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AVT as a Bridge for Communication: From Language Learning to Accessibility



Guest Editor's Foreword

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Guest Editor's Foreword

Audiovisual Translation appeared as a term in the academia in the 1980s and according to Gambier (1996) 'AVT has benefited from the rapid development of research interest and of institutional commitment, even though the field remains essentially European'¹. Undoubtedly, the particular scientific field has nowadays become a discipline thanks to the European Association of Studies in Screen Translation (ESIST), A growing number of specialized scientific conferences, from the first Languages and the Media series, to the biannual Media for All, and, more recently, the Intermedia series, have now become a meeting point for researchers, language practitioners, translators, interpreters, broadcasters, government agencies, support groups, and the Audiovisual Translation (AVT) and media accessibility (MA) industry. Similarly, a number of research groups have also emerged in different national and international contexts: the Intermedia research group, whose aim is to contribute to research on AVT by conducting experimental studies, and by enhancing research on media accessibility; or the Transmedia Research Group, focused on reinforcing research on the various genres of AVT, specially through user tests and technological implementation, are but two of the groups that, at a European level, are now promoting research in the discipline. Last, but not least, the brand new Journal of Audiovisual Translation (JAT), which constitutes the world's first free, open access, online, double blind peer -reviewed journal dedicated to AVT, has already become a reference-point / meeting point for state of the art research on AVT and Media Accessibility.

The 8th issue of the *Journal of Language, Translation and Intercultural Communication* is titled "**AVT as a Bridge for Communication: From Language Learning to Accessibility**" and tries to contribute to the research in AVT with a special focus on the role of Audiovisual Translation in language learning, language acquisition and in accessibility. We are proud to present the first issue of this journal associated with this discipline, that includes a number of contributions by some established scholars on the field, and, even though all the papers have

¹ Gambier Y (1996). "Introduction: La traduction Audiovisuelle: un genre nouveau?" In : Gambier, Yves (ed.). Les transferts linguistiques dans les médias audiovisuels. Villeneuve d'Ascq: Presse Universitaires du Septentrion pp.7-10.

been subject to a double blind peer review process, there is a representative selection of papers, theoretical discussions, case studies and reflections on MA and AVT practice.

Ragia Hamdy Hassan and Josélia Neves's contribution is an An interdisciplinary case study run in Qatar that examines the impact of using enriched subtitling (ES), within a total communication (TC) holistic approach to language learning, on the acquisition of vocabulary by deaf and hard of hearing (DHH) students. It aims to promote ES as a valuable tool to enhance vocabulary acquisition by deaf students.

As a good example of how Audiovisual Accessibility can be seen not only as a means of providing access for people with sensory impairments (Orero, 2004)² but also as a way of providing linguistic accessibility, Anna Jankowska's paper contributes to the particular trend through a survey-based study which is set out to find out preferences regarding linguistic accessibility in cinema among unimpaired senior citizens in Poland.

One of the core genres of AVT, subtitling, is studied in Kristijan Nikolic's paper, which constitutes a study of the corpus of Croatian subtitles of a TV series. The particular paper aims to highlight that the nature of interlingual subtitles is defined by a variety of circumstances existing during their creation.

Emmanouela Patiniotaki's paper aims to introduce a serious research path in Audiovisual Accessibility and Accessible Education by bringing together Access Services and Universal Design for Learning. The author proposes a new holistic approach to accessible learning environments.

Najwa Hamaoui and Christos Stavrou's paper aims to present a strategy providing accessibility to all European citizens in Audiovisual Media and Heritage. The authors underline the needs and the values of an adapted methodology for training inter-cultural mediators.

Anastasia Beltramello's paper is a study with a special focus on the use of subtitling and revoicing tasks as didactic tools. Beltramello introduces an innovative teaching methodology by

² Orero, P. (2004). Audiovisual Translation: A New Dynamic Umbrella. In P. Orero (Ed.), *Topics in Audiovisual Translation* (pp. VII–XIII). Amsterdam: Benjamins.

taking into account the linguistic richness of audiovisual texts and their role in maximizing learning opportunities in the foreign language classroom.

Patrizia Giampieri's paper is a case study where she highlights the crucial role of subtitling in second language acquisition. The author presents a trial lesson where students are exposed to authentic language and where they manage to increase their L2 knowledge through inferring tasks.

Finally, closing the volume, Babak Khoshnevisan presents a qualitative study where he explores the perceptions of Iranian language learners on idiom acquisition by using multimodality. Despite the fact that literature in the particular field is sparse, the author achieves to address this gap and to highlight the role of translation in facilitating idiom acquisition.

Biographical Notes

Verónica Arnáiz-Uzquiza, PhD, is an Associate Professor at the Faculty of Translation and Interpreting at the University of Valladolid (Spain), and at the MAs in Professional and Institutional Translation (UVa) and on Audiovisual Translation at the Pompeu Fabra University UPF-IDEC (Barcelona).

Her research interests include Audiovisual Translation and Accessibility, especially Subtitling for the Deaf and the Hard of Hearing. She has participated in many national and international projects in Audiovisual Translation and Accessibility, has published a number of articles and reviews in different magazines and volumes, and presented a number of papers at international conferences. She is a member of the research groups ITNT, Transmedia Catalonia, and of the European Association for Studies in Screen Translation.

Christos Stavrou, PhD, is Adjunct Lecturer in the Department of Translation and Interpreting at the University of Ioannina. He received his PhD in Audiovisual Translation (specialist field: Film Subtitling) from Ionian University. He has a BA in English Language and Literature (National and Kapodistrian University of Athens) and a BA in French Language and Literature

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Between 2015 and 2018 he worked as a Post Doc Researcher in the School of Fine Arts at the University of Ioannina and his research focused on film language and cinematherapy. His research interests include audiovisual translation, AVT as a tool in foreign language acquisition, accessibility (Media Accessibility, Accessible Cinema), applied linguistics, film studies. He teaches translation, translation of specialized texts, audiovisual translation, ESP (English for Specific Purposes) and FOS (Français sur Objectifs Spécifiques). He has participated in international conferences and he has published on translation, film studies and linguistics.