

Self Video Translation Technique And Its Impact On The Translational And Interpretational Level Of Students: An Empirical And Analytical Study

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Abstract

Translation is now considered the most complex cross-linguistic, cross-cultural and cross-communicative activity. It is being taught almost all over the world. The area of teaching translation is expanding day by day with the growing areas of translation, with the induction of new subjects in the fields of translation. Video translation is an area which is considered the most communicative and fluent way of translation; pacing with the voice, speed, tune, pitch of the speakers. At the department of Translation & Interpretation a study carried out through a technique coined as 'self video translating technique'. Through this technique some videos were distributed among students all belonged to China. They were provided topics of various nature and guided to select a topic and download a video regarding the selected topic for self translating with the instructions to translate the video according to their 'own style' using the 'tools of their own choice'. After a period of one week students were supposed to present their translated work along with their videos. After finishing the presentation students raised questions about the style, translation tools, time duration and the problems faced by the student during this activity. The present paper deals with the technique of 'self video translating' through a set of questionnaires distributed among the students. The result shows fruitful outcomes for the teaching of video translation and interpretation.

Keywords: Translation Technique; Self Video; Interpretation; Competency

1-Introduction

Interpretation has crossed the boundaries of translation studies and it entered the domain of cognitive and neuro-sciences. Research studies proved it a very complex activity in which at a time one receiving or listening device ear, and the visionary part eye, the best part of human body brain, and the speaking part tongue are involved. One input device provides the brain sounds of various nature carrying words of diverse disciplines in a linguistic dress whereas the second input device the brain absorbs the effects of all visionary items moving on the screen. The field of teaching translation and interpretation is in dire need of exploring new techniques, strategies and methods for the promotion of better teaching in this vast interdisciplinary discipline. There are approaches to teaching translation such as Transmissionist approach, Transactional approach, Transformational approach (Omid Jafari:2013). The applied technique falls under transformational approach while it differs in some points that this is a single student activity while transformational approach is applied in a group activity. Second this technique is applied on the video translation in which the images, sounds, non-verbal language and visual components are not translated. (Miguel A. Bernal-Merino 2015: 60)

2-Explanation of the ‘self video translating technique’:

I coined this term ‘self video translating technique’ which means that ‘translating video by self’. It does not carry the terminological sense of ‘self translation’ i.e. ‘translating one’s own work’ (Mona Baker: 257; Anthony Cordingley 2013:96). But I have used this technique for multidimensional purposes in which the student is self-dependent in so many steps which surely print positive influences on his cognition, except being cautioned by ‘time bound’ of one week. This time ‘bound trick’ has been imposed with the intention of creating a sense of responsibility and stopping the student’s minds from indulging in fruitless activities.

3-Methodology of the study:

The study is empirical in nature in which the translated, interpreted and presented videos in the class were observed through a questionnaire filled by every student. The volume of the vocabulary, the impact over student’s translation and interpreting skills were observed and analyzed. The source language video data and target language data, terms, cultural words/terms were counted manually.

4-Domain of the Study

The ‘self video translating’ technique has been applied on a total number of ten students of 7th semester of BS Translation & Interpretation at the Department of Translation and Interpretation, Faculty of Arabic at International Islamic University Islamabad, Pakistan..

5-Guidlines for Students:

The students were of seven semesters of BS Translation and Interpretation. The female class consisted of 10 students belonging to China. They were advised to select, by their own choice, various kinds of videos, movies, political speeches, stories and scientific videos for self translation at their ease. They were advised to listen the video till full comprehension of its text, then write down the source language text, translate it with the help of various digital and hard dictionaries, Google as a dictionary, taking the help of friends, teachers and other software. After passing through all the steps every student would have to interpret the video in the class by the method mentioned below:

- a. Running the whole video for students as a warm up activity.
- b. Doing the activity of interpreting in consecutive mood with a practice of note-taking activity.
- c. Doing the activity of interpreting in simultaneous mood.
- d. Students questions & discussion:
 - a. questions about the problems faced by the students in this activity.
 - b. discussion on the content, vocabulary and terms.
- e. Specifying the time duration for all these four steps according to the length of the video.

The class students were advised to raise strict cross questions from the interpreting student. They were time bound which was one week with the freedom of:

- video selection;
- style;
- tool selection;
- place;
- help seeking;

6-Objectives:

The study aims at applying a technique ‘self video translation’:

- To know the effect of ‘self video translation technique’ on the cognitive process of the students
- To know the effects of this technique on the translation improvement, learning and sense of the students
- To know the level of improvement in the interpreting process: listening skills, speaking skills, interpreting activeness, building confidence level and the influence of speech, sound and motion of the videos.
- To know the volume of acquired vocabulary: terms, cultural words, acquired, translated, interpreted and shared in the class through presentation and discussion in the class with critical questions by the class students from the presenting student.

7-Theoretical Model:

The psychological and cognitive studies discussed about various models of Memory training keeping in view the Short Term Memory (STM) and Long Term Memory (LTM). While translations scholars discussed its importance of LTM and STM in the process of interpreting. The data become a part of LTM through rehearsal of the data, coming through voice, visual and verbal forms. It becomes a part of LTM through activating a neural pathway for storing. (Hopper. H.C. 2010: 102). While Danial Gile Effort Model for Interpreting has been applied in this technique. Gile Effort Model focus on four types of Efforts: Listening and Analysis Effort; Memory Effort; Production Effort and Coordination Effort. (Gile 1995: 160) while all these efforts aim at helping the interpreters to cope with their problems by selecting the best strategies. (Gile 1992: 191)

7-Analysis of the Translated Videos:

The students selected various kinds of videos and then did rigorous efforts in listening, comprehension, translating, presenting in the class, interpreting with various moods and defending the methods, style by answering the questions raised by the class students. Here are the details and analysis of the translated videos.

1- Video translated from English to Arabic:

-Video Type: Political Interview of a Chinese Politician: Shaping the Future Together Through Thick and Thin Student Name: Yang Suzhen (206/FA/BSTI/S10)						
Total SL words	Terms/ numbers Kinds	Cultural words/ areas	Total TL words	Terms/ numbers Kinds	Cultural words/ areas	SL+TL total words
1552	8/Economic	21/relationship	1362	8/Economic	21/relationship	2914
	4/education			3/education		
	2/Medical			1/Medical		

2- Video Translated from Arabic to English:

-Video Type: Arabic Story: Crow and Fox - Student Name: Ma Mina (253-FA/BSTI/F10)						
Total SL words	Terms/ numbers Kinds	Cultural words/ areas	Total TL words	Terms/ numbers Kinds	Cultural words/ areas	SL+TL total words
318	Animals term	-	441	Animals term	-	759

	food terms			food terms		
	Physical			Physical		

3- Video From English to Arabic; Current speech of a Chinese VIP

<p>-Video Type: Wang Yi: All parties must ensure that the results achieved and to seize the opportunity and commitment to negotiations -Student Name: Yang Jing (258-FA/BSTI/F10)</p>						
Total SL words	Terms/ numbers Kinds	Cultural words/ areas	Total TL words	Terms/ numbers Kinds	Cultural words/ areas	SL+TL total words
442	Political 23	-	406	Political 23		848
	Phy. 2			Phy. 2		
	Communication 1			Communication 1		

4-Translation of English movie into Arabic:

<p>-Video Type: Movie Name: Frozen Student Name: Ma Yu Xia (266-FA/BSTI/S11)</p>						
Total SL words	Terms/ numbers Kinds	Cultural words/ areas	Total TL words	Terms/ numbers Kinds	Cultural words/ areas	SL+TL total words
880	7 festival	4 festival	813	3 Festival	4festival	

5- Video from Arabic to English: Conference Press Release of China:

<p>-Video Type: Ministry of Foreign Affairs: the visiting of the Chinese President for enhancing the relationship with Maldive and Srilanka Student: Yang Shasha (205-FA/BSTI/S10)</p>						
Total SL words	Terms/ numbers Kinds	Cultural words/ areas	Total TL words	Terms/ numbers Kinds	Cultural words/ areas	SL+TL total words
472	Politics16	Culture 1	480	Politics16	Culture 1	952
	Trade 4			Trade 4		

	Tourism2			Tourism2		
	Economic1			Economic1		
	Geography 1			Geography 1		

6-Arabic Story into English:

-Video Type: Arabic Story: Crow and Fox -Ma Yu Xia (266-FA/BSTI/S11)						
Total SL words	Terms/ numbers Kinds	Cultural words/ areas	Total TL words	Terms/ numbers Kinds	Cultural words/ areas	SL+TL total words
318	Animal 1	-	441	Animal 1	-	759
	Food 1			Food 1		
	Body 1			Body 1		

7—Medical Video from English to Arabic:

- Video Type: A Case of Lethal hemolytic anemia associated with severe pneumonia caused by Mycoplasma pneumoniae -Wuying (203-FA/BSTI/F09)						
Total SL words	Terms/ numbers Kinds	Cultural words/ areas	Total TL words	Terms/ numbers Kinds	Cultural words/ areas	SL+TL total words
577	Medical 73	-	614	Medical 73	-	1191

8-Video from Arabic to English; Speech of Syrian Foreign Minister:

-Video Type: Syrian foreign minister emphasizes the importance of strengthening the relations between his country and Belarus -Yang Meng Jing (256-FA/BSTI/F10) Duration:						
Total SL words	Terms/ numbers Kinds	Cultural words/ areas	Total TL words	Terms/ numbers Kinds	Cultural words/ areas	SL+TL total words
411	Political 21	2	460	Political 21	2	871
	Economics/ Trade 3			Economics/ Trade 3		

	Science 2			Science 2		

9- Video from Arabic to English:

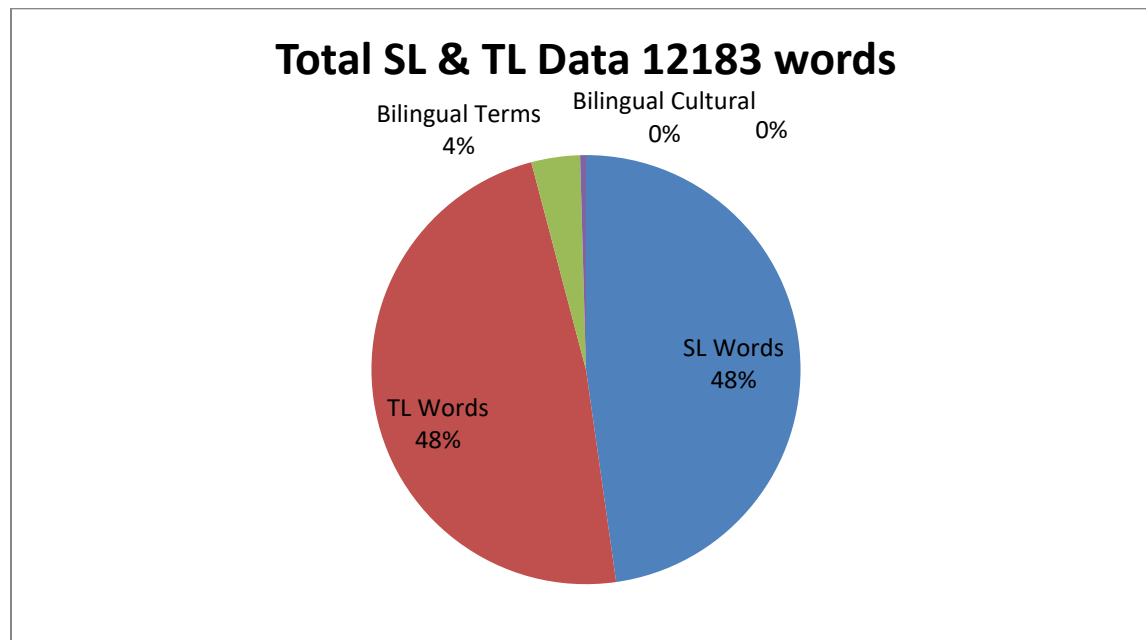
-Video Type: China and UAE leadership has exchanged congratulatory telegram to celebrate the 30 th anniversary of the establishing of diplomatic relations between the two countries -Ma yan (255-FA/BSTI/F10)						
Total SL words	Terms/ numbers Kinds	Cultural words/ areas	Total TL words	Terms/ numbers Kinds	Cultural words/ areas	SL+TL total words
281	Politics 10	01	340	Politics 10	01	521
	Communication 2			Communication 2		

10-Video from English into Arabic

-Video Type: Are E Numbers really bad for you? -Han Xiuqing (268-FA/BSTI/S11)						
Total SL words	Terms/ numbers Kinds	Cultural words/ areas	Total TL words	Terms/ numbers Kinds	Cultural words/ areas	SL+TL total words
816	Food/Food E numbers 34	--	759	Food/Food E numbers 34	--	1575
	Media 3			Media 3		
	Element 5			Element 5		

Total Translated Vocabulary:

Total SL	Total TL	Total Learnt Vocabulary SL+TL	Total Terms (SL)	Cultural Terms (SL)
6067	6116	12183	233	28



In a period of 10 weeks, the students translated 6067 SL words and produced 6116 TL words along with a number of 233 various terms such as politics, media, food, elements, communication, economics, trade, science, geography, tourism, animal, human body, medical, education, and 28 culture relating terms/words. After presentation in the class this data has been observed, discussed, cross questioned by the class students.

8-Analysis of the Questionnaire:

After completing the activity, all the students were asked to fill in the questionnaire about the output of this activity to know the effects on the cognitive level, translation skills, interpretation skills and vocabulary bank of the students.

Questionnaire:

S. No	Question	S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8	S-9	S-10
1	How much time did you listen it?	3 times	5 times	8 times	8 times	5 times	8 times	5 times	5 times	31 times	10 times
2	Was the voice of video clear?	yes	yes	Not too much	Yes	Not too much	Not too much	Not very clear	Not clear	yes	yes

3	Did the voice affect your comprehension of the source words?	yes	no	yes	Yes some what	yes	yes	yes	yes	yes	no
4	Did it improve your listening skill?	yes	yes	yes	Yes	yes	yes	Much Better than first time	Better than before	Yes. I am sure.	yes
5	How many new words/ terms you learnt?	55%	70%	60%	88 new words	50%	40%	100 new words	150 new words	40 words	110

Q.6. Did this activity increase your interpretational skills? To what extent?

Students No.	Answers
1	Yes, it is helpful in increasing active listening ability and it increases the vocabulary.
2	YES , but it is difficult.
3	Yes. When I listened the video again and again I got clear meaning which I did not have before.
4	Yes, improved my interpretation.
5	Yes, and improved my listening skill, translation skill as well.
6	Yes, When I listen it again, I can understand better than before.
7	Yes, it gave me confidence while interpreting as well.
8	Yes , theoretical knowledge got clear while practicing the activity
9	Yes, It can help me learning how to make the sentences.
10	Yes, it removed my hesitation.

Q.7. Which kind of aids have you used for translating the text?

Students No.	Answers
1	Gamoos Dictionary. You Dao Dictionary. Lingoes Dictionary. Bing Translator
2	Google, You Dao , GAMOOS
3	Gammons dictionary, You Dao dictionary
4	Google.
5	Dictionary, Help of friends
6	Gamoos Dictionary, You Dao dictionary

7	Goggle , Gemusi Bing
8	Goggle , Gemusi
9	Youdao, Gemusi and Google
10	Google translate, Hans wher, You Dao

Q.8. To what extent ‘self video translating’ technique enhanced the translation and interpreting skills?

Students	answers
1	Pushed me to listen and listen and check dictionary.
2	Useful activity through video
3	I know now the difference between translation and interpretation. In Interpreting I should focus on the main ideas, but in translating I must keep in consideration every word.
4	80% of vocabulary learnt, translated and interpreted which enhanced my skills.
5	good topic specially some of the topics were interesting to use them for learning
6	I got the difference between translation and interpretation. The main idea is important in Interpreting whereas in translating I have to give every word its right of being translated.
7	50 % of the translated vocabulary was new which was translated then used for interpreting. It gave me confidence, and fluency in interpreting.
8	Made clear my concepts of interpretation and translation.
9	It helped me in learning so many new words and using them in interpreting.
10	It improved my translation level and interpretation skills.

Q.9. how did ‘time bound’ affect you?

Students	Answers
1	Made me careful about the time.
2	Gave me a sense of shortage of time.
3	It made me responsible.
4	A good Idea to run fast for completing the work.
5	Threat to complete the work in time.
6	It is important for in time completion of a task.
7	It bound the students.
8	It made me curious of the time.
9	It gave fear of failure if not completed in time.
10	Time bound is the key to success.

Q.10. How did 'various freedoms' affect you and your cognition?

Students	answers
1	It gave me trust in my teacher and made me confident to trust myself in selecting right things.
2	It provided the sense of responsibility to select proper things.
3	It made my mind relaxed to do my task without any interference from the teacher.
4	I am free to do my work with my own style with my selected things.
5	It is important it put me in thinking process for selection.
6	It made me to respect the teacher who cares for my choices.
7	I think it is sometimes not good for lazy students.
8	It made the students to be active
9	The freedom of students in some learning steps is very important because it gives relaxation to mind
10	It decreases my tension of teacher interference.

9-Findings:

The above ten questions provide the following findings:

The students listened to the videos in between 3 to 31 times for comprehension the content of the videos. Half of the students recorded complaint against the voice quality of the videos which affected the comprehension of the linguistic content of video. The volume of new words and terms of SL and TL vary among the students. The activity influenced positively the listening skills of all the students. All the students attested the improvement in their interpreting skills. The activity clarified various translational and interpreting ambiguities. The students used various translating tools and dictionaries such as Gamoos, You Dao, Lingoos, Bing translator, Google translator, Google, Hans Wher. This technique enhanced the translating level and the interpreting level in terms of providing them space to use their abilities by searching new and suitable words for the translation of the video contents due to the influence of the sound and motion of the video. Whereas, presenting the translated work in the class enhanced the confidence level. The 'time bound' trick produced a sense of responsibility, fear, trust and doing work hard to complete the task. The various 'freedoms' made the students more responsible, respectful, loving, relax cognitively, free of teacher interference.

10-Conclusion:

The study has produced results concluded in the following points:

- In a period of 10 weeks, ten students translated 6067 words and produced vocabulary of 6116 words through 'self video translating technique'.
- A total number of 12183 words, terms of various disciplines were translated, interpreted and mutually discussed and brain stormed in the class.
- These translations and interpreting activities increased the listening skills, comprehension level, speaking ability, presentation skills, interpreting skills building a high level of confidence.
- This study shows the 'time bound' technique, and giving the students the right of 'freedoms' at various steps can bring relief, confidence, trust and self-responsibility among the students.
- Students used the available translating tools such as digital dictionaries, translation memory, online data storage for translation and hard dictionaries for searching the meanings of the difficult words.
- The activity kept the students in a perpetual concentrating process which is essential for enhancing the memory for translating and interpreting.
- The activity engaged all the sensory organs of the students for visualization, memorization affecting their cognitive domains and helping the students in verbalization of the translated texts.
- It helped in enhancing the memory both STM and LTM and Mnemonics and improved the interpretational level creating more confident.
- Continuous application of this technique can bring more fruitful results in the field of teaching translation and interpreting.

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