



Universidad
Nebrija



**Degree in Translation
Year 2011/2012**

Subject:

**Audiovisual Translation and
Accessibility**

Code:

TRI111



Subject: Audiovisual Translation and Accessibility

Type of course: Optativa

Credits ECTS: 6

Year: 4TA / LA-TA

Term: 1

Teacher: Nuria Mendoza Domínguez

Academic Year: 2011-2012

1. PREVIOUS REQUIREMENTS

There are not previous requirements for this subject.

2. BRIEF DESCRIPTION OF CONTENTS

This course aims at introducing the students to the essential concepts in the growing field of Audiovisual Translation (AVT). This course offers a balance between theory and practice: Firstly, a wide range of issues regarding terminology and types of AVT will be studied and analysed, in order to obtain the basic notions and tools which are necessary for translators to understand the world of Audiovisual Translation. Secondly, the students will get familiarized with the practice of Audiovisual Translators in the different stages of the process of their work, putting into practice the knowledge acquired previously. A constant interest on behalf of the students to keep updated and actively participate is very much expected in each session.

Students are expected to have fairly advanced computer and IT skills and to have their own computer available at all times.

3. TYPES OF COMPETENCES ACQUIRED BY THE STUDENTS AND RESULTS OF THEIR LEARNING PROCESS.

About the acquired competences:

The competencies acquired in the Translation Module subjects, which this subject belongs to, are the following:

Conceptual competences:

- To be able to analyse and summarise any kind of text and discourse.
- To have those skills characteristic of the translation practice, such as the analysis of the textual functions, the relevant agents and factors within the translation process, the setting of correspondences which are adequate to both text and discourse levels.

Procedural competences:

- To command computer assisted translation techniques.
- To be able to organise the work and manage and coordinate projects.
- To show a high command when using specific skills of the intellectual work, such as to understand, summarise, schematise, explain, state, organise, and classify in the third language.
- To be able to read, understand, summarise, and explain texts related to the module's subjects.

- To know how to handle the different information resources and use the appropriate criteria to filter and organise them.
- To check thoroughly and control, evaluate and guarantee quality.

Attitudinal competences:

- To be able to make decisions.
- To be able to work in teams.
- To acknowledge the importance of the contents of the module's subjects in both a comprehensive education and problem solving in intercultural conflicts and mediation in multilingual environments
- To integrate in a critical and reflexive way the learnt contents in both the theoretical and practical dimensions.
- To recognize cultural diversity.

The specific competences of this subject are:

Conceptual competences:

- The students should domain the terminology studied in the course, which is essential to develop the practical part of the subject.
- To be able to apply the theory to the practice of Audiovisual Translation.
- The students should understand the importance of further need of reading and researching on the topic of AVT due to the extension of the subject, and the high speed of the evolution of the AVT and its constant changes.

Procedure competences:

- The students should be responsible and independent learners.
- The students should show academic abilities, such as: reading, studying, analysing, summarizing, and doing further research, whenever necessary.
- The students should compile the opinion of the experts of AVT, in order to process and use that information whenever necessary.
- To get familiarized with the practice of Audiovisual Translation, putting into practice the conventions previously studied.
- To get familiarized with some of the software currently used in the practice of Audiovisual Translation.

Attitude competences:

- The students should be aware of the importance of their independence in the learning process of this subject.
- The students should understand how vast the subject Audiovisual Translation is, in order to keep on researching in the area the like the most, after finishing the course. The students are encouraged to appreciate how fascinating the subject of translating films and other audiovisual programs can be and how a quality translation can help other people to get closer to different nationalities and cultures.
- The varied characteristics of the material that the students will be working with in the field of AVT are a very important source of possibilities to further improve their English skills, no matter how advanced their level already is.

The results of the learning process of this subject are the following:

- To know what Audiovisual Translation is, by briefly analysing the historical background of this field and looking at the different types of AVT.
- To study different standards and conventions in the different types of AVT and understand that there will be differences in those conventions, depending not only on the country and culture in particular, but also on the company the audiovisual translator works for.
- To familiarize the students with the practice of audiovisual translations in their different stages.
- To familiarize the students with the use of the most popular software used in AVT.

4. METHODOLOGY

The programs of our section encompass an array of methodological tools, whose goal is to increase both the analysis and the performance abilities of the students, as potential future professionals in different areas of the world of audiovisual translation. In particular, since teamwork is an essential skill in the professional world of AVT, the methods used in our subject are:

Workshops: practice of translations, focusing on the audiovisual aspects of its process when translating types of programs such as films, TV series, documentaries, cartoons, theatre plays, operas, etc.

Students will also take part in as many presentations as possible, in order to create debates about their choices when translating and adjusting those translations to the AVT language.

Technical tools will also be used. The goal of using specialized software, applied to AVT, is that the students familiarize themselves with its use. There is a good number of available software on the market, which usually is intuitive and not difficult to master. The most difficult task of an audiovisual translator, more than the use of software, is the translation itself and the correct adjustment and use of the conventions that companies require in each case.

5. EVALUATION SYSTEM

Participation/Attendance:	10%
Final Exam:	50%
Midterm exam/work:	20%
Directed Activities	20%

Restrictions

In order to take part in the final exam and be evaluated, students should have fulfilled at least 80% of attendance in this course, and have obtained at least a five (5) in the final exam. An average lower than a five (5) between Participation/Attendance, Midterm exam/work and Directed activities will also be considered a fail in the subject. The subject will automatically be a fail with a total mark lower than a five.

No late assignments will be accepted under any circumstances. Students should be responsible for handing in all their tasks on time, following the instructions of the teacher.



Repeat Exam

The Repeat exam is evaluated totally out of a 70%.

The percentage of the other components of the evaluation system (participation, midterm exam) is lost, with the exception of the Directed Activities, which will be graded out of a 30%.

6. BIBLIOGRAPHY

BASIC BIBLIOGRAPHY

Díaz Cintas, Jorge and Andermann, Gunilla (edited by) (2009). *Audiovisual Translation. Language Transfer on Screen*. UK. Palgrave Macmillan.

Ivarsson, Jan and Carroll, Mary (1998). *Subtitling*. Sweden. TransEdit.

Ivarsson, J. (2002). A Short Technical History of Subtitles in Europe
www.transedit.st/history.htm

Díaz Cintas, Jorge (2003), *Teoría y práctica de la subtitulación: inglés/español*, Barcelona, Ariel. Pack of complementary theory, activities and translations.

FURTHER READING:

Díaz Cintas, Jorge & Remael, Aline (2007), *Audiovisual Translation: Subtitling (Translation Practices Explained, 11)*, Manchester, UK, & Kinderhook (NY), USA, St. Jerome Publishing,

Díaz Cintas, Jorge (2001), *La traducción audiovisual: El subtitulado*, Ed. Almar, Salamanca.

GEORGAKOPOULOU, Panayota (2010). *Reduction Levels in subtitling. DVD Subtitling: A Convergence of Trends*. Germany. LAP LAMBERT Academic Publishing.

Díaz Cintas, Jorge (2005), "Back to the Future in Subtitling", in *MuTra Conference Proceedings*, 17 p., at
http://www.euroconferences.info/proceedings/2005_Proceedings/2005_proceedings.html

Ávila, Alejandro. *El doblaje*. (1997) Madrid: Cátedra.

Duro, Miguel Jesús (Coord.). *La traducción para el doblaje y la subtitulación*. (1999) Madrid: Cátedra.

Díaz Cintas, Jorge (ed.) 2009. *New Trends in Audiovisual Translation*. Bristol: Multilingual Matters. 216 p. Contents in <http://www.multilingual-matters.com/display.asp?isb=9781847691545>

Díaz Cintas, J. (2003). *Audiovisual translation in the third millennium*. In G. Anderman and M. Rogers (eds) *Translation Today. Trends and Perspectives* (pp. 192-204). Clevedon: Multilingual Matters.

Pedersen, Jan (2005), "How is culture rendered in subtitles?", in *MuTra Conference Proceedings*,
http://www.euroconferences.info/proceedings/2005_Proceedings/2005_proceedings.html

Media Consulting Group (2007), Study on Dubbing and Subtitling Needs and Practices in the European Audiovisual Industry. Final Report, Media Consulting Group, Paris / Peacefulfish, London, 133 p. Obtainable in English or French from http://ec.europa.eu/information_society/media/overview/evaluation/studies/index_en.htm

Kayahara, Matthew (2004), "The Digital Revolution: DVD Technology and the Possibilities for Audiovisual Translation Studies" in Journal of Specialised Translation, Issue 03, January 2004, pp. 45-48. Available at <http://www.iostrans.org/archive.php?display=03>

Karamitroglou, Fotios (2000), Towards a Methodology for the Investigation of Norms in Audiovisual Translation: The Choice between Subtitling and Revoicing in Greece, (PhD th. 1998, Univ. of Manchester Inst. of Science and Technology), Rodopi, Amsterdam, ix + 282 p. (Abstract at <http://www.geocities.com/CollegePark/library/7917/abstract.html>)

Hajmohammadi, Ali (2005), The Viewer as the Focus of Subtitling. Towards a Viewer-oriented Approach, University of Allameh Tabatabai, Tehran. Available at <http://www.babelport.com/articles/38> or <http://www.translationdirectory.com/article227.htm>

Sponholz, Christine (2003), Teaching Audiovisual Translation. Theoretical Aspects, Market Requirements, University Training and Curriculum Development, Diplomarbeit, Univ. of Mainz, 87 p. Obtainable at http://isg.urv.es/library/papers/thesis_Christine_Sponholz.doc

EBU (online) *The future of Access to Television for Blind and Partially Sighted People in Europe*. Paris: European Blind Union. 222.euroblind.org/fichiersGB/access-TV.html#intro

Gottlieb, H. (1997). *Subtitles, Translations and Idioms*. Copenhagen: University of Copenhagen.

Luyken, G.M., Herbst, T., Langham-Brown, J., Reid, H. and Spinhof, H. (1991). *Overcoming Audience Barriers in Television: Dubbing and Subtitling for the European Audience*. Manchester: European Institute for the Media.

Neves, J. (2005). *Audiovisual Translation: subtitling for the Deaf and Hard-of-Hearing*. London: Roehampton University. PhD Thesis. <http://rrp.roehampton.ac.uk/artstheses/1>

Van de Poel, M. and d'Ydewalle, G. (2001). *Incidental foreign-language acquisition by children watching subtitled television programs*. In Y. Gambier and H. Gottlieb (eds) *(Multi)Media Translation. Concepts. Practices and Research* (pp. 259-273). Amsterdam and Philadelphia: John Benjamins.

Venuti, L. (1995). *The Translator's invisibility. A History of Translation*. London and New York: Routledge.

Tveit, J.-E. (2005). *Translating for Television. A Handbook in Screen Translation*. Bergen: JK Publishing.

Hayward, W.G. and Tong, K.K. (2001). *The influence of language proficiency on web site usage with bilingual users*. www.psy.cuhk.edu.hk/~usability/research/HaywardTong.pdf

Karamitroglou, F. (1998) *A proposed set of subtitling standards in Europe*. Translation Journal 2(2).www accurapid.com/journal/04stndrd.htm



SUBTITLING SOFTWARE:

Even though only the last sessions will deal with the subtitling software, students are encouraged to get started as soon as possible with the recommended software, in order to get familiar, and feel comfortable, with their interface.

JUBLER (for both Mac OSX and Windows)

Main page: <http://www.jubler.org/>

To download: <http://www.jubler.org/download/index.php>

SUBS FACTORY (Mac OSX only)

Main page: <http://subsfactory.traintrain-software.com/index.php?langue=en> (to download also)

SUBTITLE WORKSHOP (Windows only)

Main page: <http://www.urusoft.net/products.php?cat=sw&lang=1>

To download: <http://www.urusoft.net/download.php?lang=1&id=sw>

INFORMATION SITES FOR TRANSLATORS

European Association for Studies in Screen Translation. <http://www.esist.org/>

Centro Español de Subtitulado y Audiodescripción (CESyA) www.cesya.es

European Captioning Institute (ECI) – It is a UK subtitling company and one of the world leaders in multilingual DVD subtitling. <http://www.ecisubtitling.com/>

Tradumàtica <http://www.tradumatica.net/>

The Journal of Specialised Translation <http://www.jostrans.org/>

Zweitausendeins Film Lexikon: <http://www.zweitausendeins.de/filmlexikon>

Hands & Voices – www.handsandvoices.org

Royal National Institute of the Blind (RNIB) UK. <http://www.rnib.org.uk>

Vocaleyes – www.vocaleyes.co.uk

Translator tips - <http://www.translatortips.com/>

La Linterna del Traductor - <http://traduccion.rediris.es/>

Proz, the Translation Workplace - <http://www.proz.com/>

Subtitling worldwide - <http://www.subtitlingworldwide.com/aboutSubtitling.html>

Thesauri, Glossaries and Terminology Databases - <http://databases.unesco.org/thesaurus/other.html>



Vademécum del Traductor - <http://www.rlozano.com/consulta/consulta.html>

Aquarius - <http://www.aquarius.net/>

El doblaje - <http://www.eldoblaje.com>

Abaira - <http://www.abaira.es/>

7. TEACHER'S BRIEF CV

BA in German Studies at Universidad Complutense de Madrid. Postgraduate studies in English Translation at UNED. Masters in Audiovisual Translation: Localization, Subtitling and Dubbing at Universidad de Cádiz. She has worked as a Spanish teacher in Austria, Turkey and the USA. Currently she works as Coordinator of Instituto de Lenguas Modernas at Nebrija Universidad and she has taught English, both general and ESP's levels there since 2004.

8. CONTACT

Since my office is on BZ campus, please, if you'd like to ask for an appointment, contact me by email at nmendoza@nebrija.es and we will find the fastest and easiest way for us to meet and talk.

9. DETAILED CONTENT OF THE SUBJECT

Studies: Translation

Subject: TRI111 Audiovisual Translation and Accessibility

Year: 4th TA/ LA-TA

Term: 1

ECTS credits: 6

Week	Session	Theory and Practice sessions	Student' individual study and work.	Nº of hours	Hº
1	1	Introduction and course objectives.		1.5	
1	2	Introduction to Audiovisual Translation. Types of AVT. The evolution and history of subtitling.	Introductory reflections on AVT. Study types of AVT.	1.5	
2	3	Pros and cons of subtitling. Subtitling vs. Dubbing.	Student prepare for a class debate on the topic.	1.5	
2	4	Policy in subtitling: appearance & layout. The principles of subtitling: Reading speed & synchronisation. The process of subtitling.		1.5	
2	5	Practice of subtitling: Timing; translation; adaptation; dialogues & dashes; displays & captions; media & constraints. Conventions in subtitling: punctuation & other.	Familiarize yourself with the steps and conventions in subtitling.	1.5	
3	6	Class Project: Subtitling film	Pick a film of your own choosing from TVE observing/contrasting with conventions studied in class.	1.5	
3	7	Class Project: Subtitling TV series and/or documentary	Select an episode of a TV series or a documentary from the library observing/contrasting with conventions studied in class.	1.5	
4	8	Class Project: Subtitling cartoons.		1.5	
4	9	Brief History of Dubbing. Conventions in Dubbing.		1.5	
4	10	Class Project: Translation techniques in dubbing films	Select a film from TVE and compare dubbed with original version.	1.5	
5	11	Class Project: Translation techniques in dubbing TV series / Documentary.	Select a film from TVE and compare dubbed with original version.	1.5	
5	12	Midterm Exam (Nº of session might vary).		1.5	



6	13	Introduction to subtitling for the Deaf and HoH.		1.5	
6	14	Conventions in subtitling for the Deaf and HoH.	Study conventions in subtitling for the Deaf and HoH.	1.5	
6	15	Class Project: Subtitling film for the Deaf and HoH.	Select a DVD film. Observe the conventions used in class on HoH subtitle.	1.5	
7	16	Class Project: Subtitling TV series for the Deaf and HoH.	Select a DVD TV series/documentary. Observe the conventions used in class on HoH subtitle.	1.5	
7	17	Introduction to Audio Description for the Blind. Conventions in Audio Description for the Blind.	Select a painting and audio describe it applying the conventions studied.	1.5	
8	18	Class Project: Audio describing films.	Start familiarizing yourself with the first software given.	1.5	
8	19	Class Project: Audio describing a TV series.	Start familiarizing yourself with the first software given.	1.5	
8	20	Class Project: Subtitling with software (timing).	Start familiarizing yourself with the second software given.	1.5	
9	21	Class Project: Subtitling with different types of software	Start familiarizing yourself with the second software given.	1.5	
9	22	Class Project: Subtitling with different types of software	Start familiarizing yourself with the third software given.	1.5	
10	23	Class Project: Subtitling with different types of software	Start familiarizing yourself with the third software given.	1.5	
10	24	Class Project: Subtitling with different types of software		1.5	
10	25	Introduction to Localisation.	Find examples of localised products. Analyse linguistic, social and cultural issues.	1.5	
11	26	Class Project: Localisation and software.		1.5	
11	27	Final review.		1.5	
12	28	Final review.		1.5	
12	29	Final review.		1.5	
13 a 14		Final exam (date to be confirmed by Administration).		3	
15 a 16		Repeat Exam (date to be confirmed by Administration).		3	
1 a 16		Tutorials		15	
TO AL				64.5 +	85.5 150h

The programme of the subject might have some variations. It is the student's responsibility to keep updated with the information your teacher gives in class.