



Leading Platform for European Citizens, Industries, Academia and Policymakers in
Media Accessibility (CA19142)

colnet

Collaborative Network of Early-Career Researchers
in Audiovisual Translation and Media Accessibility

2nd Seminar

10th May 2021

TradAV: A virtual site for audiovisual translation resources

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TradAV: A virtual site for audiovisual translation resources

1. INTRODUCTION

Welcome to the second seminar of the ColNet group, which is titled TradAV: A virtual site for audiovisual translation resources.

Before we begin, I would like to set up the objectives that we pursued in the Plan of Innovation and Good Teaching Practices for 2019 and 2020 of the University of Cordoba. This project was undertaken to address the need to improve the acquisition of documentary, thematic and translation skills in audiovisual translation, always in the context of learning and research.

So, let's see a brief introduction to the project. It was carried out by the learning innovation team 169, whose members are also part of the Research Group Oriens HUM-940, and also some former students of the Degree in Translation and Interpreting, who were Honorary Collaborators at our department. In this way, we could have their point of view and try to meet their necessities and concerns about their future career.

The project was designed in response to the need to compile a bibliography that could be used as a support for final degree dissertations, as well as to create a collaborative and multimedia learning environment that has proved to be perfect for motivating students in the current pandemic situation. Furthermore, given that audiovisual translation is taught in the final year in our university, it seemed more than worthwhile to provide some connection with the professional world.

Fortunately, we can say that we have achieved some of the goals set at the beginning of the project, and those are as follows:

- To provide a site hosting bibliographic resources, technical and audiovisual material, which is systematically classified and arranged for education, as well as for the practice and research in the field of audiovisual translation.
- To bring new audiovisual materials and resources of our creation, such as webinars, infographics, tutorials and so on.

- To disseminate, share and put into practice the compilation of such material in the educational context.

2. THE TARGET

So, to whom was the project targeted? It was specifically targeted to our students of the Degree in Translation and Interpreting and the Degree in Film and Culture Studies at the University of Cordoba, and was used as a complementary tool in the AVT course taught in both degrees. But we also aimed to reach researchers, translators, specially audiovisual translators, and other users who might be interested in the topics dealt with, such as films, dubbing, subtitling, accessibility, among others.

3. THE WEBSITE

Let's see some information about the website and why we wanted to design a website to be used in the classroom. We wanted to bring a new perspective to the 2.0 tools and foster a new e-learning and self-learning environment that, without being aware of it, was going to be settled among all of us in the recent academic year.

So, according to Huang, Hood and Yoo (2013), Web 2.0 is not only a technology but a way to understand the social change we are living today. So, the attitude to it will be crucial in the relationship we build with or towards it.

The website is available only in Spanish by now and was created with WordPress. It is hosted by the University of Cordoba and open to all users. We made sure that the interface of is intuitive and visually appealing.

We must say that all contributions are welcome. Any user, not only from the University of Cordoba but from all over the world, who is willing to share any information about their websites, studies, or even publish any post, infographic, interview, etc., may contact me. I will be happy to collaborate with all of them.

Here's a short video for a quick view of the main site.

You can see that you have access to all the different sections of the website and the latest posts. We'll see some more during the presentation.

4. THE APPROACH

The project was aimed to offer students, researchers and junior translators a classification of resources and materials that may be useful for the study and practice of audiovisual translation and other related areas. Therefore, we worked from three different approaches: learning, research and practice.

In terms of learning, we focused on AVT in Translation Studies, multidisciplinary and transversality, multimedia and collaborative environment, AVT as a learning tool and e-learning.

Regarding research, we understand that such resources are mainly used by students doing their first or initial research works. We also noticed that, in many cases, students did not focus their dissertations only on AVT but on linguistic or specialised aspects of the audiovisual text. For example, we have students doing dissertations on specialised language in TV series featuring characters who work in a particular profession. Therefore, we wanted to facilitate their work by including basic studies on AVT for those less familiar with the discipline and cross-disciplinary studies. We must say that the existing sources are endless, and new studies keep coming out all the time, so we must constantly enlarge and update the sections dedicated to research.

Regarding practice, we aimed a connection with the professional world. We tried to publish some information that may be useful for the actual practice of audiovisual translation and also organise some special activities where our students can meet professional translators. I know that this is complicated now, but we managed to organise just one event. We hope we can do it in the future face to face.

5. LEARNING

Let's know more about AVT as learning. If we consider it a booming discipline, we can say that audiovisual translation has become one of the most dynamic disciplines in Translation Studies due to technological development and has experienced an unprecedented surge in interest that has made it possible to widen the avenues for training and research.

In the Spanish context, it has become especially necessary to study audiovisual translation because the amount of translated audiovisual content has grown

dramatically since the arrival of streaming services that provide foreign productions translated by one or more modalities and languages. Moreover, this boom has led to the need for greater and better professionalisation of the activity, which is why the number of universities including this specialisation in their courses has increased, as well as the volume of publications, conferences, research groups and other activities, provoking what is called by Zabalbeascoa a "theoretical evolution of audiovisual translation".

But, to what do we attribute today's boom in audiovisual translation? According to Mayoral, several factors have been decisive in promoting the study of this discipline, among which we may highlight: the multiplication of television channels, the increase in virtual activities such as e-learning, and the emergence of digital platforms, video-on-demand services, and so on.

In addition to this, I would like to point out some recent trends that have contributed further to the expansion of audiovisual translation in both academic and professional contexts. And those are as follows:

- The growing popularity and number of users of streaming services, which are those providing foreign and national content, along with dubbed and subtitled versions in different languages.
- The establishment of associations of audiovisual translators, adaptors and localisers, as well as forums that safeguard the needs and interests of the sector's professionals.
- The increase in the number of events related to audiovisual translation, which serve as a meeting point for researchers and translators, such as conferences, seminars, webinars, face-to-face and virtual events, talks, workshops, and so forth.

6. AVT AS A TRAINING PROCESS

Considering AVT as a training process, we need to know what skills a good translator needs to develop, so we can provide adequate training to our students.

According to Carroll, a good translator should possess a good competence in their mother tongue, creative writing, passion for films, the ability to adjust the language to

images, basic computer skills, interest in technology, an eye for details and, finally, a sense of perfectionism.

Hurtado points out the need to develop what she calls the translator competence, which she explains in six subcompetences: communicative, extralinguistic, physiophysiological, psychophysiological, sorry, professional, transfer and strategic competence.

Of course, an audiovisual translator must also possess not only the skills of a translator but also the skills of a cineliterate film viewer. They must be capable of reading the film text, its characters and their relationships, and the filmic devices used to convey meaning from the mind of a filmmaker and not only from a linguistic mind.

Based on these characteristics, we wanted to develop a tool that would allow our students to acquire such skills during the training process.

7. AVT AS A LEARNING TOOL

While there are many relevant and truly interesting studies, not many of them connect audiovisual translation and other forms of translation.

Zabalbeascoa (2001, 2012), indeed, notes that AVT presents traditional problems posed by written translation, such as the translation of proper names, dialects, metaphors, humour, multilingualism, stylistics and rhetoric, registers, terminology, phraseology, cultural elements, etc.

Even though this multidisciplinary aspect has not been addressed in depth, AVT has proven to be an excellent tool in terms of foreign language learning, motivation, acquisition of vocabulary and textual comprehension.

We have found a large number of studies examining the beneficial effects of using different modalities of audiovisual translation for foreign language learning, including those by King (2002), Mayer (2009), Neves (2004), Talaván (2011, 2012), Sokoli, Zabalbeascoa and Fountana (2011), Díaz-Cintas (2012), Incalcaterra and Lertola (2014) and Lertola (2019), among others. We cannot list all of them. It is worth mentioning that the many papers published by the research group TRADIT that you can find on their website. So, if you are interested in audiovisual translation for foreign language learning, you should have a look at their website.

According to Mayer, people learn from verbal and visual information-processing channels so, when words and pictures are presented together on screen, the learner's cognitive capacity increases.

Therefore, we thought that AVT could become an excellent tool to be used for acquiring different skills needed in the Translation and Interpreting courses. In this respect, King (2002) explains that it is a refreshing learning experience for students who need to take a break from drill practices and replace it with something realistic and different to the traditional textbook-oriented teaching. So, visual information together with oral speech can be a key input for the student's immersion in any specialised subject.

After some experiments carried out in different courses such as scientific translation and intercultural translation, we confirmed that the positive reception of audiovisual translation, as our students showed high interest and motivation results and also a better attitude towards the activity, a higher concentration and, therefore, a better learning experience.

8. AVT AS A TRANSVERSAL TOOL

We decided to apply these theories to different Translation and Interpreting classrooms to find out if the audiovisual translation would bring better learning results.

These were the main topics we dealt with:

- Comic book and audiovisual translation
- Medical terminology in television series
- The translation of scientific documentaries
- The interculturality of gastronomic translation
- The translation of legal texts within audiovisual translation
- The translation of children's books for literary translation
- The adaptation of songs
- Accessibility
- Interpreting training based on the use of audiovisual material
- The use of intercultural audiovisual material and corpus
- Subtitling in the learning of poetic translation

9. MULTIMEDIA LEARNING

The topics mentioned in the previous sheet were exposed through different multimedia materials that were implemented on the website. We believe that transferring information in a visually attractive, brief and direct way would appeal to users who often seek immediacy and a quick way of acquiring knowledge.

Also, we cannot forget that we are addressing a generation of digital natives who feel comfortable in a multimedia environment.

These materials would allow us to perform activities based on flipped learning. That is to say, a methodological model that reduces the time spent in the classroom on the simplest cognitive processes to emphasise more complex activities such as debate, problem-solving and face-to-face teacher-student interaction.

We also wanted to foster autonomous self-learning, as we are teaching a profession where, a large part of the time, people work alone, and it is necessary to be efficient and even autodidactic. Finally, we provided activities based on gamification that were carried out in an AVT classroom, and they were very positively valued by the students, who acknowledged in a survey that they felt motivated and able to better retain the theoretical information thanks to these additional activities.

Let's see first an overview of the posters published in the preliminary version of the website.

And now, we will see one of the mini-games created to strengthen some of the basic subtitling protocols. The game is embedded in the website. It is just the first one. We created two of them just to see if they were well received by the students.

It was a very simple game, but surprisingly students liked it very much.

10. YOUTUBE

We also created a YouTube channel linked to the TradAV website, and its main function is to provide a space to host the audiovisual educational material embedded in the website.

But we also used it occasionally to share the projects of students who voluntarily lent them to us. In this way, TradAV could serve as a kind of window into the professional

world for them. In this video, one of our students wanted to share her practice of the audio description of a Frozen teaser trailer. This exercise was followed by a post published by her on the blog.

Student's AD (in Spanish)

Aparece el muñeco de nieve Olaf. Le sorprende una flor entre la nieve. La huele. Su nariz de zanahoria sale disparada.

11. BIBLIOGRAPHY

Regarding the bibliography finder, we now have 268 entries and hope to keep adding more works, as we know that publications on AVT are growing more and more every day.

The works registered contain the following data: author(s) of the work, the title of the publication, topic, audiovisual translation modality if involved, theoretical aspect of translation studies dealt with, professional aspect addressed if applicable, full reference, year of publication, the website where it can be found, and some tags that would be used for filtering our research. So, the browser is very intuitive, and you can filter your search by keywords, as I said before, related to any of those details that I have just mentioned. It may be helpful for dissertations on many different topics.

12. RESOURCES

In this section dedicated to practice, we include two main sections: one to resources and the other one to podcasts. In resources, we listed websites related to languages, translation and film that may be useful for the audiovisual translation, as well as blogs from professional audiovisual translators, websites for open training and any information on software related to audiovisual translation, which includes information on where to download them, their compatibility with different operating systems and their cost.

In the podcast section, we have embedded the podcast on audiovisual translation, presented by Damián Santilli, Blanca Arias Badia and Guillermo Parra. So, you can see on our website, of course, from their website to listen to it from here.

So, let's see a brief presentation of the resources section. You have the websites, tools, blogs on translation and the podcast.

13. THE BLOG

In addition, we created a blog in which we periodically publish posts and news of interest to encourage students of audiovisual translation to participate and learn new skills. We also aim to stimulate their curiosity and knowledge about cinema, the audiovisual industry, cultural aspects of films and series, and translation as a vehicle for disseminating audiovisual contents, as well as lighting any fields of expertise. We decided to implement into the AVT course this blog from an open and responsive approach. So, all students were invited to participate.

We must say that the blog was created before the COVID crisis, so we did not plan to use it in such an open perspective until then. And then, due to the pandemic situation, we needed new ways to motivate learners and facilitate their communication in a collaborative virtual environment. So, the response was quite positive, and we are happy to say that, until now, we have published 35 posts during the present academic year, most of them are written by students.

According to Marín (2016), blogs provide contemporary, flexible, interactive and dynamic learning opportunities, as they facilitate communication, build critical, abstract and analytical thinking, incorporate cutting-edge issues, virtual resources and materials, and promote creativity. So, that seemed to be a perfect tool for acquiring the necessary skills to be a good audiovisual translator.

14. ACTIVITIES

We also organised thematic activities after the creation of the project. For the publication of the website, we had a public presentation. We had an audiovisual translator, our guest speaker, Mateo Montaña, who described to our students the day-to-day work of an audiovisual translator.

We also published posts based on AVT students' responses to open discussions in Moodle, such as the Christmas or Halloween series of posts.

Finally, it is worth mentioning the special activity organized for the 8 March to celebrate Women's Day. This initiative was launched by some of our students at our faculty in

2017. But, as the event couldn't be celebrated face to face, we decided to publish special contents on Feminism and Gender Studies, as well as this poster, a Feminist Lexicon, which is, by the way, part of a project in course called Tapping into the epistemic advantage in feminist translation practice.

15. RESULTS

Let's see some of the results obtained after the publication and presentation of the website.

The first thing we did was a survey completed by the attendees because we wanted to know their opinion. I have selected some of the questions and results that I think were more representative of the project or that helped us improve.

The first question selected was "What aspect of the website do you appreciate the most?" It was a multiple-choice question. The majority preferred the theoretical and practical approach of the project, and the rest valued the easy navigation of the website and the compilation of multimedia tools for self-learning.

Then we asked, "What type of material are you most interested in?" Our students preferred learning resources, followed by tutorials and webinars. So, that led us to think that autonomous learning could be put into practice.

Secondly, we asked them what aspect they valued when searching for bibliographical resources. More than half of them, 51.1%, appreciated that the works were multidisciplinary and connected audiovisual translation with other forms of translation, while 29.5% opted for those resources enabling their self-learning again. And the rest preferred bibliography useful for their essays and resources that were recent and international.

When choosing their preferred aspect of the presentation session, the connection between academia and the professional world was selected by 35.2% of the attendees and 34.1% recognised to feel motivated towards this type of complementary activities. Students could write a short text describing what they like the most about the session. Here are some of the comments, written in Spanish because I wanted to copy them just literally, but these especially valued the meeting with a professional translator and the

learning from his real experience. So, that makes us think that students need more activities focused on their future career.

When asking them if they planned to use the website in the future, we can see that most of them responded positively. When they were asked what for, they said self-learning, the easy finding of materials and support for exercises and dissertations.

Finally, they were invited to send us any suggestions to improve. We still have to work on some of them, but we took note and did some of them, like trying to have a better presence in the social network and, of course, having the participation of students.

As a final result, our team published three different works on AVT as a tool for teaching other forms of translation.

The first one is the book titled *Audiovisual translation from an interdisciplinary and didactic approach*, the second one was a publication that resulted from a panel presented in the Conference on Learning Innovation CIDICO, and the third one was an ebook titled *Audiovisual translation and its didactic applications*. This ebook contains some of the posters originally published on the website, together with webinars dealing with the same subject.

So, let's see a quick overview of the final result. As you can see it's a flipbook.

16. CONCLUSIONS

Personally, I think it looks quite nice. You can see all the posters, and most of them are visible together with the corresponding poster.

To conclude, we can say that the creation of a multimedia environment, so familiar to the generations of students, is a great attraction and stimulation for the work in the classroom. This fosters the development of skills such as video editing, the use of software, and the ability to create, interpret information through different quotes of meaning, work autonomously and also as a member of a team. It also encourages the simulation of a real work environment, which is of great help to prepare students for future entry into the professional market.

We hope to do a continuation and expansion of the project in the future. So new sections may be implemented. All suggestions are, of course, welcome. We also hope to

organise new activities, especially when we come to face-to-face events instead of virtual events.

We are happy to receive any contributions or information to be shared and hope to strengthen connections with the professional world. But we still have to work on new interviews, collaborations, and registration of personal blogs and websites of professional translators.

So, all their contributions are welcome. Then, I would like to share with you all the works I have used for this presentation.

QUESTIONS AND COMMENTS

MAR: Thank you for being here today, and I hope you liked the presentation. If you have any question, I will be happy to answer.

CARLA: Thank you so much, Mar. I think this has been really interesting and informative. Thank you for sharing with us all these secrets behind TradAV. I think it is really interesting. And also, congratulations. I think I've told you already, but being a teacher, I think this is great for our students. Also, the way you have involved the students and how they've been working and contributing with their work. I think this is really, really nice.

I'm always really worried about motivating students in class, especially in these times and in this context, they really need something to be extra motivated. I think this can really help.

Once again, congratulations, because I think you've done really great work with TradAV, and I really hope you can continue this really nice project.

Now we have some time for questions. So please, raise your hand or use the chatbox if you want to ask any question or share any kind of comments with our speaker.

MAR: I think it was Blanca.

BLANCA: Hi. Thank you, Mar. I've learned a lot even though I was familiar with TradAV, but you showed us many things that I wasn't aware of. So, thank you for this, as Carla said, very informative presentation.

And my question regards this example you showed of a student who shared her AD, this practice. I wanted to know whether you have any requirements in terms of the kind of material that you are receiving. For example, if we do something in class, would you only be interested in, let's say, very good quality practices, or are errors also welcome? Let's say, to illustrate some kind of errors in audiovisual translation, or I don't know, I mean, room for improvement for future learners. I don't know. Do you have requirements or you are just interested in enriching this state of data you have? Thank you.

MAR: Thank you, Blanca, for the question. To be honest, I didn't plan to use it in such an open way at the beginning, but as I said, this year, I needed to think of something to motivate them. I do publish everything personally. So, the filter, let's say, is me.

They voluntarily send them, send me their practices. Normally, they ask me before. They consult me when they have any idea, like "Mar, I'm thinking about writing about this topic". So, I try to help them and assess them in some way. They are not working alone. I work with them, and this practice, this actual practice on AD, was carried out in the classroom.

So, it was the student who told me that she wanted to write a post. I reviewed her practice, and I thought it was quite good. So, that's why I told her that was OK.

So, yeah, it's a bit tricky if they can publish anything with errors. But I try to revise all the material before it's published, and I do it.

BLANCA: I think it's, I mean, if they write a blog post, then it's one thing, and I agree that you do this quality control, and I think that works very well. But I think it would also be interesting for teachers teaching audiovisual translation to have these bends where you just have practices of students even though they contain errors. I mean, perhaps this would be quite easy to implement in TradAV in the way that you have it now, with no specific quality control.

I think that would also be a very interesting resource for, I don't know, maybe everyone in this room listening to you today. Thank you. Just as an idea for the future.

MAR: Well, I think I talked to you about that because I think maybe a good idea, yes.

BLANCA: Yes, I don't know. I think we haven't talked about this. But yeah.

MAR: I'm open to any inspiration. Yeah, thank you.

BLANCA: Thank you.

CARLA: Any other question or comment?

I was also thinking, for example, if someone has a question, I will stop, but I was just thinking. So, do you find that...? Because, sometimes, I was thinking that you may be like suggesting topics for the students or something because that's what I was having doubts about, how you motivate students in the sense of writing about something. Do you give them the specific topics, do you give them specific suggestions or ideas, or are you open for anything?

MAR: Yeah, it's something I do, because we have to think that this course was taught in the first semester, and everyone was like, I don't know, let's say sad. So, I tried to encourage them and open discussions in Moodle. I had like five topics, maybe, so they could write down their opinions and suggestions. Some of the posts are written by maybe five, six authors because they sent their ideas. I wrote a collaborative post, but then, they were also invited to send me their suggestions too.

CARLA: Ok, great.

MAR: A student wrote an e-mail to me saying, "I want to study the translation of the songs." So, that was fine to me, and I published that.

CARLA: María de los Ángeles is actually saying that you are quite flexible.

MAR: Yeah, she wrote a post, and it was her original idea. She said, "I'm very interested in the translation of Harry Potter," which is, by the way, one of the most visited posts. So, yeah, it's quite flexible.

CARLA: And she's mentioning the huge topic, the idea of how to enter the professional world. You can definitely do more activities in that respect. Maybe you can add more, because the most difficult thing in my opinion from now is to give the project some continuity, like adding information and research. After all, you will always be able to add resources and bibliography and references and new projects. But probably, yeah, this kind of more into the professional world activities or seminars or what you mentioned before, like presentations or any kind of help for students to get more experience in the professional world or a better idea of the professional world.

MAR: Yeah, in fact, that was written by many of the students in the survey. They wanted more training, conferences, but this was created as a very small project. We expect to grow and be able to do such things. So, I work on that. I hope so.

CARLA: Yeah. No, it's... There are many good ideas regarding that. Someone else has raised the hands. I think I heard something, but I...

IRENE: Hi, Mar. Thank you very much. It was amazing. I checked your website in early September or something like that. So, we've already used your documentary on how to translate documentaries in the class, and it was really good. But I've just checked that you have added many, many things. I have to look around, and I have one question regarding the YouTube video that Blanca's mentioned earlier.

Have you thought of having any problems regarding rights? Because that's one of the things that I usually doubt... My students also prepared some videos, but I don't give them the option to publish them because I'm not sure how fair or whether there would be any problems regarding rights, and so on. I don't know. I would like to know what you think about it or your experience. Thank you.

MAR: Thank you, Irene, for the question. I haven't actually had any problem. I think because we tried to use just the material that was open on YouTube. That's mainly the reason why we thought that there was no problem and the original audio was not there. Besides, it was used just for didactic purposes. So, yeah, we didn't have any problem. We tried to, as I said, just use small videos that were available on the Internet.

IRENE: Thank you.

MAR: Thank you.

CARLA: Any other question, comments? Thank you, María José.

MAR: Thank you.

Manuela said something. Well, I hope so. Thank you.

CARLA: Yeah, many people are saying it was really interesting. The chatbox. Any other comment, suggestion for the project to continue, any other question that you may have? So, Mar, TradAV is going to be open for any collaboration from outside the University of Cordoba, right?

MAR: Yeah, we are... We hope to keep on working with the website. So, if anyone at any moment just wants to contact me and have any information published on the website, we'll be happy to do it.

CARLA: OK. And also, maybe you want to ask for another project or something like continue with more projects, to have funding or whatever you need to continue with the... As you mentioned before, it's a small project in the beginning, but probably you can keep growing.

MAR: Yeah.

CARLA: Yeah, Irene says, "I totally liked the project." Thank you.

MAR: Thank you, Irene.

CARLA: Thank you so much, Mar, and also Blanca, and everyone for organising this group and this opportunity of having seminars at different universities. Everyone is saying thank you. I'm just reading the messages. Just in case we're missing something.

One of my colleagues at the University of Alicante, he's actually writing his PhD dissertation on AVT research in this case. So, it's going to be interesting for him and also for his classes. Yeah, Juan Pedro.

Well, thank you. And, as we... Thank you, John and Alejandro. This video will be uploaded with subtitles really soon, and sometimes in the summer, we'll have our third seminar. So, we'll let you know. Thank you, everyone, for joining us. And we hope to see you at the next ColNet seminar. Have a great day. And thank you, Mar, once again for joining us at the University of Alicante.

MAR: Thank you, Carla, for organising this, and all of you for being here for one hour.

CARLA: Be sure that we will be using your materials and everything at the TradAV project.

MAR: I hope so.

CARLA: Thank you very much. Have a great day. Bye, bye, everyone.

MAR: Bye.