

## **Pedagogical Applications of a Multimedia Bilingual Corpus of Subtitles**

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This paper describes the creation of a multimedia corpus of English-Galician subtitles and discusses the potential applications of such a corpus in the fields of language learning and the didactics of translation in various learning environments. The Veiga multimedia corpus currently contains 12 original English audiovisual products subtitled in both English (intralingual subtitling) and Galician (interlingual subtitling) for DVD, cinema and Internet distribution, and an extension is envisaged to include more audiovisual genres, distribution channels and language pairs. Developed under the broader framework of the Linguistic Corpus of the University of Vigo (CLUVI), it transcends the only-text approach that characterizes the other CLUVI parallel subcorpora, enabling users to access the corpus content in their natural, multi-semiotic form. The corpus annotation includes stylistic aspects of translation such as omissions, additions and reordering of translation units, and technical aspects of subtitling such as start/end time codes and line breaking. The Veiga multimedia is available for public consultation at [http://sli.uvigo.es/CLUVI/vmm\\_en.html](http://sli.uvigo.es/CLUVI/vmm_en.html). Users can perform complex as well as parallel searches of isolated words or sequences of words in the two language directions and the system retrieves a list of bilingual equivalences in both text and audiovisual format. This means that wherever there is a result that matches the query in text format, the search interface shows a link to the corresponding video clips subtitled in each of the two languages (English and Galician). These features suggest that the Veiga could be used for different purposes in various learning settings, ranging from general language courses dealing with pronunciation, register, jargon, collocations, and other features of oral and written discourse, to specialised courses in audiovisual translation (AVT) with a focus on interlingual and intralingual subtitling. By placing subtitles and the original audiovisual text in juxtaposition with one another, users are given the possibility to explore phenomena such as cohesion and condensation, which are deeply rooted in the semiotics of subtitling. At the same time, the Veiga brings the English intralingual subtitles face to face with the Galician translated subtitles, allowing for direct comparisons between the two languages. As Valentini (2006) suggests, it is important that AVT teachers provide trainees with authentic material for contrastive analysis of both source (original) and target (translated) texts. Furthermore, there is a common belief among language teachers that the use of assorted "real" texts, and particularly audiovisual texts, is likely to increase students' motivation and cultural awareness. There are numerous ways in which the Veiga corpus can be exploited in both L1 and L2 classrooms, although careful selection, adaptation and designing of teaching materials and activities coupled with adequate teacher guidance need to be in place. Finally, the Veiga multimedia may also prove a useful e-learning tool, since users can stream the corpus audiovisual data at will, thus promoting autonomous learning.

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