The effect of teaching translation strategies using flipped subtitling on improving college students' reading and listening skills

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Abstract:

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This current research paper study examines the impact of the selected strategies of teaching translation with English language college students through flipped subtitling as a method of teaching to quantitatively check the improvement of their reading and listening skills. The sample of the research paper study consists of 48 college students at Taibah University, Medina, Saudi Arabia, enrolled in the department of languages and translation. The results of all different statistical analysis of both pretest and post-test shows a clear and significant positive effect of teaching translation strategies using flipped subtitling at different language aspects selected for this research study. These language aspects used in this research paper study are listening comprehension, direct meaning, coreferential, interpretation, implied meaning, context clue, and word in text. Overall, recommendations of expanding using flipped subtitling in teaching translation are suggested to increase the reading and listening skills of college students majoring in English language.

Keywords: EFL, TESOL, college students, flipped, translation.

مستخلص الدراسة:

أثر استخدام طريقة السترجة المقلوبة لتدريس الترجمة في تنمية مهارات القراءة والكتابة لدى طلبة الجامعة

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تناقش هذه الدراسة أثر استخدام طريقة السترجة المقلوبة كطريقة من طرق تدريس الترجمة. اشتملت العينة على ٤٨ طالبا متخصصا في اللغة الإنجليزية من قسم اللغات والترجمة بجامعة طيبة بالمدينة المنورة بالمملكة العربية السعودية، حيث تم إجراء عدة اختبارات إحصائية للاختبارات القبلية والبعدية من أجل قياس تطور المهارات اللغوية للطلاب فيما يخص الاستماع والقراءة قبل وبعد تطبيق إستراتيجية السترجة المقلوبة. ركزت أدوات القياس على الجوانب اللغوية التالية: الفهم الاستماعي، والمعنى المباشر، وإحالة المعنى، والتفسير، والمعنى المضمَّن، والتلميح النصي، والكلمة ضمن السياق. تشير نتائج الدراسة إلى وجود أثر إيجابي ذي دلالة إحصائية لصالح استخدام السترجة المقلوبة، حيث يُنصَح بالتوسع في استخدام إستراتيجية السترجة المقلوبة في تدريس الترجمة من أجل رفع مهارات القراءة والاستماع لدى طلاب الجامعة المتخصصين في اللغة الإنجليزية.

الكلمات المفتاحية: تدريس اللغة الإنجليزية كلغة أجنبية، تدريس اللغة الإنجليزية كلغة ثانية، طلبة الجامعة، المقلوب، الترجمة.

Introduction:

Translation has enhanced the taste of human life as a way of exchanging information across different societies on earth and as a method of cross-cultural communication. The importance of teaching and learning translation has been increased in the era of globalization. Considering the translation's real-life function and immersing academic life into life style, this paper attempts to authenticate the methods of teaching translation by bringing selected content from subtitled movies to class and using them as a teaching strategy to increase students listening and reading. Teaching translation techniques is supposed to be selected with attention to its objective and theoretical principles as well as its subjective part mainly related to the student's intuition and creativity (Tisgam, 2009).

In the past few decades, translation has developed due to the increase of international trades, media, technology, globalization, immigrants, and linguistic minorities. That is why translators' role has become more important as bilingual and multilingual cross-cultural contexts exist more and more. Nevertheless, most translation studies have given more attention to literary translation over practical translation. Thus, there is a need for courses in translation related to law, finance, documents, journalism, technology, news, literature, arts, …etc. that are more realistic and helpful for people and societies (Bo & Li, 2011).

In fact, Reiss's theory emphasizes the function of the words to make sure that it does not change from the original text to the target text. This function needs to be obtained and irrespective of the strategy that is used. For instance, in translating religious verses from language to another one, the feeling that the listeners are expected to have should be original-like regardless of the language they use to listen to the verses. If so, the function of translation is achieved. Therefore, it is necessary to come up with more authentic methods to teach translation that urge educators to reduce the gap between theory and practice and to help

learners to easily implement in their life what they are learning in classes. Hence, flipped subtitling is one of the options that require more research to conduct to prove their effect of teaching translation strategies (Reiss & Vermeer, 1984).

Review of Literature:

Not only substituting words of a language into another language, but translation is an art that is taught and learned. Not only that, but translation is a field of study that has its own material derived from real life. It is widely common that the transfer process from a foreign or second language to the native language is considered the translation, but it is also the vise versa (Newmark, 1981) based on the demand in the market. This means that teaching translation without bringing genuine instructional materials is impractical and increase the gap between theory and practice. In teaching translation, techniques should be selected with attention to the objective and subjective of translation; the objective aspect that is related to translation theories and empirical basics, and the subjective aspect that is about productivity and creativity (Tisgam, 2009).

Richards (2006) suggested three Ps in teaching translation classes: Presentation, Practice, and Production. Firstly, translation learners need to start focusing on comprehension and recognition and looking at different contexts linked with several theories. Secondly, they are supposed to experience more translation techniques with provided contents that are selected by teachers. Thirdly, time to free practice starts. It is very important for translation learners to have time to deal with free texts and simulated communication to check their learning outcomes and to make sure they are able to implement what they have learned. This strategy of three Ps in teaching translation has been used commonly, especially with pre-service English language teachers.

The flipped translation is a technique similar to flipped learning in a way. The wide-spread of technology and e-learning has helped in using flipped translation. The flipped classroom refers to switching the sequence of lesson content with homework

where students preview the lesson content via online videos before coming to the class and then use the class time to apply learning, discuss materials, and interact with others (Baker, 2000). It is actually a student-centered learning method to have an autonomous learning environment that better influences their learning and authenticates it (Prince, 2004).

In fact, whereas utilizing technology to access resources, translators could also remotely work with other translators to complete translation work by recycling and editing translated pieces. Consequently, this use of technology should be extended to exchange skills and knowledge and give translators a chance to increase their ability in translation. For example, translation students may take time off-campus to watch online videos and actively participate in on-campus interactions in order to better achieve objective learning outcomes. In the 1980s, the concept of e-learning started help students learn through computers, TVs, CDs, and then the Internet, which resulted in more web-based instruction and what is known as "technology-induced translation pedagogy" (Tsai, 2013).

As Biggs and Tang (2007) stated, the curriculum needs to be designed according to learning, not based on what the teacher knows. It is another way of supporting student-centered learning that is seen more beneficial (Baeten, 2010). It is well-noticed that both the constructivist and objectivist approaches could be integrated into an approach that accumulates related knowledge and guarantees that direct experience can be received via constructive workshops. While the traditional curriculum of translation heavily and mainly focuses on traditional and classic lectures and exercises on-campus, e-learning and modern methods of teaching translation have given more attention to hardware and software as well as translation memory tools that have become a basic requirement (Bo & Li, 2011).

Speaking about subtitling strategies, Gottlieb (1994) referred to the following strategies: transferring, expansion, condensation, paraphrasing, imitation, transcription, omission,

resignation, decimation, and dislocation. He wrote that condensation, transcription, omission, and dislocation are used more often in subtitling. On the other hand, Sanchez (2004) named four subtitling steps: pre-translation, spotting, adaptation, and translation. In contrast, Yin and Xu (2005) recommended a gradual process to ensure translation quality and make sure that teaching translation achieves its objectives.

Nord (1997) reported that the functionalist approach and communicative approach have merged in the 1970s and 1980s. Therefore, less focus was given to translation studies. Even Reiss's text type theory, which is based on equivalence, put more concentration in the functional relationship between the source text and the target text. In fact, texts can be clustered into three groups. The first group is the informative text for knowledge and viewpoints. The second group is the expressive text for contents organized based on aesthetic criteria. The third group is the operative text for contents organized based on persuasive character (Reiss & Vermeer, 1984).

Actually, subtitling and the strategies of subtitling in translation are already seen as audio-visual translation. Becher (2011) stated that implicitness is the non-verbalization that listener can infer. Hence, explicitness is verbalization that can be got when not stated clearly. Baker (2000) argued that translation has to have the following features: simplification, the omission of the source text's redundancy, explicitation, distribution of words, discourse transfer, and normalization. Georgakopoulou (2009) believed that subtitles need to act in accordance with specific levels of quality of being legible and brief to avoid distracting the audience.

According to Georgakopoulou (2009), the reduction in subtitling is clearly the most important strategy, and the enlargement in subtitling is 30% to 40%. However, subtitling methods rely on client and studio. Subtitles and dubbings are not synchronized, and time inconsistency results in differences (Sanchez, 2004). Whereas Bassnet (1990) considered subtitling and dubbing as literary translation,

Baker (2000) considered them as the most well-known modes of audio-visual translation. People working on subtitling in news and documentaries tend to stay very close to the original text to make sure that the audience receives the original facts. In addition to that, Diaz Cintas (2009) reported that non-verbal elements are most likely neglected in subtitling due to the limitation of the text.

Research Question:

1. Is there an effect of teaching translation strategies using flipped subtitling on improving college students' reading and listening skills?

2. What aspects of language are working better with using flipped subtitling?

Data Collection:

A test was prepared, edited, and validated on a specific movie to check students' comprehension in reading and listening. The test consisted of 30 questions to measure different aspects of language skills. The questions 1, 18, 27, and 28 measured listening comprehension; the questions 2, 9, 13, 17, and 24 measured direct meaning; the questions 3, 12, and 19 measured coreferential; the questions 4, 7, 8, 15, 22, 23, and 29 measured interpretation; the questions 5, 10, 16, and 25 measured implied meaning; the questions 6, 11, 21, and 26 measured context clue; and the questions 14, 20, and 30 measured word in text. Without being told about these language aspects and the purpose of each question, the participants dealt with the whole test before and after the teaching strategy was applied. The students took the same test twice: pre-test and post-test.

The students took the pre-test and answered while watching the movie. All of the answers were collected and stored as pre-tests. Then, training sessions were held on subtitling and dubbing followed by online activities made available for students. After that, the students took the same test in the same way as a post-test. They took it answered the questions while watching the

same movie without having any subtitles or dubbing. All of the answers were collected and stored as post-tests. For this research study paper, only the answers of 48 students who took both the pre-test and post-test were entered online. Others' answers were eliminated because each single must have a pre-test and a post-test for himself. All the data were saved in online tables and categorized based on the language aspects; each aspect's questions were clustered together.

Data Analysis:

Table (1) Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Listening_comprehension_after	3.46	48	.713	.103
	Listening_comprehension_before	2.63	48	1.142	.165
Pair 2	Direct_meaning_after	3.85	48	1.271	.184
	Direct_meaning_before	2.54	48	1.336	.193
Pair 3	Coreferential_after	2.48	48	.618	.089
	Coreferential_before	1.52	48	.743	.107
Pair 4	Interpretation_after	5.79	48	1.429	.206
	Interpretation_before	3.94	48	1.791	.259

Table (1) Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 5	Implied_meaning_after	3.25	48	1.062	.153
	Implied_meaning_before	2.31	48	.879	.127
Pair 6	Context_clue_after	3.15	48	.989	.143
	Context_clue_before	1.85	48	1.255	.181
Pair 7	Word_in_text_after	2.38	48	.761	.110
	Word_in_text_before	1.85	48	.922	.133
Pair 8	Total_grade_after	24.35	48	5.008	.723
	Total_grade_before	16.65	48	5.401	.780

As shown in Table (1), in terms of listening comprehension and after the teaching strategy was applied, the mean of students' grades in questions 1, 18, 27, and 28 have increased from 2.63 to 3.46; and the standard deviation in listening comprehension questions was 1.14 and became .71. In terms of direct meaning and after the teaching strategy was applied, the mean of students' grades in questions 2, 9, 13, 17, and 24 have increased from 2.54 to 3.85; and the standard deviation in direct meaning questions was 1.34 and became 1.27. In terms of coreferential and after the teaching strategy was applied, the mean of students' grades in

questions 3, 12, and 19 have increased from 1.52 to 2.48; and the standard deviation in coreferential questions was .74 and became .62.

In terms of interpretation and after the teaching strategy was applied, the mean of students' grades in questions 4, 7, 8, 15, 22, 23, and 29 have increased from 3.94 to 5.79; and the standard deviation in interpretation questions was 1.79 and became 1.43. In terms of implied meaning and after the teaching strategy was applied, the mean of students' grades in questions 5, 10, 16, and 25 have increased from 2.31 to 3.25; and the standard deviation in implied meaning questions was .88 and became 1.01. In terms of context clue and after the teaching strategy was applied, the mean of students' grades in questions 6, 11, 21, and 26 have increased from 1.85 to 3.15; and the standard deviation in context clue questions was 1.26 and became .99. In terms of word in text and after the teaching strategy was applied, the mean of students' grades in questions 14, 20, and 30 have increased from 1.85 to 2.38; and the standard deviation in word in text questions was .92 and became .76. Overall, in terms of the whole test and after the teaching strategy was applied, the mean of students' total grades in all the 30 questions have increased from 16.65 to 24.35; and the standard deviation for the total grades was 5.4 and became 5.

Table (2): Paired Samples Test of Listening Comprehension						
	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Before	48	2.63	1.14	5.45	47	.000**
After		3.46	.71			
**Sig. at 0.001						

As shown in Table (2), there was a significant difference in the students' grades of listening comprehension before applying the flipped subtitling (M=2.63, SD=1.14) and after using it (M=3.46, SD=.71); t(47)=5.45, p=0.001. These results show a positive effect of teaching translation strategies using flipped subtitling on improving college students' reading and listening skills.

Table (3): Paired Samples Test of Direct Meaning						
	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Before	48	2.54	1.34	7.9	47	.000**
After		3.85	1.27			
**Sig. at 0.001						

As shown in Table (3), there was a significant difference in the students' grades of direct meaning before applying the flipped subtitling (M=2.54, SD=1.34) and after using it (M=3.85, SD=1.27); t(47)=7.9, p=0.001. These results show a positive effect of teaching translation strategies using flipped subtitling on improving college students' reading and listening skills.

Table (4): Paired Samples Test of Coreferential						
	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Before	48	1.52	.74	9.72	47	.000**
After		2.48	.62			
**Sig. at 0.001						

As shown in Table (4), there was a significant difference in the students' grades of coreferential before applying the flipped subtitling (M=1.52, SD=.74) and after using it (M=2.48, SD=.62); t(47)=9.72, p=0.001. These results show a positive effect of teaching translation strategies using flipped subtitling on improving college students' reading and listening skills.

Table (5): Paired Samples Test of Interpretation						
	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Before	48	3.94	1.79	9.39	47	.000**
After		5.79	1.43			
**Sig. at 0.001						

As shown in Table (5), there was a significant difference in the students' grades of interpretation before applying the flipped subtitling (M=3.94, SD=1.79) and after using it (M=5.79,

SD=1.43); t(47)=9.39, p=0.001. These results show a positive effect of teaching translation strategies using flipped subtitling on improving college students' reading and listening skills.

	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Table (6): Paired Samples Test of Implied Meaning						
Before	48	2.31	.88	5.71	47	.000**
After		3.25	1.06			
**Sig. at 0.001						

As shown in Table (6), there was a significant difference in the students' grades of implied meaning before applying the flipped subtitling (M=2.31, SD=.88) and after using it (M=3.25, SD=1.06); t(47)=5.71, p=0.001. These results show a positive effect of teaching translation strategies using flipped subtitling on improving college students' reading and listening skills.

	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Table (7): Paired Samples Test of Context Clue						
Before	48	1.85	1.26	7.56	47	.000**
After		3.15	.99			
**Sig. at 0.001						

As shown in Table (7), there was a significant difference in the students' grades of context clue before applying the flipped subtitling (M=1.85, SD=1.26) and after using it (M=3.15, SD=.99); t(47)=7.56, p=0.001. These results show a positive effect of teaching translation strategies using flipped subtitling on improving college students' reading and listening skills.

Table (8): Paired Samples Test of Word in Text						
	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Before	48	1.85	.92	3.81	47	.000**
After		2.38	.76			
**Sig. at 0.001						

As shown in Table (8), there was a significant difference in the students' grades of word in text before applying the flipped subtitling (M=1.85, SD=.92) and after using it (M=2.38, SD=.76); t(47)=3.81, p=0.001. These results show a positive effect of teaching translation strategies using flipped subtitling on improving college students' reading and listening skills.

Table (9): Paired Samples Test of the Total Grades in the Whole Test						
	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Before	48	16.65	5.40	37.78	47	.000**
After		24.35	5.01			
**Sig. at 0.001						

As shown in Table (9), there was a significant difference in the students' total grades in the whole test before applying the flipped subtitling (M=16.65, SD=5.40) and after using it (M=24.35, SD=5.01); t(47)=37.78, p=0.001. These results show a positive effect of teaching translation strategies using flipped subtitling on improving college students' reading and listening skills.

Discussion:

It is found that there is a significant effect of teaching translation strategies using flipped subtitling on improving college students' reading and listening skills. This effect reaches all different aspects of languages included in this study: listening comprehension, direct meaning, coreferential, interpretation, implied meaning, context clue, and word in text. This finding urges translation educators to concentrate in more methods of teaching that focuses on student-centered learning and minimizing the role of lecturing. Also, it is required to utilize e-learning tools in increasing students ability and aptitude. As mentioned in the study, a huge number of hardware and software options are provided for teachers to make learning more efficient and affirms that the learning outcomes are obtained. For future studies, it is recommended to investigate the effect related to different language aspects related to production skills such as speaking and writing and other skills like grammar and vocabulary.

Acknowledgment:

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