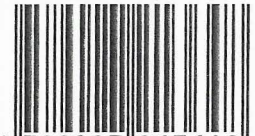


wide array of cutting-edge original research on the Foreign Language Pedagogy in translator and interpreter or unexplored field of research in Translation Studies. It is divided into two sections. The first section focuses on theoretical aspects of the topic. The chapters of this section will offer the reader new insights and thoughts on how to update and enrich Foreign Language Pedagogy as well as how to make use of cognitive linguistics and to develop a cultural approach in the demanding domain of translator and interpreter training. The second practical section comprises a series of didactical means of Foreign Language Pedagogy which are designed to fit in language and translation/interpreting teaching for translator and interpreter trainees, aiming at fostering their translational and interpreting skills. The volume's overarching aim is to clearly emphasise that the training for translation and interpreting trainees has to be structured differently than conventional language teaching disciplines. It is useful for scholars and translation/interpreting professionals who want to enrich translator/interpreter training with new ideas and knowledge which will significantly assist them in developing the translation/interpreting competence of their students.

ISBN 978 90 272 1364 8



9 789027 213648

Benjamins Publishing Company

Seel et al.  
Instrumentalising Foreign Language Pedagogy  
in Translator and Interpreter Training

BENJAMIN

TRANSLATION

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Interpreter Training

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## CHAPTER 6

## Combining subtitle creation and subtitle alignment in foreign language teaching

### A means to foster translation competence and communication skills

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Subtitling and alignment can be used as didactic tools as they contribute to the development of the linguistic, intercultural and instrumental competences that constitute the translation competence. Thus, the aim of this work is to present a methodological framework for translator training using subtitling and alignment as two activities applicable in language teaching to foster students' skills in a foreign language and their translation competence. Firstly, students are asked to transcribe the source subtitles of various video files and, afterwards, translate them into their mother tongue. Secondly, they are given the broadcasted source and target subtitles of several TV programs and nature documentaries to align them – these alignments will be later compiled into an electronic parallel corpus.

**Keywords:** alignment, didactic tools, foreign language teaching, parallel corpus, subtitles

#### 1. Introduction

Translation as a didactic tool in foreign language learning has been traditionally disregarded in the last few decades (Cook 2007; Díaz-Cintas 2004, 2008; Witte et al. 2009; Leonardi 2010). However, recent research in audio-visual translation (AVT) and foreign language acquisition shows that translation can stimulate students' language awareness (Gambier 2003, Ghia 2011; Tsagari and Floros 2013; Incalterra and Lertola 2014; among others). In fact, the practice of subtitle creation has proven to have positive effects in foreign language learning (hereinafter FLL) – to improve not only students' communication skills (Talaván 2019; Ragni