

INCORPORATING ONLINE PICTORIAL IMAGES IN UPGRADING EFL STUDENTS IN UNDERSTANDING SPECIFIC TEXT

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Teaching EFL students is a daunting task. Based on the preliminary study, the EFL students had an insufficiency in understanding the meaning that had caused them to misinterpret in understanding the specific text. This study aims to investigate how the utilization of online pictorial images improves students' accuracy on domain-specific knowledge and how it plays a role in developing students' when dealing with specific text. Thus, it may create a suitable teaching method for the *English for Telecommunication I* course. First-semester students in the academic year 2022/2023 who enrolled in *English for Telecommunication I* course at Politeknik Negeri Padang participated in this study. The qualitative method is used to analyze the data generated through the interviews to present and identify the role of online pictorial images in upgrading students' understanding of specific knowledge. The results uphold that using online pictorial images plays important role in upgrading students' understanding of the specific text.

Keywords: EFL, online pictorial images, specific text, teaching and learning process

Introduction

One of the most frequent problems faced by EFL students when translating specific text is the problem of finding the right equivalence. Nababan (2008) points out that finding equivalence is problematic and difficult to achieve. Finding equivalence becomes a central issue in translation studies (Vinay and Darbelnet; 1995, Jakobson;1959, Nida and Taber;1982, Catford; 1965, House; 1977, and Newmark; 1988). According to Baker (1992), the difficulty and the problem of equivalence start from the word level to the textual level. Gambier et.al (2004) refer to this problem as a semantic or lexical gap that is unknown or untranslatable across languages.

Besides problems on semantics, lack of grammatical knowledge and the insufficiency of knowledge of English vocabulary were also indicated as major problems for the students when practicing English translation. All languages have a vocabulary, a set of words that is the basis for making and understanding sentences (Miller; 1991). Therefore, without some knowledge of that vocabulary, neither language production nor language comprehension would be possible (Anglin, 1993, p.2). Laufer and Nation (1999) stated that vocabulary provides the enabling knowledge required to be successful in other areas of language proficiency.

Most of the teaching and learning process in *English for Telecommunication* classes involves more or less specialized texts. It is likely that extra-linguistic knowledge plays a major role in the success of understanding the text. Another problem encountered in learning translation is contextualization. Kim (2006) classifies knowledge used in comprehension into linguistic knowledge and extra-linguistic knowledge. The study shows that a translator who can conceptualize 'contextual' meaning at the notional level based on linguistic and extra-linguistic knowledge can translate more successfully and creatively. On the other hand, EFL students fail to access the notional level due to the lack of extra-linguistic knowledge and tend at best to find the 'literal' meaning and end up with a less successful understanding of the text. The study indicates that contextualization with extra-linguistic knowledge is important in the construction of comprehension because it enables the students to comprehend a text at deeper.

2. Statement of the Problems

Teaching translation to EFL students is always regarded as a difficult task. Teachers are faced with insufficient L2 input from the students. The difference between SL and TL and the variation in their linguistics and cultures make the process of translating a real challenge for the *English for Telecommunication I* course students' because they must be able to convey the meaning of SL by providing enough information for people to understand in the TL while they are the beginners in the translation.

To be able to translate SL to TL successfully, students must have adequate specific-subject knowledge. The insufficient L2 input of the students is the factor that makes students unable to produce the correct translation. The difference between SL and TL and the variation in their cultures make the process of translating for the students become difficult because they are not supported by adequate resources.

It is clear from the problems above, this study was to find a suitable teaching method for the *English for Telecommunication I* course students in order to prepare students to meet the challenge of the market force in translation in this digital era that forces the teachers to prepare their students with the skill and knowledge that can make them able to face the real world of the workforce which required reliable in handling the job to suit the need of the market

3. Research Questions

This part presents the analysis and the interpretation of the data collected from the FGD interviews after incorporating online pictorial images and will address the following two research questions:

1. How did students use online pictorial images to upgrading understanding of specific knowledge?
2. How did students view the role that online pictorial images played in the development of their understanding of the specific text?

4. Incorporating Online Pictorial Images in Upgrading ESL Students in Understanding Specific Text

Integrating technology for EFL students is important because, in the process of producing a translation, a translator may encounter various problems and uses a set of tools and resources to solve them, (Levý; 1967, Reiß; 2000, Varantola; 2003). Before, translating a specific text might seem difficult for EFL students because of the limited resources they have, but now with the rapid development of technology, it becomes incredible for EFL students by optimizing the translation technology (Hutchins et al, 2005). Quah (2006) points out that translation technology even extremely develops because according to him what is current today may be outdated tomorrow.

The growth of ICTs and computer systems, their ease of use, and the power and diversity of information transfer allow teachers and students to have access to a world beyond the classroom (Majumdar, 1997). ICT encourages interactions, the development of collaborative culture, and utilization of active learning, and the introduction of feedback in the proper context. ICT can bring the abstract concept to life by bringing into teaching and learning real-world experiences through simulation, modeling, capturing, and analyzing real events (Majumdar, 2006). In this early part of the 21st century, the range of technologies available for use in language learning and teaching has become very diverse and the ways that they are being used in classrooms all over the world have become central to language practice (Motteram, 2011).

Using pictures can be the representation of places, objects, and people, and it is a fundamental part of the total experience to recognize and visualize things more effectively (Wright; 1989). Based on such definitions, both students and teachers can use pictures to make teaching more interesting and effective, as well as to help students learn faster and retain more information. The image is one of the education media that supports the teaching-learning process in the classroom, and it can be considered a valuable means of teaching using images of reality in the unnatural world of the

language classroom (Hill, 1990). Similarly, Harmer (2001) stated that teachers were frequently discovered.

Thus, online pictorial images allow students to reflect on what they see. Online pictorial images are also useful for translating abstract concepts into more realistic concepts. Most importantly, online pictorial images can be easily obtained from online resources. Online pictorial images can also be used in various levels of education. Using pictures makes the class more engaging and interesting, while also saving the teacher's time and energy.

For EFL students, the most challenging task is to understand the source language and transfer it to the target language. They may experience difficulties in translating L2-related cultural concepts into their own L1 language as they are required to have sufficient knowledge of the cultural background relating to the target language (L2). When they have to translate specialized texts, students must deal with terminology. Moreover, students with no background knowledge will not be able to translate the specific text. Xie and Huang (2012) mention that usually the difficulties of translation are not caused by incomprehensible words, but due to the lack of background knowledge, especially when translating unfamiliar materials, the translator must know basic background knowledge.

Background knowledge refers to the knowledge that translation students must have and that is potentially relevant for translating the source text from SL to TL (Biemans and Simons, 1996). Having a background or technical knowledge on different fields of study plays an important role in translating texts from SL to TL because the texts that are going to translate may range from simple texts such as articles in specialized professional journals, business contracts, and legal documents (Bao and Thu, 1999). Therefore, having adequate knowledge of the areas that the source texts are about is crucial for successfully translating the text into an acceptable text in the target language.

John (1990) introduces the DDL (data-driven learning) to describe that the learners can be language detectives to explore language data through corpus and ESP corpora. According to Baker (1995), search engines available online may thus help students to find in the online corpora relevant background information, especially when they cannot find the equivalents of some special terms through printed resources. In the same line, the Internet search engine is also reported as very efficient for obtaining specific information compared to traditional inquiry way (Xie and Huang, 2012).

Multimedia has been found to have useful effects on language learning because of the potential to provide learners with rich and authentic comprehensible input (Brett, 1995; Egbert and Jessup, 1996; Khalid, 2001; Talaván, 2010), and to help learners understand language in the context (Mayer's, 2001; Schnotz, Bannert & Seufert's, 2002; and Plass & Jones, 2005). Mayer (2001) points out that multimedia has the potential to result in deeper learning and understanding than presentations that are made solely in one format because students who learn with words and pictures learn and remember information better. According to Plass and Jones (2005), learners can

achieve comprehension through the combination of words and images (verbal and visual) which are integrated and can build learners' background knowledge.

O'Maggio-Hadly (1993) argue that videos allow students to better recall their existing background knowledge about a particular subject in order to make an adequate guess about a situation because advanced organizers help students in learning and remember new material. Learning vocabulary is an important part of language learning for translation students (Nation, 2001; Read, 2000; Schmitt, 2000). Gangwer (2015) defines visual literacy as the ability to understand and create visual messages. According to him, nowadays, visual images have more information and entertainment and can be accessed through technology.

4 . THE FINDINGS

Extra-linguistic refers to the implicit and explicit knowledge of the world and of the particular subjects that the source text involves. It is composed mainly of knowledge about translation, bi-cultural knowledge, encyclopedic knowledge (world knowledge), and subject knowledge on related topics (PACTE, 2011). The data from the interviews have shown that some translation difficulties and errors were due to the lack of the necessary background knowledge or the knowledge of the topic or content that the source text is about. This is especially when translating technical terms using a bilingual dictionary, especially for EFL learners, which is usually designed for general purposes and does not offer the specialized technical senses in which an ordinary or everyday word may also be used in a technical context. This is rather frustrating to the students,

This part presents and discusses the findings about students' views on the role that online pictorial images played in the development of their understanding of the specific text on the basis of the data collected through FGD interviews with the participating students after the implementation of online pictorial images in the teaching and learning process in *English for Telecommunication I* class.

From FGD, it is shown that the benefits of online pictorial images support the students in solving their problems with the specific text, especially in nouns. The online pictorial images had shown how students had been getting helped to get the original meaning of *catu daya* (power supply) and *gelombang radio* (radio wave) as seen on Figures 1 and 2.

Figure 1 Online pictorial visual image *catu daya* (power supply)

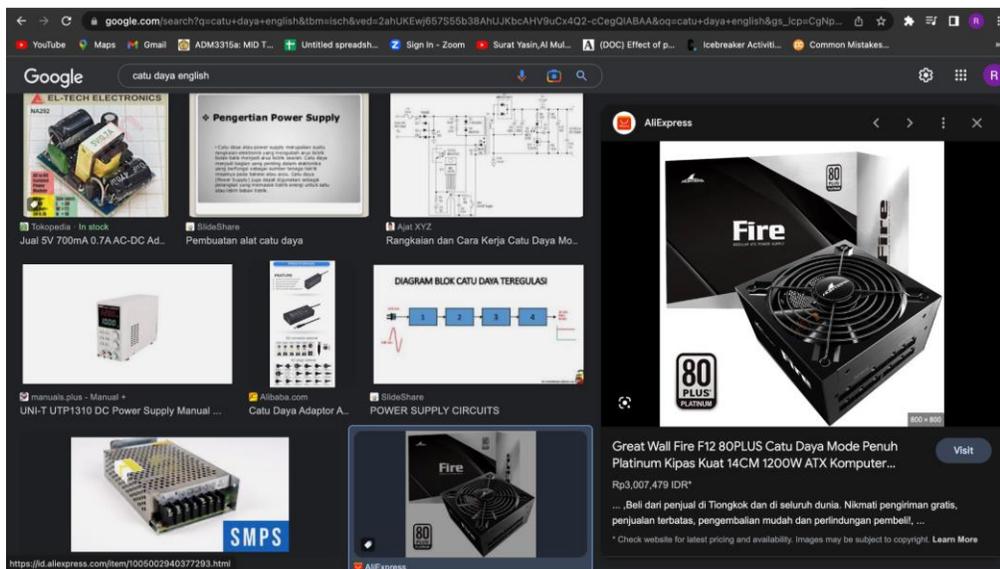
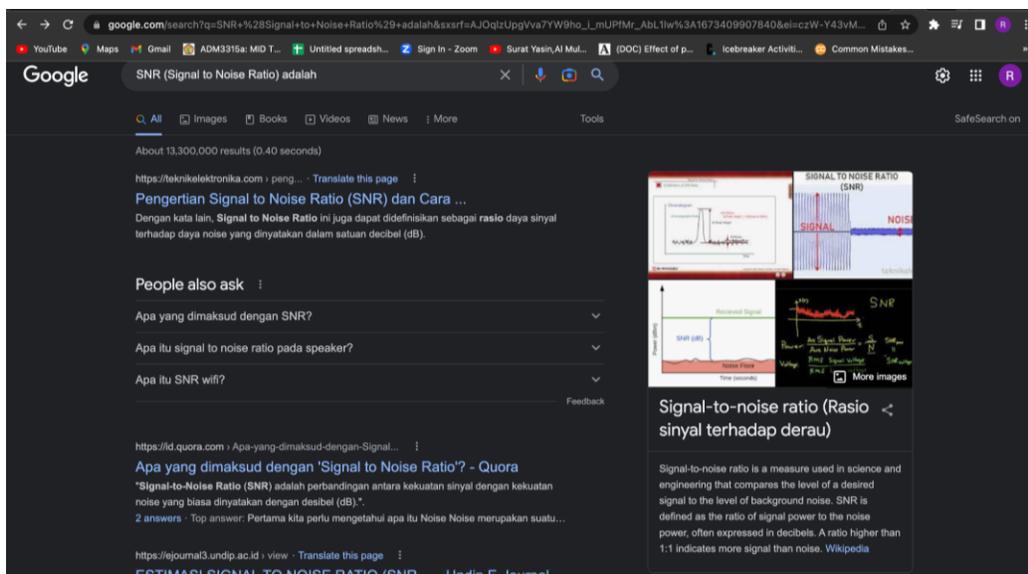


Figure 2 SNR (Signal to Noise Ratio)



At the time students asked for the help of online pictorial images which were available on the internet, the students could translate the text not word by word anymore as they did when they used printed dictionaries as described in the following excerpt 1,2,3 and 4:

I get difficulty when translating this text. It needs specialized knowledge. I have no competency in this case because I am a freshener. I think, even looking up the specialized dictionary will not represent the real meaning and the result must be so clumsy. There are many specific terms. But then when I find an image on the internet that portrays the real meaning, it makes me understand and know the right word that I can't find in the general dictionary. When using a dictionary I tend to translate word by word and my translation result was so awful. [Excerpt 1]

The problem is when I translate the text about telecommunications engineering the terms must be correctly translated. Sometimes a term appears like a general one but actually, it cannot be translated as a general one because it is used as a *special term*. [Excerpt 2]

Google image helped me so much in getting a better understanding of the situation or the condition that cannot be explained by the sentence. I could finally find the right equivalence by looking at the image. [Excerpt 3].

Images help me to comprehend the meaning more. Moreover, when it is accompanied by an explanation I become more understanding. Different from the equivalent of the printed dictionary, it explains different things based on the context. [Excerpt 4]

Visual images refer to the images that are accessible online. The images provide in the internet are usually accompanied by the explanation. According to the Dual-Coding Theory (Paivio & Desrochers, 1980), words that are associated with rich visual imagery are more easily learned than abstract words due to what is termed the concreteness effect (Altarriba & Bauer, 2004; de Groot, 1992, de Groot et al., 1994; ter Doest & Semin, 2005).

The findings of this study on using online pictorial images in the translation are that by looking at the visual images, they could get accurate and precise lexical meaning in the visual context by looking at the relevant pictures. When students lack the necessary prior background knowledge to make sense of a word or a topic, a picture may help them connect the unfamiliar word or concept to what they have already known or experienced in the past.

Discussions

The current study attempted to investigate the potential impact of online pictorial images on improving ESL students' comprehension of a specific text. To begin, the participants were not chosen at random from a large population; they were 30 freshmen students who registered in English for a Telecommunications class. Given the incorporation of online pictorial images in the teaching and learning process for EFL students and the difficulties involved in its learning, as well as the increased momentum of using multimedia devices in educational settings (Hekmati et al., 2018; Navidinia, Zare Bidaki, & Hekmati, 2016), it is hoped that more researchers will continue this line of research and investigate online resources and the potential effects of using other and the like on EFL students' learning. The possible impact of another area that should be researched in the future is the potential impact of using online pictorial images in teaching different genres of text.

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