

The Integration of Multimedia Call Translation

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Abstract - This study aims to answer the following research question: What are the learning perceptions derived from Thai EFL students towards the integration of Multimedia Computer-assisted Translation (so-called MCAT)? Three research instruments were conducted: MCAT course activities, a learning perceptions questionnaire, and individual semi-structured interviews. Findings revealed that 99% of students preferred using MCAT because it helped them communicate with friends and the teacher. It also created collaborative translation. Two representative students did not prefer using MCAT because it was burdensome, and the communication failure sometimes caused a lot of anxiety. Of the students, 96% perceived MCAT as helpful in improving their English translation skill, whereas the other 4% thought it was not. A discussion on implementing the MCAT training course, technical supports, and recommendations for integration MCAT in English learning, are also suggested.

Keywords - Perceptions; Multimedia Computer-Assisted Translation

I. INTRODUCTION

Thailand 4.0 accelerates the contribution of Information Communication Technologies (ICT) in the economic growth, facilitates innovation, and promotes the efficiency of education. Digital learning has become widely used in education. Teachers have been assigned to find ways to develop the tool so that it can be applied to students effectively.

According to the measurement of teaching / learning foreign language, the General Commission on Higher Education has put focus on the outcomes of intellectual skill. The integration of information technology becomes a key to developing communication in educational fields and move forward, particularly in developing regions. To serve the national purpose, universities in Thailand are required to use MCAT in learning a foreign language (translation) in this study.

The integration of MCAT in education plays an important role as a tool for developing skills in translation. To find the most efficient way of learning, the researcher is concerned with investigating perceptions towards integrating Multimedia Computer – Assisted language learning (MCALL) in translation classes.

In realm of MCALL perceptions, Chapelle (2009) suggests that to know perceptions towards the integration of MCALL, educators and teachers need to ask for infrastructural needs during and after the integration of it. In order to follow the concept. The perceptions questions of the study concerned preference, benefits strengths and limitations towards the integration of MCAT.

Little is known about the perceptions towards MCALL used in the translation classroom. Some previous studies have focused on EFL translation classes. Most of the studies based on English language learning fields focus on either English teaching, testing models, or the effects of using MCAT on students' perceptions, who are considered the

ultimate MCAT users in vain. This disparity warrants a further investigation on this study.

II. LITERATURE REVIEW

The twenty-first century is the era of the internet. Traditional language learning has been developed from paper-based or traditional classroom learning into digital classroom learning, both inside and outside the classroom. Dramatic change has occurred in the English translation environment as the paper-based classroom or traditional translation method has become outdated and been replaced by typing in the age of “digital writing” (Grabill & Hicks, 2005). This is partly because people today communicate more on the Internet. Chapelle (2009) stated that in the 21st century, everyday language use is bound to technology and that learning language through technology has become a fact of life with important implications for all applied linguists, especially for those concerned with facets of second language acquisition. Computer Applications for Second Language Acquisition (CASLA) have come of age. Garrett (2009) argued that language students today routinely communicate

with people, e.g. through Facebook, and suggested incorporating activities into the second language (L2) curriculum. Further to Garrett (2009 & 1991), to take theoretical empirical based practices together, the actual pedagogy of the learning situation plays an important role. To find how pedagogy is applied in language learning practices, the researcher intends to seek how MCAT best benefits EFL students. The best benefits involve positive, negative, strengths, and limitations regarding the integration of MCAT. Some studies revealed that multimedia used in translation classroom environment deployed language skills (Lamy & Hampel, 2007). Martinez (2018) also found Wikipedia enhanced good motivation towards Spanish English translation classroom. Also, Alorini (2012) asserted that the impact of using MCALL put a great achievement in students’ translation tasks.

III. RESEARCH QUESTION

What are the learning perceptions derived from Thai EFL students towards the integration of MCAT?

IV. METHODOLOGY

TABLE I
MCAT CLASS ACTIVITIES

Phases	Activities	Week (1-15)
I	Sign up the consent form	1
II	Paper-based translation classes.	1-7
III	The MCAT activities: <ul style="list-style-type: none"> - Facebook group and Line group - Lab room setting with Internet - Microsoft Word - Online dictionary - PowerPoint presentation 	9-15 9-15 12-15 9-15 12-15
IV	The students were asked to fill out the questionnaire.	15
V	A semi-structured interview was conducted	16

The number of 200 students was set in compliance with a purposive sampling method being investigated in this study. Those were Thai students enrolling in translation classes at a public university and were asked to sign the research consent form (Phase I). Before the experimental process of MCAT activities

began, the students were taught and trained in traditional translation classrooms during the first seven week of a semester (Phase II). They were allowed to use paper-based teaching / learning and face-to-face communication with their peers and teachers. However, they were not allowed to use any multimedia in or

outside the classroom. Phase III shows the MCAT activities during 7 weeks of the integration. In Phase IV, they were asked to fill out a questionnaire (Part A) to give their initial perceptions. Finally, at Phase V, 5 participants were asked to engage in a one-on-one semi-structured interview.

V. THE INTERVIEWEES

The interview questions (Appendix I, Part B) exhibited the reasons behind their initial perceptions gained from part A. The 5 participants for the semi-structured interview (Pete, Ben, Somchai, Somying, and Tom) were selected according to their given initial perceptions.

First, Pete and Ben were the two representative student participants who answered “Yes I prefer using MCAT”, and “Yes, I think MCAT helps me improve my English translation skill” (See Table II). Second, Somchai and Somying were the two students who answered respectively “No, I do not prefer using MCAT”, and “I do not think MCAT help improve my translation skill.” Finally, Tom was the participant who spent the longest time (15 hours) using MCAT in his daily life. The name of the interviewees are pseudonymous.

VI. FINDINGS

TABLE II
INITIAL PERCEPTIONS TOWARDS USING MCAT

Initial Perceptions	Frequency	Percentage
Q8: Prefer using MCAT		
Yes	198	99
No	2	1
Q9: MCAT helps improving translation skill		
Yes	192	96
No	8	4

After collecting the initial perceptions, 5 participants were individually interviewed to explain the reasons for the preference, non-preference, benefit, non-benefit, strengths, limitations and recommendations for using MCAT (Table III-VI).

TABLE III
POSITIVE PERCEPTIONS

Preference	Benefits
It is convenient and provides real time communication.	It enhances collaborative translation.
It helps clearer understanding of English and maintain good grade.	It helps translate faster.
It allows group communication.	It helps get closer to the use of authentic English.
It saves costs for printing and calling.	It helps translation accurately.
It provides more creativity, entertaining, and better learning mood.	It helps discover new vocabulary.
It reduces tension in learning translation.	It also improves reading as well as typing skills.
It is easier for completing translation task.	
It is a new trend of learning translation.	

**TABLE IV
NEGATIVE PERCEPTIONS**

Non-Preference	Non-Benefit
It causes distraction. It makes the learner lack of privacy. It makes the learner neglect people. It consumes time. Learner stressed when communication failed. It causes social network addiction.	Learners found less opportunity to communicate in English. I also prefer to practice listening skill. Limited background knowledge (esp. on the vocabulary) causes turning away from translation

**TABLE V
STRENGTHS AND LIMITATIONS OF MCAT FUNCTIONS**

Strengths	Limitations
It is the fastest way of sending/receiving information. It facilitates all-time-practicing. It provides free calls. It is an effective translating tool.	Uncontrollable messages can cause frustration. Limited Internet was found in some area of the university. The cost of the Internet use is high. Chatting sometimes causes miscommunication. It is not suitable for ones who lack of typing skill.

**TABLE VI
RECOMMENDATIONS**

Free Internet access covering all areas of the university and at home More ergonomic hardware at lab room Cue up handling online assignment

VII. DISCUSSION

MCAT should be utilized in translation coursework. It is apparent that the psychological process of language learning is important, as agreed by Ellis (1997) and Krashen (1998), argued that a good motivation is conducive of language learning achievement. Thus, MCAT activities are compelled to continue being utilised in English classes, especially in courses not limited to translation that respond to communicative purposes. The integration of MCAT opens gates to the communicative strategies of Communicative Language Teaching and computer-mediated communication. MCAT also complies with the requirement of CASLA, in which class activities can be considered as a good learning perception in language learning that leads to language learning achievement. Most importantly, MCAT helps EFL students closer to the use of English.

VIII. IMPLEMENTING MCAT

Before implementing MCAT into translation classes, there are some points gathered from the students' negative perceptions that need to be resolved. As seen in the negative responses (non-preference, non-benefit, and limitations), The negative perceptions generate two resolutions. Course and technical resolutions.

IX. MCAT COURSES

Firstly, teachers, policy makers, educators, and students should decide mutually about whether to continue multimedia activities in translation. The results suggest that practising translation English via MCAT outside the classroom is a burdensome. Thus, flexible translation practices should be considered, since there is no one best way of practising English for all situations. Some students encountering time constraints might be able to practise translation inside the classroom instead of outside. In this case, Somchai (non-preference) was the only student who said that translation homework outside the classroom

was burdensome. It is undeniable that MCAT can be used anywhere and at any time, so the unfavourable learner is free to choose to practise translation whenever he/she wishes. However, the teacher can add extra time, from 4 hours to, for example, 5 hours (in addition to a normal 3 hours of class time) for in-class practice so that the student can finish his/her translation assignments in class.

Secondly, a lack of listening practice is important and needs to be discussed in the recommendation for further research. The teacher is an important facilitator and should provide more on the multimedia program, for example, listening dialogue and practice on the internet during class time. This is to create a better learning mood. Ultimately, the student will have a good motivation and be better equipped for translation practice. Thirdly, to have more opportunities to practise translation in daily lives, students need a translation platform. MCAT should therefore be added to the students' daily practice. For example, teacher should allow students to translate a shorter essay telling their routine story. This might motivate the students to find translation easier than during the MCAT course, when assignments of one-page translation were required.

X. TECHNICAL SUPPORTS

Firstly, Table V, shows that when the translation assignment is almost due, the students cannot submit their online translation assignment on time because a limitation internet for sending and receiving via email. Secondly, the problem of lack of opportunity to communicate in English can be solved because students find it is a good possibility to translate and communicate in English while corresponding by e-mail with their teacher. This can turn the non-benefit into a benefit if the collaborative translation approach is maintained outside the classroom through, for example, e-mail, in-class chat rooms and chat applications for communicating outside the classroom. Finally, from the students' suggestions, free internet access at home, more ergonomic lab room and facilities, and a free

internet access in all areas are needed.

XI. CONTRUBUTIONS OF THE STUDY

The results can contribute to assist EFL executives, teachers, and educators in Thailand and / or other countries who work on developing students' learning perceptions towards learning English as a foreign language and bring them closer to the use of English. It has been found that the critical perceptions of using MCAT requires support from the government and university executives to solve the emergency issues, as follows:

- 1) To solve the problem of students' limited English background knowledge, the government should launch free internet so that students can practice translation outside the classroom.
- 2) An Internet help desk support team should be established, including a larger and a more modern server for using Internet at the university.
- 3) Due to the lack of listening skills, listening practice should be added to e-learning and multimedia instruction.

XII. RECOMMENDATIONS FOR FURTHER STUDY

Firstly, it would be more worthwhile to analyse the possible predictor that encourages the most effective translation by analysing translation scores with various research methodologies. Secondly, it would be worthwhile studying language learning performance to examine a variety of other English skills, for example listening, to reveal how MCALL helps students gain better performance in a particular skill.

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APPENDIX I

Part A: Demographical Data

1. Name: _____
2. Age: ____
3. Sex: Male Female
4. Basic Translation grade _____
5. Hometown _____
6. Experience in studying English: _____ years
7. Average daily use of MCAT including the Internet on mobile devices? _____ hours a day
8. Do you prefer using MCAT in your translation classes? Yes No
9. Do you think using MCAT helps improve your translation skill? Yes No

Part B: Semi-Structured Interview

What reasons for (8) _____

What reasons for (9) _____

10. Strengths/Limitations/Recommendations

Strengths	Limitations	Recommendations

Remark: According to Rovinelli & Hambleton (1977), the acceptable index for Item-Objective Congruency (IOC) of content validity is .5 or above. The content validity for all 10 items of this questionnaire were agreed at level 1 by 5 experts in EFL teaching field. Therefore, the use of all items in both parts are appropriate.