

Call for chapters

(Edited Volume, Routledge – Provisional Title)

New Trends in Didactic Audiovisual Translation

Editors:

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The proliferation of digital platforms and streaming services has profoundly transformed the ways in which audiovisual content is produced, distributed, and consumed. Audiences today engage with a vast array of multilingual materials –from films and series to tutorials, video essays, and live streams– blurring traditional boundaries between entertainment, information, and learning. In this context, audiovisual translation (AVT) has expanded well beyond its conventional domains of subtitling and dubbing to encompass practices such as localization, fansubbing, voice-over, and media accessibility (Díaz Cintas & Remael, 2021). These developments have not only reshaped professional profiles but have also opened new avenues for the integration of AVT into educational contexts.

Over the past decade, Didactic Audiovisual Translation (DAT) has established itself as a vibrant area of inquiry at the intersection of Translation Studies and Language Education (Talaván et al., 2024). From early explorations of subtitling as a tool for language learning (Talaván, 2013), the field has grown to encompass a wide range of practices and pedagogical applications. Research has shown that engaging learners in audiovisual translation tasks can foster linguistic competence, multimodal literacy, collaborative learning, and learner motivation (Lertola, 2019). The publication of *Empirical Studies in Didactic AVT* (Plaza-Lara, Ogea-Pozo & Botella-Tejera, 2025) marked an important milestone, consolidating empirical evidence on the effectiveness of DAT in formal learning environments.

Yet, as the field matures, new questions and challenges emerge. While much of the existing research has focused on linguistic outcomes and skill development (Talaván & Fernández-Costales, 2026), several dimensions of DAT remain underexplored and call for further empirical investigation. Three areas are gaining traction in scholarly discussions and educational practice:

the role of DAT in developing intercultural communicative competence and mediation skills; the integration of DAT into teacher education programmes; and the potential of DAT to foster creativity in language learners. These trends reflect broader shifts in language pedagogy towards holistic, action-oriented, and learner-centred approaches, where translation is no longer seen as a mere linguistic exercise but as a rich, multimodal activity with significant educational potential. At the same time, media accessibility increasingly informs DAT research as a transversal dimension that can intersect with these areas, whether through accessibility-aware pedagogies, teacher training initiatives, or creative approaches to inclusive media (Fernández-Costales, 2020; Ogea-Pozo & Talaván, 2024, Plaza-Lara & Gonzalo Llera, 2022; Sánchez-Requena, Igareda & Bobadilla-Pérez, 2022; Talaván & Lertola, 2025).

The volume is intended for researchers in Translation Studies, Applied Linguistics, and Language Education, as well as teacher educators, doctoral researchers, and practitioners interested in integrating audiovisual translation into language learning contexts.

Topics

We invite theoretical and empirical contributions that explore the following themes and related areas through rigorous methodologies –quantitative, qualitative, or mixed-methods– and that offer replicable models for researchers, teacher trainers, and language educators:

- The role of DAT in developing intercultural communicative competence and mediation skills.
- AVT tasks as sites for intercultural encounter and negotiation.
- The integration of DAT into pre-service and in-service teacher education programmes.
- Teacher training initiatives involving DAT and their impact on classroom practice.
- Creativity in subtitling, dubbing, voice-over, and other AVT modes.
- Creative rewriting, adaptation, and multimodal storytelling through DAT.
- Fansubbing, participatory cultures, and learner agency in language learning contexts.
- Intersections between DAT and media accessibility (SDH, AD, easy-to-read) in any of the above areas.
- Methodological innovations in DAT research, including mixed-methods designs and classroom-based studies.
- The potential and limitations of new technologies and AI tools in didactic AVT contexts.

We also encourage contributions that broaden these areas of interest or offer complementary perspectives aligned with the volume's aims.

Submission guidelines

To propose a chapter, first send an abstract to the guest editors: pbuil@unizar.es, paula.igareda@upf.edu, francesca.nicora@universityofgalway.ie, including:

- Provisional title.
- Author(s) name, affiliation, email, and ORCID.
- Abstract (max. 350 words) outlining the research focus, theoretical framework, methodology, and relevance to the volume's themes.
- Five keywords.
- Indication of how the proposal engages with the volume's focus on intercultural mediation, teacher training, and/or creativity (accessibility perspectives are welcome as intersecting dimensions).
- List of preliminary references (following APA 7th edition standards).

Submissions will be accepted in English.

Important dates

- Deadline for abstracts: 30 June 2026
- Notification of acceptance: 15 July 2026
- Full chapter submission (max. 8,000 words, including references): 31 January 2027
- Peer review feedback: April 2027
- Revised chapter submission: June 2027
- Expected publication: December 2027

Additional Information

This call for chapters runs alongside the TRADIT26 Conference (Madrid, October 2026), which focuses on audiovisual translation and didactic innovation. Contributions presented at TRADIT26 are especially welcome, although conference participation is not required for submission. For further information, please contact the editors.

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