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SESSION 8. TRAINING

“Creative dubbing: a tool for the improvement of speaking skills in the class of ESP”

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VIDEO PRESENTATION: -

ABSTRACT

The importance of audiovisual translation (AVT) in the field of research (Chaume, 2018a; Díaz Cintas & Szarkowska, 2020) and also as a teaching tool (Talaván, 2013) in the context of foreign language learning (FLL), has become more relevant in the last few decades. There is an increasing number of lecturers and teachers who make use of methodologies which require the use of AVT modes, with all its multiple linguistic combinations, which have been proven to be beneficial to foreign language learners. An ideal scenario for university students is one in which they can become fluent in several foreign languages, hence, the importance of boosting their oral production skills with appropriate tasks with this objective in mind.

This paper presents a teaching innovation project which took place during the 2019-2020 academic year at the Universidad Complutense de Madrid. One of the main goals of this study is to promote students' improvement in oral production skills in the class of English for Specific Purposes (ESP); specifically in the subject of Business English. To this end, a group of second course students from the Degree of Commerce who were enrolled in this subject were offered the opportunity to participate in this project. Through the submission of several self-made video recordings, they were also required to complete activities in which creative dubbing was used as an AVT tool. This approach slightly differs from that referred to by Chaume (2018b), in which fundubbing is meant to be a creative translation whose function is parody, or Talaván (2019), in which the students under analysis practised creative dubbing based on humour. The present project refers to the

creative approach of fundubbing by creating dialogue exchanges in a more flexible way but excluding the humoristic component. Apart from this main goal, the improvement of writing skills was important, given that the students were required to write their own dialogue. Vocabulary acquisition was regarded as a secondary goal.

In order to conduct this project, we counted on the participation of lecturers from different public universities in Madrid: UCM, UNED and UAM. We made use of a multi-strategy design (Robson & McCartan, 2016). Quantitative data appeared in the form of video recordings submitted by the students and the creative activities performed, all of which were evaluated. Also, qualitative data were gathered from a pre- and post-questionnaire with questions about the participants' impressions of their learning outcomes. This project aims to present the positive results which derive from the participants' performance on tasks which they consider to be entertaining, ludic, and with didactic potential. In addition, the results from this experimental group were compared to those of a control group, which had an equal number of participants. Not only are the findings of the project brought to the fore, but a practical and feasible methodological proposal which can be used in diverse educational contexts is also demonstrated. The creative dubbing project therefore aims to contribute to the literature of AVT and FLL.

Keywords: audiovisual translation, creative dubbing, English for Specific Purposes (ESP), oral production, foreign language learning (FLL).

References

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