

The use of subtitling activities in foreign language teaching has proved engaging for students and successful for development of oral and written skills. This workshop encourages teachers to explore the possibilities subtitling offers in the language classroom and to raise awareness about the skills required in real-life subtitling.

Once students are familiar with the concept and the subtitling programme, activities to tackle listening comprehension, writing, vocabulary or grammar can be planned. Students could also create and subtitle their own videos about culture, language or grammar.

A wide range of programmes are available for this type of activity. Certain websites such as Classik TV, Bombay TV and Futebol TV, have videos with easy-to-follow instructions which could be used with younger students as a basic introduction to subtitling.

Classik TV : www.grapheine.com/classiktv

Bombay TV : www.grapheine.com/bombaytv

Futebol TV : www.grapheine.com/futeboltv

YouTube also allows users to annotate their videos with bubbles and subtitles.

Aegisub is one of the best options because any video can be used - a DVD; a video made in class; or a clip downloaded to a computer. In contrast with the above websites, Aegisub allows you to work with a range of tools that a professional subtitler would use. It is very precise with the timings and the final product is of good quality. It can be downloaded at www.aegisub.com.

This workshop is aimed at older students and part of its challenge and appeal is the opportunity of working with a realistic subtitling programme and with the same constraints that a real-life situation might involve.

SESSION 1

Introduce students to the concept of subtitling

Start with a discussion about subtitles in real life.
 Where do they find them?
 Are they useful?
 Have they ever spotted an error in a subtitle?
 Have they noticed the differences between standard subtitles and subtitles for the deaf & hard of hearing?

10 mins
 DVD with subtitles or a sample from TV (Iplayer, etc)

Professional subtitling

Briefly describe the task of a professional subtitler and the relevance of this type of job. You can use <http://www.subtitlers.org.uk/> for background information.

 Talk about the time and space dimensions a translator has to consider and differentiate between intralingual and interlingual subtitles.

10 mins
 Subtitling Notes

Introduction to Aegisub programme

Explain the main characteristics of Aegisub mentioning its main functions of time in, time out and how to write and edit subtitles.

10 mins
 Subtitling Notes

<p>Decide whether the subtitles are going to be in English to familiarize students with the programme first, or whether this is going to be a “listening” exercise where students work with the target language and create their own transcripts, or whether you want to embed a translation activity from the very beginning.</p> <p>Before using the Aegisub programme students should be provided with or have created a transcript of the segment to be subtitled if working with a movie in a foreign language. They can also translate the English transcript into the relevant foreign language (if working with an advanced class), or the teacher/student can just choose a known song in the foreign language.</p>	
<p>Using Aegisub programme Ask students to set the times in and out of a video clip they like and transcribe the lyrics. You can choose a song you have previously worked with in the classroom.</p> <p>Students can just transcribe the words they hear or “annotate” the video clip with comments such as the biography of the singer, cultural elements, explaining what is happening in the video, etc.</p>	<p>20 mins Subtling Notes Video clip</p>
<p>SESSION 2</p>	
<p>Introduction and brush-up on topics presented in the previous session Ask students what sort of translation and/or subtling problems they think might come across.</p> <p>Brainstorm: elicit from students the main instructions / steps to follow / considerations they will need to take into account when working independently with the programme.</p>	<p>5 mins</p>
<p>Independent translation Students watch the video to be subtitled while reading the transcription.</p> <ul style="list-style-type: none"> • If they are working in a translation from English into a foreign language, it is advisable to provide a transcription of the text. • If dictionaries are available, these can be used, otherwise, students can always use online resources such as <i>Wordreference</i> (www.wordreference.com). Online machine translation such as <i>Google Translate</i> should be avoided. <p>Each group/student sets the timings of the subtitles in the programme indicating where they consider each sentence should appear.</p> <p>Students input the text either whilst setting the timings or they input the text in each relevant box after timings have been set.</p> <ul style="list-style-type: none"> • Remind students they need to Commit changes (i.e. “save”) every time they input a new line. 	<p>35 mins Aegisub programme & Subtling Notes</p>
<p>Feedback Each group/student shows their translation to the rest of the class to discuss any difficulties experienced; any cultural elements that may have been challenging to translate; compare the two languages and their structures; talk about choices for their timings, words or utterances they had to leave out, etc.</p>	<p>10 mins</p>