

VI DISSERTATION PROPOSAL WORKSHOP

Universidad Complutense de Madrid

May 17th 2019

PhD in English Linguistics
VI DISSERTATION PROPOSAL WORKSHOP
2019







Hypotheses and Research Questions



■ Hypothesis:

- Students with frequent use and exposure to EE will have higher marks in English as a L2 subject.
- Students with frequent use and exposure to EE will be more participative.

■ Research questions:

- Do all skills (written and oral reception / written and oral production) improve in the same way when students are exposed to EE (gain) compared to those who do not?
- Do they get better academic results?
- Are students exposed to EE more participative than those who do not?
- Are students exposed to EE more motivated than those who do not?

Interest of this research

- Global interest in gaming accessibility for:
 - Videogame publishers and developers
 - Linguistic standardization scholars / researchers
 - Audiovisual Translation and Localization studies
- Specific interest in linguistic accessibility for:
 - Videogame producers and engineers
 - Linguistic accessibility scholars / researchers
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Is subtitling for all videogame players?

Subtitling modes

Interlingual subtitling

- Deaf
- Hard of hearing

Intralingual subtitling

- Non-native players w/o disabilities

Foreign language learning

- Non-native players w/o disabilities

Subtitling creation

- Residual hearing and/or with hearing memory (Pre-locutive and Post-locutive loss of hearing)
- Different reading speeds
- Verbatim or edited subtitles?
- Soundtrack as an immersive in-game experience
- Balance among entertainment, interaction and readability

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INTRODUCTION

- * The introduction of teaching in English has added to the attractiveness of many European universities, and English has become the academic lingua franca in European higher education. (Doer et al. 2011, p. 347).
- * Acquisition occurs when one is exposed to language that is comprehensible (Lightbown and Spada, 2008) but form-focused instruction and corrective feedback are needed in language acquisition. (Culgan and Kasant, 2017).
- * A good solution to maintain English attainment and to continue with the content studies is to include subjects taught through EMI. However, through the research it could be established how actually useful is for the purpose and what changes would need to be implemented.

RD1
What possible tools or strategies could be used in order to improve the results in EMI content subjects?

RD2
What strategies and skills do students need according to the professional context, both in Mexico and Spain?

RD3
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RD4
What are the language needs regarding personalization vs. impersonalization found in written assignments in a content subject taught through EMI, both in Mexico and Spain?

RD5
What are the results when comparing the three of them (professors, students and written assignments) in both countries?



Audiovisual Translation - Dubbing

- AVT in the digital now
- Audience evolution
- Multilingualism and its impact on AVT

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Lecture 1: Introduction

Analysis Methods

- Introduction
- Data Collection
- Data Analysis
- Data Interpretation
- Data Presentation

Theoretical Framework (2):

SOCIAL MEDIATION

According to Vygotsky, mediation was originally introduced as the mean of constructing higher mental processes acquired by a child using social and cultural tools.

Mediation differs from culture to another and passes through generations as any transferred habits and norms.

Social mediation enables individuals to co-construct their attitudes and beliefs to master a L2 (Apple et al 2017).

L2 motivation can also be socially constructed and transfers among generations to result in social transaction (Frija 2005)



Methodology

The Mixed Method

QUAL + QUAN



Data Collection:

piloting

QuestionnaireLinkert Scale.....students

Semi-structured interviews.....teachers and parents

Tests.....students



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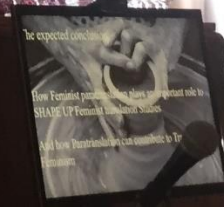
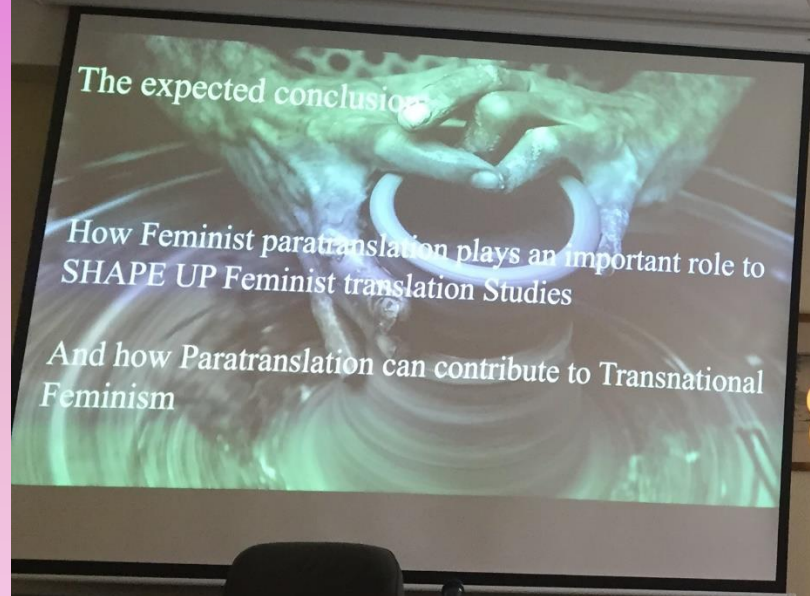
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CASE STUDY: ORIGINAL TEXT

ANALYZED SIMILES



- NARRATOR
- TESS
- ALEC
- ANGEL

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