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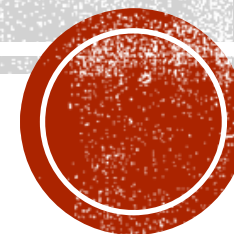
10 - 13 aprilie 2023,
Timișoara

Eveniment aflat sub înaltul patronaj
al Președintelui României

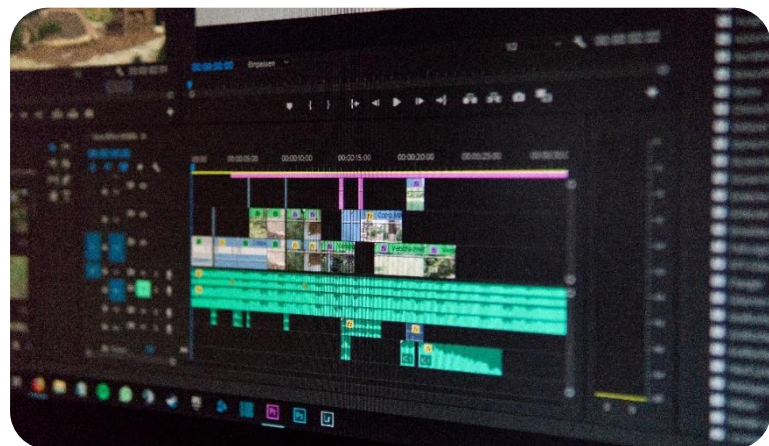


TRADUCEREA AUDIOVIZUALĂ CA INSTRUMENT DIDACTIC ÎN PROMOVAREA ACCESIBILITĂȚII, INCLUZIUNII ȘI A LIMBILOR STRĂINE

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DIN LLEIDA, SPANIA**



OUTLINE



- **Traducere Audiovizuală Didactică (DAT)** în învățarea limbilor străine și a promovării accesibilității
- **TRADILEX** (AUDIOVISUAL TRANSLATION AS A DIDACTIC RESOURCE IN FOREIGN LANGUAGE EDUCATION)
- Unitate Didactică **TRADILEX**
- Subtitrarea pentru surzi și deficit de auz (**SDH**)
- Platforma **TRADILEX**
- Concluzii
- Referințe



TRADUCEREA AUDIOVIZUALĂ DIDACTICĂ



- **Traducerea audiovizuală** → contexte de L2/FL → 1980s
- Holobow *et al.* (1984) & Vanderplank (1988) → **subtitles as a support** → in laboratoare → diverse L2 abilități
- Numeroase modalități **AVT** → resurse didactice in ultimii 10 ani (Talaván, 2020)
- **Subtitrarea si dublajul** → principalele modalități AVT folosite in lume → accesibilității și a familiarității profesorilor
- **Descrierea audio (AD), subtitrarea pentru persoane cu deficiențe de auz (SDH), voice-over și narration** → mai puțin cercetate



TRADUCEREA AUDIOVIZUALĂ DIDACTICĂ



- **Subtitles as a support** → Ghia (2012), Frumuselu et. al, (2015), Vanderplank, (2016), Bolaños-García-Escribano (2017); Łabendowicz (2018)
- **Didactic subtitling** → subtitrarea de către studenți cu ajutorul unui editor de subtitrare specializat în diferite direcții
- **L1 ↔ L2/L3/L4**
- Eficient pentru a dezvolta toate abilitățile unei limbi străine și pentru diferite nivele de limbă și vârste
- Activitatea de subtitrare didactică → imită activitatea reală a experților în domeniu
- **Length and duration of subtitles, synchrony, and condensation and segmentation tips** → ghid de bază pentru a se familiariza cu regulile principale



TRADUCEREA AUDIOVIZUALĂ DIDACTICĂ



- Williams and Thorne (2000) → **subtitling to improve integrated skills in Welsh** → **galeză**
- **Active subtitling** (Díaz Cintas 1995,1997, 2012; Talaván 2006a, 2007; Wagener 2006; Gómez Pérez and Roales Ruiz 2011)
- Lertola (2012) → **active subtitling** → **achiziția lexicală** (bilingual receptive recall and bilingual productive recall)
- Talaván (2010, 2011) and Talaván and Rodríguez-Arancón (2014) → **listening comprehension**
- **Pragmatică, retenție de vocabular și sintaxă** (Incalcaterra McLoughlin 2009; Incalcaterra McLoughlin and Lertola 2016; Lopriore and Ceruti 2015)



TRADUCEREA AUDIOVIZUALĂ DIDACTICĂ



- **Interculturalitate** (Borguetti 2011; Borguetti and Lertola 2014)
- **Interlingual didactic subtitling for languages for specific purposes** (Talaván 2006b, for Business English, and Kantz 2015, for Medical English)
- **Content Language Integrated Learning** (Bianchi 2015; Fernández-Costales 2017, 2021)
- **Teacher training** (López Cirugeda and Sánchez Ruiz 2013)
- **Practici de fansubbing** (Tonin 2013)



TRADUCEREA AUDIOVIZUALĂ DIDACTICĂ



- Proiecte europene → impact asupra subtitrării didactice
- **LeViS (Learning Via Subtitling)** – primul proiect european
- Dezvoltat un editor pentru subtitrare special pentru profesorii și studenții care studianza o limbă străină (Romero et al. 2011; Sokoli 2006; Sokoli et al. 2011)
- **Clipflair (Foreign Language Learning through Interactive Revoicing and Captioning of Clips)** → software dezvoltat pentru alte AVT modes (Lertola 2016; Sokoli 2018)
- **PluriTAV (2017-2019)** → competența plurilingvă și abilitățile multilingve



TRADILEX



- **TRADILEX** (AUDIOVISUAL TRANSLATION AS A DIDACTIC RESOURCE IN FOREIGN LANGUAGE EDUCATION) → 2020-2023 → I+D+i finanțat de guvernul spaniol și coordonat de **Noa Talaván Zanón, UNED, Madrid**
- 23 membrii cercetători din peste 14 instituții spaniole și internaționale
- **TRADIT Research group** and **TRADILEX project website**
- <https://tradi.uned.es/en/proyecto-tradilex-2/>
- Testeze nivelul de îmbunătățire a unei limbi străine după includerea AVT ca și metodă pedagogică
- **Propunerea metodologică** → activități complete care folosesc diverse modalități de AVT (subtitling, audio description, voice over and SDH) → promovarea competenței comunicative integrate (integrated skills approach)
- Talaván, N., & Lertola, J. (2022). Audiovisual translation as a didactic resource in foreign language education. A methodological proposal. *Encuentro: Revista de Investigación e Innovación En La Clase de Idiomas*, 30, 23-39. <http://www3.uah.es/encuentrojournal/index.php/encuentro/article/view/66>



TRADILEX



- **60 Lesson Plans** (30 for B1 and 30 for B2)
- Framework metodologic
- Pilotat in centre de limbi străine din Spania
- **> 1300 utilizatori**
- Creat instrumente de colectare a datelor (chestionare pre si post, **ITIS** (The Initial Test of Integrated Skills), **FITIS** (Final Test of Integrated Skills), interviuri)
- **Unități didactice** (**15 lesson plans**-3 subtitling, voice-over, dubbing, audio description, SDH)
- Adaptări la alte limbi străine (spaniola, franceză, italiană ca și limbi străine)



DIDACTIC SDH



- **Didactic Creation of Subtitles for the Deaf and Hard of Hearing (SDH)**
- **Didactic SDH** → are multe caracteristici similare cu subtitrarea clasică
- **Writing skills & lexical creativity; listening comprehension** (Talaván 2019b)
- Descriere precisă a **sunetelor si a altor elemente paralingvistice** care denotă tonul, atmosfera, muzica, identificarea personajelor (Talaván 2020)



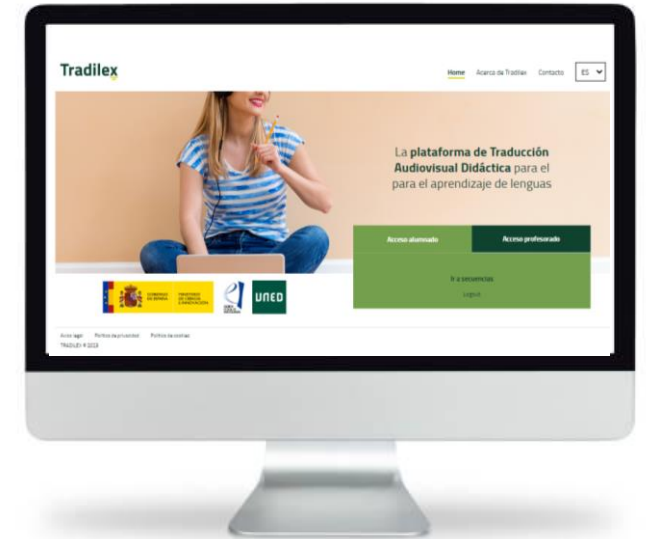
DIDACTIC SDH



- **Producție orală și scrisă**
- **Interculturalitate**
- **EDI (Equity, Diversity and Inclusion)**
- Diversitate
- Incluziune
- Echitate
- Video-rile folosite pentru TRADILEX → includ tematici de incluziune, diversitate, rasism, violență de gen, etc
- **Tinedo Rodríguez, A.J. & Frumuselu, A.D.** (forthcoming). Subtitling for the Deaf and Hard of Hearing (SDH) as an AVT Pedagogical Tool to Promote L2 Integrated Language Skills, Interculturality and EDI (Equity, Diversity and Inclusion). *Translation and Translanguaging in Multilingual Context*



VIRTUAL PLATFORM TRADILEX



**Didactic
captioning**

**Didactic
revoicing**

**Didactic
Audiovisual
Accessibility**





English for Social Purposes and Cooperation

Language
EN - English

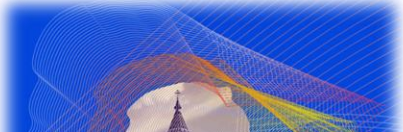
Mode
SUB

Level
C1

Lesson Plans for developing both language skills and awareness on social issues



Lesson Plan	Duration	Status	Mark
(1) Lesson Plan on ESoP 1: A Room of One's	01:00:00	Not started yet	Start



Lesson Plan on ESoP 1: A Room of One's

Language
EN - English

Mode
SUB

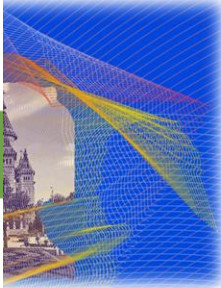
Level
C1



Lesson Plan on Gender

Start





Lesson Plan on ESoP 1: A Room of One's

Language
EN - EnglishMode
SUBLevel
C1

Warm Up

Video Viewing

AVT Task

Post AVT Task

A. Read the text and answer the questions below:

Marie von Ebner-Eschenbach affirmed that feminism emerged when a woman learned how to read. We may think that this assertion could be even stronger if we replace the verb 'to read' by the verb 'to write', for writing consists of creating. If we look back in time, we will realise that women were deprived from intellectual freedom due to the fact that men were the privileged ones who can read and write. They were also confined to the domestic sphere under the figure of The Angel of the House. The Angel of the House is not a woman, but a social construction on how women should behave, and ideal of women that was created by men. The features of that 'angel' are the following ones: she is perfect spouse, the compliant lady, the understanding mother who always has the dinner ready, and who spends the whole day with domestic stuff. The Angel of the House is not a woman, but how men conceived femineity. Virginia Woolf proposed to kill the Angel the House to provide women with freedom, because such a figure stands for a dark confinement that keeps women away from creativity.

1. Literacy is essential for the growth of feminism.

- ☒ True
- ☐ Not mentioned
- ☐ False





Lesson Plan on ESoP 1: A Room of One's

Language
EN - EnglishMode
SUBLevel
C1

Warm Up

Video Viewing

AVT Task

Post AVT Task

A. Watch the video titled 'Virginia Woolf: una habitación propia':



<https://youtu.be/Vh1EF2OedWk>





Warm Up

Video Viewing

AVT Task

Post AVT Task

- **Subtitle length.** Subtitle lines cannot be excessively long; it is always better to have two shorter lines (segmenting a line into two) than one long one. Subtitles should be made up of one or two lines only.
- **Subtitle duration.** Subtitles cannot stay too long on screen but the audience need to have time to read them and pay attention to the accompanying images at the same time during the seconds they are visible; the minimum presence time is usually 1-2 seconds and 6 seconds is typically the maximum duration per subtitle. Pay attention to the maximum number of characters per second (cps) recommended in your subtitle editor and try to respect that.
- **Synchrony.** Subtitles must appear synchronized with the corresponding dialogues (not appearing before, not staying longer) and they should not stay on screen when a change of shot takes place.
- **Condensation.** Information reduction is a key aspect of subtitling: the information contained in the dialogues needs to be condensed whenever necessary to fit subtitle length and duration. You will often need to rephrase or look for synonyms and other ways of expressing the same message so that it fits the subtitle length and duration, and it is appropriately synchronized.
- **Segmentation.** When you break a long line into two, there is an important aspect to be considered: the break should not slow or difficult the reading. Hence, try not to break important syntactic (or logical) units, i.e., do not separate the auxiliary from the verb, the article from the noun, the preposition from the complement, etc. when you break a sentence into two lines.

Follow the principles of English grammar, spelling and punctuation at all times. To indicate there are two utterances in the same subtitle, from two different characters, please use a hyphen at the beginning of the second line.





Lesson Plan on ESoP 1: A Room of One's

Language

EN - English

Mode

SUB

Level

C1

Warm Up

Video Viewing

AVT Task

Post AVT Task

1. Imagine that Shakespeare had a sister (Judith Shakespeare) who was as talented as him. How would her life had been? Do you think she would have been as successful as her brother? Why or why not? Take some notes to guide your answer but please do not read when you speak. Just go to Vocaroo (<https://vocaroo.com/>) and record your answer in a 1-2 minute audio (you just need to click on record, stop when you finish, and then on save and share). Then post the link to your recording below.

Tu respuesta

CONCLUZII



- Element **multimodal** cu un potențial semnificativ în învățarea limbilor străine
- **Motivațional** pentru studenți
- Resursă pentru a atrage atenția asupra conștientizării temelor de **incluziune** și de **accesibilitate**
- Poate atrage studenți spre ramura de **subtitrare, traducere, interpretare**, etc
- Poate fi folosit în diferite contexte educaționale (universitar, liceal și gimnazial)



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DIDACTIC AVT

