



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Multimodal research in Voice-Over	

Annotation
<p>This module is dedicated to a discussion on how to engage in multimodal translation research: how traditional research methods can be adapted and what kinds of novel approaches can be adopted or developed in order to deal with a diversity of multimodal data.</p> <p>Multimodality aims to redress the traditional displacement of language from other kinds of meaning-making resources in a range of communicative encounters. The study of multimodal phenomena calls upon translation scholars to cross disciplinary boundaries and adopt a range of theoretical and methodological approaches. The diversity of the multimodal landscape brings about research challenges that must be carefully addressed to ensure that these research efforts yield useful and credible results.</p>

Lecturer(s)	Department(s) where the course unit (module) is delivered
<p>Coordinator: Prof. Dr. Loreta Huber</p> <p>Other(s): Prof. Dr. Anna Matamala Ripol</p>	<p>Kaunas Faculty Institute of Language, Literature and Translation Studies Muitinès str. 8 LT-44280 Kaunas</p>

Study cycle	Type of the course unit (module)
Second cycle	Obligatory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Lectures/ consultations/seminars	Spring semester (1 st year)	English

Requirements for students	
<p>Prerequisites: <i>Theories of translation;</i> <i>Translation technologies;</i> <i>Analysis of polysemiotic texts</i></p>	<p>Additional requirements (if any):</p>

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	133	50	83

Purpose of the course unit (module): programme competences to be developed
<p>Multimodality is a theory of communication and social semiotics. Multimodality describes communication practices in terms of the textual, aural, linguistic, spatial, and visual resources - or modes - used to compose</p>

messages (Murray, Joddy (2013). Multimodality is the use of several modes (media) to create a single artefact. The collection of these modes or elements contributes to how multimodality affects different rhetorical situations, or the ability to increase the audience's idea or concept. As an interdisciplinary field of study, the course encompasses the study of culture, audio-visual communication, and social systems at the local, national, and global levels, and examines identity, culture, and translation technologies in voice-over as they relate to translation.

The purpose of the module is to develop the skills of selection of translation strategies and aspects, taking into account the genre and nature of the text, teamwork, multilingual translation of voice-over, tools in voice-over; summarizing the theoretical and practical knowledge of voice-over translation, reveal its links with general communication processes.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>Having completed the course the Master student will:</p> <p>be able to analyse films or other audiovisual products with overlay translation, by taking into account the translation strategies and special text compression requirements and multimodality principles.</p>	<p>Lectures, seminars. Research methods: performance of individual assignments; preparation and presentation on a chosen topic.</p>	<p>Cumulative assessment: active and constructive participation in discussions, quality in performing theoretical and practical assignments, their presentation (homework, work in classroom), project-report, exam)</p>
<p>be able to create and convey multimodal text in another language, understand the connections between the information conveyed through verbal, audio and visual text and the influence of culture on the construction of meaning in multimedia; and analyse it by using an interdisciplinary critical approach.</p> <p>be able to independently formulate the interdisciplinary problem of audiovisual translation research, and creatively apply theories and approaches to research in translation.</p> <p>be able to analyse, synthesise and evaluate empirical research data required for studies, research, professional activities and innovation.</p>	<p>Lectures, seminars. Research methods: performance of individual assignments; preparation and presentation on a chosen topic.</p>	<p>Cumulative assessment: active and constructive participation in discussions, quality in performing theoretical and practical assignments, their presentation (homework, work in classroom), project-report, exam)</p>
<p>be able to analyse research data required for studies, research, professional activities and innovation, by integrating the acquired knowledge, to identify and evaluate the interrelationships of research phenomena, make responsible decisions in a complex and ever-changing social, economic, technological and cultural environment, and guide their own learning and research towards future needs.</p> <p>be able to independently organise and plan their own multifaceted process of translation of audiovisual works and that of others, and independently choose areas for improvement and continuous learning.</p>	<p>Lectures, seminars. Research methods: performance of individual assignments; preparation and presentation on a chosen topic.</p>	<p>Cumulative assessment: active and constructive participation in discussions, quality in performing theoretical and practical assignments, their presentation (homework, work in classroom), project-report, exam)</p>

Content: breakdown of the topics	Contact hours						Self-study work: time and assignments		
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
<p>1. Introduction to voice-over translation. Brief history of voice-over translation development. International organizations that use translation services. Online Voice-over translation (Live interpreting for Eurovision). Voice-over translation in the age of digital communication and needs of the market. Voice-over translation in the context of translation o. Voice-over translation and translation projects.</p>	4		8				12	25	<p>problem-based instruction; individual reading.</p> <p><i>Individual and Group projects.</i></p>
<p>2. Synchronies in AVT and voice-over. Review of the opportunities to translate the text aiming for voice-over: strategies of text compression and principles of multimodality. Opportunities to adapt audiovisual production for people with visual disabilities.</p> <p>Culture Revisited in Intercultural Communication; Small cultures; Dark Side of Interpersonal Communication.</p> <p>Questions discussed: How can research into languages and cultures: Contribute to our understanding of, and progress in, international diplomacy and engagement in the context of increasingly multi-polar interactions and emergent global and inter-regional relations? Specificities of audio-visual communication. The ability to transmit ideas, problems and solutions within the field of audiovisual communication.</p>	2		4				6	8	<p>“The semiotic Ladscape: language and visual communication“ in Gunther Kress <i>Reading Images: The Grammar of Visual Design</i> Routledge 2006</p> <p>Available via e-brary.</p> <p>Individual and group projects</p>
<p>3.Information and communication technology innovations: radical and disruptive? Electronic tools and technologies used in professional translator activities: opportunities and Limitations. Compatibility of electronic tools. Essential Differences Between Electronic Tools and Human Work Activities.</p>	4		8				12	18	<p>problem-based instruction; individual reading: “Information and communication technology innovations: radical and disruptive?” Michael Latzer SAGE Journals, 2009 Vol 11, Issue</p>

Questions to be discussed: Information and communication technology innovations (ICT) are considered to be of central importance to social and economic developments. Various innovation theories offer classifications to predict and assess their impact.								4. Available via e-brary. Individual and Group projects	
4. Multimodal texts, challenges of translation and voice-over observing synchronies; disputes how to translate and broadcast voiced texts into multi-language cultures, taking responsibility for the links between verbal, audio, and visual information and the impact of culture on constructing value in a multi-media environment. Cultural references in the text.	2		4				6	12	problem-based instruction; individual reading; case studies. Individual and group projects
5. Practical aspects of voice-over translation. Translated texts and voice-over. Live interpreting of interviews, films, television programs, operas, plays, filmed performances and other areas.	4		8				12	20	problem-based instruction; individual reading: Case 16, 17 and 18 Burgelman et all <i>Strategic Management of Technology and Innovation</i>
Total	16	2	32				50	83	

Assessment strategy	Weight,%	Deadline	Assessment criteria
Interim term test	30%	9 week	Interim term test consists of a test of open-ended questions (max. 3), closed questions (up to 8) and a situation for analysis. The test is evaluated as follows: 10-9: Excellent knowledge and skills. Evaluation is based on theoretical knowledge, logical, the solution to the situation is argued, 90-100 % correct answers to closed questions. 8-7: Good knowledge and skills, minor mistakes in the interpretation and application of theories. The level of synthesis. 70-89 % correct answers to closed questions. 6-5: Average knowledge and skills, some major mistakes in understanding and interpretation of theories and concepts. The situation is analysed using theories but argumentation for solutions is not adequate or missing or solutions are not proposed. The level of analysis. 50-69 % correct answers to closed questions. 4-3: Knowledge and skills are below average, numerous major mistakes in interpretation and application of theories or theories/models are not known at all. 30-49 % correct answers to closed questions. 2-0: Minimal requirements are not met. 0-29 % correct answers to closed questions.
Examination	30%	January	The examination consists of closed (multiple choice) questions (up to 8) and open-ended (up to 5) of various difficulty (requesting answers that demonstrate either understanding or evaluation) with different evaluation. Closed questions are evaluated by 0,5 point, open-ended questions are evaluated according to their complexity. The examination is evaluated as follows:

			<p>10: all closed questions are answered, answers to open-ended questions explicitly and critically discuss concepts, academic discussion on the problem is generalized, the study material is critically reflected and interpreted, arguments for opinions and attitudes towards the discussed phenomena are provided.</p> <p>9: 1-2 closed questions are not answered, answers to open-ended questions explicitly and critically discuss concepts, academic discussion on the problem is generalized, the study material is critically reflected and interpreted, arguments for attitudes towards the discussed phenomena are provided but they contain some minor failures or inadequacies in terminology or explanations of the concepts lack explicitness and clarity.</p> <p>8: 3-4 closed questions are not answered, answers to open-ended questions lack explicitness but are logical and coherently discussed, academic discussion on the problem is critically reflected and interpreted, arguments for attitudes towards the discussed phenomena are insufficiently developed, there are inadequacies in terminology or explanations of the concepts lack explicitness and clarity or one open-ended question is not answered at all or 1-2 questions are not fully answered.</p> <p>7: 5-6 closed questions are not answered, not all concepts are explicitly described and analysed, the generalization of the academic discussion, attitudes to the phenomena lack a critical and analytical approach or 2 open-ended questions are not answered or 3-4 are not fully answered.</p> <p>6: 7-8 closed questions are not answered, not all concepts are explicitly described and analysed, some authors are referred but their ideas are just reiterated rather than reflected, attitudes are not argued, 3 open-ended questions are not answered or all are not fully answered.</p> <p>5: none of closed questions are answered, just 2 open-ended questions are answered but the concepts are uncritically described without demonstrating understanding, attitudes towards the phenomena are not argued, ideas are uncritically described or study material is repeated in them.</p> <p>4-0: none of closed questions are answered, just 1 open-ended question is answered by demonstrating attitudes towards the phenomena which are not argued, terms are incorrectly used, knowledge on the subject is not revealed.</p>
1 report	20%	16 week	<p>Individual report is evaluated as follows:</p> <p>Structure and scope: A report differs from an essay in that a report: presents information, not an argument is meant to be scanned quickly by the reader; uses numbered headings and sub-headings; uses short, concise paragraphs and dot-points where applicable; uses graphics wherever possible (tables, graphs, illustrations); may need an abstract (sometimes called an executive summary); does not always need references and bibliography; is often followed by recommendations and/or appendices. A report should include the following sections: (Sections marked with an asterisk (*) are essential: others are optional depending on the type, length and purpose of the report.): Letter of transmittal; Title page*; Table of contents; List of abbreviations and/or glossary; Executive summary/abstract; Introduction*; Body*; Conclusion*; Recommendations; Bibliography; Appendices.</p> <p>The work has a clear and logical structure, all parts such as</p>

			<p>introduction with the aim, objectives, methods described, empirical data and its analysis, discussion and conclusions with managerial implications; the work is 5-8 pages; references are properly used; phrasing and writing style are academic (1 point).</p> <p>Content of the work: Data analysis is explicit, coherent and grounded on prior research, reveals the main organizational problems, methods of their identification and fields for improvement, conclusions are logical and formulated from the empirical data, discussed in the light of prior research, tendencies in social life/ typical models (2 points); if data analysis is made but is incomplete, discussion and conclusions are not reasoned – 1 point; superficial analysis is worth 0 point.</p> <p>Presentation of the project results: the presentation reveals work methods and results, peculiarities of organizational activities, identified problem(s) or good practices, reflects on the findings from a theoretical perspective; presentation demonstrates the author's knowledge on the topic/problem/solutions; during the presentation eye contact with the audience is maintained, questions are answered, time limit is kept, the speech is clear (0,5 point). If the work is not presented – 0 point.</p>
Participation and involvement in the seminars where the results of individual and collective projects are revealed	10%	During the semester	<p>1,5: a student actively participates in discussions, answers questions and reasons them with knowledge, problems are clearly formulated and questions to the peers are asked, constructive comments are made, presentations are made on the given topic.</p> <p>1: a student participates in discussions and answers the questions.</p> <p>0: a student is present in class but does not participate in discussions or misses 1/3 of the seminars.</p>
Active participation in lectures	10%	During the semester	<p>1,5: a student actively participates in discussions, answers questions and reasons them with knowledge, problems are clearly formulated and questions to the peers are asked, constructive comments are made, presentations are made on the given topic.</p> <p>1: a student participates in discussions and answers the questions.</p> <p>0: a student is present in class but does not participate in discussions or misses 1/3 of the lectures</p>

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsary reading				
Bogucki, Ł., Deckert, M. (Eds.)	2020	<i>The Palgrave Handbook of Audiovisual Translation and Media Accessibility</i>	eBook ISBN 978-3-030-42105-2 DOI 10.1007/978-3-030-42105-2	Palgrave Macmillan: Studies in Translating and Interpreting
Dicerto, S.	2018	<i>Multimodal Pragmatics and Translation. A New Model for Source Text Analysis</i>	eBook ISBN 978-3-319-69344-6 DOI 10.1007/978-3-319-69344-6	Palgrave Macmillan: Studies in Translating and Interpreting
Sappa, A. D.; Vitrià, J.	2013	<i>Multimodal Interaction in Image and Video Applications</i>	e-book ISBN 978-3-642-35932-3 DOI: 10.1007/978-3-642-35932-3	Springer-Verlag Berlin Heidelberg
Franco,	2012	<i>Voice-over Translation: An overview</i>	http://www.peterlang.com/	Peter Lang

Eliana et al.			index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&pk=54681&cid=793	
Optional reading				
Tuominen, T., Jiménez Hurtado, C., Ketola, A.	2018	Why methods matter: Approaching multimodality in translation research. <i>Linguistica Antverpiensia, New Series: Themes in Translation Studies</i> , 17, 1–21.	<i>Linguistica Antverpiensia, New Series: Themes in Translation Studies</i> , 17, 1–21.	195260883.pdf (core.ac.uk)
Mikolaj D.	2017	Audiovisual Translation Research and Use		Peter Lang AG
Dash, A. K. & Priyadarshi P.	2016	A multimodal discourse analysis of glocalization and cultural identity in three Indian TV commercials. <i>Discourse & Communication</i> 10(3). 209–234.	https://doi.org/10.1177/1750481315623892 . Search in Google Scholar	
Dechert, A.	2016	A case of asynchronous media change in the 1950s: How US-American TV series came to early West German television. <i>Global Media Journal</i> 6(2). 1–14.	https://urn.nb.no/URN:nbn:de:gbv:547-201600620 . Search in Google Scholar	
Burczynska, P.	2012	Multimodality and Audiovisual Translation		Lambert
Serban, A., Lavaur, J.-M., Matamala, A.	2011	<i>Audiovisual Translation in Close-up</i>		Peter Lang