

TALAVÁN, NOA; LERTOLA, JENNIFER; FERNÁNDEZ-COSTALES, ALBERTO. DIDACTIC AUDIOVISUAL TRANSLATION AND FOREIGN LANGUAGE EDUCATION. ABINGDON/NEW YORK, ROUTLEDGE, 2024, 172 PP., ISBN 978-10-032-9395-8

In recent years, interdisciplinarity has been gaining ground in language education, mainly as a stimulus for the creation of new curricular models and their methodological integration. An example of these new models can be found in translation and language teaching and learning (Carreres and Noriega-Sánchez, 2011; Cook, 2010; González-Davies, 2004). The inclusion of mediation in the *Common European Framework of Reference for Languages* (CEFR, Council of Europe, 2001) and its updated *Companion Volume* (Council of Europe, 2020) as a core language activity, has positioned the language learner and user as an intermediary to bridge linguistic and sociocultural divides. This includes teaching students to become agents who transfer meaning across languages and codes while addressing the needs of diverse interlocutors, expanding translation's educational relevance to inclusivity and real-world applications. The role of translation in language education in the 21st century has therefore evolved to address these specific needs, including fostering plurilingual and pluricultural competences in diverse educational contexts (Carreres, Noriega-Sánchez, and Pintado Gutiérrez, 2021; Laviosa and González-Davies, 2020), emphasizing the fluidity and dynamic nature of language practices. In this way, recent societal and pedagogic advances have shifted language teaching and learning towards focusing on educational processes, learner agency, and addressing communication gaps, rather than treating language proficiency as isolated knowledge.

Within this context, practices of audiovisual translation (or AVT) and media accessibility (or MA) have emerged as a particularly innovative element in language education. In fact, an increasing body of research makes the case for AVT and MA tasks in language education by arguing that such tasks can be used as a means to improve a wide range of language (communicative) skills as well as the acquisition and development of transferring skills—understood as intersemiotic re-coding. This entails that students need to focus both on the AVT process in the various modes (dubbing, subtitling, voice over, etc.) and on the creation of audiovisual products (such as a dubbed or a subtitled clip). Thus, AVT modalities emerge as a particularly useful tool that has the potential to foster creative links between mediation and language education. In the last few decades, research into didactic audiovisual translation (or DAT) has become popular in language teaching and learning (Bolaños García-Escribano, Talaván & Fernández-Costales, 2024). This

approach has proven to be particularly groundbreaking, fruitful and is currently an emerging and useful resource for developing various skills. DAT harnesses intra-, cross-linguistic and intersemiotic transfer as well as intercultural processes through audiovisual texts, and the combination of the auditory and visual channels makes it a particularly versatile tool that facilitates referential connections. Its ludic character is also attractive to both teachers and students.

It is in this context that *Didactic Audiovisual Translation and Foreign Language Education* (Routledge, 2024) by Noa Talaván, Jennifer Lertola, and Alberto Fernández-Costales was published. This book is a comprehensive exploration of the integration of audiovisual translation in language education. The authors present DAT as an effective pedagogical resource that can enhance students' language competence and stimulate key educational factors such as motivation, cognitive processes, creativity, and the active use of technology in the classroom. The book contains five chapters, an introduction and a conclusion. The introduction briefly explains the scope of the volume, the didactic AVT modes (from the most widely known, i.e., subtitling, dubbing and voice-over, to lesser-known modes, i.e., audio description, subtitling for the deaf and hard of hearing, and free commentary) as well as copyright considerations and specific descriptors for dubbing and didactic audio description. Chapter 1 takes on key considerations that determine the value of DAT under a state-of-the-art approach which stands far from rather traditional dichotomies such as dubbing *versus* subtitling; interlingual *versus* intralingual tasks; written *versus* oral skills, etc. By contrast, the chapter defines the main DAT modes and makes a robust case for each and every DAT mode by exploring various combinations (direct/reverse; intra-/inter-lingual/creative) inspired by seminal works, both theoretical and empirical. Chapter 2 explores the educational bases underpinning DAT, its practical implementation across different educational levels, and specific guidelines for various DAT modes. Chapters 3, 4 and 5 explore the possibilities for implementing didactic subtitling and didactic SDH; didactic dubbing and didactic voice-over; didactic AD; and didactic free commentary respectively. These chapters provide general recommendations, specific guidelines, complete sample lesson plans and sequences, and models for assessment. This practical approach makes it a valuable resource for practitioners and researchers with an interest in DAT and its applicability. The closing chapter underscores the great potential of didactic AVT in the language education, emphasizing how this burgeoning field would benefit from further research to expand the existing corpus of studies. It highlights the need for investigations into long-term impacts, large-scale cross-disciplinary projects, its application in bilingual education, and the importance of training teachers to effectively implement this framework.

The book's key contribution is its seamless integration of theory and practice. It effectively advocates for AVT as a valuable didactic resource, supported by carefully designed pedagogical tools and practical real-world applications. Its innovative methodology enhances foreign language education by incorporating creative tasks, audiovisual media, and culturally immersive practices. It also highlights the untapped pedagogical potential of AVT, especially in fostering creativity, linguistic accuracy, and learner autonomy in the classroom. This groundbreaking publication presents a comprehensive and forward-thinking approach to language education, offering a pioneering proposal for DAT. The book's design plays a crucial role in engaging both practitioners, students, and researchers while offering a wide range of task possibilities. *Didactic Audiovisual Translation and Foreign Language Education* serves as a practical guide for educators looking to integrate didactic AVT into their teaching methods, making a significant contribution to the field of didactic audiovisual translation.

The overall value of this volume lies in bridging audiovisual translation with language education through the systematic integration of DAT in the classroom. It combines robust theoretical frameworks with practical, hands-on guidance. By emphasizing DAT's unique ability to engage learners in authentic, multimodal communication, the authors present it as a groundbreaking alternative to conventional language acquisition methods. The book advocates for a multi-modal learning approach, highlighting how DAT modes—such as subtitling, dubbing, and audio description—engage multiple senses, thereby enhancing learners' listening, reading, writing, speaking and mediation skills. These modes also foster creativity, cultural awareness, and a deeper connection with language by immersing students in authentic communicative contexts, which is especially valuable in today's digitally-driven educational landscape.

One of the book's strengths is its focus on practical implementation as it provides:

- specific teaching strategies for integrating AVT in the classroom;
- sample lesson plans, sequences, and *ad hoc* rubrics for assessment (self-assessment, peer-to-peer assessment, and teacher's assessment) with criteria that include lexical and grammatical accuracy, creativity, fluency, synchrony, and mediation skills; and
- guidelines that can be adapted for learners at various proficiency levels.

This makes the book highly accessible to educators, ensuring its findings and suggestions can be applied effectively in teaching scenarios.

Practice with different didactic AVT modes naturally introduce cultural and linguistic nuances. By incorporating these elements into language education, the book highlights the potential to enhance students' intercultural competence and their ability to navigate linguistic diversity.

This book also establishes new pathways for research by presenting DAT as a dynamic pedagogical resource. It lays the groundwork for future studies by exploring how DAT can enhance creative and cognitive skills, boost motivation, and support mediation strategies in language learners.

The inclusion of didactic approaches like audio description (AD) in the book introduces important discussions on accessibility and inclusivity in language education. It advocates for methods that support visually impaired learners while also exposing others to socially relevant aspects of linguistic and intersemiotic transfer.

Furthermore, the book aligns with the CEFR (Council of Europe, 2001) and the *Companion Volume* (Council of Europe, 2020), promoting action-oriented and mediation-driven learning goals. It encourages students to become proactive communicators across languages and cultural contexts, making it a significant contribution to European education policy goals.

The volume addresses limitations, challenges and considerations, such as the careful integration of DAT tasks into syllabi, the necessity of briefing students on these tasks, and the importance of providing adequate software and technical resources to enable students to plan their activities and projects in line with lesson plans.

The key takeaway is that DAT serves as a powerful pedagogical tool, enhancing language learning across various skills and contexts while aligning with core educational principles, such as promoting active learning, autonomy, and cognitive development.

In *Didactic Audiovisual Translation and Foreign Language Education*, DAT emerges as an innovative and dynamic approach to transforming language education. The research and guidelines offered in this volume provide a solid framework for educators, equipping them to seamlessly integrate DAT into their curricula. This integration fosters active engagement, intercultural competence, and the development of critical language skills. Moreover, the targeted methodologies for DAD presented in the guidelines offer practical, effective strategies to enhance classroom practices and improve the overall learning experience.

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