



Audiovisual Translation and Bilingualism: Tracking the Origins of Child Language Brokering

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Research topic
and
general context

RESEARCH TOPIC

The pedagogical impact of audiovisual translation on children's linguistic and cultural competences

GENERAL CONTEXT

- Empirical pilot study
- July-September 2019
- César Chávez Elementary School, San Francisco (California, USA)
- San Francisco Unified School District (SFUSD) and University of California, Berkeley





Hypothesis

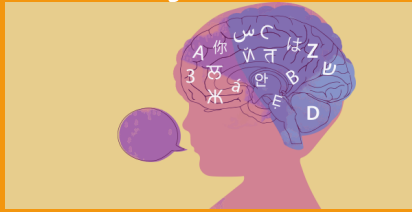
Limited English Proficient students (LEP: language brokers) are exposed to linguistic and cultural contents in English and Spanish



They differentiate linguistic and cultural contents of bilingual audiovisual products by language and culture



Objective



To assess the impact of the use of bilingual audiovisual products

ON

the acquisition of linguistic and cultural competences of child
language brokers

IN

the bilingual educational system of the USA

BY MEANS OF

an empirical pilot study in a bilingual US hub

TO

track the origins of child language brokering



Bilingual educational
system
USA / SFUSD

Research background

1968 USA

Federal Bilingual Education Act

Bilingual programs SFUSD PreK-12

- Grade levels
- Foreign languages



- Dual Language Pathways
 - Biliteracy Pathways
 - English Plus Pathways
 - Newcomer Pathways



Audiovisual texts

Research background

Definition

(Chaume, 2012 and Díaz Cintas and Remael, 2021)

“(…) a semiotic construct woven by a series of signifying codes that operate simultaneously to produce meaning”, which can be transmitted through the acoustic (linguistic, paralinguistic, musical, special effects and sound position codes) and the visual channels (iconographic, photographic, shot, mobility, graphic and montage/editing codes)

Components

(Zabalbeascoa, 2008)

	Audio	Visual
Verbal	Words heard	Words read
Non-verbal	Music Special effects	Picture Photography



Audiovisual translation

Research background

- **Immediate cultural transfer afforded by the interplay between the various semiotic channels of audiovisual texts:** cultural and intercultural awareness raise during the language acquisition process together with linguistic issues
- **Beneficial effects of audiovisual translation on language learners:** receptive skills and cultural awareness, speaking skills and learning strategies + valuable resource for the promotion of bilingualism and multilingualism in countries with more than one national language

(Incalcaterra McLoughlin, 2018 and 2020)



Specific research context

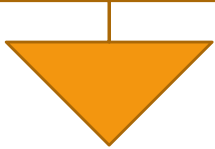
Biliteracy Pathway EN/SP (1st Grade)

OPEN TO

Native speakers of SPANISH
Bilingual speakers (EN + SP)

OBJECTIVES

Linguistic: bilingualism + biliteracy
Cultural: intercultural competence
Academic: optimal academic performance



TEACHING
METHODOLOGY

SPANISH
Academic content

+

SDAIE
Academic content in EN
but specifically designed for native speakers of SP



Learning of the academic contents

+

Designated ELD
Independent EN classes (minimum 30 min/day)



Learning of EN for academic purposes



Specific research objectives

- To determine whether audiovisual products are effectively used as a teaching tool at the school
- To identify the contents of the curricular program in which such products are used
- To reckon the modalities of audiovisual translation utilized for this purpose
- To assess the use of audiovisual products as a methodological instrument in US Primary Education Bilingual Programs



Participants

MEMBERS OF STAFF			
Principal			
1st Grade teacher			
STUDENTS		22 / 1st Grade	
(data collected through initial questionnaire to students with the help of teacher)			
Age	95.4 %: 6 yo	4.6 %: 7 yo	
Gender	54.5 %: female	45.5 %: male	
Place of birth	54.5 %: USA	45.5 %: Latin America	
Family origins	0 %: USA	100 %: Latin America	
Primary language	27.3 %: English	72.7 %: Spanish	
Audiovisual language	41 %: English	36.4 %: Spanish	22.6 %: Both
Previous education	27.3 %: Pre-kindergarten (optional 3-4 yo)	100 %: Kindergarten (compulsory 5 yo)	
Previous instruction language	100 %: Spanish (45' English/day in K)		



Materials and procedure

Materials

Two personal interviews

- Principal
- 1st Grade teacher

Two experimental tests

- Initial knowledge questionnaires
- Directed viewings of 3 audiovisual products for children
- Questionnaires about the videos

Procedure

Interviews

- Audio recorded
- Transcribed for analysis

Experimental tests

- *In situ*, filling in the questionnaires by the researchers upon oral answers from the students



Experiment 1. Language

How audiovisual contents influence
language skills

2 experimental groups

English Elementary Level (14 students)

+

English Advanced Level (8 students)

AUDIOVISUAL PRODUCT 1. (culturally neutral audiovisual clip) *Super Wings S2E44 Blockosaurus Park*



Part 1		
Procedure	Directed viewing 1 AMERICAN ENGLISH (OV)	Directed viewing 2 LATIN AMERICAN SPANISH (DUBBED)
Objective	Level of understanding of both visual and auditory coherence and cohesion (images and words/sounds/music)	
Questions on the plot	The 5 Ws (Who, What, When, Where, Why) + How	

Part 2		
Procedure	Directed viewing 1 AMERICAN ENGLISH (OV)	Directed viewing 2 LATIN AMERICAN SPANISH (DUBBED)
Objective	Level of understanding of lexical items through text and image (words and context)	
Questions on the vocabulary	Terminology, common nouns, colloquialisms, phraseology	



Experiment 2. Culture

How audiovisual contents influence cultural identity

2 experimental groups

Born in the USA (12 students)
+
Born in Latin America (10 students)

PART 1	AUDIOVISUAL PRODUCT 2 <i>Super Wings</i> S2E21 The Super Seven		
Procedure	Initial knowledge questions relate images to places, people, objects, animals, means of transport and actions	Directed viewing LATIN AMERICAN SPANISH (DUBBED) and same knowledge questions	
Objective	Level of understanding of US culture through texts and images		
PART 2	AUDIOVISUAL PRODUCT 3 <i>Super Wings</i> S1E24 Fiesta! Fiesta!		
Procedure	Initial knowledge questions relate images to places, objects and games	Directed viewing LATIN AMERICAN SPANISH (DUBBED) and same knowledge questions	
Objective	Level of understanding of Mexican culture through texts and images		



Experiment 2. Culture Sample (1)

AUDIOVISUAL PRODUCT 2: *Super Wings* S2E21 The Super Seven

Initial knowledge questions: relating images to places, people, objects, animals, means of transport and actions

1. What was the "Wild West"?

1



2



3



2. Who was a "sheriff" in the Wild West?

1



2



3



3. What was a "lasso"?

1



2

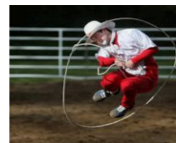


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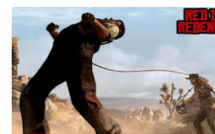


3.1. What did the sheriff use the lasso for?

1



2



4. What animal did people in the Wild West use to travel on?

1



2



3



5. What vehicle did people in the Wild West use to travel long distances?

1



2



3





Experiment 2. Culture
Sample (2)

AUDIOVISUAL PRODUCT 2: *Super Wings* S2E21 The Super Seven

Directed viewing: LATIN AMERICAN SPANISH (DUBBED)



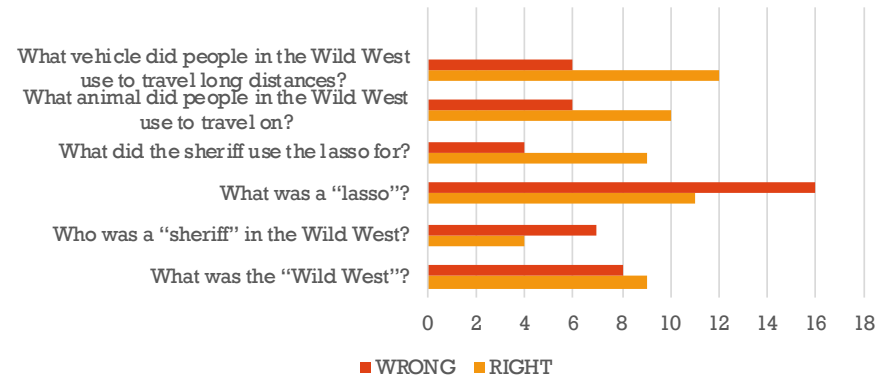


Results (1)

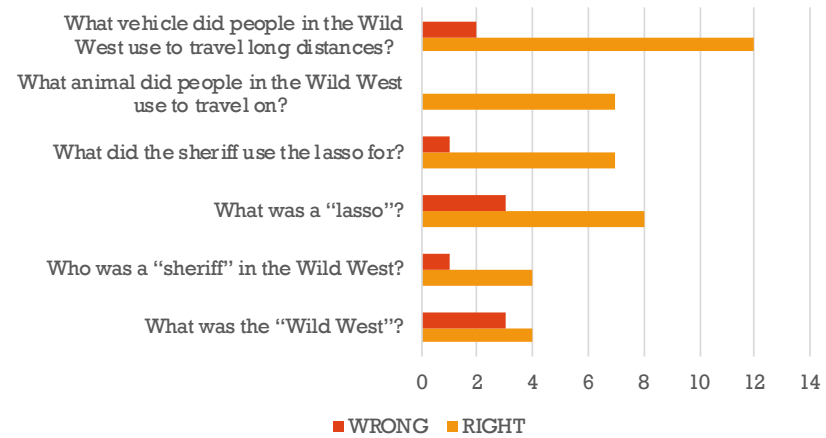
Acquisition of cultural competences of child language brokers

Global knowledge of US culture

Before the viewing



After the viewing



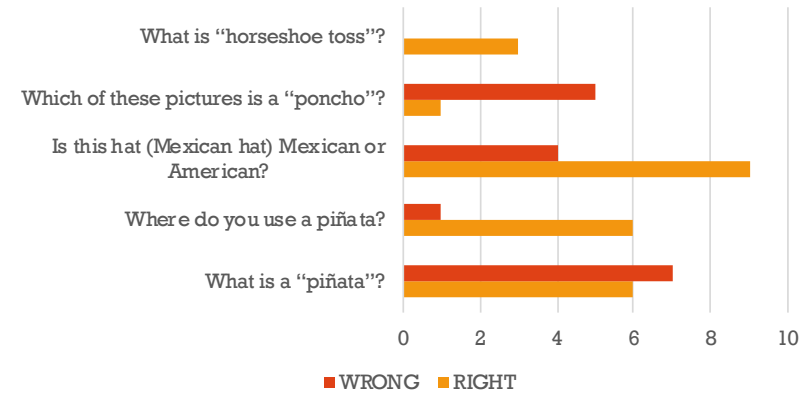


Results (2)

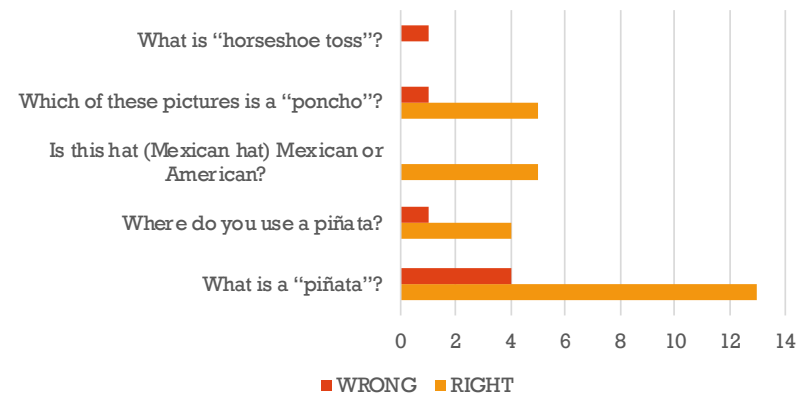
Acquisition of cultural competences of child language brokers

Global knowledge of Mexican culture

Before the viewing



After the viewing





Conclusions

From the two interviews

- Audiovisual products seem to be effectively used as a teaching tool.
- Audiovisual products are used in both the courses taught in SPANISH (dubbed videos) and in ELD (original videos in EN).
- Only dubbed or original audiovisual products are used (never subtitled videos)

From the empirical tests

Audiovisual products as a teaching tool

- improve the second language proficiency level of language brokers
 - enhance their intercultural competence.

The future of this research line

There is a place for audiovisual translation in research focused on bilingualism and language brokering



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