

Degree	Type	Year
Audiovisual Translation	OB	0

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

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

The module 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 and post-editing of translations made through automatic translation, as well as content related to project management.

The contents of Internet as a communication environment include the resources available for audiovisual translators, as well as techniques to promote oneself professionally, such as the creation of a web page and the 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 dissertation will be included.

Activities and Methodology

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			
Essays	24	0.96	3, 11, 14, 13, 12, 8, 4, 7, 6, 5, 9, 10, 15, 1, 16, 2
Preparation of exercises and tests	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

An active methodology with activities of various types is used. The UAB Virtual Campus is used.

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 lecturer.
- Supervised activities: requires some supervision of a lecturer.
- 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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
AVT 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, 7, 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
In-class participation	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, 15, 1
Tax exercise	9,4%	0	0	7, 6, 15, 1

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Pass).

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, impersonation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

For this course, the use of Artificial Intelligence (AI) technologies is restricted to the activities that the teaching staff will specify at the beginning of the course. The lack of transparency in the use of AI in any assessable activity will be considered a lack of academic honesty and may lead to a total penalty in the grade of the activity. The teaching staff, in case of doubts, may require a face-to-face meeting to validate the authorship.

Single assessment

This module is not suitable for single assessment.

Bibliography

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Cid-Leal, Pilar; María-Carmen Espín-García & Marisa Presas. (2019) "Traducción automática y posesión: 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 traducció 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

The specific tools will be the following:

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

Other tools will be presented depending on the course.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAULm) Classroom practices (master)	1	Catalan	first semester	afternoon
(TEm) Theory (master)	1	Catalan	first semester	afternoon