

# Subtitled audio-visual content as a learning tool

-

Marcin Józwiak



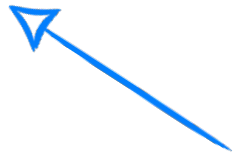
# Agenda

1. Introduction
2. Subtitles and their pedagogical use – literature overview
3. Project overview
4. Possible future developments
5. Questions



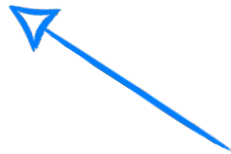


My background



# WHY?

My background



# WHY?



STANAG exams problems



# Topic selection

My background

Government  
programme –  
II + elearning



**WHY?**

STANAG exams problems

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My background

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# WHY?

STANAG exams problems

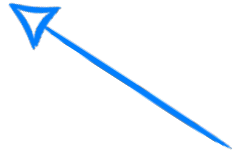
Language Learning  
division is afraid...



# Technology and language learning



 Based on Henrik Gottlieb's work  
entitled „Subtitling” (2001);



# SUBTITLES

Based on Henrik Gottlieb's work  
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# SUBTITLES



Two basic types of subtitles:

- Language-focused,
- Technology-focused;



Based on Henrik Gottlieb's work  
entitled „Subtitling” (2001);



Technology-focused:

- Open - integral part of the film.
- Closed - optional (can be controlled).

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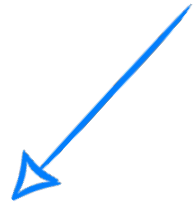
- Language-focused,
- Technology-focused;



Language-focused:

- Interlingual - translation subtitles in the native language.
- Intralingual - (captions) - there is no change of language.

# PEDAGOGICAL APPLICATION

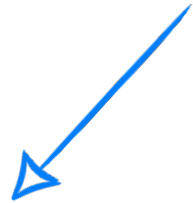


Based on research made by  
Paula Winkle et al. in 2010: The effects of captioning  
videos used for foreign language listening activities.

# PEDAGOGICAL APPLICATION



When is it the most beneficial?



Based on research made by  
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Is there a difference between using  
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Learner strategies and subtitled audio-visual  
content

## PEDAGOGICAL APPLICATION

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Learner strategies and subtitled audio-visual content

**PEDAGOGICAL**

When is it the most beneficial?

**APPLICATION**

Based on research made by Paula Winkle et al. in 2010: The effects of captioning videos used for foreign language listening activities.



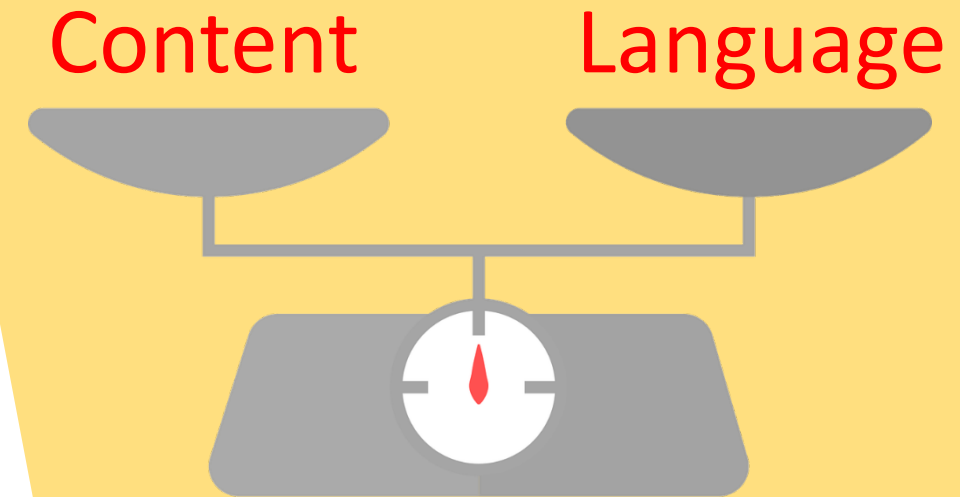
Captions vs transcript

# Content Language Integrated Learning

- David Marsh coined the term
- Coyle et al. 4C:
  - Content, cognition, culture, communication

„CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.”

David Marsh



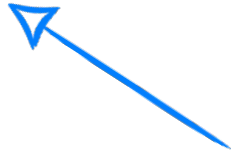


Quality of the content

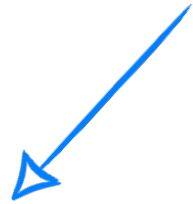


# PRACTICAL INFO

Quality of the content



# PRACTICAL INFO



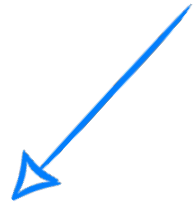
Self-learning + e-learning

Quality of the content



# PRACTICAL INFO

Self-learning + e-learning



Computer games

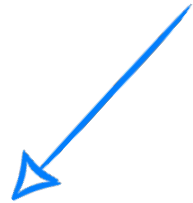


Quality of the content



# PRACTICAL INFO

Self-learning + e-learning



Computer games



Isabel Borrás on subtitles



Quality of the content



Sources of quality subtitled  
audio-visual content

**PRACTICAL  
INFO**

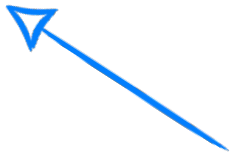
Self-learning + e-learning

Isabel Borrás on subtitles

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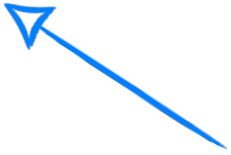
# Project overview

LMS ILIAS-based



# Project overview

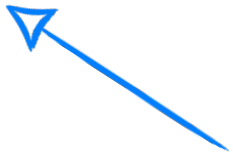
LMS ILIAS-based



MOOC-like

# Project overview

LMS ILIAS-based



MOOC-like

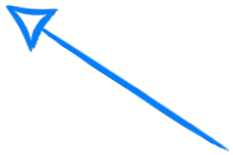


Proficiency level



# Project overview

LMS ILIAS-based



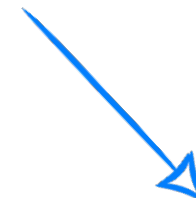
MOOC-like



Proficiency level



University



# Project overview

LMS ILIAS-based

Focus



MOOC-like

Proficiency level

University

# ADL – learn English



Learn English



Presentation  
skills



Hybrid  
threats

# Hybrid threats - overview

Introductory, general message

Class content

General section, forums



Hybrid  
threats

Dear Students,

welcome to the section devoted to hybrid threats!

Please, complete the assigned tasks in the suitable timeframe.

Should you have any questions, please ask in the Questions & Answers forums.

Regards,  
Marcin Józwiak

## SESSIONS

▶  03. Jun 2019 - 09. Jun 2019: Pre-viewing  
Session Materials: 2

▶  10. Jun 2019 - 16. Jun 2019: Viewing  
Session Materials: 2

▶  17. Jun 2019 - 23. Jun 2019: Post-viewing  
Session Materials: 2


## CONTENT

 Questions & Answers Forums

Articles (Unread): 1 (0)

Latest Article: Should you have any questions, please... from m.jozwiak, Today, 10:01

# Hybrid threats - activities

▼  03. Jun 2019 - 09. Jun 2019: Pre-viewing



Step 1. Hybrid Threats report 

pdf 1.2 MB Yesterday, 09:32



Step 2. Hybrid threats word bank

# Hybrid threats - activities

▼  10. Jun 2019 - 16. Jun 2019: Viewing



Step 1. How does NATO counter hybrid threats?



Step 2. How does NATO counter hybrid threats? Test

Status: Offline

# Hybrid threats - activities

▼  17. Jun 2019 - 23. Jun 2019: Post-viewing



Step 1. Audio recording



[Optional] Audio recording self-help

Articles (Unread): 0 (0)

# Presentation skills - overview

Introductory, general message

Class content

General section, forums



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## CONTENT

- ▶  Questions & Answers Forums  
Articles (Unread): 1 (0)  
Latest Article: Should you have any questions, please... from m.jozwiak, 07. May 2019, 08:47

▼  03. Jun 2019 - 09. Jun 2019: Pre-viewing

 Step 1. Repository of inspiring speeches

 Step 2. Tell us about your hobby!

Articles (Unread): 1 (0)

Latest Article: [Create a new thread and share some in...](#) from [m.jozwiak](#)



10. Jun 2019 - 16. Jun 2019: Viewing



Step 1. TED's secret to great public speaking



Step 2. What are the qualities of a good presentation?

▼  17. Jun 2019 - 23. Jun 2019: Post-viewing



Step 1. Submit your own TED-like presentation

Deadline: 1 Month, 14 Days, 6 Hours

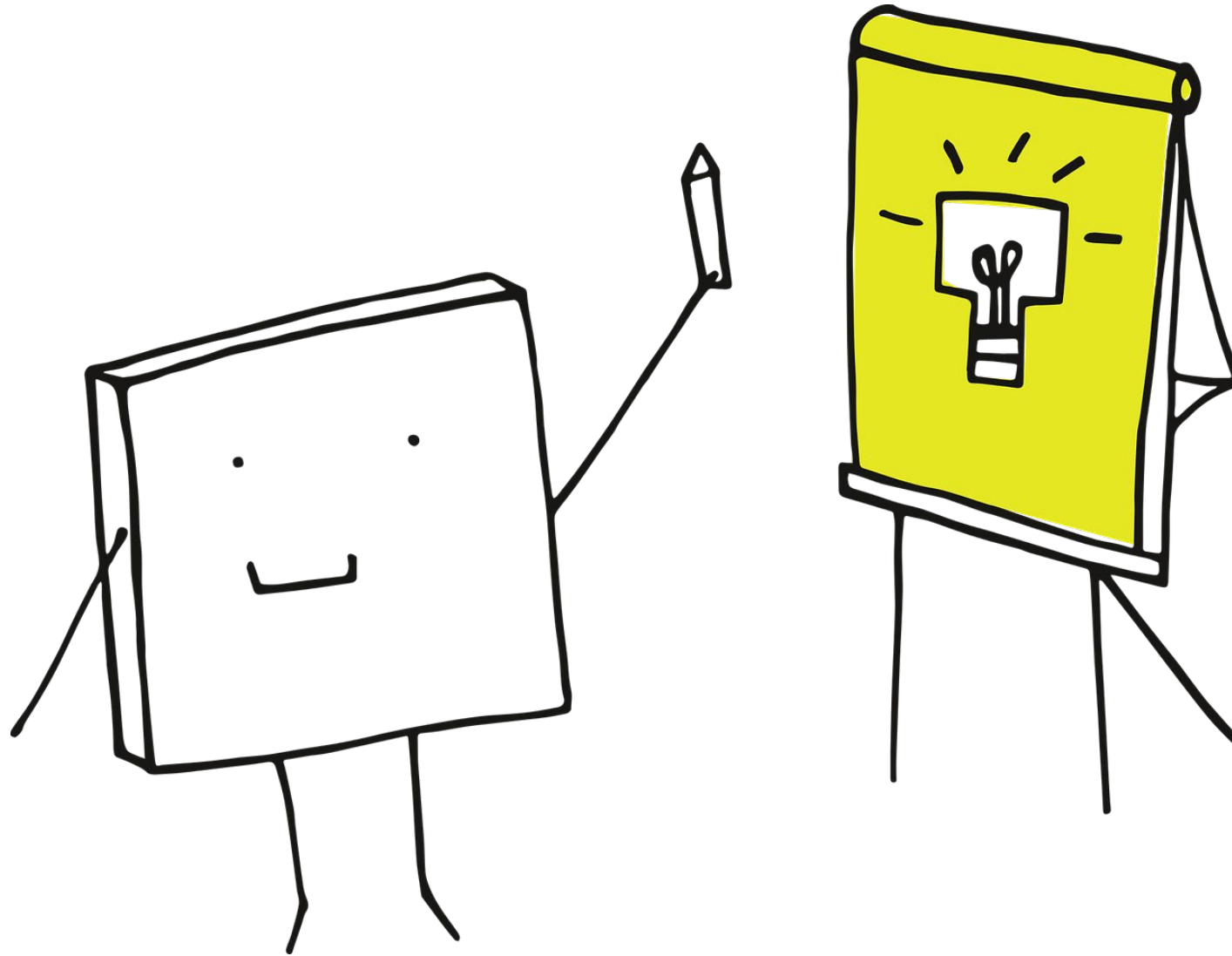


[Optional] Video recording self-help

Articles (Unread): 1 (0)

Latest Article: [Write here if you need any help.](#) from m.jozwiak,

# Future developments

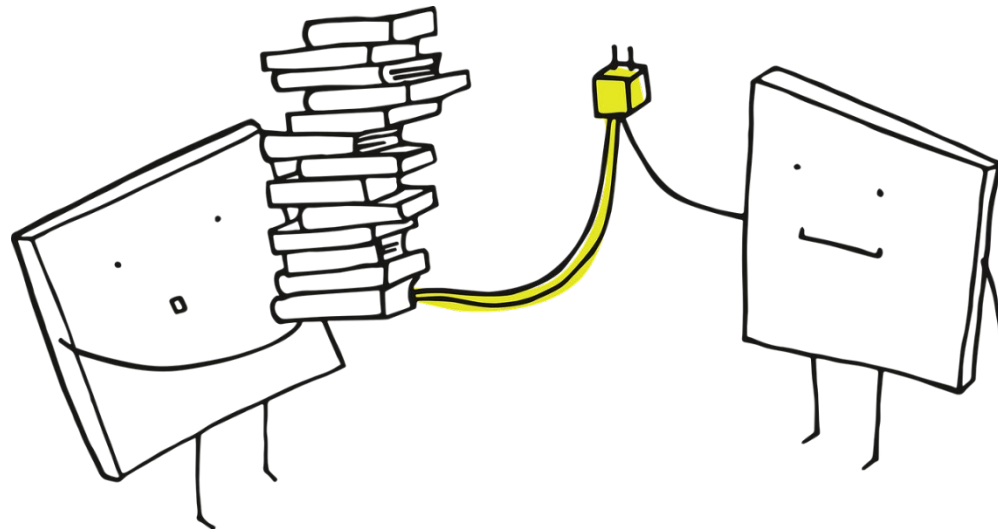


Coyle, D., Hood, P., and Marsh, D. (2010). *CLIL. Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Gottlieb, Henrik. "Subtitling". *Routledge Encyclopedia of Translation Studies*. Ed. Mona Baker. 1998. London: Routledge, 2001: 244 – 247.

Marsh, David. (2002) *LIL/EMILE –The European Dimension: Actions, trends and foresight potential*. Public services Contract EG EAC. Strasbourg: European Commission. p 72

Winke, Paula & Gass, Susan & Sydorenko, Tetyana. (2010). The Effects of Captioning Videos Used for Foreign Language Listening Activities. *Language Learning and Technology*. 14.





Questions?



Thanks for your  
attention!