Use of Multimedia Resources in Audiovisual Translation by Saudi EFL Students

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Abstract
This mixed study aims to examine the use of multimedia resources in Audiovisual translation by Saudi EFL students in the field of translation. The sample of the study comprised 90 male students. Data were collected using two research instruments; questionnaires and semi-structured interviews to explore satisfaction when implementing such resources. The researcher analyzed the data both statistically and thematically. The framework of the study is based on social constructivism and collaborative learning (Kiraly, 2000; González, 2004). The results of the analysis showed that multimedia resources were very accessible and effective to apply. In addition, findings indicated that some difficulties encountered by participants when using multimedia resources such as lack of skills, internet connection, and availability of technicians. This study provided recommendations for further future research.
Keywords: multimedia resources, EFL, translation, Saudi.

1. Introduction

The use of multimedia resources in varied fields of human life has positively affected the professional knowledge of translators, who should implement contemporary channels and resources of data (Shaari & Bataineh, 2015; Ye, 2021). To deal with these difficulties, translators must provide the necessary attention to the significance of non-textual information developing around multimedia texts and accept a more dynamic method towards audiovisual translation (AVT, hereafter). Therefore, findings of past studies argued for the inclusion of multimedia resources as a contemporary idea in AVT, and provide the conclusions of a research study targeting the development of audiovisual translation. These resources show the promising advantages of using multimedia in the field of audiovisual translation for all users/ translators in the acquisition of field knowledge, terminology, and the restrictions placed on audiovisual translation through using acoustic and visual resources (Mangiron, 2022). Similarly, as multimedia has changed the perspective of audiovisual translation, competence, and skills of translators, it has also broadened their views, which are no longer restricted to dubbing, voice-over, and subtitling (Singh, 2014). Recently, Audio-visual translation involves contemporary forms of channels and formats of data, since audiovisual translation is associated with multimedia translation and channeling as well as localizing access to entertainment and data that are used nowadays more than before connected (Ling, 2020).

Therefore, it is argued that the presence of multimedia resources in the audiovisual translation laboratory (AVT) is a valued technique for students to adopt new forms of translation that highpoint the knowledge of the subject matter and its conventions, joined with some information on audiovisual formats. The effect of multimedia development has led to the attendance of the fields of audiovisual localization and audiovisual convenience as themes for recent academic conferences and seminars (Dattatraya & Ingle, 2013; Gong, 2018). This research has been conducted to explore the use of multimedia resources in audiovisual resources and the generation of terminology within the domain of EFL translation. The results of the study help develop a translation syllabus in the setting of multimedia translation at the university education level (Roberto, 2022). Third and fourth B. A language and translation student from the Dept. of Language and Translation at the University of Tabuk in Saudi Arabia was involved in this study. Therefore, the theoretical framework of this study was based on social constructivism and collaborative learning (Kiraly 2000, González Davies 2004), which reflect learning as a process of social interaction, a social view that has significant inferences for the mode we guide students in emerging the skills they will require as language intermediaries and full-fledged social representatives (Roberto, 2022).

In contrast to the old-style translation classroom where data would go through from the teacher to the students, in the collaborative seminar room, the instructor acts as an organizer in the knowledge process, and the tutorial room is not disconnected from the real domain. The translation brief is conducted in real-world situations: there is a client and an expert on the ground, and learners work in groups and switch their roles (Hu et al., 2020). This study intends to examine the inclusion of multimedia content as the subject of study in audiovisual. Therefore, it is proposed that AVT should be expanded in the classroom to involve more than just movie translation for dubbing or subtitling (Gambier & Jin, 2022). Additionally, this research proposes to design multimedia teaching resources that will enable translators to measure the internationalization and localization difficulties of a multimedia text on manifold grounds; be familiarized with the techniques accessible to operate

multimedia substances and their practice; develop their awareness of, and sensitivity to multifaceted translational difficulties in multimedia settings; reinforce their skills to work in teams and collaborate with others; develop an awareness of accessibility as a new constraint for web and multimedia substances (Sharma, 2019).

2. Review of Literature

Many researchers attempted at investigating the use of multimedia resources in audiovisual translation; therefore, their respective research is reviewed in this study. Mehla (2018) researched implementing E-resources in translation. The sample of the study comprised several participants from the faculty of science at Kurukshetra University, Kurukshetra. The researcher used questionnaires distributed to participants to see their views on the use of electronic resources. Results of the study showed that 70% of participants (males) and 30% (females) used these resources. Additionally, 75% of participants stated that they faced difficulties in the speed and non-availability of needed e-resources were the severe ones. In addition, Humaidat and Yasin (2019) examined using electronic information resources by English language department staff at the University of Jordan. Findings revealed that participants were satisfied with the electronic services offered to them by their academic institution. Besides, results determined that most of the users faced difficulties of being unable and incompetent to access some electronic sources due to lack of access and availability of prepaid subscriptions. Further, Ling (2020) studied the application of multimedia network technology in English translation. The theoretical framework of the study was based on multimedia networks, mainly: Constructivist learning theory. The results of the study showed that the characteristics and advantages of the English translation and the issues to be noted when implementing college English teaching in multimedia network environments are discussed.

In another study, Li (2021) analyzed the advantages and disadvantages of multimedia applications in English translation. Journal of Physics. The results of the study showed that the Chinese translation promoted incidental vocabulary learning more than the English translation. Combined translation of words and pictures is more conducive to incidental lexical learning than text-only translation. Among the four kinds of translation, the combination of Chinese and picture translation is the most effective for incidental vocabulary learning. Findings of incidental vocabulary learning and word memory retention of learners with higher English proficiency are significantly better than those with lower English proficiency. Roberto (2022) studied the latest trends in audiovisual translation perspectives. The study aimed at overviewing audiovisual translation (AVT) as an area of inquiry within Translation Studies. Having reviewed past studies, it is viewed that none of the previous research has examined the use of multimedia resources in audiovisual translation by Saudi EFL students. This study intends to analyze using multimedia resources in audiovisual translation in a Saudi context.

3. Research Objectives

This study intends to achieve the following study questions.
1. To examine the benefits of using multimedia resources for English language and translation students.
2. To analyze the extent to which multimedia resources can be easily used in EFL Audiovisual translation.
3. To investigate students' satisfaction with the use of multimedia resources in audiovisual translation.
4. To explore the difficulties encountered by EFL students when using multimedia resources in audiovisual translation.

4. Study Questions

To achieve the research objectives, this study addresses the following study questions.
1. What are the advantages of using multimedia resources for English language and translation students?
2. To what extent can multimedia resources be easily used in EFL Audiovisual translation?
3. Are the students satisfied with the use of multimedia resources in audiovisual translation?
4. What are the difficulties encountered by EFL students when using multimedia resources in audiovisual translation?

5. Research Methods

This mixed-mode research implemented two research instruments including an electronic questionnaire to collect quantitative data from participants and a distance semi-structured interview to elicit qualitative data from respondents. The quantitative data intended to find out the awareness level of EFL translation students toward the use of multimedia resources by translators. Additionally, the qualitative data collection highlighted the difficulties and problems encountered by translators when implementing multimedia resources in translation. The study comprised 90 third and fourth-year translation students (males) from the Dept. Languages and Translation at the University of Tabuk for the academic year 2023/2024. The researcher used SPSS (Version. 26) to analyze quantitative data and thematic analysis for examining qualitative data. To conduct this study, the researcher designed and validated the research instruments carefully. The questionnaire comprised four parts. The first part involved demographic information items such as age and year of study. The second part included

items on the usefulness of multimedia recourses. The third part aimed to discuss the ease of use of multimedia recourses. The fourth part intended to achieve information on the level of student satisfaction with the use of multimedia resources in translation. The questionnaire was a 5-Points Likert Scale that varied from strongly agree, agree, neutral, disagree, and strongly disagree. To elicit qualitative data from participants, twenty-two translators were then interviewed to identify their challenges when using the English language and multimedia resources.

6.   Finding and Discussion

This section of the study discusses the findings of the analysis. In an attempt to address the first two research questions concerning their regular practice of multimedia resources accessible to them at the institution in their audiovisual translation as well as the access to the internet connection. The analysis of the data showed that 55% of the participants practice multimedia resources when doing English-Arabic translation, whilst 45% practice translation through multimedia resources accessible to them outside the classroom or where an internet connection is available. Therefore, Table.1 shows the advantages of implementing multimedia resources in English-Arabic translation.

Table 1. Benefits of Using Multimedia Resources in Translation

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I believe using multimedia resources in Audiovisual translation is very effective.	29%	43.2%	24%	2%	2%
2.	I find using multimedia resources in Audiovisual translation increases my scientific productivity.	30%	35.4%	23.6%	9.3%	1.7%
3.	Multimedia resources in Audiovisual translation help me control my academic activities.	22.2%	36.8%	29%	7.7%	4.3%
4.	The use of multimedia resources in Audiovisual translation helps me accomplish my academic duties.	26%	45%	22%	6%	1%
5.	The use of Multimedia resources in Audiovisual translation saves time.	33.5%	39.5%	13%	8%	6%
6.	The use of multimedia resources in Audiovisual translation meets my scientific needs.	28%	34.8%	30.2%	4%	3%
7.	By using multimedia resources in Audiovisual translation, I get all the results I expect.	16%	30.9%	36.1%	10.7%	6.3%

Table.1 shows that 70.9% of participants found that using multimedia resources is very effective in the audiovisual text translation, whilst 29.1% of the participants do not believe that using multimedia resources develops their scientific efficiency. Participants have an awareness of the positive use of multimedia resources in Audiovisual translation productivity, especially while following their translation duties as 74% of them agreed that multimedia resources assist them to achieve their assigned Audiovisual translation tasks. Additionally, the results of the analysis revealed that 76.3 % of the participants stated that using multimedia resources in translation saves time, whilst half of the participants showed that multimedia resources meet their Audiovisual translation needs, as only 15 % of them did not believe that by using multimedia resources can achieve the results they expect. They stated that these resources grant participants easy access to a variety of multimedia resources, which assists them to achieve their audiovisual translation needs. Therefore, these multimedia resources are beneficial for students. This result agrees with the findings of past studies (Dattatraya et al., 2013; Humaidat &Yasin, 2019) which emphasized the benefits of multimedia resources. In an attempt to address the second research question, are the students satisfied with the use of multimedia resources in audiovisual translation? Participants were requested to answer seven items questionnaires on the simplicity and flexibility of multimedia resources in audiovisual translation.

Table 2. The Simplicity of Using Multimedia Resources in Translation

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I find it simple to use multimedia resources in Audiovisual translation.	28%	40.5%	13%	9%	9.5%
2.	I believe that multimedia resources in Audiovisual translation are flexible to use.	26.6%	47.4%	22%	1..4%	2.6%
3.	The use of multimedia resources in Audiovisual translation requires little effort.	24.3%	42.9%	21.7%	5.4%	5.7%
4.	I can use multimedia resources in Audiovisual translation without instructions.	15.9%	42.1%	26.2%	14%	1.8%
5.	I found consistency in the components of multimedia resources in Audiovisual translation.	12.9%	44.1%	37.7%	4.3%	1%
6.	I can easily undo any errors in multimedia resources in Audiovisual translation.	12.1%	27%	28.2%	29.7%	3%
7.	I can use multimedia resources in Audiovisual translation effectively.	15.2%	53%	26.7%	4.1%	1%

Table .2 reveals that 14.2% of the participants found it problematic to use multimedia resources in audiovisual translation, whilst most of them believed that multimedia resources are accessible and simple to implement but need little effort, and they may implement multimedia resources without guidance. Further, 58.6% of the participants found consistency in constituents of multimedia resources, while 35.4% of them stated that they can accessibly undo any occurring error in multimedia resources. Generally, it was very clear that participants were able to implement multimedia resources positively and 5.3% of them showed disagreement that they can use multimedia resources in audiovisual translation effectively. In addition, in an attempt to answer research question number three, "Are the students satisfied with the use of multimedia resources in audiovisual translation?" The participants responded to a seven-item questionnaire related to students' satisfaction with the use of multimedia resources in audiovisual translation. Table.3 depicts students' satisfaction with the use of multimedia resources in audiovisual translation.

Table 3. Students' Satisfaction with Using Multimedia Resources in Translation

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I am very satisfied with the results of using multimedia resources in audiovisual translation.	15.2.%	39.8%	28%	13.7%	3.3%
2.	I recommend using multimedia resources in audiovisual translation to friends.	17%	46.2%	25.6%	10.9%	0.3%
3.	Using multimedia resources in audiovisual translation is fun.	16.4%	43%	22.9%	13.6%	4.1%
4.	I see using multimedia resources in audiovisual translation perform as they are supposed to.	14.9%	46%	29%	6.5%	3.6%
5.	I feel that I need to use multimedia resources in audiovisual translation constantly.	20.6%	35.5%	36.4%	6.5%	1.0%

To conclude, it is clear that EFL students were happy and satisfied with using multimedia resources in audiovisual translation. Therefore, most of the participants recommended multimedia resources to peers and friends who are working with audiovisual translation. Table.3 indicates that 59% of the participants were satisfied with the outcomes of multimedia resources in translation and 60% of them believed that implementing multimedia resources is fun and rewarding. Elicited data also show that most of the participants revealed agreement concerning the use of multimedia resources continuously. In relation, to addressing the fourth study question, "What are the difficulties encountered by EFL students when using multimedia resources in audiovisual translation? Students set for a semi-structured interview to see their views on the application of multimedia resources on audiovisual translation. Most of the students complained occasionally about the difficulties and challenges related to the use of multimedia in audiovisual EFL translation. These difficulties included accessibility and availability of the internet, speed of the internet, lack of specialized resources, orientation program, and lack of knowledge and awareness. As stated most students showed that they encountered obstacles and challenges with the speed of the internet, coverage, and internet bundles. In addition, students stated that they do not have access to enough satisfactory resources in the field of audiovisual

translation resources. Further, most of the students revealed that they lacked the induction and training on the use of multimedia resources in translation, as said they have never received the necessary training. Also, they revealed that they were not satisfied with the selection, search items, and keywords option to reach the data and information they look for. Students reported that they lack awareness concerning the availability and accessibility of multimedia resources in this regard, particularly audiovisual translation.

7.   Conclusion

The key objective of this research is to investigate the use of multimedia resources in audiovisual translation by Saudi EFL students. The results of the study indicate that the use of multimedia resources is found to be very useful in developing students' translation productivity, audiovisual duties, and activities, saving efforts and time and achieving students' audiovisual translation requirements. This shows encouraging feelings and a positive attitude toward using multimedia resources in translation. Also, the results of the analysis revealed that most students have faced no problems, obstacles, or difficulties implementing these resources as they consider that these resources are simple, accessible, available to implement, and reliable in the constituents. Therefore, they can use multimedia resources effectively. The simplicity and availability of using these resources are established by most of the students. In addition, students were satisfied with using multimedia resources in translation. However, they acclaimed these multimedia resources to peers when translating English to Arabic. Despite what was mentioned earlier, some participants revealed that they encountered difficulties and challenges that included a lack of computer skills, speed of the internet, knowledge, and awareness of audiovisual details.

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