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FACULTAT DE FILOLOGIA, TRADUCCIÓ I COMUNICACIÓ

CiTrans
Comunicación intercultural
y Traducción

pluriTAV

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SALÓ DE GRAUS ENRIC VALOR
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VNIVERSITAT
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Translating and Translanguaging in Language Learning: Towards an integrated plurilingual approach

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Abstract

Professional Translator and Interpreter Training advanced significantly in the second half of the 20th century. Simultaneously, new perspectives in language learning designed to incorporate the social demands of globalisation and findings in neuroscience related to brain connectivity in learning processes paved the path for innovative pedagogical practices that reconcile both fields. Certainly, the monolingual paradigm is being questioned as more and more informed evidence is brought to bear to show that the spontaneous use of prior knowledge ('own' and 'previous' languages) on the part of the learner is a natural learning strategy. Translation stubbornly remained amidst this monolingual approach as is ratified time and again in classroom observation and surveys sent out to gauge the use of translation by teachers and students. Here, we will briefly outline how research and observation of good practices regarding the integration of previously known languages in foreign language learning have informed an Integrated Plurilingual Approach (I.P.A.). I will present an ongoing research project (2008-2019) where translation and translanguaging are used as key mediating scaffolding skills and strategies to advance language learning and intercultural communication in fields adjacent to professional translator training, thus underlining their multidimensionality. Ideas for tasks and project work that can be included in the foreign language syllabus will also be presented and shared.

Didactic AVT: Using Subtitling and Dubbing to Improve Audiovisual Comprehension Skills

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Abstract

The diverse AVT modes, such as subtitling and dubbing, may be used in the didactic context so as to improve various types of communicative skills in the foreign language (L2). One of the skills that may benefit students the most in this context could be said to be oral (or audiovisual) comprehension. On the one hand, when students make use of didactic AVT modes (that is, subtitling, dubbing, etc. as didactic resources), they are constantly exposed to the L2 input, which is repeatedly listened to in order to perform the corresponding tasks. On the other hand, the necessary reformulation of the various messages that is required to perform the corresponding AVT task of the preselected video fragment, no matter the didactic AVT mode used in each case, helps them develop this type of skills: they need to listen to the oral content in different ways (to the message or idea, to the specific words and structures, to the text as a whole) to be able to produce correct and coherent output.

In this presentation, the main theoretical and methodological principles to apply didactic AVT to the enhancement of audiovisual comprehension will be presented, through the main didactic AVT modes used up to now: didactic subtitling and didactic dubbing.

The PluriTAV Project: An Overview

The PluriTAV Team

The Gender Perspective in Audiovisual Translation: the German and the Italian translations of the movie *Suffragette* as an example

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Abstract

"If language users are not always responsible – though not automatically excusable – for the way they talk because they absorb good and bad habits from their surroundings, mass media are responsible, because they control the type of information and cultural values that are spread in our societies. One of the main tools the media resort to in order to transmit these values from one culture to another is audiovisual translation, in particular dubbing and subtitling" (De Marco 2006: 181). This statement is the inspiring point of the present paper which aims to analyse the gender perspective in the audiovisual translation and to underline how issues related to gender are perceived in a source culture (the British one) and in a target culture (in this case, the Italian culture and the German culture). The source of this analysis is the British movie Suffragette released in 2015 about the women's suffrage in the United Kingdom. The analysis has been carried out contrasting and comparing the original English version and the translated DVD versions in Italian and in German both in their dubbed and subtitled forms. Through examples taken from the three different versions of the movie, the paper will focus on how gender perspective can be identified in the three different cultures through the language mechanisms used in each version since gender is undoubtedly a cultural construction conveyed through languages (Palusci in Federici and Leonardi 2013: 18). Moreover, a particular attention will be drawn to the gender awareness of the translator during the translation process (Yang 2014: 271).

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Testing SDH and Easy-to-understand subtitles in immersive settings

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Abstract

This presentation aims to present a small-scale exploratory study concerning the reception of Subtitles for Deaf and Hard of hearing (SDH) compared to easy-to-understand subtitles in immersive contexts. The study aims to identify if simplified subtitles can provide an improved experience by making the audiovisual content easier to read and understand for all. The purpose is to determine the user experience (UX) of both subtitling modalities in terms of user immersion and preferences. The used framework, developed by Belen & Montagut (2018) has been adapted to evaluate the perception of easy-to-understand subtitles compared to SDH subtitles.

Translation Competence versus Linguistic Competence

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Abstract

Translation has, for long, caused heated controversy over its validity in foreign language teaching. Because translation has been lumped together with grammar in the grammar-translation teaching methodology, both the use of translation and focus on grammar have been widely considered taboos in foreign language teaching, especially when the communicative approach prevailed. But is it true that translation and the communicative approach are mutually exclusive, or is there a way to incorporate both methodologies in a foreign language classroom setting? Will translation facilitate or hinder the learning process? And does the language learners' proficiency level have a say in the effectiveness of using translation in foreign language teaching? This paper examines the potential benefits of translation in teaching Arabic as a foreign language to university students at the elementary and intermediate levels. One of the language skills that significantly benefit from translation is reading. Reading comprehension in Arabic, just as any other language, can be a daunting task for Arabic language learners, especially when their vocabulary is limited. In the Arabic classes I have taught at Williams College and Kent State University in the United States, translation has proven to be useful in checking students' understanding of what they have read by translating it into their mother tongue (in that case, English). Translation has likewise helped students distinguish in the reading passages between minimal pairs, words that sound similar but have slightly different pronunciations and sometimes totally unrelated meanings (ex. بعض, some, vs. بعد, after). Had it not been for checking the translation of such minimal pairs, some of the errors students make would have gone unnoticed and the error patterns would have persisted. Students sometimes even remember the meaning of words by the erroneously funny translations they sometimes do when they mistranslate a word and try to fit it into the context. Other benefits of using translation in teaching Arabic include allowing for more class activities and games that would not have been possible without using another language, explaining differences between Arabic and English structures and grammar rules (which helps eliminate, or at least lessen, certain errors stemming from the mother tongue influence), comparing songs that have different versions in Arabic and English, and analyzing roots of Arabic and the change in meaning by changing word patterns.

Building up gender awareness through advertising translation: a methodological proposal for a gender sensitive approach in the translation classroom

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Abstract

Students who are enrolled in a Translation degree struggle with all kinds of translation problems imposed by the different types of translation (scientific, literary, commercial, etc.) and the language constraints related to their sometimes poor level in the foreign language. Gender considerations are usually not taken into account when translating from or into the foreign language. Students' choices are not guided by gender awareness in order to reach an acceptable, socially suitable translation according to established gender conventions. This presentation aims at exploring the way in which gender issues can be integrated into the students' decision-making process and how they can be trained in the translation classroom in order to illustrate how gender awareness can be included in translation pedagogy. Therefore, advertising texts constitute an ideal material to examine gender implications in translation, as it (mis)uses gender representation to a great deal for persuasive effects. This study focuses on university marketing, as it is particularly suitable for applying translation strategies based on gender equality. In order to attract students and funding for research universities are eager to present themselves as open, tolerant and progressive institutions. One of the marketing strategies consists in presenting gender inclusive policies as a major principle in academic life. Gender equality and women's empowerment are emphasized in university communication strategies. Universities also have created gender inclusive language guides to make the institutional discourse less sexist and more equal. Our experience, though, has proven that students are not at all aware of gender conventions and gender equality principles when translating university advertising material. The purpose is to present a gender sensitive translation approach that can be applied to the translation of different text genres within university marketing. During the translation module students will build up awareness about gender implications by using gender-inclusive language and meeting the gender conventions established in the target university marketing discourse in order to produce a gender reinforcing target tex.

Language teaching for translators – language acquisition process directed toward developing students' translation skills

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Abstract

As linguistic sub-competence is frequently referred as "the driving force behind all the other [translation] competences" (EMT, 2017), language teaching and learning should be duly assigned a central role in any translation and/or interpreting program. And while language teaching for translators obviously draws on general foreign language pedagogy, it displays, at the same time, features that testify to its "specific" character: it addresses learners' particular needs; it is a tool to be used in their later professional life; and parallels will necessary be drawn to another language, be it the students' mother tongue or other additional languages. Translation scholars, (e.g., Berenguer 1996, and Bernardini 2004), called for an accommodation of translation students' language learning to this specificity in order to improve the acquisition process and save precious time. And while scholarly contributions addressing the general relevance of needs-tailored language teaching in translator training have been quite numerous in recent years, (e.g. the 2014 special issue of The Interpreter and Translator Trainer "Translation in the Language Classroom: Theory, Research and Practice"), to date relatively few studies addressed the relevance of translation as a language teaching practice in translator training (e.g., Beeby 2003, Schjoldager 2004) or presented research-based evidence on how translation as a language teaching practice may (or may not) contribute to the development of students' translation competence in different languages (e.g., Källkvist 2013). With this in mind, the paper to be presented at the PluriTAV International Conference on Multilingualism, Translation and Language Teaching explores the potential and limitations of employing translation in language teaching of future translators, and its effect on the development of students' translation competence. It is based on a longitudinal empirical mixed-method study that used qualitative and quantitative data. Findings indicate a directionality-based difference in the translation competence of two groups of students taught language with or without recourse to translation. It is thus suggested that careful introduction and judicious use of translation in language teaching, which would complement monolingual tuition, could contribute to developing students' language and translation skills in both languages.

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"Football is not a man's game. I can play too".
Raising cultural awareness in the translation of advertisements

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Abstract

The aim of this paper is to make our students in their second year of the Degree of Translation and Interlinguistic Mediation at the University of Valencia reflect on tolerance, race, gender and stereotypes, using audiovisual translation as our main tool. Although a plethora of studies have been undertaken on audiovisual translation as a means of improving students' language skills, there is a dearth of research and empirical evidence on the use of audiovisual translation as a means of raising students' awareness of an enduring globalised world of stereotypes showing gender inequality and lack of values (de Marco 2011), which differ depending on the culture we are dealing with. To bridge this gap, we focus on the translation of advertisements, which allows students to acquire multilingual and plurilingual competences in the subject of English Language 3. While students develop linguistic skills (mainly the features of persuasive language and characteristics of advertisements) and translation competences, they study the adaptation of contents, concepts and ideas to the target culture (Mooij 2004). With this purpose in mind, we have designed a teaching sequence whose implementation not only includes developing linguistic strategies, such as writing a review, learning idiomatic expressions or summarising, but also involves learning subtitling skills, which are ideal to foster students' cultural and intercultural awareness and consequently, translating skills (Borghetti 2014). Additionally, our teaching sequence merges socio-cultural awareness and translating professional skills with the development of computing skills, a combination that has become a "must" for the current multilingual professional situations a translator will have to face. This teaching sequence forms part of the PluriTAV research Project (ref. FFI2016-74853-P), which promotes the development of multilingual competences in the classroom by means of audiovisual translation. Our results prove that students can improve their linguistic and multilingual knowledge as they become more sensitive to current issues related to sex, race or stereotypes and develop their understanding, tolerance and respect for other cultures and for the new, different or the foreign.

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Between linguistic competence and translation competence. What trainee simultaneous interpreters say about it

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Abstract

The aim of the study is to find out to what extent linguistic errors and omissions in simultaneous interpreting are caused by insufficient linguistic competence and to what degree they are attributable to inadequate mastery of interpreting skills. Unlike written translation, interpreting, and especially the simultaneous mode, is marked by increased cognitive load and inherent constraints impeding the process and therefore requires special skills of working under constrained conditions. Most current approaches agree that there is an intrinsic difficulty in interpreting, which lies in the cognitive tasks involved (e.g. Gile 2009). The need to execute and effectively coordinate concurrent efforts of listening and analysis, memorizing and speaking puts an additional strain on the interpreter working in this mode affecting the processes of comprehension and production. Interpreter's performance is also affected by numerous constraints: substantial temporal pressure, limited short-term or working memory capacity, lack of revision phase, and the linearity constraint (e.g. Hatim and Mason 1997, Setton 1999). Due to these multiple constraints impeding the interpreting process, what on the surface looks like error resulting from insufficient linguistic competence, is in fact often caused by the interpreting constraints and the increased cognitive load. However, reasons for such errors are not detectable in the product, i.e. the target text. Therefore, the present study aims at examining this aspect of interpreting with the aid of the method of retrospection, relying on verbalisations of interpreters reported immediately after the task. The material for the present analysis was recorded for the purpose of a quasi-experimental study (Gumul 2017). The corpus consists of 5,005 retrospective comments accompanying approx. 75 hours of recording of 120 trainee interpreters working in both directions of interpreting (Polish-English and English-Polish). The participants in this study were 120 advanced interpreting students from three Polish universities: University of Silesia in Katowice, University of Gdańsk, and University College of Social Sciences in Częstochowa.

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Subtitulación y sobretitulación en la ópera como traducción audiovisual: del libreto a la pantalla

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Resumen

El Palau de les Arts Reina Sofía de Valencia se inauguró el 8 de octubre de 2005, hecho que situó a la ciudad en el circuito de las grandes ciudades con teatros de ópera. La ópera, como espectáculo y género audiovisual en vivo y directo, presenta unas características propias típicas, pero una muy destacable es el tratamiento del texto, tanto en su vertiente escrita, recogida en el libreto, como formando parte de la música, cuya inteligibilidad a la hora de ser cantado es primordial, ya que la música dificulta su comprensión. La finalidad de facilitar el seguimiento del texto se resume en poder seguir el argumento y la trama de la obra. El público ha de contar con la dificultad adicional de que muchas de las óperas para los espectadores están escritas en un idioma extranjero. El entramado técnico de un buen teatro que acoge representaciones operísticas debe contar con la posibilidad de traducción multilingüe. Los idiomas de las óperas son predominantemente el italiano, el alemán y el francés, pero también otros idiomas como el inglés y el ruso. A fin de facilitar la comprensión del texto cantado y la trama, los grandes teatros de ópera cuentan con un aparato técnico de gran complejidad y un servicio de traducción y subtitulación o sobretitulación. La traducción del texto del libreto operística va más allá de la mera traducción tradicional: también requiere adaptación y ajuste. El tiempo y el espacio de la traducción constituyen parámetros decisivos en su uso final. Esta modalidad de traducción audiovisual es reciente. En España, la subtitulación se introdujo por primera vez en el Liceu de Barcelona el 7 de noviembre de 1988. La subtitulación y la sobretitulación son servicios para el espectador que mejoran su experiencia, ya que el éxito de la ópera depende de la afluencia y aceptación del público, y la tecnología avanzada permite alcanzar un público más amplio. Sin embargo, leer los subtítulos, ver a los intérpretes y admirar la escenografía al mismo tiempo es una tarea complicada que recuerda a la polémica del cine doblado o en versión original. En esta ponencia presentaremos los diferentes procesos y problemas que surgen en esta modalidad de traducción audiovisual con el ejemplo concreto y práctico in situ del Palau de les Arts de Valencia.

Una aproximación a la ceguera de género en el profesorado de traducción e interpretación

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Resumen

El objetivo de esta comunicación es presentar los resultados sobre el grado de "ceguera de género" (dificultad para reconocer indicadores de desigualdad) en el profesorado de la Facultad de Traducción e Interpretación de la Universidad Autónoma de Barcelona (UAB). Este estudio se enmarca en un proyecto de mejora docente para introducir la perspectiva de género en los estudios de traducción e interpretación, subvencionado por la Oficina de Qualitat Docent de la UAB. A pesar de que la introducción de la perspectiva de género en la educación superior es un factor cada día más habitual en la educación superior, y diferentes universidades han elaborado guías contra la "ceguera de género" en la docencia y en la investigación (Xarxa Vives, 2018), la influencia del patriarcado, que propone un modelo de socialización en el que se segmenta claramente lo que es "propio" y "distinto" en hombres y mujeres, lleva a una naturalización de las desigualdades por género, y a una falta de reconocimiento de las mismas. Desde este punto de vista, antes de poder aplicar la perspectiva de género en la docencia, se hace necesario conocer el grado de ceguera de género en el profesorado, para perfilar de manera más eficaz las necesidades de formación del mismo en este aspecto. En cuanto al tipo de investigación, en general, las investigaciones sobre el profesorado desde una perspectiva de género, tienen como objetivo conocer y visualizar cómo el profesorado interviene y actúa de manera explícita o implícita en la transmisión y perpetuación del sexismo. Sin embargo, pocos estudios abordan el papel y protagonismo del profesorado en los procesos de cambio e innovación educativa que implican la perspectiva de género, es decir, la forma en que sus creencias, su ideología y su pensamiento facilitan o bloquean cambios positivos en un ámbito universitario. En ese sentido, este estudio pretende visualizar: (1) el número de docentes que identifican indicadores de desigualdad; (2) el número de docentes que no los reconocen; (3) el número de docentes que tiene dificultades en reconocerlos. El instrumento que utilizaremos es un cuestionario que recoge los indicadores de Crawford (2006) adaptándolo al perfil del profesorado de traducción e Interpretación.

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Translation Teaching and Cognitive Approaches

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Abstract

The aim of this paper is to provide a succinct account for translation teaching from a cognitive perspective, premising precisely on Barsalou's simulation model. The paper will reveal a bunch of conceptual procedures that simulation theory, which is associative in nature, seemingly can provide for the field of translation teaching. By way of assumption, we draw a line of argumentation that such procedures are instrumental to reinforcing and orienting students' objective-centered simulation involved in the dynamic construction of meaning as a conceptual process. Linguistic lexico-semantic units are to be taken merely as facilitators for re-activating contextualized diffused simulations where students neuro-cognitive agents act upon the required conceptual equivalence and test it out, activating the required frames populating the conceptual system. Teachers should be aware that students could not provide the required conceptual equivalence (i.e., equivalent frame) unless it appears in the simulation they run in their neuro-cognitive network. Thus, teachers are invited to participate in broadening students encyclopedic knowledge and orienting their simulation rather than running a purely linguistic course.

Enseñar lenguas para traducir e interpretar

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Resumen

La Traductología es una disciplina bastante joven, pues no fue hasta los años 70 del siglo pasado cuando logró establecerse como disciplina propia distanciándose de la Lingüística Aplicada y otras disciplinas afines. Existen, por lo tanto, muchas áreas de esta disciplina que cuentan hasta el momento con poca investigación y que necesitan nutrirse de estudios que ayuden a vislumbrar su naturaleza y razón de ser dentro del marco disciplinar de los estudios de Traducción e Interpretación. La Didáctica de la Traducción e Interpretación, subdisciplina de la Traductología, ha sido objeto de creciente interés en las últimas dos décadas. Este interés, sin embargo, apenas es extensible a la Enseñanza de Lenguas para Traductores e Intérpretes en la que a menudo se aplican métodos comunicativos generalistas y no siempre se tienen en cuenta las necesidades lingüísticas y socioculturales de los discentes. No obstante, los docentes de traducción e interpretación esperan que los alumnos posean conocimientos y habilidades lingüísticas que vayan más allá de los objetivos de aprendizaje de los métodos comunicativos. Las asignaturas de lengua extranjera constituyen, pues, el espacio curricular óptimo para la construcción de este conocimiento. Los autores del presente trabajo llevan varios años dedicados a desarrollar una base metodológica para la Enseñanza de Lenguas en el marco de la formación de traducción e interpretación, la cual servirá como base para la presente comunicación. Partiendo de la competencia traductora y modelos didácticos de interpretación, se establecerán una serie de patrones metodológicos que permitan un aprendizaje de la lengua extranjera conforme a las exigencias lingüísticas y profesionales impuestas por la actividad traductora. En nuestra propuesta se tendrán en cuenta las distintas destrezas comunicativas, en especial las destrezas de comprensión escrita y oral, y su tratamiento con vistas a la traducción e interpretación. Una metodología enfocada a la enseñanza de lenguas para la traducción y la interpretación debe tener en cuenta las características de las dos actividades y promover un trabajo lingüístico que se ajuste a ambas. En esta comunicación, tras una breve comparación entre las actividades de traducir e interpretar, esbozaremos una propuesta didáctica para la Enseñanza de Lenguas para traducir e interpretar que fomente el desarrollo de estrategias tanto comunes como específicas de ambas actividades. Se espera que esta presentación contribuya a promover una concienciación académica sobre la importancia de la lengua extranjera en la traducción e interpretación, ya que esta es el motor de toda una serie de competencias desarrolladas en cadena que dependen de esta primera. La

importancia de la lengua en el proceso de formación es fundamental, de ahí la necesidad de prestar especial atención a la formación lingüístico del traductor e intérprete.

Traducción, identidades de género y multilingüismo: representaciones de la Guerra Civil en la literatura y los medios audiovisuales

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Resumen

Durante la Guerra Civil, un buen número de mujeres extranjeras desafían los prejuicios culturales y de género, atreviéndose a viajar a España para colaborar con el bando republicano compartiendo el común ideal de enfrentarse al fascismo que amenaza Europa. Entre otras nacionalidades, el periplo de británicas y estadounidenses las convierte en testigos de excepción a merced de su presencia en España durante el conflicto, llegadas por su compromiso político o humanitario, y que trabajan en primera línea de batalla como corresponsales o personal sanitario. Como consecuencia, muchas de ellas relatan lo vivido en reportajes aparecidos en la prensa de sus respectivos países de procedencia, cuya consulta resulta de gran interés para rescatar la memoria histórica y cultural de nuestro país. Además, otras cuantas, en su mayoría intelectuales, van más allá y reflejan su experiencia en escritos de mayor calado, tales como autobiografías o textos de ficción.

En nuestra investigación, nos preguntamos cómo viajan todos esos textos hasta España, si es que atraviesan las fronteras en algún momento: acaso llegan a ser conocidos de primera mano, vía traducción, previo paso por la censura o, tal vez, tanto los textos como sus autoras, en tanto que dobles subalternas, son silenciadas por la dictadura franquista. Después, nos planteamos cómo la vida o la obra de estas mismas autoras han sido adaptadas y representadas con posterioridad en la literatura y los medios audiovisuales. Dadas las circunstancias (la narración del viaje de intelectuales de habla inglesa por la cultura española), insistiremos en la detección de posibles marcas de multilingüismo en unas y otras obras. Por último, daremos cuenta de un proyecto en ciernes que, bajo el paraguas metodológico de la Investigación-Acción, busca implicar al alumnado en nuestra tarea: la reconstrucción del viaje por nuestra cultura de estas mujeres que, sin duda, ofrece un excepcional legado que permite arrojar luz a la hora de recuperar y visibilizar nuestra memoria.

Scholarly production in audiovisual translation as a tool for language learning: A bibliometric analysis

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Abstract

Audiovisual translation (AVT) —including subtitling, dubbing, audio description, respeaking, subtitling for the deaf and hard-of-hearing and other typologies— has been used as a tool for language learning and translator/interpreter training from as early as the 1980s (cf. Price 1983 and Vanderplank 1988), be it for foreign language vocabulary acquisition, listening comprehension, pronunciation or even first language improvement. Now, following the global growth in the consumption of audiovisual content and the new technological chances afforded by the video-on-demand platforms, AVT is growing exponentially within the field of translation and interpreting studies, and so are research initiatives focused on this emerging subdiscipline.

Although there is some previous research on scholarly publications on translator and interpreter training (cf. Yan et al. 2018) and a few bibliographic collections (Delgado Pugés 2009 and Martínez Robledo 2010), AVT-based language learning/teaching and translator/interpreter training have not been specifically analysed yet, to the best of my knowledge. Therefore, this study aims at quantitatively and qualitatively outlining the shape and scope of these scholarly publications from the point of view of bibliometrics, webometrics, citation analysis and evaluation of research performance.

Based on data stored in the open-access database BITRA (Bibliography of Interpreting and Translation) (Franco Aixelá 2001-2019), which now contains over 75,000 entries, I analyse the main features of AVT as applied to language learning and translator/interpreter training, using both synchronic and diachronic approaches. The main objects of analysis will be core topics preferred by authors and didactic trends, most common types of publications (articles, books, chapters), language distribution, years of publication, open or toll access, most productive universities, journals, researchers and countries, academic co-authorship networks, citations, etc.

The resulting data will then be analysed using qualitative and quantitative statistical methods and tools, including descriptive and inferential statistics, and data visualisation techniques such as frequency charts, maps, ranking lists or networks.

With these analyses I will ultimately try to map the current state and the evolution of AVT-based language learning and translator/interpreter training throughout the world, which should also serve as a useful tool for decision making in language-teaching and translator/interpreter-training planning. The methods and kinds of analyses used in this study are replicable and can therefore be applied to the mapping of other disciplines and subdisciplines.

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Estrategias multilingües y multimodales en la enseñanza de lenguas extranjeras a refugiados: Prácticas actuales

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Resumen

La formación en lenguas es uno de los servicios en los que ONGs e instituciones públicas de todos los países de Europa se vuelcan en el contexto de la acogida de refugiados y solicitantes de asilo. En nuestra comunicación presentamos el estado de la cuestión en este tema. Nos basamos, por una parte, en la bibliografía especializada y en un análisis de materiales didácticos que se emplean actualmente; por otra, en los resultados de un grupo de discusión realizado con tres especialistas en lenguas que se dedican a la enseñanza de lenguas a refugiados de distintos grupos de edad, en dos ciudades europeas (Viena y Barcelona). Los resultados revelan cómo abordan estos profesores las dificultades de comunicación que surgen en el aula, con énfasis en las estrategias multilingües y en el papel que desempeña la comunicación multimodal (p. ej. a partir de imágenes o vídeos explicativos) en la labor docente. Los datos cualitativos recabados pretenden proporcionar un testimonio actualizado de la heterogeneidad del grupo destinatario. Así, en la comunicación abordaremos la importancia de factores ya apuntados previamente como relevantes en la bibliografía especializada, como la visión que tienen los docentes del público destinatario, la motivación de los estudiantes, el grado de alfabetización de los estudiantes o sus necesidades comunicativas más específicas (Miquel López 1995). Las respuestas obtenidas en el grupo de discusión, cotejadas con nuestro propio análisis, aportan información acerca de los materiales didácticos empleados hoy con este grupo de estudiantes. Más concretamente, nos interesa saber si los materiales reflejan los valores y costumbres de los países de acogida y si tienen en cuenta la naturaleza heterogénea del grupo en su planteamiento teórico y práctico. Igualmente, los profesores explican qué conceptos abstractos (p. ej. tiempo verbal) incluidos en los materiales resultan un desafío mayor de comprensión para los estudiantes. La investigación presentada en esta comunicación se enmarca en el proyecto Rebuild ICT-enabled integration facilitator and life rebuilding guidance (H2020, Grant Agreement: 822215). Dicho proyecto tiene por objetivo el desarrollo de tecnologías que faciliten la comunicación entre las personas migrantes, en particular solicitantes de asilo y refugiados de los países de Europa, y las instituciones, con el fin de fomentar su integración social.

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On the Need for Critical Learning Spaces in Audiovisual Translation and Media Accessibility Education and Training

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Abstract

Accessibility has become a pervasive concept in our society, assuming a pivotal role in the most diverse fields and disciplines, and even leading to the emergence of new research fields. This is highly evident in the field of Audiovisual Translation (AVT), where accessibility has been a driving force behind the growth of Media Accessibility (MA) (Greco 2018, Romero-Fresco 2018). Over the past several years, we have been witnessing a sharp increase within AVT in terms of research on and development of postgraduate research and professional courses, where MA is either the sole or a key curricular focus. This new position reached by MA requires ever-greater engagement in research and implementation of education and training programmes by all actors involved. Yet, the vast majority of the work produced on the topic so far focuses mainly on providing and discussing lists of specific skills and competences of AVT/MA experts or offers proposals of particular training programmes. The theoretical perspective is what is most lacking. The presentation seeks to draw attention to the need for a debate on the theoretical issues, and the pedagogical issues from a theoretical perspective, related to education and training programmes in AVT/MA. It does so by embracing a stance similar to that adopted by Pym (1991, 2003) in the general field of Translations Studies. That is, the presentation aims to discuss "the general theoretical and pedagogical problem involved" (Pym 2003, p. 482) in education and training in AVT/MA. Based on the discussion of research carried out by the author within the Master in Audiovisual Translation (MUTAV) of the Autonomous University of Barcelona (Spain) from 2017-2018 and 2018-2019, the paper contributes to such a theoretical reflection by advancing the tenet that the constitutive features of accessibility call for the inclusion within professional- and research-oriented courses on AVT/MA of what will be referred to as "critical learning spaces" (Greco forthcoming). The tenet is then substantiated through the analysis of two research results conducted within the MUTAV. First, through the analysis of the role of accessibility as a threshold concept (Land et al, 2008), the paper will call for the need for a radical curricular revision, which should include a stand-alone module on accessibility. Second, given the increasing centrality of experimental studies in AVT/MA, it will discuss the need for the introduction of a module on critical appraisal (Burls, 2009) of reception studies in education and training programmes on MA.

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Tools Used in Language Lessons
for Developing Language and Translation Competences

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Abstract

The presentation will outline the methodology and guidelines for distance learning and teaching of languages as an outcome of the Erasmus+ project "Teachers in the Distance" (TID). The participants of the project are from five different countries (Latvia, Estonia, the Czech Republic and Poland), and they have studied and researched tools and resources for online language classes. The outline of the research will characterise tools and resources recommended by teachers for the usage in language classes. Before establishing the framework of methodology, participating teachers of the project have been surveyed the usage of tools and resources in their classes, including the discussion on advantages and disadvantages of using such tools and resources. The aim of the presentation is to publicise the results of the survey and characterise the most frequently used tools and resources mentioned by the respondents. The following data collection methods for the research have been used: surveying, interviewing, data analysis and the analysis of the content in theoretical literature. Research also contains practical examples, and authors' suggestions. A special focus of the presentation is on the application of translation tools in language classes because one of the project partners is Ventspils University of Applied Sciences (VUAS) represented by the authors who have a practical and teaching experience of foreign languages and translation. Translation tools mentioned in the questionnaire have been characterised, and in practice they are used frequently. The presentation also deals with translation tools developed at VUAS, namely, mobile applications for the translation of specialized texts (law and natural sciences). Because translation skills are not considered to be among such basic skills as writing, reading, listening and speaking to be acquired during language classes, the approach offered by the authors, namely, to use translating during language classes, supplements class methodology. Translation exercises and tools for language classes supplement both the level of native language and foreign language skills. To develop a novel methodology within the project, greater importance will be attached to the interdisciplinary approach to teaching a foreign language by using translation tools described and characterised in the questionnaire.

LiveTextAccess (LTA) EU Project –
Skills of the real-time intralingual subtitlers and best practices

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Abstract

Languages and cultures are intimately related, especially in the age of Information Society, where Technology continuously triggers them to new levels of interaction. In this context, traditional training of language professionals within Translation Studies is no longer in line with the social and industrial needs, which are more and more evolving and differentiating in terms of methods (crowdsourcing, relay, and live), working possibilities (in presence and from remote), distribution opportunities (from massive to personalisation), and roles (translator, interpreter, and mediator). Moreover, the disruption of some automatic mediation processes clearly demands a fresh look at training future professionals. There is, then, a gap to bridge in training which requires defining training skills for professionals of language and cultural mediation (real-time reporters or subtitlers) and taking into account technical possibilities and industrial requirements. This presentation precisely deals with this topic. In particular, it will depart from an overview on training mediation skills in Audiovisual Translation Studies; then existing technologies will be defined in terms of impact on the services on offer; finally, the mediation skills required for the future real-time professionals and its implications on vocational and academic training will be discussed.

Problemas de comunicación intercultural en el acceso a la atención en salud sexual y reproductiva: el caso de las pacientes de origen chino

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Resumen

Como consecuencia del flujo de inmigración que España ha experimentado desde finales del siglo XX, se ha producido un importante incremento en el número de nacimientos de niños cuyas madres son de origen extranjero. No obstante, este auge no ha venido acompañado de mejoras para conseguir que se respeten los derechos de cualquier ciudadano en los servicios sanitarios. A pesar de tener las mismas obligaciones que las mujeres autóctonas, las mujeres de origen extranjero que esperan ser madres en España se encuentran con grandes limitaciones a la hora de ejercer sus derechos en este campo. Mediante el presente trabajo de investigación se pretende mostrar algunos de los problemas interculturales que se producen en la interacción médico-paciente en los centros de salud y hospitales públicos de la Comunidad Valenciana. A partir de los datos obtenidos de las entrevistas y los grupos de discusión con miembros del personal sociosanitario y pacientes de origen chino, se busca descubrir qué problemas de comunicación intercultural inciden más notablemente en la atención que reciben las pacientes de origen chino en el ámbito de la salud sexual y reproductiva y cómo podría mejorarse la situación en este sector. El resultado del análisis ha puesto de manifiesto que la visión de las pacientes de origen chino y de los miembros del personal sociosanitario español en cuanto a la atención en salud sexual y reproductiva es muy distinta, ya que son los miembros del personal sociosanitario quienes más problemas encuentran en este ámbito, especialmente problemas de cultura en general, problemas relacionados con los patrones de interacción comunicativa, problemas de comunicación lingüística y problemas administrativos-laborales.

El experto en redacción de información fácil de comprender: un nuevo perfil profesional en la TAV

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Resumen

El proyecto de investigación europeo EASIT (Erasmus+, 2018-1-ES01-KA203-05275, IP: Anna Matamala), cuyas siglas responden al nombre Formación en Acceso Fácil para la Inclusión Social (Easy Access for Social Inclusion Training), tiene por objetivo la creación de materiales didácticos de acceso libre para formar a un nuevo perfil profesional: el redactor y adaptador de contenidos fáciles de comprender, basados en los principios de la Lectura Fácil y el lenguaje llano. La información redactada siguiendo estos principios es especialmente útil para personas con dificultades de comprensión lectora o auditiva, ya se deban estas dificultades a una discapacidad física o psíquica, a un bajo nivel educativo, o, simplemente, a la edad del público destinatario, entre otros motivos. Dada la gran cantidad de información a la que accedemos hoy a través de los medios audiovisuales, este nuevo perfil profesional tiene claras implicaciones para el ámbito de la traducción audiovisual (TAV). En esta comunicación presentamos, por un lado, los objetivos generales del proyecto arriba mencionado y su relevancia para la TAV. Se trata de un proyecto en curso (2018-2021), por lo que no contamos todavía con resultados finales. Repasaremos los aspectos lingüísticos y formales que hasta hoy se han considerado especialmente útiles a la hora de comunicar la información para que sea más fácil de entender. Por otro lado, a modo de ejemplo de aplicación del lenguaje fácil de comprender en la TAV, nos centraremos en la audiodescripción. Presentaremos los resultados de un grupo de discusión realizado en el marco del proyecto, en el que planteamos a especialistas en lectura fácil y a audiodescriptoras con experiencia la posibilidad de crear audiodescripciones en lenguaje de fácil de comprender. En concreto, hablaremos sobre cuán viable parece esta modalidad de audiodescripción a ojos de las profesionales. Asimismo, profundizaremos en cuestiones como las siguientes: a) los géneros que se perciben como más susceptibles de ser audiodescritos siguiendo estos principios de redacción, b) las habilidades que debería tener el nuevo experto, y c) el proceso de validación por el que debería pasar este nuevo tipo de audiodescripción.

The Importance of Translational Competences in Converting Algerian Legal Documents into English

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Abstract

Translation is a complex activity that requires expertise in several areas. In order for a translator to render one original legal text from one language, one culture and one legal system into another language in which S/he may not find the same concepts, S/he should have a number of skills. In other words, they should develop particular abilities in order to achieve a successful result. This study aims at demonstrating the importance of translational competences in converting Algerian legal documents into English. The study falls into two parts ; the first part sheds light on the common translational competences that Neubert and Cao among many others spoke about, and the second part analyses translation versions of the same legal document given to three groups of students. The first group is composed of three bilingual students from Constantine department of English, who master both languages; Arabic as their mother tongue and English as a second language. The second group is composed of three students of translation from the translation department of Constantine that we assume they master both languages, are familiar with translation rules and strategies and have a basic knowledge in the legal field. The third group is composed of three law students from Constantine faculty of law, studying law as their field of study and english as an additional module. After collecting these works, we will compare between the different results and see which group will render a better version. We assume through this study that the more competences the translator has, the more successful their final result is.

Possibilities and difficulties in teaching translation in culturally and linguistically diverse classrooms

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Abstract

Recent years have seen a re-evaluation of the role of translation in language teaching (Cook 2010; Laviosa 2014), especially because of its potential to develop students' plurilingual/pluricultural competence (Council of Europe 2001) or translingual competence (MLA Ad Hoc Committee on Foreign Languages 2007). However, using translation is challenging when students do not share a common first language. This paper highlights the potentials and difficulties of embracing cultural and semiotic resources that culturally and linguistically diverse students bring to the classroom, using two case studies conducted in intermediate-level Japanese language classrooms at different universities: (1) a bilingual English-Japanese translation session and (2) a plurilingual translation session where students were given an option of translating from Japanese into a language of their choice, including those the teacher did not know. Fourteen and 20 intermediate learners of Japanese with diverse cultural and linguistic backgrounds attended a series of five translation sessions on a voluntary basis and engaged in similar translation tasks, taught by the same teacher. Students' learning journals and post-session interviews were analysed using thematic analysis (Braun & Clarke 2006). The results show that, in both classrooms, translation tasks prompted students to mediate between their own language(s) and Japanese, reflecting the symbolic value of the text. However, contrary to previous literature that suggests that translation can be used for empowerment (Cook 2010; Cummins 2007), the results also suggest that translation can be used to both empower and marginalize students. The findings from the bilingual session suggest that it led to the disempowerment of a student who was less proficient in a shared language, that is, English. In the case of the plurilingual session, while all students whose strongest language was not English appreciated having an option of translating into their own languages, giving 'comfort' as their main reason, about 5 out of 11 students whose strongest language was English gave neutral or negative feedback on plurilingual sessions, as a result of incomprehensibility. The findings suggest that translation in multilingual classrooms is a space for not only mediating between and prompting reflection on their own language(s) and the target language (in this case, Japanese), but also for creating, managing, or negotiating power relations among languages that each student brings into the classroom.

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Audiodescripción y mediación: experiencias en el aula de lengua extranjera

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Resumen

En una sociedad cada vez más globalizada y multicultural es evidente la necesidad de formar ciudadanos lingüísticamente preparados y que cuenten con unas buenas habilidades mediadoras, entre las que se incluiría la traducción, la interpretación y la competencia intercultural. Hoy en día, la importancia de la mediación viene avalada por la consideración de esta como una habilidad lingüística por parte del MCER (2001), el cual no la valora únicamente desde un nivel lingüístico, sino también cultural, social y pedagógico. Por este motivo, la traducción se ha revelado como un recurso válido no solo en el campo de los Estudios de Traducción, sino en otros contextos con aplicaciones pedagógicas cuyo objetivo es el desarrollo de habilidades lingüísticas mediadoras así como competencias interculturales (González Davies, 2014). Dentro del uso de la traducción en el aula de lengua extranjera (LE), la traducción audiovisual reúne características que hacen de ella una modalidad que ofrece un amplio abanico de posibilidades a tener en cuenta. En su naturaleza polisemiótica destacan aspectos que no están necesariamente presentes en otros procesos de traducción. En concreto, la audiodescripción ha demostrado ser una excelente herramienta didáctica para avanzar en el desarrollo integrado de competencias (Ibáñez y Vermeulen 2013; Talaván y Lertola 2016). Además, en su aplicación, resulta fundamental el desarrollo de otro tipo de recursos como la capacidad de utilizar fórmulas idiomáticas y un lenguaje adecuado que posibiliten la comprensión del argumento fílmico (Ibáñez y Vermeulen 2014). La presente investigación se lleva a cabo con estudiantes irlandeses del Grado de Traducción, con español como LE (nivel B2) y tiene como objetivo que los sujetos reflexionen sobre el concepto de mediación tras realizar tareas de audiodescripción. A través de dichas tareas explorarán los desafíos a los que se enfrenta el traductor a la hora de facilitar un espacio pluricultural a la comunidad ciega, y promover, por tanto, la accesibilidad. Teniendo en cuenta los recursos lingüísticos y socioculturales del aprendiz, se explorará su papel como mediador, proceso en el cual desarrollará su capacidad de negociación, toma de conciencia social y creatividad. Por otra parte, los resultados -obtenidos a través de actividades, observaciones, grabaciones y notas de campo- ponen de relieve la importancia de la alfabetización audiovisual a la hora de abrir nuevas vías en el desarrollo de la mediación como habilidad propuesta por el MCER.

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Multilingualism in Internet-Based Communication in Congo-Brazzaville: Language use and codewiching

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Abstract

One biggest challenge facing human beings, beside climate change, poverty, long-standing diseases, is arguably the complexity of their linguistic environment which is not only diversified but also promotes long-standing inequality between the languages used on the daily basis at the global scale. On the other hand, Language research in Internet-based communication is a relatively new and dynamically evolving field made possible thanks to the instrumentality of computers or any other devices that allow users to connect to the Internet. In the earlier days of Internet-mediated communication – which is now a dynamic fast-growing global phenomenon, the disproportion in terms of the languages used online across the global was clear and unquestionable with, not surprisingly, an overwhelmingly healthy body of research on these so-called international languages, but soon researchers became aware that, as a global phenomenon, Internet-based communication research was worth expanding to other languages in order to examine whether Interned-mediated communication is an aggregation of different communities with different languages, needs, attitudes and purposes. Today, data and research findings from both widespread and minority languages are gradually becoming available worldwide. It is now believed that the future of Internet-mediated communication lies even more in multilingualism and cross-cultural exploration and understanding. Congo-Brazzaville is a multilingual country in which almost sixty languages are spoken within the national borders. Of all these languages, French is the only national official language. The interplay between languages and Internet-based communication advert in Congo-Brazzaville is worth shedding light on since it gives some insights into the process of understanding the way Congolese people behave beyond their traditional face-to-face context. The aim of this paper is thus to examine language use and code switching in Internet-based communication in this enormously diversified sociolinguistic context. For this purpose, a corpus of 262 Facebook updates featuring 9,330 comments were collected using netnography and analysed based on markedness theory. The findings indicate that Facebook communication in Congo-Brazzaville is mostly a multilingual interaction using of French, English, Kituba, Lingala, and ethnic languages. The combining use of the above languages promote a new sociolinguistic configuration which can now be referred to as Congolese Internet-based sociolinguistic configuration.

Using the cultureme model as a scaffolding tool in FLT

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Abstract

The paper aims to show how by integrating insights from translation studies (TS) into FLT (foreign language teaching) we can effectively respond to the development of the contemporary societies, where the need for effective cross-cultural communicative competences is increasingly felt in all walks of life. The very exercise of fundamental human rights, such as the right to medical services, to legal protection, education, etc. can depend on a person's ability to use a foreign language. Thus, FL users occasionally assume the role of language brokers in situations where professional translation or interpreting is not available. Language brokering, as one of the recent facets of pluriculturalism and plurilingualism, would thus need to be systematically acknowledged by FLT. The role of translation in FLT has been wavering – from being considered a fundamental teaching method and basic skill to being ostracised in communicative approaches and finally fully rehabilitated in the last decades. This paper will demonstrate how some of the stances of TS can be integrated into FLT to design targeted scaffolding strategies. To this purpose the cultureme model as suggested by Oksaar and elaborated by Kocbek, which systematically addresses verbal, paraverbal, non-verbal and extra-verbal dimensions of communicative acts will be introduced. The concept of the cultureme viewed as a culturally bound pattern of communicative behaviour highlights the fact that communicative acts imply a culturally specific interplay of the various dimensions involved in communication. Thus, when used in FLT, the cultureme model raises the learners' sensitivity to the multiple facets of cross-cultural communication and especially to the differences and similarities in the communicative use of their mother tongue compared to the FL. In order to become acquainted with the differences marking the verbal level of culturemes in their source culture and in the culture underlying the FL, learners need to adopt a contrastive perspective (House 1996). Extending this contrastive perspective to other dimensions of the culturemes (i.e. the paraverbal, non-verbal and extra-verbal) can further enhance the learners' cross-cultural communicative competences and thus help to prevent communication hindrances.

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Wikis in L2 competence development: implications of collaborative writing in networked language pedagogy

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Abstract

Interconnectedness in technologically enhanced learning environments has allowed traditional L2 classrooms to empower their students and foster new participatory frameworks based on collaboration, growth, and shared understanding of professional and community practices. In this highly technological scenario, Wikipedia, the online encyclopaedia, stands as one of the best-known and most successful examples of non-professional online collaboration around the world, offering an interesting breeding ground for L2 students to develop self-reflective, critical spaces where they can engage in constant dialogue with other social agents in real scenarios while strengthening their competence in L2. At the same time, resorting to online collaboration through wikis brings the cultural component closer in L2 education, enriching the overall picture for students when learning a foreign language. This highlights the need for students to develop solid L1/L2 crosscultural skills regarding the meaning negotiation processes and discursive practices of their respective L2 communities, since it is only by acknowledging the referential, semiological nature of language and understanding cultural practices in situated terms that students can be truly socialized in their L2. The study explores the perception of students regarding wiki-based collaborative writing as a resource in the L2 classroom while paying special attention to the treatment of culture specific elements that may hinder effective cross-cultural communication in their L2. In order to do so, 106 students were divided into groups and asked to draft collaboratively Wikipedia articles in their L2. Once the project finished, two methodological approaches were adopted: on the one hand, students were administered a questionnaire in order to gather their impressions on the usefulness of collaborative writing in the development of their L2 competence. Besides, all texts submitted were analysed in order to reflect on the strategies students had adopted when explaining L1 cultural elements in their L2. Ultimately, this paper argues that a platform like Wikipedia may be an effective channel to transform the L2 classroom and turn it into an emancipatory space where diverse knowledges co-exist, thrive, and enrich each other, while students strengthen their linguistic abilities and help democratise knowledge around the globe.

A Transnational Methodology for Language Teaching

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Abstract

Transnationality and multilingualism have been part of the research agenda of cultural and linguistic studies for a while as the need to reassess the concept of languages as well-defined codes 'anchored to distinctive […] speech communities (De Fina and Perrino 2013) became self-evident. Transnational methodologies are challenging misconceptions and opening multilingual, multicultural and interdisciplinary directions but have not permeated language education, which still largely operates within the one-nation one-language ideology. Practice in language teaching has somehow overlooked the transnationalism that should be at the core of classroom work in today's globalised world and is not doing enough to remind learners that languages do not exist in isolation and that monolingualism is not the rule. In this presentation, I would like to make two proposals. The first is that our increasingly global students need a shift from teaching that is structure-focused and culturally-narrow to one where curriculum design is informed by a transnational perspective as part of a wider sociocultural approach. This means making learners aware of how co-existing languages and cultures have had a linguistic and social impact on the development of the language they are learning. My other proposal is that, as teachers, we need to be aware of the changes to student demographics brought about by migration and social mobility and understand that the new transnational, global learners of today will bring their own intercultural knowledge and experience and that they will require a teaching and learning methodology that is suited to their needs. While language teaching will still need to involve a communicative competence that relies on (fairly) accurate use of the language, key evidence of the impact of cultural and linguistic contact should be part of the syllabus too. Why is it rare to find a monolingual community? Why is grammar used differently within a 'standard' variety?' 'How can a sense of identity exist independently from speaking a language? Translanguaging (García & Wei 2014) and code-switching, as useful pedagogical tools, will also form part of this discussion.

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Using Google Street View to develop multilingualism in the undergraduate classroom

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Abstract

This paper looks at the application of a pedagogical approach which incorporates the use of Google Maps and Street View in the L2 English classroom. In recent years there has been an increase in attention to multimodality. According to Stein (2000), an array of resources including language and other modes such as gesture, sound, images, textures, and silences should be used when making meaning. A social semiotic approach (Kress & Van Leeuwen 2006) attempts to describe and understand how people produce and communicate meaning in specific social settings. Focus is made on all semiotics, including language and other modes, and how these contribute to meaning-making. As such, it is important to incorporate such factors in the L2 classroom to enhance awareness and sensitivity to meaning communication, with the ultimate goal of improved efficiency in meaning making and communication. Undergraduate L2 users of English in South Korea were assigned a presentation project which utilized Google Maps and Street View. The students were asked to 'explore' self-chosen areas in any part of the world, with the aim of answering some questions assigned for the project. The language users were encouraged to draw on their linguistic repertoires and explore preferred geographical areas and languages through the selection of signs which they found interesting. The submitted and presented projects showed a variety of signs and languages explored by the students. Students "visited" different areas all over the world, and chose signs which they found interesting and proceeded to analyse those signs for the project. They also suggested changes to signs which they decided could be better improved. Despite the class being an L2 English class, the projects showed a variety and range of contemplations, such as signs in languages other than the L2 English and L1 of the setting context, Korean. Findings show how the pedagogical approach enables language users to develop heightened awareness of language, culture and contexts, particularly multilingual contexts. They were able to make meaning in the messages found in the signs, taking into consideration multimodal aspects such as images and spacing of text. Further, the approach enabled students to develop their linguistic and communication skills through the "transforming' of selected signs with the aim of communicating more effectively to the respective sign's potential target groups.

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"Lleva con el inglés desde los tres años y no tiene ni idea". La enseñanza del inglés en España, ¿una asignatura pendiente? Algunas claves y sugerencias

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Resumen

El bajo nivel de inglés de un alto porcentaje de estudiantes españoles es un tema recurrente tanto en ámbitos académicos y docentes como en diversas situaciones de la vida cotidiana. Aunque es incuestionable que ha habido ciertos avances en los últimos años, gracias a la ampliación del número de horas dedicadas a la enseñanza de lenguas extranjeras, y a la inclusión del inglés como lengua vehicular en todos los niveles educativos obligatorios, se sigue percibiendo un escepticismo generalizado respecto a la capacidad lingüística de los jóvenes y la eficacia de las metodologías vigentes. El estudio Cambridge Monitor 2016 (Cambridge University Press), revela que un 44% de los encuestados españoles reconocieron tener un nivel de inglés bajo o muy bajo, un 34% un nivel medio, y solo un 22% un nivel alto o muy alto. Pero, ¿se corresponde esta sensación con la realidad? Los datos del último informe del EPI (English Proficiency Index) elaborado por la empresa Education First sitúan a España en la zona de "competencia moderada", en el puesto 32/88 mundial, y en el 23/32 de Europa, con una nota de 55.85, de un ranking liderado por Suecia con 70.72. Este dato, que en sí mismo es preocupante, debido a la relevancia de los idiomas en el mercado laboral, sorprende aún más si se tiene en cuenta que según el informe de 2017 de la UE, en España casi el 100% de los alumnos de la enseñanza obligatoria estudia inglés como lengua extranjera y, además, la mayoría comienzan con este aprendizaje a los tres años, es decir, antes que muchos de los países que nos superan en nota según el informe del EPI. El objetivo de este trabajo es realizar un breve análisis del estado actual de la enseñanza del inglés en la EPO y la ESO en España, por medio de una síntesis de los estudios recientes de mayor relevancia sobre esta cuestión, y ofrecer propuestas de mejora, basadas tanto en las experiencias de algunos de los centros que están obteniendo mejores resultados, como en postulados de diversas metodologías vigentes, centrándonos principalmente en la primera etapa de la ESO.

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Localizing Football Club Websites:
A Case Study in Global Cross-cultural Communication Using the Example of FC Internazionale Milano

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Abstract

The emergence of desktop computers in the early 1980s can be considered a milestone in the history of technology, translation, and consequently localization — the multimodal, cross-cultural translation of web-texts and web-paratexts. As a key feature of internationalization and globalization across languages, societies and media, the relevance and impact of localization as global cross-cultural communication is reflected in Translation Studies. The body of scholarly work examining case studies in localization is growing apace with the growth of technology. Referred to as linguacultural practice by House (2018), to localize, according to Pym (2010), means to take a product and make it linguistically and culturally appropriate to the intended target market and its audience. In particular, Sandrini (2005) discusses the clarification of key notions in localization, shedding light on why this multimodal process can be considered as a form of translation that helps organizations increase their cross-cultural competence as well as their commercial impact and success. Website localization, like any other form of translation, requires that linguistic and cultural gaps be negotiated and bridged to overcome communication barriers and impasse – in my case, between football clubs and the fans.

Localizing the content of football club websites poses its own specific challenges: technical, linguistic, cultural, commercial. Failing to acknowledge and overcome linguistic and cultural differences in the target e-audience can generate negative experiences and narratives about the club. Using grounded theory and the available literature in website localization such as Singh, Toy, and Wright (2009), I have created a tailor-made rubric that guides football clubs interested in localizing their websites into Persian for the perusal of Iranian e-audience in both Iran and other parts of the world. Having tested my rubric in localizing the landing page of FC Internazionale Milano, I will shed light on the challenges I have faced and how I have overcome them. Data from this case study will also be interpreted in the context of future research. Experience design and website localization are at the heart of intercultural communication and a great deal can be learned from the beautiful game: at once linguistically and culturally specific and truly universal.

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Discursos y enfoques transmedia para la enseñanza de la L2: el caso de The Handmaid's Tale

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Resumen

The Handmaid's Tale, obra de referencia de la autora canadiense Margaret Atwood, es una obra de ciencia ficción distópica cuya llamada de atención a la sociedad no podría estar más vigente aunque se publicara hace más de treinta años. Atwood retrata temas como la maternidad subrogada y los regímenes totalitarios en una novela que ha cobrado una nueva vida en la actualidad. Tras su reciente adaptación audiovisual (Hulu, 2017, 2018), representa una obra transmedia (Scolari, 2013) y multimodal idónea para suscitar fomentar el desarrollo de competencias tanto lingüísticas como transversales en el aula de inglés como segunda lengua. La combinación de recursos audiovisuales y literarios nos permiten, en este caso, movilizar destrezas entre el estudiantado desde un punto de vista del análisis crítico. A partir de esta idea, el objetivo de este trabajo es presentar una propuesta de enfoque didáctico recurriendo a las posibilidades literarias y audiovisuales que ofrece la citada novela distópica para la formación de futuros traductores. El uso de la literatura en el aula de inglés como lengua extranjera demuestra ser beneficioso para la participación y el desarrollo de los alumnos al requerir destrezas de comprensión escrita, expresión oral y espíritu crítico, así como para favorecer el debate y el diálogo en clase, y la llamada «competencia literaria» (Culler, 1975). A su vez, la combinación del discurso literario con el discurso audiovisual resulta más atractivo y consigue captar mejor el interés de los estudiantes que la limitación a un solo discurso. Esta presentación se fundamentará en la justificación y exposición de la experiencia docente del uso de The Handmaid's Tale en el aula de inglés como segunda lengua en el primer curso del grado de Traducción e Interpretación de la Universitat Jaume I haciendo referencia al modelo competencial de PACTE (2011). Así pues, presentaremos los contenidos, objetivos, competencias y tareas que fundamentan el desarrollo de las sesiones. El planteamiento docente se enmarca en la clasificación de competencias del grupo PACTE (2011). Mediante esta descripción de la experiencia docente, se ofrecerá una propuesta de integración de contenidos transversales relacionados con las artes literarias y cinematográficas que contribuyan al desarrollo de las competencias del estudiante del grado en Traducción e Interpretación más allá de la mera competencia lingüística.

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The use of audiovisual material in the translation into Spanish classroom: A motivational tool for language students

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Abstract

Nazaret Pérez Nieto Lecturer in Spanish HEA Fellow Cardiff University In recent years there has been an increase in the interest of audiovisual entertainment platforms to broadcast material in the Spanish language, particularly TV series and films. These materials constitute a unique tool for Spanish language teachers, as they provide instructors with resources that reflect daily life, in which grammar and vocabulary are used in context, and where the use of visual images aid students' in their learning. The effectiveness of the use of videos in the foreign language classroom to aid with learning has been proved in literature. A study undertaken by Canning-Wilson (2000) reveals that "students like learning a language through the use of video and that the learners prefer action and entertainment films." Given the importance of independent learning in Higher Education and the reduced number of contact hours with students, teachers have to take advantage of language classes. This can be achieved by bringing materials that encourage students to continue learning and challenge themselves outside of the classroom. The use of audio-visual resources, specifically the use of TV series and films in the translation classes, can play an important role in students' motivation. They contribute to create a more dynamic and engaging teaching environment, as they receive a better response to traditional activities from students as TV series/films viewers. This paper aims to provide an overview on the use of different audiovisual activities within the Spanish translation language classroom in Cardiff University, analysing the impact these activities have in the students' motivation and attitudes towards learning a second language.

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Definiendo las competencias del gestor de proyectos: una triple perspectiva

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Resumen

Los cambios que la globalización ha traído consigo en las últimas décadas han supuesto la implantación de la gestión de proyectos como modo de organización del trabajo, ya no solo en el ámbito de la traducción sino también en otros sectores. A pesar de ello, hoy en día sigue siendo bastante escasa la investigación existente en nuestra disciplina en torno a esta materia, probablemente por la naturaleza temporal y única de los proyectos y el carácter cambiante del sector. Ante esta situación, la presente comunicación tiene como objetivo profundizar en las competencias del gestor de proyectos o *project manager* (PM). Para ello, se presentará en primer lugar un marco teórico para la definición de las competencias del gestor de proyectos, tomando como referencia estudios sobre gestión de proyectos en diferentes disciplinas y los diferentes modelos existentes sobre las competencias del traductor. A continuación, se resumirán los resultados de tres estudios que pretenden recoger información sobre las competencias de los PM desde una triple perspectiva: la de empleadores, la de formadores y la de los propios PM. En primer lugar, se definirán las competencias según un análisis de un corpus de anuncios de trabajo dirigidos a gestores de proyectos de traducción, para comprender cómo describen los empleadores las competencias de los PM. Posteriormente, se analizarán los planes de estudios de las universidades españolas para delimitar qué competencias se promueven en relación con la gestión de proyectos en la formación universitaria. Por último, se recogerán los resultados de una encuesta realizada a más de ochenta gestores de proyectos de traducción para establecer qué competencias precisa este profesional para realizar su trabajo. Con esta triangulación de datos, se pretende acotar las competencias de los PM de traducción teniendo en cuenta la información proporcionada por tres de los principales agentes implicados.

Empowering students of 'Transcultural Communication'.
From linguistic knowledge to multi-competence

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Abstract

Today's students must deal with the multifaceted complexities of an increasingly global, migratory, uncertain and turbulent world (Barnett 2012). Given the processes of globalization, digitalization and migration, educational and working settings are much more multilingual, multicultural and multimodal, compared to those encountered by previous generations of students. But how do foreign language didactics in higher education react to these new realities? One option is to adopt a multi-competence (MC) perspective, considering language learning as a multisensory, multimodal, multidirectional and multidimensional adaptation process and an acculturation process with emphasis on the learner's agency (Wei 2016). By taking a MC perspective, this presentation explores the boundaries between language and translation pedagogy. It focuses on foreign language teaching in the three-year bachelor's degree programme 'Transcultural Communication' at the Department for Translation Studies at the University of Graz, Austria, and the challenges it poses for language educators considering the aims of this programme. On the one hand, this BA forms the basis for students who wish to enrol in a two-year MA programme in Translation or Interpreting, preparing them to gain footholds as highly skilled interpreters or translators "in an increasingly complex professional environment" (Orlando 2016: 94). On the other hand, BA graduates who choose to work in the very broad field of Transcultural Communication must be equipped with generic capabilities, transferable skills and multilingual competencies that will allow them to succeed in a variety of potential employments in the labor market, serving the communicative needs of others. With focus on the importance of learner agency, the purpose of this presentation is to stress the fact that teaching undergraduates requires awareness of the impact of the initial years at university for academic and personal growth and for enculturation into higher education. BA students need an environment that fosters their intellectual curiosity, challenges their personal beliefs, improves their information and digital media literacy and enhances their higher-level cognitive processes. In my talk, I will present an approach to foreign language teaching that strives to emancipate and empower young adults "to bridge the gap between being foreign language learners and becoming translation apprentices" (González Davies 2004: 6). I will discuss activities that foster students' language learning management, their metacognitive learning-process monitoring, responsibility taking and identification of linguistic resources,

strengths and weaknesses. If teachers express genuine interest in the future professional lives of their students and create a secure, inspiring and nurturing learning environment, students can feel safe enough to experiment with languages and not be afraid to take risks.

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Proyecto de investigación PluriTAV: Secuencia didáctica basada en el desarrollo de las competencias plurilingües

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Resumen

PluriTAV (la traducción audiovisual como herramienta para el desarrollo de competencias plurilingües en el aula) es un proyecto de investigación liderado por la Universitat de València y financiado por el Ministerio de Economía, Industria y Competitividad. Como su propio nombre indica, este proyecto apuesta por el enfoque multilingüe en la enseñanza de la lengua extranjera (LE) y emplea la traducción audiovisual (TAV) como herramienta para el aprendizaje de una LE, el perfeccionamiento de competencias de las lenguas propias y el desarrollo de competencias plurilingües. Para este proyecto se ha diseñado una serie de secuencias didácticas (SD), partiendo desde un enfoque de enseñanza de lenguas multilingüe, en las que se hace uso de diferentes modalidades de TAV y en las que se trabaja con el repertorio lingüístico que el docente puede encontrar dentro del aula. En esta comunicación se presentan el diseño, desarrollo y resultados preliminares de una SD que gira en torno a una tarea central de doblaje interlingüístico (inglés-lengua materna), con el objetivo último y principal de trabajar, desde un entorno multimedia, tanto las habilidades lingüísticas como las competencias plurilingües del alumnado universitario de inglés de nivel B2. Para elaborar dicha secuencia didáctica se recurrió tanto al Marco Común Europeo de Referencia para las Lenguas (MCER) como al Marco de Referencia para los Enfoques Plurales de las Lenguas y de las Culturas (MAREP). Por un lado, se presentan varios ejemplos de las actividades diseñadas para los cuatro talleres de los que se compone la SD, prestando especial atención a aquellas en las que existe una comparación entre varias lenguas o en las que se plantean tareas de traducción, pensadas especialmente para trabajar las competencias plurilingües. Por otro lado, mostramos algunos de los resultados preliminares de naturaleza cuantitativa, obtenidos gracias a la compleción de los cuestionarios, tanto lingüísticos como plurilingües, y cualitativa, a través de la evaluación de las actividades inicial y final. Por último, se presentan los resultados extraídos a partir de una rúbrica de autoevaluación que ha completado el alumnado del grupo experimental, en el que se observa cómo los alumnos han valorado el impacto de la SD en el aprendizaje de distintas habilidades lingüísticas, tanto de la lengua extranjera como de la lengua materna.

Multilingüismo en traducción: El partisano Johnny, Ur-Partigiano Johnny y algunos cuentos de Beppe

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Resumen

Il Partigiano Johnny (Einaudi, 1968), novela escrita por Beppe Fenoglio, es un ejemplo de multilingüismo literario y autotraducción a partir del inglés "mental" del autor (así llamado por Italo Calvino). Fenoglio, al escribir el texto en *fenglese* (idiolecto suyo, así llamado por Eduardo Saccone) — en el que se vale con frecuencia de registros coloquiales y vulgares, términos dialectales en piamontés, palabras inglesas (y de otros idiomas: francés, español, alemán) y estructuras gramaticales inglesas — nos ofrece un caso de plurilingüismo mental solo "parcialmente" traducido al italiano. En mi ponencia haré hincapié en los fenómenos que abarca el análisis de la traducción de la lengua de Fenoglio, y en los principales problemas que plantea. Asimismo, analizaré las formas que adquiere el "fenglese" en la traducción al español de Pepa Linares (El partisano Johnny, Sajalín Editores, 2013, I ed.) y las dificultades que se encuentran al traducir, por una parte, el lenguaje tan particular del autor, y por otra, los términos dialectales y extranjeros que se hallan en el texto. La traducción española resulta más fluida, gracias a soluciones domesticadas a las que la traductora acudió, probablemente, para facilitar la lectura de una novela que pertenece a una época literaria en que la experimentación lingüística estaba en su apogeo. Además, me detendré en algunos ejemplos textuales de "fenglese" en los cuentos incluidos en Un Fenoglio alla prima guerra mondiale (Einaudi, 1973) y sus traducciones correspondientes en el volumen Un día de fuego: cuentos completos (Sajalín Editores, 2013, I ed.). De este modo, se podrán evaluar las inferencias traductivas y las estrategias traductológicas adoptadas en dos distintos géneros literarios (novela y cuento) que se tradujeron muchos años después de los originales. Por último, llevaré a cabo un análisis, desde la perspectiva de la inferencia narrativa y semiótica, de las partes que el mismo Fenoglio escribió en español en la novela Ur-partigiano Johnny (Einaudi, 1978). Este texto existe solo en la primera edición, que no se volvió a publicar, y resulta especialmente interesante debido a su "identidad" de amalgama multilingüística). Ur-partigiano Johnny, novela escrita íntegramente en inglés y en la que también aparecen palabras y frases en italiano, francés, alemán y español, es considerada por algunos críticos el comienzo ideal de Il Partigiano Johnny.

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El comentari lliure com a eina de TAV per al desenvolupament de les competències plurilingües a l'aula en el marc del Projecte PluriTAV

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Resum

Les noves formes de comunicació global, així com un entorn professional i social cada cop més multilingüe i multicultural, han fet palesa la necessitat de l'aprenentatge de les llengües estrangeres. La contribució que presentem es fonamenta en el Projecte PluriTAV, el qual col·loca l'enfocament multilingüe al bell mig de l'ensenyament de llengües estrangeres, alhora que busca millorar les competències de tot el repertori lingüístic de l'aula (Marzà et al. 2018). A partir d'aquest enfocament, s'explora un camp afí de la didàctica de les llengües estrangeres, la traducció audiovisual, per a fer-la servir no sols com un recurs per a l'ensenyament a l'aula de llengües estrangeres (Vermeulen 2003), sinó també com a base per a la millora de les competències de les llengües pròpies i el desenvolupament de noves competències plurilingües. Dins de les diferents modalitats de TAV (cf. Chaume 2012) trobem el comentari lliure, que, tot i que no ha rebut la mateixa atenció que altres modalitats tradicionalment més conegudes i estudiades, pot contribuir molt favorablement al propòsit de l'aprenentatge de llengües i al desenvolupament de les esmentades competències. El comentari lliure posseeix unes característiques molt peculiars i representa més aviat una adaptació que no pas una traducció, ja que inclou aspectes molt significatius de creació personal i d'expressió de l'opinió, i pot combinar-se amb la subtitulació i el doblatge (Chaume 2013). En aquesta contribució presentarem amb detall les característiques principals del disseny d'una seqüència didàctica que empra el comentari lliure com a eina principal. Per a l'elaboració de les activitats d'aprenentatge i els instruments d'avaluació, així com la identificació i explotació de les diverses competències plurilingües, s'ha pres com a referència el MCER i el MAREP, respectivament. Aquesta experiència, que es nodreix d'anteriors plantejaments ja testats en el marc del projecte PluriTAV i amb modalitats tan diverses com la subtitulació, el doblatge i la audiodescripció, obre noves possibilitats en la didàctica de la llengua des de la perspectiva de l'adquisició de les competències plurilingües i pluriculturals i suposa un enriquiment pel que fa a la implementació de noves modalitats de la TAV a l'aula d'anglès com a llengua estrangera.

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Multilingüismo y lenguas minoritarias: el caso de *Handia*

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Resumen

Handia (Aitor Arregi y Jon Garaño, 2017) es una producción multilingüe rodada, mayoritariamente, en euskera en la que se intercalan escenas en castellano, francés, inglés, portugués y árabe, así como alguna escena con latín de fondo. *Handia* ha sido con diferencia, y hasta la fecha, el largometraje en euskera que más éxitos ha cosechado, con más de 133 000 espectadores y con galardones tales como el Premio Especial del Jurado en el Festival de San Sebastián y 10 premios Goya. Este éxito resulta sorprendente para una película producida en una lengua minoritaria con menos de un millón de hablantes que, además, no es la lengua materna de la mayoría de la sociedad en la que se ha gestado. Esto pone en el punto de mira la traducción audiovisual y su recepción, ya que el producto original sin traducción no solo no es accesible para el público fuera del País Vasco, sino también para la mayoría de ciudadanos vascos y, sorprendentemente, también para algunos de los miembros del equipo técnico de la película.

En esta presentación se analizará la función del multilingüismo en el producto original y su tratamiento en las versiones meta tomando como base los estudios de de Higes (2014), Delabastita (2002), Wahl (2005) y Bonis (2011, 2012, en de Higes, 2014). Además, se dará a conocer la implicación de los agentes que han participado en el proceso creativo del producto original y las diferentes versiones meta desde un punto de vista lingüístico. A través del estudio de *Handia* se observará cuáles son las implicaciones de rodar una película en una lengua minoritaria que convive con una lengua hegemónica y cómo esta realidad influye en el camino para acceder a un público global.

Además, se argumentará que una de las razones para el éxito sin precedentes para una película de las características de *Handia* puede ser la colaboración en los procesos de producción y postproducción, sobre todo en lo referente a cuestiones lingüísticas y traductológicas. Esta colaboración se da entre los directores del filme y asesores lingüísticos, traductores e investigadores con el objetivo de garantizar que las versiones meta sean consistentes con la visión artística y lingüística de los directores.

Por último, nos centraremos en cómo el caso de *Handia* puede sugerir nuevas prácticas en la traducción de películas multilingües con lenguas minoritarias y cómo puede abordarse la docencia en este ámbito.

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Interpreters and translators as language teachers – qualification profiles and socio-political conditions. Case study: Vienna

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Abstract

The topic of language teaching seems to be off-limits amongst many interpreters and translators. However, a statistic study carried out in Austria in 2008 indicated that 37,5% of all graduates of the Centre for Translation Studies at the University of Vienna (CTS) worked either part-time or full-time as language teachers. Considering the recent political developments in Austria, such as the introduction of compulsory German courses for migrants, opening of the labour market to the new EU member states or the recent migration crisis, it is safe to assume that the number of language teachers amongst the interpreters and translators is now likely to be even higher. Nonetheless, this topic remains undiscussed.

Translation studies have emerged relatively recently as a discipline independent from philology and linguistics. Interpreting and translation have been firmly placed in focus of translation studies, thus implicitly excluding language teaching as a professional field of interpreters and translators. However, the boundaries between philology and translation studies are not clearly drawn - translators and interpreters also work as language teachers and some philologists or linguists are active translators or even interpreters. Moreover, technological advances in the language industry lead to merging of the three key segments of the industry: translation, language technologies and language teaching.

The scope of the contribution is to present the results of a study conducted with 18 graduates from the CTS and further 3 graduates who are also university-trained language teachers. The study comprises two stages. During the first stage a group of 18 participants, graduates from the CTS who work as language teachers were asked to anonymously assess their language teaching skills by using the European Profiling Grid (EPG). The quantitative tool EPG is being used in many countries to help teachers assess their professional strengths and training needs. Following the assessment semi-structured interviews were carried out with the same group of participants discussing the results of the self-assessments as well as several professional aspects of language teaching carried out by translators and interpreters. Some of the aspects included motivation for starting to teach, length of and plans for further teaching, types of language courses where translators and interpreters can be found, additional qualifications etc. The second stage of the study consisted of interviews with three graduates from the CTS who are also university-trained language teachers.

The primary goal of the latter interviews was to establish what expertise can interpreters and translators utilize in language teaching and what teaching skills need to be developed. The aim of the study was to address for the first time the language teaching activity of graduates of CTS and to take a first step towards removing the taboos from this field of work in the professional community.

Multilingual Communication and Language Learning based on Student Interaction in an International Setting

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Abstract

Internationalization has become a key factor in higher education as well attested by world academic rankings. According to some recent reports (British Council, UNESCO), by 2024 there will be over 5 million mobile students in higher education. Several public and private programs have been implemented to meet the needs of those mobile students, particularly in second language learning. Several articles have been published about language contact and student interaction in a study abroad context but most of them focused on culturally and linguistically homogeneous groups of students. This research was aimed at measuring the development of intercultural competence and language learning based on student interaction in a multilingual exchange program. A total of 50 local and international students from 15 countries representing 12 different languages participated in this four-month research project carried out at the University of Alicante (Spain). All students were randomly assigned into two different groups, a control group (CG) based on conventional face-to-face interaction and an experimental group (EG) which used an IM tool for virtual communication. Several social activities were originally designed and implemented alike for both groups (CG and EG) to encourage student interaction in and outside of the classroom. Quantitative data was gathered through a pre-test and a post-test, including two sections partly based on Anderson and Lawton's motivation scale (2005) and Chen and Starosta's intercultural sensitivity scale (2009). Research findings show that intercultural communication in a multilingual exchange program is a complex aspect depending on several factors (intrinsic and extrinsic motivation, L2 competence and language affinity) and that multilingual communication is mostly dominated by English as a Lingua Franca (ELF) and code-switching between English and the target language. Multilingual student interaction is closely related with self-perceived language learning outcomes according to quantitative (pre- and post-test) and qualitative data (IM and personal interviews). The most determining factors are the predominance of linguistic or cultural affinity, in the case of international ones, and the existence of highly cohesive primary groups, by local students. However, a significant percentage of the EG shows a greater interaction and inclusion in the new environment, partly determined by extrinsic motivation.

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Translation in the Post-monolingual Teaching Context of the 21st Century: A case of "Happy Ending" or a "Dubious Act"?

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Abstract

Translation and L2 Teaching have been long engaged in a rather controversial relationship. Most historical overviews on the topic refer, first, to the Grammar-Translation Method, regarded as an example of excessive, and partly irrational, use of translation in the L2 teaching at the time. They turn, next, to the Direct Method, portrayed as an answer to the Grammar-Translation Method, and noted for its rejection of L1 and translation from the L2 teaching. In the second-half of the twentieth century, traces of translation in the L2 teaching become irregular, and the status of the relationship between them harder to define. Glimpses of support for the L1 and translation as L2 teaching tools remain evident throughout the decades. Researchers (Duff 1989; Malmkjaer 1998) have been arguing against the rejection of bilingual teaching activities from several aspects, but the prevailing monolingual mentality until the end of the twentieth century proved to be a bigger and stronger opponent. It comes, therefore, as no surprise that the consequences of a shift in socio-political circumstances (globalisation, human mobility, immigration, super-diversity) – particularly noticeable in the last two decades – have been challenging the monolingual teaching bias and fostering the development of "post-monolingual approaches" (Horner & Tetreault 2016). These aim to take into account and to better respond to the communicative needs and the mixed linguistic repertoires of contemporary language speakers and learners. What comes, however, as a surprise, is that inclusion of translation in the post-monolingual teaching context does not necessarily constitute a reasonable expectation within the L2 teaching field, despite the fact that the common denominator of these recent approaches is the utilising of the learners' linguistic and cultural backgrounds in the current language education. The paper examines the relationship between translation and L2 teaching, with an imminent focus on its current status. It, specifically, aims to explore why the reconceptualization of translation as a plurilingual, translanguaging and language mediation activity still finds resistance in the L2 teaching field, and is currently regarded as a highly questionable issue rather than a unanimously applauded one.

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Inspiring Dictionary Awareness in ESL Students:
A Case Study of Dictionary Criticism

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Abstract

Due to the widely accepted current understanding of the deeply anthropocentric nature of any world language and interpretation of language semantics as culture-determined and value-based, the present-day approach to a dictionary as not just a reference-book but as an inexhaustible national depository of learning, knowledge, cognition and hidden wisdom seems to be more than normal. Thus, being sources of a variety of knowledge, dictionaries stand out as efficient means of enhancing one's expertise, in which cultural competence remains a major index of linguistic erudition and indicator of success in intercultural communication. As previous research demonstrated, dictionary criticism being a lexicographic scientific method may stand out as an effective means of dictionary constituents' analysis allowing to provide sober judgment about advantages and disadvantages of the reference book in question and therefore further promote efficiency of dictionary techniques and methods of dictionary use. At that dictionary criticism can also be directed and aimed at very specific linguistic data relevant for a particular research. Thus the method can equally be applied to a general dictionary analysis involving description of its structure and components with further conclusion about the dictionary's linguistic potential, as well to explication of various types of culturally marked information. The suggested article aims to promote and contribute to the application of learner's dictionaries of English in class by university students as well as demonstrates new possibilities for teachers of English/ lecturers to explicate culturally relevant information implicit in vocabulary units of the foreign language by analyzing dictionaries with the help of linguistic cultural research methods. From the author's point of view, one of the learner's dictionaries' top priority functions is its simultaneous role as a desk textbook, learner's guide and language operating instruction manual in which linguistic phenomena are reflected in the most teachable and intelligible form. Teacher's task is, therefore, to conduct an analysis of a dictionary, master its fundamental culture-relevant components and expound the latter to students. A special accent has been put on the relevance of employing the achieved results in classroom, as well on the role of a teacher as a mediator in boosting their students' cultural competence. Conclusion is made about efficiency of working out structures of cultural concepts ESL students are supposed to deal with and compiling special thematic glossaries relevant for a particular class.

A Plurilingual and Ecological Approach to ELT: A Global Vision

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Abstract

In this paper, we argue that using an ecological and plurilingual approach to English Language Teaching (ELT) would improve English language skills in primary school students and promote language awareness, balancing respect for the mother tongue and development of English as a lingua franca. This article is based on the research findings of our international doctoral thesis. In this study, we propose a plurilingual communicative approach to English teaching in Norway, Spain and China within the context of their current language policies. Our project analyses the current teaching guidelines in the participating countries —as well as the possible improvements—, and examines cross-linguistic and English as a Lingua Franca (ELF) approaches to English language teaching while promoting the positive use of the mother tongue as a connecting tool in the students' communication system (Cook 2001; Morahan 2010). Despite the positive research on ELF implementation to ELT (Sifakis et al. 2018), guidelines are still lacking and it is within this context that our research aims to demonstrate its benefits. Five schools and 285 students in different parts of the world participated in this study. The subjects of this study were divided in control and experimental groups, in which they received traditional (based on their country) and plurilingual approaches respectively. After the classes they completed a test and filled a questionnaire focused on understanding their attitude and motivation towards mother tongue and English language learning. Based on observation and results achieved, we can conclude that a plurilingual approach that uses L1 as a scaffolding tool in English teaching improves English acquisition, as well as develops an ecological understanding of languages.

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