator regarding the need of the population, guide the translator on the choice of the source language material on specific topical interest areas, and can also help elicit or stimulate a reading desire, ensure focused attention of the addressees or population on a specific translated material, resulting in assimilation of the content of the translated material, hence the accumulation of cultural and other forms of knowledge that would enhance intercultural relationship and understanding and acceptance of such translated product. On the other hand, a specific domain/ field that is of interest to a particular translator could be a motivating factor for producing high quality translated product since competence and performance in translation activity may be affected by interest in the translation action. These presumptions are the basic tenet of the interest theory of translation proposed by the author and hopes to thoroughly expound this theory in the subsequent write-ups.

Methodology

This study was developed as a result of the author's curiosity to find out which translated topic areas about China would be of interest to Ghanaians as a means of gaining knowledge, promoting China's image and intercultural communication, and to initiate a purposeful translation activity, where a Chinese book written on the populations' interest area would be translated to English to satisfy this need, hence the design of the questionnaire of the current

study. The descriptive cross-sectional survey on the translation interest area of Ghanaians regarding China was carried out from June 2019 to December 2024.

Participants

The study population included a Ghanaian male or female and who can read, write, and living anywhere on the planet. Because the questionnaire was administered online, the researcher employed inclusion and exclusion control over the sampling of subjects. A total of 1348 respondents participated in this study with 1068(79.2%) being Ghanaians, 188(14%) Nigerians, 56(4%) Ugandans, and 36(3%) Mongolians. Based on the exclusion criteria, the responses of all persons in the survey who were not Ghanaians were excluded from the survey. Thus only 1068 total responses were included in the analysis.

Design and Procedure

As stated earlier, an online questionnaire outlining the various topics of interest was administered via google forms to identify and harness the demographic information and interest areas of the respondents. The questionnaires were designed after a comprehensive review of literature from past interest base studies in education, psychology, language, and translation, and it was found out that there was no questionnaire on the subject matter of interest in translation. The author, therefore, designed a questionnaire base on the purpose of the study. To ensure authenticity and soundness and of the questionnaire, we subjected each of the items to discussion and analysis of merit after which it was transferred to be verified by a review panel of two experts each in linguistics, translation, and research methodology before the pilot survey. Based on the comments of the experts, some modifications were made by expanding the topic interest areas listed to cover wider themes with one open-ended question giving the respondent the right to list omitted interest areas. Afterward, a pilot study was conducted on the pre-final prototype with 20 respondents to assess the clarity of the questionnaire. Results from the pilot and current study have shown that Cronbach's alpha is greater than 0.80. Cronbach's alpha assesses the internal reliability or consistency of a given dataset. The exclusion criteria for this study included persons who are not Ghanaians and residing in or outside the borders of Ghana. The sample size was determined using the minimum sample size formula; thus, " $n = Z^2 P(1-P) / d^2$ "; where, n = sample size, Z = z statistic for a level of confidence. For the level of confidence of 95%, which is conventional, the Z value is 1.96. P = expected prevalence or proportion (in proportion of one; if 50%, $P = 50$), and d = precision (in proportion of one, if 5%, $d = 0.05$). The calculated sample size was 385 using an expected proportion or prevalence (p) of 50%; $P=0.50$ (Kadam & Bhalero, 2010), considering a 95% confidence interval (CI) and a 5% marginal error.

Irrespective of the challenges associated with the online method of administering questionnaires such as dishonesty, the problem of not understanding or answering questions, technical difficulties (Saleh & Bista, 2017), its advantages have been ascertained by scholars to outweigh the negatives. For instance, anonymity is one major benefit of using online surveys because it offers privacy for respondents which encourages them to give open and truthful feedback since confidentiality is guaranteed (Sue & Ritter, 2012). This has a positive effect on the response which is crucial for the success of the survey.

Objectivity is also assured to some extent since the people responsible for facilitating interviews or telephone surveys and who could influence the answers of the respondents are removed (LaRose & Tsai, 2014; Brace, 2018). Online questionnaires help to eliminate such influences from interviewers, making the answers more accurate. Other benefits for using online questionnaires include easy accessibility, flexibility, cost-effectiveness, protection against data loss, and the allowance of easy transfer of data into a database for analysis (Lefever, et al., 2007; LaRose & Tsai, 2014), hence its employment in this study. The questionnaire had 5 major questions and 1 sub-questions comprising of the nationality, gender, and geographical location occupation, with 1 multiple choice question and 1 open-ended question designed to investigate various interest areas.

Results Analysis

After collecting the data, the IBM Statistical Package for the Social Sciences (SPSS) version 20.0 and Microsoft Excel (2016) was utilized to analyze the questionnaire of the study. The statistical tests run in this study had a minimum level of significance, $p = 0.05$. Descriptive statistics (frequency, percentage) was used to describe data patterns on the demographic information of the respondents and the areas that are of interest to respondents regarding China with a topic area of 35% respondents considered as an area of concern to the respondents in relation translation of such area. To analyze the gender differences in the selection of various topics areas of interest, the chi-square values, and p - values of the participants were also utilized. All the results of the study are represented in tables or graphs below.

Table 1. Demographic Information of the Survey Respondents

Demographic Variables	Frequency (%)
Sex	
Male	728 (68)
Female	340 (32)
Are you a Ghanaian?	
Yes	1068 (79.2)
No	280 (20.8)
Which country do you reside in? ^a	
Ghana	904 (85.)
China	144 (13)
Nigeria	20 (2)
Are you in academia? ^a	
Yes	856 (80.1)
No	212 (19.8)

^a these questions were answered by only Ghanaian respondents.

Table 1 indicates the background characteristics of the participants in the survey. As can be observed from the table, more males than females participated in the survey, representing 68% (729) and 32. %(340) of the total (1068) respondents respectively. It can also be seen that the majority of the respondents in the study reside in

Ghana 85%, with 13% and 2% living in China and Nigeria respectively. The respondents that live outside of China may not have visited China, therefore, would want to know about China. Out of the 1068 total participants, 856 (80.1%) of them were in the academic cycle, which implies that almost half of respondents are elites and so are likely to read the translated material.

To identify the respondents' most selected topic of interest, the percentages of the various topic areas were collated and plotted on a graph. As evidenced from Figure 1 above, the most selected interest area of the respondents with 52% response, was knowing about the trade policies of China, followed by e-commerce (40%), immigration policies, (35%) and general Chinese culture(31%) in that order of hierarchy. The cost-effective manufacturing capacity of China in the international markets has propelled most people from diverse countries to turn towards China for the production of their goods and the rendering of their services. It is therefore not so surprising that the interest of the foreign communities, especially Africa, including Ghana is about getting acquainted with China's trade policies.

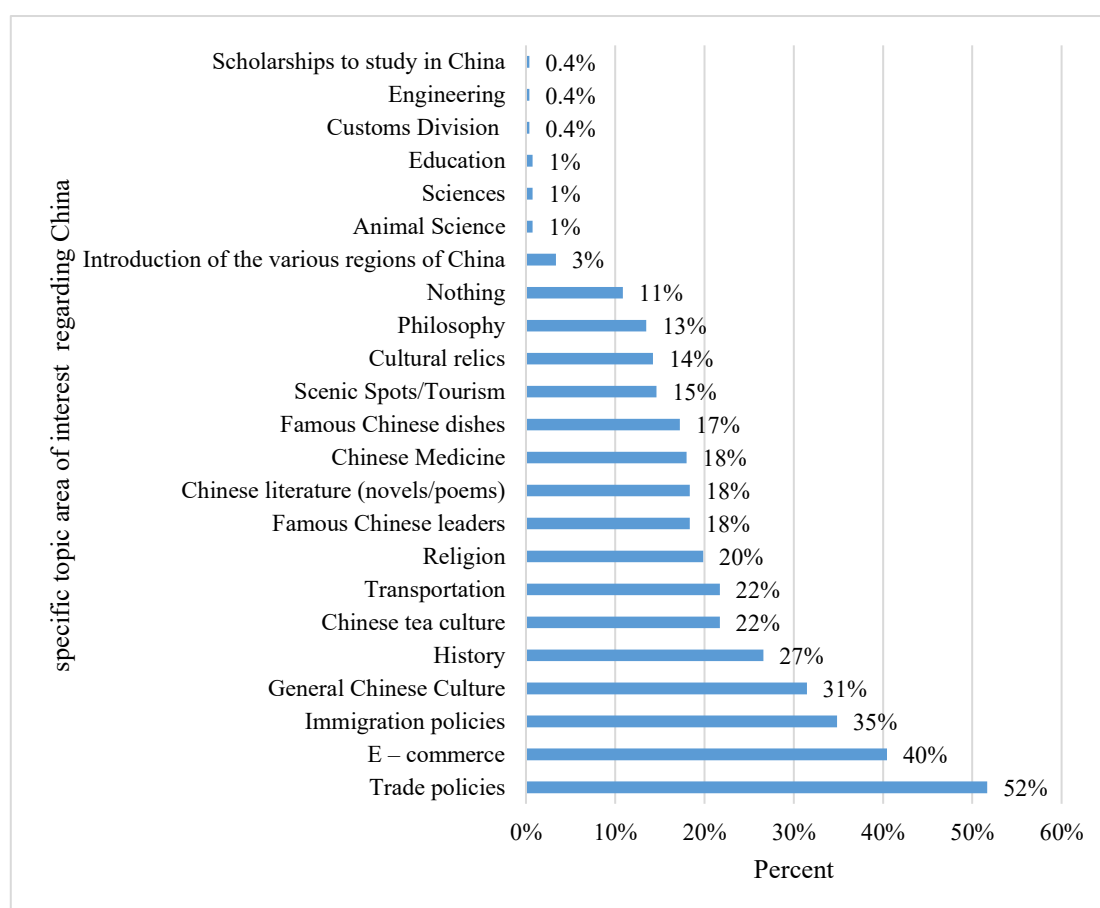


Figure 1. Percentage Distribution of The General Topic Areas of Interest

The open-ended question 5 on the questionnaire was to determine the aspect of China that respondents would desire to read a translated piece on and also to provide them with the opportunity to list other interest areas that were not captured in item 4 of the questionnaire. From Figure 2 above, the most selected topical interest area was trade policies with 552 responses and covers 51% of the total response. Second in rank is E-commerce, occupying

432 (40%) and the third-highest of 372 (35%) response, being immigration policies. This implies that the most prioritized translated work that would be of value or interest to the respondents of this study is translated materials on the trade policies of China.

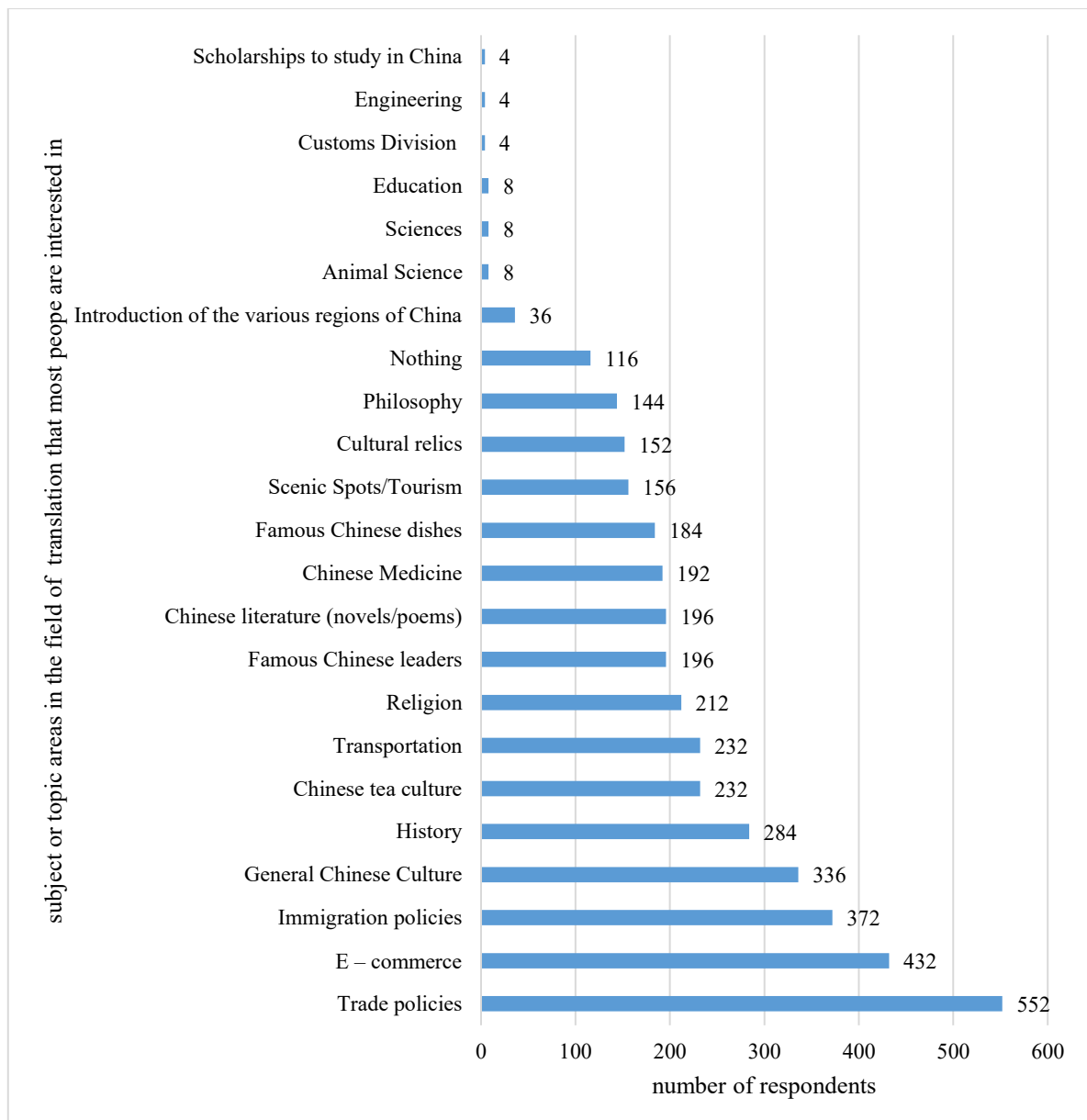


Figure 2. Frequency Distribution of Topic Areas of Interest in a Translated Piece

An observation of the general interest area selected by the respondents for the item 4 of the questionnaire and the interest area in a translated piece chosen for item 5 of the questionnaire did not show any alteration in the hierarchical arrangement of the interest areas. Thus, trade policy was on top of the structure for both items, indicating the gravity of the interest of the respondents in China's trade policy.

Table 2 depicts the statistical differences in gender concerning their choices of interest areas.

Table 2. Gender Differences in the Choice of the Various Interest Areas

Specific topic or area of interest regarding China that you would like to know	Female		Male		Total		Chi-square	P-value
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Immigration policies	148	43.5	224	30.8	372	34.8	16.624	<0.001
Trade policies	212	62.4	340	46.7	552	51.7	22.730	<0.001
General Chinese Culture	44	12.9	292	40.1	336	31.5	79.336	<0.001
Introduction of the various regions of China	0	0.0	36	4.9	36	3.4	17.400	<0.001
Scenic Spots/Tourism	36	10.6	120	16.5	156	14.6	6.458	0.011
Chinese Medicine	104	30.6	88	12.1	192	18.0	53.794	<0.001
Famous Chinese dishes	36	10.6	148	20.3	184	17.2	15.423	<0.001
*Famous Chinese leaders	52	15.3	144	19.8	196	18.4	3.113	0.078
Chinese tea culture	56	16.5	176	24.2	232	21.7	8.092	0.004
*Religion	60	17.6	152	20.9	212	19.9	1.522	0.217
E – commerce	184	54.1	248	34.1	432	40.4	38.685	<0.001
Cultural relics	0	0.0	152	20.9	152	14.2	82.769	<0.001
*Chinese literature (novels/poems)	52	15.3	144	19.8	196	18.4	3.113	0.078
*Transportation	64	18.8	168	23.1	232	21.7	2.466	0.116
Philosophy	64	18.8	80	11.0	144	13.5	12.195	<0.001
History	64	18.8	220	30.2	284	26.6	15.420	<0.001
Customs Division	4	1.2	0	0.0	4	0.4	8.597	0.003
Animal Science	0	0.0	8	1.1	8	0.7	3.764	0.052
Sciences	0	0.0	8	1.1	8	0.7	3.764	0.052
Engineering	4	1.2	0	0.0	4	0.4	8.597	0.003
Education	0	0.0	8	1.1	8	0.7	3.764	0.052
Scholarships to study in China	0	0.0	4	0.5	4	0.4	1.875	0.171
Nothing	60	17.6	56	7.7	116	10.9	23.722	<0.001

*Statistically not significant at $p=0.05$

There were significant differences in the various interest areas regarding translated product of China except in the areas of knowing about the famous Chinese leaders, religion, Chinese literature, and transportation for both males and females with p - values of; 0.078, 0.217, 0.078, and 0.116 respectively. It must be stated that since the focus was to determine if differences existed concerning gender and topic areas of interest, only the "Yes" responses from both sexes were presented in the table. A general observation of the table above indicates that more males responded positively, and actively took part in the survey than their female counterparts. By implication, we can assume that the male respondents desire to know about China than their female respondents.

Discussion

This study has revealed a bit more surprising picture of the respondents' interest area. In the investigation of the

interest area of Ghanaians towards China for a purposeful translation activity in a topical /domain sense, it was found that with a score above 35% being the yardstick for determining the topical interest area of the respondents', trade policy (51%) and E-commerce (40%) and immigration policies (35%) were of topmost priority to the respondents in the survey. These results proved wrong the researcher's presumption that most foreigners or Ghanaians and would rather be curious to know about the rich and aged old culture and medicine of the Chinese people, reiterating the need for the investigation of target audience/addressees' interest in translation activity. The development of Ghanaians interest in knowing China's trade policies and E-commerce could be attributed to, as aforementioned, the rising of China to the status of a world superpower in terms of economic, technology and scientific development which places China on a pedestal of admiration and the destination for most African trading activities in terms of production, buying, and the utilization of Chinese international services. Even though free trade has been advocated and is regulated by international bodies such as the World Trade Organization and World Bank for the protection of the global interest (Goldberg & Pavcnik, 2016), economic situations of the various countries, however, are to some extent shaped by their political realities, therefore being enlightened and abreast with the trade policies of the country through translation equips them with knowledge on the import and export situation of China in making informed decisions about trading, and only translation of China's trade policy to English grants Ghanaians the opportunity to get acquainted with China's trade dynamics.

Review research published between 1993 and 2005 on e-commerce in developing countries revealed the predominance of Asian studies; reflecting, perhaps, the relative maturation of ICT facilities in aspects of launching and usage in Asian developing countries compared with that of developing countries in Africa (Boateng et al., 2011). Therefore, the interest of Ghanaians in seeking to acquire knowledge about the electronic commerce of China, through a translated product considering the language barrier, stems from the rich experience harnessed over the years by China in E-commerce through the use of sophisticated ICT infrastructure in trade which has given China a world superiority in the field and also because China ranked first in the 2018/2019 global ranking of the top ten leading countries in E-commerce (eMarketer, 2019). Access to this knowledge made possible through translation will help equip Ghanaians in developing the E-commerce industry which is gaining popularity in recent years in Ghana since E-commerce offers firms in developing countries plenty of incentives and benefits. According to Boateng et al., (2011), businesses and firms gain the ability to become more accessible, expand their business relationships and establish stronger links with customers and trading partners when they develop higher e-commerce capabilities. It has also been proved that the adoption of e-commerce brought about operational, economic, and informational gains to some developing countries (Awiagah et al, 2016), hence the interest of Ghanaians in the E-commerce of China through translation.

The findings on gender and their choice of an interest area showed that males differed significantly from their female counterparts which is not an odd outcome as many educational and science-related pieces of research on the concept of interest have also reported differences in this area for boys and girls (Woodfield, 2007; Sáinz & López-Sáez, 2010; Sadler et al, 2012; Wang et al., 2013; Whittock, 2018). Self-theories such as self-efficacy and self-conception (McWilliams, 2014) have been stipulated to play a significant role in understanding and explanation of gender-specific disparities in scientific interest. (Krapp & Prenzel, 2011).

The result of the finding in this study indicates that any translated work on the subject matter: trade policy and e-commerce in this time and space by the translator is a purpose driven translation action geared toward satisfying the need and expectation of the target population (Ghanaians) and would be positively accepted. The results also pose to the field of translation studies, the argument for the investigation of the concept of “interest” of both the readers/audience and translator of translation activity and product since interest in the words of Alexander & Murphy (1998), is content-specific and individuals are interested in some topic, activity, particular text parts or assignment rather than being globally interested. The study also reveals the need to begin to consider country-specific interest base translation especially by translators engaged in book translation of various topics, domain-specific translation such as literature, science, law, among others, likewise the interest area of translators themselves involved in a translation activity since interest area could be a reflection of the translator’s motivation, strength, behavior, and competencies for engaging in translation activity and for producing a translated piece as has been found in educational research that topic interest may play a particularly important role in reading and writing in classrooms as students typically have to work with text on the grounds of teachers' topics (Keller et al., 2017; List & Alexander, 2017; Soemer & Schiefele, 2019) and in the choice of a career path. Interests of learners have also been argued to motivate and empower their thoughts and behaviors in a very purpose-driven way (Alexander, 1997; Renninger & Hidi, 2015).

Proposition for the Consideration of the “Concept of Interest” in Translation

Translators have played an important role in international cross-communication and cultural interaction, and have contributed much to globalization and world development. But their essential position in traditional theories of translation has not gained much attention. The original text and author were given primary concern and supreme authority in the linguistics era, whilst the practice of a translator was considered a mechanical transfer, thus neglecting the subjective nature of a translator. Additionally, in traditional theories, translation was regarded only as a linguistic transfer, inferior to the original text, and the translator considered invisible and was only regarded as a servant that mechanically turns one language's word into another (Venuti, 2017). However, during the cultural turn, most disciplines in the humanities including translation studies pioneered by Bassnett & Lefevere in their book *Translation, History, and Culture* (1990) caused an increased attention to be drawn to the translator and his behavior leading to the sprouting of numerous books and literature written on the translator. Books with “translator” titles, for example, include *The Translator’s Turn* (Robinson, 1991), *The Translator’s Invisibility: A History of Translation* (Venuti, 1995, 2017), *Discourse and Translator* (Hatim & Mason, 1990), *Knowledge and Skills in Translator Behavior* (Wilss, 1996), *Translators through History* (Delisle and Woodsworth, 1995), *The Translator Investigated: Learning from Translation Process Analysis* (Fraser, 1996), among others. This phenomenon in addition to the propounding of theories such as Deconstructionism Theory, and Postcolonial Translation Theory, brought the translator to the limelight as this was acknowledged by Bassnett who posited that: “Translation has been redefined in recent years as a form of rewriting, and the status of the translator, once dismissed as little more than a hack, has been revalued” (Bassnett, 2014).

Even though the translator have been given some level of attention in recent years and translation research have been speculated to shift away from the narrowly conceived linguistic methods, and also move beyond the

currently restricted cultural studies approaches in use which are centered on humanistic research to encompass a broad variety of branches of social, natural, and biological sciences including some aspects of cognitive science (Tymoczko, 2005), there are currently no researches in the field of translation taking into consideration the interest of the audience/reader/ addressees and the translator involved a translation activity, hence the argument put forward here for the consideration and incorporated of the *concept of interest* in translation research, will radically change how the translator is viewed, approached understood and criticized in terms of what choices translators have to make regarding specific populations with their specific needs in relation to domain-specific translations and the influence of the interest of translator in translation action and on the translated product as well as what topics are of interest to their chosen audience. It will also help translators to access and know their specific domain of competence and therefore ethically decided if they are qualified to engage in a translation activity of such and other specific or technical areas, hence the production of quality translations.

In theoretical and descriptive translation studies, this interface will lead to a greater focus on the analysis of the individual's attention, concentration, and assimilation of the translation products in the dissemination of information or interaction through materials translated. Also, interest-directed translation would lead to purposeful translation tailored towards satisfying needs, elicit reading appetite of the addressees, promote the accumulation of knowledge, lead to the building of competence and expertise derive through specialization on the part of the translator which will reflect in the quality of the translated products on a specific interest domain. In terms of translation pedagogy, the results or benefits of inculcating the 'interest concept' into translation training would be greater focus dedicated to helping the student to discover the specific domain or subject or topical areas that naturally appeal to them or which they are passionate about to help develop and shape their competencies in becoming experts in their future professional life; a requirement that is essential for translators in the modern globalized world.

The main proposal of the interest theory of translation is based on the assumption that the translator does not only have a linguistic and social nature as proposed by Zhou (2010) in his Translator Behavior Criticism Theory and Practice, but also has a psychological nature which is an embodiment of the emotive and cognitive nature of both the translator and the target audience. The theory is focused on written translation and not oral translation since the latter is commonly referred to as interpretation, although there may sometimes be an overlap (Orlando, 2016), and it is also an interest-driven mode of initiation-evaluation theory. From this perspective, one needs to analyze and evaluate the translator behavior and the quality of their translated product from their linguistic and cultural competencies in translation which are interest-driven, in addition to the interest and attitude of the target addressees towards the translated product in domain translations.

The interest theory of translation is a two-edged sword based on the assumption that:

1. Translator's interest in a domain or topic area would reflect in the quality of translations they produce
2. When the interest area of the translator is congruent to the target addressee's interest at a specific time, reception of the translated material would be high and the production quality would also be high.

This theory requires that, before the initiation of a domain-specific/ topical translation action, the onus lies on the

translator (Trl.) who receives the commission and is/or the initiator of the translation brief on the one hand to investigate the addressee's current interest area (Intr.), which should guide the translator in the choice of the appropriate source language material or text (SLm), leading to a purposeful translated material or product (Purp.TMat) that is reflective of the addressees /readers' interest. On the other hand, it requires the translator to access and be truthful to their domain-specific and topical interest in translation. For instance, when the interest of the translator lies in the legal domain, the possibility of developing skills and building competencies in that area or discipline is very high since the translator is naturally motivated and have the self-efficacy for performing best in their field of interest. Therefore, the interest theory of translation posits that when the interest of the translator matches up with the interest of the target audience in a specific domain or topical translations, a purposeful translation is achieved since the needs of the target audience would be met and the quality of the translation is assured.

Conclusion and Limitation of the Study

The outcome of this study is a pointer and an awareness creation for the need to introduce the “interest concept” in translation action in the future. The author, therefore, advocates and is optimistic that the adaption and application of the concept of interest into translation action will be one of the fruitful decisions and action in the fields of translation research in the coming decades, partly because solid strides have been made in theory development in both behavioral/ psychological and cognitive research which have been tested, proven and can be adapted and applied in translation and translation studies.

This current research has some limitations. Considering the population of Ghana, Africa, and the world, more sample sizes are ideally desirable for greater reliability and generalization of the findings to be a true reflection of the interest area of Ghanaians about China. Future research investing interest of a population for translation activity needs to reach out to more respondents to test if the results obtained here are replicable. Also, because this study is the first of its kind and is conducted within the Ghanaian context only, a comparative quantitative analysis of translation concept of interest situations from two or more populations can provide additional insights. The study is also limited by the space provided in this research to expound in detail the interest theory of translation put forward by the author but hopes to develop in detail in later research.

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