



SÈRIE 3

I. Listening comprehension (3 points)

SUBTITLING AS A FOREIGN-LANGUAGE LEARNING TOOL

Interviewer (I): Here we are with Margarita Pavlova, an audiovisual translator who works from English and German into Polish. Margarita managed to use subtitling to inspire interest in audiovisual translation among young students, while fostering motivation for language learning. Margarita, I know you held an audiovisual translation workshop a few years back with a bit of a difference. Tell us a bit more about it.

Margarita (M): Yes. It was part of a bigger educational and cultural project called 'School in Town'. The idea was to get schools to attend different workshops at universities, museums and all kinds of cultural places. We welcomed students from different schools to show them how it feels to be at university and what we do. The idea was also to get them interested in German as a foreign language.

I: German! How come?

M: In Poland, all students start by learning English as a first foreign language when they are rather young and later, they are required to learn another foreign language – German in most cases. There isn't the same level of motivation to learn German as to learn English or Polish. Students want to learn English, because they watch English shows, they listen to English music and watch English YouTubers. It's not that easy with German, so most students struggle with it. So, the idea of the workshop was also to show them that German can be fun as well.

I: I see, so what did you do to engage these students?

M: Well, I picked a German video that I thought would be manageable for them to subtitle. They were beginners, so the idea was for them to translate something without really knowing the language that well. First, we watched the video in German with no subtitles. Then I asked them questions about who they thought the good and the bad characters in this film were, the general atmosphere... This was something that shows how we deal with audiovisual translation. We just don't focus on the dialogues – we also need to focus on the music, on everything that is happening on the screen and in the background.

I: Given their low German level, wasn't that too **daunting** a task?

M: They were surprised to see that they were able to answer all the questions, so they were already feeling a bit more confident. After that, we started working on subtitles. I think the video was about 10 minutes long, and so I divided them into a couple of groups because their level of German was too low for individual work. Everyone was



working on one scene. The technical part was done to save time, they were typing the translation into the software so they could see it on ~~the~~ screen.

I: So the students didn't actually translate the text...

M: I provided them with German subtitles that I prepared. I tried to underline some of the phrases that they should look up as a unit, encouraging them not to go word-for-word, but to see the dialogues as a bigger units. For example, if they came across idiomatic phrases, then I underlined them so that they knew that they had to look them up as entire phrases, and then come up with Polish equivalents. This is what audiovisual translation is all about: not just translating each word, but an idea, so it is a little more complex.

I: What was the atmosphere in class like?

M: Oh, it was cool as there was an immediate result to what they were doing. What I didn't tell them was that I was going to add translator credits so that all of their names were listed on the final version. At the end of the workshop, I glued the translations done by different groups together, and we watched the clip one more time with their subtitles. They felt they could understand the entire film now because there were subtitles, and at the end, when they saw their names, they started cheering!

I: Cool! How do you think their attitude towards subtitling and learning German changed?

M: If I had asked them before the workshop if they were able to translate from German, they would have said "No way", and at the end it turned out that not only did they do it, but they also did a really good job. I don't think there is any disadvantage to using traditional materials at school, yet we have to understand that students like audiovisual materials – they are on TikTok all the time. They not only watch it, but they also create stuff. We can see the educational profits, and they can use it as a skill for whatever they want. It doesn't have to be audiovisual translation, but any kind of content that is interactive.

I: One last question. If each one of them went home and started a discussion with their parents after your workshop, what one thing that they learned about subtitling that day would you have liked them to discuss?

M: I would love for them to say two things. First, that they had fun subtitling and translating from German. This is something that parents would never ever have heard of in the context of German learning. And finally, that subtitling is not just translating words, but ideas. If they can explain this to their parents, then that would mean that the workshop was successful.

I: Thank you, Margarita, for talking about your experience, which we hope is inspiring to many others.



M: My pleasure.

Adapted from <https://subcomm.co.uk/research/an-interview-with-kwiryna-proczkowska-subtitling-as-a-learning-tool/>

Choose the best answer according to the text. Only ONE answer is correct.

[3 points: 0.375 points for each correct answer. Wrong answers will be penalized by deducting 0.125 points (check the grid above). There is no penalty for unanswered questions].

1. To give students a taste of university life.
2. Polish students are not as exposed to German as they are to English.
3. By asking them to analyze the protagonists and the overall mood.
4. She placed them in teams to work on different scenes.
5. To emphasize the importance of context in translation.
6. They felt satisfied and excited.
7. They are familiar with this kind of content.
8. That subtitling involves translating concepts and that it is enjoyable.



II. Reading Comprehension (3 points)

GIVE YOURSELF A BREAK: WHY SMALL BUSINESS OWNERS NEED TO REGAIN A SENSE OF BALANCE

Answer the questions below **using complete sentences (i.e. not just subordinate clauses or phrases)**. Each question is worth 0.5 points with a total of 3 points. Up to 0.3 points might be deducted from the total mark for lack of intelligibility in the answers provided. You may use fragments from the text unless specified not to do so.

1.

Balancing work and leisure time...can benefit our body and our mind and make our business more successful.

OR

Balancing work and leisure time...is not the norm, particularly in small businesses, where the owners often work extra hours or at weekends.

Recordeu que aquí han d'utilitzar les seves pròpies paraules però poden mantenir la paraula "business", si volen.

2.

There is a gap between intention and action because small business owners recognise the importance of frequent breaks in improving their work-life balance but many of them struggle to find room for downtime.

Recordeu que aquí poden copiar del text, si volen.

3.

The freedom and flexibility that starting a business might give you can be reduced if you try to do everything in the business, and then you might run out of time in the day and gas in the tank.

Recordeu que aquí poden copiar del text, si volen.



4.

There's no one-size-fits-all approach to a good work-life blend (line 26)

OR

...what constitutes the right work-life balance will vary over time and be different for each small business owner (lines 36-37)

5.

If leaders spend time away from work, they can come back with new and different perspectives that they can bring back to their businesses.

Recordeu que aquí poden copiar del text, si volen.

6.

The right work-life balance is dynamic/variable, flexible, different for each of us and should be realistic.

Recordeu que aquí han d'utilitzar les seves pròpies paraules

III. Writing (4 points)

Choose ONE topic. Your answer should be 125-150 words in length. There is no specific penalty for exceeding 150 words in length. Extra points are not given for exceeding 150 words.