

# TRADILEX: Applying an Action-oriented Approach (AoA) to Audiovisual Translation in Modern Foreign Languages

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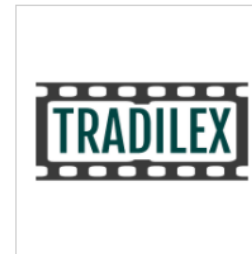
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What is



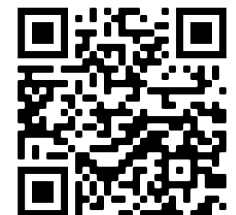
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## TRADILEX project



### AUDIOVISUAL TRANSLATION AS A DIDACTIC RESOURCE IN FOREIGN LANGUAGE EDUCATION

The academic and pedagogical interest for Audiovisual Translation (AVT) as a didactic tool in foreign language (L2) learning has experienced significant growth in the last few years. There are promising results derived from studies which call for more extensive projects in order to validate the didactic benefits of this practice, so they can be transferred to the corresponding teaching levels and contexts. AVT, understood as an active learning tool (where students make use of technological tools in order to subtitle, dub or audiodescribe audiovisual content), helps to develop L2 communicative skills in an integrated manner, as most researchers involved in this project have proven in their publications within the last decade.



## Project Goals:

- Confirm the viability of including a methodology that integrates **AVT as a didactic resource in the L2 class** in non-formal educational contexts of university language schools.
- Prepare a specific methodological proposal that can be integrated into the general curriculum of the courses of the **language schools of the different participating universities.**
- Based on the obtained results, produce **a manual of good practices on the use of AVT in language schools** and similar institutions across and beyond higher education.
- Create an **online platform where the tasks and activities designed by TRADILEX can be carried out** so that they are available to any user (either teacher or student) who may be interested in benefiting from these types of teaching resources.
- Consolidate **an innovative line of research** in which the benefits of the use of technology, audiovisual media and mediation are combined: the didactic use of AVT to improve L2 learning.

### Researchers and Institutions

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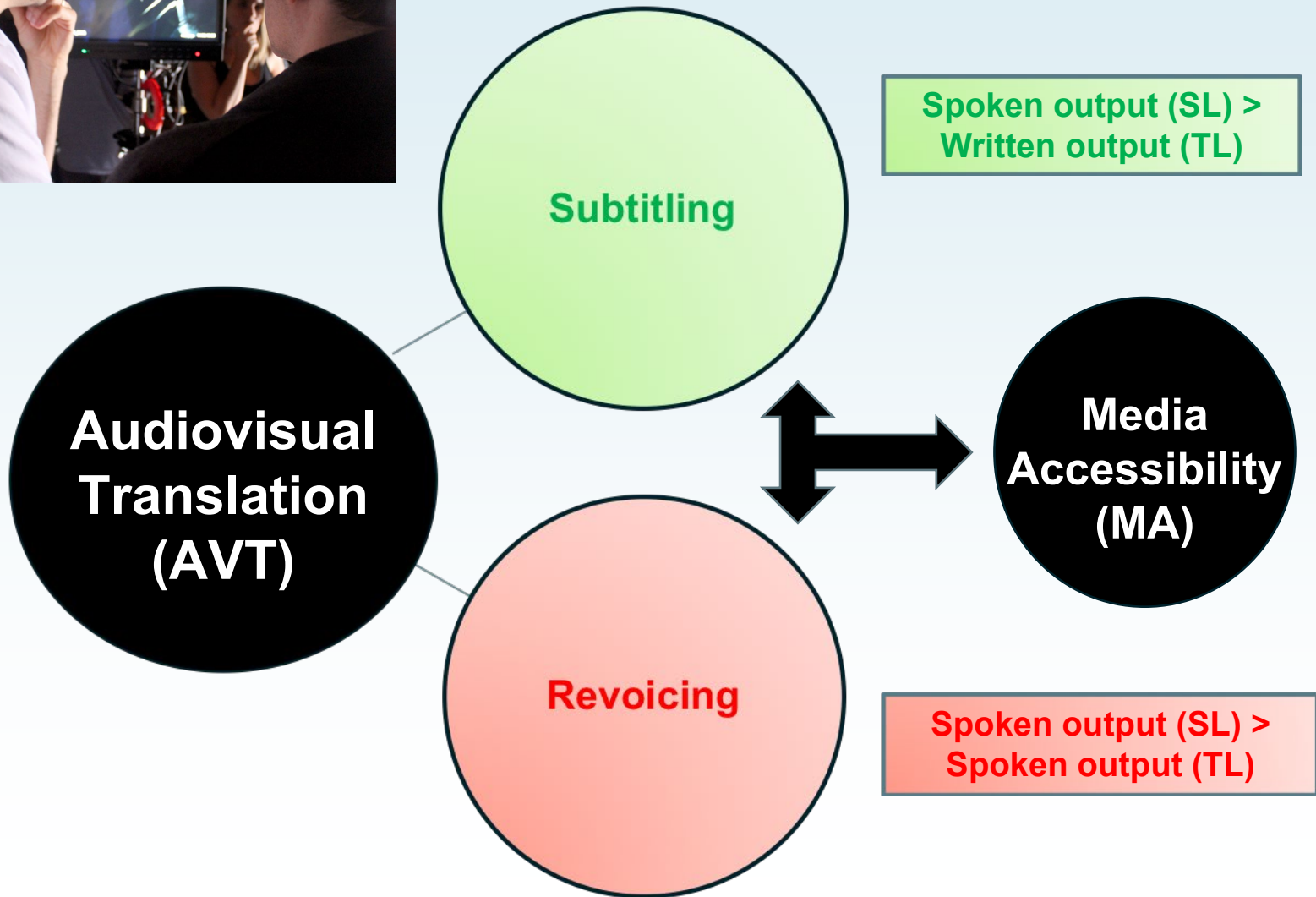
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# What is (Didactic) Audiovisual Translation?



*Audiovisual translation (AVT) is an academic term encompassing an array of professional practices in the media of content. Localising media content requires sufficient knowledge of the acoustic and visual communication channels and nonverbal information, inasmuch as these processes occur simultaneously and visually at the same time.*



term  
media  
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#### Characteristics of (professional) AVT:

- Communication is achieved through different **channels** (oral and visual) and **signs** (movement, image, dialogue, narration, music, sounds).
- The localiser/translator (often) needs **special software** that allows him/her to work with the clip.
- The commission will be held within a **broader project** in which translators are only one link in the chain. Technicians, dialogue writers, spotters, dubbing directors, dubbing actors, distributors, etc. play their part in the AVT process as well.
- The **audience** can receive the audiovisual product in two languages or more simultaneously, either visually or orally.
- **National conventions** apply to each commission aiming for a correct reception in the country where the product will be distributed.

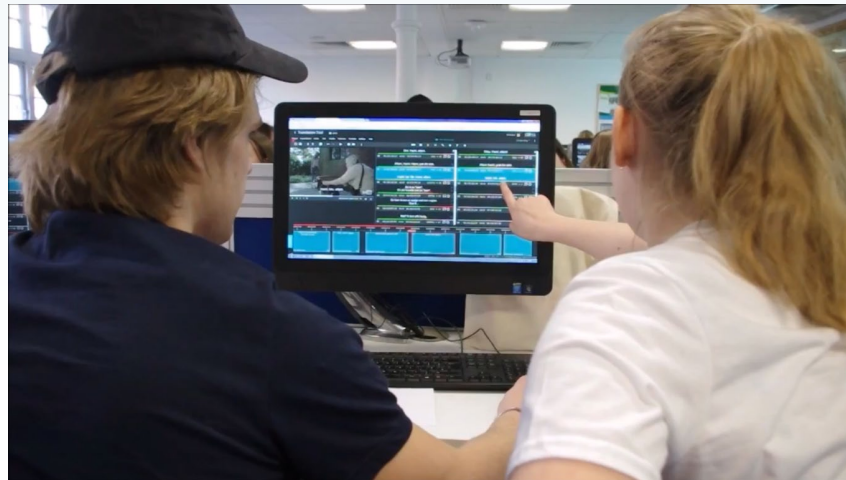
**Didactic AVT is the application of AVT to language learning.**



## Localised/accessible AV content

*Active AVT* → captioning and/or revoicing video clips by learners with the use of software.

Positive outcomes and development of various strands of inquiry as proved by experimental research (Lertola, 2019; Talaván, 2020).





# Audiovisual Translation in FLE

“The use of AVT in language teaching is not new: subtitles as a support in particular (both interlingual and intralingual) have been utilised extensively for decades, both in teacher-led and in independent learning contexts. Studies on the impact of the subtitles on language learners go back to the late 1980s”

(Incalcalterra McLoughlin, Lertola & Talaván, 2018: 1–3)

## **Main stages of didactic AVT in FLE:**

**i.80s → Usage of film and video** (Bowen, 1982; Lonergan, 1984; Tomalin, 1986; Byram, 1989; Kramersch, 1993; Hanley, Herron & Cole, 1995; Katchen 1996; Markhan, Peter & McCarthy, 2001; Stempleski, 2003; Guichon & McLornan, 2008)

**ii.90s → Potential of active subtitling in FLE** (Díaz-Cintas, 1995, 1997)

**iii.00s → Potential of active subtitling in FLE** (Talaván, 2006a; Sokoli, 2006) **for specific purposes** (Talaván, 2006b)

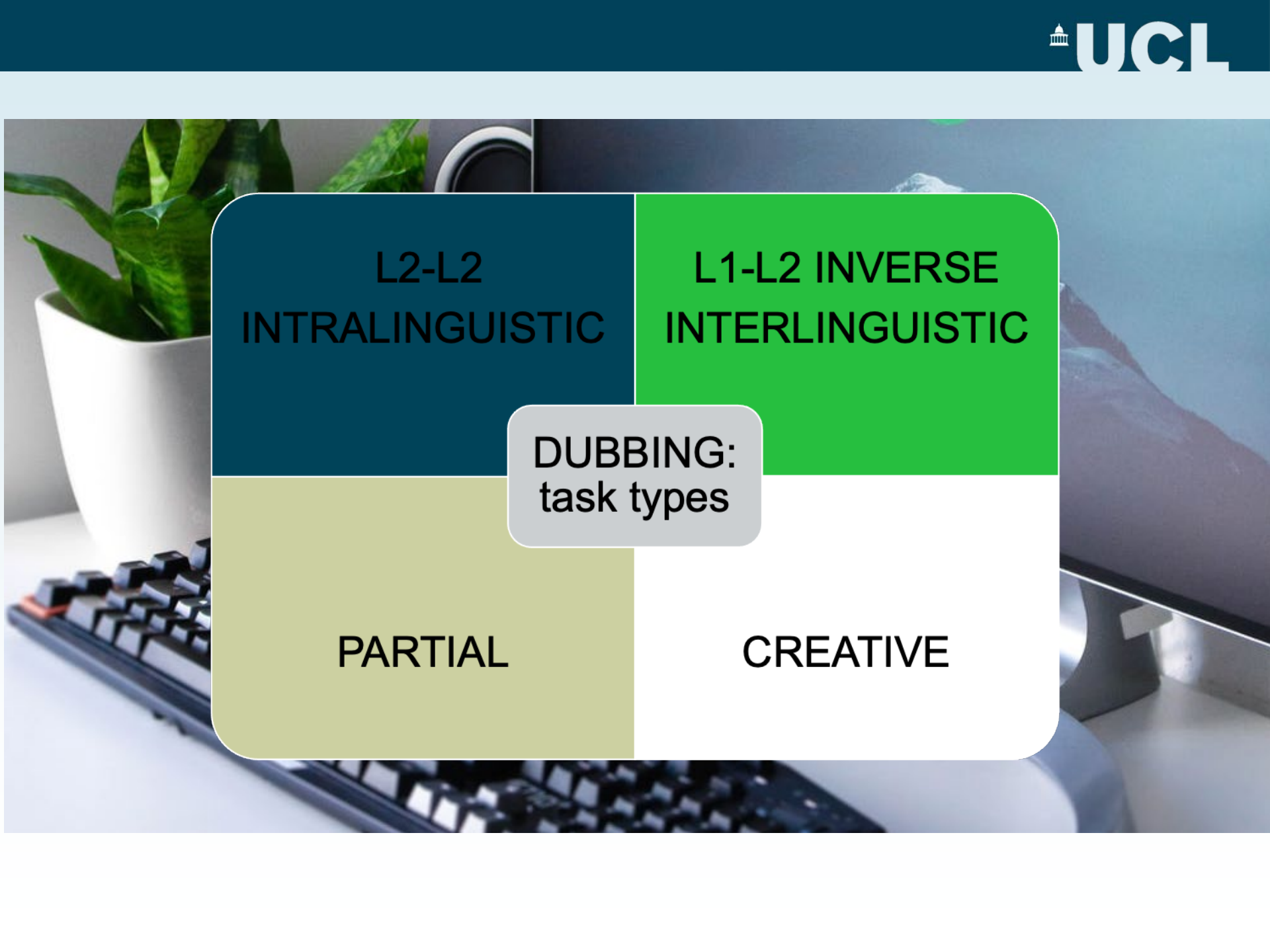
**iv.Mid-00s until today → International projects on didactic AVT** (EU-funded LeviS and ClipFlair; TRADILEX)



# Didactic AD: The state of the art

- **Passive AD** for **vocabulary** acquisition (Martínez Martínez, 2012)
- Improving **writing** skills (Clouet, 2005)
- **General** improvement in language learning (Gajek & Szwarkowska, 2013)
- **Lexical** competence, **four** traditional skills & skill integration (Ibáñez & Vermeulen, 2013, 2014)
- **Lexical competence** (Calduch & Talaván, 2018)
- **Oral competence** (Talaván et al, 2014; Talaván & Lertola 2016; Navarrete 2018)



The background of the slide is a photograph of a desk. On the left, there is a white pot containing a green snake plant. In the foreground, a black computer keyboard is visible. On the right, a computer monitor displays a landscape image of a mountain range under a blue sky.

L2-L2  
INTRALINGUISTIC

L1-L2 INVERSE  
INTERLINGUISTIC

DUBBING:  
task types

PARTIAL

CREATIVE

L2-L1  
INTERLINGUISTIC

IMAGES-L2  
INTRALINGUISTIC

AD:  
task types

CREATIVE

HIPER-CREATIVE:  
create a video + AD

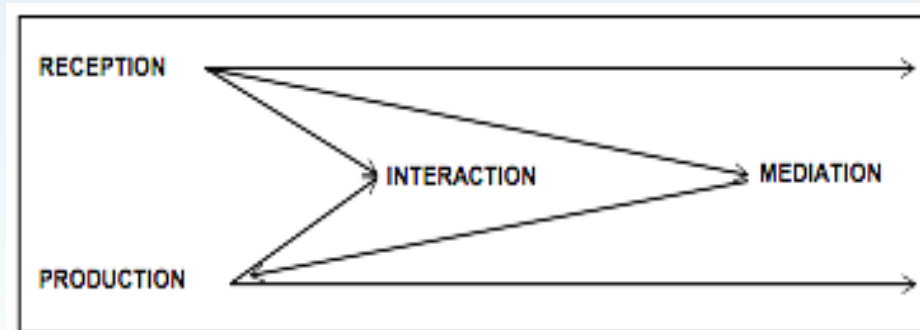
# What is AoA?

# Action-oriented Approach (AoA)

- **A language learner becomes a social agent, a member of a community in charge of accomplishing tasks** ‘in a given set of circumstances, in a specific environment and within a particular field of action’ (Council of Europe, 2001: 9 cited in Piccardo & North, 2019).
- It’s the close relationship between a number of **factors: language tasks**, how they are **viewed**, the role of the **resources** used which might vary from a cognitive, emotional or volitional nature, as well as precise **individual abilities**.
- It’s the **CEFR contribution to the transparency and coherence of the complexity involved in language use and language education**, but it does not intend to create a methodological agenda; instead it means a ‘powerful foundation that relates the individuals to the social context, and suggests real-life situations with their implications and outputs’ (*ibid*: 4).

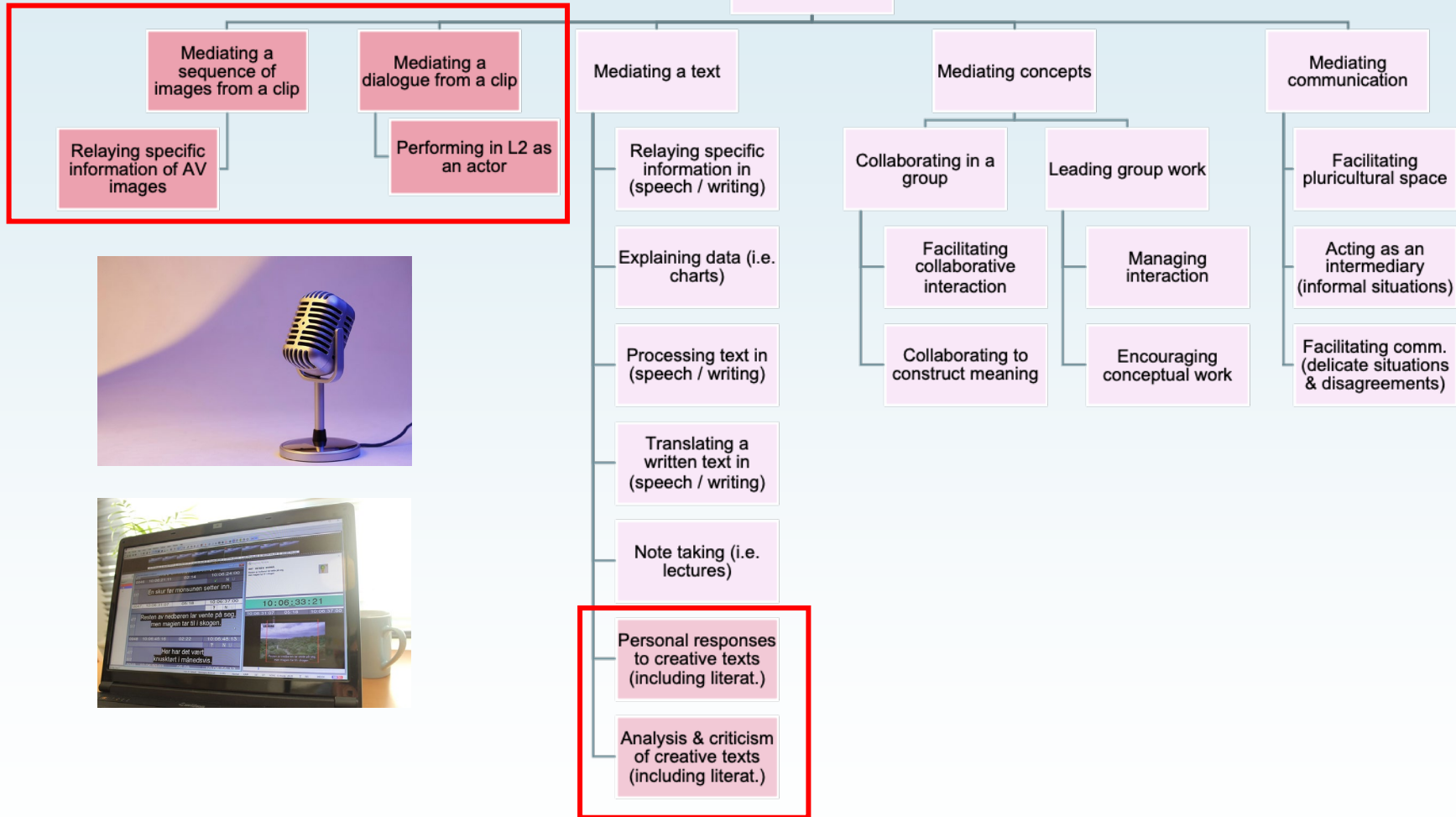
# A total switch of perspective:

Mediation means integration: a holistic approach – NOT interaction of THE FOUR SKILLS





## Mediation activities



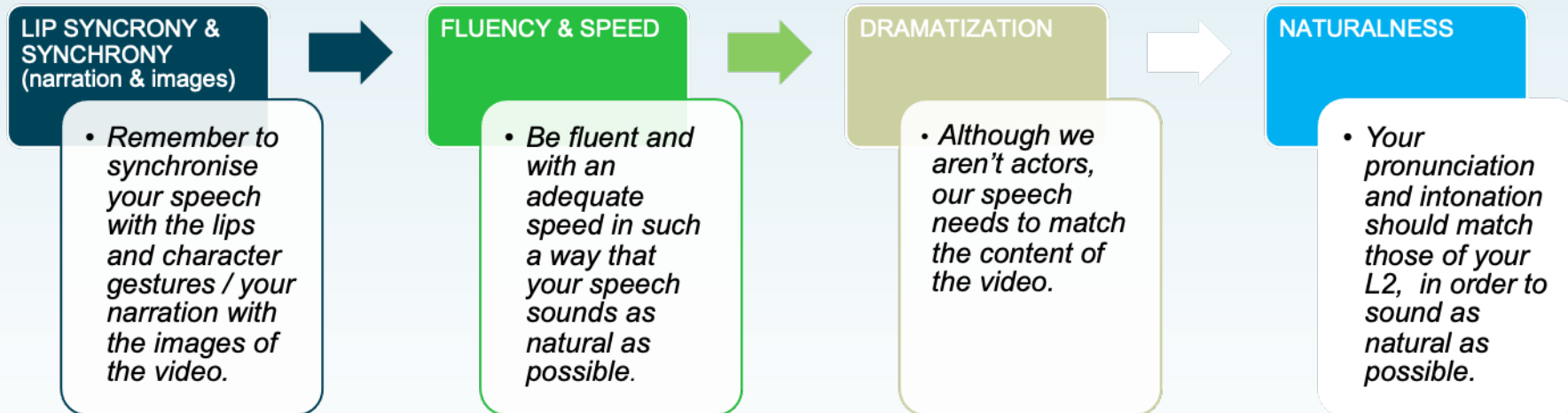
# Sample descriptors (intralingual dubbing)

<p>B2</p>	<p>Can perform as an actor the original dialogues of a clip (in Language B) taking into consideration <b>lip synchrony</b> and other <b>body language gestures</b>, using a <b><u>certain degree of sophistication</u></b> in the usage of <b>vocabulary</b> and <b>structures</b>. This should be done producing a <b><u>very good level</u></b> of intelligible utterances in terms of fluency, pronunciation and intonation.</p>
<p>B1</p>	<p>Can perform as an actor the original dialogues of a clip (in Language B) taking into consideration <b>lip synchrony</b> and other <b>body language gestures</b>, using a <b><u>basic degree of sophistication</u></b> in the usage of <b>vocabulary</b> and <b>structures</b>. This should be done producing a <b><u>good level</u></b> of intelligible utterances in terms of fluency, pronunciation and intonation.</p>

# Sample descriptors (AD)

<p>B2</p>	<p>Can audio describe (in Language B) relevant visual elements of a video clip to visually impaired viewers, using a <b><u>certain</u> degree of sophistication</b> in the usage of <b>vocabulary</b> and <b>structures</b> whilst implementing the necessary <b>reorganisation steps</b> for the narration to be in <b>synchrony</b> with the images of the clip.</p>
<p>B1</p>	<p>Can audio describe (in Language B) relevant visual elements of a video clip to visually impaired viewers, using a <b><u>basic</u> degree of sophistication</b> in the usage of <b>vocabulary</b> and <b>structures</b> whilst implementing the necessary <b>reorganisation steps</b> for the narration to be in <b>synchrony</b> with the images of the clip.</p>

## RECOMMENDATIONS FOR REVOICING TASKS



	POOR (0–5)	ADEQUATE (5–10)	GOOD (10–15)	EXCELLENT (15–20)
Linguistic and/or pronunciation adequacy				
Syncrony (lip synch, narration = images)				
Speed (naturalness)				
Technical quality				
Dramatisation				
<b>Final mark</b> (out of 100)				

# The **TRADILEX** approach to **AVT** online learning

## AVT Modes

- **Revoicing:**
  - Audiodescription
  - Dubbing
  - Voiceover
- **Subtitling:**
  - Subtitling
  - SDH

## English level

- **B1:**
  - 6 online lessons
- **B2:**
  - 6 online lessons

Spanish-speaking students.

(Training the trainers.)

# AVT task structure/lesson plan

Stage	Description	Objective
Pre-viewing (10 min)	Introduction tasks on the video content, plot, characters, actions and images (AD) New vocabulary, grammar structures, intercultural information	Finding about the context of the video to prepare for AVT task
Viewing (10 min)	The clip is viewed at least twice	Finding about the messages conveyed by the clip Anticipating problems or temporal limitations for the AVT task
AVT task: dubbing/AD/subtitling	Dubbing/AD/(subtitling)	Develop linguistic, pronunciation and other other skills in an integrated manner
Production tasks (post-AVT tasks)	Oral discussions on video content Role-plays to practice linguistic elements Written production tasks	Improved linguistic skills developed in the previous stage



# Lesson Plans (I)



**LESSON PLAN on DUBBING 1 for B2**

## Components:

- 1) Warm-up
- 2) Viewing
- 3) Viewing and AVT task
- 4) Post-AVT task

CEFR Level	B2
Video	Chicken ( <a href="https://www.youtube.com/watch?v=YfbZIDgMTng">https://www.youtube.com/watch?v=YfbZIDgMTng</a> )
Function	Expressing and finding out attitudes: emotions
Didactic AVT mode	Dubbing
Aims of the session	To practise slang and become familiar with accents other than American and British To utilise rhetorical elements and lexis appropriately so as to express emotions

**WARM-UP**



Section 1 of 5

## LESSON PLAN on DUBBING 1 for B2 (LPD1 B2)



THIS LESSON PLAN IS SUPPOSED TO TAKE YOU AROUND 60 MINUTES TO COMPLETE

# Lesson Plans (II)



<b>CEFR level</b>	B2
<b>Session number</b>	LPAD1 B2
<b>Video</b>	<a href="https://www.youtube.com/watch?v=B8eBmqNyxBg">Eggs Change</a> <a href="https://www.youtube.com/watch?v=B8eBmqNyxBg">https://www.youtube.com/watch?v=B8eBmqNyxBg</a>
<b>Function</b>	Imparting and seeking factual information: relaying specific information and reporting actions
<b>Didactic AVT mode</b>	Audio description
<b>Aims of the session</b>	To introduce students to the basics of audio description To practise descriptions and reporting actions

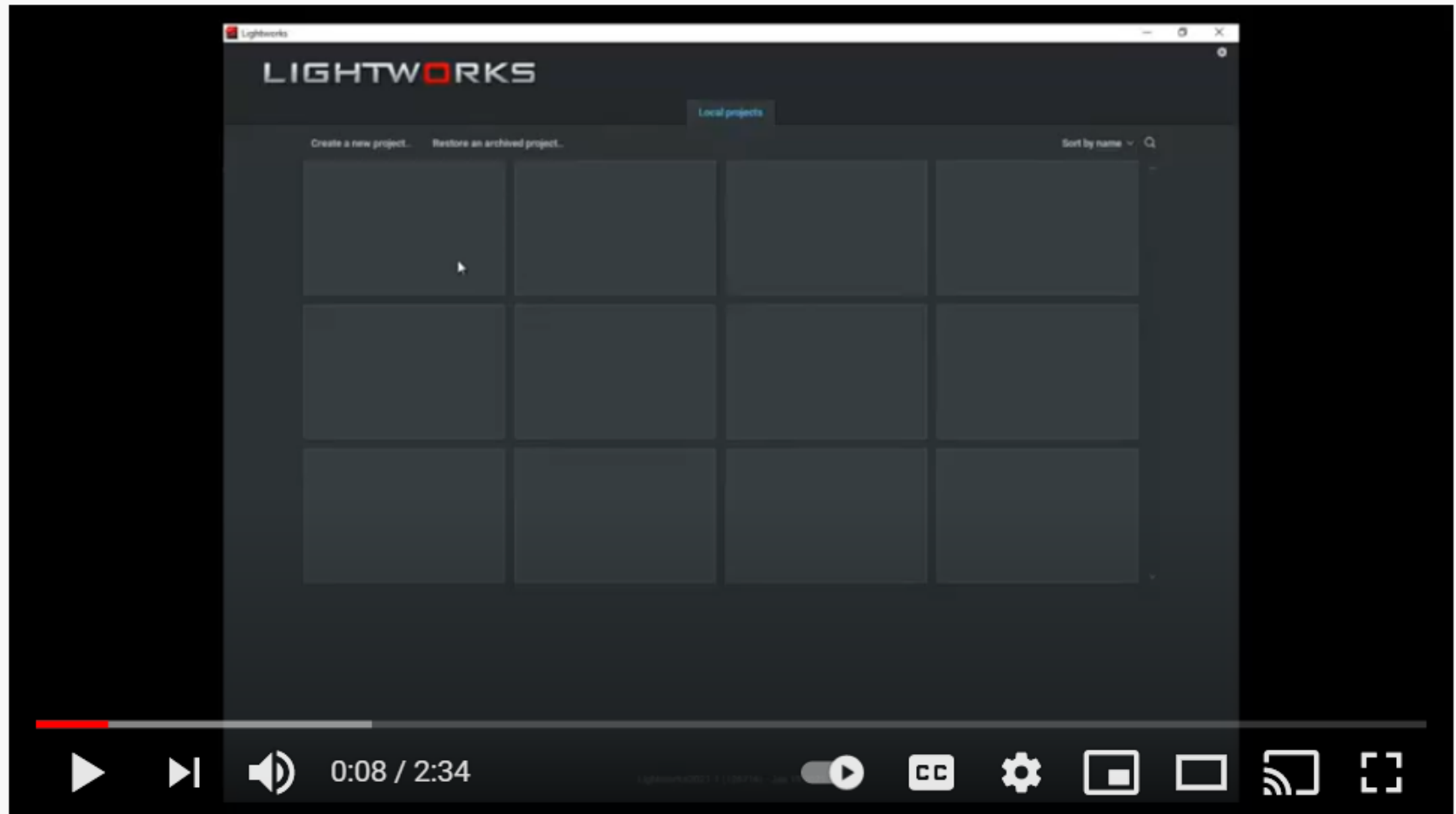


Section 1 of 5

## LESSON PLAN on AD 1 for B2 (LPAD1 B2)



THIS LESSON PLAN SHOULD TAKE YOU AROUND 60 MINUTES TO COMPLETE



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## Ongoing work

- **Piloting** of LPs in various FLE classrooms (Moodle) and empirical studies.
- Launch of **teacher training** courses in September 2021.
- Launch of **didactic AVT course** for Spanish-speaking FLE students later in 2021/2022.
- Development of **dedicated AVT platform**.

## Conclusions

- The design and implementation of AVT teaching requires enough awareness of a number of **technical considerations** that affect the teaching delivery.
- Our **AoA methodology** is an extension of the communicative approach, but one where **mediation** acquires a pivotal role.
- Empirical research has proved that **active, didactic revoicing tasks helps to foster linguistic and cultural skills** in the fostering of translation competence as well as digital literacy.
- Didactic AVT tasks thus have a great potential, but tasks need to be **aligned with the curriculum** where they are being developed as well as **tailored to the needs of the students**.

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(Further references provided upon request.)



# Thank You!

## Any questions? Please drop us a line!

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