Utilizing WhatsApp Translation Strategies for Enhancing Online Interaction in English for Specific Purposes Courses

by Asdar Asdar

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ABSTRACT

The integration of instant messaging services into educational settings has become increasingly prevalent, providing unique opportunities for enhanced communication and learning. This study aimed to examine the viewpoints of educators and students regarding the use of instant messaging services, such as WhatsApp, in their translation education and instruction. The study employed a qualitative research approach, specifically content analysis, to examine the utterances of two translation lecturers and fifteen ESP students. The results revealed that participants unanimously agreed that instant messaging services facilitated their teaching and learning of translation by using consistent terminology and rephrasing complex tasks to provide guidance throughout the chat. This approach enriched the translation understanding of ESP students. The study suggests using one consistent term to refer to the translation process throughout the text. In conclusion, chatting applications like WhatsApp are powerful and efficient communication tools that can facilitate an engaging, authentic, and meaningful learning experience when effectively included in English for Specific Purposes (ESP) classrooms for online translation interactions.

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1. INTRODUCTION

In contemporary society, technology has permeated every facet of life, including the education system, which is progressing at a rapid pace (Sujarwo et al., 2020; Asdar et al.,2023; Ramírez-Polo & Vargas-Sierra, 2023). Technological devices such as computers, mobile phones, smartphones, and the internet are seen as efficient instruments for facilitating the teaching and learning process (Stoian & Șimon, 2018). Several English as Foreign Language (EFL) teachers exhibit hesitancy in recognizing the chance to incorporate technology into their classes (Sujarwo, 2020). For instance, these teachers tend to favor conventional methods of teaching the English language. Perhaps the lack of creativity among teachers in incorporating the internet (Nurhikmah et al., 2021), and mobile phone technologies is the reason why the teaching and learning of the English language in the classroom is not engaging and

distinctive. However, most teachers have not yet utilized the technology effectively in teaching the English language.

A crucial element in teaching the English language for translation is the cultivation of a communicative atmosphere, enabling learners to effectively utilize the target language in a meaningful manner. Computer-mediated communication (CMC) or chatting, enables language learners to include the target language in their interactions with peers, other learners, and native English speakers residing in various global locations. Chat is a form of chatting where two or more individuals engage in a real-time conversation by typing or speaking their words online. Through this kind of textual communication, students can engage in discussions and debates utilizing the language they are learning in a social setting, allowing them to have authentic and immediate interactions (Alkhatnai, 2019).

Moreover, the utilization of WhatsApp for teaching and studying English is considered the latest advancement in English language pedagogy. WhatsApp was launched in 2010 and has garnered over 350 million users globally (Alkhatnai, 2019). Meanwhile, teachers and students can engage in online communication with others using the functionalities of WhatsApp (Tang & Hew, 2017). WhatsApp can facilitate the presentation of multimodal media to learn the English language. Additionally, WhatsApp provides pupils with audiovisual capabilities (Bouzaiane & Dayananda, 2023).

The utilization of mobile phone technology holds the greatest promise for teaching the English language. WhatsApp is widely recognized as the most renowned messaging application. Foreign language educators have shown a keen interest in utilizing WhatsApp as a tool for instructing specific elements of foreign language acquisition (Bensalem, 2018; Mustafa et al., 2021). WhatsApp offers a range of versatile and practical tools for texting, calling, and sending various types of media such as videos, audio files, links, locations, documents, and photographs. WhatsApp is currently the most promising tool for facilitating the teaching and learning of the English language. It can be accessible through mobile phones (Nuraeni & Nurmalia, 2020).

However, advancements in technology have demonstrated that technological support is no longer restricted to computers (Nurhikmah H; et al., 2021; Nurhikmah et al., 2021; Sukmawati & Nensia, 2019; Sukmawati et al., 2023). A significant number of computer functionalities have been integrated into mobile devices, such as smartphones and tablets, hence enhancing technology accessibility in numerous educational settings (Soria et al., 2020; Sujarwo et al., 2020). This application enables users to connect through the exchange of text messages, voice chats, videos, and photographs. Furthermore, the utilization of WhatsApp as a tool for teaching and studying the English language is considered a cutting-edge innovation in the English language instruction method (Namaziandost et al., 2020).

The growing prevalence of online education across several disciplines necessitates the adoption of more adaptable approaches to higher education and the development of innovative concepts for high school curriculums (Akhiruddin et al., 2019; Purnomo et al., 2023). In foreign language teaching, despite the widespread use of current information and communication technologies, written translation is primarily conducted in person, as it involves the direct transfer of knowledge from an expert to students (Gorozhanov et al., 2018).

In regards to English for Specific Purposes (ESP) instruction, the courses typically aim to equip students to utilize the target language in contexts other than teaching (Candel-Mora, 2015). ESP courses are typically designed for adult learners who have limited time for study and are enrolled in diverse classes that are related to their specific areas of expertise (Amengual-Pizarro, 2018). English for Specific Purposes (ESP) is an educational method that prioritizes the acquisition of effective communication skills in a particular field of study, such as academics, accounting, agrology, commerce, IT, teaching, and engineering (Marcu, 2020). Students are additionally immersed in Canadian business or academic culture and provided with practical experience in real-world communication.

Students of this English for Specific Purposes (ESP) learning have a goal of learning English differently. Among them, some may learn English enough just to be able to communicate with foreigners, and others have a goal of being able to communicate in English with correct grammar. Other

students may have a goal of learning English to be able to interact with their clients, or when they want to promote a product (Syakur et al., 2020). It is not only their English language skills that they need to learn but also their ability to speak in public (English for public speaking). Other students have a goal to be able to understand English reading sources or texts, and so on.

ESP or English for Special Purposes is an instructional method that focuses on teaching and using English for certain subjects and studies that align with the requirements of scientific and professional domains that utilize English (Hui, 2017). The goal of this program is to equip learners with the necessary skills to effectively utilize the English language in academic, professional, and work settings. The program is designed based on a thorough examination of learners' specific needs (Sasabone et al., 2023). By comprehending the principles and attributes of ESP education, students can acquire numerous advantages while engaging in the learning process (Amaliah et al., 2022).

Moreover, all the material content and teaching methods in this ESP must be oriented. Based on the student's goals, the teacher/lecturer is required to design all learning materials in this ESP according to the students' goals to learn English (Salmani-Nodoushan, 2020). In ESP learning, teachers/lecturers should provide teaching materials with substance that are designed and developed based on an analysis of the needs of their students (Mulyadi et al., 2020).

Some previous studies stated that The existence of online translation programs and courses in written translation demonstrates the significant advantages of professional training in this domain (Gorozhanov et al., 2018). The study promotes positive social change by enhancing instructors' comprehension of the potential advantages of utilizing WhatsApp electronic discussion journaling to enhance their students' vocabulary selection and written expression skills (Alsaleem B.I.A, 2014). The study indicates a favorable opinion of 90% for the utilization of OmegaT and Google Classroom, suggesting a potential enhancement for online courses (Nugroho et al., 2020). The online teaching and learning model for translation offers practical benefits by enabling students to acquire certain components of the translation process through structured and unstructured communication channels (Gavrilenko, 2018).

The effective employment of mobile phones for translating English for Specific Purposes (ESP) materials hinges on designing sustainable legal discourse adaptable to mobile devices (Javadi, 2020). Direct translation's success is significantly influenced by the quality and accuracy of English-to-Malay translations, a challenge exacerbated by the presence of informal Malay idioms and slang frequently encountered in WhatsApp chats (Xian et al., 2023). This approach aims to align teaching materials and methods with student needs, ensuring that ESP teaching not only provides relevant English learning resources but also supports students' future goals. The debates around the role of translators, often involving individuals with limited expertise in written or oral translation, highlight the complexities and nuances of the translator's work.

The utilization of mobile phones allows users to engage with and learn from ESP materials effectively. It is crucial to consider the significant differences or similarities between source and target languages during translation, emphasizing the importance of sustainability in this context. Advocating for sustainable translation practices makes mobile phones more suitable for teaching ESP content in classrooms. Consequently, this study formulates a research question: How does utilizing Instant Mobile Messaging (WhatsApp) in translation instruction serve as an online strategy for ESP classroom interaction? The significance of this study lies in enhancing translation strategies for ESP students at Universitas Megarezky through WhatsApp. The findings aim to improve the quality of the teaching-learning process and provide a foundation for future research on similar topics from different perspectives. Moreover, this study seeks to analyze the impact of using instant mobile messaging in translation instruction as an online interaction tool in ESP classrooms at Universitas Megarezky.

2.   METHODS

This study employed a qualitative descriptive approach, specifically through conducting surveys, to gather valuable empirical data from a large sample of individuals regarding a specific topic or issue.

At Universitas Megarezky, there were a total of 15 students enrolled in the ESP program, along with two English lecturers. The data included in this paper was acquired using the methods of observation, documentation, and online interviews (Mills et al, 2019; Leavy, 2022). An investigation was conducted on the practice of using online learning tools for lecture activities. Interviews were conducted to assess students' reactions to the use of instant mobile messaging (WhatsApp) in teaching translation to ESP students.

Incorporating WhatsApp into English language instruction in the classroom necessitates adherence to a set of prescribed procedures by educators. The steps have been derived from Speroff (2016):

Step 1. Establish a WhatsApp group

Teachers request and store students' WhatsApp numbers on the internal phone storage. Subsequently, teachers form a group by utilizing their class WhatsApp group.

Step 2. Establish the guidelines

Teachers must negotiate an agreement with their students regarding the guidelines for utilizing WhatsApp. The requirement is that the student's language must be respectful. Subsequently, they may wish to establish their guidelines about the permissibility of learners initiating private communication with teachers outside of the group, the types of information that are deemed appropriate or inappropriate for sharing within the group (e.g., jokes), and if casual English conversations are encouraged or discouraged.

Step 3. Prepare for classroom utilization.

Teachers can prepare the use of their classroom. As an illustration, instructors request that their students bring their earphones or headphones to the classroom on the English class day. Occasionally, in situations where some students have neglected to bring their earbuds, lecturers have the option to either pair up students and have them share earphones or provide a few low-cost headsets for lending purposes.

Step 4. Allocate the assignments

It is crucial to note that WhatsApp is not primarily designed as a teaching tool. Instead, it serves as a means of delivering information to students and facilitating the sharing of their work. Both strategies can be employed within the classroom to address challenges related to classroom management, such as in large classrooms where students may not have sufficient speaking opportunities. These strategies can also be utilized outside of the classroom to offer additional chances for translating practice or to assign and collect homework assignments.

After discussing the process of incorporating WhatsApp into English language instruction, the study then moves on to explain the data analysis process. The data analysis was determined by a preliminary pattern observed among our participants about our initial study question on the Internet reading strategies employed by EFL students. Upon doing comparisons between the cases, the researchers discovered evidence indicating that readers tend to adhere to a flexible sequence of stages that consistently reoccur throughout their reading process.

Data analysis process involves four separate stages, namely: 1) familiarization (the researchers should familiarise themselves with the variety and heterogeneity of the collected materials), 2) data reduction (involving the anticipated reduction of the potential universe of data that occurs as the researcher selects a conceptual framework, research objectives, cases, and tools), 3) data display (utilizing textual representations of information to identify segments that most effectively exemplify themes of interest), and 4) report writing (involving to make significant affirmations regarding how your data represents the topic of interest) (Huberman, 2014).

3.　FINDINGS AND DISCUSSION

All participants were asked about why the chat groups, as well as the advantages and disadvantages of using WhatsApp in the translation class. Purpose of WhatsApp groups, educational benefits of Whatsapp in translation classes, the challenges and drawbacks of WhatsApp usage, and the impact of Whatsapp on language acquisition can help break down the content.

Table 1. The Results of Reasons, Benefits, and Disbenefits of Using WhatsApp

Name	Goals	Benefits	Disbenefits
T1	Engaging in student communication in translating Establishing a strong connection with students and Interacting with coworkers to discuss some ESP materials Establishing an educational setting to practice language skills, especially translation materials.	Concise references Societal ambiance Sharing PDFs and documents. Facilitating the dissemination of boundless educational materials Ubiquitous communication	Restricted group size Responding to specific individuals within a larger group
T2	Practice English both written and sometimes spoken through voice messages Practicing formal and informal language Exchanging resources Getting in touch with native speakers	Alert upon receipt Exhibiting brevity and efficiency Engaging in unrestricted language practice with classmates Overcoming linguistic apprehension Increases efficiency	Consumes mobile storage
S1	Contacting friends Collaborate on projects and assignments collectively in translation materials Less challenging in comparison to alternative methods	Transferring information Collaborative effort Established a conducive environment with my peers Regular and frequent updates	Consuming times
S3	Teacher communication Assist with the translation of difficult terminologies	Recognized internationally	There is a lack of ethical guidelines about what should and should not be sent.
S5	Seeking out to relatives Seeking assistance from individuals who are fluent in a certain translation	The teacher is available at all times. Outside of classroom engagement	No learning effort
S8	Developing proficiency in both writing and oral communication abilities Swapping authentic resources in translation	Immediate response from peers or instructor The teacher's exertion is conserved. Instead, other students assist.	Diverge from the main subject Issues regarding the management of a group Lack of politeness
S11	I prefer it over Blackboard. I have an aversion to public speaking since I prefer to communicate my views through written means, allowing people to peruse them at their convenience.	Engage in communication with colleagues, regardless of whether they are classmates or not. One can extend an invitation to participate in a debate remotely, without being physically present.	A group of students chose to hide themselves.

S15	An educational setting An instrument for exchanging information	The students use it	Altered the dynamics of the class
	Intimate rapport with my translation lecturers		

All participants asserted that the chat groups were primarily established for educational purposes. For instance, many participants emphasized that the chat groups fostered a conducive learning environment and facilitated the exchange of educational resources in translation. T1 stated:

"In my opinion, WhatsApp is an exceptionally efficient educational tool." Students can share educational tools and materials from any location and at any time. They mutually benefit from one another and engage in discussions regarding projects, concepts, interpretations of certain terms, and the challenges they encounter in their translation classes. They also exchange ideas with those who are not part of their classes".

Additional educational rationales for utilizing WhatsApp encompass the establishment of a conducive learning atmosphere in translation. T2 stated, "I acquired a wealth of knowledge about my students ... I possess knowledge on their preferred learning methods and materials, particularly when they are engaged in translation work. Furthermore, S5 also experienced a comparable educational advantage:

"I think that WhatsApp facilitated my comprehension of my teacher to a greater extent. During class, we typically have limited opportunities to seek or even acknowledge the teacher's criticism of our translations. Previously, I had the impression that he was disregarding some inquiries. However, I now have the opportunity to ask an unlimited number of questions, and the teacher will make an effort to respond. Alternatively, my classmates will assist me if they possess the knowledge".

Strategically organized online conversations can promote greater levels of cooperation compared to conventional in-person classroom discussions. Introverted individuals may exhibit a higher inclination to engage in a chat room environment, while the option to alter their conversation during writing can alleviate anxiety for less skilled students. The ability to engage in conversations with individuals located hundreds of miles away is a distinctive feature of chat group discussions. Students are also more inclined to pose open-ended inquiries, which facilitates the progression of the topic and allows it to develop independently. Nevertheless, the effectiveness of students' interactions relies on meticulous planning by teachers, as students need to be presented with high-quality tasks to actively participate in collaborative activities.

WhatsApp also offered the benefit of enabling teachers to conveniently evaluate students' translation skills and language proficiency. This was accomplished by transforming student discussions into text files, which were subsequently subjected to textual, sentence, and discourse analysis. The interviews done for this research indicate that written arguments typically resulted in the use of more intricate language compared to oral debates. Additionally, learners tended to generate longer utterances that were more coordinated and subordinated. Due to the absence of time limitations, individuals studying in electronic settings have the opportunity to meticulously organize and revise their communications, resulting in the development of a more sophisticated and intricate language. The professors claimed that by analyzing these statements, they could more precisely detect the student's challenges and offer more targeted answers.

Students participating in public WhatsApp groups may partake in discussions that are considered inappropriate or offensive by certain learners, or focused on topics exclusive to the English-translation. In light of this, educators should evaluate their students' translation competence and language backgrounds before incorporating chat applications into the classroom and must select online platforms that promote linguistic development.

The following are the compelling factors that drive students or learners to engage in language acquisition, particularly in the translation of English Specific Purpose (ESP) materials through mobile phone technologies integration. The initial step in the student teachers training course is to actively include the student teachers or instructors in the usage of technology and to discover effective methods to encourage their adoption of technology (Jasrial, 2017). During the training program, it is important to establish the rationale that learning and teaching are integral components of everyday situations. Therefore, the utilization of mobile phones in our daily lives is crucial due to their multifunctionality. The initial phase is prompting teachers or instructors to include technology, particularly mobile phone technology, into their language teaching practices, with a focus on English.

Prior studies have shown that integrating technology, such as mobile phone applications like WhatsApp in language can enhance language skills and facilitate collaborative learning for examples, research by Muftah, (2023) stated that by guiding the translation courses in formulating essential policies or syllabi for English translation courses. They can serve as a foundation for enhancing the curriculum aimed at preparing and motivating future generations of English as a Foreign Language (EFL) learners WhatsApp can enhance the four language skills, namely reading, listening, writing, and speaking, as well as integrated language skills and vocabulary (Kartal, 2019). A modified translation the development of online programs and the delivery of online courses in written translation demonstrate the significant advantages of professional training in this field (Gorozhanov et al., 2018). To enhance the teaching of translation for complex texts, it is necessary to employ technology. Students can access and utilize it for translating. Translation plays a crucial role in contemporary text processing, as it is commonly utilized (Bilić, 2020). If the translation is not thoroughly examined and edited afterward, it may result in subpar quality (Stoian & Şimon, 2018). An additional significant electronic instrument through translation software, which can be utilized at both basic and advanced proficiency levels, specifically mobile phone technologies.

ESP students should be trained by utilizing technology to alter their approach to teaching the comparison and contrast of two concepts in different languages. This can be achieved by utilizing ESP materials, such as feature articles found on the internet, which will aid in better comprehension and subsequent translation of these concepts (Kartal, G., & Korucu-Kis, 2019). These data types can be translated using online dictionaries, concordances, corpora, documents from other countries, websites, software, and video clips. Thus, the utilization of mobile phone devices for classroom activities and communication with group members for engaging participation is considered to be highly necessary. Teachers might also derive benefits from utilizing mobile phones.

WhatsApp groups are not only a communication medium where interaction occurs between members, both lecturers and students or students and students, but research results show that WhatsApp groups are also a learning resource and learning media that can be used to improve English language skills in ESP English lectures (Surani & Chaerudin, 2019). WhatsApp groups with a series of communication and interaction activities in the group cannot be separated from sentences, reading text, or audio in English. To understand the meaning and significance of the material in the group, group members (students) increasingly often open dictionaries, both books and online (Google Transtool), anywhere at any time. This activity of course, increases their vocabulary indirectly. As stated, one student felt the benefits of the WhatsApp group, for example, if he found a new word that he did not know the meaning of, he opened the dictionary and finally, knew the meaning of the new word, thus increasing his vocabulary and ability to translate.

Today, it is undeniable that technology is being used in various facets of our lives worldwide (Soria et al., 2020). According to the performed studies, the importance of incorporating mobile technologies in education has been validated. ESP material encompasses the examination of written text and the development of ways for translating (Alisaraee et al., 2018). Put simply, translating English for Specific Purpose (ESP) materials necessitates both contextual variables and skilled translators.

The implications of this study could discuss how the insights gained from the study can inform curriculum development, teacher training programs, or the integration of mobile phone technologies in language learning to enhance students' language skills and translation abilities.

Furthermore, WhatsApp is a viable mobile technology that can be used to enhance, reinforce, or perhaps facilitate significant online education. By utilizing digital technologies, students can share new information, especially translation materials, reflect upon, and internalize knowledge, thereby facilitating the learning process. During group chat discussions in translation materials, students consistently observe the messages from others, make an effort to understand the information, and then participate in textual conversations. This subconscious process provides ample opportunities for individuals to acquire and apply the target language.

Despite the impact of mobile phones and apps like WhatsApp on communication habits, the aforementioned structures for chat-based classrooms remain mostly relevant. Consequently, teachers must exercise caution and thorough planning before incorporating any form of technology. Mobile devices can provide learners with customized vocabulary exercises that are specifically designed to align with classroom objectives. They must perform them using their mobile devices. This aids individuals in acquiring new vocabulary, which can facilitate the acceleration of their translation efforts.

When translating English for Specific Purpose (ESP) materials, it is crucial to analyze the context in which the text is situated. This is because we need to take into consideration the cultural aspects of both source language and target languages during the translation process. These data formats can be translated through online dictionaries, concordances, corpora, documents in different countries, websites, programs, video clips, and programs. Therefore, mobile phone devices for classroom activities and contacting group members for interesting collaboration are deemed more required. Translation lecturers can also benefit from using instant messaging services (such as WhatsApp) in their translation education and instruction as an online interaction strategy.

4. CONCLUSION

The use of mobile technologies, such as dictionaries, concordances, and Google Translate can facilitate fluent and precise translation in a shorter amount of time. Translation lecturers can impart the necessary skills and knowledge for their respective level of translation proficiency. Before translating each concept about one, two, or three... paragraphs in English for Specific Purpose (ESP) materials, the lecturers should present the students with pertinent data such as audio programs, video clips, and documents that are related to the source language or target language by chatting in WhatsApp groups. This will provide the students with a comprehensive understanding, enabling them to effectively translate the associated text. As stated by informants and English lecturers felt the benefits of the WhatsApp group, for example, if the students find a new word and do not know the meaning of it, students can open the e-dictionary and finally know the meaning of the new word, thus increasing his vocabulary and ability to translate through by chatting in WhatsApp groups. To strengthen the link between the role of translation lecturers in teaching skills and the integration of technology for translation, a clearer transition or connection between these two aspects can help readers understand how they complement each other.

Furthermore, by implementing the technique before utilizing WhatsApp as a translation technology, the translation assignment will benefit from an enhanced level of quality and strategic approach to translation. The WhatsApp groups can be culturally customized to incorporate specific terminology for information retrieval between ESP students. In other words, if a mobile phone device incorporated the concept of sustainability in its design, every user would be able to utilize and acquire knowledge from English for Specific Purpose (ESP) resources. It is important to acknowledge that during translation, the source and target languages can vary significantly or have similarities, which impacts the sustainability aspect. By promoting this sustainable aspect, the mobile phone set can

become more suitable for teaching English for Specific Purpose (ESP) as translation strategies interaction by using WhatsApp groups. A recommendation for further research is to investigate translation materials through other technologies such as an interactive e-module of translation technology, and it needs to be investigated in depth by taking larger samples from higher-level students, and different universities.

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