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Application of Mobile Phone Technologies in the Law Text Translation Instruction

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ABSTRACT

The most important issue and the new aspect of this study pertains to the integration of mobile phone technologies in the instruction especially for ESP purposes, that is, teaching translation of law texts. In this regard, legal discourse should be considered. Since law texts are more complicated than other any other types of text, using technologies will be more helpful. To this end, in terms of the previous studies and the gaps in this regard, two significant questions were emerged: (1) What is the application of mobile phone technologies for law text translation instruction? and (2) How can application of mobile phone technologies affect law text translation instruction? Finally, the preceding studies were compared and analysed in order to find the application and process of the integration of mobile phone technologies in teaching such texts. Meanwhile discussion on the issues such as mobile phone technologies, integration of mobile phone technologies and law text translation comes into mind to be considered.

Keywords: *Mobile Phone Technologies, Mobile Instruction, Law Text Translation, Legal Discourse*

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1. Introduction

In the 21st century, the integration of technology into the educational curriculum is of utmost importance. Due to this fact, the student teachers' perspectives regarding technology integration come into value (Korucu-Kis & Sinan Ozme, 2019, p. 1). Three main types of technology for research in mobile language learning are mentioned as follow: "MP3 players, PDAs and mobile phones". Until now, language learning was made by the PDA. After passing the time, using mobile phones were emerged (Stockwell, 2013, p. 205).

In this study, the student teachers' perspectives of using technology such as mobile phones in the classroom are concerned. Therefore, their perspectives towards using mobile phones are considered for teaching translation of law text. Form this process of research, two questions were evolved: (1) What is the application of mobile phone technologies for law text translation instruction? and (2) How can application of mobile phone technologies affect law text translation instruction?

During this study, the similar or related articles were gathered, and their results of the studies as well as researchers' point of view related to the different aspects of such studies were compared and analysed to find the application and process of using mobile phones in the translation of law texts.

2. Literature

2.1 The Potential Use of Smartphone and Social Networks in Public Schools

(a) During the increase of researches in technologies, many researchers pave the way to develop "new products and contents with new functions and skills for the service and adaptation of different spaces and situations in the life and activities of people".

(b) To develop pedagogical activities in harmony with this scenario marked by the mastery of technologies.

(c) To integrate ICT resources into classroom pedagogical actions is still more challenging.

(d) To clarify daily situations experienced in schools



(e) To "bring benefits to teaching and learning", "the need for changes in school planning", using social networks, Facebook platform and WhatsApp tool.

(f) To make challenges in the appropriateness of the institutional process and the internal changes of each individual related to quality of teaching and learning, capable of raising the scores and ranking of students, making them competitive in any labour market and reflecting the perspectives of social, political and economic development of the country.

(g) To use smartphones, e.g. the Moodle mobile application as a support learning tool to the graduate and undergraduate courses of the distance learning environment. (Daltio et al., 2018, pp. 44-45)

2.2 The Application of Mobile Devices in the Translation Classroom

(a) Typology of Activities and Tools for Translation Instructors

- Doing classroom assignments
- Note-taking
- Using terminology databases
- Searching the Internet
- Using language resources
- Contacting group members
- Laptops
- Tablets
- Cellphones
- Operating Microsoft windows
- Operating Google android
- Operating Apple iOS (Bahri & Tengku Mahadi, 2016, p. 240)

(b) Achievements of Application of Mobile Devices in the Translation Classroom

A Broad Domain

- A positive impact on the translation classroom activities
- A need for systematic integration into the translation curricula as part of tools for the development of technological competence

A Specific Domain

- Contacting group members, while increasing collaboration, are less encouraged by instructors in the classroom
- Use of mobile devices, more related to classroom activities, are more likely to be encouraged by the instructors
- Popularity of devices operating android
- As the undergraduate students have used mobile devices since their high school days, instructors should adapt their teaching styles and strategies to accommodate to the new situation (Bahri & Tengku Mahadi, 2016, p. 240).

2.3 Built-In Functionalities in Applications

Example-Two built-in functions for the iPhone in language learning

- (1) Recording function
- (2) Voice command

(Shinagawa, 2012, pp. 191-192)

2.4 Voice Recognition Function

The user speaks the word or sentence searching for and the voice recognition system recognises what was spoken. An example can be Google Mobile App with a voice search function. Another application called "Onsei Ninshiki Mail" is a Japanese voice recognition software can be found freely and costly:

<http://iphone.amivoice.com/iPhone/ASRMaiIST/index.html> (Shinagawa, 2012, pp. 197-198).

2.5 Handwriting Recognition Function

One App called Kanji Sensi as a writing tutor is found in free at: [url:http://www.fatefulsoftware.com/](http://www.fatefulsoftware.com/) (Shinagawa, 2012, pp. 198-199).

2.6 Issues of Concern with Mobile Learning Physical Issues

- (a) Size
- (b) Weight
- (c) Screen
- (d) Inappropriate keypad
- (e) Mobile devices for shorter texts than for larger texts through computers
- (f) File storage capacity
- (g) Hardware and software malfunctions
- (h) Processor speed (Stockwell, 2013, p. 209)

Psychological Issues

Concerning Stockwell's (2008, 2010) studies, many learners noticed that the mobile phones are not the appropriate tool for language learning. This made other students learners to follow learning in an environment for better concentration. The result of the study indicates that "teachers' expectations do not match with learners' skills, expectations and perceptions". Teachers also do not know "when and where learners will engage in them" (Stockwell, 2013, p. 210).

Pedagogical Issues

Pedagogical Factors of Learning Tasks and Activities

Characteristics of the mobile device

Learners' skills and attitudes

The way of device use for non-educational purposes (Stockwell, 2013, p. 210)

2.7 Strengths and Limitations of Learning by Mobile Phones

Strengths

- (a) Device qualities: compactness, fast connection, individuality and easy usage

- (b) High-speed Internet access
- (c) A rich mix of data
- (d) CD-quality music
- (e) High-quality still and motion pictures
- (f) Transmitting video for m-learning
- (g) Saving data in the device or in a memory stick (SD card), or micro SD card for a capacity of up to 32 GB (Kimura, Obari, & Goda, 2011, p. 39)

Limitations

- (a) Small size
- (b) Non-user-friendly keypad
- (c) Small display screen
- (d) Low screen resolution
- (e) Slow processing
- (f) Limited storage capacities
- (g) High costs
- (h) Risks (theft, breakages) (Kimura, Obari & Goda, 2011, p. 39)

2.8 Legal Discourse: Text Analysis and Translation Strategies

Principles of the Translation Evaluation

- (a) Communicative pragmatic norms of translation
- (b) Equivalent norms of translation
- (c) Absence of contextual, cultural, functional, lexico-grammatical mistakes (Velykodska, 2018, p. 53)

Requirements of Professional Translators

Translation strategy is acquired in terms of requirements of Professional Translators as follow:

Knowledge of lexical and grammatical peculiarities of both languages in legal type
 Deep understanding of the concepts of the specialist terms and their relationships in the source and target languages (Velykodska, 2018, p. 53)

2.9 EFL Instructors' Perceptions of Using Mobile Phone Technologies

An Evaluation of Technological Pedagogical Content Knowledge (TPACK) of In-Service Teachers

At a moderate level, Turkish in-service elementary and high school teachers' TPACK perceptions were affected by demographic variables such as their gender, occupational experience, educational level, teaching level, and taking educational computer and Internet use seminar variables. To develop these perceptions, these teachers should be trained in order to be able to combine technology, pedagogy and content knowledge in order to integrate ICTs (Information and Communication Technologies) into teaching and learning in the classroom (Bas & Senturk, 2018, pp. 46, 56).

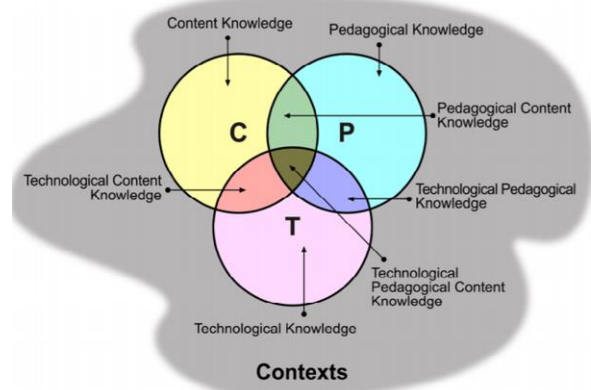


Figure 1: The TPACK framework and its knowledge components (Koehler & Mishra, 2008, p. 3)

Student Teachers' Perceptions on the Integration of Technology into Education

The research studied the requirement of student teachers for transforming their exherent perspective about technology into inherent perspective to develop the idea of technology as a smooth partner for teachers and students since they cannot still imagine the technology as a part of their classes although it has been stabilized as a reality for out of class applications, and they believe in the traditional viewpoint towards technology which is useful but it is not essential (Korucu-Kis & Sinan Ozme, 2019, p. 10).

2.10 Mobile Language-Learning: Guidance for Teachers

Advanced educators are trying to emerge "technological shifts in learners' communication practices for the 21st century" (Kukulka-Hulme, Lee & Norris, 2017, p. 220) (see Fig. 2, as cited in Kukulka-Hulme, Lee & Norris, 2017, p. 221).

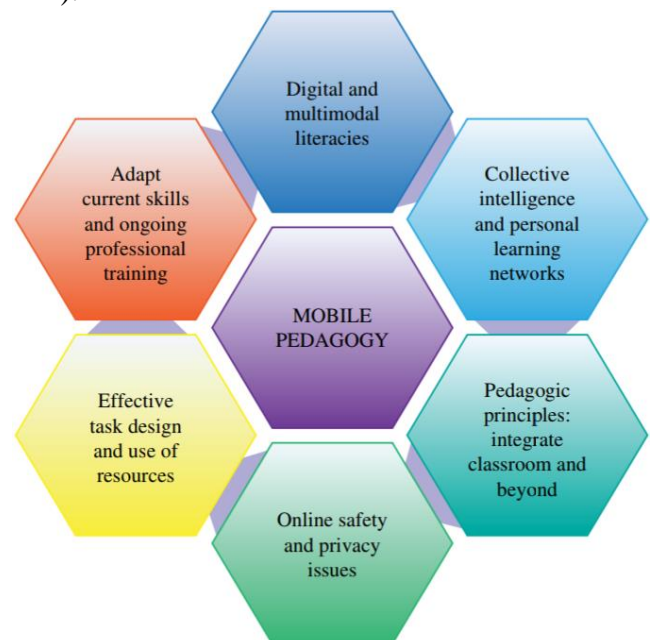


Figure 2: Pedagogic skills and competencies implied by mobile assisted language learning and teaching. 2016 (original artwork designed by Helen Lee)



2.11 Using Mobile Phones in Learning English

The result of the study shows "a high usage of mobile phones" such as applications as supplementary sources and "Social Networking Sites" (SNS) with positive attitudes towards awareness-raising in learning English. It also demonstrates that the participants' gender and academic major do not influence "on their use or attitudes" (Ababneh, 2017, pp. 120, 127-128).

2.12 Types of Programs Implemented in a Social Networking System (SNS) Program

For researchers of cognitive engagement – "behavioral and emotional engagement" (Perks & Warchulski, 2019, p. 95) – "the study about application of a cross-cultural program" manifested that "deep thinking, mastering difficult skills", "using sophisticated learning strategies in English" and getting autonomous could be applied in an SNS program such as Edmodo or other SNS sites (Perks & Warchulski, 2019, p. 96).

3. Methodology

This study represents the narrative review based research. The design for this study follows the qualitative type. Through the search on the Internet, the relevant studies were selected, and a summary of them was considered in order to be compared with. The researcher tried to consider the new paper samples in terms of the subject of the study. The result of the study was achieved in studying different relevant new papers from different databases through the searching on the Internet, comparing and analysing them together.

4. Results and Discussion

4.1 Mobile Phone Technologies

Using mobile phones provides easy usage (Kimura, Obari, & Goda, 2011) to the required material for the translation of the considered text as the class activity in the classroom since it can be connected to the internet and download the necessary data, related applications, tools, software, dictionaries, etc. Based on the learners' skills, knowledge, attitudes and capabilities (Stockwell, 2013), using mobile phone in terms of level and type of usage of technology is recommended by the university teacher. Smartphones also possess voice command, recording and handwriting recognition functions (Shinagawa, 2012). These types of technologies can help the learners' speed. This type of learning, i.e. using mobile phone technologies in the class environment or out of class can help the

learners to develop their technological competence.

Mobile phone technologies are considered in this study because of the accessibility, portability, storage capacity, processor speed (Stockwell, 2013) and using this device based on the students' teaching styles and strategies from high school days. These are the desirable reasons for the students or learners to be motivated for learning language especially for learning translation of law texts.

4.2 Integration of Mobile Phone Technologies

Clearly the first step is to engage the instructors into technologies use eagerly, and finding the ways to persuade them for using technologies in their classes during the course. For this reason, exherent and inherent factors (Korucu-Kis & Sinan Ozmeş, 2019) are the essential aspects in teaching language. Therefore, changing the exherent to inherent factor or variable is occurred by holding training courses in this regard in order to instructors experience using technologies such as those related to mobile phones for some tools, for example, WhatsApp, Facebook (Daltio et al., 2018), Social Networking Sites (Perks & Warchulski, 2019, p. 96), Telegram, Internet browsing, and take advantage of using mobile phones. During this course for student teachers, they should be justified that learning and teaching are a part of daily situations. Hence, using mobile phones in this part of our life is also of paramount importance as we use the mobile phones for other daily situations.

4.3 Law Text Translation Instruction

Since translation of law texts is distinct from other types of texts, translation instruction of such texts will become more difficult. Because of the language features of law texts and cultural differences in legal systems, the complexity of the law texts is more distinctive. In order to facilitate teaching translation of these complicated texts, the need for using technology, for example, mobile phone technologies are more required by training the technology to the EFL instructors for changing their perceptions toward teaching (Korucu-Kis & Sinan Ozmeş, 2019) for comparison and contrast of two concepts in both languages through available data in different formats on the Internet in order to these concepts can be better comprehended and then translated from one language to another. These data formats can consist of dictionaries, concordances, corpora, documents in

different countries, websites, programs, video clips, programs, etc. Therefore, use of mobile devices for classroom activities and contacting group members for interesting collaboration are more required.

5. Conclusion

Today, throughout the world it cannot deny using technologies in different aspects of our life. Based on the studies were conducted, the necessity of using mobile technologies are affirmed in education. As you know, legal discourse includes text analysis and translation strategies. In other words, there are contextual factors and professional translators required for translating a law text.

For teaching law text translation, considering the context in which the text takes place is very important since we should take into account the culture of source and target languages while translating. Mobile phone technologies such as corpora, dictionaries, concordances, google translate, etc. can help to translate fluently and accurately in a more limited time but if an instructor has taught the required skill and knowledge to the learners at the level of translation proficiency they are involved in. Before translation of each concept which is related to one, two, three ... paragraphs in law texts in terms of the researcher's experience, it is better to show the students the relevant data such as audio programs, video clips, documents, etc. in relation to the source language or target language in order to have a wide view, and then ask them to translate the related text. If these two procedures can be followed before and at the time of translation through mobile phone technologies, the translation or translation assignment will access to a better setting in quality and strategy of translation in order to be followed in the process of translation.

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