

Audiovisual techniques in translator education: Pedagogical applications and learning outcomes

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Abstract

Purpose: This article examines the pedagogical role of audiovisual techniques in translator education and explains how audiovisual materials contribute to the development of linguistic, cultural, and professional competencies in translation students.

Research Methodology: The study employs a qualitative descriptive design through a systematic review and synthesis of scholarly literature and documented teaching practices in translation studies, applied linguistics, and language pedagogy. The analysis focuses on commonly used audiovisual techniques in training—such as subtitling, dubbing, voice-over, film clips, recorded interviews, and multimedia presentations and evaluates their instructional objectives, implementation strategies, and learning outcomes in translator training.

Results: The findings indicate that audiovisual techniques enhance students' listening comprehension and spoken-language awareness, strengthen contextual and cultural interpretation through multimodal cues (e.g., gestures, setting, and non-verbal communication), and improve professional readiness by simulating industry constraints (time, space, synchronization, and audience reception). Audiovisual tasks also increase student motivation, engagement, and learner autonomy by making learning more interactive and market-relevant.

Conclusions: Integrating audiovisual techniques into translation curricula supports practice-oriented learning and better aligns translator training with contemporary professional demands, provided that materials and tasks are carefully selected and scaffolded by instructors.

Limitations: This study is literature-based and does not include classroom experiments or longitudinal measurement of learning gains.

Contribution: Future research should conduct empirical and longitudinal classroom studies to quantify competence development and explore the integration of emerging digital technologies in audiovisual translator training.

Keywords: *Audiovisual Techniques, Audiovisual Translation, Multimodal Learning, Translation Teaching, Translator Training*

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1. Introduction

The field of translation studies has expanded significantly in recent decades, reflecting profound transformations in global communication and rapid advancements in digital media technologies (Dung, 2024). The widespread use of the Internet, streaming services, and social media platforms has reshaped how information is produced, distributed, and consumed across linguistic and cultural boundaries. Consequently, translation is no longer limited to written texts, such as books or documents, but

increasingly involves dynamic and multimodal forms of communication. These developments have broadened the scope of translation studies and introduced new areas of specialization within the discipline. In contemporary professional contexts, translators are increasingly required to work with a wide range of audiovisual content, including films, television programs, online videos, advertisements, educational media and interactive multimedia platforms. Such content combines spoken language with visual imagery, sound effects, music, and culturally embedded symbols, creating complex translation challenges for translators.

Translators must not only transfer linguistic meaning but also interpret visual and auditory cues, manage timing and spatial constraints, and ensure that the translated message is accessible and engaging for the target audience (Abdirasulovna, 2025). These changes have significant implications for the education of translators. Traditional text-based teaching approaches are insufficient to prepare students for the realities of the profession. Translator training programs must adapt their curricula and teaching methods to reflect the multimodal nature of contemporary translation practices. This adaptation requires integrating audiovisual materials, technology-based tasks, and practice-oriented activities into instruction.

By doing so, programs can equip students with the linguistic, cultural, and technical competencies needed to respond effectively to current market demands and perform successfully in the evolving translation industry (Abdusalomovna, 2025). Traditional approaches to teaching translation have largely focused on written texts, with a strong emphasis on grammatical accuracy, lexical equivalence, and stylistic analysis as the primary indicators of translation quality. These approaches play an important role in building students' foundational linguistic competence and analytical skills. Mastery of grammar, vocabulary, and textual coherence is essential for any professional translator. However, when these skills are taught in isolation and without sufficient contextualization, they no longer fully reflect the realities of contemporary translation practices.

In today's professional environment, translation increasingly involves audiovisual texts that combine spoken language, visual imagery, sound, and culturally embedded meanings into a single communicative unit. Examples include films, television programs, online videos, advertisements, and digital learning materials. Translators working with such texts must go beyond written-language analysis and engage with multiple semiotic modes simultaneously. They are required to interpret not only what is said but also how meaning is conveyed through images, tone of voice, gestures, music, and situational context (Mustofa, Rena, & Al-Ghifary, 2025).

This multimodal complexity demands a more strategic and flexible approach to the translation. Translators must make decisions based on the context, audience expectations, communicative purpose, and technical constraints such as timing and space. Consequently, traditional text-based teaching methods are no longer sufficient on their own. The growing prominence of audiovisual translation highlights the need to integrate audiovisual techniques into translation education. By incorporating these techniques, training programs can better prepare students to handle real-world professional challenges and develop the competencies required for effective translation in modern media-rich communication environments (Kizi, 2025).

This study aims to examine the use of audiovisual techniques in teaching translation students and analyze how these techniques contribute to the development of linguistic, cultural, and professional competencies. In response to the growing complexity of contemporary translation practice, this study focuses on the role of audiovisual materials in helping students engage with multimodal texts that reflect real-world communication contexts. By emphasizing the interaction between spoken language, visual elements, sound, and cultural meaning, this article positions audiovisual techniques as a relevant pedagogical approach for modern translator training (Salikhovna, 2025).

In particular, this study seeks to explore the pedagogical value of audiovisual materials in addressing the limitations of traditional text-based translation instruction. While conventional approaches emphasize written accuracy and lexical equivalence, they often overlook the communicative,

contextual, and technical dimensions. Audiovisual techniques offer opportunities for students to develop listening skills, interpret nonverbal cues, and apply translation strategies under realistic professional constraints. These activities encourage learners to move beyond literal translation and focus on communicative effectiveness and audience reception.

Through a review of relevant academic literature and established pedagogical practices, this article aims to demonstrate that audiovisual techniques support multimodal learning and foster deeper contextual and cultural awareness. Furthermore, the use of audiovisual tasks such as subtitling, dubbing, and voice-over enhances students' professional readiness by simulating authentic, real-world translation scenarios. Ultimately, this study highlights the potential of audiovisual materials as effective, practice-oriented tools in contemporary translator training, emphasizing their capacity to bridge theoretical knowledge and professional application while preparing students to meet the evolving demands of the translation industry.

2. Literature Review

2.1 Translator Education and Competency Development

Translator education aims to equip students with a comprehensive set of competencies that extend beyond linguistic knowledge. Contemporary translation studies emphasize the development of linguistic, cultural, technical, and professional competencies as essential components of effective translator training (Orlando, 2019). Translators are required to master both source and target languages and interpret meaning within specific communicative, cultural, and situational contexts. This includes understanding pragmatic intentions, cultural references and audience expectations. As translation practices continue to evolve alongside global communication and the rapid expansion of digital media, translator education must respond by adopting innovative and practice-oriented teaching methods.

These approaches should reflect real-world translation demands, promote experiential learning, and prepare students to operate effectively in diverse multimedia translation environments. Competency-based models of translator training highlight the importance of practical skills, strategic decision-making ability, and contextual awareness as core elements of professional competence. These competencies are most effectively developed through exposure to authentic translation tasks that closely simulate real-world professional conditions (Hurtado Albir & Taylor, 2015).

By engaging with realistic translation scenarios, students learn to manage constraints, evaluate multiple translation options, and prioritize communicative effectiveness (Galán-Mañas & Hurtado Albir, 2015; Salamah, 2021). Consequently, modern translator education increasingly prioritizes experiential and task-based learning approaches that go beyond abstract linguistic analysis. Such approaches encourage active learner participation, problem solving, and reflective practice, enabling students to apply theoretical knowledge in meaningful contexts. Through experiential learning, translation students are better prepared to respond to the dynamic and complex demands of contemporary translation practices (Nakhli, 2021).

2.2 Audiovisual Translation in Contemporary Translation Studies

Audiovisual translation (AVT) has become a prominent field within translation studies because of the rapid expansion of multimedia content across digital and broadcast platforms (Perez-Gonzalez, 2020; Valdeón, 2022). Forms of AVT, such as subtitling, dubbing, and voice-over, require translators to work simultaneously with spoken language, visual imagery, sound effects, and strict timing constraints. Unlike written translation, audiovisual translation involves multimodal meaning construction, in which linguistic choices must align with the visual context, auditory elements, and audience perception (Ali, 2024; Ning & Mo, 2025; Taylor, 2016; Yan & Sri Wuli, 2018). Translators must consider synchronization, readability, spatial limitations, and cultural appropriateness while ensuring communicative effectiveness. These complex demands highlight the specialized nature of AVT and underscore its significance within contemporary translation practices, as well as its growing relevance for translator education and professional training.

Research on audiovisual translation (AVT) has demonstrated that AVT tasks impose specific technical and cognitive constraints, including synchronization requirements, spatial limitations, and strict temporal restrictions (Abdelaal, 2019; Alaa & Al Sawi, 2023; Nesirli, 2025). These constraints challenge translators to prioritize meaning, clarity, and communicative function over literal equivalence or word-for-word translation [J. Translators must continuously balance linguistic accuracy, technical feasibility, and audience comprehension. Consequently, AVT is increasingly recognized as a valuable pedagogical domain within translator education, as it exposes students to complex problem-solving processes that closely reflect professional practice. Through engagement with AVT tasks, translation students develop strategic thinking, adaptability, and decision-making skills that are essential for handling real-world translation challenges in multimedia environments (Nesirli, 2025; Wisudawanto & Zaini, 2025).

2.3 Audiovisual Techniques as Pedagogical Tools in Translation Teaching

Audiovisual techniques have been widely discussed as effective pedagogical tools in translation education because of their ability to present language in authentic and contextualized forms. The use of film clips, recorded interviews, multimedia presentations, and audiovisual translation tasks enables students to engage with real-life language use in meaningful communicative contexts (Bobadilla-Pérez & de Santiago, 2022; Bolaños-García-Escribano, Díaz-Cintas, & Massidda, 2021). These techniques support the integration of listening, viewing, and analytical skills, allowing students to interpret meaning through verbal and nonverbal cues, such as intonation, gestures, facial expressions, and visual settings. By processing multiple semiotic modes simultaneously, students can develop a deeper comprehension and contextual awareness.

Consequently, audiovisual techniques help bridge the gap between theoretical knowledge and practical translation skills, enhancing students' ability to produce accurate, functional, and culturally appropriate translations (Fernández-Costales, 2021; McLoughlin, 2018; Sanchez Requena & Frumuselu, 2024). From a pedagogical perspective, audiovisual techniques promote learner engagement and motivation by making translation activities more interactive, dynamic and contextually rich. These techniques facilitate experiential learning by allowing students to actively apply theoretical knowledge to practical translation tasks, rather than engaging solely in abstract analysis.

Through direct interaction with audiovisual materials, translation students develop a heightened awareness of pragmatic meaning, cultural references, and discourse features that may not be fully evident in written texts alone. Audiovisual materials also expose students to authentic communication situations, encouraging critical thinking and interpretive skills. As a result, learners become more involved in the translation process and are better prepared to address the complexities of real-world translation practice.

2.4 Multimodal Learning and Professional Readiness in Translator Training

Multimodal learning theory emphasizes that meaning is constructed through the interaction of multiple semiotic modes, including language, image, sound, and movement. In translator training, audiovisual techniques align closely with this theoretical perspective by providing multimodal input that reflects authentic communication situations. Exposure to multimodal texts enables students to develop interpretive strategies that consider both linguistic and extralinguistic information, such as visual context, gestures, and auditory cues. By engaging with multiple modes simultaneously, students enhance their analytical skills and their contextual understanding. This approach supports more accurate and functionally appropriate translations, as learners are better equipped to interpret meanings holistically rather than relying solely on linguistic elements.

Moreover, audiovisual-based tasks contribute significantly to students' professional readiness in translation training. Activities such as subtitling and dubbing closely simulate industry practices and require students to operate under realistic constraints related to time, space, and audience reception. Through repeated engagement with these tasks, students acquire not only technical and procedural skills but also essential professional attitudes, including adaptability, precision, and sensitivity to the audience's expectations. Audiovisual tasks encourage students to make strategic decisions and prioritize

communicative effectiveness over literal equivalence. Consequently, multimodal and audiovisual approaches help bridge the gap between academic training and professional translation practice, preparing students to meet the complex demands of the contemporary translation industry and enhancing their employability.

3. Research Methodology

This study adopts a qualitative descriptive research methodology to examine the pedagogical role of audiovisual techniques in translator training. This research is based on a systematic analysis of academic literature and documented pedagogical practices related to the use of audiovisual materials in translation education. Primary sources included scholarly books, peer-reviewed journal articles, and methodological studies in translation studies, applied linguistics, and language pedagogy. These sources were selected for their relevance to audiovisual translation, multimodal learning, and translator competence development. Through careful review and thematic analysis, this study synthesizes theoretical perspectives and practical insights to provide a comprehensive understanding of how audiovisual techniques function as effective instructional tools in contemporary translator education.

The literature was selected according to its relevance to audiovisual translation, multimodal learning, and translator competence development. Priority was given to sources that explicitly addressed the integration of audiovisual materials into translation curricula and offered theoretical or practical insights into translator training. The selected texts were systematically reviewed to identify commonly applied audiovisual techniques and examine their educational functions within translation programs. This review process focused on how audiovisual methods are implemented, the learning objectives they support, and the competencies they aim to develop in students. By analyzing patterns and themes across the literature, this study provides a structured overview of pedagogical approaches that utilize audiovisual techniques to enhance translation education.

The analysis focuses on a range of audiovisual techniques commonly used in translator training, including subtitling, dubbing, voice-over translation, and the use of film clips, recorded interviews, and multimedia presentations. These techniques were examined in relation to their instructional objectives, implementation strategies, and observed learning outcomes in translation education. Particular attention was paid to how audiovisual tasks support the development of key translation competencies such as linguistic accuracy, contextual interpretation, and cultural awareness. In addition, the analysis considers how these techniques enhance students' decision-making abilities under professional constraints, including time limitations, synchronization requirements, and audience expectations. Through this approach, the study highlights the pedagogical value of audiovisual techniques in fostering comprehensive and practice-oriented translator competence (TC).

In addition, this study considers the pedagogical impact of audiovisual techniques on students' listening comprehension, multimodal text analysis, and professional preparedness. Audiovisual materials expose learners to authentic speech patterns, visual contexts, and nonverbal cues, which enhance their ability to process spoken language and interpret meaning holistically. By engaging with multimodal texts, students develop analytical skills that integrate linguistic and non-linguistic information. By synthesizing findings from existing research and documented pedagogical practices, this qualitative approach provides a comprehensive understanding of how audiovisual techniques contribute to effective and practice-oriented translation education. The analysis highlights the role of audio-visual methods in preparing students for real-world translation challenges and professional environments.

4. Results and Discussion

4.1 Results

The analysis revealed that audiovisual techniques play a significant role in enhancing translation training by supporting the development of both linguistic and professional competencies. One of the primary findings was the improvement in students' listening comprehension and spoken language awareness. Exposure to authentic audiovisual materials allows students to encounter natural speech patterns, including variations in accents, intonation, speech rate, and register. This exposure enables

students to process spoken source texts more effectively and improves their ability to comprehend meaning in real communicative contexts, which is particularly important for audio-visual and oral translation tasks.

In addition to listening skills, audiovisual techniques contribute to the development of multimodal awareness. Students learn to interpret meaning not only from spoken language but also from visual cues, such as facial expressions, gestures, body language, and contextual settings. This integrated understanding helps translators recognize how meaning is constructed across different semiotic modes, which is essential in contemporary translation practice, where texts are often embedded in multimedia environments. As a result, students become more sensitive to pragmatic nuances and cultural references that may not be explicitly stated in verbal texts.

In addition, the use of audio-visual materials encourages more active and engaging learning processes. Tasks such as subtitling, dubbing, and voice-over translation require students to make time-bound and context-sensitive decisions, thereby strengthening their problem-solving skills and professional judgment. These activities also simulate real-world translation scenarios, helping students develop practical competencies related to accuracy, synchronization, and audience awareness. Furthermore, audio-visual techniques enhance students' motivation and confidence by making learning more interactive and relevant to professional practice. By bridging theoretical knowledge with applied skills, audio-visual-based translation training better prepares students to meet the demands of the translation industry, particularly in fields related to media, film, and digital communication.

Another important result concerns the development of contextual and cultural awareness in translation training. Audiovisual texts provide rich visual and situational information that supports accurate interpretation of meaning and significantly reduces ambiguity in the translation process. Unlike written texts that rely solely on linguistic input, audiovisual materials present language in a concrete social and cultural context. This allows students to observe how meaning is shaped by the situation, participants, and setting, which is essential for producing translations that are not only linguistically correct but also pragmatically appropriate.

Through the analysis of film scenes, recorded interviews, television programs, and other multimedia content, translation students learn to interpret meanings that go beyond verbal expression. They are trained to pay attention to nonverbal elements such as gestures, facial expressions, body language, eye contact, and spatial relationships between speakers. These multimodal cues often convey emotions, intentions, power relations, and cultural norms that may not be explicitly stated in spoken dialogue. By integrating this information into their translation decisions, students are better equipped to capture the implied meanings and communicative intent.

Furthermore, audiovisual materials expose students to diverse cultural practices, social conventions and interactional styles. This exposure enhances their intercultural competence by helping them recognize culturally bound expressions, humor, politeness strategies, and taboos. As a result, students become more capable of adapting translations to suit the target culture while preserving the original messages. Overall, the use of audiovisual texts fosters a holistic understanding of meaning-making processes and strengthens students' ability to produce accurate, culturally sensitive, and contextually grounded translations, which are crucial skills for professional translators in today's global media-driven communication environment.

The findings also demonstrate that audiovisual techniques contribute significantly to the development of professional translation skills and workplace readiness of students. Translation tasks, such as subtitling, dubbing, and voice-over, require students to operate under specific technical and communicative constraints related to time, space, synchronization, and audience reception. These constraints closely mirror real professional conditions in the translation and media industries, where translators must balance linguistic accuracy, technical feasibility, and audience expectations. As a result, students are encouraged to move beyond literal translation and adopt more strategic and purpose-driven approaches.

Through subtitling tasks, for example, students must condense spoken language into a limited on-screen space while maintaining clarity, coherence, and readability. Dubbing and voice-over activities, on the other hand, require attention to timing, rhythm, and synchronization with visual content, as well as sensitivity to tone and character identity. These tasks help students develop an awareness of the technical standards, software tools, and industry conventions that are essential for professional practice. In addition, students learn to manage constraints, such as character limits, reading speed, and synchronization deadlines, which strengthen their time management and organizational skills.

Audiovisual translation activities also enhance problem-solving abilities, as students are frequently required to make rapid decisions when faced with untranslatable expressions, cultural references or conflicting technical demands. This process fosters critical thinking and adaptability, both of which are key competencies for professional translation. Furthermore, working with audiovisual materials increases students' familiarity with collaborative workflows, feedback processes, and quality control practices commonly used in professional settings. Overall, integrating audiovisual techniques into translation training equips students with practical skills, technical competence, and professional awareness, thereby better preparing them for the complex demands of contemporary translation practice.

Furthermore, the analysis indicates that audio-visual-based tasks significantly increase student motivation and engagement in the translation learning process. Working with films, videos, television programs, and various multimedia materials makes translation practice more interactive, dynamic, and closely aligned with contemporary forms of communication. Unlike traditional text-based exercises, audiovisual materials capture students' attention by combining visual, auditory, and contextual elements, thereby creating a stimulating and immersive learning environment. This heightened engagement encourages students to participate more actively in classroom activities and invest greater effort in completing translation tasks.

Audiovisual-based activities also enhance the relevance of translation training in the current professional market. As the demand for audiovisual translation continues to grow in areas such as film, streaming platforms, digital media, and online education, students perceive these tasks as directly connected to real-world career opportunities. This perceived relevance increases their intrinsic motivation and helps them understand the practical value of the skills they develop. Tasks such as subtitling or dubbing allow students to see the tangible outcomes of their work, which further reinforces a sense of achievement and professional identity.

In addition, audiovisual tasks foster learner autonomy by encouraging students to experiment with different translation strategies, technological tools and creative solutions. Students become more confident in making independent decisions and reflecting on the effectiveness of their translation. This autonomy supports deeper learning and promotes a long-term interest in translation studies. Overall, the findings suggest that audiovisual techniques not only enhance educational effectiveness by improving engagement and motivation but also strengthen the practical relevance of translator training. By integrating authentic multimedia content into instruction, translation programs can create more meaningful learning experiences that prepare students for the evolving demands of the global translation industry.

4.2 Discussion

The findings of this study indicate that audiovisual techniques are highly effective in teaching translation students, as they reflect the inherently multimodal nature of contemporary translation tasks. In today's global and media-driven communication environment, modern translation practice increasingly involves audiovisual content in which meaning is constructed through the interaction of spoken language, visual imagery, sound effects, music, and a broader cultural context. Translators are therefore required to interpret and transfer meaning across multiple semiotic modes, rather than relying solely on written text. Audiovisual techniques directly address this complexity by exposing students to authentic multimodal texts that resemble real-life professional assignments.

By integrating auditory and visual elements into translation training, audiovisual techniques align classroom instruction with real-world, professional practices. Students learn to process spoken language alongside visual cues, such as facial expressions, gestures, setting, and camera perspective, all of which influence meaning. This integrated approach helps students develop a more holistic understanding of communication and enhances their ability to produce translations that are accurate, coherent and contextually appropriate. As a result, learners are better prepared to handle the challenges of audiovisual translation, including subtitling, dubbing, voice-over, and multimedia localization.

Moreover, audiovisual-based instruction helps bridge the gap between theoretical knowledge and its practical application. Concepts such as equivalence, pragmatics, and cultural adaptation become more tangible when students apply them to concrete, audiovisual materials. Instead of engaging with abstract examples, students work on realistic tasks that require strategic decision-making under technical and communicative constraints. This practice-oriented learning environment strengthens students' analytical skills, professional awareness and confidence. Overall, the findings suggest that integrating audiovisual techniques enhances the relevance, effectiveness, and authenticity of translation training, ensuring that students are well equipped to meet the evolving demands of contemporary translation and media industries.

Audiovisual materials support the simultaneous development of multiple competencies essential for professional translators in today's media-oriented translation landscape. Linguistic competence is significantly enhanced by continuous exposure to authentic spoken language in real communicative contexts. Students encounter natural speech patterns, including variations in accent, intonation, colloquial expressions, and discourse markers, which help them improve their listening comprehension and develop a more nuanced understanding of spoken language. This exposure strengthens their ability to produce translations that reflect natural and fluent target language usage.

Simultaneously, cultural competence develops as students interpret sociocultural references, humor, politeness strategies, and pragmatic meanings embedded in audiovisual texts. Films, interviews, and multimedia content present language within specific social and cultural contexts, enabling students to observe how meaning is shaped by cultural norms, values, and interactional conventions. By analyzing both verbal and nonverbal elements, such as gestures, facial expressions, and settings, students gain deeper insights into the cultural context and are better equipped to produce culturally appropriate translations. In addition, audiovisual materials foster technical competence through practical tasks such as subtitling, dubbing, and voiceovers. These activities require students to work within strict time constraints, spatial limitations, and synchronization requirements, all of which reflect real-world professional conditions. Students learn to use specialized tools, manage technical limitations, and make strategic decisions to ensure clarity and coherence for their target audience.

This multidimensional approach encourages students to move beyond word-for-word translation and focus on communicative function, audience reception, and contextual appropriateness. By integrating linguistic, cultural, and technical skills into a single learning process, audiovisual-based translation training prepares students more effectively for the complex demands of professional translation practice in contemporary media environments. The findings also suggest that audiovisual techniques substantially contribute to the development of higher-order cognitive skills among translation students. When working with audiovisual materials, students are required to process and analyze multimodal inputs that combine spoken language, visual imagery, sound, and contextual information. This complexity demands a higher level of cognitive engagement compared to traditional text-based translation, as students must simultaneously interpret multiple sources of meaning and understand how they interact to convey coherent messages.

In the translation process, students are encouraged to evaluate various translation options and assess their potential impact on the target audience. Audiovisual tasks, such as subtitling or dubbing, often involve professional constraints, including limited space, timing restrictions, synchronization, and audience readability. These constraints require students to think critically and make strategic decisions,

rather than applying mechanical or literal translation techniques. As a result, students develop stronger analytical reasoning and problem-solving abilities, particularly when dealing with ambiguous expressions, cultural references and conflicting verbal and visual information.

Moreover, audiovisual translation tasks foster creative decision making. Students must find innovative ways to convey meaning accurately, while maintaining naturalness, coherence, and communicative effectiveness. This creativity is especially important when adapting humor, idiomatic expressions, or culturally specific content that may not have direct equivalents in the target language. By engaging with complex audiovisual texts, students learn to prioritize meaning, function, and communicative impact over formal equivalence. Overall, the integration of audiovisual techniques into translation training supports the development of advanced cognitive skills that are essential for professional translators, enabling them to approach translation as a reflective, strategic, and context-sensitive practice, rather than as a purely linguistic exercise.

However, the effectiveness of audiovisual techniques in translation training is closely linked to thoughtful and well-planned pedagogical designs. Audiovisual materials cannot be used effectively without careful consideration of students' language proficiency levels, prior knowledge, learning needs, and overall curriculum objectives. Materials that are too linguistically dense, culturally unfamiliar, or technically complex may impose excessive cognitive demands on learners, reducing their ability to focus on core translation skills. Instead of enhancing learning, poorly selected materials risk confusion, frustration, and superficial engagement with translation tasks.

Therefore, audiovisual texts must be chosen strategically to align with specific learning outcomes. In the early stages of training, simpler audiovisual materials with clear speech, familiar contexts, and limited technical constraints can help students build confidence and foundational skills. As students progress, more complex materials involving faster speech, cultural nuances, and technical challenges can be gradually introduced. This gradual progression allows learners to systematically develop competence without becoming overwhelmed by task demands. Equally important is the design of structured and well-scaffolded tasks.

Clear instructions are essential to guide students' attention toward the relevant linguistic, cultural, and technical aspects of the translation process. Pre-task activities, such as vocabulary preparation and contextual analysis, can help students anticipate potential challenges. During-task guidance and post-task reflection further support learning by encouraging a critical evaluation of translation decisions. Appropriate scaffolding ensures that students remain focused on translation outcomes rather than struggling with unclear procedures or an excessive cognitive load. Overall, the successful implementation of audiovisual techniques requires deliberate instructional planning, progressive task design, and continuous pedagogical support. When thoughtfully integrated into the curriculum, audiovisual techniques can maximize learning effectiveness and foster meaningful skill development.

However, without such planning, their potential benefits for translation training may not be fully realized. Despite the strong emphasis on learner-centered instruction in contemporary translation pedagogy, the teacher's role remains central to guiding, supporting, and facilitating the learning process. Teachers act as mediators between audiovisual materials and students' learning experiences, ensuring that instructional activities are pedagogically meaningful, rather than merely engaging. One of the teacher's key responsibilities is to select suitable audiovisual materials that align with students' proficiency levels, learning objectives, and curricular goals. Careful selection ensures that materials challenge students appropriately while remaining accessible and relevant to their developmental stages.

In addition, teachers play a crucial role in framing and structuring the translation tasks. Clear task design helps students understand expectations, focus on relevant translation issues, and apply the appropriate strategies. Through well-planned instructions and guided activities, teachers direct learners' attention to the linguistic, cultural, and technical aspects of audiovisual translation. Teachers also provide essential scaffolding through pre-task preparation, in-task guidance, and post-task reflection, which support deeper learning and critical engagement with translation processes. Feedback is another vital

component of a teacher's role. Constructive and timely feedback helps students evaluate their translation decisions, recognize their strengths and weaknesses, and refine their professional judgment. By discussing alternative translation solutions and explaining the rationale behind professional standards, teachers foster analytical thinking and reflective practice among their students. This feedback-oriented approach contributes to the gradual development of autonomy and self-assessment skills in learners. When effectively integrated into the curriculum, audiovisual techniques create a practice-oriented learning environment under the guidance of skilled instructors. Such an environment not only enhances students' technical and linguistic competence but also prepares them to face the realities and challenges of the translation profession with confidence and professionalism in the future.

5. Conclusion

The use of audio-visual techniques in teaching translation students offers substantial pedagogical benefits and responds effectively to the evolving demands of contemporary translation practice. This study demonstrated that audiovisual materials significantly enhance students' listening comprehension, contextual understanding, cultural awareness, and professional translation skills. By engaging with authentic and multimodal texts, students develop the ability to interpret meaning across linguistic, visual, and auditory dimensions, which is essential for accurate and functional translations in real-world contexts. The findings also indicate that audiovisual techniques contribute to more comprehensive and practice-oriented translator training.

Tasks such as subtitling, dubbing, and voice-over translation expose students to professional constraints related to time, space, synchronization, and audience reception. As a result, students are better equipped to make informed translation decisions, apply strategic problem-solving, and adapt their translations to communicative purposes, rather than relying on literal equivalence. Incorporating audiovisual techniques into translation curricula enables educators to align their teaching practices with current industry standards and market needs.

When implemented through carefully designed tasks and appropriate pedagogical guidance, these techniques foster learner engagement, autonomy and professional readiness. However, their effectiveness depends on thoughtful material selection and structured instructional support from the teacher. Future research should focus on empirical, classroom-based, and longitudinal studies to evaluate the long-term impact of audiovisual translation tasks on student performance, competence development, and professional outcomes. Further investigation into the integration of emerging digital technologies in translator training may provide valuable insights into enhancing translation pedagogy in an increasingly multimedia-driven world.

5.1 Implications

The findings of this study have several important implications for translator education and for translation pedagogy. First, the results suggest that audio-visual techniques should be considered an integral component of contemporary translator training rather than a supplementary teaching tool. The use of audiovisual materials enables students to simultaneously develop linguistic competence, contextual awareness, and cultural sensitivity, which aligns more closely with real-world translation practices in a multimedia-driven environment.

Second, the study implies that translation curricula must move beyond text-based instruction and incorporate multimodal learning approaches. Audiovisual translation tasks, such as subtitling, dubbing, and voice-over, allow students to experience professional constraints related to time, space, and synchronization, thereby strengthening their problem-solving skills and professional readiness. This approach contributes to producing graduates who are better prepared to meet the demands of the translation industry in the future. Finally, the findings highlight the crucial role of instructors in designing, selecting, and guiding audio-visual activities. Effective pedagogical integration requires careful material selection, structured tasks, and appropriate scaffolding to ensure that audiovisual techniques support learning objectives rather than overwhelm students.

5.2 Suggestions

Based on the conclusions of this study, several suggestions are proposed. First, translation educators should systematically integrate audiovisual techniques into translation courses, particularly in modules related to audiovisual translation, interpreting, and professional practice. Teaching activities should be designed progressively according to students' proficiency levels to maximize the learning outcomes. Second, future research should adopt empirical and classroom-based approaches to measure the effectiveness of audio-visual techniques on translation competence development. Longitudinal studies involving experimental designs and performance assessments would provide stronger evidence of the learning impact. Third, further studies should explore the integration of emerging digital technologies, such as interactive media platforms and AI-assisted audiovisual translation tools, to enhance translator training. Such research would contribute to the continuous development of translation pedagogy in response to technological and professional advances.

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