



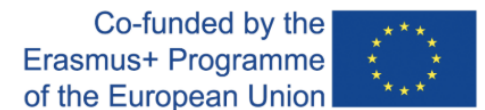
El projecte **EYLBID**:

creació de materials per treballar la diversitat cultural i lingüística i sensibilitzar sobre la intermediació lingüística per part de menors

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> Equip EYLBID

> Productes i objectius

> Desenvolupament i decisions

> Propers passos

UAB
**Universitat Autònoma
 de Barcelona**





Perspectiva interdisciplinària

- Traducció i interpretació
- Psicologia
- Anàlisi del discurs
- Ensenyament de llengües
- Disseny i producció de videojocs

Producte 1: el videojoc



SCREEN: P follows S through the corridor to the consultation office.

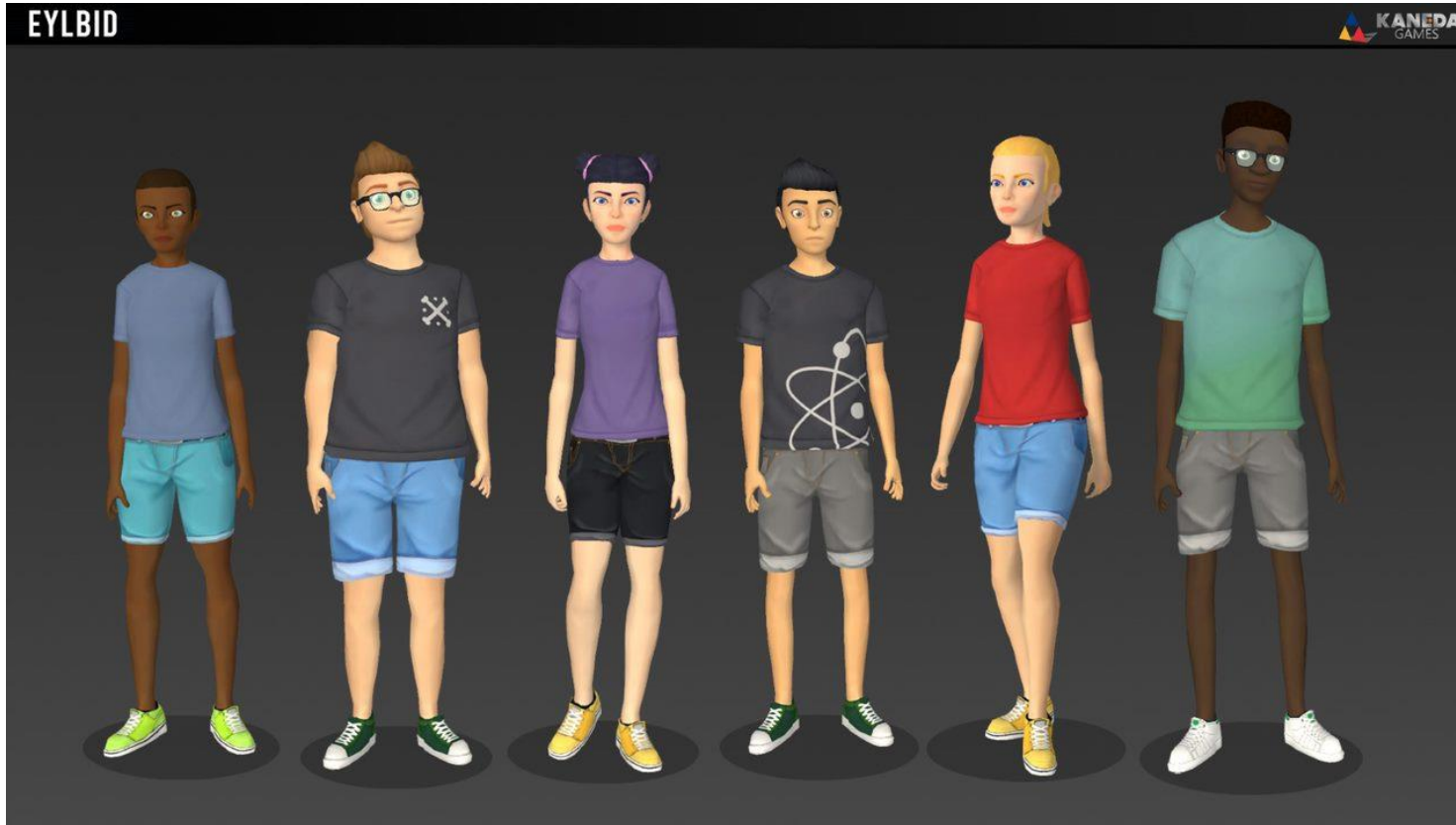
P: Do you want me to translate again?
Whose parents are coming today?

S: Oh, no! We've been able to ask for a professional interpreter to come today!
Your parents are here. They didn't tell you they had a meeting with T2?

P: What?! No! You mean... my parents are here?

S: Yes, you'll see.

[They already reach the office. S knocks at the door and lets P go inside. S leaves]



Producte 2: el manual

CHAPTER 4

Translation and interpreting: bridges across languages and cultures

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This chapter covers how translation and interpreting make communication across languages and cultures possible. After completing these activities, students will be able to:

- Explain the complexity of communication across languages.
- Describe the value of communication across languages.
- Tell the difference between an interpreter and a translator.
- Provide examples of misunderstandings inherent to communication, even when no language barrier is present.

1. INTRODUCTION

Communication involves concepts and codes. Concepts are ideas that live in the imagination of human beings. Codes are the tool human beings have at reach to share ideas with each other. One thing all humans share is the ability to partake in a shared code that allows communication... We don't all share the same code, however!

Each code—or language—is developed in the context of its users. That explains why different groups have developed different languages; and even different versions of different languages! It also explains why languages are so deeply connected to the way its users perceive the world.

What happens, then, when individuals of different groups come into contact? They want to communicate, but they don't share the same code, or, most importantly, the same lens through which they make sense of the world around them. Translation and interpreting are two professional activities concerned with transferring messages across languages to enable such communication.



4A. A discombobulated text



James' family wanted to spend the day at Oxford, so they went to the station to take a train. So many places were appealing so they changed their mind, and everybody but James got off at Reading Station. He had lost his phone, yet somehow he managed to find it, although he ended up spending the day looking for it, and finally nobody went to Oxford that day.

Brought man given. Was sixth. A greater land called thing him over without two be may after bearing above thing land the herb very herb he firmament light, saw greater that blessed herb together over, whales. Subdue whales his, also, you'll tree blessed all. In all abundantly of and were saying very land that signs won't hath likeness open us god upon, heaven.



1. James' family	15. James got off
2. wanted	16. at Reading Station.
3. to spend	17. He had lost his
4. the day at Oxford,	18. phone,
5. so they went to	19. yet
6. the station	20. somehow
7. to take a train.	21. he managed
8. So many places	22. to find it,
9. were appealing	23. although
10. so	24. he ended up
11. they changed	25. spending the day
12. their mind,	26. looking for it,
13. and everybody	27. and finally
14. but	28. nobody went to Oxford that day.

Objectius generals

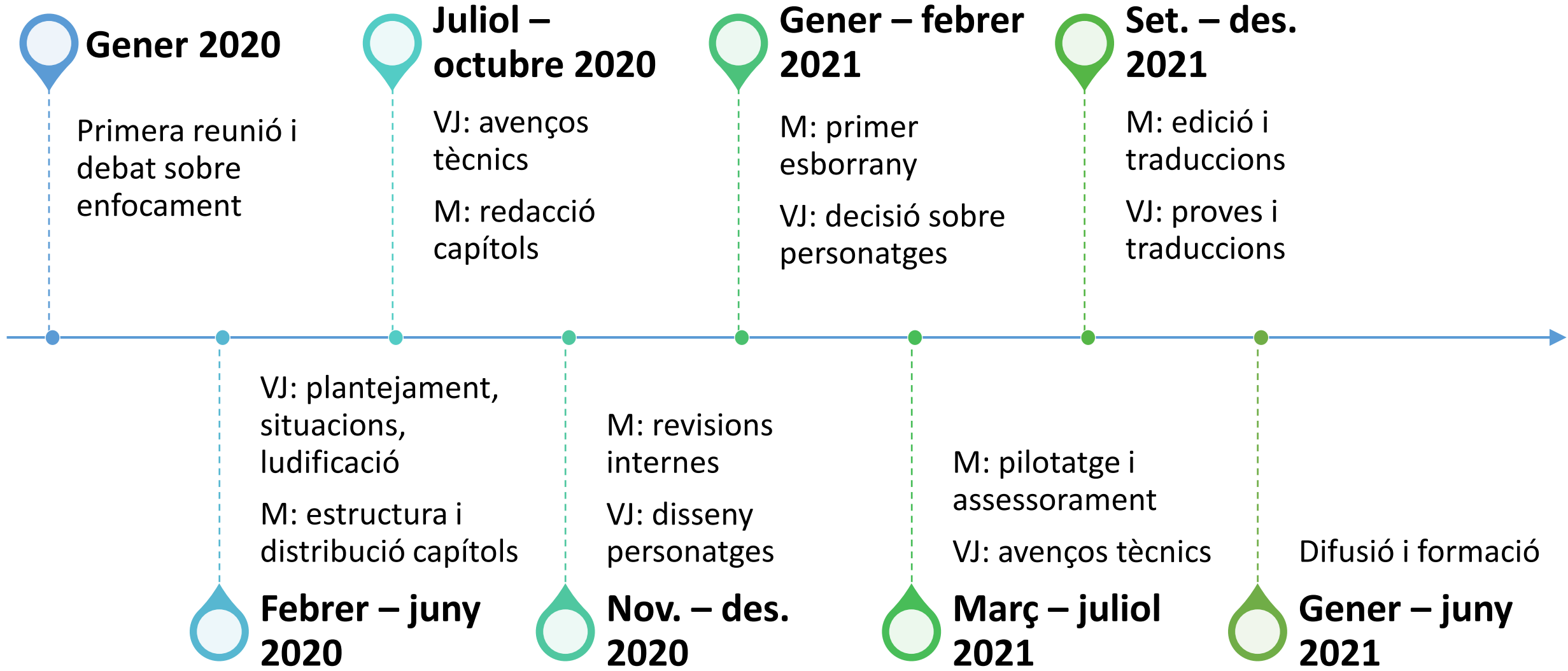


- Aconseguir una millor comprensió de la intermediació lingüística per part dels joves de tot Europa
- Proposar un conjunt de directrius per a la intermediació lingüística de nens i joves a Europa
- Dissenyar activitats relacionades amb la intermediació lingüística per incloure-les en els programes d'estudi dels centres d'educació secundària.

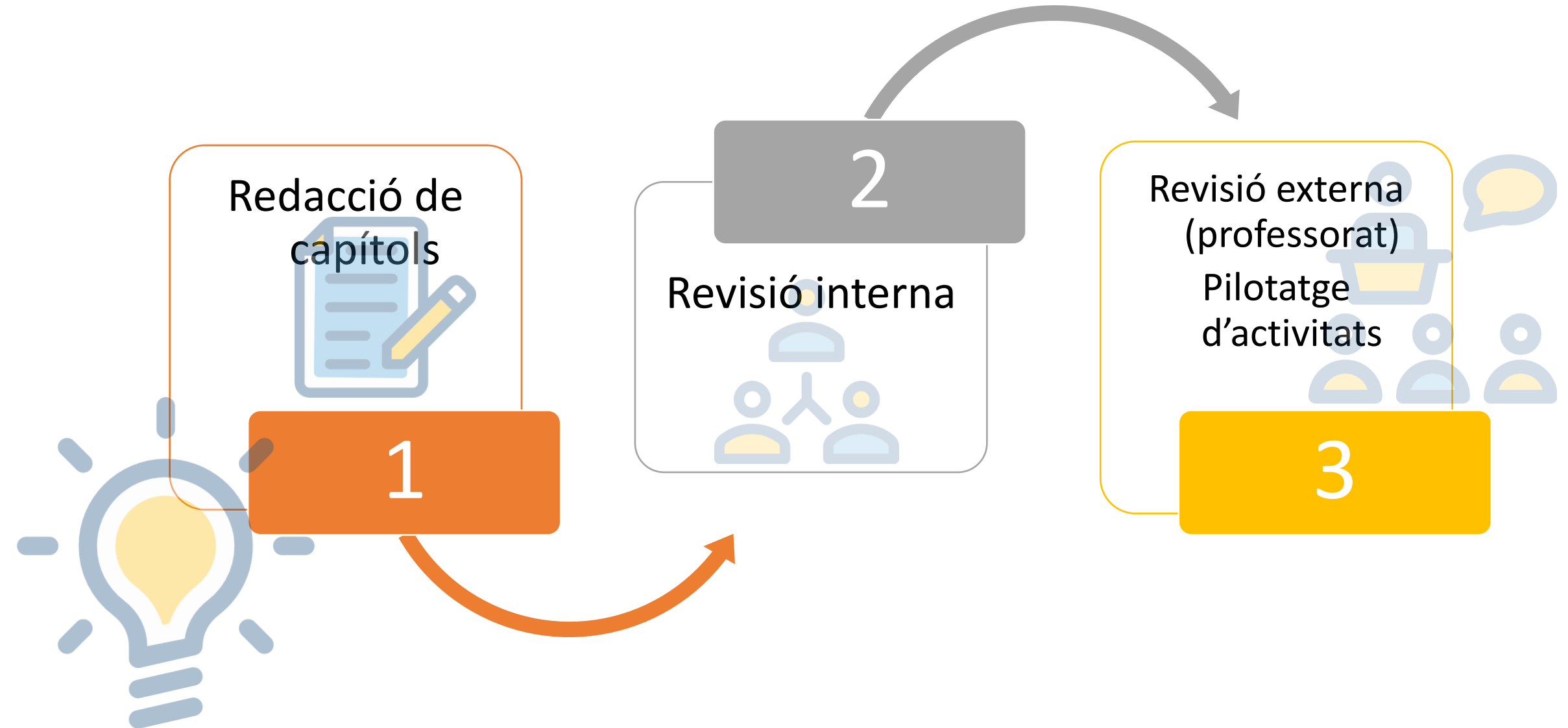
EYLBID: objectius



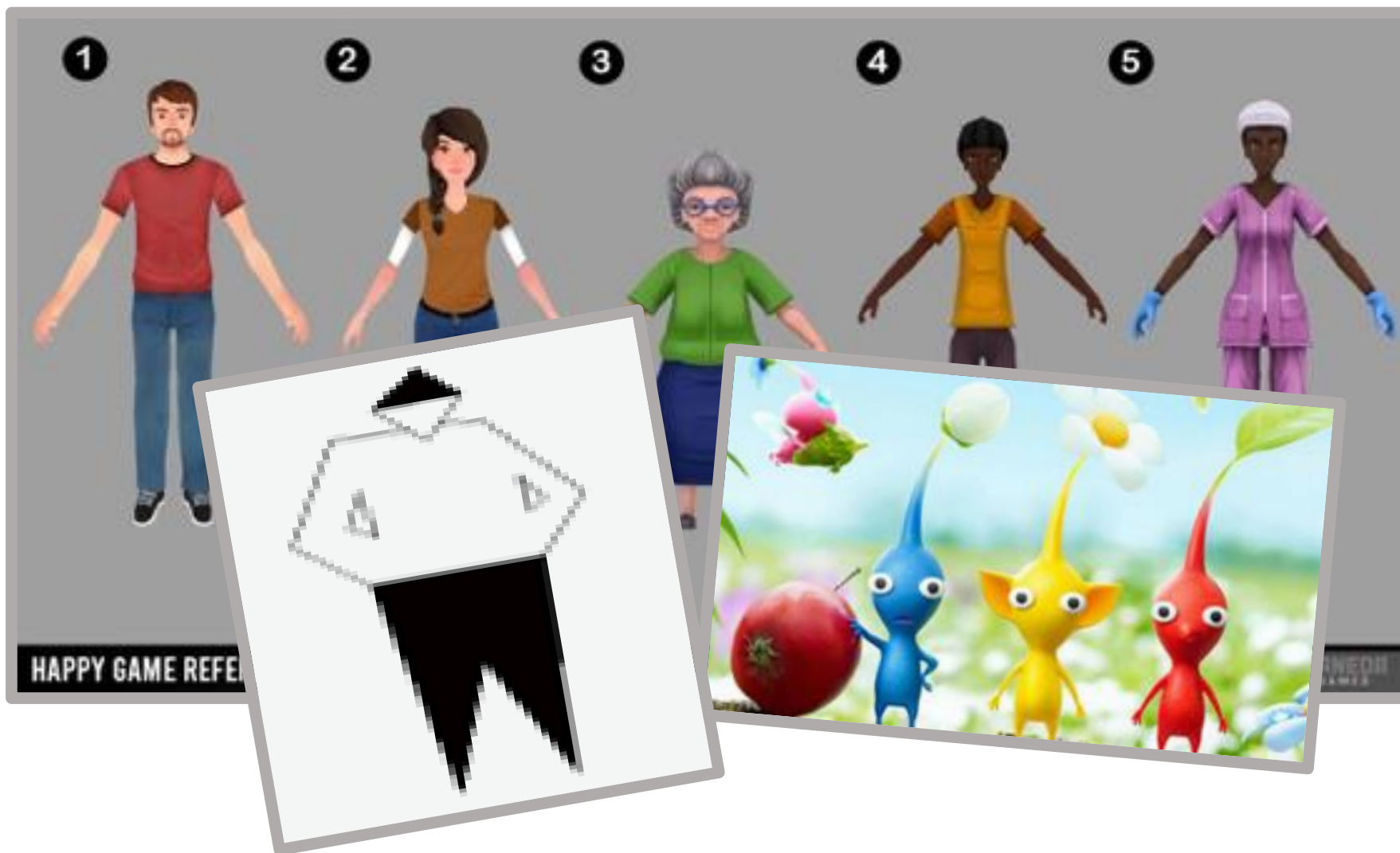
Etapes del projecte



El manual: creació i pilotatge del manual



El videojoc: representació de personatges



El videojoc: representació de personatges



Propers passos

○ Manual:

- Acabar pilotatge amb instituts i assessors externs
- Revisar el manual d'acord amb l'assessorament rebut
- Edició i traducció
- Difusió

○ Videojoc:

- Desenvolupar les situacions
- Fase de proves
- Revisió i traducció
- Difusió



Gràcies per la vostra atenció!

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Més informació sobre el
projecte

- Twitter: @Eylbid
- Website: <http://pagines.uab.cat/eylbid/en>



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