Subtitling as a didactic tool. A teacher training experience.

The teaching tools of language educators are more fun than most. Add these simple yet exciting teaching tools to your classroom lineup to get students psyched! Would you trust the plumber who showed up to your door without a toolbox? You, as a teacher, should have a box of tools of your own! Some of those tools will be the usual things most language teachers have on hand: the dictionaries, the blackboard and chalk, the pencils and paper. But you know that sometimes you need additional tools to help you with your class. From real-life items to virtual, technological tools, you’ll want to build a good toolbox. Different Types of Language Teaching Tools. There are all types of tools that you’ll want to put in your teacher’s toolbox. A Teacher Training Experience Isabel López Cirugeda and Raquel Sánchez Ruiz Universidad de Castilla-La Mancha Received: 22 March 2012 / Accepted: 05 May 2012 ISSN: 1697-7467. ABSTRACT: This paper seeks to show the evolution and results of a task-based project, carried out in groups in the framework of a class of Education university students, consisting of the cooperative creation of homemade subtitled English-speaking films of approximately five minutes each aimed at children. Their assessment was based not only on their proposals and their didactic appropriateness and linguistic rightness, but also in terms of their performance as a cooperative team, which was registered through final reports. Through this experience, the teachers-to-be were offered the opportunity to create their own teaching material and to deal with video editing and the use of subtitles as part of their ICT training. Through this experience, the teachers-to-be were offered the opportunity to create their own teaching material and to deal with video editing and the use of subtitles as part of their ICT training.

Este artículo muestra el desarrollo y resultados de una tarea grupal programada para una clase de grado de Educación Primaria consistente en la elaboración de videos en lengua inglesa subtitrados, de contenido didáctico y de aproximadamente cinco minutos de duración. Los alumnos fueron evaluados tanto por su propuesta, especialmente en términos de su adaptación al currículum de Educación Primaria y de su corrección lingüística, como por su actuación como equipo dentro de los parámetros del trabajo cooperativo, mediante la entrega de informes finales. En esta experiencia, los futuros maestros tuvieron la ocasión de crear su propio material didáctico, además de completar su formación en nuevas tecnologías a través de la edición de vídeo y subtulado.