



**Journal of
Audiovisual Translation**

Thematic Section 2024:

**Audiovisual Translation as A Didactic Tool
to Enhance Foreign Language Speaking Skills**

Deadline for extended abstracts: 15 May 2023

Deadline for full papers: 1 November 2023

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Guest Editors

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The field of Audiovisual Translation (AVT) as a pedagogical tool has grown considerably in the last twenty years due to the shared effort of researchers and practitioners who have looked at how the active task of captioning and revoicing videos among foreign language (FL) learners has impacted their FL and communication skills (Lertola, 2019; Talaván, 2020). The potential of AVT in FL settings has been acknowledged by several European institutions which have funded research-led projects, such as LeViS (Learning via Subtitling), a Socrates/Lingua (2006-2008) project that developed a specific subtitling editor designed to be used by FL teachers and students (Romero et al., 2011; Sokoli, 2006; Sokoli et al., 2011); ClipFlair (Foreign Language Learning through Interactive Revoicing and Captioning of Clips), a Lifelong Learning Programme project (2011-2014) with a consortium of ten universities which created an online platform to create and use FL learning activities through captioning and revoicing (Baños & Sokoli, 2015; Sokoli, 2018); PluriTAV (2017-2019), that looked into the effectiveness of AVT to acquire and develop the plurilingual and pluricultural competence (PPC) (Baños et al., 2021). Most recently, the TRADILEX project (2020-2023) (Audiovisual Translation as a Didactic Resource in Foreign Language Education), an *I+D+i* project funded by the Spanish Ministry of Science and Innovation aimed to determine the degree of improvement in the FL learning classroom after including the pedagogical use of five main AVT modes: subtitling, voice-over, dubbing, audio description (AD) and subtitling for the deaf and hard of hearing (SDH), as didactic tools (Talaván & Lertola, 2022).

Previous work on AVT has focused on improving a variety of linguistic and intercultural skills in a variety of foreign language settings (Lertola, 2019). However, the present thematic section is interested in gathering studies that investigated the usefulness of AVT modalities to enhance foreign language speaking skills, an area scarcely investigated. Speaking does not only play a key role in daily situations, but also in formal assessments. It is believed that by using AVT modes actively, students can develop their speaking skills independently and with authentic situations, since there is not always time in the classroom to dedicate to individual oral skills development. Previous research studies used voice-over (Talaván & Rodríguez Arancón, 2018), dubbing (Sánchez-Requena, 2018) or audio description (Navarrete, 2020) to develop communicative and oral skills in foreign language settings, but further research is needed to prove its benefits. The originality of this proposal lies in the inclusion of five different AVT modalities: subtitling, voice-over, dubbing, audio description (AD) and subtitling for the deaf and hard of hearing (SDH) as a means to enhance FL speaking skills in one thematic section. To the knowledge of this proposal's authors, there is no volume that gathers a multimodal AVT approach in relation to FL speaking skills.

Thus, we welcome studies that would focus on spoken skills enhancement through the use of didactic AVT modes, both intralingual and interlingual, such as:

- Revoicing (dubbing, audio description, voice over, free commentary, fandubbing, etc)
- Captioning (subtitling, subtitling for the deaf and hard of hearing, fansubbing, etc)
- Less frequent AVT practices (respeaking, surtitling, easy-to-read, etc)
- Didactic AVT implementation in formal (primary, secondary, higher education) and non-formal education scenarios (gamification, immersed experiences, virtual reality, etc)

Important dates:

Deadline for submission of abstracts (400-600 words): **15 May 2023**

Notification of provisional acceptance (abstracts): **15 June 2023**

Submission of full papers (7.500 words incl. references): **1 November 2023**

Notification of provisional acceptance: **1-28 February 2024**

Submission of revised articles: **1 April 2024**

Submission of final articles: **June 2024**

Language revision, APA revision, final proofs: **July-October 2024**

Each abstract should contain both research questions/aims, methodology, and results and conclusions. While the length of the abstracts may vary, they should be between 400 and 600 words, supplied with a bibliography and 10 keywords.

Please email your abstract directly to the editors at A.Sanchez-Requena@shu.ac.uk and ancadaniela.frumuselu@udl.cat

Guest Editors

Alicia Sánchez Requena (Sheffield Hallam University, UK) is currently working as Senior Lecturer in Spanish at Sheffield Hallam University (UK). She completed her PhD in 2017 at Manchester Metropolitan University (UK). Her research is on the field of audiovisual translation in foreign language education, and her specialisation is intralingual dubbing to enhance speed, intonation, and pronunciation in foreign language learning. Most recently, she has also undertaken research on

accessibility modalities (audiodescription and subtitling for the deaf and hard of hearing) as part of the I+D+i project, TRADILEX (Audiovisual Translation as a Didactic Resource in Foreign Language Education).

Anca Daniela Frumuselu (University of Lleida, Spain) is currently working as Lecturer of English at University of Lleida, Spain. She completed her PhD in 2016 at Rovira i Virgili University, Spain. One of her line of research is on the field of audiovisual translation in English as a foreign language and she has been investigating on the effects of subtitling on learners' colloquial language acquisition and oral skills. Most recently, she has participated in the I+D+i project, TRADILEX (Audiovisual Translation as a Didactic Resource in Foreign Language Education), in collaboration with other international institutions and has been investigating on accessibility modalities, such as subtitling for the deaf and hard of hearing in the foreign language classroom.

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