

Developing audiovisual translation skills and career awareness in the age of AI: a didactic proposal

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Abstract

This study presents a didactic sequence based on audiovisual translation tasks to address AI-related challenges in translation education. The activity aligns with the EMT competence model and the TRADILEX methodology, aiming to enhance C1-level English proficiency, cultural mediation, reverse translation and humour translation skills among students enrolled in a Multimedia Translation course taught in a Spanish higher education institution. This is achieved through the subtitling of a humorous animated video (Spanish-English) that explores AI's limitations regarding linguistic nuances, contextual interpretation, and copyright issues. Given the nature of the selected video, participants also engage critically with social issues related to professional translation. The proposal underscores a critical dilemma faced by Translation and Interpreting educators: embracing AI for its pedagogical benefits while mitigating the risk of overreliance which may hinder core linguistic and cognitive skills, to ensure a responsible and ethical integration of technology. Thus, the proposed didactic sequence effectively combines audiovisual translation with translation training, while addressing AI's impact and reinforcing essential translation competencies. Empirical findings from an *ad hoc* questionnaire provide insights into students' perceptions of their learning experience and professional development. Students' positive self-assessments indicate confidence in their skills, a crucial factor in an industry undergoing technological disruption.

Keywords

Audiovisual translation, subtitling, Didactic audiovisual translation, artificial intelligence, translation training

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1. Introduction

Over the last two decades, audiovisual translation (AVT) has been prominent in both academic research and professional practice, driven by the growing digitalisation of society and changes in the consumption habits regarding audiovisual materials (Bolaños García-Escribano, 2025; Carrero *et al.*, 2019; Chaume, 2018; Ranzato, 2016). This surge is attributed to the prospective outlooks of the field, as well as the widespread use of audiovisual content as a vehicle for disseminating and exchanging information, entertainment and cultural values. Additionally, AVT has emerged as a highly effective and increasingly sought-after pedagogical tool, gaining considerable academic attention, and leading to a substantial body of research that examines its current trends, future perspectives and educational benefits. Numerous studies have demonstrated the didactic potential of the different audiovisual formats, genres and modalities, highlighting their effectiveness in enhancing learning outcomes and fostering student engagement. Thus, new approaches have focused on foreign language learning (FLL) (Talaván *et al.*, 2024; Lertola, 2019; Alonso-Pérez & Sánchez-Requena, 2018), the acquisition of specialised terminology (Fernández-Costales, 2023; Tinedo-Rodríguez & Ogea-Pozo, 2023; Gómez-Parra, 2018a), the improvement of translation skills (Díaz Alarcón, 2023; Ogea-Pozo, 2020; Rodríguez Muñoz, 2020), and the exploration of topics of social relevance (Ogea-Pozo & Talaván, 2024; Tinedo-Rodríguez, 2021; Tinedo-Rodríguez & Huertas-Abril, 2019; Gómez Parra, 2018b), among others.

Regarding the latter, one of the most debated social issues in recent years is the impact of technology on education and careers. Among the most affected sectors —both in educational and professional contexts— translation stands out as particularly vulnerable. Professional translators face mounting pressure in a rapidly changing world (Moorkens, 2017) and feel threatened by machine translation (MT) and artificial intelligence (AI). In higher education contexts, Translation and Interpreting educators play a crucial role in training students for this changing landscape, using innovative practices through teaching tools and technologies (Rothwell & Svoboda, 2019). As AI integrates further into the translation industry, aspiring translators must acquire traditional skills alongside the ability to navigate and manage emerging technologies. Moreover, they must be prepared to cope in a work environment marked by shifting translator roles, increased pressure for productivity and competitiveness, and the potential risks associated with unethical practices (Carreira, 2024; Moorkens, 2022, 2017; Vela-Valido, 2021). This training approach involves fostering a deep understanding of both the capabilities and limitations of AI in translation, encouraging critical thinking, and promoting ethical considerations. Additionally, educators must emphasize the enduring value of human expertise —which is still considered the “gold standard” (Vela-Valido, 2021, p. 106) in translation—, guiding students to critically evaluate AI-generated outputs and refine these translations with cultural sensitivity and linguistic accuracy. By doing so, educators can empower students to take responsibility for their own learning and their future (Kiraly, 2012), enabling them to adapt to a changing professional environment while upholding the integrity of their work.

To confront these challenges, this paper presents a didactic sequence that examines AI concerns in the translation sector through an action-oriented task based on the subtitling of an animated video clip (Spanish-English). The video, with a humorous undertone, highlights AI's limitations in interpreting linguistic nuances bound to the contextual and functional aspects of communication, while also considering copyright concerns. The primary goal is to use didactic audiovisual translation to meet specific educational goals aligned with the models of competences set by the European Master's in Translation Competence Framework (2022), the PACTE group (Hurtado Albir *et al.*, 2019) and the TRADILEX methodology (Fernández-

Costales *et al.*, 2023). Hence, this activity promotes C1-level English language skills (CEFR), while enhancing reverse translation, cultural mediation, and humour translation. By integrating these elements, the task provides a holistic approach to language acquisition and translation practice, preparing students to face complex linguistic and cultural challenges. Additionally, the proposal—which combines AVT with FLL—serves as a pedagogical approach to examine a critical issue: the long-term impact of AI on the translation profession.

Therefore, this study has two objectives. First, it aims to contribute to research on the didactic use of audiovisual translation (referred to as Didactic Audiovisual Translation, or DAT) for the acquisition of specific translation competences by presenting a didactic sequence model and reporting empirical evidence from its implementation. Second, it delves into the role of AI in automating translation tasks, its potential to displace human translators, and the ethical implications implied, fostering debate within the Multimedia Translation classroom. Findings from a final *ad hoc* questionnaire provide insights into students' perceptions of their learning process, particularly regarding linguistic and translation skills, as well as their training needs. This dual focus emphasizes both practical competence development and a deeper understanding of the professional and social contexts in which such competences are applied.

2. A didactic approach to enhance translation skills

In light of the situation described above, the demand for competent translators capable of facing complex linguistic and cultural landscapes (Botella, 2017), alongside using new technologies (Moorkens, 2017), is unquestionable. Translation training programs must move beyond traditional methods to prepare students for real-world challenges. This study stems from the convergence of two pedagogical approaches that embrace DAT, on the one hand, to enhance essential competences for translation, and on the other hand, to use audiovisual content to raise awareness of the impact of AI in society and, particularly, in the professional translation field. Originally developed for language learning, DAT is used here to strengthen a broader range of competences, focusing on a comprehensive set of skills to be developed in the Multimedia Translation classroom. This transversal approach offers a highly enriching experience for learners.

2.1. Didactic audiovisual translation

To optimise the use of audiovisual translation in educational settings from an eminently pedagogical perspective, DAT has emerged as a discipline that employs audiovisual texts and practices (dubbing, subtitling, voice-over, subtitling for the deaf and hard of hearing, and audio description) as didactic resources to develop integrated skills in FLL (Talaván, 2020). In other words, DAT focuses on the design, development and application of didactic tasks in which learners translate a video clip using different strategies as well as the available technology (Fernández-Costales *et al.*, 2023).

This approach emphasizes active, action-oriented learning, contrasting with previous projects focused on passive observation. In fact, national and international projects such as ClipFlair (2011-2014), LeVis (2006-2008), PluriTAV (2016-2019) and TRADILEX (2020-2023), along with their empirical results, verify its effectiveness in facilitating the acquisition of foreign language skills (Tinedo-Rodríguez & Frumuselu, 2023; Tinedo-Rodríguez, 2022; Plaza Lara & Gonzalo Llera, 2022; Ávila-Cabrera, 2021; Talaván, 2020). Task-based learning, especially through AVT tasks, favours the development of competences in comprehension, production and translation of foreign language texts (Plaza Lara & Fernández Costales, 2022), and enhances plurilingual competences (Baños *et al.*, 2021; Wilson, 2020) and intercultural mediation skills (Rodríguez-Arancón, 2023; Borghetti & Lertola, 2014). It also fosters critical thinking and social

awareness (Ogea-Pozo, 2022; Tinedo-Rodríguez & Huertas-Abril, 2019), as well as motivation and engagement (Alonso-Pérez, 2019; Baños & Sokoli, 2015), while improving pragmatic understanding of intersemiotic information (Incalcaterra McLoughlin, 2009). Furthermore, published results show promising improvements in AVT-specific skills, including mediation, interpretation of film language, management of specialized terminology, and adherence to AVT protocols (Bolaños García-Escribano & Ogea-Pozo, 2023).

Building on research into DAT, the R&D project TRADILEX (<https://www.tradilex.es/>) was launched to develop and validate an innovative, action-oriented didactic methodology. This was followed by TRADILAB (Didactic Audiovisual Translation through the TRADILEX Platform for Integrated Skills Enhancement in English as a Foreign Language), a teaching innovation project built on the TRADILEX methodology, which set the framework for designing and piloting the didactic proposal presented in this paper.

The primary goal of TRADILAB is to ensure that students engage with audiovisual texts through active translation tasks aimed at developing their translation competences. This focus leads in turn to three objectives: (1) To help students improve language skills corresponding to a C1 level (oral and written production and reception) in an integrated and innovative manner; (2) to develop general translation competences, following the PACTE model and the EMT framework; and (3) to grant added value to the learning process.

The methodology used in TRADILAB —as in TRADILEX— combines the benefits of technology, audiovisual resources and mediation to improve the foreign language proficiency. To achieve this, the methodological proposal comprises five sequences (corresponding to the main AVT modes), each with three didactic units (named “lesson plans”, LPs) with an estimated time commitment of one hour (Lertola & Talaván, 2022). Each LP is divided into four phases (“warm-up”, “video viewing”, “didactic AVT” and “post AVT”) and allocates detailed instructions adapted to each AVT modality and software used, along with assessment rubrics. All materials are available online through the TRADILEX platform, facilitating autonomous learning in virtual environments (Talaván & Lertola, 2022).

As per subtitling, three LPs were designed, each focusing on a distinct topic to develop various linguistic and communicative functions: LP1 aims to raise gender awareness related to female scientists; LP2 fosters debate on concerns regarding AI’s impact on professional translation; and LP3 promotes social interaction and attitudes of respect in educational contexts. The second lesson plan (named “LPS2 C1”) was chosen for this pilot study because it was specifically designed to discuss the impact of AI on translation in the classroom, with students in their final semester of the Translation and Interpreting degree. This LP adheres to the specific TRADILEX methodology for interlingual subtitling (as outlined in Table 1). Furthermore, Table 1 incorporates specific adjustments made for the piloted LP, which involves reverse translation (Spanish-English) and the use of a blank, spotted .srt subtitle template.

PHASE (Duration)	DESCRIPTION	OBJECTIVE
Warm-up Reception and production task (10 min)	The video content is anticipated, introducing new vocabulary, expressions, structures, and the significance of cultural aspects in translation.	To gather the necessary background knowledge to face the subtitling task.
Video viewing Reception task (5 min)	The video extract to be subtitled is watched in Spanish, paying attention to cultural references, idiomatic expressions and wordplay. A discussion follows on the main topic (the impact of AI on professions and its limitations in creative tasks).	To comprehend the messages to be subtitled and to get familiar with the key content.
Didactic subtitling Production task (30 min)	Students familiarise with the subtitle editor (Aegisub) while developing lexical competences. They practice interlingual reverse subtitling.	To enhance audiovisual mediation and reverse translation skills. To develop lexical and technological competences.
Post AVT Production task (15 min)	Students engage in related writing and speaking tasks to further discuss the topic of the video.	To maximise the linguistic and cultural insights from the video, and to raise social and professional awareness.

Table 1. Model of a lesson plan on interlingual subtitling for C1

2.2. Core competences in translation training

According to Hurtado Albir *et al.* (2019), translator training must focus on enabling students to pursue a career as translators, and its main purpose should be to develop translation skills, which are qualitatively different from bilingual skills. In this sense, the authors argue that it is necessary to distinguish between linguistic proficiency and translation expertise levels (Hurtado Albir *et al.*, 2019).

On this point, the results of the PACTE group's experiences have been particularly useful for defining the descriptors associated with problem-solving abilities in translation, extralinguistic knowledge, and instrumental competence. The research group identify five core competences, crucial in both academic and professional translation contexts: linguistic competence; cultural, encyclopaedic and thematic competence; instrumental competence; translation service provision competence; and problem-solving competence (Hurtado Albir *et al.*, 2019). Linguistic competence involves reading comprehension in the source language and written production in the target language, while cultural, encyclopaedic and thematic competence encompass knowledge of the foreign culture and one's native culture, as well as specific fields to solve translation problems. In addition, instrumental competence pertains to the effective use of documentation and technological tools. Translation service provision competence addresses industry and professional practice management, aligning with the EMT framework. Lastly, problem-solving competence focuses on identifying translation issues likely to be resolved at each level. These categories are interrelated, each building upon and reinforcing the others to ensure translation quality at all levels.

Alternatively, with the main purpose of consolidating and enhancing the employability of translation graduates throughout Europe, the European Master's in Translation (EMT) network published a Competence Framework in 2009 (updated in 2017 and 2022) which has become

a key reference standard for translator training throughout and outside the European Union, across academia and industry. Considering the multifaceted nature of the translation market and the evolving needs, the latest version (EMT, 2022) adjusted the key competences required to best prepare and empower future translation graduates, featuring five macro-competences required in translator education and training: language and culture, translation, technology, personal and interpersonal skills, and service provision.

Competence	Abilities
Language and culture	- Understand the function of language variations - Use appropriate grammatical, lexical and idiomatic structures - Identify cultural elements, values and references - Write accordingly to cultural conventions
Translation	- Analyse source documents, identify potential textual and cognitive challenges, and assess necessary strategies and resources - Summarise, rephrase, restructure, and condense messages - Conduct research to assess the relevance and reliability of information sources - Acquire, develop and apply thematic and domain-specific knowledge - Implement style guides, conventions or instructions specific to each translation - Translate various types of material for diverse media and target audiences - Translate and mediate in specific intracultural and intercultural contexts - Draft texts for specific purposes - Analyse and justify translation solutions and choices - Review, revise and evaluate one's own work - Understand and implement quality control strategies - Edit source text content for processing with a translation tool - Post-edit MT outputs using style guides and terminology glossaries - Develop MT literacy and understand the capabilities and limitations of MT
Technology	- Use the most relevant IT applications - Make effective use of search engines, corpus-based tools, text analysis tools, computer-assisted translation (CAT) and quality assurance (QA) tools - Pre-process, process and manage files and other media/sources as part of the translation workflow - Apply other tools that support language and translation technology
Personal and interpersonal	- Plan and manage time - Handle workload, cognitive load, stress and critical professional situations effectively - Work both autonomously and as part of virtual, multicultural and multilingual teams - Use social media responsibly for professional purposes - Adapt the organisational and physical ergonomics of the working environment - Self-evaluate, update and develop competences and skills through personal strategies and collaborative learning

Service provision	- Monitor and respond to new societal and language industry standards, market requirements and emerging job profiles - Approach existing clients and find new ones through prospecting and marketing strategies - Clarify client requirements, objectives and purposes - Communicate effectively with clients - Organise, budget and manage translation projects - Understand and apply relevant standards for language service provision - Implement quality management and quality assurance procedures - Adhere to ethical principles defined in codes of conduct and guides of good practice - Network with other translators and language service providers - Analyse and critically review language services and policies, suggesting improvement strategies as part of social and economic responsibility
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Table 2. Summary of the EMT competence framework (2022)

Table 2 presents a summary of the EMT competence framework and suggests that human thinking, knowledge, and personal abilities remain the key factors in delivering quality translations and language services. In sum, this framework highlights the critical role of language-specific linguistic, sociolinguistic, cultural, and transcultural knowledge. These competences distinguish human skills as vital assets in an employment market increasingly driven by technology. By integrating linguistic, critical, and ethical competences into a set of transversal abilities, this framework implies that learners must be with the tools required to face future challenges (EMT, 2022).

Therefore, it is essential to furnish training that develops students' skills and sufficient awareness to manage the translation challenges, opportunities and processes they will encounter. Training must adopt a critical perspective and evaluate the impact of AI on workflows, curricula, and socio-economic dimensions to ensure that future professionals are prepared to face the changes in the industry (González-Pastor, 2024, 2022; Rico & Pastor, 2022; Roiss & Zimmermann González, 2021).

2.3. The impact of artificial intelligence in translation

Since its origins, translation has experienced multiple shifts, categorised by Alonso Martín (2022) as “the three revolutions”: the invention of writing about five thousand years ago, the advent of machine translation in the twentieth century, and the emergence of artificial intelligence since 2010. Over time, professional translators and, especially, language service providers have centred their efforts on harnessing the newest technologies to improve the efficiency of the translation process (Doherty, 2016), ultimately turning translation into a technology-dependent and technology-driven practice (Rothwell & Svoboda, 2019). It is precisely during this third revolution that a major transformation of the profession is occurring, raising concerns about the future of translation alongside the advent of AI and neural machine translation.

As the processes of “technicalization” and “technologization” (Biel & Sosoni, 2017, p. 5) become more integrated into professional practice, translators are experiencing significant changes in their roles and tasks. There is no doubt that almost all professional translators today rely on technology for assistance, having various alternatives for CAT tools and MT, even though human effort remains at the core of the entire process (Moorkens *et al.*, 2024). Sin-wai (2023) points out that the aim of all forms of professional translation—whether human translation, computer-assisted translation, or machine translation—should be to produce texts of the

highest possible quality. However, when resorting to MT, there is a trend towards achieving quality through fully automated processes that emulate human behaviour. This emphasis on optimizing translation through advanced technology is reshaping job opportunities, as reflected in a study by Santamaría Urbieto & Alcalde Peñalver (2024), which shows a growing interest in professionals capable of working with AI tools, natural language processing, programming, and CAT tools to serve as editors, reviewers, and supervisors of machine-generated translations, while ensuring the quality and cultural appropriateness of translated content. According to them, this shift marks an evolution in the requirements for entering the translation job market and serves as a key to understanding current and future trends in the industry (Santamaría Urbieto & Alcalde Peñalver, 2024).

Nevertheless, this evolution poses significant challenges. AI-based translation can lead to unethical professional practices, defined as any conduct or action within the commercial environment between a language service provider and a freelance translator that fails to comply with fair principles of compensation, working conditions, contractual and legal aspects, management, and representation (Firat *et al.*, 2024, cited in Carreira, 2024; Fairwork, 2022), which may therefore hamper potential progress or societal benefits (Moorkens, 2022).

Another subject of debate is connected to legal issues. MT and AI tools are often fed with content previously translated by others and may be copyrighted. Moorkens (2022) explains that MT training data are usually stored as bilingual segments of texts previously translated by humans (often in translation memories) and shared in public repositories. The author argues that “in practice, translation memories are usually sent to the client, whether or not there is a contractual agreement in place for waiving any claim of ownership on the part of the translator” (Moorkens, 2022, p. 125). Thus, as Kenny (2011) points out, users cannot ensure that reused translations through MT and AI tools are shared by their rightful owners, nor can they acknowledge the original anonymous professionals, thus potentially violating intellectual property laws (ATRAE, 2023). It is important to consider that most translation assignments involve the confidential use of data that could be compromised during the translation process if appropriate security measures are not in place.

Lastly, the matter of the quality of machine-generated translations should be addressed. In this sense, González Pastor & Rico (2021) argue that MT is not suitable for translating all types of texts due to limitations in handling linguistic diversity, idiomatic accuracy, and cultural and contextual sensitivity. Moreover, when it comes to creativity, AI and MT solutions are notably homogeneous, while human translation may offer a wide range of solutions and unique translations, as demonstrated in a previous didactic experiment conducted in the Multimedia Translation classroom (Ogea-Pozo & Tinedo-Rodríguez, 2024). The results of the said experiment suggest that, despite some notable advances in AI-generated translations and MT, the nuances and subtleties of language often require the expertise and intuition of a human translator. Hence, even though MT tools can be useful to support translation tasks, they can never replace human judgment and expertise (Roiss & Zimmermann González, 2021).

In this context, translators’ competences and critical vision to integrate technology with their expertise will be crucial for the profession’s future in an interconnected, multilingual world. For this reason, education on this topic is essential. Carreira (2024) suggests that creating a list of unethical practices could serve as a diagnostic tool and a foundation for improvement in various areas. In terms of education, it could pave the way for the development of professional competences among translation students and active translators, better preparing them to face an increasingly demanding market. In this regard, it is important to note that unethical business practices should not be understood solely as a consequence of the dominant position of certain market players (language service providers, clients, etc.), but also as a result of the decisions made by freelance translators during their practice (Carreira, 2024).

Olohan (2019) argues that higher education institutions should consider the most in-demand professional profiles and adjust their academic offerings accordingly, but this should not imply that curricula exist to serve corporate interests. In this context, concerns are growing within academia about the role of the human translators in the process and how to address changes in the profession through education. Students must learn both to value human abilities and to use translation technologies consciously and responsibly, always evaluating the quality of machine-generated texts in an objective and flexible manner. To achieve this, they need to develop autonomy and empowerment, taking responsibility for their own learning, appreciating their ability to express their ideas, and committing to their own future (Kiraly, 2012). Additionally, it is essential that they acquire a solid theoretical and practical foundation to justify their translation decisions, as well as to compare and defend the strengths of their own translation against machine outputs. Throughout this process, educators play an integrative, guiding role that motivates students (Kiraly, 2012), and therefore must lead activities with a pedagogical approach that is realistic, responsible, and respectful of the profession.

3. Materials and method

This research adopts a mixed nature and consists of the implementation of a lesson plan focused on reverse translation and subtitling. The primary goals of the activity were to raise awareness on the impact of AI on the translation industry and to emphasize the need to enhance specific human translation skills, while improving the students' own competences. As there was no control group, the study followed a quasi-experimental design, allowing for both quantitative and qualitative analysis of the learning outcomes.

3.1. Sample

Convenience sampling was used for this pilot study, with a sample consisting of 30 students ($N=30$) who completed the activity. Among them, 2 were Erasmus students (one from Turkey and one from Slovakia) while the remaining 28 were Spanish. None of them were English native speakers. All participants were enrolled in a "Multimedia Translation" course, taught during the second semester of the fourth and final year of the Translation and Interpreting degree at the University of Córdoba (Spain). As they were on the verge of graduating, the students manifested to be particularly anxious about their imminent professional futures.

3.2. Learning resources and materials

Three different materials were implemented for this experience: the LP created within the TRADILAB project (LPS2 C1), a video clip available in YouTube, and an online questionnaire designed exclusively for the pilot test performed in the Multimedia Translation classroom. The design and purposes of each will be described in detail below.

a) Lesson plan LPS2 C1

The activity was structured in four phases, according to the TRADILEX methodology, to be completed through an online form in English. It was devised as part of the TRADILAB project, which pursues a C1 level of English proficiency.

As for the detailed description of the LPS2 piloted, Table 3 includes the specific grammar categories, notional-functional categories and word lists addressed at C1 level, as well as the precise objectives of the reverse subtitling training session.

CEFR level	C1
Session number	LPS2 C1
Video title	<i>Inteligencia artificial, te falta calle</i>
Function	Idiomatic expressions; humour and puns; future tense
Didactic mode AVT	Subtitling - interlingual reverse
Aims of the session	To practise reverse subtitling To foster linguistic and cultural skills through humour (compound names, puns, idiomatic expressions, assertive speech acts) To discuss professional issues (adjectives, future tenses, AI-related terminology)

Table 3. Specifications of LPS2 C1

LPS2 contained specific instructions for each phase, so that a successful learning process could be guaranteed, covering all the expected outcomes. Table 4 gives an overview of the individual tasks requested in each phase of the LP.

Phase	Tasks
1. Warm-up	- Read an English-language article titled ‘The Future of Translation Technology and Humans’ (Andrews, 2023), which explores the future of human translation and technology. - Select synonyms for idioms and compound linguistic units. - Reflect on potential differences between human and AI translation. Guess which proverbs were translated by humans and which by AI.
2. Video viewing	- Watch the humorous video ‘Inteligencia artificial, te falta calle’, which critiques AI’s lack of creativity and its issues with copyright infringement. - Summarise the main topic of the video. - Define the idiomatic expressions from the video in English. - Suggest creative English translations for the Spanish names of the video’s characters (“Cerebritito” & “IA”).
3. AVT task	- Create English subtitles in Aegisub using the blank .srt file with time codes. - Prioritise creativity to craft a humorous English translation.
4. Post AVT task	Watch Tim Burton’s recent interview (https://www.youtube.com/watch?v=anT7jco8HNk) where he argues that AI replications strip the soul from his animated characters. Describe the selection of AI-generated images that mimic Burton’s style and write a discussion on innovation, economic impact, aesthetics, plagiarism, copyright, and work intrusion, using different types of adjectives (compound, modifying, superlative, comparative, proper). - Record a one-minute podcast discussing one of the following: AI and copyright, professional AVT, or human creativity. Use future verb forms (future continuous, future perfect simple, future simple, future with “going to”, present simple and present continuous for future use, etc.). Use Vocaroo (Vocaroo.com) to record the track.

Table 4. Tasks of LPS2 C1

b) 1-minute clip in Spanish

The Spanish video clip used was a one-minute excerpt from a 2.20-minute video available on Fred Lammie’s (@Casicreativo) YouTube channel, titled “Inteligencia artificial, te falta calle”

(*You know nothing, AI*). The humorous animated video features two characters: Cerebritito, a human brain, and AI, an artificial intelligence brain (see Figure 1). Cerebritito tries to teach AI the best of being human, but AI does not understand humour, puns, figurative meanings or the ethical reasons why it should not make use of authored creations.

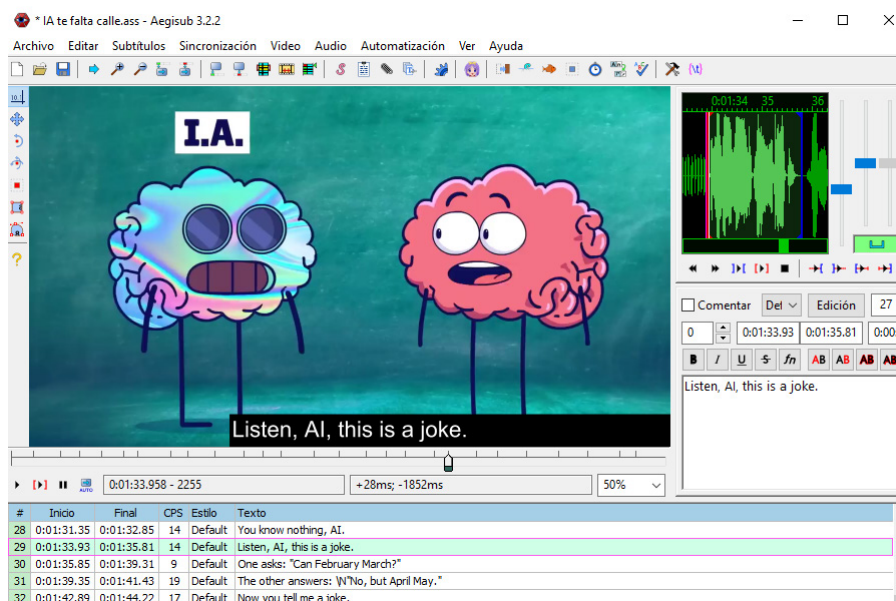


Figure 1. Video clip in subtitle editor Aegisub

c) Final questionnaire

In the last phase of the didactic experience, an online *ad hoc* questionnaire (in English) was developed (see Annex) via Google Forms to gather insights into students' perceptions of their learning and empowerment, following Kiraly's (2012) approach. The design of the items included was based on the holistic model of translation competences developed by the PACTE group (Hurtado Albir *et al.*, 2022) and the EMT Competence Framework (EMT, 2022). The purpose was to find out the students' perception of their own learning outcomes regarding communication, extralinguistic, professional and personal competences. Additionally, the questionnaire explored another dimension: students' awareness of various issues of social impact.

The questionnaire comprised five items: communication, extralinguistic, professional, and personal competences, as well as self-awareness on social and professional issues. Each item included several competences targeted during the training session, which will be set forth below. The multiple-choice format of the questionnaire allowed students to select as many competences as they believed they had improved.

Administered after completing the LP, the final questionnaire enabled students to reflect on their progress and evaluate the tasks' effectiveness. This method provided a comprehensive overview of perceived skill and knowledge development, encouraging critical thinking and self-assessment at the conclusion of the learning experience.

3.3. Data

The following section presents the results obtained for each item to shed light on students' perceptions of their learning outcomes.

- Communication competences

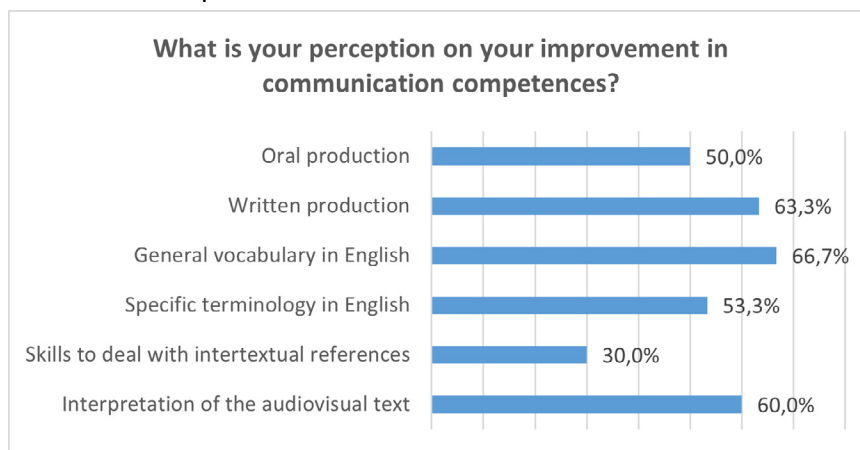


Figure 2. Students' improvement in communication competences

According to Figure 2, 63.3% of students reported improvement in their written production skills, indicating that the focus on written exercises through didactic subtitling had a significant impact. This highlights the importance of translation practice in developing structured written communication. Additionally, 50% of students noted improvement in their oral production skills. While this is a positive outcome, this suggests that there might be room for more activities to enhance spoken language skills, perhaps through a larger number of revoicing tasks. As per vocabulary and terminology acquisition, a substantial 66.7% of students felt their general vocabulary improved, and 53.3% reported learning specific terminology, reflecting the session's success in expanding their lexical knowledge. However, only 33.3% felt they improved oral skills, likely due to the limited inclusion of oral tasks in LPS2, with only one activity involving speech recording.

It is worth noting that intertextual reference learning was lower, with just 30% reporting improvement. This may be due to the limited presence of such references in the LP, which includes only three: one sentence referring to a viral social media video and two well-known musical pieces. These limited cases provide minimal opportunities to practice mediation skills related to intertextual references. Another positive aspect is that, according to their own perception, a strong 60% of students felt their interpretation of audiovisual texts had improved. This shows the effectiveness of the program in helping students understand and translate not just the language, but the non-verbal, cultural and contextual elements of audiovisual media.

- Extralinguistic competences

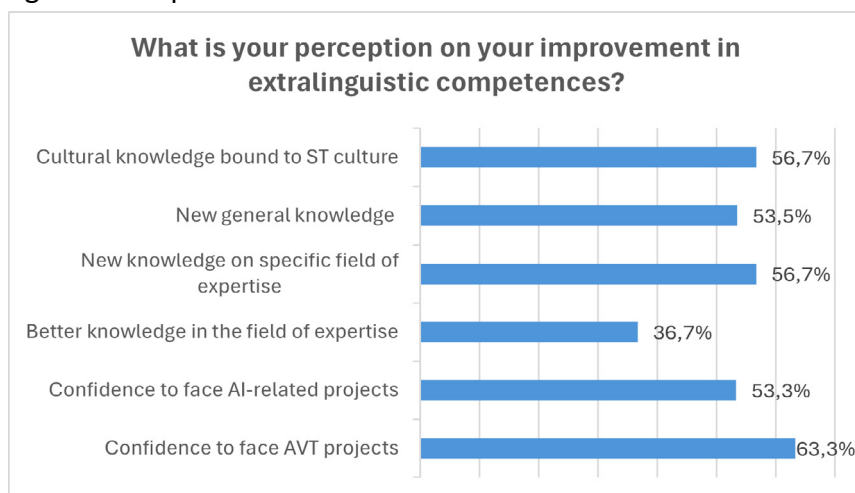


Figure 3. Students' improvement in extralinguistic competences

Among the extralinguistic competences to be developed, over half of the students (56.7%) reported gaining cultural knowledge bound to the source text culture. This indicates that the lesson plan effectively integrates cultural learning, which is essential for translators who need to understand the context that goes beyond language mechanisms. Similarly, 56.7% of students felt they had acquired knowledge in the specific field of expertise addressed (i.e., the impact of AI in the translation industry). This fact suggests that the activity successfully conveyed specific information, reinforcing the importance of human expertise in translation tasks.

Regarding global awareness, 53.5% of students felt they had learned new things about the world. This outcome reflects the broader educational impact of the didactic approach, contributing to students' awareness and understanding of different and up-to-date professional contexts. Additionally, the data shows a reasonable level of confidence among students, with 53.3% feeling more prepared for future translation projects in this area, and 63.3% feeling more confident about working on AVT projects. The higher percentage of confidence in audiovisual translation projects might indicate that the course and methodology are aligned with the industry demands and students' needs, effectively preparing them for this niche. Notwithstanding that, general translation confidence could be further improved with more diverse translation exercises. Concerning the overall knowledge in the field, only 36.7% of students felt that this activity reinforced their previous knowledge. This relatively low percentage may indicate that, while students are gaining new knowledge and confidence, in-depth or specialised training through further activities might be pertinent.

- Professional skills



Figure 4. Students' improvement in professional skills

Figure 4 sheds light on the participants' perceptions of how the activity influenced their expertise, knowledge acquisition, and skill development within the context of translation projects. A notable 56.7% of participants reported that the activity made them familiar with translation projects. This means that over half of them felt effectively introduced to the professional context. However, this also suggests that a substantial portion (43.3%) may require further exposure or engagement, so further activities in this line could be advisable.

A significant 70.0% of participants believed they acquired knowledge about new concepts and tools relevant to their careers. This is the highest percentage obtained among all responses, meaning that the activity was successful in providing valuable insights and information deemed directly applicable to their professional development. Conversely, only 43.3% found YouTube

videos as didactic materials useful for their future. This relatively low percentage may reflect scepticism about YouTube's professional value, uncertainty about its role in disseminating specialised information, or students' doubts about a possible career in education.

On the other hand, 46.7% of participants thought that knowledge of the software used (i.e., Aegisub and Vocaroo) could be helpful for their future. This indicated that over half may not fully appreciate the long-term value of these tools or may consider they already possessed from previous coursework (since they had attended the Audiovisual Translation course in the preceding semester). In terms of professional engagement, 63.3% felt more attached with the professional world thanks to the activity, suggesting that the activity successfully bridged the gap between academic learning and industry practices. One of the main objectives of this didactic approach was to enable students to jointly improve their English language skills and translation skills. At this point, the last question of this section was posed, which revealed that 53.3% feel that their translation and language skills had increased. While this indicates progress, there remains room to enhance the integration of these competencies through further activities. Overall, the data indicates that the activity had a positive impact on participants. This is particularly in terms of their acquisition of career-relevant knowledge and the strengthening of their connection to the profession.

- Personal skills

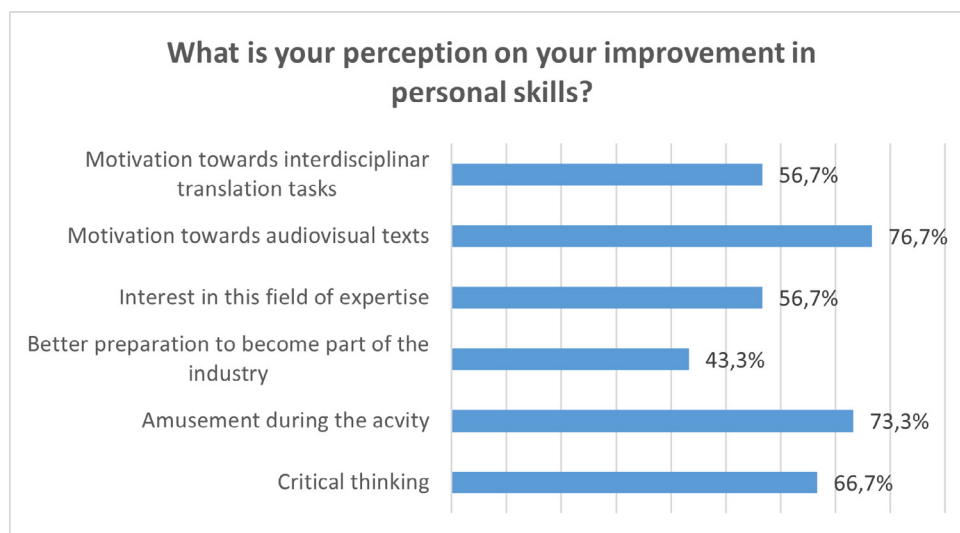


Figure 5. Students' improvement in personal skills

The figure above displays the responses regarding students' personal skills in various aspects of the learning experience, especially regarding motivational aspects. A notable 76.7% found audiovisual texts motivating, underscoring the importance of integrating such media in translation education to enhance engagement and align with students' preferences and career interests. Additionally, 73.3% of respondents stated that the activity was enjoyable, which is crucial for maintaining commitment and fostering a positive learning environment that aids in retention and comprehension of complex topics. As mentioned before, educators have the responsibility to provide learners with the necessary tools to face a rapidly changing world, so that they may be able to discern acceptable or unethical working conditions. In this sense, it is positive that a substantial 66.7% of students believed that the activity stimulated their critical thinking. This suggests that the task was intellectually challenging and prompted them to analyse and reflect on various aspects, possibly in relation to human translation, industry prospects, and the role of AI.

While over half of the students (56.7%) expressed motivation in dealing with interdisciplinary translation tasks entailing different types of texts and translation challenges (in this case, the project covered multimedia translation, intercultural and humour translation, and aspects related to AI and technologies), this score is notably lower than that for audiovisual texts, suggesting that while students are interested in broader translation work, their enthusiasm may vary depending on the type of translation task. Similarly, 56.7% expressed motivation towards the field of translation expertise dealt with (technology, AI and translation industry), and 43.3% felt considerably prepared for entering the professional translation industry. Given that this was a single training session, this outcome is promising, albeit it could be improved with ongoing activities focused on job market and career prospects. Overall, the data shows that tailoring teaching methods and materials more closely to industry standards and student expectations could enhance motivation and preparation for the translation profession.

- Self-awareness on social and professional issues

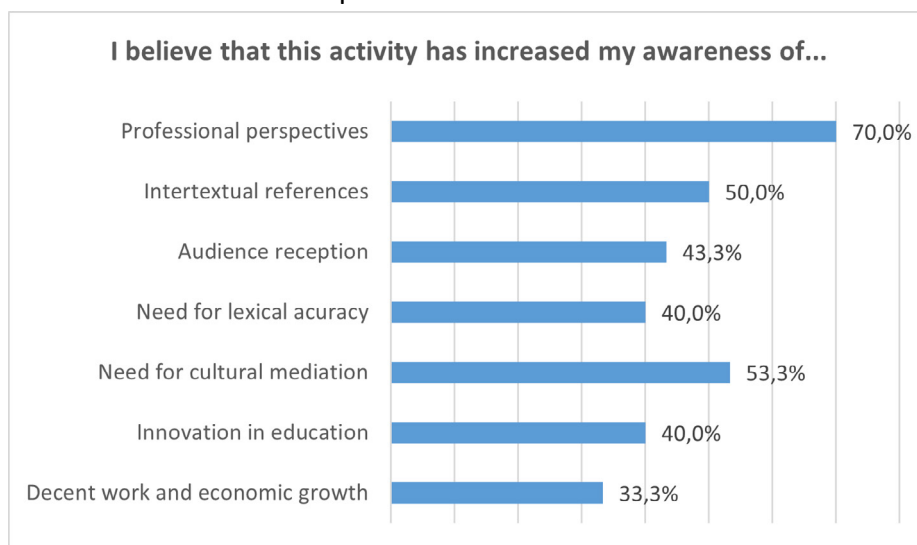


Figure 6. Students' awareness on social and professional issues

Given that one of the aims of the project was to educate students in social values while putting the spotlight on matters of concern to the translation profession, Table 6 reflects students' perceptions regarding the knowledge attained and awareness raised about certain aspects of translation and its wider social implications. First, it is worth noting that the highest score indicates that 70% of students perceived the activity as beneficial for their professional development, stressing an increased understanding of career opportunities and the industry scenario in which they will be working. Regarding one of the fundamental aspects of translation, which is the need to acquire sensitivity to cultural nuances and to learn strategies to mediate between the cultures involved in the process, 53.3% reported to be more aware of the need to improve their cultural mediation skills, recognizing the importance of navigating cultural nuances for successful translation. Another relevant aspect of the translation task was the identification of intertextual references, since the video reproduced famous pieces of music and quoted phrases and jokes from Spanish popular culture used for humorous purposes. For this reason, it was essential for learners to be able not only to identify their presence, but also to interpret their communicative function and to decide whether they should be mediated in the target language and culture. In this sense, half of the students acknowledged the significance of these references, indicating an understanding of the interconnected nature of texts and the importance of addressing these relationships during translation.

Some factors that are strongly relevant to the translation process were not considered a priority in the activity, as indicated by lower student awareness scores. For instance, 43.3% considered audience reception as a relevant aspect of translation, 40% felt that lexical accuracy was crucial, and the same percentage (40.0%) valued innovation in Education. These figures suggest that these aspects might have been overshadowed by more immediately professional concerns. Regarding the students' awareness on decent work and economic growth, the relatively low score (33.3%) leads us to think that few students linked the activity directly to broader societal issues such as economic growth and sustainable work. This might reflect a gap between classroom experiences and real-world socioeconomic challenges, or a need for more explicit integration of these topics into further activities to prepare them for their future as translators, facing new profiles, technologies and ethical issues.

In short, the outcomes reveal a strong emphasis on professional development and cultural mediation among students, while other areas like audience reception, lexical accuracy, and socioeconomic implications received less attention. The results suggest that students are focused on practical, career-related aspects but may benefit from a deeper exploration of the broader social and economic contexts in which translation operates.

4. Results

After conducting a comprehensive review of the results for each item, it is evident that the most frequently marked competencies are aligned with the main objectives set during the design of the activity. These objectives revolve around the motivation and strong interest sparked in students when engaging in action-oriented tasks based on working with audiovisual content, as well as their approach to the job market and professional outlook. Moreover, there is a notable emphasis on the improvement of the students' English language competence, particularly in writing and vocabulary. Thus, it is possible to affirm that this holistic approach — combining DAT methodology, specific translator training, and socially driven education focused on changes in professional translation — has yielded positive and fruitful outcomes.

Transversally, the results also indicate that the activity has reinforced the skills required for practising AVT at a professional level. Furthermore, it has boosted students' motivation, thereby facilitating their understanding and assimilation of concepts within a supportive environment where they feel comfortable. In summary, the highest focus appears on audiovisual texts, career relevance, and professional perspectives, while topics such as audience reception, economic issues, and education have been less emphasized.

5. Conclusions

Translation and Interpreting educators are currently grappling with a crucial dilemma: whether to allow the use of technologies and artificial intelligence systems in the classroom. On the one hand, these tools may facilitate learning by providing easier access to information and helping students comprehend complex texts in foreign languages. They also offer opportunities for students to engage with industry-relevant tools, preparing them for the evolving demands of the profession. On the other hand, there is a risk that students may become overly reliant on technology, potentially hindering the development of core linguistic, cognitive and problem-solving skills essential for proficient translation. Additionally, the indiscriminate use and excessive dependence on these tools may result in academic work lacking creativity, critical depth and sociocultural appropriateness. This dilemma highlights the need for the acquisition of fundamental linguistic and translation competences, while also fostering the critical ability to use technology as a complement in a responsible and ethical way. Therefore, educators must strike a balance between harnessing the benefits of technology and ensuring

that students cultivate a strong foundation of manual skills and critical thinking abilities. By understanding the principles and challenges of translation, students become aware of the limitations of technological tools. This awareness fosters a more informed and judicious use of technology and AI, underscoring the ongoing need for human intervention and creativity, and reaffirming that human input is essential to ensure authentic and nuanced communication between languages and cultures.

Regarding the LP designed and piloted within the framework of the TRADILAB project (LPS2 C1) and presented in this paper, this multidisciplinary proposal integrates didactic audiovisual translation and translation training methodologies to address the controversial issue of the impact of AI on translation, while simultaneously enhancing specific translation competencies. Therefore, it constitutes a comprehensive and effective pedagogical approach that prepares students for their careers as translators, while simultaneously encouraging reflection and critical thinking in the classroom. This approach stimulates students' creativity through action-oriented activities that they find compelling.

The fact that students have given high ratings to essential skills such as written production, vocabulary, and professional knowledge indicate a strong sense of self-assurance, empowerment, and confidence in their abilities. This is essential for their future careers as professional translators. This positive self-assessment not only reflects their translation, technical and linguistic competences but also provides an optimistic outlook at a time when the language services industry faces uncertainties due to the increasing adoption of translation technologies and AI aimed at increasing productivity, often at the expense of the quality of translated texts and exerting pressure on rates and deadlines (Moorkens & Guerberof, 2024). The students' ability to recognize and appreciate the importance of certain translation skills suggests that they are well-prepared to adapt to technological changes while advocating for the significance of the human element in translation. This optimistic perspective is crucial for maintaining balance in an evolving industry, ensuring that human intervention continues to be valued for its ability to capture cultural and contextual nuances that machines cannot replicate.

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8. Annex

Questionnaire: Creativity, AVT & AI

Please answer the following six questions on your perception of the learning process during the whole activity.

1) What is your perception on your improvement in terms of communication competences?

My oral production skills have improved.

My written production skills have improved.

My general vocabulary in English has improved.

I have learned specific terminology in English.

I have improved my skills to render orality in this field of expertise.

I have learned how to deal with intertextual references.

My interpretation of the audiovisual text has improved.

2) What is your perception on your improvement in terms of extralinguistic competences?

I have acquired cultural knowledge linked to the source text culture.

I have learnt new things about the world I did not know before.

I have acquired knowledge on this specific field of expertise.

I feel more confident to face projects in this type of translation in the future.

I feel more confident to face audiovisual translation projects in the future.

My knowledge on this field of expertise has improved.

3) What is your perception on your improvement in terms of professional skills

This activity has made me familiar with this field of expertise translation projects.

I have acquired new knowledge which I consider useful for my career.

I think that the use of YouTube videos could be useful for my future.

I think that the knowledge on the software used could be helpful for my future.
I feel more connected with this specialised industry thanks to this activity.
I feel that my translation and language skills have simultaneously increased.

4) What is your perception on your improvement in terms of psychophysiological skills?
This activity involving different types of translation has motivated me.
I find audiovisual texts encouraging.
I am really interested in this field of expertise translation.
I feel more motivated about this field of expertise thanks to these materials.
I feel more prepared to become part of the industry.

5) What is your personal satisfaction with this activity?
I think it's a fun activity.
I think it's a thoughtful activity with critical thinking.
It has made me see some things that I hadn't thought about before.
I have found it an informative activity about different topics that are well-connected.

6) I believe that this activity has increased my awareness of...
Social actions.
Professional perspectives.
Intertextual references.
Audience reception.
Need for lexical accuracy.
Need for cultural mediation.
Innovation in education.
Reduced inequalities & accessibility.
Decent work and economic growth.



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