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STUDENTS' ATTITUDE TOWARD WATCHING SUBTITLED FILMS AND THEIR TRANSLATION SKILLS AS INFLUENCED BY WATCHING ENGLISH MOVIES DUBBED IN FILIPINO

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ABSTRACT

This study aimed to find out the students' attitude toward watching subtitled films and their translation skills as influenced by watching English movies dubbed in Filipino. The first set of data was gathered from forty-six (46) graduating Bachelor of Arts in English Language (AB-EL) students at the Visayas State University (VSU) using a survey questionnaire adopted from Wesche and Paribakht (1996). Data were analyzed using descriptive statistics. Results showed that majority of the respondents have a positive attitude toward watching subtitled films. This implies that watching subtitled films is regarded by the respondents as an effective way to increase their vocabulary. Results further revealed that most students find movies or any other related videos or films that have subtitles can absolutely help them in learning the target language. Hence, teachers are to take part to extrinsically motivate learners to watch films with subtitles whether at home or inside the classroom. The second set of data was gathered from fifty (50) graduating AB-EL students at VSU. The respondents were given a vocabulary knowledge test (pre-test) adopted from Wesche and Paribakht (1996) and a translation skills test (post-test) after watching the Filipino-dubbed English movie. The study followed a descriptive survey design and data were analyzed using descriptive statistics. Wilcoxon test statistic was used for the possible connections between pre-test and post-test. The statistical results showed a noticeably increase of percentage score from pre-test to post-test which entailed that there is a positive influence of watching English movies dubbed in Filipino on the translation skills of the respondents. Their response suggests that such activity can be an effective tool to exercise their translation skills. Finally, it can be concluded that the use of movies as teaching tools in the classroom can improve students' engagement in language learning. Thus, the use of this media are to be considered by the teachers for instructional purposes.

Keywords: attitude, subtitled films, translation skills, Filipino-dubbed English movies

INTRODUCTION

The emerging technologies such as videos have offered students a new and interesting way to learn vocabulary through incidental (indirect) vocabulary acquisition (Yuksel and Tanriverdi, 2009). Video and films with subtitles attract learners' attention, focus learners' attention, generate interest, energize or relax learners for learning exercises, improve attitudes toward learning, increase understanding, factor creativity, stimulate the flow of ideas, and provide an opportunity for freedom of expression (Berk, 2009). English movies are available in many countries around the world and are popular forms of entertainment with many students learning English as a foreign language (Baratta and Jones, 2008; Martin and Jaen, 2009; Ismaili, 2013; Rokni and Ataee, 2014). Aside from giving entertainment, one of the beneficial effects of watching English movies is that it teaches students to learn English language, from

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communication skills to vocabulary acquisition. A growing body of research has indicated the impact of movies in the development of overall literacy and communication skills. In the country Philippines, Tagalization is the process of converting foreign language into Filipino (El Lobo Filipino, 2000). Under the 1987 Constitution XIV Section 6, the Filipino national language was settled and the Department of Education adopted a bilingual program to promote the use of Tagalog as the other official language. The government was swayed by studies indicating that children tend to learn better in their native languages. The trend for Tagalization or as some would call it Filipinization has increased in the recent years. Among those in the media which have changed languages through the years are the movies. It is often claimed that watching English movies dubbed in Filipino implicitly helps people to learn English and to acquire English vocabulary (Lin, 2010). People who engage in watching movies can help develop their English skills and learn new words as addition to their vocabulary. However, with regard to the current trends of English movie Tagalization, some people tend to watch Tagalized English movies concentrating more on the factors of enjoyment and understanding of the stories being presented. Nevertheless, such activity could somehow help learners expose themselves to at least two languages, thus helping them enhance their translation skills. Translation develops three qualities essential to all language learning: accuracy, clarity, and flexibility (Ross, 2000). Therefore, the use of Mother Tongue or vernacular and translation can serve as tools for improving language skills. This study is important because it did not only investigate the students' attitude toward watching subtitled films but tried to assess the influence of watching English movies dubbed in Filipino /Tagalog to the participants' translation skills.

OBJECTIVES

This research was developed to investigate the attitudes toward watching subtitled films and to assess the translation skills as influenced by watching English movies dubbed in Filipino among the graduating AB-EL students at VSU. Specifically, the study aimed to:

1. Determine the respondents' attitude toward watching subtitled films;
2. Survey the respondents' vocabulary knowledge;
3. Determine the respondents' translation skills; and
4. Determine the relationship between the respondents' vocabulary knowledge and their translation skills.

Theoretical Background

This study is grounded on Mayer's Cognitive Theory of Multimedia Learning (Sorden, 2005). According to this theory, an individual processes information through the dual channels: the visual channel that processes visually represented materials and the verbal channel that processes audio and text materials (Nayer6, 2001). The theory asserts that people learn more deeply from words and pictures than from words alone, which is referred to as the multimedia principle. Multimedia researchers define multimedia as the combination of text and pictures, and suggest that multimedia learning occurs when one builds mental representations from these words and pictures. The words can be spoken or written, and the pictures can be any form of graphical imagery including illustrations, photos, animation, or videos. Multimedia instructional design attempts to use cognitive research to combine words and pictures in ways that maximize learning effectiveness.

METHODOLOGY

To determine the respondents' attitude toward watching subtitled films, a research instrument with a 5-point Likert Scale from the study of Wesche and Paribakht (1996) was adopted. Scores were determined from "Strongly Agree" with the highest corresponding point diminishing to "Strongly Disagree" with the lowest corresponding point. The VKS or the Vocabulary Knowledge Scale (Wesche and Paribakht, 1996) test was used to assess the respondents' vocabulary knowledge (pre-test). A test on translation skills post-test) was also given to the respondents after watching the English movie dubbed in Filipino. Data were analyzed using descriptive statistics. The Wilcoxon test statistic was used to examine the possible connections between the respondents' vocabulary knowledge (pre-test) and their translation skills (post-test).

RESULTS AND DISCUSSION

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With regard to the students' attitude toward watching subtitled films, results showed that majority of them were found to have a positive response to the items indicated in the survey. This implies that the respondents regarded subtitling as an effective alternative tool for vocabulary learning. They also found the activity helpful for them to understand the story better. On the other hand, statistical results showed a noticeably increase of percentage score from pre-test to post-test which then entailed that there is a positive influence of watching English movies dubbed in Filipino to the translation skills of the students. Thus, this kind of learning activity can contribute considerably to one's language and vocabulary learning. This is in consonance with Naynarra and Razavi's (2016) investigative study about the role of dubbing on learning the English language, in which they indicated that dubbed programs may facilitate language acquisition.

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CONCLUSION

This study has come to conclude that viewing videos has been likened to a form of play where learners can enjoy the process of learning the target language. This is important because exhibiting positive attitude toward the learning tasks can result in increased motivation, comprehension, and vocabulary (Gruba, 20006). Hence, mentors are to take part to intrinsically motivate learners to watch films with subtitles whether at home or inside the classroom. This study has also shown that films are not only means of entertainment to students but also an assessment to their language comprehension and translation skills. Watching English movies dubbed in Filipino has a positive influence on one's translation skills as presented in this study. It seemed to be an effective learning strategy in developing the translation skills of the viewers, as indicated by the post-test scores which were significantly higher than the pre-test scores. Results exhibited in this study suggest that learners paid attention and maintained their interest on the movie. This improved their listening and reading comprehension and thus serve as auditory and visual input in acquiring translation skills by associating them with moving visual images. Therefore, the use of video-based instruction is to be considered by the teachers to facilitate learning. The content, of course, should be appropriate and matched to the interests and background knowledge of the learners to motivate them to learn and explore more about the nuances of the English language.

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