

This is the authors' preprint of Incalcaterra MacLoughlin, Laura, Jennifer Lertola, and Noa Talaván, ed. 2018. Editorial - Audiovisual translation in applied linguistics: Educational perspectives. *Special Issue of Translation and Translanguaging in Multilingual Contexts 4* (1). Amsterdam: John Benjamins. <https://doi.org/10.1075/ttmc.00001.edi>

Final version and complete issue available to buy at <https://www.jbe-platform.com/content/journals/23521813/4/1>

An introduction

In recent years, interest in the application of Audiovisual Translation (AVT) techniques in language teaching has grown beyond unconnected case studies to create a lively network of methodological intertextuality, cross-references, reviews and continuation of previous trials, ultimately defining a recognisable and scalable trend. This Special Issue of TTMC presents a sample of the current research in this field, with particular reference to case studies that either have a large-scale or international dimension, or can be scaled and replicated with different languages, at different fluency levels and in different contexts. It is our hope that these debates, research and proposals may arouse the interest of publishers of language learning material and other stakeholders and ultimately lead to the mainstreaming of AVT in language education.

The use of AVT in language teaching is not new: subtitles as a support in particular (both interlingual and intralingual) have been utilised extensively for decades, both in teacher-led and in independent learning contexts. Studies on the impact of the subtitles on language learners go back to the late 1980s. Indeed

Vanderplank's (1988) pioneering study on the effectiveness of intralingual teletext subtitles on students of English as a Foreign Language has become a seminal reference for researchers interested in AVT in Applied Linguistics and can veritably be considered the starting point of this particular field of study. Since then, subtitled material has been shown to have beneficial effects on language learners in relation to receptive skills and cultural awareness (Garza 1991; Price 1983; Vanderplank 1988; Winke, Gass, and Sydorenko 2010; Abdolmanafi Rokni and Jannati Atae 2014), speaking skills (Borrás and Lafayette 1994), and learning strategies in general (Caimi and Mariotti 2015), and also to be a valuable resource for the promotion of bilingualism and multilingualism in countries with more than one national language (Kothari et al. 2004; Kruger et al. 2007; Ayonghe 2009). These studies concentrate on 'ready-made' audiovisual translations: the standard (L2 audio and L1 written text) or reversed (L1 audio and L2 written text) interlingual subtitled version of a video was shown and complemented with a number of additional activities. This volume however also looks at a different application of AVT, in which learners are involved in the audiovisual translation process itself, performing tasks such as subtitling, dubbing, or audio describing.

This different methodological and operational approach exploits a combination of receptive and productive tasks, facilitating meaningful interaction in the target language. In this context, learners are asked to view the

audiovisual text and then translate (or create) the verbal soundtrack in form of subtitles, dubbing, audio description, voice narration, etc. Early proposals of the potential of this methodology date back to the late 1980s for both dubbing (Duff 1989; Kumai 1996) and subtitling (Díaz Cintas 1995), and their impact has been studied in relation to mnemonic retention, pragmatic awareness, vocabulary acquisition, listening and writing skills, specialised languages, pronunciation and intonation, autonomous learning and motivational factors, intercultural awareness, as well as translation skills (Incalcaterra McLoughlin 2009; Talaván, 2010, 2011; Chiu 2012; Lertola 2012; Borghetti and Lertola 2014; Talaván and Rodríguez-Arancón 2014; He and Wasuntarasophit 2015; Lopriore and Ceruti, 2015; Talaván and Costal, 2017; among others).

Generally speaking, teachers and researchers who work on active audiovisual translation tasks with their students found that they encourage not only receptive and productive tasks, but also critical thinking, pragmatic and intercultural awareness both in L1 and L2, as well as the ability to extract and infer information from multisemiotic texts. And in the future, it may be useful to focus also on the relationship between active AVT tasks and the enhancement of digital literacies in language learners, for example by linking tasks to critical use of online translators, prompting comparisons and appraisals of different AVT versions of the same product - whether available on the market or taken from a student corpus - or encouraging use of online corpora, and so on.

Whilst subtitling has undoubtedly received most attention, possibly thanks to the availability of free and user-friendly subtitling software (Incalcaterra McLoughlin and Lertola 2015; Sokoli 2015), dubbing has also found its way in language teaching to aid phonetic and phonological training, improve speed of delivery and express emotions (Danan 2010; Talavan and Costal 2017). Considered more effective than role-plays because learners can review and improve their performance (Burston 2005), it has also been shown to be more popular than subtitling, with learners feeling that their productive and translation skills had improved considerably through dubbing (Talaván and Ávila-Cabrera 2015). Audio description (AD) is a relatively new addition to AVT in Applied Linguistics but its use shows encouraging results, not just in relation to language acquisition (Clouet 2005; Ibáñez Moreno and Vermeulen 2013, 2015; Talaván and Lertola 2016) but also motivation and intercultural awareness (Ibáñez Moreno and Vermeulen 2015; Cenni and Izzo 2016). The potential for further future developments is significant, especially if researchers from accessibility studies, AVT and Applied Linguistics worked together towards new language learning frontiers.

From a theoretical point of view, Paivio's Dual Coding theory (1969, 1986) and Mayer's Cognitive Theory of Multimedia Learning (2005) are arguably the most widely referenced premises supporting this methodology, together with Krashen's affective filter hypothesis (1982). In all studies, the

learner emerges as agent, a subject who learns by doing and being directly involved in the communicative experience. Edgar Dale's pioneering work on audiovisual material in education is also relevant in this context (1946). Dale's well-known *Cone of Experience* has seen many variations during the years, but the principle that people generally remember what they do much better than what they just read or hear has remained at the basis of many innovative teaching approaches. Dale did not suggest that mnemonic retention follows a linear path, rather he stressed that "Direct purposeful experience [is] seen, handled, tasted, felt, touched, smelled" (1946: 39) and is part of the "enactive" level (the level of 'doing'), where different senses are employed, and retention is more effective. Multisensory and intersemiotic experiences, therefore, have a stronger impact on cognitive processes than those relying on just one sense or one semiotic channel. The research and case studies presented in this Special Issue show that audiovisual translation can provide such direct experiences: learners watch, listen, read, translate, manipulate, react and re-enact communication events observed (or better, experienced) in their linguistic and extra-linguistic contexts. It is this "doing", researchers agree, that makes deep learning possible.

Perhaps one element that has been underestimated so far to a certain extent is the way that audiovisual translation tasks can help to develop the so-called 21st Century Skills, yet the combination of software use, teamwork, analysis, creation and evaluation of contextualized and purposeful speech acts

facilitate the acquisition of new and essential skills. The Framework for 21st Century Learning (Partnership for 21st Century Learning 2007)ⁱ lists Life and Career Skills, Learning and Innovation Skills and Information, Media and Technology Skills as key student attributes. Learning and Information Skills, or 4Cs, prepare students for “increasingly complex life and work environments”.ⁱⁱ They are creativity, critical thinking, communication and collaboration and are all required for the completion of a successful audiovisual translation task. Equally important is the ability to understand, contribute to and evaluate media environments, to utilize technology, select and analyse information. All aspects that form part of any type of AVT task.

This volume presents contributions from mainly new voices in AVT research, who discuss innovative approaches and recent case studies.

Valentina Ragni explores subtitle creation as a foreign language learning tool. Ragni, who refers to the creation of subtitles as ‘didactic subtitling’, acknowledges the studies on subtitling and draws attention to the need for a clearer theoretical framework to support subtitling activities. She reviews a number of theories from SLA (Second Language Acquisition) literature that underpin interlingual subtitling in foreign language learning. After examining how subtitling can be applied within Task-based Learning and Teaching (TBLT), she argues for the integration of didactic subtitling and Form-Focused Instruction

(FFI). The author acknowledges that it can be challenging moving from theoretical considerations to real-world applications and encourages further investigation on the topic.

Carmen Herrero and Manuela Escobar encourage the integration of Film Literacy Education and Audio Description in the foreign language curriculum. In the context of Spanish as a Foreign Language in Higher Education, the authors propose a pedagogical model designed to assist learners in developing linguistic as well as cultural and intercultural competences, while fostering critical understanding of films' aesthetic dimension. Based on two case studies carried out in the UK, the model is developed in three sessions: introduction to film language and critical thinking; focus on a Spanish director and selected movie - in this case Pedro Almodovar and his movie based on the story of a visually-impaired filmmaker, so to relate to the accessibility issue - and finally, Audio Description task performance.

Anca Frumuselu considers the pedagogical use of subtitled and captioned material in the foreign language classroom by reviewing relevant theories such as Cognitive Load Theory (CLT), Cognitive Theory of Multimedia Learning (CTML) and Cognitive Affective Theory of Learning with Media (CATLM), which reveal the cognitive processing activated when students are exposed to multimedia and subtitled audiovisual materials. Frumuselu presents the results of two empirical studies showing the benefits of using interlingual

(L1) and intralingual (L2) subtitles in the English Foreign Language (EFL) classroom in higher education for informal and colloquial language learning in this context.

Stavroula Sokoli reports on ClipFlair - a European-funded project - that has developed a platform specifically created for foreign language learning through interactive captioning and revoicing of video clips. The platform hosts activities that allows language learners to insert their own writing (captioning) or speech (revoicing) to the videos. Sokoli illustrates the ClipFlair conceptual framework, the educational specifications for the web platform considering the role of learners and teachers in the learning process, the learning context and the teaching approach as well as examples of ClipFlair activities. She also reports on the learners' survey carried out in the pilot phase of the project, that involved over a thousand learners who have tested 85 language learning activities in 12 languages.

Alicia Sánchez Requena investigates the potential benefits of intralingual dubbing as a tool for developing speaking skills. The author reports on an experimental study with 47 B1-level students learning Spanish in five different secondary schools in England over 12 weeks. Data was gathered with a number of instruments: podcasts, three questionnaires and the teacher-researcher's notes. Findings from the quantitative and qualitative analysis of the of data show concurrent improvement in pronunciation, intonation and speed.

Furthermore, intralingual dubbing enhances learners' motivation and self-confidence. The contribution provides useful feedback to serve as a guide on how to employ dubbing in the Spanish FL classroom in order to facilitate teachers' practice.

Marga Navarrete explores the potential of audio description in the development of oral skills through a small-scale experimental study. The study was carried out with six B1-level final-year undergraduate students of Spanish as an FL at Imperial College, London. Students were pre-tested; then, after being introduced to the topic of the video selected for the AD task, they carried out the AD task in ClipFlair. AD tasks were sent to the teacher for correction and, finally, students' samples were shown in the classroom to encourage peer-to-peer discussion regarding oral-performance aspects. Navarrete acknowledges the limitation of the study; however, she considers that learners' positive responses to the AD task are encouraging and set the basis for further investigation.

Tomás Costal examines the advantages of including Subtitles for the Deaf and Hard-of-Hearing (SDH) in video games which are multimedia audiovisual products designed to engage users in high degrees of interactions. He attempts to discern whether accessibility in video games could be improved by reconsidering the way in which linguistic and extralinguistic content is conveyed, by means of an additional textual track. To this end, Costal has compiled a small corpus of popular video games and has carried out an in-depth analysis. He puts

forward a preliminary norm to evaluate the quality of subtitling projects specifically oriented to the video game industry. Results can be of interest to scholars as well as practitioners and the industry.

Nina Reviere investigates language features of Dutch audio description. Reviere analyses an annotated audiovisual corpus of 39 Dutch films and series released with AD in Flanders and the Netherlands. The results were compared to data from Dutch reference corpora such as SoNaR and Subtlex-nl. The quantitative analysis on over 150,000 words reveals that AD language is idiosyncratic and shows a set of lexico-grammatical features. The analysis of the most salient lexico-grammatical features of Dutch AD language - within the framework of Systemic Functional Linguistics - reveals the type of processes used in AD and how they are expressed linguistically.

References

- Abdolmanafi Rokni, Seyed Jalal and Azam Jannati Ataee. 2014. "The Effect of Movie Subtitles on EFL Learners' Oral Performance." *International Journal of English Language, Literature & Humanities* 1 (5): 201-215.
- Ayonghe, L.S. 2009. "Subtitling as a Tool for the Promotion of Bilingualism/Multilingualism in Cameroon." In *Language, Literature and Social Discourse in Africa* ed. by Vincent Tanda, Henry Kah Jick and Pius Ngwa Tamanji, 106-120. University of Buea: Departments of English and Linguistics.
- Borghetti, Claudia, and Jennifer Lertola. 2014. "Interlingual Subtitling for Intercultural Language Education: A Case Study." *Language and Intercultural Communication* 14 (4): 423-440.
- Borrás, Isabel, and Robert C. Lafayette. 1994. "Effects of Multimedia Courseware Subtitling on the Speaking Performance of College Students of French." *The Modern Language Journal* 78: 61-75.
- Burston, Jack. 2005. "Video Dubbing Projects in the Foreign Language Curriculum." *CALICO Journal* 23 (1): 79-92.
- Caimi, Annamaria, and Cristina Mariotti. 2015. "Beyond the Book: The Use of Subtitled Audiovisual Material to Promote Content and Language Integrated Learning in Higher Education." In *Audiovisual Translation. Taking Stock*, ed.

- by Jorge Díaz Cintas and Joselia Neves, 230-243. Cambridge: Cambridge Scholars Publishing,
- Cenni, Irene, and Giuliano Izzo. 2016. "Audiodescrizione nella Classe di Italiano L2. Un Esperimento Didattico." *Incontri* 31 (2): 45-60.
- Chiu, Yi-hui. 2012. "Can Film Dubbing Projects Facilitate EFL Learners' Acquisition of English Pronunciation?" *British Journal of Educational Technology* 43 (1): E24-E27.
- Clouet, Richard. 2005. "Estrategia y Propuestas para Promover y Practicar la Escritura Creativa en una Clase de Inglés para Traductores". *Actas del IX Simposio Internacional de la Sociedad Española de Didáctica de la Lengua y la Literatura*, 319–326.
- Dale, Edgar. 1946. *Audio-visual Methods in Teaching*. New York: The Dryden Press.
- Danan, Martine. 2010. "Dubbing Projects for the Language Learner: A Framework for Integrating Audiovisual Translation into Task-Based Instruction." *Computer Assisted Language Learning* 23 (5): 441–456.
- Díaz Cintas, Jorge. 1995. "El Subtitulado como Técnica Docente." *Vida Hispánica* 12: 10-14.
- Duff, Alan. 1989. *Translation*. Oxford: Oxford University Press.

- Garza, Thomas J. 1991. "Evaluating the Use of Captioned Video Materials in Advanced Foreign Language Learning." *Foreign Language Annals* 24: 239-258.
- Ibáñez Moreno, Ana, and Anna Vermeulen. 2013. "Audio Description as a Tool to Improve Lexical and Phraseological Competence in Foreign Language Learning." In *Translation in Language Teaching and Assessment*, ed. by Dina Tsigari and Georgios Floros, 41-61. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Ibáñez Moreno, Ana, and Anna Vermeulen. 2015. "Using VISP (Videos for SPEaking), a Mobile App Based on Audio Description, to Promote English Language Learning among Spanish Students: a Case Study." *Procedia - Social and Behavioral Sciences* 178: 132 -138.
- Incalcaterra McLoughlin, Laura. 2009. "Inter-semiotic Translation in Foreign Language Acquisition: The Case of Subtitles". In *Translation in Second Language Learning and Teaching*, ed. by Arnd Witte, Theo Harden, and Alessandra Ramos de Oliveira Harden, 227-244. Bern: Peter Lang.
- Incalcaterra McLoughlin, Laura, and Jennifer Lertola. 2015. "Captioning and Revoicing of Clips in Foreign Language Learning-Using ClipFlair for Teaching Italian in Online Learning Environments." In *The Future of Italian Teaching. Media, New Technologies and Multi-Disciplinary Perspectives*, ed.

- by Catherine Ramsey-Portolano, 55-69. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Kothari Brij, Avinash Pandey, and Amita R. Chudgar. 2004. "Reading out of the "Idiot Box": Same-Language Subtitling on Television in India." *Journal of Information Technologies and International Development* 2 (1): 23-44.
- Kumai, William N. 1996. "Karaoke Movies: Dubbing Movies for Pronunciation." *Language Teacher* 20 (9). Accessed October 30, 2017. <http://jalt-publications.org/tlt/departments/myshare/articles/2049-karaoke-movies-dubbing-movies-pronunciation>
- Krashen, Stephen D. 1982. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.
- Kruger, Jan-Louis, Haidee Kruger, and Marlene Verhoef. 2007. "Subtitling and the Promotion of Multilingualism: The Case of Marginalised Languages in South Africa." *Linguistica Antverpiensia* 6: 35-49.
- Lertola, Jennifer. 2012. "The Effect of the Subtitling Task on Vocabulary Learning." In *Translation Research Project 4*, ed. by Anthony Pym and Diego Orrego-Carmona, 61-70. Tarragona: Universitat Rovira i Virgili.
- Lopriore, Lucilla, and Maria Angela Ceruti. 2015. "Subtitling and Language Awareness: A way and ways." In *Subtitles and Language Learning*, ed. by Yves Gambier, Annamaria Caimi, and Cristina Mariotti, 293-321. Bern: Peter Lang.

- Mayer, Richard. 2005. "Cognitive Theory of Multimedia Learning." In *The Cambridge Handbook of Multimedia Learning*, ed. by Richard. E. Mayer, 31-48. New York: Cambridge University Press.
- Paivio, Allan. 1969. "Mental Imagery in Associative Learning and Memory." *Psychological Review* 76 (3), 241-263.
- Paivio, Allan. 1986. *Mental Representations: A Dual Coding Approach*. Oxford: Oxford University Press.
- Price, Karen. 1983. "Closed-Captioned TV: An Untapped Resource." *MATSOL Newsletter* 12 (2): 1-8.
- Sokoli, Stavroula. 2015. "ClipFlair: Foreign Language Learning through Interactive Revoicing and Captioning of Clips." In *Subtitles and Language Learning*, ed. by. Yves Gambier, Annamaria Caimi, and Cristina Mariotti, 127-147. Bern: Peter Lang.
- Talaván, Noa. 2010. "Subtitling as a Task and Subtitles as Support: Pedagogical Applications." In *New Insights into Audiovisual Translation and Media Accessibility*, ed. by Jorge Díaz Cintas, Anna Matamala, and Joselia Neves, 285- 299. Amsterdam: Rodopi.
- Talaván, Noa. 2011. "A Quasi-Experimental Research Project on Subtitling and Foreign Language Acquisition." In *Audiovisual Translation Subtitles and Subtitling. Theory and Practice* ed by. Laura Incalcaterra McLoughlin, Marie Biscio, and Maire Áine Ní Mhainnín, 197-217. Bern: Peter Lang.

- Talaván, Noa, and José Javier Ávila-Cabrera. 2015. "First Insights into the Combination of Dubbing and Subtitling." In *Subtitles and Language Learning* ed. by Yves Gambier, Annamaria Caimi, and Cristina Mariotti. 149-172. Bern: Peter Lang.
- Talaván, Noa, and Tomás Costal. 2017. "iDub - The Potential of Intralingual Dubbing in Foreign Language Learning: How to assess the task." *Language Value* 9 (1): 62-88.
- Talaván, Noa, and Jennifer Lertola. 2016. "Active Audiodescription to Promote Speaking Skills in Online Environments." *Sintagma* 28: 59-74.
- Talaván, Noa, and Pilar Rodríguez-Arancón. 2014. "The Use of Reverse Subtitling as an Online Collaborative Language Learning Tool." *The Interpreter and Translator Trainer* 8 (1): 84-101.
- Vanderplank, Robert. 1988. "The Value of Teletext Subtitles in Language Learning." *ELT Journal* 42 (4): 272-281.
- Winke, Paula, Susan Gass, and Tetyana Sydorenko. 2010. "The Effects of Captioning Videos Used for Foreign Language Listening Activities." *Language Learning & Technology* 14 (1): 65-86.

Author's address

Laura Incalcaterra McLoughlin

National University of Ireland, Galway

School of Languages, Literatures & Cultures

University Road

Galway

Ireland

laura.mcloughlin@nuigalway.ie

Jennifer Lertola

Università di Bologna

Dipartimento di Lingue, Letterature e Culture Moderne

Via Cartoleria 5,

40124, Bologna, Italy

jennifer.lertola@unibo.it

Noa Talaván

Universidad Nacional de Educación a Distancia

Facultad de Filología

Dpto. de Filologías Extranjeras y sus Lingüísticas

P. Senda del Rey, 7. Desp. 523a, pl. 5

28040 Madrid, Spain

ntalavan@flog.uned.es

Notes

ⁱ <http://www.p21.org/> Accessed November 1, 2017.

ⁱⁱ <http://www.p21.org/about-us/p21-framework> Accessed November 1, 2017.