2022/2023

Applied Tools and Methodology for Audiovisual Translation

Code: 43820
ECTS Credits: 9

Degree	Type	Year	Semester
4315982 Audiovisual Translation	OB	0	1

Contact

Name: Carme Mangiron

Email: Carme.Mangiron@uab.cat

Teachers

Anjana Martinez Tejerina

Ana Fernández Torné

Itziar Andujar Garcia

Miguel Ángel Oliva Zamora

María Eugenia Larreina Morales

Estel·la Oncins Noguer

Use of Languages

Principal working language: spanish (spa)

Prerequisites

No previous requirements.

Objectives and Contextualisation

The general objective of the module is to familiarize students with the tools and methodologies that are used in professional practice and in research in the field of audiovisual translation and accessibility to the media.

Competences

- Apply specific methodologies, techniques, and norms and standards to generate innovative and competitive proposals in professional practice and in research in the field of audiovisual translation and accessibility.
- Continue the learning process, to a large extent autonomously.
- Express ideas from a logical perspective.
- Identify and use specialist resources to gather information on topics within audiovisual translation and promote oneself as a professional translator.
- Manage one's own professional activity, planning, organising and monitoring performance.
- Master strategies for the correction, linguistic revision and post-edition of audiovisual products.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use specific software to translate and make accessible audiovisual products, multimedia products and video games.

Learning Outcomes

1. Continue the learning process, to a large extent autonomously.
2. Critically evaluate projects within the field of audiovisual translation media accessibility.
3. Express ideas from a scientific perspective.
4. Formulate research questions and hypotheses on audiovisual translation and media accessibility.
5. Identify resources for career advancement.
6. Identify the different resources and sources of information available to audiovisual translators.
7. Manage one's own professional activity, planning, organising and monitoring performance.
8. Perform case studies.
9. Plan the stages and resources to carry out research into one of the areas of audiovisual translation and media accessibility.
10. Post-edit machine translations.
11. Set up a website to promote the audiovisual translation services offered.
12. Show familiarity with distribution lists and professionally oriented social networks.
13. Show familiarity with the most widely used ICT tools in the profession, such as assisted translation software.
14. Show familiarity with the principal research methods and resources in the field of audiovisual translation and media accessibility.
15. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
16. Use cloud-based tools to work alone or as part of a team.

Content

It includes three major blocks: tools to improve productivity, Internet as a communication environment and research methodology.

In the tool block, the basic computer tools that are most used in the profession will be presented; tools in the cloud and post-editing of translations made through automatic translation, as well as project management principles. The contents of Internet as a communication environment include the resources available for documentation, as well as techniques to promote oneself professionally, such as the creation of a web page and have a presence in social networks.

The methodology block offers contents on the main instruments and research methods used in audiovisual translation and accessibility to the media. Both theoretical studies and empirical studies will be presented, as well as reception studies, through questionnaires and interviews, eye-tracking technology or corpus studies. Students will learn to formulate research questions and hypotheses and to triangulate the data. They will also analyze existing case studies and research projects at national and international level.

Finally, formal and content notions on how to write an academic paper will be included.

Methodology

An active methodology with activities of various types is used. The UAB Virtual Campus is used for Moodle classrooms for the virtual teaching and learning environment.

The didactic activities are organized in three blocks, according to the degree of autonomy required of the student:

- Directed activities: requires the direction of a teacher.

- Supervised activities: requires some supervision of a teacher.

- Autonomous activities: the student organizes time and effort autonomously (individually or in groups).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercises, debates and discussions	30	1.2	3, 11, 14, 13, 12, 8, 4, 7, 6, 5, 9, 10, 15, 1, 16, 2
Theoretical lectures	27	1.08	3, 11, 14, 13, 12, 8, 4, 7, 6, 5, 9, 10, 15, 1, 16, 2
Type: Supervised			
Assignments	24	0.96	3, 11, 14, 13, 12, 8, 4, 7, 6, 5, 9, 10, 15, 1, 16, 2
Exercicis and assignment preparation	24	0.96	3, 11, 14, 13, 12, 8, 4, 7, 6, 5, 9, 10, 15, 1, 16, 2
Type: Autonomous			
Expanding knowledge	120	4.8	14, 8, 4, 6, 9, 1, 2

Assessment

Evaluation

The information on the evaluation, the type of evaluation activity and its weight on the course is provided only for information purposes. The lecturer responsible for the course will specify these details when the course begins.

Revision

The lecturer will communicate the mark for each evaluation activity to the student and will also communicate a revision procedure and date.

When publishing the final grade, the module coordinator will communicate a global revision procedure and date.

Re-evaluation ("recuperació")

The students who have submitted evaluation activities whose weight amounts to at least 66.6% (two thirds) or more of the final grade and who have obtained a weighted grade of 3.5 or more have the right to be reevaluated. These percentages refer to the module, not to each subject.

The lecturer will provide more thorough instructions and will set deadlines when specifying the re-evaluation mechanisms.

Non-evaluable

A "non-evaluable" ("no avaluable") will be assigned when the evaluation evidence provided by the student equals a maximum of one quarter of the total grade of the module.

Irregularities in evaluation activities

In case of irregularities (plagiarism, copying, identity theft, etc.) in an evaluation activity, the mark of this evaluation activity will be 0. In case of irregularities in various evaluation activities, the final mark of the module will be 0.

Evaluative activities in which irregularities have occurred (such as plagiarism, copying, identity theft) are excluded from re-evaluation.

Students are encouraged to check the UAB instructions on plagiarism (http://blogs.uab.cat/dretsautor/category/plagi/) and the *Guia explicativa sobre com citar per evitar el plagi* by UAB, available on the same website.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Audiovisual translation methodology exercises	19%	0	0	3, 14, 8, 4, 6, 9, 15, 1, 2
Dissertations methodology exercises	4,7%	0	0	3, 14, 8, 4, 6, 9, 15, 1, 2
Exercise about Internet promotion	17,3%	0	0	11, 12, 5
Exercise about Resources	12,6%	0	0	13, 7, 6, 5, 15, 1
Exercise about Tools	9,4%	0	0	13, 6, 15, 1, 16
Participation in forums	15%	0	0	3, 11, 14, 13, 12, 4, 6, 5, 9, 10, 15, 1, 16, 2
Postediting exercises	12,6%	0	0	13, 10, 16
Tax exercise	9,4%	0	0	7, 6, 15, 1

Bibliography

Aranberri, Nora. (2014) "Posedición, productividad y calidad". *Revista Tradumatica: tecnologies de la traduccion*, 12, 471-477.

Bryman, Alan. (2012) *Social research methods*. Oxford: OUP.

Burchardt, Aljoscha, Lommel, Arle., Bywood, Lindsay., Harris, Kim and Popovic, Maja. (2016) "Machine translation quality in an audiovisual context". *Target*, 28 (2), 206-221.

Bywood, Lindsay, Etchegoyhen, Thierry and Georgakopoulou, Panayota. (2017) "Embracing the threat: machine translation as a solution for subtitling". *Perspectives: Studies in Translatology*, 25:3, 492-508.

Cid-Leal, Pilar; María-Carmen Espín-García & Marisa Presas. (2019) "Traducción automática y posedición: Perfiles y competencias en los programas de formación de traductores.". Tolosa Igualada, Miguel & Alvaro Echeverri (eds.): Porque algo tiene que cambiar. La formación de traductores e intérpretes: Presente & futuro. *MonTI* 11, 187-214.

Matamala, Anna. (2019) *Accessibilitat i traduccio audiovisual*. Vic: Eumo.

Saldanha, Gabriela & O'Brien, Sharon. (2013) *Research methodologies in Translation Studies.* Manchester: St Jerome.

Van Peer, Willie; Hakemulder, Frank; Zyngier, Sonia (2012) *Scientific Methods for the Humanities.* Amsterdam: Benjamins.

Williams, Jenny; Chesterman, Andrew. (2002) *The Map - A Beginner's Guide to Doing Research*. Manchester: St. Jerome.

Software

- Excel
- Free YouTube Downloader
- Any Video Converter
- Avidemux
- Format Factory
- Video to Video
- Subtitle Edit
- Vidcoder
- Handbrake
- Aegisub
- Xbench