



# e-Expert Seminar Series: Translation and Language Teaching



## SEMINAR PROGRAMME / PROGRAMA DEL SEMINARIO

Monday 11<sup>th</sup> May 2020 / Lunes 11 de mayo de 2020

All times are GMT+1 (Madrid's time) / Todos los horarios están en GMT+1 (hora de Madrid)

Time/Hora	
10.15 am	<p><b>Welcome / Bienvenida</b></p> <p>MAZAL OAKNÍN (University College London, UK) AZAHARA VEROZ-GONZÁLEZ (University of Córdoba, Spain)</p>
10.30 – 11 am	<p>AGNIESZKA SZARKOWSKA (University of Warsaw, Poland)</p> <p>Who do we translate for? End users and real-life projects in teaching accessibility</p>
11 – 11.30 am	<p>GIAN MARIA GRECO (Autonomous University of Barcelona and University of Vigo, Spain)</p> <p>A poietically driven approach to media accessibility education and practice</p>
11.30 am – 12.30 pm	<p><b>COFFEE BREAK / PAUSA</b></p>
12.30 – 1 pm	<p>IWONA MAZUR and AGNIESZKA CHMIEL (Adam Mickiewicz University, Poland)</p> <p>Audio description training: A snapshot of the current practices</p>
1 – 1.30 pm	<p>OLIVIA GERBER-MORÓN and GONZALO ITURREGUI-GALLARDO (Motion Pictures Solutions, UK; Autonomous University of Barcelona, Spain)</p> <p>Sensory accessibility in the industry: Cinema and scenic arts</p>
1.30 – 4 pm	<p><b>LUNCH BREAK / ALMUERZO</b></p>
4 – 4.30 pm	<p>SOLEDAD ZÁRATE (University College London, UK)</p> <p><i>Captioning puppet theatre</i></p>



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## ABSTRACTS / RESÚMENES

### Who do we translate for? End users and real-life projects in teaching accessibility

AGNIESZKA SZARKOWSKA

The Institute of Applied Linguistics (ILS), University of Warsaw, Poland

Agnieszka Szarkowska is Associate Professor in the Institute of Applied Linguistics, University of Warsaw. She is the head of AVT Lab, one of the first research groups on audiovisual translation. Agnieszka is a researcher, academic teacher, ex-translator, translator trainer, and media accessibility consultant. Between 2016 and 2018 she was Marie Skłodowska-Curie Research Fellow at the Centre for Translation Studies, University College London, working on the project “Exploring Subtitle Reading with Eye Tracking Technology” funded by the European Commission. Her areas of expertise include audiovisual translation, media accessibility and translator training. She has participated in many research projects, including eye tracking studies on subtitling, audio description in education, text-to-speech audio description, multilingualism in subtitling for the deaf and the hard of hearing, respeaking, and modern art for all. Agnieszka is the Vice-President of the European Association for Studies in Screen Translation (ESIST), a member of European Society for Translation Studies (EST), Galician Observatory for Media Accessibility (GALMA), Intermedia Research Group, AKCES expert group and an honorary member of the Polish Audiovisual Translators Association (STAW).

What is the role of end users in teaching accessibility? Should media accessibility trainers involve people who are blind or deaf in their teaching? How can this involvement be implemented at higher-education institutions? In my talk, I will address these questions, arguing for a greater involvement of end users in the teaching of media accessibility and translation. My talk will have two theoretical underpinnings: the social model of disability and the project-based approach to translator training. One of the main tenets of the social model of disability is expressed in the phrase “Nothing about us without us.” Such attitude aims to reshape the role of the disabled from being “passive recipients” to “co-producers” (Crowther 2007). In my talk I will look into how this approach can be applied in the teaching of media accessibility in general, and audio description and subtitling for the deaf and hard of hearing in particular. I will also argue that media accessibility and translator training can greatly benefit from project-based approaches (Király 2005). As opposed to traditional assignments, real-life projects for real end users can be more engaging and motivating for learners. It also offers them the opportunity to work in teams and learn from one another, rather than from the teacher only. In essence, this approach is a win-win for all stakeholders: learners increase their competences while end users receive a translated product.

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## A poietically driven approach to media accessibility education and practice

GIAN MARIA GRECO

Autonomous University of Barcelona and University of Vigo, Spain

Gian Maria Greco is Marie Skłodowska-Curie Individual Fellow at the TransMedia Catalonia research group of the Autonomous University of Barcelona (Spain) and Research Associate at the GALMA research group of the University of Vigo (Spain). His research focuses on foundational and applied issues in accessibility studies, with a special interest on media accessibility, translation, and human rights. He held university positions as post-doc, research fellow, and honorary research fellow. Most notably, between January 2003 and July 2007 he was Junior Research Associate at the University of Oxford (UK). Among his publications, the book (in Italian) *Accessibility, Health and Safety of Live Events and Venues* (2015). He has over a decade of experience as an accessibility consultant for public institutions and private organizations regarding policies, live events, and cultural heritage. He was founding president and he is currently coordinator of the Media Accessibility Platform, and he is a member of the Advisory Board of the European project "Interlingual Live Subtitling for Access".

As of now, dominant approaches in Media Accessibility (MA) education and practice are, by and large, prescriptive. In this talk, I will discuss how these prescriptive approaches are influenced by, and subsequently reinforce, several discriminatory normative frameworks, such as the medical model of disability. I will therefore suggest a (re)design of MA education and practices using the tools that constitute the critical apparatus of Accessibility Studies, such as the human variation paradigm, the social model of accessibility, the universalist account of access, and the poietic model of agency, as well and proactive

and user-centred approaches. More specifically, I will highlight the necessity of moving from prescriptive approaches to what I will refer to as a "poietically driven approach". This is an approach to MA training and practice that is diversity-based, user-led, proactive-oriented, and quality-centred. An approach grounded on a new model of agency, where users are not merely passive recipients but also co-creators of meaning, and where each agent – makers, experts, and users – plays an (inter)active role in the semantic construction of an experience.







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## Roundtable / Mesa redonda

### Los usos y aplicaciones de la accesibilidad en los medios de comunicación audiovisual en la formación de traductores y enseñanza de lenguas modernas

[The uses and applications of media accessibility in translator training and modern languages]

CARMEN HERRERO

Manchester Metropolitan University, UK

MARGA NAVARRETE

University College London, UK

PILAR RODRÍGUEZ-ARANCÓN

National Distance Education University, Spain

ALICIA SÁNCHEZ-REQUENA

Sheffield Hallam University, UK

Moderator / Moderador: ALEJANDRO BOLAÑOS

University College London, UK

Carmen Herrero is Principal Lecturer and Spanish Section Lead in the Department of Languages, Information and Communications at Manchester Metropolitan University, UK. She is Director of FLAME (Research Group for Film, Languages and Media Education) and has co-founded the Film in Language Teaching Association. She has published widely on Spanish film and the use of film in language teaching.

Marga Navarrete is a language coordinator at UCL, UK, where she also teaches Spanish, translation and localisation at both undergraduate and postgraduate level. Her PhD focuses on the impact of active audiodescription tasks on language learners' oral competence. She has taken part in many audiovisual translation research projects on language learning including the EU funded ClipFlair project.

Pilar Rodríguez-Arancón is a lecturer at the National Distance Education University of Spain (UNED) in Madrid and her research focuses especially on the cultural aspects that influence English teaching/learning and translation. Among her academic interests are: Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), bilingualism and cultural awareness. She is a member of the ATLAS research group.

Alicia Sánchez-Requena is currently working as Lecturer in Spanish at Sheffield Hallam University, UK. She completed her PhD in 2017 at Manchester Metropolitan University (MMU), UK. She did her research on audiovisual translation in Foreign Language Education, and more specifically, the use of intralingual dubbing to improve speed, intonation and pronunciation in spontaneous conversations. While doing her thesis, she also worked as a visiting lecturer at the University of Chester, UK, and language tutor at MMU. Previously, she worked as Spanish teacher at the Royal Grammar School Guildford, UK. She read Translation and Interpreting at the University of Granada, Spain, and holds an MA degree in Applied Linguistics from the University Antonio de Nebrija in Madrid, Spain.

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This roundtable will discuss the state of art and possible future research avenues in media accessibility (MA). It will reflect on the aspects examined in the previous seminars with regards to the translator's profile and industry stakeholders, and translator training and the development of media accessibility courses. It will also look at some of the lessons learnt from existing research on the application of audiodescription (AD) and subtitling for the deaf and hard-of-hearing (SDH) in language learning and its possible developments. AD and SDH are modes that are gradually getting attention for its potential in the usage of pedagogical translation in the foreign language setting.

In broad terms, AD is used for making video content accessible to blind and visually impaired viewers; it is a practice that consists of inserting a narration into the original soundtrack of a video clip, which describes information transmitted visually, converting images into words. SDH, on the other hand, is a type of subtitling activity, that in addition to summarising the audio content of a clip, contains paralinguistic information to make it accessible to hearing-impaired audiences. In order to understand the context of these didactic tools, it will be necessary to examine their impact on different educational areas, such as curriculum development, syllabus

design, assessment, and teacher training.

Over the last decade, AD has gained wider recognition, leading to an ever-increasing use of AD-related activities in the language classroom. Several studies have been released focusing on the potential enhancement of either specific or integrated skills, and language learning in general, but it appears that oral competence is currently gaining most presence. As for SDH, research projects carried out so far have examined the benefits of captioning and bimodal subtitles, blending different approaches and subtitling standards. One project involving SDH aimed at the development of a method that combined both AD and SDH modes with film literacy. A second project is an ongoing teaching and research study that aims at assessing the didactic potential of these two modes for language learners.

This roundtable will build on the aforementioned information to discuss the uses and applications of AD and SDH and propose ways forward. All in all, the benefits of MA modes in foreign language instruction seem to be many; this roundtable will serve as guidance on how to exploit them in the classroom.

**[IN SPANISH]**