

Application of Mobile Phone Technologies in the Law Text Translation Instruction

Yaghoob Javadi¹ & Tahereh Khezrab*²

^{1,2}Department of Language Teaching and Translation, Islamic Azad University, Varamin-Pishva Campus, Varamin, Iran

Corresponding Author: Tahereh Khezrab, E-mail: ta.khezrab@gmail.com

ARTICLE INFO

Received: January 22, 2019
Accepted: February 13, 2020
Published: February 31, 2020
Volume: 3
Issue: 2
DOI: 10.32996/ijllt.2020.3.2.27

KEYWORDS

application of mobile phone technologies, integration of mobile phone technologies in instruction, law text translation instruction, legal discourse, mobile phone technologies

ABSTRACT

The most important issue and the new aspect of this study pertains to the integration of mobile phone technologies in instruction especially for ESP purposes, that is, teaching translation of law texts. In this regard, the legal discourse should be taken into account. Since law texts are more complicated than any other types of texts, using mobile phone technologies will be more helpful. To this end, in terms of the previous studies and gaps emerged in the translation of law texts through mobile phone technology, two significant questions were emerged: (1) What is the application of mobile phone technologies for law text translation instruction? (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.

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 considered. Therefore, their perspectives towards using mobile phones are discussed on 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.

Mobile and Phone Technologies

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)

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).

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)

- *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 Japanese voice recognition software can be found freely and costly: <http://iphone.amivoice.com/iPhone/ASRMailST/index.html> (Shinagawa, 2012, pp. 197-198).

- *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).

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 include:

- (a) Characteristics of the mobile device
- (b) Learners' skills and attitudes
- (c) The way of device use for non-educational purposes (Stockwell, 2013, p. 210)

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)

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:

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

Advantages of Taking Authentic Law Texts from the Internet

- (a) Nowadays most students enjoy working with computers and find this way of learning highly motivating and attractive (Liuolienė, Žuvinkaitė, 2008, p. 88).
- (b) Looking for materials in the Internet costs nothing, only time (Berardo, 2006, p. 62).
- (c) The Internet provides versatile sources of authentic legal texts. Students can read the cases of the European Court of Human Rights or the European Court of Justice, the websites of distinguished law schools, articles

written and edited by professional legal analysts providing concise assessments of recent judicial opinions and legislative and regulatory actions, feature articles contributed by law firm partners, in-house counsels, and law professors, regulatory and legislative matters, legal documents: contracts, licences, court pleadings: summonses, briefs, judgments, Acts of parliament and subordinate legislation, EU legislation and other law-related issues.

- (d) The teacher can easily integrate, combine and remodel legal materials to fit the needs of his students and supplement authentic legal texts with specially designed tasks. Consequently, many skills can be developed alongside reading, such as listening, writing, learning grammar. (Liuolienė & Metiūnienė, 2012, p. 59).

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).

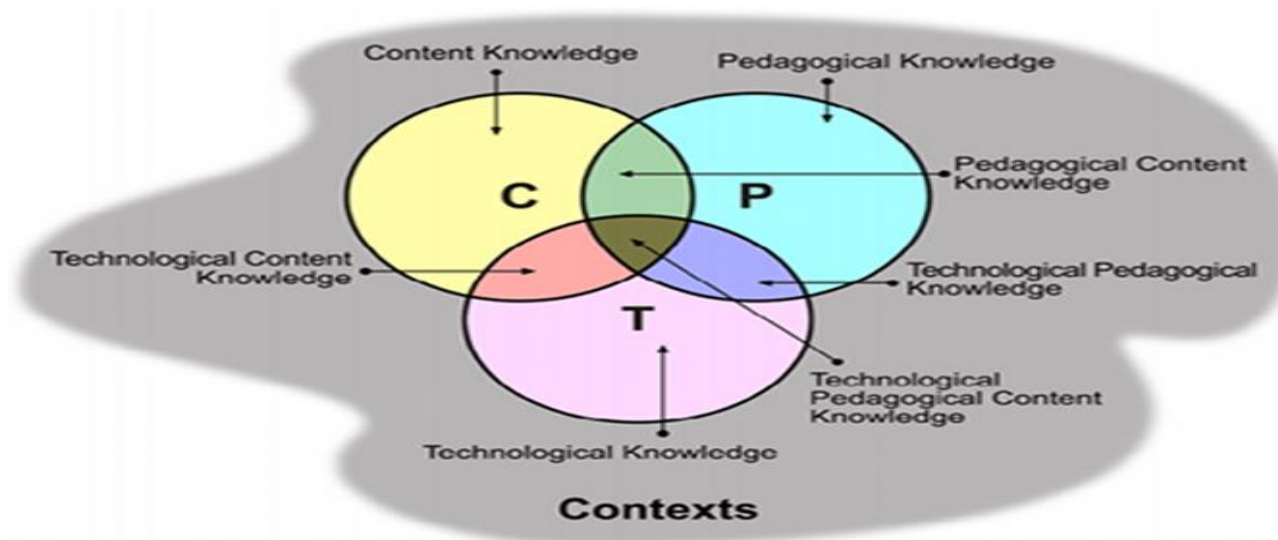


Fig. 1 The TPACK framework and its knowledge components (Koehler & Mishra, 2008, p. 3)

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 Ozmeh, 2019, p. 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).



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

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).

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).

Undergraduate Mobile Phone Use in an Academic Setting

The findings of this study reflect this idea that the students use the mobile phone as an essential tool in the classroom or the social environment. More importantly, it indicated that "students' mobile phone adoption, usage and perception patterns" are similar in developing and developed countries although there are different "socio-economic factors". This finding represents deep understanding in the local policy of education (Ahmad, 2019, p. 1).

Caribbean universities have decided to incorporate the rules of technology into teaching and learning. Performing this idea requires a planned and organized approach to be applied with the policy approaches in order to make benefit of it thoroughly. Presently, the higher education institutions have planned to follow the measures mentioned here (Ahmad, 2019, pp. 16-17):

- (1) Concentrate on using mobile phone for activities in educational environment, and prohibit from using it in a way to amuse you when someone gives a lecture.

- (2) Proceed the methods in learning and teaching which can be adjusted in terms of the Caribbean culture as follow:
 - Inquiry-based learning-while searching the information in the mobile phone devices, promote students' skills to engage in the digital world.
 - Applying the comprehensive pedagogical frameworks is followed to promote the students' learning in the Caribbean region. Despite limited resource and ICT, institutions would try to implement the learning methods as far as possible through which they can use some technologies of mobile phone for "e-learning and distance learning".
 - Without considering time or location, mobile learning, i.e. m-learning, methodology applies the features in the mobile phone devices for learning. Factors influencing the integration of m-learning, for example, "perceived playfulness" and "social influence" (Iqbal & Qureshi, 2012) in developing countries should be applied in the context of the Caribbean region.
- (3) To administer the appropriate policies for using mobile phone in the campus, the administrators and lecturers could follow softer strategies supported by Flanigan and Kiewra (2018) against harsh rules and policies. Measures suggested for using mobile phone in teaching, provide an active learning, and motivate students to self-regulate in class.
- (4) Caribbean policy makers follow to apply the modern and update mobile technology learning models in terms of their educational system and culture. Unfortunately, this strategy did not make a good result for a research in Guyana higher education (Thomas et al., 2013) and it was outdated. Therefore, the new models, for instance, the technology acceptance model surveys "systems, information and service quality factors" (Almaiah & Alismaiel, 2019) in order to recognize the level of acceptance for methods in mobile learning in any types of region. Factors, including easy usage, understanding of usefulness, intention of using mobile phone and full-satisfaction, determine the limitation of infrastructural and financial resources in the Caribbean or developing countries.
- (5) Most of the criticisms are mentioned in the domain of investing in mobile technology and ICT rather than in the domain of being influenced the technology in order to make benefits from more extensive sustainable issues such as "health, education, economic growth, etc.". Finally, it is the responsibility of policy makers working in education and government to realise the relationship (Lwoga & Sangeda, 2019) between "ICT/mobile use and sustainable development issues".

It can be suggested that the policy design for mobile phones or ICT must be correlated with the "economic growth, community needs and national goals". The practical procedure of the policy design in the Caribbean for developing countries can be training the undergraduates and younger persons to create the sustainable functions in the new mobile Apps made for people living in this region (Ahmad, 2019, p. 17).

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.

Results and Discussion

Mobile Phone Technologies

Using mobile phones provides easy usage (Kimura, Obari, & Goda, 2011) to the required materials for the translation of the considered law text as the class activity in the classroom since it can be connected to the internet and download the necessary data as the authentic legal texts (Liulienė & Metiūnienė, 2012, p. 59),

related applications, tools, software, dictionaries, etc. Based on the learners' skills, knowledge, attitudes and capabilities (Stockwell, 2013), using mobile phone in terms of the level and type of technology use 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 in translation. 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 knowledge (Koehler & Mishra, 2008) and competence.

Today, mobile phone technologies are more used by the learners 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.

Integration of Mobile Phone Technologies

Clearly the first step in classes during the student teachers training course is to engage the student teachers or instructors into technologies use eagerly, and finding the ways to persuade them for using technologies. 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 mobile phones for some tools, for example, WhatsApp, (Daltio et al., 2018), Social Networking Sites (Perks & Warchulski, 2019, p. 96), Telegram, Internet browsing, and take advantage of using mobile phones. During the 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. This first step brings the idea in the mind of the teachers or instructors to teach languages especially English while using technologies or mobile phone technologies in their classes.

Law Text Translation Instruction

Since the 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 authentic law texts in different formats such as "the cases of the European Court of Human Rights or the European Court of Justice, the websites of distinguished law schools, articles written and edited by professional legal analysts providing concise assessments of recent judicial opinions and legislative and regulatory actions, feature articles contributed by law firm partners, in-house counsels, and law professors, regulatory and legislative matters, legal documents: contracts, licences, court pleadings: summonses, briefs, judgments, Acts of parliament and subordinate legislation, EU legislation and other law-related issues" (Lioliénė & Metiūnienė, 2012, p. 59) on the Internet in order to these concepts can be better comprehended and then translated from one language to another. These data formats can be translated through online dictionaries, concordances, corpora, documents in different countries, websites, programs, video clips, programs, etc. Therefore, use of mobile phone devices for classroom activities and contacting group members for interesting collaboration are deemed to be more required. Teacher can also make benefit of using mobile phones. They can access to the materials necessary for their classes and adapt them for their classes (Lioliénė & Metiūnienė, 2012).

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 confirmed 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 the law text translation instruction, 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; meanwhile, 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 instructor'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 this procedure can be followed before the translation through mobile phone technologies, the translation or translation assignment will access to a better setting in quality and strategy of translation.

As Ahmad (2019) mentioned, designing sustainable functions or factors of a mobile phone set is required the policy makers to be trained in terms of familiarity with the "economic growth, community needs and national goals" (p. 17). According to this idea, nowadays, the most important issue towards using mobile phone in translation law texts can be considered in designing the sustainable factor of legal discourse in the mobile phones. The mobile phone can be culturally adapted in terms of legal discourse for retrieving the information. That is to say, if a mobile phone set had the factor of sustainability in the legal discourse of different legal systems, each mobile phone user could use and learn the related law texts in terms of the context or culture of the legal system s/he is involved in. It is worth mentioning to note that while translating, sometimes the legal system of both source and target languages are greatly different or similar, and the sustainability factor should have the potential to be adapted in terms of the legal system and culture of the country. Through promoting this sustainable factor, the mobile phone set can be more applicable in training law text translation in classrooms.

References

- Ababneh, S. (2017). *Using mobile phones in learning English: The case of Jordan*. *Journal of Education and Human Development*, 6 (4), 120-128. doi: 10.15640/jehd.v6n4a14. Retrieved January 20, 2020, from http://jehdnet.com/journals/jehd/Vol_6_No_4_December_2017/14.pdf
- [1] Ahmad, T. (2019). Undergraduate mobile phone use in the Caribbean: Implications for teaching and learning in an academic setting. *Journal of Research in Innovative Teaching & Learning*. doi; 10.1108/JRIT-01-2019-0001. Retrieved December 27, 2019, from <https://www.emerald.com/insight/content/doi/10.1108/JRIT-01-2019-0001/full/pdf?title=undergraduate-mobile-phone-use-in-the-caribbean-implications-for-teaching-and-learning-in-an-academic-setting>
 - [2] Bas, G. & Senturk, C. (2018). An evaluation of technological pedagogical content knowledge (TPACK) of in-service teachers: A study in Turkish public schools. *International Journal of Educational Technology*, 5 (2), 46-58. Retrieved January 28, 2020, from <https://educationaltechnology.net/ijet/index.php/ijet/article/view/58/24>
 - [3] Bahri, H., & Tengku Mahadi, T. S. (2016). The application of mobile devices in the translation classroom. *Advances in language and literary studies*, 7(6), 237-242. doi:10.7575/aiac.all.v.7n.6p.237. Retrieved December 20, 2019, from <http://dx.doi.org/10.7575/aiac.all.v.7n.6p.237>
 - [4] Daltio, E., Gama, J., França, G., Prata, D. & Veloso, G. (2018). The potential use of smartphone and social networks in public schools: A case study in north of Brazil. In I. A. Sánchez, & P. Isalás (Eds.), *Proceedings of the 14th International Conference: Mobile Learning 2018*, 39-46. Lisbon: IADIS Press. Retrieved December 25, 2019, from <https://files.eric.ed.gov/fulltext/ED590271.pdf>
 - [5] Kimura, M., Obari, H., & Goda, Y. (2011). Mobile technologies and language learning in Japan. In M. Levy, F. Blin, C. B. Siskin, & O. Takeuchi (Eds.), *WorldCALL: International perspectives on computer-assisted language learning* (pp. 38-54). New York and London: Routledge.
 - [6] Kukulska-Hulme, H. Lee, & L. Norris (2017). Mobile learning revolution: Implications for language pedagogy. In C. A. Chapelle, & Sh. Sauro (Eds.), *The handbook of technology and second language teaching and learning* (pp. 217-233). USA and UK: John Wiley & Sons, Inc.

- [7] Koehler, M. and Mishra, P. (2008). *Introducing technological pedagogical content knowledge*. Retrieved December, 30, 2019, from https://www.researchgate.net/publication/242385653_Introducing_Technological_Pedagogical_Content_Knowledge/link/00b4953038a577f993000000/download
- [8] Korucu-Kis, S., & Sinan Ozmeş, K. (2019). Exherent and inherent value beliefs about technology: Missing pieces in the puzzle of technology integration? *International Journal of Educational Technology*, 6 (1), 1-11. Retrieved January, 20, 2020, from <https://educationaltechnology.net/ijet/index.php/ijet/article/view/92/25>
- [9] Liuolienė, A. & Metiūnienė, R. (2012). Legal English and adapted legal texts. *SANTALKA: Filologija, Edukologija*, 20 (1), 56-64. doi: 10.3846/cpe.2012.06. Retrieved December, 19, 2019, from https://www.researchgate.net/publication/272857129_Legal_English_and_Adapted_Legal_Texts/link/56898c3008aebccc4e1723e8/download
- [10] Perks, B. J. & Warchulski, D. (2019). Promoting student autonomy, engagement and interaction through mobile-assisted language Learning. In J.-B. Son (Ed.), *Context-specific computer-assisted language learning: Research, development and practice* (pp. 75-101). Australia: APACALL.
- [11] Stockwell, G. (2013). Mobile-assisted language learning. In M. Thomas, H. Reinders, & M. Warschauer. (Eds.), *Contemporary computer-assisted language learning* (pp. 201-216). UK and USA: Bloomsbury.
- [12] Shinagawa, S. (2012). Adapting the iPhone for language teaching and learning. In F. Zhang. *Computer-enhanced and mobile-assisted language learning: Emerging issues and trends* (pp. 188-201). USA: Information Science Reference, IGI Global.
- [13] Velykodska, O. (2018). Legal discourse: Text analysis and translation strategies. *Comparative Legilinguistics*, 34, 53-64. doi: <http://dx.doi.org/10.14746/cl.2018.34.3>. Retrieved December, 29, 2019, from https://www.researchgate.net/publication/331245232_LEGAL_DISCOURSE_TEXT_ANALYSIS_AND_TRANSLATION_STRATEGIES/link/5c6e16dd299bf1e3a5b8d67a/download