Current trends in english public speech translation (based on TED talks platform)

Tendencias actuales en la traducción de discursos públicos en inglés (basadas en charlas TED)

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Abstract

Nowadays, the media is rapidly developing, and messaging processes are inexhaustible thanks to the Internet. Audiovisual content has become a separate form of communication and learning. This document analyzes the popular TED Talks platform, describes its use with interpretation students, and shows the research results of students using TED Talks on translation trends for public speaking. The document uses the potential of TED Talks as an unlimited source of knowledge, information, ideas, and inspiration. The use of speeches as methodologically sound and authentic English material has improved listening skills, as well as pronunciation and spelling through the ability to read active subtitles and scripts, and develop and enrich students' vocabulary.

Keywords: video content, a form of interaction, genre, rhetorical device, discursive strategy.

Resumen

Hoy en día los medios de comunicación se desarrollan rápidamente y los procesos de mensajería son inagotables gracias a Internet. El contenido audiovisual se ha convertido en una forma separada de comunicación y aprendizaje. Este documento analiza la popular plataforma TED Talks, describe su uso con los estudiantes de interpretación y muestra los resultados de la investigación de los estudiantes que utilizan TED Talks sobre las tendencias de traducción para hablar en público. El documento utiliza el potencial de TED Talks como fuente de recursos ilimitados de conocimiento, información, ideas e inspiración. El uso de los discursos como material metodológicamente sólido y auténtico en inglés ha mejorado las habilidades auditivas, así como la pronunciación y la ortografía a través de la capacidad de leer subtítulos y guiones activos, y de desarrollar y enriquecer el vocabulario de los estudiantes.

Palabras clave: contenido del vídeo, forma de interacción, género, dispositivo retórico, estrategia discursiva.

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Introduction

TED Talks, a free video content platform, is now one of the most recognized new forms of information sharing and innovation in the world. TED Talks is categorized as a hybrid genre. The platform covers a variety of genres: lecture form, mass-media, conferences with presentations, scientific shows. We consider TED Talks to be a new semiotic model including spoken, written, video, and acoustic components. TED Talks is mostly perceived in an "ideas worth spreading" format, but the question of researching translations of public speeches on this platform is still open. This is why TED Talks speeches will be of interest to scholars in the pragmatic-linguistic fields (Wu & Qu, 2018). The specificity of TED speeches is evident in its local-temporal framework. The main features of TED speeches are as follows: they are concise, logically thought out, transparent, clear, authoritative, dialogic, and persuasive. TED Talks are perceived by the original genre exclusively by listeners directly present at the TED conference. For other users, the speeches are interpreted as a secondary Internet genre. So, we can call it a hybrid genre with a foundation of popular science style with the attributes of fiction, journalism, and conversational style (Wijnker et al., 2019).

TED Talks has become a favorite platform for teaching English Speaking of the benefits of learning English using this platform, it should be noted that students are exposed to a variety of speakers from different countries, with different accents. This primarily allows one to get into the language environment of native speakers (Mamalipurath, 2021). TED Talks public speeches are also useful for future interpreters, to improve their oratorical skills and learn to differentiate between the speakers' verbal and non-verbal means of communication. Separately, we highlight the issues of the discursive strategy of speeches. Its implementation is usually possible through the introduction of certain communicative tactics, through linguistic means, macrostructural elements structurally filled with argumentative signals with subsequent influence on the audience, its worldview, and political preferences (Khajornphaiboon & Vungthong, 2019). What is interesting for interpreters in TED Talks is the perspective of tracking oratorial discursive strategies: argumentative, persuasive, suggestive, and persuasive strategies. Each of these discursive strategies is conveyed by specifically chosen linguistic and extralinguistic means (Al-Jarf, 2020). Consequently, the speaker's ability in their organic combination is the determining effectiveness of the manipulative effect of speech on the recipients (Almaged, 2021).

Relevance - the interest in translation research in the media sphere (interest in political speeches, texts, advertising campaigns, Internet discourse) and the lack of scientific works in the perspective of public speeches with extended topics. The aim is to analyze the world experience of using the TED Talks platform, to describe the project using the platform in the English language classes of student-translators, to search for discursive strategies and rhetorical techniques for translating speeches. This goal implies the following tasks: describe the phenomenon of the emergence of the TED Talks platform; characterize pedagogical approaches and component stages of using TED Talks in English classes; describe the concept of strategy within discourse analysis; describe the rhetorical devices in TED Talks and their reproduction in translation.

Literature Review

TED Talks refers to hybrid genres. The platform encompasses a variety of genres: lecture form, mass media, conferences with presentations, scientific shows. We consider TED Talks to be a new semiotic model including spoken, written, video, and acoustic components. TED Talks is mostly perceived as Ideas worth spreading, but the question of researching translations of public speeches on this platform is still open. This is why TED Talks public speeches are such an interesting subject in pragmatic-linguistic research (Crible et al., 2019).

TED Talks is a nonprofit organization that promotes short spoken-word videos on a variety of topics. The platform can be used without a subscription for live conference playback, as well as the ability to view TED Talks recordings. The topics are very diverse. The phenomenon of these talks is their rapidly growing popularity (Sidelnik, Lutsenko & Germanovich, 2022). Chinese scholars view the phenomenon of TED Talks somewhat differently (Wang et al., 2020). They believe that TED Talks speakers are characterized by a common trait: having their idea and communicating it to the audience. Despite the diversity of topics, the goal is to successfully convey their message to the recipients. This, according to scholars, is what unites them. Public TED Talks are characterized as the organization and dissemination of ideas in

the process of communication (Zarzour et al., 2021). The main component of speech is the speaker's idea, realized through linguistic and extra-linguistic discursive means (García-Sánchez, 2021). The interaction between speaker and listener is the result of the influence of a peculiar type of cognitive-communicative activity related to the strategy of direct communication. In this case, the speaker embodies and disseminates his manifestos thanks to the technical ability to record the conference and post it on the Internet. TED Talks are actively used in foreign language teaching (Tanveer et al., 2018).

In this context, (Shelestova et al, 2021) recommends this platform for future English language interpreters, especially in advanced courses.

The first TED conference was held in 1984, when Richard Wurman, an American architect, and designer, decided to bring together experts and leading specialists in three important areas of life: technology, entertainment, and design. Hence the acronym of the name - TED: Technology, Entertainment, Design. The goal of the conference was to present groundbreaking and innovative ideas to the audience. The author (Salem, 2019) explores this phenomenon in education in detail. The website www.ted.com brings together people who have something to say, often in a very original way. The speeches are served in English, so the education industry has very quickly noticed the benefits of watching, using, and adapting film speeches in English. (Maazouzi, Zarzour & Jararweh, 2020) describe TED conference materials from the perspective of educators who have been using them consistently since 2009, are passionate about them, and implement and disseminate the ideas in the videos they watch. The practical idea of using TED materials is to download the speeches in mp3 format and recommend, especially to working students, that they listen to the material in the car, on their way to work or university, for example. Tangential work in (Shih et a., 2020). The authors write about the TED portal and search options in the portal. After clicking on the overview button for the entire library (the text above the pictures of the films offered in the middle of the page), a language search system opens up. Here we can search for material on the topic we want, and the language filter will show versions with subtitles in the selected language. According to (Nursafira, 2020) a much more interesting and useful way to search for site resources is to use the playlists prepared by the authors of the portal. Looking for

resources to make your activity more appealing, you should start by looking at the playlists. In addition to the ability to download an audio or video version of a particular speech, almost every video can be watched with subtitles in the language of your choice. There are always subtitles in English. Each video also has an interactive script, which is a complete recording of the speech. It is interesting that when we want to hear a particular sentence, just click on the selected word and the video will move to the desired fragment. An interesting question is raised by (López-Carril et al., 2020). The authors write about a category of students who are tied to paper versions. They often print the script and carefully analyze the text. However, they suggest that their students analyze the texts of speeches on a computer screen without stopping the video and checking each word. Thanks to the Lingro Dictionary, which is different from others available on the Internet, you can find all the words you need. This dictionary is an overlay for websites. It collaborates with TED materials. The popularity of TED speeches in education has prompted more and more teachers to prepare lessons and exercises using these materials. This led to the creation of the TED-ED Lessons Worth Sharning learning platform (Kemaloglu-Er & Bayyurt, 2019). Interestingly, here you can find lessons based not only on TED videos but also on YouTube education resources combined in this project, giving millions of educators the ability to create and share lessons on the ed.ted.com platform using TED and YouTube videos. One of the biggest problems with watching long videos in a foreign language is that at some point, students become confused and don't fully understand certain passages, causing them to quickly lose interest and stop watching. Adding subtitles to a film eliminates the listening comprehension exercise because our brains choose the easier and more enjoyable channel of reading subtitles, especially in our native language (de Azevedo Fay & Matias, 2019).

Watching videos on TED Talks or doing exercises on ed.ted.com, students are faced with a lot of new vocabulary to learn. This is where the portal fiszkoteka.pl comes in handy, where interactive cards can be created (Humeniuk, Kuntso, Popel & Voloshchuk, 2021). Each word or sentence entered into the system will read correctly in the target language.

Methodology

The following methods were used to achieve the goals of the work: theoretical review of the scientific literature, projective method,

pedagogical observation, generalization. By introducing the elements of TED Talks work into the English language course for the translation students, the projective method was used, and the empirical method of work with TED Talks public speeches of general social topics was used. The TED Talks project in practical, distance English classes was created in stages. The creation of the project was influenced by the interest of teachers and transfer students in the popular platform. Within the framework of the project, the main task of the students was not only to learn how to work on TED Talks but also to conduct scientific research within the framework of their future specialty, namely, to reveal the main techniques in English-language public speeches while working with translations and materials from the TED Talks platform. The project is divided into stages:

1) Listening to a TED Talks presentation on a selected topic by yourself, briefly recording your own playback of what you heard (3-4 minutes).
2) Listening to TED Talks presentation again and writing a summary. Oral presentation of summary (1-2 min.).
3) Presentation of own opinion, idea, speech (imitation of TED Talks) in a language lab.
4) Writing an academic summary on "Discursive Speech Strategies" in TED Talks.

Results and Discussion

With today's technology and Internet diversity, a teacher can find a lot of materials and ideas to use in foreign language classes. Their proper use in the classroom can motivate students to work, develop their linguistic abilities and uncover their soft skills. A project implemented in English classes for future translators using TED Talks platforms is one of the most popular platforms for speeches.

The TED Talks project in English classes was created in stages, and the choice of platform was influenced by the extraordinary popularity of TED Talks (Technology, Entertainment, and Design), a brand of a series of scientific conferences organized by an American nonprofit foundation. Its goal is to popularize, as the initiative's motto indicates, ideas that should be disseminated. TED Talks conferences are organized locally around the world and are independent of TED Talks but use the same conference format: each speaker is given a maximum of 18 minutes to deliver an important idea or proposal. All presentations are available

on the TED Talks YouTube channel and www.ted.com.

In the first phase of the project (starting in the second year), students were assigned homework to listen to a TED Talks presentation on any topic, record an oral 3–4-minute result in English, and send it electronically to the instructor. The oral, communicative, and spoken components were assessed. The choice of such criteria was aimed at attracting students-translators to a new form of classes, to get them used to recording their voice, above all to develop the ability to listen, to take notes of the message, and pronounce it orally. This phase of the project, depending on the group and the goal I have to achieve (the emphasis was on oral outlining rather than reading from the written version), can be done twice, but the second time the evaluation criteria also include correctness and linguistic richness. Because this is an exercise that students have not yet encountered, some required additional rehearsal and review of the criteria and deadlines to get the exercise right. Students received comments and grades individually, via email.

The next phase of the project (usually conducted in the first semester of the third year) was to listen to any TED Talks presentation again and prepare to write a summary. In addition, students were asked to give their opinions and reflections on the presentations they had listened to for 1-2 minutes, using a range of phrases previously introduced into the context of the class. However, at this point, they presented a prepared presentation for 6-10 minutes in front of their group during the English class. The main criteria for evaluation were presentation planning, length of presentation, linguistic correctness and richness, body language, and manner of expression. At this stage of the project, students must deal with the stress of public speaking in front of a group, improve their ability to plan their presentation clearly, work on self-presentation, gestures, and voice, and use modern technology (multimedia board, projector, web camera, video clips, PowerPoint, Prezi) for variety of statements. An important element of the students' presentation was to express their own opinions, analyze the idea presented in the TED Talks, and link to its message and content.

The third stage of the project took place in the second semester of the third year. This was the most difficult part because students were asked to present their idea, speech, story simulating TED Talks in front of a group of invited professors. The lingaphone room was

transformed into a stage (it was decorated with a red carpet), the speakers stood under the light of a lamp that replaced a spotlight, and an image of the text appeared on the blackboard. That is, the last stage was a locally organized event. The group was transformed into a lively audience and the instructor into a conference presenter. This stage allowed students to express their own ideas, experiences, and dreams, develop their knowledge and interests, use many sources of knowledge in search of relevant information, be critical of the content and information found, exchange valuable opinions and ideas, and, above all, in accordance with the platform motto - to spread, share interesting ideas with other English speakers.

The last stage is written-translation work with the chosen speech, its translation into Ukrainian, and the identification of discursive strategies for speaking in TED Talks. Summarizing the theoretical work of the students, the most common discursive strategies were chosen: argumentation, suggestion, inducement, and persuasion. Argumentation strategy in general was traced at the beginning of almost all speeches - introductory passage with causal connections, in addition, students pointed out a large number of complex subordinate sentences. The persuasive strategy was characterized by the use of the rhetorical techniques of "antithesis" and "metaphor". Students found the discursive strategy of persuasion in the pathos part of the public speech. The strategy of suggestion was found in the structure of lexico-grammatical, lexical, and syntactic argumentation. The strategy of inducement was expressed in the presence of the imperative inclination. When translating the students used the transformation of the exclamation. This was due to the strict technical requirements of subtitles on TED Talks.

So, the main motivation for implementing the TED Talks project in English classes among translation students was the desire to use authentic language material. This project made the development of listening comprehension skills, processing of the heard utterance, and, above all, speaking, especially the formulation of a long and planned oral utterance. Objectively, students' motivation to learn a foreign language outside of class increased significantly, and their academic performance increased accordingly.
In the course of the project, it turned out that the ideas presented by the speakers of the TED Talks conference become a great platform for discussion during the class. As a result, close contact is established between teacher and students, motivation to act and inspiration to plan for the future and change their own thinking about reality, people, and the world grows. The implementation of this project over time has led to the popularization of collaborative conference viewing in classes in higher education.

Conclusions

Using the potential of TED Talks presentations in English classes as a source of unlimited resources of knowledge, information, ideas, and inspiration for action from distinguished speakers, scholars, and ordinary people with a passion and history is an effective teaching solution. For teachers of English, the use of presentations is to work with excellent authentic material in English, to improve listening, pronunciation, and spelling skills through the ability to read subtitles and active script, and to develop and enrich the vocabulary of future interpreters. By allowing students to choose the topic, length, duration, and difficulty of the presentation they work on, the presentations become perfectly personalized material and adapted to the individual needs, interests, and language competencies of the students, and have therefore become a stimulus for further language development work. Further use of the materials of this research work is promising both for pedagogy and for translation departments, to find interesting methods and techniques of teaching English in higher education institutions.

Recently, more and more websites have been posting lesson plans using TED Talks conference materials. They are a great help in preparing lessons and practicing the language used in the presentations. Such classes are very popular. TED Talks guarantee unprecedented emotion in classroom discussions and make it easier for teachers to work on various topics that are so often forgotten in foreign language textbooks. Many different Web sites and programs facilitate the use of these videos. However, simply watching videos will not bring anything to a student's language life. Every video activity should be preceded by reflection and a clear definition of the purpose of its use.

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