

pluriTAV: ACQUISITION OF PLURILINGUAL COMPETENCES THROUGH AUDIOVISUAL TRANSLATION

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The translation turn: current debates on the role of translation in language teaching and learning

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OVERVIEW

WHAT IS PLURITAV?

Background

Aims

Outcomes

- Development of an open online platform

Challenges

- Evaluation of acquisition of plurilingual competences

WHAT IS ?

Research project funded by the Spanish Government that embraces translation in general, and audiovisual translation (**AVT**) in particular, as a tool for the development of linguistic as well as **plurilingual competences** in the language classroom.

30-12-2016 -> 29-12-2019

Background

Previous research on use
of AVT in FLL

Common European Framework of Reference
for Languages (CEFR) & Framework of
Reference for Pluralistic Approaches (FREPA)

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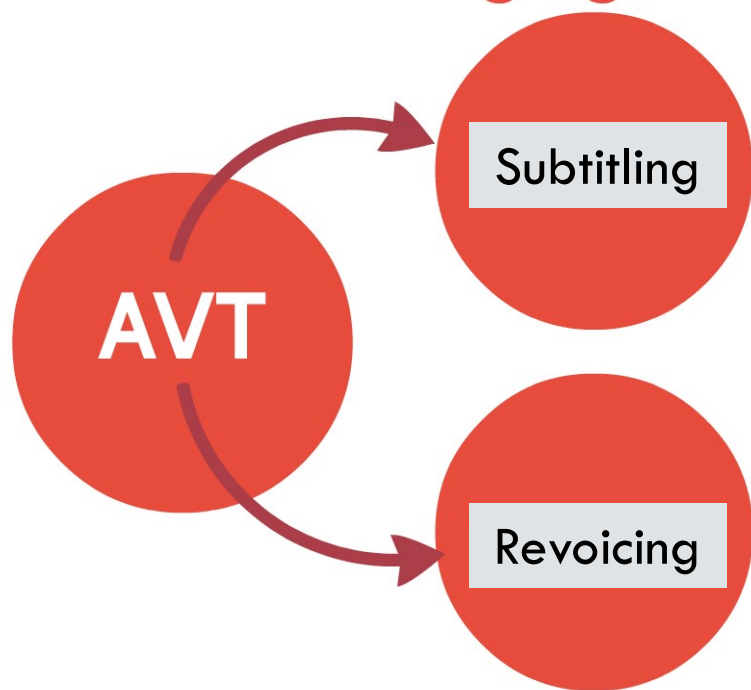
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AVT MODES



AVT: Language transfer



Spoken output (SL) >
Written output (TL)

- Interlingual subtitling
- Intralingual subtitling
- Surtitling
- Etc.

Spoken output (SL) >
Spoken output (TL)

- Dubbing
- Voiceover
- Free commentary
- Audiodescription

AVT in language learning

- Adding text to a clip
- Adding a dialogue track to a clip

AVT IN FLL

Benefits of using AV material explored by several authors (Talaván, 2013: 52-53):

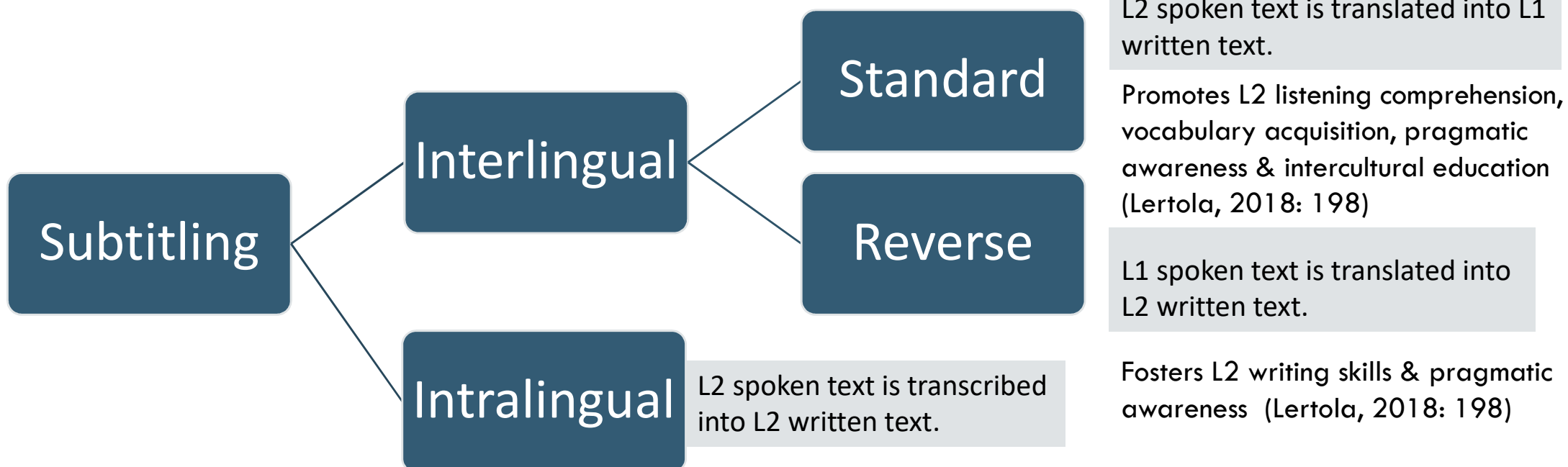
- Introduces variety and creates an **interactive and entertaining** learning environment
- Increases **motivation**
- Provides exposure to **non-verbal cultural elements**
- Presents linguistic and cultural aspects of communication **in context**
- Opportunity to use **real or quasi-real materials**: similar to spontaneous conversation and real registers
- Etc.

Benefits of using AVT in the language classroom also widely studied and acknowledged (Wagener, 2006; Bravo, 2009; Talaván, 2013; Lertola, 2019), promoting this “**translation turn**”:

- AVT involves **active tasks** that **engage learners** and **discourage passive viewing**.
- AVT enables working on a **wide range of skills** when teaching/learning a foreign language.

SUBTITLING FOR LANGUAGE LEARNING

Adding subtitles to a clip for language learning purposes.



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clipflair

CEFR & FREPA

CEFR

“vehicle for promoting quality in second/foreign language teaching and learning as well as plurilingual and intercultural education” (Council of Europe, 2018: 23).



Plurilingual and pluricultural competence

FREPA

Sets of publications for implementing pluralistic approaches in classrooms in order to develop the plurilingual and intercultural competences of learners of all subjects.

Comprehensive list of descriptors (Knowledge, Skills and Attitudes) considered necessary within the perspective of a plurilingual and intercultural education.

Some examples of descriptors:

KNOWLEDGE

K 4	Knows that languages are continuously evolving
K 4.1	Knows that languages are linked between themselves by so-called “kinship” relationships / knows that languages belong to families
K 4.1.1	Knows about some families of languages and of some languages which make up these families

ATTITUDES

A 2.2	Sensitivity to linguistic or cultural differences
A 2.2.1	Being aware of different aspects of language or culture which may vary from language to language or from culture to culture

SKILLS

S 3.4	Can perceive lexical proximity
S 3.4.1	Can perceive direct lexical proximity

- HYPOTHESIS

The field of AVT offers the relevant framework, concepts and tools to improve communicative competence in three areas:

Linguistic
competence in L2
(English)

Linguistic
competence in L1
(Spanish/Catalan)

Plurilingual and
Pluricultural
competences

- Investigate the use of AVT to improve acquisition of linguistic competence & develop plurilingual competences in the language classroom
- Build an online platform to explore and exploit the didactic potential of AVT modes for FLL in multilingual contexts at Higher Education

AIM

- SPECIFIC AIMS

- Review the existing literature on AVT & language learning with a focus on the development of linguistic and plurilingual competences -> develop a theoretical framework for the study of the acquisition of plurilingual competences through AVT
- Design a catalogue of activities to exploit AVT in language learning in multilingual contexts
- **Implement an experimental study to evaluate the benefits of using such activities in the language classroom**
- **Create an online platform with all the resources built throughout the project**

CATALOGUE OF ACTIVITIES

Dubbing

Voiceover

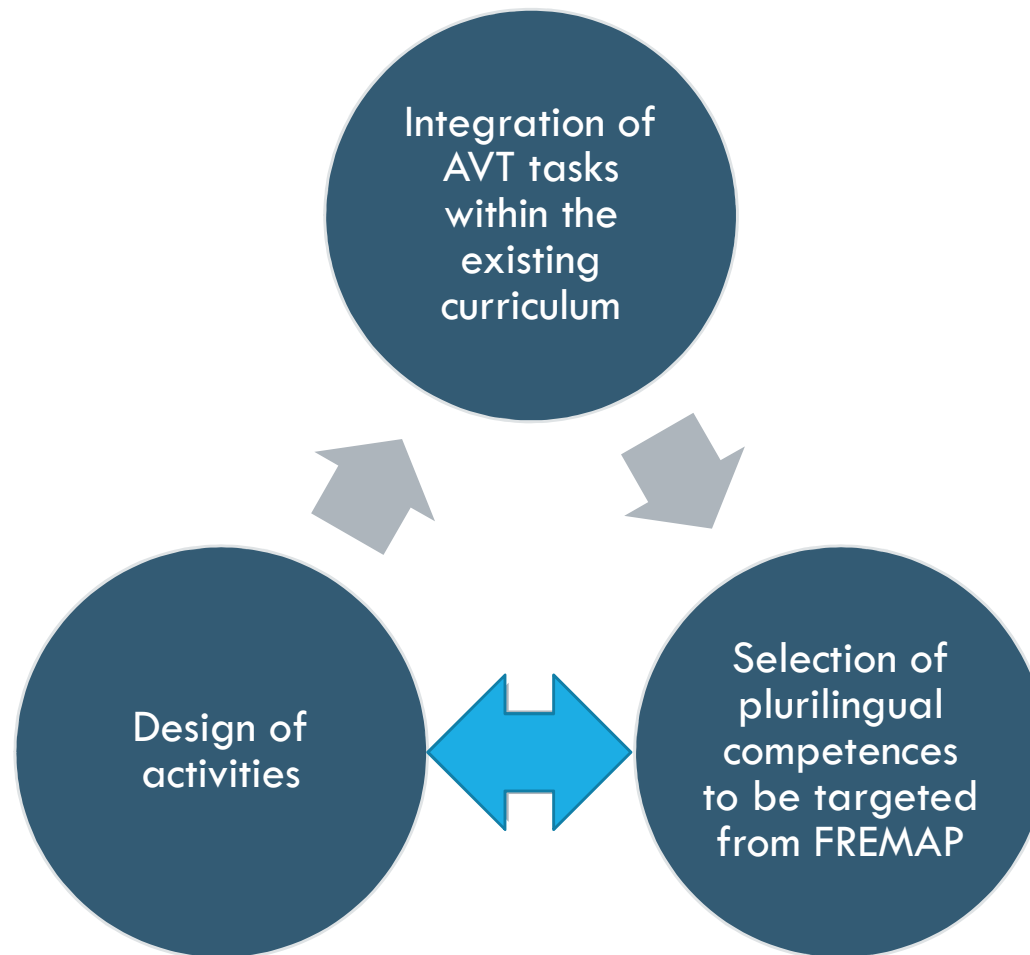
Free commentary

Subtitling

Audiodescription 1

Audiodescription 2

DESIGN OF ACTIVITIES



TEMPLATE

DATOS GENERALES DE LA SECUENCIA DIDÁCTICA

MODALIDAD TAV:	
NIVEL MCER:	
DURACIÓN TOTAL:	
GÉNERO DISCURSIVO:	
PRODUCCIÓN INICIAL:	DESCRIBIR LA PRODUCCIÓN INICIAL
PRODUCCIÓN FINAL:	DESCRIBIR LA PRODUCCIÓN FINAL

CONTROL DE ELEMENTOS	FECHA DE REALIZACIÓN
CUESTIONARIO INICIAL:	
PRETEST COMPETENCIAS LINGÜÍSTICAS:	
PRETEST COMPETENCIAS PLURILINGÜES:	
PRODUCCIÓN INICIAL:	
PRODUCCIÓN FINAL:	
PRETEST COMPETENCIAS LINGÜÍSTICAS:	
PRETEST COMPETENCIAS PLURILINGÜES:	

DIDACTIZACIÓN POR SESIONES

SESIÓN 1 – INCLUYE PRODUCCIÓN INICIAL	
TIPO DE ACTIVIDAD	ROMPEHIELO / CALENTAMIENTO / ACTIVIDAD CLAVE / ETC.
DESCRIPCIÓN	LA DESCRIPCIÓN, LOS RECURSOS Y LAS COMPETENCIAS SE REFERIRÁN A CADA ACTIVIDAD
RECURSOS	VÍDEOS / ENLACES / HOJAS DE TRABAJO / ETC.
COMPETENCIAS (MCER)	COMPETENCIA LINGÜÍSTICA: COMPETENCIA LÉXICA, COMPETENCIA GRAMATICAL, COMPETENCIA SEMÁNTICA, COMPETENCIA FONOLÓGICA, COMPETENCIA ORTOGRÁFICA, COMPETENCIA ORTOÉPICA COMPETENCIA SOCIOLINGÜÍSTICA COMPETENCIA PRAGMÁTICA

EXAMPLE – DUBBING ACTIVITY

TOPIC: jobs, employment, job-finding methods and types of interviews

Session 1

- Warm-up activity (questions in pairs)
- Watch the trailer of *The Pursuit of Happiness* & answer questions
- Watch a scene and fill-in the gaps
- Match expression and translation exercise
- Provide British English equivalents of American terms and translation in L1
- **Translate script for dubbing purposes**

Session 2

- Warm-up activity (summarise clip)
- **Discuss the translation of key sentences of the scene in groups**
- **Practice the dialogue in pairs**
- **Familiarise yourself with the software to record the dubbed version of the clip**
- **Record the clip**
- **Watch and listen to dubbed videos from peers**

Session 3

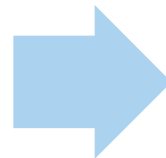
- Warm-up activity – preparing for a job interview (adjectives to describe yourself)
- To listen to a to talk about how to craft the perfect CV.
- Identify CV writing Dos and DON'ts in groups
- Writing exercise – cover letter (focus on grammar and prepositions)

Session 4

- Warm-up activity –
- Read a job description
- Record your own job interview in pairs: create an interview script, rehearse it and record it.

EXPERIMENTAL STUDY

Pilot Study
Autum 2018



Final Study
Spring 2019

4 Activities tested at
Universidad de Valencia & Universitat Jaume I

Control
Group

Experimental
Group

Initial
Questionnaire



Linguistic pre-test
Plurilingual pre-test



Linguistic post-test
Plurilingual post-test



Final
Questionnaire
(satisfaction)

Specific to each activity

ASSESSMENT OF PLURILINGUAL COMPETENCE

How can plurilingual competences be assessed?

Which ones should be assessed?

CHALLENGE: Design tools to assess plurilingual competence

Analysis of FREMAP descriptors targeted in each activity

Selection of recurrent descriptors

Design of questions targeting these recurrent descriptors

18 questions
8 sections
8 descriptors
4 areas

ASSESSMENT OF PLURILINGUAL COMPETENCE – FREMAP AREAS

4 areas targeted

Knowledge

Skills

K 2 - LANGUAGE AND SOCIETY

K 2

Knows the role of society in the way languages work or the role of language in the way society works



K 3 - VERBAL AND NON-VERBAL COMMUNICATION

K 3

Knows some of the principles of how communication functions



K 6 - SIMILARITIES AND DIFFERENCES BETWEEN LANGUAGES

K 6

Knows that there are similarities and differences between languages and linguistic variations



S 3

Can compare linguistic or cultural features of different languages or cultures (or, can perceive or establish linguistic or cultural proximity and distance)



EXAMPLE OF QUESTION

Question

1.2. Sin recurrir a gestos ni imágenes, ¿qué elementos *
o recursos lingüísticos utilizarías para facilitar la
comunicación en tu lengua con una persona que la
entiende poco?

Texto de respuesta larga

Descriptors assessed

K 3 - VERBAL AND NON-VERBAL COMMUNICATION

K 3

Knows some of the principles of how communication functions



K 3.4

Knows that there exists language means to facilitate communication (e.g. simplification, reformulation, etc.)



K 3.4.1

Knows that one can try to resort to linguistic similarities (e.g. genealogical links, loans, universals) to facilitate communication



<https://carap.ecml.at/Descriptorsofresources/1/tabid/3593/language/en-GB/Default.aspx>

6.1. Texto 1: Indica A) De qué trata y cuál es la situación de comunicación y B) qué pistas te han ayudado a deducirlo. *

Texto de respuesta larga

Texto 1

Päivi: "Rakastatko musiikkia?"

Timo: "Kyllä, minä rakastan. Lataan paljon musiikkia Internetistä."

Päivi: "Soitatko musiikkia?"

Timo: "Kyllä, minä soitan. Soitan pianoa. Sisareni Eija ei soita pianoa, mutta hän soittaa kitaraa. Entä sisaresi Nina?"

Päivi: "Sisareni Nina rakastaa rap-musiikkia. Rakastaako sisaresi Eija myös rap-musiikkia?"

Timo: "Ei, hän ei rakasta."

S 3

Can compare linguistic or cultural features of different languages or cultures (or, can perceive or establish linguistic or cultural proximity and distance)



S 3.4

Can perceive lexical proximity



Texto 2

ONSDAG 7 NOV.	19.30	OPERA Carmen	DANSE SCENE	90-120 kr.	PÅ LEND KOB BILLET
	19.30	SKUESPL Præsidentinderne - turné	KDET LANDET	50-350 kr.	SE MER
	20.00	SKUESPL Møller & Larsen	SKUESPLHuset	200 kr.	KOB BILLET
	20.00	SKUESPL (KOLEFORESTILLING) KGL Dansk: Nye rejsende	SKUESPLHuset	85 kr.	PÅ LEND KOB BILLET
	20.00	BALLET Corpus + Sebastian Matthias: Ghosting	DANSE SCENE	200 kr.	KOB BILLET
TORSDAG 8 NOV.	19.30	SKUESPL Præsidentinderne - turné	KDET LANDET	50-350 kr.	SE MER
	20.00	SKUESPL Møller & Larsen	SKUESPLHuset	200 kr.	KOB BILLET
	20.00	BALLET Dans2Go	DANSE SCENE	200-285 kr.	KOB BILLET

S 3.9.1

Can compare discourse types in different languages



S 3.9.1.1

Can compare discourse types in one's own language with discourse types in another language



<https://carap.ecml.at/Descriptorsofresources/Skills/tabid/2657/language/en-GB/Default.aspx>

FURTHER CHALLENGES

- Open-ended questions to be carefully assessed
- Multilingual classroom – answers in English, Spanish, Catalan, but also in Italian, Dutch and Czech.
- Lack of understanding of key terminology – e.g. linguistic variation

3. List all the language varieties you can think of (E.g. American and British English have differences. That is a geographical variety.):

K 6 - SIMILARITIES AND DIFFERENCES BETWEEN LANGUAGES

K 6

Knows that there are similarities and differences between languages and linguistic variations



[view subdescriptors](#)

Gramatical, vocabulary, expressions

Varieties in verbs, grammar, vocabulary, some false-friends,

Grammar, syntax, vocabulary, verbal and no verbal language, idioms, false friends...

RESULTS?

- Final results not available
- Provisional results (pilot study) suggest improvement in those groups working with AVT activities in a number of areas/descriptors (Marzà & Torralba, 2018):

K 6

+ Knowledge of similarities between English and L1

K 6

+ Awareness that in translating from one language to another there is rarely a word for word solution, a simple exchange of labels

K 6

+ Knowledge of differences between rules of conversation in different languages

S 3

+ Can perceive lexical proximity

PLATFORM



 citrans.uv.es/pluritav

- **Information about the project**
- **Bibliography – Database with relevant bibliographic references**
- Theoretical framework
- Results of PluriTAV study
- Tests used to evaluate linguistic and plurilingual competences
- Catalogue of activities
- Video gallery (clips classified according to AVT mode, level, competences to be practiced)
- Links to software (e.g. subtitling software) to be used in the language classroom & corresponding user guides
- Open forum to Exchange material and views on the use of AVT in the language classroom

PLATFORM

citrans.uv.es/pluritav/biblio/

pluriTAV CiTrans Comunicación intercultural y Traducción

Español / Català PluriTAV International Conference

Check our **BIBLIOGRAPHY**

By clicking the following button, you will get access to the bibliography we have compiled for the present research project. The following bibliography is updated periodically with new resources that will let you know more details about plurilinguism and audiovisual translation.

Open the bibliography

pluriTAV UNIVERSITAT DE VALÈNCIA CiTrans Comunicación intercultural y Traducción

Español / Català Show tags Export

Bibliography

Q Search: Show 10 entries

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PluriTAV International Conference

Multilingualism, Translation and Language Teaching

The Intercultural Communication and Translation (CiTrans) group is organising the PluriTAV International Conference, which will be held at the Universitat de València, 24-25 October 2019.

[Register](#)

or [Submit your paper](#)

QUESTIONS?

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