

González Cruz, Sonia (2022). The use of subtitling in general translation courses: An empirical study of the effects of subtitling activities on the development of students' translation competence. *Current Trends in Translation Teaching and Learning E*, 9. 290 – 336. <https://doi.org/10.51287/cttl20229>

THE USE OF SUBTITLING IN GENERAL TRANSLATION COURSES: AN EMPIRICAL STUDY OF THE EFFECTS OF SUBTITLING ACTIVITIES ON THE DEVELOPMENT OF STUDENTS' TRANSLATION COMPETENCE

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Abstract

Several academics have focused their research on analyzing the educational benefits of including specific subtitling modules within translator training aiming at training professional subtitlers (Blane, 1996; Klerkx, 1998; Williams & Thorne, 2000;

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Díaz-Cintas, 2001; Neves, 2004; Bartoll & Orero, 2008; Díaz-Cintas, 2008; Kruger, 2008; Bartrina, 2009). Although some of these authors (Klerkx, 1998; Neves, 2004; Kruger, 2008) pointed out the impact that subtitling has on the acquisition and development of general translation skills and argued in favor of its inclusion in general translation courses, there are still few studies dedicated to analyzing the use of active subtitling in non-audiovisual translation courses. Only three relevant qualitative studies (Király, 2005; Incalcaterra 2009, 2010; Beseghi, 2018), a quasi-experimental study (Talaván & Ávila-Cabrera, 2015) and a didactic proposal (Orozco, 2009) that address the use of active interlinguistic subtitling in the field of translator training are registered. Along this line of research, this article presents an empirical experimental study based on the application of subtitling skills in general translation courses which is carried out in the context of translator training at BA level.

Keywords: active subtitling, translator training, translation competence, general translation.

1. INTRODUCTION

Although subtitling is still considered to be a relatively new discipline, the number of audiovisual translation courses offered by universities in both bachelor's and

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master's degrees is increasing significantly nowadays. Many researchers have focused on analyzing the use of active subtitling in the field of foreign language teaching and have empirically demonstrated the validity of this didactic tool. However, limited research has been done as to the application of active subtitling as a didactic tool in general translation courses which are not specialized in AVT. For this reason, the main objective of this study is to present a series of activities which aim at proving that introducing active subtitling in general translation courses at BA level has several pedagogical benefits for translation students. Throughout this empirical study, a didactic approach based on translation tasks is applied in order to expose translation students to a set of subtitling activities within a general translation course. By observing students' work in the classroom, it is possible to detect which competences are activated when subtitling. Moreover, the application of these experimental activities allows to advance in the search for the most suitable way of introducing this type of didactic resource in the translation

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classroom, so that students can make the most of subtitling activities. After the exposure to subtitling in the classroom, individual questionnaires provide further information about students' opinions about subtitling. By means of these surveys, all participants express their own perceptions on how subtitling has affected the development of their translation competence.

2. ACTIVE SUBTITLING AND TRANSLATOR TRAINING

Some of the researchers who introduced specific subtitling modules aiming at training future subtitlers (Klerkx, 1998; Neves, 2004; Kruger, 2008) argue that subtitling can be integrated to other types of translation courses. In the context of an introductory course in subtitling that was included in the Translation curricula of the Maastricht

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School of Translation and Interpreting, Klerkx (1998, p. 264) observes that subtitling activities not only provided students with an introduction to the characteristics of subtitling, but also had beneficial effects on the development of other translation skills. Furthermore, Klerkx (1998) indicates that in the subtitling course students came up with more creative and imaginative solutions than in other more conventional translation activities. Moreover, the spatial constraints of subtitling forced students to reformulate the source text (ST) in order to convey the most essential part of the message when translating. Klerkx (1998, p. 264) states that subtitling not only is used to train students to pursue a career in the media, but it also contributes to training better translators. Neves (2004) points out that in a translation course that took place in 1999/2000 in Portugal, training in audiovisual translation and specifically in subtitling was already introduced. This specific training proved that the students, instead of becoming professional subtitlers, acquired certain skills that were later applied in other courses and activities of their training.

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Neves (2004, p. 127) also adds that this is due to the fact that this didactic practice combines two fundamental elements: translation and audiovisual products. In addition, performing activities that involve going through the different phases of the subtitling process allows for the improvement of a wide variety of translation skills. Kruger (2008, p. 79) also mentions the possibility of integrating subtitling into general translation curricula and other courses. In this regard, Kruger (2008) adds that attention should be paid to the way in which subtitling is related to more general training, in order to take advantage of the benefits of this didactic tool in the most optimal way.

Also, several researchers argue that active subtitling can be integrated into general translation curricula, either by means of a task-based approach (Orozco, 2009; Incalcaterra, 2009, 2010; Talaván & Ávila-Cabrera, 2015; Beseghi, 2018) or by means of a project-based approach (Kiraly, 2005). According to the holistic model of translation competence proposed by PACTE group (2011), these studies prove that subtitling allows students to develop different subcompetences, such as

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bilingual subcompetence (Talaván & Ávila-Cabrera, 2015) extralinguistic subcompetence (Beseghi, 2018), strategic subcompetence (Kiraly, 2005; Incalcaterra, 2009, 2010; Talaván & Ávila-Cabrera, 2015), instrumental subcompetence (Beseghi, 2018) and translation knowledge subcompetence (Incalcaterra, 2009, 2010). At the same time, the development of the translation competence is influenced by psychophysiological elements like creativity, critical thinking, synthesis capability and motivation (Incalcaterra, 2009, 2010). In relation to bilingual subcompetence, researchers accidentally found out that subtitling contributed to the improvement of students' language skills as a result of having attended specific subtitling courses (Sokoli, 2015, p. 128). Based on this finding, it is relevant to highlight that subtitling has also been incorporated into language teaching for specific purposes, specifically into the context of language teaching for translators (Romero et al., 2011).

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3. STUDY METHODOLOGY

In previous studies on which subtitling was integrated to translation general courses (Kiraly, 2005; Incalcaterra 2009, 2010; Beseghi, 2018), research was focused on a unique experimental group. In this study several experimental groups are exposed to the same stimulus: subtitling. This article presents a total of four different subtitling activities performed by translation students at BA level. Although there are some differences when comparing the samples of participants attending to the number of students per course, audiovisual materials selected, activity duration and level of expertise, all students perform a subtitling activity in the context of a general translation course under the same conditions. Based on the observation and comparison of different samples of subjects, these activities are considered to be field experiments in which measurements are made in a natural environment (Neunzig, 1999) in order to determine the effects of subtitling on the students' translation competence. In this way, this study

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intends to analyze how several groups of students with different personal and collective characteristics improve their translation skills when subtitling. Therefore, the study focuses on collecting students' opinions and expectations regarding the use of this tool as part of translation curricula. Also, it accounts for analyzing how students perceive their own learning process after performing subtitling activities. For this purpose, in-class observation techniques are used together with individual questionnaires in order to measure the impact of activity after its completion.

Throughout the empirical study, a didactic approach based on translation tasks has been used. This approach allows for including subtitling into general translation courses as a complementary activity. According to Kelly (2005), this approach is based on designing a series of concrete exercises that contribute to practicing specific issues with the aim of achieving an overall objective and a specific final product (Kelly, 2005). According to Hurtado (1999, p. 48), "a

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task is organized around a series of components and will have defined objectives". Likewise, it is a didactic approach that implies "a flexible framework, integrating methodology and objectives that should be adapted to each educational situation" (Hurtado, 1999, p. 49). In this study, a series of subtitling activities are performed by translation students of different levels. Thus, the translation task-based approach allows to design a didactic activity with specific learning objectives taking into account that each activity must be adapted to a given pedagogical context.

3.1 The design of the subtitling activities

In this section the most relevant aspects that have been taken into account when designing each activity are explained. In some cases, it is also necessary to remark how each activity had to be adapted according to the organization of contents and the requirements of each translation course. Once the contents and the objectives of each course are established, the time available to the

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performance of the subtitling activity can be determined. In all the activities, the starting point was a didactic proposal that had been previously validated by means of a pilot test. Some elements of the proposal needed to be adapted depending on the students' level and the given circumstances that arose at each moment. According to Albaladejo (2007, p. 265), analyzing the factors which are involved in the teaching-learning process – such as the objectives, the trainer, the student and the contents– is a key action that needs to be performed in order to understand the students' learning process as a whole.

These subtitling activities are designed to be carried out individually in the translation classroom by students of the BA in Translation at Pompeu Fabra University in Spain. Due to the organizational inflexibility and time constraints of onsite translation degrees, it is appropriate to include this didactic practice as a complementary and non-assessable activity within general translation courses. As the time available to carry out the activities

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is limited, only one activity per course is included. Therefore, the specific duration of each activity depends on the time available in each case. In this way, activity 1 had a duration of three hours spread over three sessions while activities 2 and 3 lasted two sessions of one hour each; activity 4 was a one-hour session. Within each activity, specific didactic objectives are set for students to achieve by performing the assigned tasks:

- To reformulate the source text avoiding literal translation.
- To apply the strategies of reformulation, reduction and omission.
- To produce an idiomatic target text in the target language.
- To acquire basic knowledge of a specialized translation tool.

The same types of materials are used in all activities and they all follow the same structure. At the beginning of the session, the main theoretical aspects of subtitling are presented by means of a PowerPoint presentation, as well as the criteria that students must follow in order to perform

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the practice. This introduction to subtitling may serve as an input (Hurtado, 1999, p. 48) for students to start getting familiar with it. Subsequently, the video is projected in the classroom and a spotting list with the dialogues included is provided. After watching the video, the learners are introduced to the use of the subtitling program and simultaneously the participants start spotting a short part of the audiovisual text before focusing on the translation process itself. According to Neves (2004, p. 137), the main objective of using subtitling in translator training is that students translate within the time and space constraints imposed by the spotting, since this will lead them to improve their editing and translation techniques. Moreover, Díaz-Cintas (2008: 96) states that spotting is a time-consuming process and it is not advisable for students to do it during classroom sessions. For this reason, Díaz-Cintas (2008) recommends that once students are familiar with the software, they should put this task into practice as part of their autonomous learning. For this reason, although the participants of this study were taught

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how to use the subtitling software, only some of the students spotted a maximum of three or four subtitles during the class. Some of the students decided to continue using the subtitling program outside the classroom as part of their optional autonomous work for the course. After getting familiar with the subtitling software, students start to translate the audiovisual text using the spotting list that had been given to them. Finally, once the students had completed a first draft of the subtitles, a classroom discussion was held and the different translation options valid for each fragment were discussed. Concerning the role of the trainers in this set of activities, they play the role of mediators or moderators, since the final target text is the result of a "negotiation" in the classroom and not of the trainers' imposition of a "perfect translation" (Albaladejo, 2007, p. 268). Therefore, the trainers act as guides in the teaching-learning process of students, so that there is not simply a transfer of knowledge, but the necessary tools are provided so that the student becomes capable of solving translation problems that may arise in

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the future.

As these activities are expected to be carried out either in the middle or at the end of the term, the collective needs of the students are already known and therefore, the level of difficulty of the texts can be adapted to the level of expertise of each group of students. Although the activities are integrated to general translation courses of different levels of expertise, the level of the groups was quite homogeneous in terms of subtitling training, as the vast majority of the students had not received any training in this field yet. Despite the fact that all the activities follow the same structure and the same types of materials are used, the audiovisual text changes depending on the contents of the course in which each activity is performed. The selection of the audiovisual text is conditioned by the contents of the curriculum of each course. Thus, the following texts in audiovisual format were selected: a fragment of *Macbeth* (Subtitling activity 1), motivational clips from *YouTube* (Subtitling activity 2),

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trailers of *Wonder Woman* (Subtitling activity 3) and a fragment of *Big Bang Theory* (Subtitling activity 4). According to the classification of audiovisual genres made by Hurtado (2001: 185), which distinguishes between three major audiovisual genres: dramatic genres (films, cartoons, series, etc.), informative genres (documentaries, reports, news) and advertising genres (advertisements, reports, propaganda), all the selected audiovisual texts belong to the dramatic genre, which provides the study with certain degree of homogeneity in terms of the type of texts used. With regard to linguistic aspects, the selected fragments contain dynamic dialogues with abundant text that at some specific points force the participants to reduce, condense and reformulate the audiovisual text to a great extent, since it is considered that the more students have to manipulate the source text, the greater will be the pedagogical impact of this task on the development of their translation competence.

In addition to the aspects that have been already discussed, it should be taken into account that subtitling is a time-consuming

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activity and can be a complex task, especially for first year students. In relation to this, another key aspect is the length of the videos. Kruger (2008: 83) states that a professional subtitler is able to subtitle between 25 and 50 minutes a day during an eight-hour workday. From this statement, Kruger (2008, p. 83) deduces that a student will need a high number of hours to subtitle a video of 10-minute duration. In this didactic context which is not aimed at training subtitlers, it is essential to adapt not only the complexity and volume of the task, but also the length of the videos. Therefore, depending on the number of sessions devoted to the activity, the selected audiovisual fragments are usually between one and three minutes long. It is considered that this length is appropriate to ensure that students who have no experience in subtitling have a first contact with this practice. This prevents this task from becoming an excessive and tedious workload for them, which could lead some participants to leave it incomplete.

As for the subtitling software, Subtitle

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Workshop was used in the subtitling activity 1. As this software had been successfully included in non-specialized AVT contexts such as language teaching (Talaván, 2011, p. 205) and it had also been recommended for the training of subtitlers in an online subtitling teaching module (Bartoll & Orero, 2008, p. 113). Thus, we are providing students with knowledge about a program which they can use throughout their training in translation and subsequently in the professional market. The first activity took place in a computer room equipped with computers that had this subtitling software installed. In the following activities, students had to bring their own laptops to the classroom and in some cases their operating system was not compatible with Subtitle Workshop, so it was necessary to change the software and start using Aegisub. This software is also very intuitive and it is very similar to Subtitle Workshop, so it was not a problem to replace it because it did not entitle any additional difficulties for students.

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To conclude, it is relevant to point out that all the modifications that were made regarding aspects such as the duration of the activity or the subtitling software as well as the different choices concerning the audiovisual texts were motivated by external circumstances.

4. STUDY RESULTS

4.1. In-class observation

Subtitling activity 1 is framed in the context of a general translation course in the second year of the BA degree in Translation and Interpreting at Pompeu Fabra University. A total of 12 students who had no previous experience in subtitling participated in this activity. This activity had a duration of three sessions of one hour each. During the first session, the theory and the translation assignment were presented. According to this assignment, the students had to translate a fragment of the play *Macbeth* adapted for television from English into Spanish. In general, the participants found it particularly complex

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to translate Shakespeare's language, but at the same time they appreciated working with the text in audiovisual format, as this made the translation task much more enjoyable. This was a particularly motivated and proactive group of students, eager to learn and to do new and different activities in the classroom. In addition to translating the text according to the spatial and temporal constraints of subtitling, the students had the challenge of being faithful to the language of the source text, as they were trying to recreate the dialogues of Shakespeare's time. This also implied that they had to carry out some documentation tasks on their own. Despite the difficulties involved in translating this text, the students managed to understand the message and transfer it correctly to the subtitles by applying different strategies. The fact that the video contained a rather complex language for the students' linguistic level was not an additional difficulty for them when translating the text according to the conventions of subtitling. On the contrary, the video format helped them grasp the main ideas of the message in order to

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transfer them in a less literal way. Moreover, they easily resorted to omission and reduction when translating the most difficult parts.

During the sessions it was observed that the greatest difficulty for this group of students was to become familiar with the use of the subtitling software, but most of them decided to complete their video spotting outside the classroom and worked with their own spotting list in the following sessions. As for the translation of the text, they were aware that it was necessary to apply reduction and even omission in some fragments and they did not find it complex to use these strategies. In most cases they found it more complicated to understand the ST, although once they had grasped the message, they had no problems when translating the text into the target language. This was a very controlled activity, since all participants were able to receive individual corrections and comments as they had three sessions to complete the task. In addition, they also had time between sessions to work on the subtitles, and

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therefore, many students completed the entire video out of the classroom. Although they were also provided with a spotting list for them to work with in class, those students who spotted the video on their own had some complications with the subtitling software that were solved during class. Despite the complexity of the text, participants acquired a very good command of subtitling techniques and also managed to apply different translation strategies that allowed them to move away from the ST to create idiomatic and natural subtitles in Spanish.

Subtitling activity 2 was carried out in a second-year general translation course at the Pompeu Fabra University. A total of 13 students participated in this activity. Just one of those students had previously taken a subtitling undergraduate course, whereas the rest of them had no previous experience in subtitling. This activity had a duration of two sessions of one each.

In this activity the students were in charge of translating two motivational videos for an online digital platform, in

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this case for *YouTube*, from American English into Spanish. In the first session it could be seen that the most proactive students provided very interesting translation solutions for the most complex fragments. The students were not reluctant to apply the necessary strategies to adjust the target text to the requirements established in the context of subtitling. As for the subtitling of the second video, this was a clip with a slower and more leisurely pace, and therefore the students were not forced to reformulate the text as much as in the previous session. Although the degree of manipulation of the text is lower in this case, translation proposals for some fragments were quite free and creative, but appropriate according to the context and the function of the video. In this way, it can be observed that subtitling contributes in a positive way to activate students' creativity, as it allows them to separate from the original text in order to produce idiomatic translation proposals.

Subtitling activity 3 was part of a first-year general translation course at Pompeu Fabra University. Two different groups of students performed this activity. The first

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group was made up of 16 students and only two of them had previous knowledge about subtitling, as they declared to have experience in fan subbing. The second group was made up of 12 participants, just one of them had taken a subtitling undergraduate course before and two others had also had experience in fan subbing. This activity had a duration of two sessions of one hour each.

In this activity the students were expected to translate two trailers of the movie *Wonder Woman* for an original version cinema from English to Spanish. Most participants were open to applying the translation strategies required in each case. However, some learners in the second group were initially reluctant to apply strategies such as omission or reduction because they had the feeling that much information was being missed when subtitling. Finally, they understood that it was necessary to apply these strategies in this context due to the spatial and temporal constraints they had to deal with. As the trailers are usually very fast videos with a great dynamism, students had to prioritize which information

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they considered essential for a correct message transmission and which information could be omitted. In the second subtitling session, it could be observed that the participants had already assimilated the strategies and, therefore, it was easier for them to apply them when translating. During these sessions, it was observed that the difficulty of subtitling this type of video relies on the speed and brevity of the characters' interventions. In spite of the complexity of the videos, it can be stated that the students understood that the translation process needs to be adapted to the context and function of the text. They assumed that they had to distance themselves from the original text and give priority to the transfer of meaning in order to convey the message correctly in the subtitles.

Subtitling activity 4 was carried out in a third-year general translation course at Pompeu Fabra University. Two groups of students participated in this activity: a first group composed of 11 students and a second group with 10 participants. Most of the participants had no previous

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experience in subtitling, only three of the students had done fan subbing, two other students had participated in subtitling undergraduate courses and one participant had experience in subtitling as part of volunteer work. Due to curriculum restrictions, the activity was carried out in a one-hour session.

In this activity students were asked to translate a fragment of an episode of the TV series *Big Bang Theory* from English into Spanish. In general, most of the students had difficulties with the program, especially students in group 1, and few of them managed to spot some subtitles on their own. As in the rest of activities, this part of the task was not mandatory and it only intended to help students get familiar with the software. However, as some participants got frustrated, they got stuck on this task and it was difficult for them to keep up with the pace of the class. In spite of the difficulties that arose when using the subtitling software, it could be observed that students acquired basic knowledge about translation and managed to apply the necessary translation

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strategies correctly. In addition, they understood the importance of the relationship between text and image in this audiovisual context, which was reflected in the application of reduction and omission strategies.

4.2. Questionnaire results

In this section the data obtained by means of the questionnaires that participants fulfilled after each activity are presented. These questionnaires collect students' opinions about subtitling and their own perceptions on how the activities had an impact on the development of their translation competence. In order to identify the different groups of students, each group was named after the audiovisual text which they translated during the activity.

Considering that the number of participants in each activity was very similar: Macbeth (12), YouTube (13), Wonder Woman 1 (16), Wonder Woman 2 (12), Big Bang 1 (11), Big Bang 2 (10), the results are presented through graphs that collect the answers of the students of the activities all together.

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When students were asked if they thought that the subtitling activity had been useful for the development of their translation competence, most of them considered that the activity was quite or very useful for them. If the opinions of the 74 participants of the activities are taken into account, 40 of them chose the option "5. A lot", which is equivalent to 54% of the participants whereas 29 students selected the answer "4. Quite a lot", which corresponds to 39.2%. These data prove that students' opinions about the subtitling activities was highly positive, as only one negative punctuation was registered in the *Big Bang Theory* activity (subtitling activity 4). In this very same activity, three neutral punctuations were also given and one participant of the *Wonder Woman* activity (subtitling activity 3) also adopted an intermediate position.

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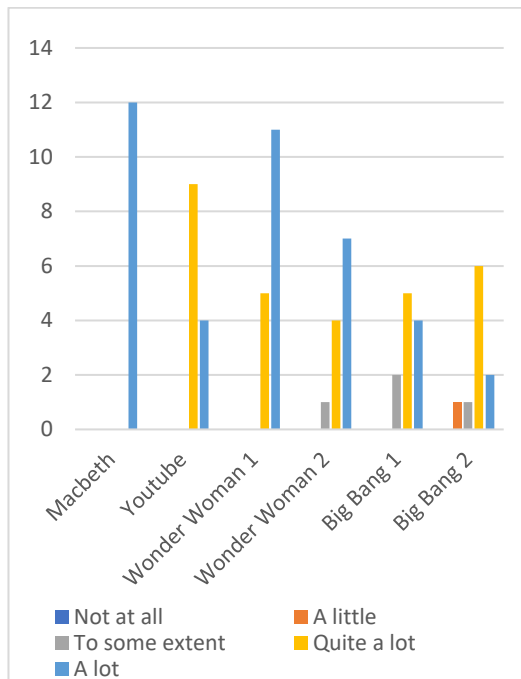


Figure 1

After answering about their perceptions about the impact of subtitling on their translation competence, students were asked about their preferences in translation curricula. In the next question students were expected to express if they would like to perform more subtitling activities

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in any other course of the BA degree. A total of 54 among the 74 participants (73%) selected the option "5. A lot" and 17 students (13%) opted for the answer "4. Quite a lot". Only one participant of the Wonder Woman activity (subtitling activity 3) expressed a negative opinion and two students of the YouTube activity (subtitling activity 2) selected a neutral option. By observing these data, it can be stated that participants show a great interest in carrying out this type of activities in other courses.

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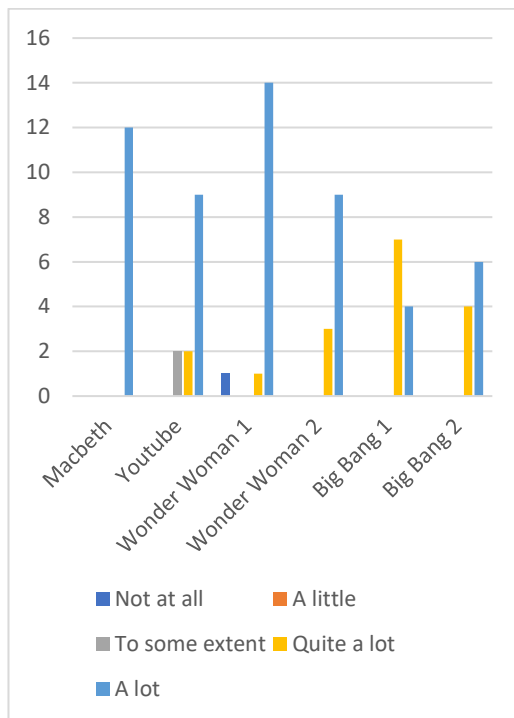


Figure 2

In relation to students' preferences, the following question intends to find out if students would like to perform more subtitling activities in general translation courses. As in the previous question, the

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data collected indicate that almost all participants would like to carry out more subtitling activities in this pedagogical context. Only one participant of the YouTube activity (subtitling activity 2) provided a negative punctuation while a total of four neutral opinions were registered: YouTube (1), Wonder Woman 2 (1), Big Bang 1 (2). Although the number of opinions in favor of including subtitling specifically in general translation courses is slightly lower than the number of positive opinions of integrating it to any other course during the BA, students are still clearly in favor of using it to a greater extent. The overall data indicate that 51 students (68.9%) considered that they would like "a lot" to have more activities of this type in general translation courses and 18 participants (24.3%) would like it "quite a lot".

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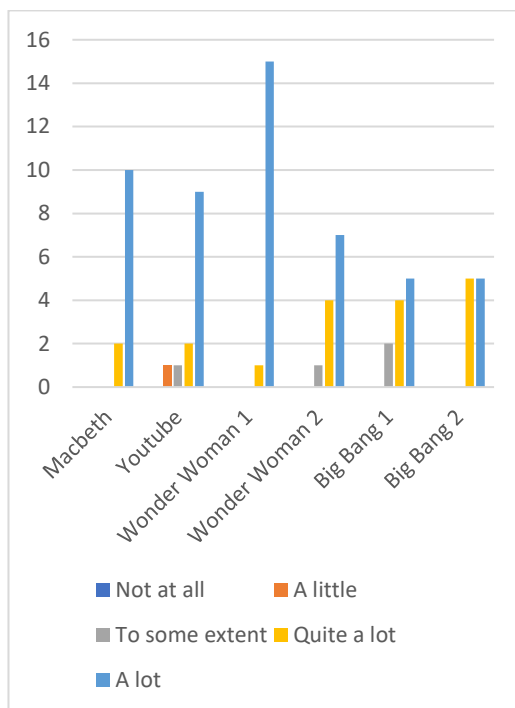


Figure 3

As several researchers already pointed out the positive impact that subtitling has on students' motivation, participants of the activities were asked about it. In comparison to the previous questions, it

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can be observed that the number of neutral opinions increased: YouTube (2), Wonder Woman 2 (2), Big Bang 1 (3), Big Bang 2 (3). In spite of this, the number of students who think that these activities would increase their motivation is still higher, as 36 participants (48.6%) selected the option "5. A lot" and 24 students (32.4%) opted for the answer "4. Quite a lot". Again, only one participant thinks that subtitling would only contribute "a little" to increase his/her motivation in the translation classroom.

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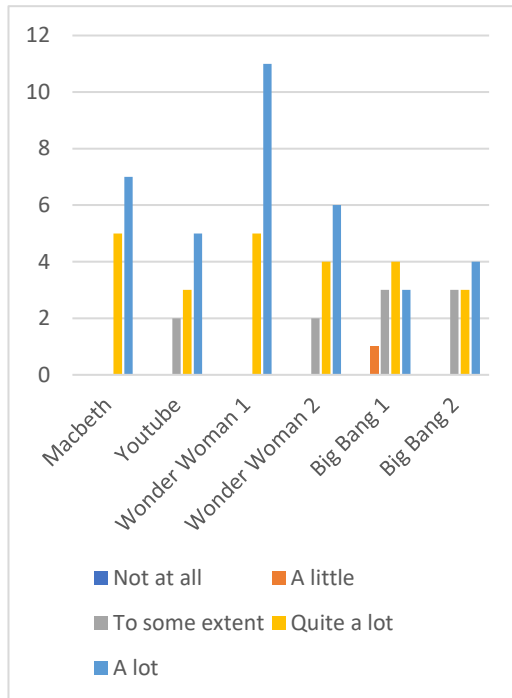


Figure 4

Finally, students were presented a series of didactic actions taken from previous research studies in which subtitling had been introduced into a general translation

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course. The objective of this question was to check which of these actions had had a greater impact on the students' translation competence according to their own perceptions. In general, participants' opinions seem to be very homogenous, although there are some differences depending on the activity they performed. In general, participants agree on the fact that the didactic actions which were more relevant for the development of their translation competence were "Subtitling" (61), "Reformulating the ST" (49) and "Managing computer tools" (40). A significant number of students also selected the following actions as relevant activators of translation competences: "Using audiovisual materials" (35), "Applying creativity" (28), "Performing different tasks" (26), "Focusing on the transference of semantic units" (21). However, most students agree on the fact that the following actions were the less relevant for them to improve their translation skills: "Working autonomously" (19), "Activating critical thinking" (16) and "Interacting with other students" (10).

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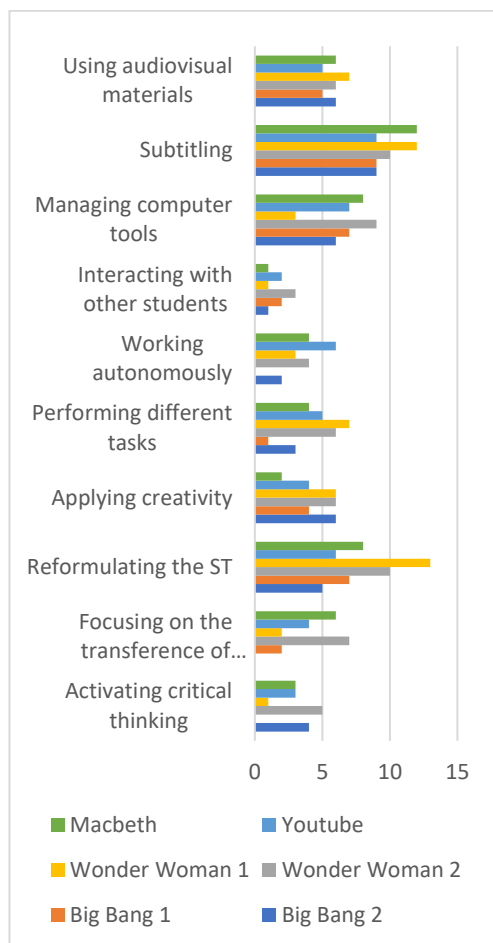


Figure 5

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5. CONCLUSIONS

It has been observed that in the subtitling activities performed in general translation courses students are capable of applying various strategies which help them develop their translation competence in different ways. Students' opinions reveal a clearly positive attitude towards the use of active subtitling in the translation classroom. Furthermore, students consider that subtitling itself together with managing computer tools are the most useful actions for the development of the translation competence. Participants also highlight the effects that text reformulation when subtitling has on their learning process. Although the opinions of the various groups that participated in the field experiments are different to a certain extent, the obtained data allow to reinforce the idea that active subtitling is a very valid pedagogical tool according to students' perceptions. In addition, the differences that affect the design of each

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activity (in terms of audiovisual text, duration and structure of the activities), far from being a problem when comparing the samples, they help trainers approach the most optimal way to include subtitling in translation classes. It is important to point out that observing students' performance during the four field experiments is essential to determine the strengths and weaknesses of the different subtitling activities. As a conclusion, this study contributes to promote the use of active subtitling as a valid tool to enhance students' translation competence. This article provides relevant information on the benefits of subtitling in this pedagogical context and it includes several examples of activities based on real didactic practices and experiences which can be taken into account when designing a given subtitling activity in translation curricula. Creating didactic materials and validating them in class is essential to facilitate the use of subtitling in general translation courses.

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