



## Use of ICT in support of language teaching and learning

**Title:** Improving translation to Spanish through subtitling

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**Short description:** In this activity, Spanish learners are asked to create a video in Montenegrin named “Europe in Montenegro” for the EDL and then translate the audio content into Spanish video subtitles. It uses Clipchamp and Classroomscreen and involves different language skills.

**Languages activity is designed for:** Spanish, Montenegrin, adaptable to other languages.

**Age group:** 11-18, 19-25

**Level:** B1+

### Learning outcomes:

- Translating to Spanish in real-time;
- Learning and improving usage of ICT tools (Clipchamp, Classroomscreen), which are useful for several purposes;
- Improving vocabulary acquisition (contextual learning);
- Enhancing listening, writing and translation skills (active listening and translating in real-time);
- Developing cultural awareness and contextual usage (Cultural Context);
- Increasing motivation and engagement (enjoyable learning, self-paced and group learning);
- Advancing listening and reading coordination (matching sounds to words and automatic word recognition);
- Establishing correlation with several subjects such as mother tongue learning, literature, history, geography, civic education, European integration, and media literacy;
- Fostering teamwork, collaboration;
- Sharing common experiences and awareness of Montenegro’s European legacy.

**Skills:** Listening, Reading, Interaction, Vocabulary, Plurilingual.

**ICT tools used:** Clipchamp, Classroomscreen.





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**Duration in minutes:** +120 minutes.

**Will students be marked?** Yes.

**Timing:** 120 minutes, to be held on September 26 to celebrate the European Day of Languages.

### Description of each stage of the activity:

#### 1. Activity I (5 min)

Students are split into thematic groups with the task of researching the following topics, prepared and investigated by the professor:

1. European languages in the educational system of Montenegro.
2. European writers in the educational system of Montenegro.
3. European schools in Montenegro.
4. European institutions in Montenegro.

Then, they present their findings in the form of short 2 to 2.30-minute videos in Montenegrin.

#### 2. Activity II (40 min)

The entire class is now tasked with producing one integral video, which will last between 8 to 10 minutes, out of the four previously recorded videos using Clipchamp. This video should bear the name “Europe in Montenegro”.

#### 3. Activity III (45 min)

Once this video is created, the students are divided into four new groups, with each of them being allocated 2 to 2.5 minutes of video, preferably not the one they produced in the previous step, and tasked with translating its audio content into Spanish. Then, they should add Spanish subtitles to their allocated fragment of the “Europe in Montenegro” video. This classroom interaction can be moderated using Classroomscreen and its different features Randomizer, Timer, Sound level, etc.).

#### 4. Activity IV (30 min)

The group translations in the form of subtitles are now incorporated into the video. The subtitles are checked by the whole group including the teacher and presented by the students.



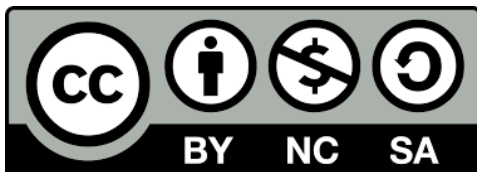


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**Potential challenges/problems:** The language learners should have an understanding of video creation and subtitle addition.

**Post-evaluation of the activity:** We can consider the activity successful if:

- The chosen material for the video segments was satisfying in terms of item number, innovativeness and content, adequacy of the topic.
- The translating process was satisfying in terms of: speed, accuracy, innovativeness, and teamwork.



Attribution: Original activity from “Use of ICT in support of language teaching and learning (ICT-REV)”, European Centre for Modern Languages of the Council of Europe. [www.ecml.at/ictrev](http://www.ecml.at/ictrev)

