



Teaching Voice-over Translation

Anna Matamala

amatamala@telefonica.net

Freelance translator

Universitat Autònoma de Barcelona

Aims

- Describe the design of the voice-over module
 - a) present a general overview of the Postgraduate Diploma and Master's Degree in Audiovisual Translation (Universitat Autònoma de Barcelona)
 - b) Module design >> systematization of an audiovisual translation mode (voice-over)

Context

- Master in Audiovisual Translation
- Postgraduate Diploma in Audiovisual Translation
<http://www.fti.uab.es/pg.audiovisual/>
- On-line Postgraduate Diploma and Master's Degree in Audiovisual Translation
<http://www.fti.uab.es/onptav/indexcast.htm>
- More information: Díaz Cintas & Orero (2003)

Master in Audiovisual Translation

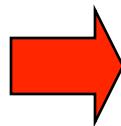
CR	Module	Master	PG
3	Theory	3	3
5	Dubbing	15	15
5	Subtitling		
5	Voice-over		
5	Multimedia		
3	Intralingual subtitling	9	3
3	Catalan		
3	Video-games translation		
3	Introd. to Film Studies		
3	Practical Aspects		
3	Audiovisual Tr. (French)		
3	Audiovisual Tr. (German)		
5	Research Project	5	--
Total:		32	21

Voice-over module

- What should we teach?
- How should we teach it?

What should we teach?

- Master the voice-over technique
- Realistic view of the market (Spanish, Catalan)
- Acquire useful skills



– systematization of voice-over

What should we teach?

- Genre > non-fictional products
- Types of voice-over > for production and for postproduction (Orero, 2004)
- Different tasks: translation, spotting, etc.

What should we teach?

- Voice-over for production (Sierra)
 - television, no script, no image, adaptation
 - interviews, sports events
- Voice-over for postproduction
 - a) Translation (Martínez, Matamala)
 - b) Translation + time codes + linguistic control (Cortés)

What should we teach?

- ***Products***: documentaries (scientific, historical, travel, anthropological, human sciences, etc.), interviews (multiple topics), sport events, making-of doc.
- ***Clients***: television and dubbing studio (cinema, DVD, television).
- ***Tasks***: translation, spotting, linguistic control.
- ***Material***: image + script, only image, only script, image in an “exotic” language and script in English.

What should we teach?

- Particular problems
 - comprehension problems
 - content errors in the original
 - terminology and documentation processes
 - proper nouns and numbers
 - types of speakers and types of languages

Syllabus

Theoretical/dubbing studio

1. Theoretical Aspects of Voice-over. Translating process.
2. Voice-over from the dubbing studio perspective

Voice-over for postproduction with a transcript

3. Documentary translation. Introduction.
- 4/5/6. Scientific and technical documentaries. Terminology and different types of speakers.
7. Registers and language variety. Interviews.
8. Relay translations: products in “exotic” languages.

Syllabus

Voice-over for postproduction without a script

9/10. Cultural and humanistic documentaries.

11/12. Making-of documentaries (interviews).

Voice-over for production

13. Translating without video image.

14. Translating interviews without a script.

15. Adaptation. Free commentary of sports events.

Summary

- Students learn to:
 - master the voice-over technique
 - production/postproduction voice-over
 - different working conditions and job types
 - different types of products
- Assessment: class attendance, participation, three short tasks.

How should we teach it?

- Teaching methodology
- Professional translators > lecturers
- Authentic materials captured > CD
- Classes: 2 hours + assignments/projects

Sample activities (I)

- **Aim:** detect a mistranscription and be aware they cannot “trust” the transcription
- **Material:** transcript + image
- **Script:** In my first combat was the Invasion of **Dower**. And I was on the boat cruise. And to see those bodies floating around in the water, tanks down and under the water, and all the boats. It was terrible.
- **Comments:** Students should be aware that it was the Invasion of **Tarawa** and check it with an Internet search.

Sample activities (II)

- **Aim:** correct errors
- **Material:** script + image
- **Script:** This is Victoria Falls at its most awesome. Full flood and **half a billion cubic metres of water a minute** slicing down a sheer wall of basalt.
- **Comments:** translate “billion”. They should find that in fact it refers to “half a million cubic metres”.

Sample activities (III)

- **Aim:** adapt proper nouns and convert square miles.
- **Material:** script + image
- **Script:** Each winter most of the North Atlantic humpback population migrate up to **4,00 miles** from their northern feeding grounds to three nurseries in Dominican waters. **Samana Bay, Navidad Bank and Silver Bank**, a **thousand square mile** patch of reef.
- **Comments:** Dominican waters > Spanish. Bahía de Samaná, Banco de la Plata and Banco de la Navidad.

Sample activities (IV)

- **Aim:** adapting the text to the target audience.
- **Material:** script + image
- **Script:** Here (in Costa Rica) a patient explorer can spot over a half a million different plants and animals in a country smaller than **West Virginia...**
- **Comments:** adapt the reference. Find West Virginia's area and find an equivalent country known both to the American speaker and the target audience.

Sample activities (V)

- **Aim:** terminological searches
- **Material:** script + image
- **Script:** “Reef encounter”, ten minutes of a documentary with the following wildlife terms: sea turtle, porcelain crab, big-eyed jack, hawksbill, sandperch, goatfish, bumphead parrotfish, green turtle.
- **Comments:** they should be able to identify the terminological units and search them on specialised resources and databases.

Sample activities (VI)

- **Aim:** listening comprehension
- **Material:** partial script + image of the documentary “Hackers”
- **Script:** script of the narrator/ no script for the interviews
- **Comments:** students should understand the interviewees and translate different excerpts. The narrator helps them contextualize a translation which is quite technical and contains quite a lot of slang due to the presence of young hackers.

Sample activities (VII)

- **Aim:** master the “relay” translation
- **Material:** image in Slovenian + subtitling script in English. “City Folk”.
- **Script:** in English.
- **Comments:** vocabulary is not difficult, since they talk about life in general, but students learn to synchronize text/ image.

Sample activities (VIII)

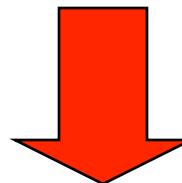
- **Aim:** oral language rewording + informal language
- **Material:** image + script (Hollywood Inc.)
- **Script:** You know, Wes's work is not getting enough coverage, its workmanlike, I mean, he just hated it, I mean, he thought it was terrible and the worst part about it was he thought the mask, the ghost mask was just idiotic. I don't like it, and here's what you have to do, you have to shoot every scene with seven different masks until I pick the one I like. I said, no fucking way. I said, shut us down. I said just shut us down right now. I said this is bullshit. Etc.
- **Comments:** translate informal language and reword oral language with fillers and repetitions (I mean, you know)

Sample activities (IX)

- Internet searches
- Translating without image
- Synchronizing text/ gestures
- Introducing Time Codes
- Comprehension of difficult accents
- And a lot more!

Conclusions

- Design of the voice-over module (Master in Audiovisual Translation, UAB)



- Identify the main features and problems of voice-over translation

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