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Audiovisual Translation and Media Accessibility in Language Education

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TRADILEX

T|R|A|D|I|T
DIDACTIC AVT

Call for Papers

The uses and applications of audiovisual translation (AVT) and media accessibility (MA) in language teaching date back to the 1980s, when some scholars discussed the benefits observed when using subtitled materials to improve L2 skills in the language classroom. There has been growing scholarly interest in the application of AVT in language education since seminal works (e.g. Vanderplank, 1988) and much has been published in the last few decades (see Incalcaterra McLoughlin et a. 2018; Lertola, 2019; Talaván, 2020). Research on the didactic use of subtitling and dubbing, among other practices, seems to have become considerably more robust lately, with a growing number of comprehensive research designs published in the past few years (see Talaván et al. 2016; Calduch & Talaván, 2018; Ávila-Cabrera & Corral-Esteban, 2021; Ávila-Cabrera & Rodríguez-Arancón, 2021; Fernández-Costales, 2021; Ávila-Cabrera, 2022, among others).

The present special issue focuses on didactic AVT, that is, the application of practices such as revoicing and subtitling to L2 education environments. Inquiry on the AVT modes that can be pedagogically applied to this context has been led by teachers and researchers in the last two decades, leading to a substantial body of scholarly research. Even though intra- and interlingual subtitling and dubbing have received particular attention by didactic AVT scholars, media accessibility practices, such as Audio Description (AD), Subtitling for the Deaf and Hard of Hearing (SDH), as well as other practices such as voice-over (VO), have also been on the rise in the last few years, too (Ibáñez & Escobar, 2021; Navarrete, 2018; Talaván, 2019; Talaván et al. 2022, among others).

The analysis of didactic AVT, and MA, in educational settings clearly deserves further attention from the scientific community but is frequently neglected from the perspective of applied linguistics by language-teaching researchers and practitioners alike. Nevertheless, research findings confirm AVT practices such as subtitling and dubbing can have an impact on language learning in several

contexts (Talaván, 2020). This is a fact that has clear implications for both translation and language teaching, let alone the study of cultural elements when audiovisual media are used in the classroom.

We understand the relevance of the current proposal is supported by three elements. First, investigating the use of AVT in language learning can provide new insights into TS, thus advancing under-used research designs and techniques in our field. Secondly, beyond advances in theoretical models or the knowledge of how translation can impact language learning, this is indeed a key issue for translator training and may be of interest for researchers and practitioners in the field, as well as schools of translation. Thirdly, language learning and teaching is a socially relevant area of research, which can enrich and create future research avenues in TS.

We welcome studies on all AVT modalities as long as there is a clear pedagogical application to the field of language learning and teaching. We are interested in how AVT can be integrated into any educational setting, context, or stage. Contributions are not limited to the analysis of the possible benefits, challenges and disadvantages of using AVT as a didactic tool; they may also focus on accessibility issues in language learning, translator training, translation strategies, or the implications this emerging trend may have in TS scholarship as well as the relevance of translation as a mediation tool in educational contexts of communication (Pintado-Gutiérrez, 2018; Muñoz-Basols, 2019; González-Davies, 2020).

We would be happy to consider proposals on the following research topics:

- Didactic subtitling (including interlingual and intralingual captioning)
- Didactic revoicing (including dubbing, voice-over, and free commentary)
- Didactic media accessibility (including audio description and subtitling for the deaf and hard-of-hearing audiences)
- Didactic applications of less frequent AVT practices (including respeaking, surtitling, easy-to-read)
- Using AVT in translator training scenarios
- Assessing the use of didactic AVT in formal contexts
- Experiences of didactic AVT implementation in higher education
- Experiences of didactic AVT implementation in non-formal education scenarios
- Didactic AVT in bilingual education and plurilingual settings
- Evaluating language gains through subtitling and dubbing
- Subtitling or dubbing? Implications for L2 proficiency
- Fansubbing and language learning
- Technology-enhanced didactic AVT
- Authentic audiovisual language and language education
- Culture and humour in audiovisual translation to teach languages
- Audiovisual translation as a mediation tool in language teaching & learning

Abstracts (maximum 500 words) need to be submitted in English, accompanied by a brief bio-bibliographical note (100 words), by 1 October 2022. Please CC all guest editors when you submit your abstract via email:

Dr Alejandro Bolaños (a.bolanos@ucl.ac.uk)
Dr Noa Talaván (ntalavan@flog.uned.es)
Dr Alberto Fernández-Costales (fernandezcalberto@uniovi.es)

The guest editors will inform the authors of the outcome by the end of November 2022. The final papers (between 4,000 and 8,000 words, including the abstract, footnotes, bibliography and annexes, if applicable) should be submitted by 1 April 2023 for double-blind peer review.

For the writing of the manuscript, authors are requested to use the model document, which also contains important information on the submission protocol, to be found at: https://www.paralleles.unige.ch/en/consignes. If appropriate, authors are requested to have their manuscripts proofread by a native speaker.

Acceptance of full papers will be notified by 1 June 2023.

Reworked papers should be submitted by 1 November 2023.

Final proofs will be carried out in January 2024

Publication of this special issue is expected for April 2024.

Publication Languages

English

Publication Schedule

May 2022 – Call for Papers and Invitations

October 2022 – Deadline for Submission of Abstracts

November 2022 – Acceptance of Abstracts

April 2023 – Submission of Manuscripts and Double-Blind Peer-Review

June 2023 – Provisional Acceptance of Manuscripts and Revision

November 2023 –Submission of Revised Manuscripts

January 2024 – Proofs of Final Manuscripts

April 2024 – Publication (vol. 36, issue 1, 2024)

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