

The Impact of Utilizing YouTube Videos via the Blackboard Platform on Developing the Interpreting Skills of Saudi Translation Students: King Khalid University Faculty's Perspectives

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Abstract—Today, YouTube videos are considered one of the most influential means of teaching and learning English as a Foreign Language (EFL). As a result, this study was carried out to investigate the perspectives of the EFL and translation staff at King Khalid University on the impact of utilizing YouTube videos via the Blackboard platform on developing the interpreting skills of Saudi students of translation. To attain the objectives of the study, the two authors adopted the descriptive survey method because of its appropriateness. For the collection of data, a 15-item questionnaire was distributed to a sample comprised of 100 EFL and translation staff members who were randomly selected from several colleges of King Khalid University during the 2023 trimester. The findings of this study showed that a majority of EFL and translation staff members had positive attitudes towards utilizing YouTube to develop certain components of interpreting competence of Saudi students of Translation. The participants also believe that YouTube videos can be used to teach both translation and interpreting, particularly in terms of improving the speaking and listening skills of Saudi students in translation and enabling them to interpret and render texts fluently, accurately, and confidently. Also, participants believe that YouTube videos can help these students divide the text into distinguishable parts or perceptible units.

Index Terms—interpreting, competence, faculty perspectives, students of translation, YouTube videos

I. INTRODUCTION

Since the advent of the Information Age around the 1970s, technology has been finding its way into education. For example, the utilization of the Blackboard platform has greatly increased in universities and colleges around the world today. Blackboard is a learning management system (LMS) that essentially provides users with an education support plan and assists with the planning, dissemination, and assessment of students' learning outcomes (Tseng, 2020; Little-Wiles & Naimi, 2011; Moonsamy & Govender, 2018). Literature has shown that the Blackboard platform has a great impact on teaching and learning both within and outside the classroom.

Learning takes place in a setting or context, which is influenced by teachers who are responsible for providing education and promoting learning, whether this is online or via face-to-face classes (Pittaway, 2012; Bryson & Hand, 2007; Garrett, 2011). The Blackboard platform offers students the opportunity not only to participate more in their learning but also to acquire and cultivate knowledge independently by using Web-based resources. Instructors need to adapt their role and teaching practices to make this transition to a part-digital learning environment, and students will have to do the same (Barr & Tagg, 1995; Anderson, 1997; Brophy, 1988). Moreover, students also need to take active control of their own learning and/or training. Additionally, distance learning requires technologies such as the Blackboard platform, the Internet, and supportive software tools. King Khalid University in Saudi Arabia is one of those universities that have adopted the Blackboard platform (Carvalho et al., 2011) to improve teaching and learning, and was well prepared in terms of financing, acquiring, and implementing technology.

The pervasive adoption of Blackboard over a relatively short period has initiated a tremendous need for scholarly research, analytical studies, high-level achievers, perspectives, and opinions around the globe. Literature on the Blackboard platform online and in long-distance education is abundant in the Kingdom of Saudi Arabia, especially in terms of the transition to studying from home during the COVID-19 crisis (Almogren, 2022; Almelhes, 2021; Khan et al., 2022).

Today, translating and interpreting are essential for human communication as they enable people to get to know each other, communicate with others, and share information. As English is a universal language, millions of human beings

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around the world study it, and the population of every country, including Saudi Arabia where it is first taught to students in primary school, should be learning it.

The advantages of utilizing YouTube videos for the teaching and learning of English have been well-documented by researchers, instructors, and academics. For example, Multisilta et al. (2012) reported that YouTube is not only one of the most public and popular Internet sites but also the second most visited sight after Google (Allgaier, 2020; Alhaj & Abahiri, 2020). Several studies have revealed that YouTube videos are a popular source of information for science, education, politics, marketing, health, entertainment, learning, and teaching. In 2005, "Me at the Zoo" was the first video to become available online on YouTube and countless videos have been posted ever since.

A. Objectives of the Study

The first aim of this study was to investigate the impact of utilizing YouTube videos to develop the interpreting skills of students of translation in general and their speaking competence in particular. This investigation involved seeking the opinions of staff members of the King Khalid University EFL faculty members. The second purpose of the study was to examine the extent to which YouTube videos can help improve the speaking skills of Saudi students in translation and enable them to interpret and translate with fluency, accuracy, and confidence. To achieve the study's two objectives, the authors prepared a survey comprising 20 statements. Participants responded to each statement on a five-point Likert scale.

B. Research Questions

Aligned with the two objectives of the study, the research questions guiding this study are:

1. What are the opinions of King Khalid University's EFL faculty members regarding the usefulness of utilizing YouTube Videos for the development of various interpreting skills required by Saudi students of translation?
2. To what extent can YouTube videos help improve the speaking and listening skills of Saudi students of translation and enable them to interpret and translate texts with fluency, accuracy, and confidence?

II. LITERATURE REVIEW

A. Using YouTube Videos for Teaching and Learning

Over the last two decades, YouTube videos have evolved and steadily increased in popularity. YouTube has become a fruitful and pertinent platform for social media users because it offers various views and activities. Moreover, they can improve the English teaching and learning process. Its content can be employed by EFL students or students of translation to improve the four basic language skills and interpreting competence (Saed et al., 2021; Alhaj & Abahiri, 2020; Albahlal, 2019; Mustafa, 2018). Moreover, YouTube videos can help EFL or translation students develop cooperative skills, teamwork, the ability to communicate, technological competence, brainstorming, creative thinking, information sharing, and knowledge associated with English learning and teaching, as well as forms of knowledge information.

Today, YouTube videos are considered the most influential means of teaching and learning English as a Foreign Language (EFL). EFL students or students of translation can watch YouTube videos to improve various areas of competence such as spoken and written skills and to develop various interpreting strategies (Brook, 2011; Sherman, 2003; Othman, 2023). Indeed, YouTube video is a tool that is extremely valuable and immensely helpful for both EFL faculty members and students because it can play a pivotal role in teaching and learning English as a foreign language, particularly since it offers numerous sources.

B. The Role of YouTube Videos

Today, YouTube videos are a basic element of the Internet and have become part of everyday life for many people. With the emergence of social networks and innovative smartphone devices, the reputation and influence of YouTube videos have greatly increased (Yang & Qian, 2011; Spathis & Gorcitz, 2011; Che & Lin, 2015).

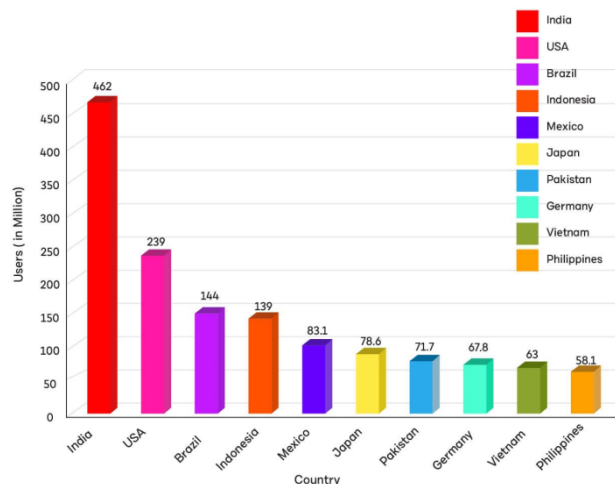


Figure1. YouTube Users by Country as of October 2023
(<https://www.globalmediainsight.com/blog/youtube-users-statistics/#second>)

A plethora of YouTube videos have been designed for educational or instructional purposes and can play an important role in representing information or determining approaches and discovering techniques to improve teaching and learning practices. They support the process of learning as they enable EFL or translation students to develop their reading, writing, listening, vocabulary, pronunciation, and translation skills, utilizing the Blackboard or other community technology that facilitates the sharing of knowledge with other EFL students regardless of time and location.

YouTube is a well-known, dedicated video-sharing platform, with more than 1,000,000,000 users, accounting for nearly 33% of the Internet community (YouTube, 2016). YouTube videos allow their users to communicate, perceive, cooperate, and, first and foremost, evaluate their communication system. In 2016, it was reported by YouTube that a considerable number of hours are spent every day by YouTube users, therefore racking up billions of views daily. The advancement of multifaceted digital components and devices has encouraged users to engage with YouTube via different hardware platforms and interfaces such as Blackboard, laptops, PC hardware, smartphones, and tablets. Moreover, the communication style that Blackboard staff members utilize for relationship-building with their EFL students is another significant advantage of this technology. Moreover, research on utilizing YouTube videos via Blackboard has revealed that these videos help strengthen relationships between teachers and their EFL students. YouTube videos give EFL students and students of translation opportunities to listen, perceive, and identify how native speakers communicate with others. It has been shown that such videos enable students to make quicker and better progress in terms of improving their language and translation skills and enhancing their interpreting competence (Nofrika, 2019; Utz & Wolfers, 2022; Almurashi, 2016).

C. Previous Studies

Numerous studies have been carried out concerning the utilization of YouTube videos to develop language competence and linguistic skills. These studies have brought forth tremendous advantages, particularly in teaching and learning. However, to date, and the best of the current researchers' knowledge, no study has been conducted to investigate the opinions of faculty members regarding the impact of utilizing YouTube Videos via the Blackboard platform to develop components of interpreting competence of Saudi students of translation at King Khalid University. Thus, this study will address this literature gap and research vacuum.

Again, it is important to point out that many researchers have examined the use of YouTube in improving students' language competence and linguistic skills. For example, in their study, Alhaj and Albahiri (2020) found that the utilization of YouTube videos is significant as it can enhance students' retention capability through visual aids and help students overcome the fear of speaking.

The findings of a study carried out by Saed et al. (2021) revealed substantial progress in the speaking performance of EFL students exposed to the YouTube video experiment rather than the traditional group. The study also indicated that the experimental group of EFL students showed comparatively further improvements than the traditional group.

Binmahboob (2020) reported that English language teachers believe that YouTube videos are a very useful teaching tool as they help improve the speaking skills of high school students. The study also demonstrated that high school teachers have positive attitudes toward YouTube videos.

Boltiziar and Munkova (2023) examined the effect of utilizing subtitled YouTube videos in listening comprehension lessons on EFL students' listening skills and their trustworthiness from the perspective of the second language learner. The authors found that EFL students made considerable progress during the first two quarters of the term and greatly benefited from being able to meet their requirements when learning online.

Nofrika (2019) discovered that there were three types of YouTube videos often watched by students of art and students of social sciences. YouTube videos of the former comprise music videos, talks, comedies, chat shows, and call-in shows. The latter include simulation and instructional videos.

Othman (2023) showed that some EFL high school students in Sudan appreciated the importance of listening skills, although a few of them did not understand how YouTube videos could assist and support them. The study also found that EFL high school students' ability to process information was improved by watching YouTube videos. Moreover, most were able to reply to questions, though many still struggled to give an appropriate answer to questions, and a significantly greater number were able to adjust to differences in communication style.

Mahmudah (2022) found that YouTube videos as learning and teaching material and academic resources in English language courses or classrooms can improve students' English skills. The findings of the study also indicated that numerous articles show the extent to which English learning materials are provided by YouTube videos. The study concluded that EFL staff members, researchers, and instructors can reap benefits from this useful knowledge and acquire knowledge from the YouTube English videos platform used to improve the language skills of EFL students.

III. METHODOLOGY

A. Research Approach

The descriptive survey method was adopted for this study as it was the most suitable approach given the two objectives and the research questions. It assisted in obtaining the opinions of members of the EFL faculty members at King Khalid University Faculty regarding the impact of utilizing YouTube videos via the Blackboard platform to develop certain areas of competence required by Saudi students of translation.

B. Study Sample and Ethics Approval Standards

Given the objectives of this study and the research questions, a descriptive survey method was considered the most appropriate for obtaining the opinions of King Khalid University's faculty members on the impact of utilizing YouTube Videos via the Blackboard platform as a means of developing Saudi students' skills in translation and interpretation. Moreover, a written informed agreement was collected from all the participants before the study was carried out by the two authors.

C. Study Sample

A random sampling technique was utilized whereby 100 EFL King Khalid University's staff members were selected from the English Language Center, the Applied College, the College of Sciences and Arts, and the College of Languages and Translation.

TABLE 1
DISTRIBUTION OF STUDY SAMPLE ACCORDING TO THE COLLEGE

The College	Frequency	Percentage
English Language Center	25	25.0
College Applied	25	25.0
Colleges of Sciences and Arts	25	25.0
College of Languages and Translation	25	25.0
Total	100	100

D. Study Instrument

The required data was collected via a questionnaire, the items of which were pertinent to the aims of this research. The first version of the questionnaire was presented to seven specialists in EFL and Translation to confirm the suitability of the questionnaire items and the extent to which they were adaptable to the participants. The final version of the questionnaire was developed after taking into consideration the comments and evaluations given by the professional staff members and experts in the field. Moreover, the questionnaire was piloted by a group of 20 EFL staff members. The two authors conducted a pilot study before distributing the questionnaire to all of the research participants; moreover, they also submitted the questionnaire to a randomly selected sample of 20 respondents. They reported that the items were obvious and simple to grasp. Also, the pilot study enabled the researchers to determine the difference in the time between when the first participant completed the questionnaire and when the last participant completed theirs which was 15 minutes. The reliability coefficient (Cronbach's alpha) of 0.85 indicated a good degree of reliability.

TABLE 2
CRONBACH'S ALPHA FOR THE RELIABILITY OF THE QUESTIONNAIRE (ALL SAMPLES: N=100)

Statement	No. of Items	Alpha
The overall reliability of the questionnaire	15	0.85

E. Data Analysis

The analysis of the research data enabled the researchers to draw several conclusions concerning the participants' opinions about and attitudes towards the utilization of YouTube videos via Blackboard to improve the interpreting skills of Saudi students of translation. A total of 100 EFL and Translation staff members took part in the survey. Statistical assessment was used to calculate the percentages of each item. Responses to the questionnaire items were recorded on a five-point Likert scale (i.e., Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree); the highest grade (Strongly Agree) was given a five while the lowest grade was given a one (Strongly Disagree). The range calculated for the scale was $5-1 = 4$; dividing this by the number of categories (five) gave $4/5 = 0.80$ which was the length of each category of the five scales. Finally, the length of the category was added to the lowest grade of the scale, which was 1. Thus, the first category was calculated to be 1 to 1.80. And by adding (0.80) for the next category (which starts with the first category ending) to produce the second category, and so on for the rest of the categories. The following criteria were defined to analyze the results:

TABLE 3
DISTRIBUTION ACCORDING TO THE GRADIENT OF THE CATEGORIES USED IN THE SEARCH TOOL

Description	Range of Mean
Strongly Agree	4.21-5.00
Agree	3.41-4.20
Neutral	2.61-3.40
Disagree	1.81-2.60
Strongly Disagree	1.00-1.80

IV. RESULTS AND DISCUSSIONS

After the reliability and validity of the questionnaire had been verified, the findings for each questionnaire item were carefully examined.

TABLE 4

S No.	Statement		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Deviation	Rank
1	YouTube videos can prevent Saudi translation and interpretation students from making errors when interpreting.	Freq.	53	35	9	2	1	4.37	0.81	4
		%	53.0	35.0	9.0	2.0	1.0			
2	YouTube videos assist Saudi translation and interpretation students in jumping to conclusions about what is not indicated.	Freq.	62	34	4			4.58	0.57	1
		%	62.0	34.0	4.0					
3	Saudi translation and interpretation students are required to produce and share YouTube videos via Blackboard.	Freq.	12	25	17	28	18	2.85	1.31	15
		%	28.0	25.0	17.0	12.0	18.0			
4	YouTube videos help Saudi translation and interpretation students improve their phonological translation.	Freq.	35	31	19	9	6	3.80	1.19	13
		%	35.0	31.0	19.0	9.0	6.0			
5	Utilizing YouTube videos for the teaching and learning of translation and interpretation reduces translation students' anxiety during lectures.	Freq.	38	38	24			4.14	0.78	10
		%	38.0	38.0	24.0					
6	YouTube videos can help Saudi translation and interpretation students comprehend the translation and interpreting material in depth.	Freq.	42	31	8	11	8	3.88	1.29	12
		%	42.0	31.0	8.0	11.0	8.0			
7	When viewing YouTube videos, Saudi translation, and interpretation students listen for polysomic, connotative, and denotative words that carry implied meaning.	Freq.	34	34	12	11	9	3.73	1.29	14
		%	34.0	34.0	12.0	11.0	9.0			
8	YouTube videos can help Saudi translation and interpretation students divide the text into distinguishable parts or perceptible units.	Freq.	49	30	18	2	1	4.24	0.89	5
		%	49.0	30.0	18.0	2.0	1.0			
9	Saudi translation and interpretation students acquire interpreting skills better and more quickly by utilizing YouTube videos.	Freq.	41	40	18		1	4.20	0.80	7
		%	41.0	40.0	18.0		1.0			
10	YouTube videos can assist Saudi translation and interpretation students in rendering the meaning of unfamiliar expressions.	Freq.	61	30	9			4.52	0.66	2
		%	61.0	30.0	9.0					
11	On YouTube, it is not difficult to find materials for teaching translation and interpreting from Arabic into English and vice versa.	Freq.	48	35	4	10	3	4.15	1.09	9
		%	48.0	35.0	4.0	10.0	3.0			
12	I feel comfortable utilizing YouTube videos to teach both translation and interpreting skills.	Freq.	47	34	13	3	3	4.19	0.98	8
		%	47.0	34.0	13.0	3.0	3.0			
13	I feel that Saudi translation and interpretation students can better understand and comply with instructions for speaking or chatting when they watch YouTube videos.	Freq.	44	34	22			4.22	0.79	6
		%	44.0	34.0	22.0					
14	Watching YouTube videos can help Saudi translation and interpretation students improve in various areas of interpreting competence.	Freq.	63	23	14			4.49	0.73	3
		%	63.0	23.0	14.0					
15	Saudi translation and interpretation students are invited to provide feedback after viewing YouTube videos.	Freq.	36	31	23	8	2	3.1	1.05	11
		%	36.0	31.0	23.0	8.0	2.0			
Mean* for Total								4.08	0.28	

In response to the statement “YouTube videos can prevent Saudi translation and interpretation students from making errors when interpreting”, 34.0% of respondents agreed and 62.0% strongly agreed (ranking first in order of importance). This finding suggests that YouTube videos assist Saudi translation and interpretation students in jumping to conclusions about what is not indicated.

In response to the statement “YouTube videos can benefit Saudi translation and interpretation students in rendering the meaning of unfamiliar expressions”, 30.0% of respondents agreed, and 61.0% strongly agreed, ranking this statement second. This positive finding is evidence that YouTube videos can assist Saudi translation and interpretation students in accurately rendering the meaning of unfamiliar expressions.

In response to the statement “Watching YouTube videos can help Saudi translation and interpretation students improve in various areas of interpreting competence”, 23.0% of respondents agreed, and 63.0% strongly agreed, thereby

ranking third. This positive finding indicates that YouTube videos help Saudi translation and interpretation students improve their interpreting competence.

Ranking fourth is the response to the statement “YouTube videos can prevent Saudi translation and interpretation students from losing up while interpreting” where 34.0% of respondents agreed, and 62.0% strongly agreed. This positive finding revealed that YouTube videos can prevent Saudi translation and interpretation students from losing up while interpreting.

In response to the fifth highest ranking statement “YouTube videos can help Saudi translation and interpretation students divide the text into distinguishable parts or perceptible units”, 30.0% of respondents agreed, and 49.0% strongly agreed. This finding demonstrated that YouTube videos can help Saudi translation and interpretation students divide the text into distinguishable parts or perceptible units”.

In response to the statement “Saudi translation and interpretation students can boost and comply with instructions of speaking or chatting when they watch YouTube videos”, 44.0% of respondents agreed, and 34.0% strongly agreed ranking the statement in sixth place. This positive finding showed that Saudi translation and interpretation students can boost and comply with instructions for speaking or chatting when they watch YouTube videos.

In response to the seventh-ranked statement “Saudi translation and interpretation students learn interpreting more rapidly and better by utilizing YouTube videos”, 40.0% of respondents agreed, and 41.0% strongly agreed. This positive finding showed that Saudi translation and interpretation students learn interpretation better and faster by utilizing YouTube videos.

In response to the eighth -ranked statement, “I feel more delightful and more convenient in employing YouTube videos to teach both translation and interpreting”, 34.0% of respondents agreed and 47.0% strongly agreed. This finding indicated that staff members feel more delightful and more convenient in employing YouTube videos to teach both translation and interpreting.

In response to the ninth-ranked statement “It is not a difficult task to find materials in teaching translation and interpreting from Arabic into English and vice versa on YouTube”, 35.0% of respondents agreed, and 48.0% strongly agreed. This finding showed that it is not a difficult task to find materials in teaching translation and interpreting from Arabic into English and vice versa on YouTube.

In response to the tenth the statement “Utilizing YouTube videos in teaching and learning translation and interpreting reduces translation students’ anxiety in the lecture rooms”, 38.0% of respondents agreed, and 38.0% strongly agreed. This finding showed that utilizing YouTube videos in teaching and learning translation and interpreting reduces translation students’ anxiety in the lecture rooms.

In response to the statement that ranked in 11th place “Saudi translation and interpretation students are invited to provide feedback after listening to YouTube videos”, 31.0% of the respondents agreed, and 36.0% strongly agreed. This finding showed that Saudi translation and interpretation students are invited to provide feedback after listening to YouTube videos.

In response to the statement “YouTube videos can help Saudi translation and interpretation students comprehend the translation and interpreting material in depth.” which ranked 12th, 31.0% of respondents agreed, and 42% strongly agreed. This finding showed that YouTube videos can help Saudi translation and interpretation students comprehend the translation and interpreting material in depth.

In response to the 13th ranking statement “YouTube videos better help translation and interpretation Saudi students improve phonological translation”, 31.0% of respondents agreed, and 35.0% strongly agreed. This finding revealed that YouTube videos better help Saudi translation and interpretation students improve phonological translation.

In response to the statement “Through the YouTube video, translation and interpretation Saudi students listen for polysomic, connotative and denotative words that carry implied meaning”, 34.0% of respondents agreed, and 34.0% strongly agreed which ranked 14th. This finding revealed that, through the YouTube videos, translation and interpretation Saudi students listen for polysomic, connotative, and denotative words that carry implied meaning.

Finally, in 15th place, in response to the statement “The Saudi translation and interpretation students are called to produce and share YouTube videos via the blackboard”, 25.0% of respondents agreed, and 28.0% strongly agreed. This finding revealed that Saudi translation and interpretation students are called to produce and share YouTube videos via the blackboard.

In answer to the first research question “What are the opinions of King Khalid University’s EFL faculty members regarding the usefulness of utilizing YouTube Videos for the development of various interpreting skills required by Saudi students of translation?” the qualitative evidence showed that many of the respondents had positive opinions about the impact of utilizing YouTube videos via the Blackboard platform to develop certain skills related to the interpreting competence of Saudi students of translation. Moreover, the findings showed that YouTube videos can help Saudi translation and interpretation students improve their interpreting competence. The findings of the study indicated that King Khalid University EFL and Translation staff members believe that YouTube videos can prevent Saudi translation and interpretation students from making errors when interpreting texts, as well as learning to interpret more rapidly and better by utilizing YouTube videos. The results of this study confirmed the findings of previous studies that examined the role of YouTube videos in improving students’ retention ability, English language skills, and listening skills (Alhaj & Albahiri, 2020; Mahmudah, 2022; Othman, 2023; Boltiziar & Munkova, 2023; Al-Jarf, 2022).

In response to the second research question “To what extent can YouTube videos help improve the speaking and listening skills of Saudi students of translation, and enable them to interpret and translate texts with fluency, accuracy, and confidence?” the qualitative data indicated that a majority of King Khalid University EFL and translation faculty members had positive attitudes toward the use of YouTube videos as a means of improving the speaking and listening skills of Saudi students of translation and enabling them to interpret and render translations fluently, accurately and confidently. The participants believe that Saudi translation and interpretation students can improve and follow instructions related to speaking or listening when they watch YouTube videos. Also, participants believe that YouTube videos can help Saudi translation and interpretation students divide the text into distinguishable parts or perceptible units. These positive responses indicate that the respondents had positive attitudes toward the use of YouTube videos for teaching and learning English and improving translation skills.

V. CONCLUSION

The study aimed to gather the opinions of members of the King Khalid University's EFL and translation faculty regarding the impact of utilizing YouTube videos as a means of developing the skills and competence of Saudi students of translation. The results of the study suggest that the participants had positive opinions about utilizing YouTube to develop the interpreting skills of Saudi students of translation. They indicated that YouTube videos can help students interpret and render the meanings of unfamiliar expressions and prevent Saudi students of translation from making errors when interpreting. The participants also had positive attitudes towards utilizing YouTube videos to teach both translating and interpreting. They also expressed that they feel more delightful and more confident in employing YouTube videos to teach both translation and interpreting. Participants perceive that on YouTube it is not difficult to find materials for the teaching of translation and interpretation of Arabic into English and vice versa. Participants also perceive Saudi translation and interpretation students learn interpreting more rapidly and greater by utilizing YouTube videos. YouTube videos can also help Saudi translation and interpretation students divide the flow of discourse into distinguishable parts or perceptible units and comprehend the translation and interpreting material in depth.

Study Implications

King Khalid University's EFL and translation faculty should utilize YouTube videos for the teaching and learning of EFL and translation materials to add variety to the educational environment and to increase the engagement of EFL and translation students. Furthermore, the utilization of YouTube videos may also motivate and encourage EFL and translation students to learn the English language and translation independently outside the lecture room.

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