

TRADIT23

Book of abstracts

1st International Conference on
Didactic Audiovisual Translation and
Media Accessibility

22, 23 and 24 March 2023

Facultad de Educación
UNED.
C/ Juan del Rosal, 14
Madrid, Spain



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Y SUS LINGÜÍSTICAS



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LIBRO DE ABSTRACTS BOOK OF ABSTRACTS

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Wednesday, 22nd March 2023

WORKSHOPS Salón de Grados de Educación	
16:00 pm - 17:30 pm	Workshop 1: Introduction to didactic audiovisual translation Dr Alberto Fernández Costales (Universidad de Oviedo, Spain)
17:30 pm -19:00 pm	Workshop 2: Didactic captioning: subtitling and SDH Dr Noa Talaván Zanón (UNED, Spain)
19:00 pm - 20:30 pm	Workshop 3: Didactic revoicing: dubbing, voice-over, AD and free commentary Dr Jennifer Lertola (Università del Piemonte Orientale, Italy)





Thursday, 23rd March 2023

9.00 am – Reception desk				
9:30 – 10:00 TRADIT23 OPENING D^a Ana Lisbona Bañuelos (Vicerrectora de Estudiantes e Inclusión) D^a Beatriz Pérez Cabello de Alba (Vicedecana de Transferencia e Investigación y VICD.1^a de la Facultad de Filología) D^a M^a Dolores Castrillo de Larreta-Azelain (Directora del Dpto. de Filologías Extranjeras y sus Lingüísticas) Noa Talaván (President of TRADIT23) and Jennifer Lertola (Vice-president of TRADIT23)				
10:00 – 11:00 PLENARY SESSION. Salón de Actos de Educación Agnieszka Szarkowska (Uniwersytet Warszawski, Poland) <i>Experimental research in didactic AVT</i>				
PARALLEL SESSIONS 1				
Room	Salón de Actos de Educación	Salón de Grados	Sala Ricardo Marín	Sala Florentino Sanz
Topic	Fostering language awareness through DAT	Didactic Media Accessibility (I)	Videogames in DAT	Multimodality and intermediality
Chair	A. Frumuselu	M. Navarrete	A. Sánchez Requena	C. Gonzalo
11:00 11:30	Sereg, J. “The Use of Dubbing Texts for Increasing language Awareness”	Ramírez Barroso, E. “The Use of Children’s AD for improving Linguistic and Vocabulary Skills”	Calvo-Ferrer, J.R. “Video Game Localisation and EFL: Assessing Pre-service Teachers’ Perceived Learning Gains”	Igareda, P. “Didactic Intermediality: The Case of Josep and the Teaching of Minority Languages”
11:30 12:00	Torralba, G. & Pintado, L. “Raising Communicative Awareness through AD in the FL Classroom”	Beseghi, M. “Subtitling for the Deaf and Hard of Hearing and AD in the EFL Classroom”	Oliva-Zamora, M.A. “Making Serious Games Accessible to Players with Cognitive Disabilities”	Pieper, K. “Describing Multimodal Translation in Practice: Experiences with the CIT Model”
12:00 – 12:30 COFFE BREAK				





PARALLEL SESSIONS 2

Room	Salón de Actos de Educación	Salón de Grados	Sala Ricardo Marín	Sala Florentino Sanz
Topic	Accessibility in performing arts and museums	DAT for Specific Purposes (I)	(Inter)culture and DAT	Miscellaneous (in Spanish)
Chair	P. Igareda	A. Fernández Costales	A. Veroz	A. Roales
12:30 13:00	Izwaini, S. "AVT as a Tool in Teaching and Learning the Native Language"	Castillo Bernal, M.P. "Using Closed Captions in the L2 vs. Technical Translation Classroom"	Bolaños, A., Botella, C. & Ogea, M. "English Language Dubs in Foreign Language Education: A Focus on Translated Culture on Screen"	Romero, L. Reflexiones del alumnado en torno a la traducción audiovisual con perspectiva de genero
13:00 13:30	Martins, C. "Going to the Theatre: Media accessibility Project in the North East of Portugal"	Čemerin Dujmić, V. "Subtitle Revision as a Tool in the Acquisition of Specialised Terminology" (ONLINE)	Rahmani, K. "Teaching Culture and Humor through Subtitling: Mohammed First University Students as a Case Study"	García García, A. "Del cine a la escritura: Didactic Intralingual Subtitling in Written Skills Enhancement"
13:30 14:00	Luque Colmenero, M.O. "Textual Analysis and Museum AD as a Didactic Tool for Translation Students"	Rodríguez Muñoz, M.L. "The Gender Perspective in the Intercultural Translation Classroom through AVT: Subtitling Legal Films"	Oaknín, M. "Under his eye! Translating The Handmaid's Tale with the Support of AV Materials"	Díaz Alarcón, S. "Álbumes infantiles y sus adaptaciones audiovisuales para la formación de traductores"
14:00 14:30	López Lozano, M. & Galian Sabater, R. Accessibility and deaf people on AVT: on-screen sign language vs. SDH	Macrea, C. "Learning Medical English on YouTube: the Use of TV Series and Subtitles"		Rodríguez Rodríguez, F. "Intersecciones entre la traducción de cómics y la TAV: Propuesta didáctica para estudiantes de Tel"
14:30 – 16:00 pm LUNCH (Cafetería Facultad de Psicología)				

PARALLEL SESSIONS 3

Room	Salón de Actos de Educación	Salón de Grados	Sala Ricardo Marín	Sala Florentino Sanz
Topic	Didactic revoicing	DAT for Specific Purposes (II)	DAT in translator training (I)	Subtitles as a support (I)
Chair	P. González-Vera	M. M. Ogea	J. J. Ávila-Cabrera	M. C. Gómez-Pérez
16:00 16:30	González-Vera, P. y Hornero Corisco, A. "Working on Oral Skills with Revoicing Modalities: Consolidating an Effective Tool in FLE"	Buil-Beltrán, P. "How to sell your product: A Lesson Plan on Dubbing to Foster Students' Communicative Skills"	Ibáñez Moreno, A. & Vermeulen, A. "AD to Promote Translator's Idiomaticity: On the Practice with Pronominal Verbs in Spanish"	Lin, J. "Interlingual Subtitle, Intralingual Subtitle, or should both be used?"
16:30 17:00	Couto-Cantero, P., Bobadilla-Pérez, M. & Fernández-Costales, A. "Creative Dubbing as an Innovative Tool in the Primary EFL Classroom. Pre-service Teachers' Perspectives"	Urbanek, L. "Evaluating a Subtitling Activity with German L2-Dutch Learners to Promote Language Mediation and Vocabulary Development"	Reis da Silva, J.R., Ferreira da Silva, R. & Araújo Vieira, P. "The use of AD as a Tool in ELT"	Ragni, V. "Reverse Subtitles in Foreign Language Learning: at the Interface between Processing and Learning"

17:00 – 17:30 pm COFFE BREAK

**17:30-18:30 pm PLENARY SESSION. Salón de Actos de Educación
Frederic Chaume (Universitat Jaume I, Spain)**

How Streaming Platforms and Cloud Technologies Can Change the Way We Learn Languages. A Focus on Dubbing

20:00 - 21:00 pm Barbara Perucka will show us Madrid's top attractions in a walking tour

21:30 pm Conference Dinner at *Las Cuevas del Duque* (Calle Princesa, 16)





Friday, 24th March 2023

PARALLEL SESSIONS 4				
Room	Salón de Actos de Educación	Salón de Grados	Sala Ricardo Marín	Sala Florentino Sanz
Topic	DAT in French language teaching	Subtitles as a support (II)	Gender and ethnicity in DAT	Didactic AD (I)
Chair	A. Veroz	M. Sabaté	P. Buil*	P. Couto-Cantero *
09:30 10:00	Bardini, F. & Igareda, P. "Project-based French Teaching with Real-life AVT and Media Accessibility tasks"	Chen, L. "An Empirical study on the Proficiency of Audiovisual Programmes on Chinese students' Autonomous English learning" (ONLINE)	Herranz-Moreno, M.T. 'Kulturspezifika'in the AVT Classroom: Ethnic and Gender Slur in in German-to-Spanish and German-to-English Subtitling Subtitling"	Bausells-Espín, A. "AD and Pronominal Verb Production in Students of Spanish: Lessons from <i>The Unexpected</i> "
10:00 10:30	Veroz González, A. "Subtitling as a Tool for Teaching French as a Foreign Language"	Gouletti, K. "Bilingual Subtitling in the Streaming Media: Pedagogical Implications"	Russo, M. "Pedagogical Approaches in the AVT of <i>Sex and the City</i> "	Gómez -Cáneba, F. "AD in the Training of Translators: Lexical Competence in L1"
10:30-11:30 PLENARY SESSION Salón de Actos de Educación Anna Marzà (Universitat Jaume I, Spain) <i>Pushing the Boundaries of AVT and language Teaching and Learning: Lessons Learned from the PLURITAV Experience</i>				
11:30 – 12:00 COFFE BREAK				





PARALLEL SESSIONS 5

Room	Salón de Actos de Educación	Salón de Grados	Sala Ricardo Marín	Sala Florentino Sanz
Topic	DAT and beyond	Didactic Media Accessibility (II)	DAT in translator training (II)	Didactic subtitling
Chair	C. Plaza	J. Lertola	A. Tinedo	C. Botella
12:00 12:30	Cerezo, B. & Reverter, B. “PluriTAV Research Project. Quasi- experimental Study of the Application of a Didactic Sequence Focused on the Development of the Plurilingual and Pluricultural Competence”	Belenguer Cortes, L. “Accessibility and Language Teaching: The Use of Respeaking” (ONLINE)	Enríquez-Aranda, M. & García-Luque, F. “Training Media Accessibility Professionals: An Employability and Knowledge Transfer Experience”	Rosal Bustamante, I. “Interlingual Subtitling in EFL: A Pedagogical Design and Piloting Experience in Higher Education”
12:30 13:00	Nicora, F. “Didactic AVT and Foreign Language Vocabulary Acquisition: An experimental Study on Children’s Learners of Italian” (ONLINE)	García-Muñoz Vizcaino, S. “Using Subtitles for the Deaf and Hard of Hearing in English Language Acquisition”	Pagano, A. & Sanfelici, L. “Humour and Translation in the AVT Classroom: An Interlingual Subtitling Didactic Experience”	Cruz García, L. ““Learning Specialised Vocabulary through Subtitling in the Context of Translation and Interpreting Training””
13:00 13:30	Cruz-Durán, B. “Song Translation in the Audiovisual Context: to train or nor to train?” (ONLINE)	Fraga, N. & Couto, P. “Design of an Innovative Instrument Based on SDH to Improve the Communicative Language Competence”	Parsons, M. “Exploring the Use of Subtitles in Intercultural Virtual Exchange: Japan-China”	Goñi Alsúa, E. “Student’s Motivation Results of a Brief Implementation of Translation and Subtitling in English as an L2”
13:30-14:30 pm ROUND TABLE TRADILEX Salón de Actos de Educación Noa Talaván, Mariona Sabaté, Carolina Gonzalo, Anca Frumuselu & Pilar Couto <i>Perspectives from the TRADILEX Project: From Macrostructure to Microstructure</i>				
14:30 – 16:00 Lunch (Cafetería Facultad de Psicología)				



PARALLEL SESSIONS 6				
Room	Salón de Actos de Educación	Salón de Grados	Sala Ricardo Marín	
Topic	DAT pronunciation	Didactic Media Accessibility (II)	DAT revoicing	
Chair	M. Bobadilla	P. Rodríguez-Arancón	A. Bolaños	
16:00 16:30	Sanz Moreno, R. "The Elaboration of Nonconventional ADs in Spanish Phonetics classes"	Barrera-Rioja, N. "Passive AD as a Language Self-learning tool: Responding to Learners' Needs Outside the Foreign Language Classroom"	Lertola, J. & Kalinina, I. "Revoicing Science: Exploring VO with ESP Postgraduate Students"	
16:30 17:00	Baeyens, L. "Enhancement of the Pronunciation of Initial Plosives /p/, /t/, /k/ through Intralingual Dubbing Activities"	Dore, M. & Ciambella, F. "AVT as a Viable Technique in Literature in Language Education: A Modest Proposal" (ONLINE)	Botella, C. & Ogea, M. "From Text to Screen. A Didactic Approach to the Translation and Dubbing of The Handmaid's Tale"	
17:00 – 17:30 pm COFFE BREAK				
17:30-18:30 pm PLENARY SESSION Salón de Actos de Educación Jorge Díaz-Cintas (University College London, UK) <i>Transforming the Way We Learn Languages – The Power of Audiovisual Translation</i>				
18:30-18:45 pm Closing & Farewell				

**TRADIT23-ACTIVIDAD ESPECÍFICA DEL PROGRAMA DE DOCTORADO EN
FILOLOGÍA. ESTUDIOS LINGÜÍSTICOS Y LITERARIOS**



PLENARY SESSIONS AND ROUND TABLES

Thursday, 23rd March 2023

Agnieszka Szarkowska (Uniwersytet Warszawski)
Plenary conference 1: “Experimental research in didactic AVT”
10:00-11:00h. – Salón de Actos de Educación
Abstract Didactic AVT has grown enormously as a field in recent years, with numerous publications, a growing number of projects and related studies, and even its own conference. This impressive growth is a result of the work of AVT and language enthusiasts who have developed methodologies, tools and activities for language teachers across the globe to use in their foreign language classes. In my talk, I will argue that the time is now ripe to test these methodologies and activities in order to show what exactly Didactic AVT brings to the table in second language acquisition and learning. One way of doing this is through experimental research. In the talk, I will focus on the benefits that experimental research can offer to didactic AVT as a field as well as on the opportunities and challenges it brings along. I will discuss various aspects of the growth of the field, including methodologies, the need for training, the robustness of current research findings and their replicability. I will also suggest future research avenues and attempt to position Didactic AVT vis-à-vis its older sibling-disciplines, such as second language acquisition and audiovisual translation.
Bionote Agnieszka Szarkowska is University Professor in the Institute of Applied Linguistics at the University of Warsaw, Head of the research group Audiovisual Translation Lab (AVT Lab), and Honorary Research Associate at University College London. Agnieszka is a researcher, academic teacher, ex-translator, and translator trainer. Her research projects include eye tracking studies on subtitling, audio description, multilingualism in subtitling for the deaf and the hard of hearing, and respeaking. Drawing on her passion for teaching, she has co-founded AVT Masterclass, an online platform for professional audiovisual translation education. Agnieszka is a member of the European Association for Studies in Screen Translation (ESIST) and European Society for Translation Studies (EST), and an honorary member of the Polish Audiovisual Translators Association (STAW).

Frederic Chaume (Universitat Jaume I, Spain)
Plenary conference 2: “How streaming platforms and cloud technologies can change the way we learn languages. A focus on dubbing”
17:30-18:30h. – Salón de Actos de Educación
Abstract For too many years, translation has been unfairly relegated from language learning classrooms, among other reasons, because many foreign language teachers did not master the learners' language. As we enter the 21st century, many language teachers still need to be convinced to use it. However, a new and powerful generation of researchers has shown that audiovisual translation can be a successful tool in the process of teaching and learning a second language.



This paper aims to show that audiovisual translation, and explicitly dubbing, can attract the attention of language learners and be successful in second language acquisition for two main reasons: a) because the consumption of foreign/second language audiovisual products, dubbed, subtitled, and audio described, is increasingly part of our daily life and leisure, making this activity perceived as an entertainment rather than an obligation, and b) because the language learner can, at the same time, acquire knowledge of and skill in a new profession, while learning the language in question.

This paper will present the natural environment of the translator and adaptor for dubbing, the working materials they use, and the current translation and adaptation challenges of this profession in the era of new video-on-demand platforms, conceived as valuable tools for the acquisition of a second language. Thus, the ultimate goal of the presentation will be to show that the materials and translation strategies used in translation and adaptation for dubbing can also become valuable tools for learning a second language. At the same time, using these materials will provide the second language learner with the rudiments of the dubbing translator-adaptor profession.

Bionote

Frederic Chaume is a Full Professor of Audiovisual Translation at Universitat Jaume I (Spain) and Honorary Professor at University College London (UK), Universidad Ricardo Palma (Perú) and Universidad Peruana de Ciencias Aplicadas (Perú). He is the director of the TRAMA Research Group and the TRAMA book series. Prof. Chaume has published over 100 articles, book chapters and encyclopedic entries on audiovisual translation and has supervised 20 PhD theses on the topic of audiovisual translation. He is also in close contact with the industry and serves as a consultant for Netflix. He is the recipient of the Berlanga Award (2010), the Xènia Martínez Award (2016) and the Jan Ivarsson's Award (2020) for his constant and enthusiastic support to media localization as well as his constant university training in this field.

Friday, 24th March 2023

Anna Marzà (Universitat Jaume I, Spain)

Plenary conference 3: "Pushing the boundaries of AVT and language teaching and learning: lessons learned from the PLURITAV experience"

10:30-11:30h. – Saló de Actos de Educació

Abstract

The focus of this presentation will be on the margins of AVT and language teaching and learning. This is an area of research that has been surging for the last few years and now has formed a very solid core. However, in order to push research forward, the exploration of untrodden or less busy paths should go hand in hand with the consolidation of initial research objects.

The starting point for this discussion will be the description of a project that explored one of those paths: PluriTAV. One of PluriTAV's main aims and innovations was to examine the impact of using active AVT in the students' plurilingual competence. We will introduce this concept, its operationalisation and PLURITAV's approach on the matter, with a special emphasis on the use of Didactic Sequences and the creation of a new and specific assessment tool for plurilingual competence. For the first time, the joint results from all AVT types applied in the project will be presented, with a critical analysis of findings and the formulation of hypotheses to move forward.

These hypotheses act as a gateway to the second part of the presentation, which will delve into the margins. Grounded on pioneering research and transdisciplinary epistemological reflections, some areas will be highlighted due to the possibilities that they entail to broaden the knowledge about the



fascinating relation between AVT and language teaching and learning. This section is designed to spark discussion and challenge to move beyond: beyond the realm of foreign languages, beyond tertiary education, beyond linguistic competence and beyond the focus on learners.

Bionote

Anna Marzà holds a Ph.D. in Audiovisual Translation and is presently lecturer/associate professor in the Department of Pedagogy, Social Sciences and Language and Literature Didactics of the Universitat Jaume I (Castelló de la Plana), where she teaches CLIL and Integrated Language Teaching both in graduate and post-graduate levels. Her main research areas include the analysis of dubbese, the use of AVT as a tool for language learning, and the teaching-learning of languages in a multilingual context. Her ongoing and most recent projects are focused on the use of CLIL in Arts Education, the evaluation of plurilingual competences with the use of translation (PLURITAV) and the use of home languages in class to promote multicultural and multilingual awareness. She often collaborates with education stakeholders both in research projects and knowledge transfer activities such as seminars, conferences and workshops.

Noa Talaván, Mariona Sabaté, Carolina Gonzalo, Anca Frumuselu & Pilar Couto

ROUND TABLE TRADILEX: “Perspectives from the TRADILEX Project: From Macrostructure to Microstructure”

13:30-14:30h. – Saló de Actos de Educació

Abstract

In this roundtable session we will discuss the macrostructure and microstructure levels of the TRADILEX Project, to be able to share some of the various experiences carried out in the past 3 years. Regarding the macrostructure, we will discuss the methodological design that was piloted and then applied to a long-term didactic audiovisual translation (DAT) course (B1 and B2) in several higher education centers in Spain; and how this design is now reflected in the TRADILEX platform. Moving down, an analysis of the integration of DAT experiences in the context of CLIL Approach in school subjects at Preprimary, Primary, Secondary levels will be mentioned. Additionally, the microstructure discussion will continue with also cover teacher training in the context of DAT, as well as various assessment possibilities. Lastly, teaching competences needed to implement DAT, specific implementations at the level of a single lesson plan, DAT applications in translation training, and adaptations to other proficiency levels (A1, A2, C1, C2) will also be considered.

Bionotes

Noa Talaván is an associate professor of English Studies and Translation in the Foreign Languages Department of the Universidad Nacional de Educación a Distancia (UNED), Spain. Her main field of research is audiovisual translation and foreign language education. She has been running teaching innovation projects on this topic and publishing on this area for more than a decade. She coordinates the teaching innovation research group **ARENA** (Accessibility, audiovisual translation and language learning) since 2016, and the research group **TRADIT** (didactic audiovisual translation) since 2020, both based at the UNED, as well as the national project **TRADILEX** (audiovisual translation as a didactic resource in foreign language education).

Carolina Gonzalo Llera owns a PhD in Second Language Phonetic & Phonology at Complutense University of Madrid. She holds a Master Degree in Hispanic Linguistics from Western Michigan University, USA; and a double degree in Preschool Teaching, and in Psychopedagogy. She is a native



speaker of Spanish, and near-native speaker of English. Since 2001 she has been working as a teacher and professor in all educational levels, from Kindergarten through College-University, in Argentina, Spain, and the USA. She has worked in Educational Management for national and foreign universities for undergraduate and graduate programs. She is associate professor at Nebrija University for the bilingual preschool and elementary teaching degrees, and at European University of Madrid for the undergraduate degrees and master programs in the Faculty of Social Sciences and Communication. Her research interest is in the field of methodology of teaching second languages, specifically, the use of didactic audiovisual translation. She is a member of the TRADIT research group and the TRADILEX R+D+i research project (Audiovisual TRANSLATION as a DIDactic resource in learning Foreign Languages) of the UNED, financed by the MECED.

Anca Frumuselu, Ph.D., is currently an English lecturer at Universitat de Lleida (UdL), Spain. She has been lecturing and designing courses at undergraduate and master level since 2011 in both face-to-face, blended and online settings. She has also worked as an English Collaborator at Universitat Oberta de Catalunya (UOC) since 2016, teaching online English courses at undergraduate level. Her research interests include the study of English foreign language skills through audiovisual translation and subtitling, the use of new technologies in the EFL classroom, e-learning, m-learning, gamification and virtual exchange. She has attended several international conferences, workshops and teaching training courses in the last years and she has published articles related to her fields of interest. She holds a Bachelor Degree in English and Romanian Language and Literature from University of West, Timisoara, Romania (2008); a Master Degree in Teaching English as a Foreign Language from Rovira i Virgili University, Tarragona, Spain (2010); an International Double Doctorate in English Language, Literature and Culture from Rovira i Virgili University, Tarragona, Spain and in Educational Sciences from University of Antwerp, Antwerp, Belgium (2015); and a post-doctorate in gamification and m-learning from Rovira i Virgili University, Tarragona, Spain (2019). She has participated as a research member and as a project manager in the European project Erasmus + KA2 – Gamifying Academic English Skills in Higher Education: Reading Academic English App.

Mariona Sabaté Mariona Sabaté-Carrové is lecturer at the Department of Foreign Languages and Literature (DELILE) of the University of Lleida (UdL). She teaches several subjects in this institution like General English II, Audiovisual Translation, Reverse translation, Translation of Scientific and Technical texts, and Language in contrast and in contact. She coordinates the UdL's internships of DELILE undergraduates (Degree in English Studies). She is currently a member of the TRADILEX Project on audiovisual translation as a didactic resource in foreign language teaching, and also a member of the Consolidar Project (Universidad Nacional de Córdoba, Argentina) on processing, translating, and comprehending relative clauses (Group of Cognitive Psychology of language and Psycholinguistics). Her research revolves around English as a foreign language, translation for teaching English as a foreign language, and audiovisual translation. From 2013 she has taught on-site and online workshops for graduates and lecturers for learning how to write and do oral presentations of papers for publication in English (Institute of Languages, UdL).

Pilar Couto-Cantero (PhD) is a Faculty Member and full-time lecturer at UDC (NorthWestern Spain). She has been the Modern Languages Coordinator in the Postgraduate and Professional Graduate Certificate in Education (PGCE) (2010-2015). Head of the Teaching and Learning Modern Languages Department (2014-2017). She is Principal Researcher at DILEC Research Group: <http://investigacion.udc.es/en/Research/Details/G000697> Head of the International Journal DIGILEC <http://revistas.udc.es/index.php/DIGILEC/issue/view/111>, and external examiner



and/or supervisor in various Doctoral Thesis Programmes (DIT, Dublin; Stanford, CA). Her research fields are: Teaching and Learning Languages and Cultures (Spanish/English), CLIL, TEFL, Bilingual Education, DAT, Drama in Education and she is also carrying out her research based on her own coined: "Textual Transpodidactics Model" (Couto-Cantero, 2014) about fictional texts and their possibilities for teaching and learning languages. ORCID ID: <https://orcid.org/0000-0001-7198-6514> Research Gate: https://www.researchgate.net/profile/Pilar_Couto-Cantero

Jorge Díaz-Cintas (University College London, UK)

Plenary session 4: "Transforming the Way We Learn Languages – The Power of Audiovisual Translation"

17:30-18:30h. – Salón de Actos de Educación

Abstract

The role of interlingual translation in the foreign language classroom has gone through various stages in history and, nowadays, it seems to have gained a well-deserved recognition in educational settings. Didactic audiovisual translation is arguably one of the most exciting developments in this field in recent years, where activities based in subtitling, dubbing and audio description have made notable inroads. In this presentation, I take stock of some of the key changes that have taken place in recent times and pay special attention to the role of new technologies as well as the emergence of audiovisual translation practices that, so far, have not been fully embraced in the classroom, such as the case of bilingual subtitles, *telop* and *danmu*.

Bionote

Jorge Díaz Cintas is Professor of Translation and founding director (2013-2016) of the Centre for Translation Studies (CenTraS) at University College London. He is the author of numerous articles, special issues and books on audiovisual translation, including ***Subtitling: Concepts and Practices*** (with Aline Remael, 2021). A pioneer in audiovisual translation, Jorge has trained translators-to-be across six continents, is a frequent speaker at international conferences and events, and has offered consultant services to the European Parliament, European Commission, NATO, OOOONA and Netflix, among others. He is the Chief Editor of the Peter Lang series ***New Trends in Translation Studies*** and the recipient of the Jan Ivarsson Award (**ESIST**, 2014) and the Xènia Martínez Award (**ATRAE**, 2015) for invaluable services to the field of audiovisual translation.



PARALLEL SESSIONS

(Alphabetical order)

Bardini, Floriane & Paula Igareda
“Project-based French teaching with real-life AVT and media accessibility tasks”
Friday, 24 th March 2023 – 9:30-10:00h. – (Salón de Actos de Educación)
<p>Abstract</p> <p>Since the beginning of the new millennium, translation has gained attention as a fruitful activity in foreign language learning settings. It is audiovisual translation and media accessibility that have been the focus of new approaches by teachers and researchers, as the practice of different modalities of audiovisual accessibility and translation (AVAT) has shown to benefit the development of different linguistic skills (e.g. Lertola, 2019).</p> <p>Our project implements AVAT in an adult language learning setting at an Official School of Languages (EOI) in Catalonia, as part of a project conducted over one trimester in a French B2.1 class. Project-based teaching provides a holistic approach and real-life tasks that foster students’ involvement in the learning process (Bell, 2010; Guo et al., 2020): combining this approach with AVAT assignments to practice written and oral skills in French creates a synergy between the two methodologies and helps integrate AVAT in the language teaching curriculum.</p> <p>The aims of the project are that students develop their linguistic and bilingual competences, and to create synergies between language learning and translation. A further synergy is created with the territory, as the videos to be translated belong to touristic organisations from the region. Our approach includes ground and documentation work (on concepts and vocabulary to complete the translation tasks), seminars imparted by a specialist on the different translation modalities practiced (subtitling, SDH, voice over, and audio description), work in pairs on the translation of the videos, and cross evaluation between groups. The use of translanguaging will be fostered to develop students’ bilingual competence (Catalan-French).</p> <p>The benefits and limitations of our approach will be assessed through different means and the data collected will give researchers information on how the project’s implementation adjusts to its objectives and on improvement possibilities, as well as to elaborate guidelines to conduct similar projects.</p> <p>Keywords: audiovisual accessibility and translation, adult language learning, French, Catalan</p>
<p>References</p> <p>Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. <i>The Clearing House: A Journal of Educational Strategies, Issues and Ideas</i>, 83(2), 39-43. https://doi.org/10.1080/00098650903505415</p> <p>Guo, P., Saab, N., Post L. S. & Admiraal W. (2020). A review of project-based learning in higher education: Student outcomes and measures. <i>International Journal of Educational Research</i>, 102. https://doi.org/10.1016/j.ijer.2020.101586</p> <p>Lertola, J. (2019). <i>Audiovisual translation in the foreign language classroom: applications in the teaching of English and other foreign languages</i>. Research-publishing.net. https://doi.org/10.14705/rpnet.2019.27.9782490057252</p>



Barrera-Rioja, Noemí

“Passive AD as a Language self-learning tool: Responding to learners’ needs outside the Foreign Language Classroom”

Friday, 24th March 2023 – 16:00-16:30 h. – (Salón de Grados)

Abstract

In the past few years there seems to have been growing interest in the applications and potential of audio description (AD) as a foreign language learning (FLL) tool (e.g., Ibáñez Moreno & Vermeulen 2013, 2014; Talaván & Lertola, 2016; Calduch & Talaván, 2018; Navarrete, 2018). Nonetheless, it would appear that this interest is largely focused on active approaches (i.e., students producing AD), whereas there seem to be fewer studies dedicated to the use of passive AD (i.e., being exposed to AD) as a FLL resource (Martínez Martínez, 2012; Walczak, 2016).

In addition, AD as a didactic resource for teachers to use in the L2 classroom has been reported to be effective (Talaván & Lertola, 2016; Walczak, 2016; Calduch & Talaván, 2018) and students tend to find it enjoyable and useful (Navarrete, 2018). However, the focus of this paper will be on AD as a possible tool for students to use at home instead. The reason why this line of research also seems desirable is that autonomous work outside the classroom is pivotal to really making progress when learning a language (Lee, 1998, p.282). It should be considered, though, that FLL students appear to experience difficulty acquiring new vocabulary (e.g., Rohmatillah, 2014; Afzal, 2019; Surmanov & Azimova, 2020) and working on their pronunciation (*Ibid.*; Dlaska & Krekeler, 2008). As a consequence, it seems that learners could perhaps be interested in learning about effective ways to work autonomously on improving these areas.

In light of these considerations, the aim of this paper is to explore the use of passive AD as an L2 self-learning tool and find out whether this resource could be offered as a response to this need. To this end, this paper aims to give an answer to the following research questions:

RQ1. Is passive AD an effective resource to work on vocabulary and pronunciation?

RQ2. What do students think of this tool? Would they be willing to use it autonomously outside the classroom?

Given the nature of these questions, tests and questionnaires will be the main tools employed to answer them. Firstly, to assess the effectiveness of AD to acquire new vocabulary and improve pronunciation (RQ1), students will be asked to take the same vocabulary and pronunciation tests before and after being exposed to AD so that their knowledge and performance in both stages can be compared. Secondly, students will be asked to fill out a questionnaire in which they will be able to express their views on the usefulness and enjoyability of this resource, as well as their willingness to use it outside the classroom in order to work on their language skills (RQ2).

Keywords: audio description, foreign language learning, passive, pronunciation, vocabulary



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Bausells-Espín, Adriana

“AD and pronominal verb production in students of Spanish: Lessons from ‘the Unexpected’”

Friday, 24th March 2023 – 9:30-10:00h. – (Sala Florentino Sanz)

Abstract

Experiments applying audio description (AD) within foreign language (FL) teaching have shown positive results for developing integrated and intercultural skills (Ibáñez Moreno & Vermeulen, 2014; Vermeulen & Ibáñez Moreno, 2017), media literacy and transferable skills (Herrero & Escobar, 2018), oral competences (Ibáñez Moreno & Vermeulen, 2015, 2016; Navarrete, 2018) and linguistic skills (Calduch & Talaván, 2018; Ibáñez Moreno & Vermeulen, 2013, 2017). Specifically, Vermeulen and Escobar (2021) used AD (intersemiotic) and dubbing (interlingual) to study clitic pronoun use in Dutch-speaking learners of Spanish. They hypothesized that AD tasks,



like direct writing in the FL, would yield more idiomatic outputs (Cohen & Brooks-Carson, 2001). However, this was the case for interlingual translations.

For learners, clitics present a considerable challenge. A particular case are pronominal verbs (PNVs) (Whitley, 2002; Escutia López, 2016), which lack an equivalent in many languages, including English. Therefore, we developed a quasi-experimental study to analyze PNV production in intersemiotic and interlingual translation (ILT) in English-speaking students. We selected two scenes from Woody Allen's *Match Point* (2006) for which the original Spanish AD script (OADS) contained an abundant number of PNVs (target items). We asked participants to compose an AD and an ILT, one for each of the clips, to analyze the frequency with which they produced target items as pronominal verbs, and to explore features in PNV production in terms of correctness and idiomaticity. Although the focus of the research lied on the target items —verbs expected to be produced as pronominal—, we observed that participants' scripts contained plenty of 'unexpected' PNVs too, i.e., *non*-target items.

This paper compares students' *non*-target versus target PNV production across AD and ILT tasks. A preliminary, descriptive analysis of students' productions of target items —verbs expected to be produced as pronominals— matched Vermeulen and Escobar's results, as PNV production was higher in interlingual tasks, with variation depending on factors such as task order or PNV type. However, production of *non*-target items —verbs *not* expected to be produced as pronominals— was not only significant, but also broke with the general production trends for target items to different degrees. This exploratory analysis of 'unexpected' PNV outputs challenged our initial assumptions, shedding light upon AD's role in promoting learner PNV usage, and upon the influence of factors such as task order, modes of exposure to forms in context, and verb type.

Keywords: audio description, Spanish as foreign language, Spanish pronominal verbs, interlingual translation, audiovisual translation, clitic pronouns

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Baeyens, Lucas

“Enhancement of the pronunciation of initial plosives /p/,/t/, /k/ through intralingual dubbing activities”

Friday, 24th March 2023 – 16:30-17:00h. – (Salón de Actos de Educación)

Abstract

Intralingual dubbing (ID) activities offer versatile solutions for foreign language learning environments, enabling students to work on motivational, communicative tasks while exposed to authentic L2 input. This all-around quality has allowed ID to become one of the most frequently researched AVT modalities in recent years (Lertola, 2019), with different studies delving into their



potential value for pronunciation, intonation and speed (Sánchez-Requena, 2016; 2018), prosodic features (Chiu, 2012) or overall speaking skills (He & Wasuntarasophit, 2015). In Spain, however, there has been a dearth of studies on the matter, with Talaván & Costal (2017) as pioneers on the use of ID on oral skills and motivation.

In this study, the application of ID activities for the enhancement of the pronunciation of initial plosives /p/, /t/ and /k/ in intermediate-level Spanish students of English was investigated. Not in vain, an accurate pronunciation of these English consonants in initial position has been determined as problematic for Spanish students (Kenworthy, 1987; Walker, 2010) and key for intelligible communication in English as a Lingua Franca (Jenkins, 2000). For this research, a number of undergraduate students (n=71), divided into two groups (experimental group and control group), had to deliver pre- and post-test recordings for pronunciation analysis, with the former performing ID activities. All data obtained was classified and statistically analysed using the Wilcoxon and Mann-Whitney tests in order to establish meaningful differences among data sets.

The p-values and data analysis applied suggested a positive influence of ID activities in the aspiration and accurate production of the three plosives, with a greater improvement in /p/ and /k/, also the most problematic ones for the research participants.

As a conclusion, this study provides much-needed, interesting information on why ID in particular, and AVT in general, offer useful, motivational and powerful opportunities for pronunciation enhancement.

Keywords: Intralingual dubbing, English as a Foreign Language, Intelligibility, AVT, Pronunciation, Oral skills

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Belenguer Cortes, Luz
“Accessibility and Language Teaching: The use of respeaking”
Friday, 24 th March 2023 – 12:00-12:30h. – (Salón de Grados)
Abstract Audiovisual translation (AVT) and media accessibility (MA), together with its use in the Foreign Language (FL) classroom, has been raising awareness and gaining an increasing amount of attention of teachers and scholars alike (Talaván, 2020). When it comes to respeaking, that is, a captioning technique in live subtitling for the deaf and hard of hearing (SDH) of repeating what is heard into voice recognition software to generate the caption text, professionals have a good command in shadowing since they recur to oral repetition of information found in the materials presented. Even if this technique is normally found in interpreting, shadowing, together with subtitling revision techniques, could offer much room for improvement for language learners when it comes to pronunciation, punctuation and other linguistic competences (Soler Pardo, 2022: 171). As a consequence, the acquisition of language could be targeted and a new tool of language teaching could be offered. The present paper attempts to provide an overview of the use of respeaking in FL learning. Particularly, it focuses upon the benefits for the development of language skills. To do so, we will first introduce the concept of accessibility and the different types of subtitles, and we will enhance shadowing and interlingual subtitling practice using respeaking as a pedagogical tool. To this end, we will explore different options of how to introduce learners to shadowing as well as subtitling norms and proper techniques. Finally, we will discuss correct material selection and the different types of tasks which could be adapted to the different FL competences and workflows to enhance cooperation among learners and language learning.
Keywords: translation, audiovisual translation, foreign language teaching and learning, FL didactics
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Beseghi, Micol
“Subtitling for the Deaf and Hard of Hearing and AD in the EFL Classroom”
Thursday, 23 rd March 2023 – 11:30-12:00h. – (Salón de Grados)
Abstract The didactic value of audiovisual translation (AVT) in foreign language learning (FLL) has been increasingly investigated in the last decade, with several studies focusing on the benefits of different AVT modes as pedagogical tools in FLL (Incalcaterra McLoughlin et al. 2020, Talaván 2020). However, few studies have examined the role of subtitling for the deaf and hard of hearing (SDH) and audio description (AD) as integrated tools in the language classroom (Talaván et al. 2022).



This paper reports a didactic experiment in which SDH and AD were implemented in an English Language course offered at the University of Parma as part of a master's degree in foreign language teaching. The students were introduced to media accessibility and to the linguistic and technical aspects of SDH and AD, and subsequently asked to engage – both individually and collaboratively – in active intralingual SDH and AD in English for audiovisual programmes of different genres (e.g., animated films, TV shows).

The aim of the experiment was to explore the role of both forms of accessibility in promoting language and communication skills at proficiency levels (C1-C2). Qualitative and quantitative data were collected using questionnaires, which were administered at different stages of the project, and through the observation of the students' learning diaries and oral presentations during the semester.

The preliminary results show a number of positive aspects in the integration of SDH and AD into the EFL classroom, in terms of fostering productive skills and of promoting different forms of mediation, namely intralingual and intersemiotic. Students' comments also highlight significant benefits in terms of learner motivation and awareness about media accessibility. Potential critical issues concern the fact that using software in the classroom might be challenging and time-consuming for students as well as instructors.

Keywords: subtitling for the deaf and hard of hearing, audio description, foreign language learning, English as a foreign language, media accessibility

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Bolaños, Alejandro; Carla Botella & M^a del Mar Ogea

“English Language Dubs in Foreign Language Education: A Focus on Translated Culture on Screen”

Thursday, 23rd March 2023 – 12:30-13:00 h. – (Sala Ricardo Marín)

Abstract

English-language dubs of audiovisual programmes produced in languages other than English have increased in recent years, thus leading to a growing research avenue in Audiovisual Translation (AVT) scholarship (e.g. Hayes 2021, Sánchez-Mompeán 2021, Spiteri 2021). Dubbed programmes can constitute a perfect medium for the transmission and dissemination of cultural realities, hence the relevance of cultural references in AVT studies (Ranzato 2006).

This paper explores translated cultural references when applied to Foreign Language Education (FLE) settings, serving as a means to develop mediation-focused AVT activities. An experiment involving several excerpts, from a Spanish series dubbed in English, was developed. The survey, which took the form of a guided lesson, took place at two different higher-education institutions in



Peninsular Spain (N=55) and the United Kingdom (N=57), respectively. In this paper, we analyse English-speaking and Spanish-speaking students' perceptions compared when working on translated cultural references for FLE purposes. We will discuss the relevant analytical categories and translation strategies in the localised clips, alongside alternative translations for cultural references produced by the students. We will analyse how the experimental subjects expressed their views on language and culture transfer by examining the instances of translated culture. The results of this study allow for a comparison with similar experiments that utilise dubbing in FLE environments and confirm that, in general terms, foreign-language students tend to embrace conservation techniques. In terms of pedagogical uses and applications, this methodology can be prospectively applied to the learning and teaching of foreign languages, especially when mediation constitutes a key component (e.g. pedagogical translation).

Keywords: perception, audiovisual translation, English-language dubbing, cultural humour

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Botella, Carla & M^a del Mar Ogea

"From Text to Screen. A Didactic Approach to the Translation and Dubbing of *The Handmaid's Tale*"

Friday, 24th March 2023 – 16:30-17:00h. – (Sala Ricardo Marín)

Abstract

In the last decade, didactic audiovisual translation (DAT) (Talaván, 2020; Lertola, 2019a) has been deeply studied and explored and has been proven to be a great tool to foster the development of different competences in the learning of a language (Sánchez-Requena, 2020; Lertola, 2019b; Talaván & Rodríguez-Arancón, 2018). Apart from this application of the different AVT modes in the foreign language classroom, as the many recent publications within the TRADILEX PID2019-107362GA-I00 project show, translation courses, as well as other content courses can truly benefit from using didactic AVT, bringing, for instance, a great deal of motivation to the learning of a specific subject related to other forms of translation (Ogea, 2020; Botella, 2022; Botella & Ogea, in press). Hence, students work to develop many translation competences, such as the ones described by the different works of PACTE (2000-2022), as well as those multicomponent models of translation competences brought by Kelly (2005), the EMT Board (2017) or Hurtado Albir (2017). This proposal aims at sharing the outcomes of a collaborative project that was conducted with students from two different degrees in which audiovisual translation is somehow included in their curricula. During the learning experience, didactic audiovisual translation was first used in the Literary Translation class (in the framework of the Translation and Interpreting degree), by



translating a chapter from Margaret Atwood's novel, *The Handmaid's Tale*, and the corresponding excerpt from the namesake HBO series. Subsequently, the second group (from the Film and Culture degree) was prompted to revise the said translation, in order to perform the translation of the audiovisual text and its adaptation for the dubbing of the episode's scene.

This case study describes the benefits, the competences (regarding synchrony, literary and film language, intertextuality, rhyme and register) and the motivation gained by the students throughout this process, as well as examples of the final proposals.

Keywords: Didactic audiovisual translation, Translator competences, Motivation, Translator training

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Buil-Beltrán, Paula

"How to sell your product: A lesson plan on dubbing to foster students' communicative skills"

Thursday, 23rd March 2023 – 16:00-16:30 h. – (Salón de Grados)

Abstract

One of the greatest handicaps for Spanish speakers while learning a new language is the ability to improve their speaking skills, either because of fear and shyness or because they have not had enough resources to practice and improve it during their educational years. More specifically, English for Specific Purposes (ESP) students have to learn and deal with a series of specific topics, such as pitch presentations, that will be key in their future careers. In the last decade, didactics AVT is a field that has increasingly attracted the attention of researchers demonstrating how this methodology can foster students' language learning (Talaván 2012, Lertola 2019, Ávila-Cabrera & Rodríguez-Arancón 2021, and Bolaños García-Escribano & Navarrete 2022). However, there is a field within didactic AVT that has not yet been widely explored, ESP, although the pieces of research on the field have proven their efficiency (Talaván 2006, Gonzalez-Vera 2021, Ávila-Cabrera and Esteban 2021).

Thus, this paper seeks to solve these two necessities ESP students have by creating two lesson plans for an ESP class at the University of Zaragoza, one with a traditional approach for a control group (CG) and a second one based on active dubbing for an experimental group (EG). The lesson plans try to foster ESP students' production skills within a communicative framework. The methodology and the materials used will be presented together with the tasks students in both groups had to complete and the rubrics used to evaluate their performance. The information obtained from a postquestionnaire that students had to complete will also be analysed to see students' perceptions of each methodology. Moreover, the analysis of the results obtained in each methodology, along with a comparative between CG and EG results, will highlight the virtues of this new and innovative methodology.

Keywords: Dubbing, Didactic AVT, Speaking, ESP, EG

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Calvo-Ferrer, José Ramón

“Video Game Localisation and EFL: Assessing Pre-service Teachers’ Perceived Learning Gains”

Thursday, 23rd March 2023 – 11:00-11:30 h. – (Sala Ricardo Marín)

Abstract

Subtitling has been extensively investigated for language learning and teaching purposes, either as a support for language learning (Ghia, 2012) or regarding the pedagogical benefits of the task of subtitling itself (McLoughlin & Lertola, 2014). As a dominant Audio-visual Translation (AVT) mode, dubbing has also received great attention in the field of language learning, especially in the context of oral production (Talaván & Costal, 2017). However, other AVT modes, such as video game localisation, which combines audio-visual forms like dubbing or subtitling with features of localisation (Remael, 2010), have received little attention regarding their affordances for the learning of second languages. This study is an initial empirical attempt to attest to the pedagogical benefits of video game localisation in foreign language education. Specifically, it presents an experiment on the potential of video game localisation for the development of skills among L2 students, in which the main objective was to discover whether localising a video game could foster self-assessed foreign language learning gains. Ninety-seven students of English as a Foreign Language from the degree in Education at the University of Alicante participated in the experiment as part of their course assessment. Specifically, the participants, who held an average pre-intermediate level of English as determined by testing, were asked to translate the menus of the game *Subtitle Legends* (Calvo-Ferrer et al., 2019) into English. The study, which was carried out over the course of 4 weeks, included a language assessment test and questionnaires as data gathering tools, and was complemented with in-class observations. The findings of the study reveal that students had very favourable views on the localisation of video games as a tool to develop their English language skills, and that they were positively affected by their attitudes towards digital gaming and by language proficiency altogether. All in all, the results seem to illustrate that video game localisation can increase motivation in the language classroom and contribute to the development of foreign language skills.

Keywords: Localisation, Video Games, Translation, Language Learning, EFL

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Castillo Bernal, M^a Pilar

“Using closed captions in the L2 vs. technical translation classroom”

Thursday, 23rd March 2023 – 12:30-13:00 h. – (Salón de Grados)

Abstract

The present didactic proposal has been developed for students of German as a second language in the B.A. Translation and Interpreting at the Universidad de Córdoba. Its main purpose is to establish student competence at working with automated intralingual closed captions and translating subtitles when learning a foreign language (Talaván, 2019) and technical translation (Ogea, 2020). In this proposal, You Tube was used to obtain, in their own terminology, “closed captions”, i.e., automated intralingual subtitles that consist in a verbatim transcription of the audio, generated by speech recognition software. The didactic aim is to improve students’ hearing skills of the German language, as well as their literacy regarding automated captions and their shortcomings as opposed to professional subtitles. The methodology was applied to two mandatory classroom projects in the courses involved, i.e., *German as a Second Foreign Language* (CIII) (2nd year, level B1) and *Scientific and Technical Translation of German as a Second Foreign Language* (3rd year, level B2). In the CIII classroom, students worked with a general-content video in German, for which automated closed captions in German were generated. Similarly, technical translation students were presented with a specialised-content video with automated closed captions in German. The project comprised the following steps: reviewing the automated intralingual captions generated in You Tube for errors, and translating the German captions into Spanish using Aegisub. The results that were obtained are 1) errors committed by students when reviewing the intralingual automated captions, and 2) errors committed by students when translating subtitles. Errors are defined as inadequacies regarding the subtitling standards students were asked to comply with (Ogea, 2021). Before carrying out the project, students completed a questionnaire on their previous experience and knowledge of captions and subtitling; after the project, a final questionnaire on students’ motivation and perceived usefulness of the project for their learning process was completed. Results show a certain confusion among students regarding the terminology (closed captions, subtitles), requisites of captions and subtitling standards, since they had no prior training in subtitling and only reduced experience using automated closed captions. Although in general the project was perceived as useful for improving both the command of the second language and the technical translation competences, there is some room for improvement in the communication of the learning goals and requirements to students and the streamlining of the project steps.

Keywords: closed captions, subtitles, L2 teaching, technical translation

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Čemerin Dujmić, Vedrana

“Subtitle revision as a Tool in the Acquisition of Specialised Terminology”

Thursday, 23rd March 2023 – 13:00-13:30h. – (Salón de Grados) ONLINE

Abstract

The use of subtitles in various aspects of second language acquisition has been well-attested in scholarly literature (see Ávila-Cabrera, 2021, Papadopoulou & Gouleti, 2022, Talaván 2006, 2010, 2019, 2020), often with positive results regarding vocabulary acquisition (Talaván, 2007) and the improvement of written skills (Ávila-Cabrera, 2021). There can be no doubt that the use of subtitles as a creative language learning device enhances the learners' experience. However, subtitle revision has so far been under-represented in studies dealing with subtitling in SLA. This study aims to explore the potential application of subtitle revision as a tool for the acquisition of specialised terminology. While there has been some evidence that even trained subtitle revisers occasionally introduce terminological errors in their revisions (see Van Rensburg, 2017), this finding may be due to the fact that subtitle revisers are often not specialists for specific terminological fields. Likewise, subtitle revision is usually seen as a utilitarian procedure in AVT quality assurance and may often be neglected in the wider AVT language market (Robert & Remael, 2016). Despite this, the author of this study believes it may be applied in SLA exercises as a means of acquiring and reinforcing specialised terms. For this purpose, an experimental study has been envisaged during the winter semester 2022-2023, which would use short segments of videos containing specialised vocabulary related to crisis management in her ESP course at the Department of Crisis Management. The students would subsequently revise the translated subtitles for those video segments and a mixed-methods analytical framework would be applied to the analysis of the results. Finally, the study would draw further attention to a hitherto overlooked possibility of applying subtitle revision as a valuable addition to the array of SLA learning mechanisms.

Keywords: subtitle revision, second language acquisition, English for specific purposes, technical terminology, crisis management

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Cerezo, Beatriz & Beatriz Reverter

“PluriTAV research project. Quasy- experimental study of the application of a didactic sequence focused on the development of the plurilingual and pluricultural competence”

Friday, 24th March 2023 – 12:00-12:30h. – (Salón de Actos de Educación)

Abstract

The potential of audiovisual translation (AVT) in foreign language (FL) didactics has been demonstrated by several authors (Lertola, 2019) and projects, such as LeViS (Sokoli, 2006) or ClipFlair (Baños and Sokoli, 2015). However, their usefulness in the development of the plurilingual and pluricultural competence (PPC) is still relatively unexplored (Baños et al., 2021). This competence –which is included in the Common European Framework of Reference for Languages (CEFR) and the Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA)– advocates moving away from the exclusive use of the FL and bets on plural approaches in the classroom. It is in this scenario that PluriTAV (Audiovisual translation as a tool for the development of plurilingual competences in the classroom, 2017-2019) emerged, a research project whose aim was to boost multilingualism through AVT in three areas: the improvement of competences in FLs and mother tongues, and the development of PPC.

This presentation includes the theoretical basis of PluriTAV, as well as the design and results of the empirical implementation of a didactic sequence (DS) focused on interlingual dubbing. This DS contains examples of activities that explore the impact of intra- and interlingual transfers on the development of PPC by university students of English for specific purposes with a B2 level of English.

The presentation concludes with some reflections on the results of the design and implementation of the DS, on the possibilities of adapting it to other educational contexts and levels, and on the potential of AVT in the acquisition of PPC in higher education.

Keywords: audiovisual translation, foreign language teaching, plurilingual and pluricultural competence, experimental study, English for specific purposes

Chen, Lin

“An Empirical study on the Proficiency of Audiovisual programmes on Chinese students' autonomous English learning”

Friday, 24th March 2023 – 9:30-10:00h. – (Salón de Grados)

Abstract

Audiovisual programmes have been widely used in classroom English teaching in China. However, it is not clear to what extent watching audiovisual programmes is beneficial to students' autonomous English learning. Through the method of empirical research, this study attempts to investigate the proficiency of watching subtitled English programmes on Chinese students' autonomous English learning. For the purpose of the present study, 200 college students in



English major were selected as research subjects. A ten-minute audiovisual programme including academic talk, lecture and non-academic drama and film subtitled into Chinese were compiled as research materials. Questionnaires were used after watching the programme to test participants' listening comprehension and vocabulary acquisition. Results of the present study would contribute to the research on the proficiency of audiovisual programmes on English learning and may be able to find the factors that affect Chinese learners' knowledge acquisition through subtitled audiovisual materials.

Keywords: proficiency, audiovisual programmes, autonomous English learning, empirical research

Couto-Cantero, Pilar; María Bobadilla-Pérez & Alberto Fernández-Costales

"Creative Dubbing as an Innovative Tool in the Primary EFL Classroom. Pre-service Teachers' Perspectives"

Thursday, 23rd March 2023 – 16:30-17:00 h. – (Salón de Actos de Educación)

Abstract

This article considers the use of Audiovisual Translation (AVT) as a didactic tool in the EFL primary classroom. From previous research on the different AVT modalities, Creative Dubbing (CD) was considered by the authors to be the most adequate for students at this level. Therefore, this study focuses on the perception that primary pre-service teachers have on this AVT mode.

To this end, a mixed method approach was adopted and data was collected from university participants (N=94) enrolled in the third year Undergraduate Programme in Primary Education at the University of A Coruña (Spain). A quasi-experiment was conducted to determine the applicability of the creative AVT approach in the classroom, which was followed by a questionnaire to obtain the participants' perceptions of the use of CD in their future teaching practices. This approach with primary pre-service teachers shed some light on the suitability of this AVT modality with young learners.

Preliminary findings show that CD is considered to be a very effective tool in the EFL classroom. Not only because it contributes to the general improvement of the students' communicative skills in English, but also because it enhances motivation and creativity.

In the discussion section, the authors concluded that the use of CD in the classroom should be considered by EFL teachers seeking to enhance their students' motivation, as well as their creative and communicative skills. Nevertheless, participants observed some areas of improvement which will be acknowledged for further research in this paper.

Keywords: Audiovisual Translation (AVT), Creative Dubbing (CD), EFL, Primary Pre-service teachers, Innovation, Primary Education

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Cruz-Durán, Belén

“Song Translation in the Audiovisual Context: to train or nor to train?”

Friday, 24th March 2023 – 13:00-13:30h. – (Salón de Actos de Educación)

Abstract

No-one questions why a dialogue is translated in an audiovisual product. Whether the dialogue is verbalised diegetically by characters on screen, or if it appears extradiegetically in narrative form is irrelevant—specialists will put the most suitable strategies into practice, taking into consideration how, when, where and why they appear on the scene. However, it is not the case when musical texts are part of the equation. Songs have been traditionally conceived as independent elements and not as part of a whole, greatly influenced by habits and customs. In general, there is a mistrust of the translation of songs inside the translation process... But why?

The previous conclusions were extracted from my doctoral thesis (Cruz-Durán, 2022) and, consequently, have inspired the present investigative work. The delimitation of what is perceived as translation, adaptation, rewriting, or even interlingual covers is still a very subjective area of discussion, and the multidisciplinary nature of the studies carried out has given rise to more theories on the subject owing to the lack of empirical data. That's why the research presented here focuses on the formal training of the key players of every translation process: graduate and postgraduate students at Spanish universities.

A more practice perspective is required to keep understanding the origin of all theories, that is, how universities deal with the training of song translation in their programmes—if they do—and how teachers put it into practice in their classes. Based on Spanish University syllabi and other methodological tools, such as surveys and interviews, the ultimate goal is to obtain a real picture of university AVT training in song translation, carrying out the first quantitative and qualitative analysis of this kind. Hopefully, this will help to understand—and somehow improve—the translation tendencies of the following decades.

[Funded by European Union – NextGenerationEU. This project has received a Margarita Salas grant by University of Malaga for the requalification of the Spanish university system in 2022]

Keywords: AVT Training, Subtitling, Dubbing, Reception Studies, Song Translation, Music

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Cruz García, Laura

“Learning specialised vocabulary through subtitling in the context of Translation and Interpreting Training”

Friday, 24th March 2023 – 12:30-13:00h. – (Sala Florentino Sanz)

Abstract

The teaching/learning of foreign languages has been dealt with through a variety of methodologies, ranging from the traditional practice of translation to the most innovative approaches. Among the latest methods, audiovisual translation is gaining ground as a motivating way of enhancing the experience of foreign language learning.

Subtitling, a widespread mode of audiovisual translation, has been used in foreign language learning with different purposes at different education levels. It has proved helpful in the acquisition of vocabulary (Bird & Williams, 2002; Lertola, 2012) and cultural knowledge (Borghetti, 2011), as well as in the improvement of grammar (Ghia, 2007). Other scholars have paid special attention to its use for the enhancement of written and oral comprehension skills (Danan, 2004; Talaván, 2010; Talaván and Rodríguez Arancón, 2015).

In the same vein, this paper explores how the active use of interlingual subtitling can have a didactic role in the teaching/learning of English as a foreign language for trainee translators and interpreters. Specifically, it focuses on the acquisition of specialised vocabulary, a relevant aspect in this training context. To do so, a classroom experiment will be described in which students of an English course got involved in the production of interlingual subtitles from Spanish into their second language (English) for audiovisual material containing a great deal of vocabulary related to technology. Qualitative and quantitative data were collected through the observation of the subtitles produced by the students and through a short questionnaire they had to fill in.

The results obtained revealed a positive effect of active subtitling in the acquisition of specialised vocabulary. However, aspects such as time consumption and the fact that students need to learn how to use a subtitling computer programme have to be considered when designing this type of activities.

Keywords: subtitling, translator and interpreter training, language learning, audiovisual translation

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Díaz Alarcón, Soledad

“Álbumes infantiles y sus adaptaciones audiovisuales para la formación de traductores”

Thursday, 23rd March 2023 – 13:30-14:00 h. – (Sala Florentino Sanz)

Abstract

Los medios electrónicos han transformado significativamente la literatura. La consideración tradicional de texto escrito en formato editado ha dado paso a una literatura digital que se ha impuesto en el panorama mediático global. Las nuevas tecnologías ofrecen al consumidor de literatura múltiples vías de asomarse al universo ficcional mediante dispositivos de uso cotidiano como móviles, tabletas, *eReaders*, etc., herramientas utilizadas con notable frecuencia por el público infantil, que adquiere, a edad temprana, lo que Gregory Ulmer (2002) denomina *electracy* o capacidad de manejo de los medios digitales. Esta destreza se desarrolla participando activamente en la construcción de historias, gracias a los formatos interactivos, donde convergen efectos sonoros, imágenes, música y texto. El sector editorial, consciente de que los niños son los consumidores literarios futuros, está haciendo grandes esfuerzos por crear productos de texto ilustrado, audioálbumes, videolibros para edades de 0 a 12 años.

Estos cambios de modalidad del discurso exigen adaptar la formación de futuros traductores literarios a estos nuevos medios y formas de expresión, implicando nuevas metodologías pedagógicas. A tenor de estos argumentos, hemos explotado, en el aula de traducción literaria, el álbum infantil ilustrado, un recurso versátil por su formato multimodal, permeabilidad temática y adaptabilidad etaria. En este trabajo describimos la experiencia docente de traducir al español un álbum infantil ilustrado, la adaptación que los alumnos realizaron de su traducción a formato de videolibro y la posterior subtitulación de la traducción de la versión en cortometraje del álbum, con la herramienta Aegisub. Este proyecto se sustentó en un doble objetivo: aprender que las singularidades del medio y del receptor de la traducción exigen adaptaciones lingüísticas y pragmáticas; y tomar conciencia del reto de adaptar el texto a un público infantil que dispone de limitados recursos lingüísticos y experiencias vitales. Los resultados de los trabajos ponen de manifiesto no solo un aprendizaje *procedimental* (Zabala, 2000) favorecido por la adquisición de estrategias de adaptación al receptor y al medio y la variedad de competencias aplicadas, sino también *conceptual*, gracias al estudio de un género literario singular que les permite revisar su experiencia previa sobre narraciones infantiles y descubrir una vía profesional al término de su formación.

Keywords: album infantil, traducción audiovisual, traducción literaria, videolibro, subtitulación



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Dore, Margherita & Fabio Ciambella

“AVT as a viable technique in Literature in language education: A Modest Proposal”

Friday, 24th March 2023 – 16:30-17:00 h. – (Salón de Grados) ONLINE

Abstract

The application of didactic AVT in second language learning has been the subject of much research over the last three decades (Duff, 1989; Zohrevandi, 1994; Sokoli 2006; Talaván, 2010, 2011; Zabalbeascoa et al. 2012, Herrero et al. 2020, etc.). The type of audiovisual material has spanned from featured films, TV series, documentaries, animated cartoons, and so forth (cf. Lertola, 2019 for an extensive review). However, little attention seems to have been given to the possibility of teaching English through AV adaptations of literary texts. This appears to be a relevant gap in research, considering that English Literature is a fundamental part of syllabi in the high school context and many higher education courses within the humanities, and AV adaptations have proven to be engaging tools to be implemented in the Literature class.

Hence, this paper proposes a method resulting from a project at Sapienza University of Rome called SL@VT, which combines AVT tools to foster language learning and literature (Hişmanoğlu, 2005; Elyasi, 2013; Bobkina, 2014; Arafah, 2018; Ciambella, 2021). The focus of this paper is primarily general English, literary ESP, and their translation on the screen, by looking at early modern English, although we believe this approach is replicable in any foreign language context. A lesson plan is proposed to help students with AVT techniques when coping with different domains and jargons. To this end, we have selected a recent film produced by Netflix titled *Love in the Villa* (Mark Steve Johnson, 2022), a loose adaptation of Shakespeare's *Romeo and Juliet* which combines General English (or Ordinary English, Hall, 2015) and literature ESP.

Expected results and benefits include raising awareness about the practice of AVT and MA, as well as fostering future replicability of the proposed methodology in the foreign language teaching classroom.

Keywords: Didactic AVT, English Literature, SL@VT, *Love in the Villa*

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Enríquez-Aranda, Mercedes & Francisca García-Luque

"Training Media Accessibility Professionals: An Employability and Knowledge Transfer Experience"

Friday, 24th March 2023 – 12:00-12:30 h. – (Sala Ricardo Marín)

Abstract

As part of the university's commitment to the student's career guidance within the European Higher Education Area, the University of Malaga promotes curricular training actions, which are not considered "isolated elements, but a structural part of the university education" (Universidad de Málaga, 2021), in order to improve employability in relation to knowledge transfer. Employability is understood as a quality criterion for universities (Jiménez Vivas, 2009), but also as a constant challenge (Navarro Brotons & Cuadrado Rey, 2019). In Translation Studies some exploratory works on this professional competence (Galán Mañas, 2017; Álvarez Álvarez, 2020) have been successfully developed.

During the academic year 2021-2022, the project "The professional practice of media accessibility in television" was carried out, framed within the modules in Audiovisual Translation of the Degree in Translation and Interpreting. The project focused on showing the students the professional processes of media accessibility on the television channel by means of two actions: a guided field visit to the television studios in Malaga and a professional seminar given online by a company specialized in audiovisual accessibility.



The research tools used to assess the students' feedback on the experience were two satisfaction questionnaires, each for one action. The questionnaires were divided into two different parts, one allowing a quantitative analysis (closed questions) and the other a qualitative one (open questions). The discussion of the results boosts the academic reflection on the convenience of continuing with similar projects in the future, so that students can experience first-hand the work context in which their future work would take place and acquire knowledge about the professional processes of media accessibility (workflow, project management, hiring...).

Keywords: media accessibility, translator's training, employability, knowledge transfer

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Fraga-Castrillón, Noemi & Pilar Couto-Cantero

“Design of an innovative instrument based on SDH to improve the Communicative Language Competence”

Friday, 24th March 2023 – 13:00-13:30 h. – (Salón de Grados)

Abstract

This study is enclosed in the TRADILEX Project, a Spanish state-funded competitive Project aimed at demonstrating the applicability of Audio Visual Translation tools and techniques for teaching and learning languages. Bearing media accessibility in mind, this paper offers the preliminary design of an innovative instrument in order to learn Spanish as a Second Foreign Language in an Italian Higher Education context, being English the first one. The instrument consists of a Learning Unit based on the subtitling for the deaf and hard-of-hearing (SDH-LU onwards) in which all language skills are globally considered. Pictures, news, video and audio recordings have been used and adapted as materials to design the instrument according to CEFRL level B2 (Council of Europe, 2001) to learn Spanish in Italy. The method used for the design of the instrument (SDH-LU) is based on the resources developed by some members of the



TRADILEX Project so far (Couto-Cantero et al., 2021; Talaván et al., 2022). This SDH-LU has also been designed to be virtually completed by the participants fostering both, autonomous learning and Digital Competence. The AegiSub programme has also been used to generate subtitles in some of the activities. The SDH-LU has been validated for external experts in order to better amend possible inaccuracies. The result is the SDH-LU itself as part of a future set of 6 SDH Learning Units which will be put into practice in short to demonstrate the applicability of the AVT approach as a means to learn languages in educative settings. Thanks to this innovative tool, the Communicative Language Competence is expected to increase among participants as well as motivation is also enhanced. Media accessibility and fight against social inequalities are very important issues in our society and this is why this AVT modality has been taken into account. Preliminary findings show that the SDH-LU designed seems to be adequate to the B2 level, and it can be considered a very effective tool to improve language skills. In the discussion section, the authors have compared previous research (Couto-Cantero et al., 2021; Talaván et al., 2022) and contrasted this new instrument with the former ones. The suitability of this SDH-LU will be demonstrated once it has been tested by the participants. This paper is only a first step of a complete research which will be developed in a not far away future.

Keywords: Audio Visual Translation (AVT), subtitling for the deaf and hard of hearing (SDH), Foreign Language Learning (FLL), media accessibility, Communicative Language Competence (CLC)

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García García, Andrés

“Del cine a la escritura: Didactic Intralingual Subtitling in Written Skills Enhancement”

Thursday, 23rd March 2023 – 13:00-13:30 h. – (Salón Florentino Sanz)

Abstract

Although the research on didactic subtitling has been a prolific source of publications over the last two decades (Lertola, 2019; Talaván, 2020), the potential of intralingual subtitling is yet to be explored in depth. The most extensive experiment on the area so far was the iCap project, which intended to study the impact of interlingual subtitling in the development of writing skills and vocabulary acquisition (Talaván et al., 2016). There are, however, other examples that tackled writing enhancement using reverse subtitling (Ávila-Cabrera, 2021; Ávila-Cabrera & Corral Esteban, 2021; Talaván et al., 2017). This paper aims to add some evidence about the prospective benefits of performing intralingual subtitling tasks in the development of written skills in foreign language learning (FLL). It reports a study carried out with 6 B2 students of Spanish as a foreign language (SFL) at the Universidade Federal de Minas Gerais, in Belo Horizonte, Brazil, who registered to a 30-hour a face-to-face course run over 6 weeks. The point of departure of each weekly module was a short film in Spanish. After viewing and debating the content of each film, students were asked to create intralingual subtitles in L2, along with an essay related to the movie content. Students received feedback from their weekly tasks and peer-to-peer assessment was fostered in order to let participants reflect about the subtitling process. Students undertook pre and post writing exams and questionnaires, and two interviews were made to complement the detailed observation that such a reduced number of students permitted. Writing tests results show a wide improvement from the beginning to the end of the course. In the questionnaires, participants agreed in describing intralingual subtitling as an effective element to develop writing skills. The triangulation of the quantitative and qualitative data gathered provides encouraging evidence for further research.

Keywords: audiovisual translation, intralingual subtitling, foreign language learning, distance language learning, written production



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García-Muñoz Vizcaino, Sheila

“Using subtitles for the deaf and hard of hearing in English language acquisition”

Friday, 24th March 2023 – 12:30-13:00 h. – (Salón de Grados)

Abstract

Several authors (Tamayo, 2016; Lertola, 2018; Talaván, 2019) have claimed the validity and efficiency of audiovisual translation (AVT) in terms of acquiring and learning a foreign language. Over the past few years, it has been shown that audiovisual translation does not have the only purpose of being consumed through films or series, but it is considered a more versatile discipline present in different scenes and frameworks. In addition, the use of technology and the subtitles for the deaf and hard of hearing (SDH) in the classroom is clear evidence of increasing the motivation among students (Díaz-Cintas, 2012; Talaván, 2013, 2019), and it would help in developing their linguistic and creative skills.

With the aim of promoting the linguistic learning through some cultural aspects in a creative way, we have proposed a project within the field of translation and accessibility competences based on the teaching of SDH, looking forward to improving, on the one side, the listening comprehension of a foreign language (from the original), and on the other side, the written and creative production (the target translation and subtitles).

Hence, within a practical course of SDH targeted to university students, the project above mentioned is carried out with the following methodology. Students need to watch a short animation videoclip which includes a variety of cultural references and sound effects, among other challenges, and they are asked to do an intralingual subtitling followed by a translation into Spanish taking into consideration SDH linguistic and technical aspects, so this way, they enhance



their English as second language, and the practical use of subtitles for the deaf and hard of hearing.

The data from this project shows if the use of SDH in the classroom helps to improve both listening and written skills regarding English language acquisition, and could offer some data for future research within this field.

Keywords: accessibility, audiovisual translation, didactics, subtitles for the deaf and hard of hearing

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Gómez-Cáneba, Fátima

“AD in the Training of Translators: Lexical Competence in L1”

Friday, 24th March 2023 – 10:00-10:30 h. – (Salón Florentino Sanz)

Abstract

In Translation programs, many of the activities carried out at university courses imitate, in a more or less approximate and limited way, the professional activities that future graduates are being prepared for. This is, initially, the case of activities related to audio description —whether taught as a separate subject or as an integrated part of another. However, the strategies described for audio description tasks, together with the restrictive conditions imposed by the writing of audio descriptive scripts, open up a wide range of possibilities for enhancing the development of the students’ language skills. Expanding abilities and competences in the mother tongue (L1) is essential for the translator training.

In this context, the essential value of lexis in the knowledge of a language is no longer in doubt, but always without neglecting the first language. Despite the lack of consensus on the definition of the concept of lexical competence, it can be approached in our case from the generic perspective of what is described in the MERC —a viewpoint essentially close to the needs of linguistic mediation. This is a basis for exploring in greater depth the particular characteristics that lexical competence, understood as a transversal competence, acquires for the profile of the translators.



Based on these considerations, in this paper we present a sample of different types of didactic audio description activities aimed at the conscious development of lexical competence. For this purpose, we rely on three pillars: strategies described for general lexical learning, cognitive operations described in the textual macro-rules and a description of the translator's specific competences.

Thus, we intend to reinforce the idea that the different ways of achieving accessibility in the media, in this case AD, are also essential for acquiring a solid language competence in the context of translation.

Keywords: audio description, translation, lexical competence, translation teaching, Spanish language

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González-Vera, Pilar & Ana Hornero Corisco

“Working on oral skills with revoicing AVT modalities. Consolidating an effective tool in FLE”

Thursday, 23rd March 2023 – 16:00-16:30 h. – (Salón de Actos de Educación)

Abstract

The picture of foreign language learning (FLL) is undergoing an interesting transformation with the application of AVT modalities for didactic purposes. In this line, revoicing activities (voice-over, dubbing and audio description) are gaining more scholarly attention (Talaván, 2013; Talaván & Costal, 2017; Lertola, 2019), helped by the development of computer software with which students are getting more familiarised.

Careful planning of activities involving the use of authentic video is needed. For that purpose the Tradilex team previously selected and edited clips with a duration of approximately two minutes, appropriate to maintain the students’ attention. The design of the different lesson plans (LPs) encouraged students to gradually become more autonomous, enabling them to work at their own pace and even outside the classroom.

This paper analyses the results obtained with students with a B2 level of English belonging to the School of Engineering and Architecture at the University of Zaragoza. The methodology applied to test their progression consisted of an Initial test of Integrated Skills (ITIS), containing oral and written tasks. It was followed by three LPs in this order: voice-over, dubbing and audio description. A Final Test of Integrated Skills (FITIS) with the same structure as the ITIS ended the sequence. The analysis of the results obtained in the ITIS, FITIS and the LPs presented for the three modalities will show light as to the usefulness of the methodology in the improvement of oral and even written skills. Additionally, an initial and final questionnaire filled by the students will provide information and feedback regarding their experience in the learning process.

Keywords: oral skills, didactic AVT, revoicing, autonomous learning, foreign language education



Goñi Alsúa, Edurne
“Translation and Subtitling in an English Class of L2: Positive Results on the Motivation of Students”
Friday, 24 th March 2023 – 13:00-13:30 h. – (Sala Florentino Sanz)
<p>Abstract</p> <p>The implementation of translation as a tool in L2 classes has been subject of debate. Nevertheless, many voices have, and are advocating for the maintenance of both, the L1 and translation, underlining the benefits of translation as an active methodology (Mahadi and Jafari, 2012; Nordin, Zubir and Sadjirin, 2013) and claiming that translation activities enhance the motivation of the students as they compel students to reflect on their process of learning, helping them to develop their own learning strategies (Cuéllar, 2004). Linking this fact with the new requirements about the implementation of the new technologies in the classrooms, we have followed the research of Fazilatfar, Ghorbani and Samarvish (2012), Talaván and Rodríguez-Arancón, (2014), Baños and Sokoli (2015) or Lertola (2018), which claim that subtitling has shown satisfactory results in the L2 teaching.</p> <p>In this paper, we are going to present the results on motivation and enjoyment with reference to an intervention proposal implemented in a classroom of the 1st course of Secondary Education. The students were divided into two groups, control and experimental. After a pre-test on their knowledge of the simple past, the control group followed the activities based on the textbook, while the experimental developed the proposal, which consisted of the translation and subtitling of some dialogues from the film Kung-Fu Panda by means of the program Kaptwin. After a post-test, the results were analysed, showing the outperformance of the students of the experimental group. In addition, all students completed a questionnaire about the motivation and enjoyment of the activities proposed, survey which showed a positive attitude towards subtitling.</p> <p>Although more research is needed, as this proposal was developed during the confinement or 2020, we could conclude that translation and subtitling are tools which show good results regarding both the acquisition of the L2 and the motivation of the students.</p>
<p>Keywords: Translation, Subtitling, Kaptwin, Motivation, L2</p>
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Gouleti, Katerina

“Bilingual Subtitling in the Streaming Media: Pedagogical Implications”

Friday, 24th March 2023 – 10:00-10:30 h. – (Salón de Grados)

Abstract

This paper seeks to explore a relatively under-researched mode of audiovisual translation (AVT), bilingual subtitling, along with its role in the ever-evolving landscape of global media streaming. Originally used for cinema productions in officially bilingual countries and international film festivals, bilingual subtitling has now resurfaced as a response to the growing affordances of streaming media. This article investigates the proliferation of bilingual subtitling tools and practices in different contexts, from PC-based tools and Chrome extensions that add bilingual subtitle features to streaming platforms (Netflix, YouTube) to amateur (optionally bilingual) subtitling streaming services (Viki Rakuten), video sharing websites (Bilibili) and online channels with open bilingual subtitles embedded in their videos (Easy Languages). Bilingual subtitling is further promoted as a pedagogical tool for foreign language learning that matches the expectations of contemporary learners, especially “digital natives” who have grown up with new online modalities. The conventional ways in which audiences used to engage with audiovisual content have been arguably superseded, as streaming platforms that offer an abundance of options in terms of language and content are gradually reshaping viewing patterns. Different platforms have added extra interactive activities based on the language input received through bilingual subtitles. Shifting away from long-established patterns of passive TV consumption, this article also sets out to present online collaborations and initiatives that seek to incorporate bilingual subtitles in language learning while promoting the active participation of the audience within the emerging media streaming landscape.

Keywords: bilingual subtitling, streaming, language learning

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Herranz-Moreno, María Teresa

“Kulturspezifika” in the AVT Classroom: Ethnic and Gender Slur in German-to-Spanish and German-to-English Subtitling

Friday, 24th March 2023 – 09:30-10:00 h. – (Sala Ricardo Marín)

Abstract

Audiovisual translation professionals and, specifically, subtitling professionals must make difficult decisions when translating offensive and taboo words from one language into another, because they may offend the sensibilities of the target audience, and the solution is often to omit such terms, given the restrictions of this modality of translation. However, if the terminology represents cultural references that are not commonly known to the target audience, as is the case with German ones, it is in many cases unavoidable to find a sufficiently meaningful translation.



The model of analysis and taxonomy of offensive/taboo language in subtitling proposed by Ávila-Cabrera (Ávila-Cabrera, 2015), as well as the classifications for English and Spanish by Wajnryb (2005) and Pérez, Huertas and Gómez (2017) respectively, have been applied in this work to translation units taken from two German series currently broadcast on two of the main video-on-demand platforms, Netflix and HBO. In *Dogs of Berlin* (2018) we find offensive language of a xenophobic and homophobic nature in the cultural environment of organized far-right groups, as well as in the relations between Germans and Turks in general. In *4 Blocks* (2017) we find offensive language between Germans, Turks and Lebanese. All of them within an environment of fear and violence.

The transfer of offensive and taboo language within these contexts from German into Spanish and English is analysed using a descriptive method, and conclusions are drawn about the frequency and use of such terms in the target language, together with the use of the strategies available to the professional, as well as the possible influence of EN>ES audiovisual translation on the choice of terminology in the target language. Valuable tools and insights are also offered for future audiovisual translators of these combinations.

Keywords: offensive and taboo language, subtitling, cultural references of Germany, audiovisual translation

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Ibáñez Moreno, Ana & Anna Vermeulen

"AD to promote translator's idiomaticity: On the practice with pronominal verbs in Spanish"

Thursday, 23rd March 2023 – 16:00-16:30 h. – (Sala Ricardo Marín)



Abstract

In line with previous studies (Alonso-Perez & Sánchez-Requena 2018, Talavan et al. 2022), this study seeks to explore the scope of integrating audio description (AD) in the translation classroom as a pedagogical tool to improve translators' idiomatic competence. The focus is on the use of pronominal verbs (PVs) in Spanish, one of the more controversial topics in Spanish grammar (Mendikoetxea 1999). The purpose is to investigate whether Belgian Dutch-speaking students of translation with a B2 level in Spanish can obtain a better grasp of the use of Spanish PVs by performing AD tasks.

A study has been carried out involving 58 students of the third year of the Bachelor's degree of the Department of Translation, Interpreting and Communication of the Faculty of Arts of Ghent University (Belgium). We used a Spanish dubbed clip of *Match Point* (Woody Allen, 2006), which includes a Spanish AD. The criterion to select this clip was the high number of PVs that occur in the AD. A control group (CG) had to translate a written Dutch AD script (ADS), prepared by the tutor, into Spanish (reverse translation); the experimental group (EG) had to produce the Spanish ADS of the same clip (direct writing). Their use of PVs was analysed and compared. Also, all the texts of the Belgian students were compared to the same texts created by 46 Spanish Erasmus students. The results show that both groups of Belgian students used significantly fewer PVs than their Spanish counterparts, especially those in the EG. However, in the post test they did after a review phase, the students of the EG showed significant improvement and their level of attainment was much higher than that of the students in the CG. Additionally, in the final questionnaire, the students of the EG indicated that the AD tasks were more motivating than traditional translation tasks.

Keywords: Spanish pronominal verbs, audio description, direct writing, reverse translation, task-based approach

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Igareda, Paula

“Didactic Intermediality: The Case of Josep and the Teaching of Minority Languages”

Thursday, 23rd March 2023 – 11:00-11:30 h. – (Sala Florentino Sanz)

Abstract

In the last two decades, the use of Audiovisual Translation (AVT) in foreign language learning and teaching has been consolidated as a useful tool with good results for the improvement of communicative, intercultural, mediating, and technological competences. In addition, research has



shown that didactic AVT is highly motivating for students (Talaván, 2020). In parallel, there is a throughout Europe current that aims to promote linguistic diversity and revitalize minority and endangered languages. This communication aims to use didactic AVT as a mechanism for inclusion and diversity, making minority languages visible and enhancing their learning and teaching.

To achieve this goal, this communication explores the exploitation of the film Josep (Aurel, 2020), a biopic inspired by the life of the communist artist Josep Bartolí and based on his own illustrations. The particularity of this material is twofold: it is a multilingual animated film (French, Catalan, Spanish and English), which will help us to make visible and work on the necessary skills in a multilingual environment. And a graphic novel inspired by the film (Josep, Aurel, Milesi & Rebmann, 2020) was published at the same time as the film's release. We are facing a clear case of intermediality or "transmedial storytelling and diversification" (Rippl & Etter, 2013: 191), in which a film is brought to a book format. These two formats (audiovisual and visual-textual) give us a double type of material, not only to work comprehensively on the linguistic, but also cultural and historical competences that we intend with this study with highly attractive and motivating scenarios for students.

This case study is a didactic proposal and aims to contribute to the discipline by observing the opportunities that AVT (interlingual subtitling and dubbing) has as mediation tool in language teaching and learning of minority languages, such as Catalan, through activities taken from the film and its graphic novel Josep.

Keywords: Audiovisual Translation, minority languages, multilingualism, intermediality, Josep

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Izwaini, Sattar

"AVT as a Tool in Teaching and Learning the Native Language"

Thursday, 23rd March 2023 – 12:30-13:00 h. – (Salón de Actos de Educación)

Abstract

While research on AVT has in general paid more attention to L2 teaching and learning, e.g. Van de Poel & d'Ydewalle (2001), Sokoli (2006), Díaz Cintas & Fernandez Cruz (2008), and Perego & Pavesi (2008), Beseghi, (2014); McLoughlin & Lertola (2014), Talaván, et al. (2017), Zimányi (2017), Lertola (2019), Teng (2019), native language is equally important. Given the diglossic situation of Arabic with one mostly written variety used in formal settings versus various informal spoken dialects, didactic AVT can promote the teaching and learning of the standard language. This presentation will demonstrate how AVT can be used in the teaching and learning of L1.



This paper will first outline how standard Arabic is not used in every day interaction but rather taught in primary and secondary schools. It will then discuss the role of AVT in learning L1 as it helps the learners of Arabic improve their language skills. The plurilingual situation and competence are reinforced by the co-existence of the two varieties as the spoken variety has stemmed from the standard language, and there are many similarities at the lexical and syntactic levels between the two. The presentation will provide and discuss examples of AVT in standard language that help native speakers develop their competence.

In the case of Arabic, subtitles that are broadcast on TV and in cinemas play an important role in L1 learning. They offer audiences a constant contact with the standard language while enjoying screen productions. The subtitles of foreign feature films, drama series and documentaries offer the viewers a reading material in L1 supported by visuals. Exposure to the written format of the language via entertainment helps audiences improving their L1.

However, it is not only subtitling that can be a tool for native language teaching and learning. Dubbing can also be utilized to teach the standard variety of the language, especially when used for historical and epic productions such as Lawrence of Arabia (Lawrence of Arabia (1962), 1963); the formal and historical profile and character of the standard language render it much more appropriate for such productions than a spoken variety which is saved for dubbing drama productions of everyday events.

Children programs dubbed into standard Arabic such as Grendizer have proved to be very successful in having children use and correctly pronounce words and phrases of the standard language (How Japanese Anime 'Grendizer' Galvanized the Arab World, 2019). As they imitate cartoons dubbed into standard Arabic, children play around using standard Arabic rather than the spoken variety of daily use.

For older audiences, both dubbing and subtitling into standard Arabic help in frequently exposing them to the standard language vocabulary, right verb conjugations, grammar and spelling as well as collocations. Hence, their language efficiency is improved as the translated audiovisual material can function as a teaching material of L1.

Nevertheless, there are factors that exert counter-action against didactic AVT in teaching standard Arabic. These include the tendency to use higher register in subtitling where classical and literary styles are used, as well as the trend of dubbing drama series into colloquial dialects.

Keywords: Didactic AVT, L1, subtitling, dubbing, Arabic

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Lertola, Jennifer & Irina Kalinina
“Revoicing Science: Exploring voice-over with English for Specific Purposes (ESP) postgraduate students”
Friday, 24 th March 2023 – 16:00-16:30 h. – (Sala Ricardo Marín)
Abstract Didactic Audiovisual Translation (DAT) is a young but consolidated area of study within Foreign Language Education. A growing body of experimental studies supports DAT tasks –such as subtitling, dubbing and voice-over– as effective tools to develop individual and integrated language skills (Talaván, 2020; Lertola, 2019). However, empirical research has primarily concentrated on the benefits of subtitling and dubbing tasks in English for Specific Purposes (ESP), with Business (Ávila-Cabrera 2021, 2022; Ávila-Cabrera & Corral Esteban, 2021) and Tourism (Ávila-Cabrera & Rodríguez-Arancón 2021; Talaván & Lertola, 2016) as the main focus of experimental studies. Therefore, this paper aims to present a pilot study designed to investigate the potential of voice-over tasks of educational science videos for the development of listening and reading skills of 26 ESP postgraduate students of Biology in synchronous online classes over one month. The small-scale study combines both qualitative and quantitative data collection methods, namely listening

and reading pre- and post-tests, a feedback questionnaire, classes video recordings and teacher's observations. The paper will present and discuss the data gathered in the pilot course. Since preliminary findings support previous research on the beneficial use of voice-over in language teaching (Talaván & Rodríguez-Arancón 2018), this paper will also present a new research proposal designed for the same level target students, divided into experimental and control groups, with similar content videos to investigate its potential on ESP-vocabulary acquisition. The experimental group will carry out the voice-over of the pedagogical science videos following the methodological model designed within the TRADILEX project (Talaván & Lertola, 2022). Quantitative and qualitative data will be collected through vocabulary pre- and post-test; feedback questionnaire; group interview and observation. In conclusion, the pilot study and the new research proposal aim to shed light on the application of didactic voice-over for the acquisition of scientific vocabulary.

Keywords: Didactic Audiovisual Translation (DAT), English for Specific Purposes (ESP), voice-over, listening, reading, vocabulary

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Lin, Jai
“Interlingual Subtitle, Intralingual Subtitle, or should both be used?”
Thursday, 23 rd March 2023 – 16:00-16:30 h. – (Salón Florentino Sanz)
<p>Abstract</p> <p>In order to provide a communicative and innovative strategy of teaching, audiovisual media are increasingly applied in foreign language teaching. In order to avoid the possible cause of anxiety and discouragement by not understanding well the audiovisual products, subtitling can play a very important role in didactics that helps through the three channels (visual, sound, and textual) (D'Ydewalle and Gielen, 1992).</p> <p>The present research deals with an online experimental investigation oriented to 75 Sino-speaking of Spanish learners of different levels. They watched four fragments of the El Ministerio del Tiempo series with different subtitle modalities (without subtitle, intralingual subtitle, interlingual subtitle and, bilingual subtitle). Each fragment lasted for 2.5 minutes, and after the viewing of each fragment, the participants had to answer questions on listening comprehension and linguistic expressions.</p> <p>The results reveal that with respect to the content of the fragments, both interlingual and bilingual subtitles perform better than the use of intralingual subtitle. As for the linguistic expressions questions, the percentage of correctness with the use of bilingual subtitle is higher than the interlingual and intralingual ones. Moreover, except for the interlingual subtitle, correctness by using other subtitle modalities is positively and significantly correlated with the time of Spanish learning. Finally, according to the Chinese participants, the bilingual subtitle was chosen as the preferred modality because of its usefulness and the comfort generated during viewing.</p> <p>Although China is not a bilingual country or a country with a lot of import of foreign audiovisual products like the Netherlands, bilingual subtitles are gaining popularity in mainland China (Li, 2016). The results obtained agree with those of other researchers (Guo, 2017; Sun and Xu, 2020; Lin and Cheng Lee, 2022), leading to the conclusion that bilingual subtitle seems the best option to apply for foreign language teaching and learning.</p> <p>Keywords: intralingual subtitle, interlingual subtitle, bilingual subtitle, listening comprehension, linguistic expressions</p>
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López Lozano, María & Raquel Galián Sabater

“Accesibilidad y personas sordas en TAV: Lengua de signos en pantalla frente a subtítulos adaptados”

Thursday, 23rd March 2023 – 14:00-14:30 h. – (Salón de Actos de Educación)

Abstract

Audiovisual translation for accessibility is an emerging field of study. It is essential to grant everyone’s right to full access to information, culture and entertainment. The present study is framed within the accessibility of deaf and hard-of-hearing people in audiovisual translation. The aim of this study is to carry out a contrastive analysis of the quality of the reception of the message by deaf and hard-of-hearing viewers in the field of audiovisual products, specifically in the choice of streaming platforms. Aspects such as satisfaction and comfort in the reception of the target speech or the amount of information perceived are also analyzed. Raising awareness criteria as age or education are also assessed. For this purpose, a survey has been developed based on the availability of movie scenes with accessible subtitles and on screen sign language interpreting, which allows us to analyze whether the current offer of subtitles for the deaf is sufficient to meet the needs of the deaf and hard-of-hearing population or whether, on the contrary, it is necessary to include sign language in the current audiovisual offer. After the analysis of the results, it has been concluded that, despite the fact that the percentage of deaf and hard-of-hearing people who choose the sign language modality is reduced, the reality is that part of this population chooses this modality as a preferred one. This data allows us to come up with the conclusion that the inclusion of sign language interpreting in audiovisual translation is favorable for this population group. Therefore, we can say that it is an instrument that helps us in the integration of deaf and hard-of-hearing people in audiovisual translation.

Keywords: audiovisual translation (AVT), Spanish Sign Language (LSE), subtitles for accessibility, Spanish sign language interpreting on screen

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Luque Colmenero, M. Olalla
“Textual Analysis and Museum AD as a Didactic Tool for Translation Students”
Thursday, 23 rd March 2023 – 13:30-14:00 h. – (Salón de Actos de Educación)
<p>Abstract</p> <p>Audio description (AD) is a form of intersemiotic translation of images into words that aims to help blind and partially sighted people construct a mental image by verbalising the relevant visual components of an object (Reviere, 2016). Although the primary target audience of AD are the blind and partially sighted people, they are not the only one. As Jankowska (2015: 50) states, blind and partially sighted persons “are the main beneficiaries of AD, where 'main' leaves the door open to other end users”, such as students in academic contexts, as it is considered a powerful learning tool (Martínez, 2012; Kleege, 2016; Vermeulen et al., 2017). However, its didactic application in the language classroom has not yet been exploited as much as it could be, in order to work on the different types of sub-competences that comprise the translation competence (Martínez, 2012). In this research we show how AD is an excellent didactic resource to promote the development of translation skills in an integrated way through expert knowledge of the parameters of textual analysis (García Izquierdo, 2001).</p> <p>We present a study with 50 students of Translation and Interpreting at the University of Granada in their first stages of learning, consisting of the completion of several phases during the development of the module Textual Typology of English Language: a questionnaire on their knowledge; a museum AD module; a seminar on the analysis of textual structure and characteristics of museum AD with the application of their knowledge of other textual typologies; the study of some of the most important theories and methodologies on the structure of museum AD (Soler, 2018; Perego, 2019); practical activities with a corpus of AD (Museum of Modern Art, New York); and evaluation.</p> <p>The aim is threefold: understanding the importance of the study and analysis of textual genres to foster translating skills; familiarising themselves with the AD text as a potentially important textual genre in their future career; and apprehending its characteristics and its development while improving their linguistic competence in English.</p> <p>Keywords: Audio description, didactic resources, translation competence, textual typologies</p>
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Macrea, Claudia

"Learning medical English on YouTube: the use of TV series and subtitles"

Thursday, 23rd March 2023 – 14:00-14:30 h. – (Salón de Grados)

Abstract

YouTube provides free access to a wide range of educational videos on many areas of knowledge, including foreign language learning, arouses the interest and motivation of students and is considered a powerful and convenient instructional tool (Nitorescu, 2011; Terantino, 2011; Cancelas and Herrera, 2014; Chien et al., 2020). Due to this, an increasing number of YouTube channels publish educational videos on foreign language learning, which can be used in formal, non-formal and informal education. However, research is scarce on these videos in audiovisual translation and language teaching fields. Consequently, this paper provides an overview of the educational videos that can be found on YouTube for learning specialised English, more specifically, medical English, and presents an analysis of the types of subtitling used in these videos to promote vocabulary acquisition. The results derive from a two-phase investigation process. First, the analysis of a corpus composed of 31 videos from 10 YouTube channels to describe the videos' didactic resources, content and structure, activities to improve linguistic and communicative competences and subtitles features. Second, the study of a subcorpus of 16 videos that use TV series as a didactic resource. This analysis aims to describe the TV series, how they are used, and the way subtitles are utilised in the lessons. Furthermore, it identifies the reception of the videos by the general and specialised public according to their impact, which is measured by considering views and likes per month and users' comments. The results show that these videos are beneficial for improving vocabulary and other competences, such as reading, listening and speaking, and use three types of subtitling: automatic, traditional or creative. Besides, the videos with the highest impact are those using famous TV series, like *Friends*, *The Big Bang Theory*, *The Good Doctor* or *Grey's Anatomy*.

Keywords: audiovisual translation, medical English, English learning, subtitling, YouTube

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Martins, Claudia

“Going to the Theatre: Media accessibility Project in the North East of Portugal”

Thursday, 23rd March 2023 – 13:00-13:30 h. – (Salón de Actos de Educación)

Abstract

Media Accessibility in Europe originated in varied contexts – e.g. in the UK, it started in the theatre, at the Robin Hood Theatre, in Averham (ITC, 2005), whereas in Germany it was in TV. In Portugal, the state-owned channel, RTP, was also at the forefront of accessibility, having started with subtitling for the deaf and hard-of-hearing, via teletext, in the mid 1990s. In terms of performing arts, the first experiences in theatre and dance date back to 2009 and 2010, respectively. Since then, much has been done and, in the two major Portuguese cities, theatre events have been gradually and regularly made accessible with the offer of live audiodescription, subtitling and interpreting in Portuguese Sign Language. Following this growth, an association in Portugal, named Acesso Cultura, created a website where information about accessible events is collected and made available to potential audiences – Cultura Acessível. However, little happens in other cities around the country and recently a new network was created – Rede de Teatros com Programação Acessível [Theatre Network of Theatres with Accessible Programming] – that seeks to take accessible theatre events to other places around the country outside of Porto and Lisbon. Although Bragança is not part of this network, the Bragança City Theatre did have one first event where audiodescription was offered, in May 2019, by a team made up of a professor and master students of the Polytechnic Institute of Bragança (Casca, Baia & Martins, 2020). It was in this beneficial context that the project “Culture for All Bragança” saw the light in August 2021 and, among the expected actions and results, the scientific team is expected to make a set of 6 theatre events accessible to people with hearing and visual disability. The team in charge of the theatre accessibility action includes one IPB professor and 4 junior researchers, two of whom are still Translation master students. The aim of this paper is to describe the process we followed in making theatre events accessible and identify strengths and weaknesses, as well as other obstacles we encountered. Moreover, I also wish to ponder on the possibilities this project, and others that may occur in the future, may hold for higher education, both in formal and in informal contexts.

Keywords: Media Accessibility; live audiodescription; live subtitling; live sign language interpreting; formal and non-formal education contexts.

Nicora, Francesca

“Didactic AVT and Foreign Language Vocabulary Acquisition: An experimental Study on Children’s Learners of Italian”

Friday, 24th March 2023 – 12:30-13:00 h. – (Salón de Actos de Educación) ONLINE

Abstract



The effectiveness of Didactic Audiovisual Translation (DAVT) tasks in foreign language learning have long been acknowledged (Lertola, 2019). Indeed, a large body of research in this field has been focusing on university students and only a restricted number of investigations have regarded secondary and primary school students (Fernández Costales, 2021a; Fernández Costales, 2021b; Beltramello & Nicora, 2021). Thus, there seems to be a paucity of papers concentrating on young people. Therefore, investigating the potential of DAVT for children’s language learning remains vastly undeveloped.

This paper presents a pioneering experimental study providing first insights into the benefits of captioning and revoicing tasks on children’s foreign language vocabulary acquisition. The current study involved 22 English-native-speakers young learners of Italian, aged 9-12, enrolled at a tailored-made university language course for primary high-skilled students which took place online for a period of 6 weeks. Students were asked to carry out three subtitling and three audio description tasks using short extracts of animation.

Subjects were randomly assigned to the Experimental Group (EG), who carried out DAVT tasks, and the Control Group (CG), who conducted other types of listening comprehension tasks. However, it should be pointed out that the experimental study investigated students’ potential vocabulary acquisition after carrying out one subtitling and one audio description task. Two receptive multiple-choice vocabulary tests (a subtitling and an audio description vocabulary pre- and post-immediate tests) were designed and administered to both groups at the beginning of the course and upon completion of each task. Data were analyzed in order to shed light on the didactic value of captioning and revoicing activities in the development of children’s lexical competence. The paper will discuss the results in view of laying the foundations for future large scale and longitudinal investigations on the suitability of DAVT in children’s language education.

Keywords: Didactic audiovisual translation, subtitling, audio description, language learning, vocabulary acquisition, language education

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Oaknin, Mazal

“Under his eye! Translating *The Handmaid’s Tale* with the support of AV materials”

Thursday, 23rd March 2023 – 13:30-14:00 h. (Sala Ricardo Marín)

Abstract



This paper takes Andrade-Velásquez and Fonseca-Mora's recommendation to apply transmedia narratives as an innovative methodological technique in the educational context for the development of the linguistic competences of a foreign language (2021) as a starting point to discuss the pedagogical applications of AV literary adaptations such as Margaret Atwood's dystopian novel *The Handmaid's Tale* (1985), and in particular its Hulu serialisation. Whilst feminist themes such as the suppression of female agency and subjectivity in a patriarchal society, loss of women's reproductive rights, female resistance and solidarity were always prevalent in the story, following the great success of the Hulu series, handmaid's costumes were donned by protesters in various countries as a symbol of their rejection of gender discrimination and the infringement of reproductive and civil rights.

By capitalising on *The Handmaid's Tale* value as a transmedia text that bridges fiction and political reality, and adapted into a wide range of mediums, notably series, this paper will propose a series of practical translation exercises, following a task-based approach, that seek to develop students' linguistic and plurilingual abilities (CEFR (Council of Europe, 2001) and its Companion Volume (2018)). Thus, students are asked to translate an excerpt from the novel. The corresponding scene from the Hulu series and TV news clips focusing on real-life, handmaid-style protests are provided as supplementary material. Whilst in the novel female subversion is principally conveyed through language, in the series the preferred vehicle to portray female defiance is cinematography. Drawing from Martínez-Sierra's study (2009), this AV support in the form of costumes, lighting, and acting (Hurley-Powell, 2020) will allow learners to gain a deeper understanding of the text and attempt more creative practices (Pérez-González, 2014a and 2014b, O' Sullivan and Cornu, 2018). Likewise, the news clips highlight the series' social relevance and prompt students to tailor their translations to the readers' expectations.

Keywords: Transmedia, AV support, feminism, plurilingual skills

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Oliva-Zamora, Miguel A.

"Making Serious Games accessible to Players with Cognitive Disabilities"

Thursday, 23rd March 2023 – 11:30-12:00 h. – (Sala Ricardo Marín)



Abstract

Serious games are a well-known form of edutainment (Egenfeldt-Nielsen et al., 2013) combining entertainment and didactics, whose benefits in cognition have been widely proved (Anguera et al., 2013). As with all video games, granting their accessibility is a social, ethical and economic must (Mangiron, 2011). In particular, there are three steps in which any gamer's performance might be compromised: receiving stimuli, determining a response and providing input (Yuan et al., 2011). Among these, people with cognitive disabilities struggle with the second. This kind of impairment is the least explored and thus the one that would benefit the most from research (Mangiron, 2021). This paper aims at illustrating how serious games are currently addressing cognitively disabled gamers. To that end, we will analyze a series of video game accessibility guidelines (Ellis et al., 2017; Can I Play That?, 2019; AbleGamers, 2018) while performing a bibliographic review of the existing literature at the same time.

This will lead us to discuss if developers' recommendations need to be adapted for video games with an educational purpose. After all, even though many of the aforementioned guidelines include clarity of language, most games do not include accessibility services dealing with it, such as the easy-to-understand (E2U) languages. In fact, most studies on the topic are recent and focused on web sites, even though their results are promising (Karreman et al., 2007; Vollenwyder et al., 2018).

We will argue that a good future line of research would be developing reception studies with cognitively disabled gamers to compare their performance with a version of a serious game in standard language and a version in E2U language. In the end, by making serious games accessible, we will take education to the next level and ensure that all forms of teaching are available to everyone.

Keywords: accessibility, cognition, serious games, easy language

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Pagano, Alice & Laura Sanfelici

“Humour and Translation in the AVT Classroom: An Interlingual Subtitling Didactic Experience”

Friday, 24th March 2023 – 12:30-13:00 h. – (Sala Ricardo Marín)

Abstract

This proposal aims at evaluating the degree of engagement during the learning process of an interlingual subtitling module Spanish to Italian focused on how to deal with humour and cultural-driven collocations as tools to strengthen trainees’ translation strategies at a semantic level. The didactic experience focuses on an AVT module on interlingual subtitling for the d/Deaf and Hard of Hearing (DHOH) as part of a broader course at the University of Genoa for the master’s degree in Translation and Interpreting.

The module first introduced some highlights on subtitling theoretical guidelines as characters per line, duration, sound features elicitation, and speaker identification (Díaz Cintas & Anderman 2009; Perego & Taylor, 2021) among others, as well as the use of the free subtitle editing tool Aegisub. Throughout the lessons, students were confronted with practical subtitling exercises envisaging humour (Ruiz Gurillo, 2012), cross-cultural features and swearing vocabulary, therefore also critically considering their degree of acceptance in the TT linguistic environment (Pavesi & Zamora, 2021; Zamora, 2018). On completion of the module all students participated in an international conference on Cinema and AVT held in Genoa in May 2022 presenting their work to the wider audience.

As a result, all students enrolled expressed active participation in the translation, stimulating frequent debates in the class and creating a communicative environment in which to discuss their options and motivate their choices.

Considered students’ L2 level of proficiency, dealing with humour, idioms and cultural features in their second language poses a challenge that goes beyond lexical and syntactic level of analysis, hence allowing trainees to immerse in semantic and cultural environments of both SL and TL that can help strengthen their translation expertise with a higher degree of involvement. It is our opinion that doing so in AVT may improve their translation expertise, given the growing demand for AVT services and products.

Keywords: Audio-visual translation, interlingual subtitling, didactic subtitling, humour translation

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Parsons, Martin

“Exploring the Use of Subtitles in Intercultural Virtual Exchange: Japan-China”

Friday, 24th March 2023 – 13:00-13:30 h. – (Sala Ricardo Marín)

Abstract

Virtual exchange is an educational development which has arisen through the affordances of the internet, and has been positively evaluated by scholars (e.g. Dooly, 2008; Kern, 2021). It represents a method of introducing more English exposure to English as a Foreign Language learners, something which is often lacking in these learning environments (Muñoz, 2007). In general, it is likely, and in these virtual exchanges usually the case, that when people from differing linguistic backgrounds do interact, their interactions will take place in English, either between L1 and L2 speakers or between differing L2 speakers (Sung, 2014). Each person will bring with them their own linguistic and cultural backgrounds, in addition to their own preconceptions, which has the potential to result in misunderstandings (Deterding, 2013; Mauranen, 2006). Virtual exchanges can also provide possibilities for developing intercultural awareness and understanding (Byram & Wagner, 2018; Lewis & O’Dowd, 2016).

This presentation will focus on a virtual exchange of video artefacts between students in Japan and China. Small groups of students produced short videos in English on the topic of sustainability, focussing on the UN’s Sustainable Development Goals, which were then exchanged via an online platform. Feedback was provided on a range of areas by instructors and other students before the videos were re-edited for final submission and grading. Comprehension questions were devised for each video, which viewing students attempted to answer. Half of the groups were assigned at random to add subtitles to their videos. The results of answers to comprehension questions and students’ impressions of the other nation will be presented.

Keywords: virtual exchange, EFL, peer feedback, sustainability, intercultural awareness

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Pieper, Katrin

“Describing Multimodal Translation in Practice: Experiences with the CIT Model”

Thursday, 23rd March 2023 – 11:30-12:00 h. – (Sala Florentino Sanz)

Abstract

AVT is multimodal translation par excellence – be it subtitling, dubbing, audiodescription or any other audiovisual translation mode, the translator will always need to consider numerous meaning-making sources. This presentation explores two basic questions: How can we describe multimodal translation? And how can we transmit awareness of multimodality to translation students?

Several scholars have created models that classify or transcribe multimodal translation, usually focusing on a certain translation mode or text type. They include Stöckl (2004), who categorised a huge number of modes in print and film media, Gottlieb (2018), who classified multiple types of (inter)semiotic translation, and Taylor (2004) who adapted Baldry and Thibault’s transcription model (2000, 2006) for the special needs of subtitling. The first steps towards a model that unifies the three components – classification of modes [1], illustration of translation modes [2], and transcription of multimodal translation [3] – were taken by Pieper (2019) in an analysis of a multilingual film featuring sign language and subtitles. Meanwhile, her CIT (Classification, Illustration and Transcription) model has reached more maturity and has also proved to be applicable to other multimodal text types, such as a picturebook or an accessible work of art (Pieper, forthcoming).

In December 2022, two workshops have been held to explore the question of whether the CIT model is a comprehensible description tool capable of raising awareness of multimodal aspects in translation: one at the Faculty of Arts and Humanities at Coimbra University, one at the Polytechnic Institute of Bragança (Portugal). The students were first familiarised with the general aspects of multimodal translation and the three components of the CIT model, then were asked to apply the model to a multimodal text of their choice. The results of these two practical exercises will be presented in this paper.

Keywords: multimodal translation, meaning-making sources, description model, practical exercises

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Ragni, Valentina

“Reverse Subtitles in Foreign Language Learning: at the Interface between Processing and Learning”

Thursday, 23rd March 2023 – 16:30-17:00 h. – (Sala Florentino Sanz)

Abstract

This presentation discusses an eye-tracking study addressing a subtitling modality generally considered ‘unusual’ and still under-investigated in the context of Foreign Language Learning (FLL), namely reverse subtitles (L1 video, L2 subtitles). Participants were 26 English native speakers who were proficient (B2 and above) speakers of Italian as a Foreign Languages (IFL). They watched an English video excerpt with Italian subtitles in two experimentally manipulated translation conditions: formal similarity (literal transfer) and formal discrepancy (non-literal transfer). They were then asked to take a post-test designed to assess verbatim recognition memory, and a questionnaire designed to probe free recall. Participants also took additional control tests such as IFL proficiency and working memory.

The prime goal of the study was to examine both the processing and mnemonic potential of reverse subtitles as a tool in FLL. Statistical analysis methods included generalised mixed-effect models. Variables like participant age, gender, language proficiency, working memory capacity, as well as subtitle length and duration, word frequency, and linguistic category were controlled for. This talk will focus on memory, attention and the concept of noticing, crucial aspects of the FLL process.

Results show that reverse subtitles have acquisitional benefits for IFL learners, eye movements are predictive of recognition performance, noticing can be investigated empirically, and formal



similarity/discrepancy can influence both recognition and recall. Learners were able not only to deepen existing knowledge but also to learn new words, suggesting that reverse subtitles could be used in the classroom and should be investigated further both quantitatively and qualitatively. The findings will be discussed in relation to Second Language Acquisition (SLA) concepts such as input enhancement, salience, word familiarity, cross-linguistic influence, expectation violation, hypothesis testing and elaborative rehearsal. Some implications of this research for teachers will also be addressed.

Keywords: reverse subtitles, language learning, SLA, noticing, working memory, eye tracking

Rahmani, Kaouthar

“Teaching Culture and Humor through Subtitling: Mohammed First University Students as a Case Study”

Thursday, 23rd March 2023 – 13:00-13:30 h. – (Sala Ricardo Marín)

Abstract

Subtitling is the transfer of the original dialogue of an audiovisual product into a written text which is placed at the bottom of the screen by taking into account different spatiotemporal constraints. Indeed, the practice of subtitling has been investigated by different scholars and researchers within the field of audiovisual translation. Precisely, several studies have investigated subtitling in relation with the equivalence of culture, taboo expressions, or humor. Other studies have examined the implementation of machine translation in the subtitling process. Interestingly, the teaching of culture and humor through subtitling have received little attention within the field of audiovisual translation. In this regard, in the context of language teaching, students are not only restricted to learning a foreign language as such, but their knowledge is extended to discovering the cultural context in which this language operates. Relatedly, this study does not deal with teaching students’ accurate pronunciation and intonation through subtitling; rather, it sets out to explore how culture and humor can be taught through this audiovisual modality. In this regard, this research investigates whether teaching culture and humor through subtitles can be a beneficial tool for promoting students’ cultural and intercultural awareness. Accordingly, this research is carried out with university students affiliated to the English department of the faculty of letters and humanities by introducing sequences from subtitled movies from Arabic into English to them. More specifically, these movies are selected based on the culture-specific items and humorous expressions that are related to the American culture. Moreover, questionnaires are implemented in this study to measure the effectiveness of subtitled audiovisual material in enhancing students’ cultural and intercultural awareness.

Keywords: Subtitling, EFL, Culture-specific items, Humorous expressions, University students

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Ramírez Barroso, Elia

“The Use of Children’s AD for improving Linguistic and Vocabulary Skills”

Thursday, 23rd March 2023 – 11:00-11:30 h. – (Salón de Grados)

Abstract

In recent years, there has been an increasing demand of accessible contents in the audiovisual industry. Consequently, many researchers in the field of audiovisual translation have shown a growing interest on audiovisual accessibility, for instance, studying the different uses and benefits of practices like audio description (AD).

The main purpose of this study is to elaborate a proposal based on the principles of Didactic Audiovisual Translation (DAT) in which AD, specifically children’s AD, is employed to help English as a foreign language students develop their vocabulary related to feelings, emotions and abstract concepts. This type of AD (focused on children) offers room for creativity and has a set of particular characteristics and features which make it a great resource for fostering different skills, such as creativity and the acquisition of expressive, emotional language. Thus, learners will have the opportunity to take maximum advantage of the audiovisual content.

Following the proposed steps of the TRADILEX project (Talaván & Lertola, 2022), an interactive game was created in which, by suggesting different options in English, students have to choose the most suitable description for the actions shown on screen and the emotions displayed by the characters. This also enables the possibility of creating glossaries related to the different concepts found in the audiovisual text and help young learners develop their oral, written and linguistic skills. Finally, this study presents the results of the application of this proposal in an Audiovisual Translation classroom, assessing how students were able to improve their vocabulary in English and their acknowledgment of visually impaired children’s needs.

Besides its implications in language learning, the application of this proposal could also be an excellent opportunity for young learners to discover how AD can help strengthen visually impaired children’s cognitive development.



Keywords: accessibility, adaptation, children's audio description, language teaching, TRADILEX

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Reis da Silva, José Rido; Rafael Ferreira da Silva & Patrícia Araújo Vieira

"The use of AD as a Tool in ELT"

Thursday, 23rd March 2023 – 16:30-17:00 h. – (Sala Ricardo Marín)

Abstract

The possibility of developing translation tasks through Audiovisual Translation in EFL context is vast, since activities addressing different learning objectives to train basic skills (speaking, listening, reading and writing) can be developed. It is possible to create tasks with multiple semiotic and multimodal elements. From the analysis of the production of audio description scripts images in English language textbooks, this study investigates the contribution of AD to the development of communicative skills in ELL (English Language Learning) through Cooperative Learning. In addition, it aims at verifying whether the listening and production of AD scripts contributed to the improvement of writing skills; comparing the production of AD scripts before and after an experimental mini-course; finding out how cooperative tasks enhance the development of language skills in AD tasks. As methodology, this research is an action-research, descriptive, quantitative and qualitative. It is being carried out with 25 students from Centro Cearense de Idiomas (a public language school), who are currently A2 (CEFR) students. Students participated in a pilot mini-course in which they had audio description tasks combined with the contents presented in the textbook. They did a pre-test and a post-test and a survey questionnaire. The mini-course had 60 hours of classes and was hybrid, with face-to-face meetings and distance activities through Google Classroom. The analysis is based on the number of lexical items they used in the written productions (pre and post minicourse), including content words, linking words and discourse markers. Their motivation is being evaluated through survey questionnaires. As the research is ongoing, it does not have any results yet. But it is hoped that in the end we can know how Audiovisual Translation and Audio Description can help in English language production and how Cooperative Learning methodologies boost English language vocabulary learning through audio description tasks.

Keywords: Audiovisual Translation, audio description, EFL, language pedagogy, Cooperative Learning

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Rodríguez Muñoz, M^a Luisa

“The Gender perspective in the Intercultural Translation Classroom through AVT: Subtitling legal films”

Thursday, 23rd March 2023 – 13:30-14:00 h. – (Salón de Grados)

Abstract

The need for real gender equality is one of the MDG's that is institutionally articulated in Spain through governmental and university plans to promote the use of inclusive language and the insertion of the gender perspective in high education teaching.

Moreover, Translation Studies have claimed for decades that inequality is perpetuated through language. Thus, it is necessary to analyse the sexist traces of STs and TTs, specially those produced in presumed aseptic disciplines such as law, and to identify the ethical challenges posed by their transfer.

Given this background, the main objective of this paper is to present a didactic proposal to insert the gender approach in the Intercultural Translation classroom through the use of AVT. We intend that students will be able to contextualise the use of sexist language in judicial processes, to approach the translation of gender biases from a critical viewpoint and to adopt an active role in their learning as producers of content. We wish to verify that AVT allows the effective identification of sexist myths in the American justice system in the 1970s and nowadays.

For this purpose we select excerpts from *Kramer vs. Kramer* and *Marriage Story* and propose four activities: an English comprehension questionnaire in which an analysis of meaning codes (Chaume 2004) is integrated; a sight translation of subtitles; a written translation of subtitles; and, finally, a contrastive analysis of the official subtitles and those produced by the students. The scenes chosen show how legal praxis implies a construction of the archetypal “father” and “mother” roles.



Finally two surveys will be carried out to assess this proposal: the first one is intended to determine the students' prejudices about the "asepsis" of legal translation before its implementation and the second one will register their interlinguistic awareness on gender inequality after it.

Keywords: gender approach, legal translation, AVT, pedagogical translation

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Rodríguez Rodríguez, Francisco

"Intersecciones entre la traducción de cómics y la TAV: Propuesta didáctica para estudiantes de Tel"

Thursday, 23rd March 2023 – 14:00-14:30 h. – (Sala Florentino Sanz)

Abstract

El cómic comparte numerosas características con otras disciplinas de las que participa, tales como la literatura, el dibujo, la pintura o el teatro. Si indagamos en los intercambios que se producen entre los lenguajes de estas manifestaciones artísticas, descubrimos la fuerte relación



simbiótica que se da entre el lenguaje cinematográfico y la historieta, un proceso de ósmosis cultural en el que abunda Jiménez Varea (2006: 204).

Si bien el origen del cómic es mucho más temprano que el del cine, los estudios de traducción audiovisual están consolidados desde hace décadas, motivo por el que los trabajos sobre traducción de cómics asientan sus bases en la traducción audiovisual precisamente por la patente imbricación que presentan sus respectivos lenguajes, lo que nos lleva a establecer las vinculaciones existentes entre una disciplina y la otra.

Para poner de relieve esta proximidad y con el fin de materializar nuestra propuesta didáctica, hemos elegido la novela gráfica de Marjane Satrapi *Persepolis*, publicada en cuatro álbumes entre los años 2000 y 2003, que más tarde se adaptó a la pantalla (2007). Con nuestra elección pretendemos despertar el interés de los estudiantes, al tiempo que se introducen varios elementos de reflexión y de aprendizaje derivados tanto de la traducción de cómics como de la traducción audiovisual.

Siguiendo la estela de Botella (2022: 235), nuestra metodología se asienta, por un lado, en los estudios descriptivistas y, por otro en enfoques más experimentales. Así pues, con el fin de materializar nuestra propuesta, diseñaremos una sesión didáctica dirigida al alumnado del Grado en Traducción e Interpretación. En un primer momento se verán los mecanismos de adaptación de la novela gráfica a la pantalla. A continuación, partiendo del análisis traductológico de Rodríguez Rodríguez (2019) y el de Chaume (2004), se pondrán de manifiesto los rasgos lingüísticos que presentan, respectivamente, los textos tanto de la novela gráfica como del film, centrándonos en algunos de los capítulos en que se divide la narración. Esto permitirá poner de relieve qué dificultades pueden presentar estos productos en su traducción, lo que dará pie a llevar a cabo ejercicios concretos. Por último, se cotejarían los resultados obtenidos con las versiones oficiales traducidas al español (tanto la novela gráfica publicada por Reservoir Books en 2020 como la versión doblada disponible en la plataforma Filmin).

Keywords: traducción de cómics, traducción audiovisual, *Persepolis*, propuesta didáctica

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Romero, Lupe

“Reflexiones del alumnado en torno a la traducción audiovisual con perspectiva de género”

Thursday, 23rd March 2023 – 12:30-13:00 h. – (Sala Florentino Sanz)

Abstract

El objetivo de esta comunicación es presentar las respuestas y reflexiones del alumnado sobre la introducción de la perspectiva de género en la traducción para el doblaje y la subtitulación, en la clase de “Teoría de la Traducción”.



En esta asignatura se trabajan enfoques teóricos de la traducción, entre ellos, el de Género y Traducción, que comprende tanto el enfoque feminista como la teoría queer aplicados a la traducción, además de aplicarse la perspectiva de género en el aula. Tras la parte teórica de la asignatura tienen que realizar un trabajo donde ponen en práctica lo aprendido en productos escritos o audiovisuales.

Las reflexiones que aquí se presentan proceden de los trabajos realizados por el alumnado que ha elegido traducir productos audiovisuales. En el análisis hemos observado la adecuación de las propuestas de traducción y el uso que han realizado de las categorías sexo-género, para la justificación o el rechazo de determinadas soluciones traductoras.

En los resultados obtenidos, podemos observar ciertas tendencias relacionadas con el desarrollo de una actitud crítica respecto al androcentrismo y al sexismo lingüísticos, y a la representación hegemónica de sexualidades disidentes, además de una sensibilización y toma de conciencia en la aplicación de la perspectiva de género en el ejercicio de su futura actividad profesional.

Keywords: Traducción audiovisual, perspectiva de género, traducción feminista, didáctica de la traducción

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Rosal Bustamante, Inmaculada

“Interlingual Subtitling in EFL: A Pedagogical Design and Piloting Experience in Higher Education”

Friday, 24th March 2023 – 12:00-12:30 h. – (Sala Florentino Sanz)

Abstract

In the last decades, pedagogical applications of audiovisual translation have contributed to acknowledging how translation and foreign language teaching can be used communicatively (Pintado Gutiérrez, 2012). The numerous advantages of using active subtitling in the foreign language learning classroom chiefly gathered by Talaván (2006; 2013) demonstrates how this tool could also foster many soft skills mentioned in the European Cross-Border Skills Framework (ECBS, 2019) in the English as a Foreign Language (EFL) curriculum. Moreover, grammatical structures have seldom been the focus of experimental studies (Lertola, 2019).

This pedagogical proposal explores how interlingual subtitling could be integrated in a higher education EFL context as a versatile didactic tool for the reinforcement of certain advanced grammatical structures. In particular, the proposal focuses on the development of translation and mediation as linguistic skills, as included in the New Descriptors of the CEFR (Council of Europe, 2001; 2018). The adequacy of the didactic materials to the students’ needs has been piloted



through an empirical study, which was developed during three sessions with 20 students from an English C1 module from the English Studies Degree at the University of Seville. Pedagogical translation and active subtitling have been used for boosting the acquisition of these formal structures. For this project, participants filled in questionnaires about habits and opinions regarding their consumption of subtitled audiovisual content, and completed a subtitling activity. A mixed analysis of both the questionnaire and the activity has been performed.

The results show that, according to the participants' responses, translation and oral comprehension are the linguistic skills improved the most during this study. Increasing the number of sessions for this activity could be beneficial for the acquisition of these grammatical structures. Furthermore, this type of additional activities which imply the use of a specialised software, in this case Aegisub, bring innovation to the foreign language classroom as the new digital generation of learners are especially interested in audiovisual content. Indeed, most of the participants acknowledged that they would like to repeat the activity.

Keywords: pedagogical translation, subtitling, grammatical structures, Aegisub, EFL.

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Russo, Michele

“Pedagogical approaches in the AVT of Sex and the City”

Friday, 24th March 2023 – 10:00-10:30 h. – (Sala Ricardo Marín)

Abstract

Set in Manhattan, Sex and the City portrays the lives of four New Yorker ladies and their liaison. Apart from the four protagonists' sentimental intrigues, what makes the episodes engaging is their vocabulary, which is often characterized by the particular use of swear words.



Set against this linguistic background, this study sets out to analyse the language used by the protagonists in the sixth season of the series, and the way it can be rendered in Italian by translation students. Starting from a descriptive translation studies framework to compare the main dialogues from the source text and the target text (Toury, 1995), the work focuses on “critical points” (Munday, 2012) in translational decision-making, namely on “locations in discourse where major cultural differences are signalled” (Agar, 1994). The focus on critical points means to unearth the pedagogical and linguacultural approaches that can be adopted in educational environments to translate the swear expressions into the target language.

The results of the analysis of the critical points in the protagonists’ dialogues consist in the explication of the ways their idiolect can be rendered and filtered in the target language (Perez-Gonzalez, 2014). By suggesting interactive and constructivist approaches to be used with students (Király, 2000; Laviosa, 2014; Pym, 2014), the work pinpoints the most suitable expressions to employ in the target language (Floros, 2020).

The discussion that follows delves into the concept of equivalence in the Italian translation of *Sex and the City*, and how (total) equivalence can be negotiated between the ST and the TT (Adamou & Knox, 2011). The discussion centers around a constructivist pedagogical approach which allows translation students to problematise both the source text and the target text (Pavesi, 2005), considering that each version is created for a particular market and specific national culture.

Keywords: *Sex and the City*, AVT, critical points, pedagogical approaches, linguacultures, linguistic equivalence.

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Sanz Moreno, Raquel

“The elaboration of nonconventional ADs in Spanish Phonetics classes”

Friday, 24th March 2023 – 16:00-16:30 h. – (Salón de Actos de Educación)

Abstract

Audio description (AD) is a versatile teaching resource that enables the development of language skills in foreign language classes (Talaván & Lertola, 2016; Herrero & Escobar, 2018; Navarrete,

2018). However, as Soler Pardo says "[AD] is an activity that lends itself to practise oral aspects of the language production such as pronunciation, intonation, and speed" (2022: 170), something we explored in this pilot project.

According to Fryer, audio describers should employ 'a neutral way of speaking' (2016: 88), although neutrality is an indeterminate concept that gives rise to considerable debate. Udo and Fels' (2009a, 2009b) studies on unconventional ADs show that they can sometimes contribute to greater enjoyment, and intonation, among other elements, can play an important role in this. Cabeza-Cáceres (2013) also concludes that intonation in AD does not affect comprehension, but it does affect enjoyment. In more recent studies, Machuca, Matamala and Ríos try to find out what a neutral or pleasant voice is and whether it should indeed be the norm in AD recordings (2020a, 2020b).

In this paper, we present a pilot experience in a Spanish phonetics class for English speakers. Our main objective is to work on intonation and other prosodic features in Spanish by creating unconventional AD of films' scenes of different genres. In this action-research, we have used a pre-questionnaire and two diagnostic tests (oral and written), and we have analysed them together with the recordings of the different ADs and two final tests.

The first results of this pilot experience show that the participants improved their performance of different prosodic features in Spanish (intonation, fluency, accent), and considered that the practice of AD was a different, motivating and very creative activity that allowed them to explore new ways of practising Spanish phonetics.

Keywords: accessibility, audio description, phonetics, intonation, Spanish as a foreign language

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Sereg, Judit

"The Use of Dubbing Texts for Increasing language Awareness"

Thursday, 23rd March 2023 – 11:00-11:30 h. – (Salón de Actos de Educación)

Abstract

Dubbing aims to "create[s] the illusion that people on screen speak the same language as the viewers" (Cintas & Orero 2010), so by definition, it should sound like native speech. However, many researchers argue (see Myers 1973, Baños 2014, Chiaro 2008) that in reality, dubbing creates a form of artificial language, a "prefabricated orality" (Romero Fresco 2009), a "dubbese" which viewers tend to accept through the "suspension of linguistic disbelief [...] that allows the dubbing audience to turn a deaf ear to the possible unnaturalness of the dubbed script while enjoying the cinematic experience." (Romero Fresco 2009:197).

But what happens when students actively pay attention to the unnaturalness of dubbing? In 2016, I conducted an exploratory, qualitative study where respondents had to identify unnatural items in the text of a video consisting of short clips of television series dubbed into Hungarian from UK and US English. It turned out that respondents identified more unnatural items than I was expecting, including unnatural word order, non-conventional language use, non-register-adequate word choices, etc. Since the first study, this video has become a regular feature in my introductory courses in Audiovisual Translation for students who are not studying translation as their major. I realized that by paying attention to the translated audiovisual language, students tend to realize not just the mistakes in translations, but also the source of these mistakes, i. e. they can identify structural differences between the source (in this case, English) and the target (i. e. Hungarian) language, therefore developing their language awareness in both languages.

In my presentation, I will showcase the types of unnatural language use identified by respondents and students throughout the last 5 years, and demonstrate how it is possible to increase students' language awareness by using dubbing texts in the classroom.

Keywords: dubbing, language awareness, audiovisual translation, prefabricated orality, dubbese

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Torralba, Gloria & Lucía Pintado

“Raising Communicative Awareness through AD in the FL Classroom”

Thursday, 23rd March 2023 – 11:30-12:00 h. – (Salón de Actos de Educación)

Abstract

One of the new practices that is gaining recognition in education is that of addressing the issue of audiovisual translation, specifically accessibility modalities, where the (trainee) translator adopts a role that goes beyond (cross-linguistic) mediation and delves into providing practices of inclusive communication (Burger, 2016; Calduch and Talaván, 2018; Ibáñez Moreno and Vermeulen, 2017; Navarrete, 2022; Pintado Gutiérrez, 2019).

In this paper, we describe an audio description (AD) based pedagogic intervention where learners of Spanish as a foreign language at an Irish university acted as researchers, observers, practitioners, and AD users. In this 5-phase didactic proposal they carried out different tasks researching the visibility of AD in Ireland, assessing professional ADs, and producing and revoicing several AD scripts. When audio describing in L1 and FL students worked in pairs and covered different roles -blind and non-blind- with the aims of reflecting on the communication needs of blind and visually impaired people and understanding how these could be addressed effectively in AD.

Observational records were gathered through field notes and booklets which were handed to students in order to provide information on AD and how to carry out these tasks, as well as guiding them through a series of reflections on the challenges posed by each task.

In the light of students’ reflections on the challenges of intersemiotic transfer, the overall conclusion is that such intervention activates their awareness on accessibility and their role as mediators facilitating communication. The overall trend shows that, when operating in their FL, students move away from language concerns and their ultimate goal is to improve the way they audio describe. Students’ reflections also provided data to elaborate a multilayered framework based on the Council of Europe’s Companion Volume (2020) which can be used as a model for the design and analysis of future intersemiotic tasks.

Keywords: accessibility, audio description, language education, mediation, communicative awareness

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Urbanek, Lukas

“Evaluating a Subtitling Activity with German L2-Dutch Learners to Promote Language Mediation and Vocabulary Development”

Thursday, 23rd March 2023 – 16:30-17:00 h. – (Salón de Grados)

Abstract

Subtitling in language learning contexts is increasingly legitimized with reference to language mediation and Task-Based Language Teaching (TBLT) (Soler Pardo, 2022) and its effectiveness has been shown for different language skills. However, the languages (particularly English) and contexts (particularly higher education) considered thus far are limited (Lertola, 2019), which is also reflected in methodological proposals (e.g., Talaván & Lertola, 2022). As subtitling has not been widely embraced in schools (Bobadilla-Pérez & Carballo de Santiago, 2022), a study in the L2-Dutch classroom at German secondary schools was conducted adapting existing proposals. Teachers received a workshop and performed an interlingual subtitling task based on a Dutch short film with their L2-Dutch learners (n>100; without subtitling experience; different language levels) for about 6x45 minutes. TBLT-steps were taken into account (pre-task= interactive introduction of subtitling, while-task= subtitling into German, post-task= feedback/discussion). Vocabulary tests with 34 target items (meaning recall & recognition; see Peters & Webb, 2018) were administered before and after subtitling, as well as a background questionnaire and a questionnaire on learners' and teachers' perceptions. The preliminary results demonstrate a significant development of vocabulary, which is also perceived by the majority of learners. From the teachers' and learners' perspective, the task is conducive to language mediation, as word-for-word translations have to be avoided. The activity is valued by learners and most teachers can imagine to integrate it in their lesson plans. Blell's (2016) assumption that subtitling in the German foreign language classroom is promising is thus empirically supported for the neighboring language pair German-Dutch and the language mediation activities strongly based on printed media at schools (De Florio-Hansen, 2013) can be expanded to include audiovisual media. Despite the lack of comparison with a control group so far (audiovisual input without subtitling), this study generates important knowledge on subtitling in an insufficiently researched context.



Keywords: foreign language learning, field research, secondary education, didactic subtitling, language mediation, vocabulary development

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Veroz González, M^a Azahara

“Subtitling as a tool for teaching French as a foreign language”

Friday, 24th March 2023 – 10:00-10:30 h. – (Salón de Actos de Educación)

Abstract

The technological development of recent decades has led to the flourishing of new methodological approaches to foreign language teaching such as Didactic Audiovisual Translation (hereinafter, DAT), understood as the inclusion of tasks based on audiovisual translation in the educational environment to improve integrated communicative skills, in which the product is audiovisual, and the student plays the role of prosumer (Talaván, 2019). To improve these skills, DAT places the student as the protagonist of his or her learning, making him or her the producer of audiovisual material, rather than a mere receiver as was the case at the dawn of the discipline (Vanderplank, 1989) –this is thanks to the development of the discipline in parallel with technological progress. Thus, although DAT is a relatively young discipline, it has consolidated over the last decades and a clear reflection of this are projects such as ClipFair (Incalcaterra, McLoughlin and Lertola, 2015; Stavroula, 2015), PluriTAV (Baños et al., 2021; Soler Pardo, 2017; Torralba-Miralles, 2020) or TRADILEX (Bolaños-García-Escribano and Navarrete, 2022; Navarrete, 2022; Talaván and Lertola, 2022).

This work is part of the TRADILEX project, in which a methodological proposal has been designed (Talaván and Lertola, 2022) for the development of sessions based on DAT. This methodological

proposal provides a guide for the development of the sessions and shows the optimal sequencing of the tasks proposed in each session, as well as the order in which the sessions should be presented according to the chosen AVT (audiovisual translation) modality and the linguistic combination (intralinguistic, interlinguistic or creative). The main objective of this study is to determine the degree of improvement in the process of learning French as a foreign language in adults studying Translation and Interpreting Degree thanks to the introduction of subtitling as a pedagogical element, following previous studies such as those carried out by different authors both in this modality and in others in FLE (Ibáñez and Vermeulen, 2017, 2014; Soler Pardo, 2017; Talaván, 2019; Talaván, Lertola and Ibáñez, 2022; Talaván and Lertola, 2016; Torralba-Miralles, 2020; Vanderplank, 1988).

To carry out this study, two groups were set up and taught a B2 level of French as a foreign language according to the Common European Framework of Reference for Languages (CEFR). Throughout four months, one group served as a control group (35 students), while the other, made up of 25 participants, received specific theoretical and practical training in AVT, in addition to the usual classes for learning the foreign language, and finally completed a didactic sequence divided into six units based on subtitling in French, which explored the didactic potential of this form of translation. Likewise, at the beginning and end of the course, both groups have taken integrated skills tests and questionnaires (initial and final) to assess the student's progress.

Furthermore, this course has been programmed to develop the following skills: reception and production, mediation, enhancement of grammatical, lexical, and intercultural competence, improvement of ICT skills, promotion of creativity in L2 and enhancement of motivation concerning foreign language learning. The analysis of the learners' work, together with their responses, sheds light on their perception of subtitling, as well as on the benefits obtained in this experience, thus suggesting that AVT pedagogical sequences deserve to be further explored in FLE settings since the studies developed so far have been carried out in English. The learning outcomes also reveal that students have improved their foreign language skills in terms of comprehension, production, and mediation. Finally, this paper presents the advantages of subtitling tasks for language learning and argues for a more comprehensive and integrated pedagogical teaching of AVT in the FLE curriculum.

Keywords: didactic audiovisual translation, language learning, subtitling, action-oriented approach

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