Course Specification
(Bachelor)

Course Title: Audiovisual translation and Translation technologies	
Course Code: LANT1402	
Program: B.A. in English Language	
Department: Languages and Translation	
College: Faculty of Education and Arts.	
Institution: University of Tabuk	
Version: 10. 2023	
Last Revision Date: 2022	

هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A.	☐ University	☐ College	☒ Department	☐ Track	☐ Others
B.	☒ Required			☐ Elective	

3. Level/year at which this course is offered: (Level 7)

4. Course General Description:

In this course, students will be introduced to several tools that can assist them through the translation process including online dictionaries, apps, programs, machine translation (MT) programs, corpora, and computer-assisted translation (CAT) tools. Students are offered training in computer-assisted translation software as well as audiovisual translation programs. They will learn the required skills to use translation technologies including terminology management and translation memories, Mate CAT, and subtitling programs such as Subtitle Edit and Aegis by practicing in translation labs. They will work on translation projects in which they employ what they learned, and they will be assessed based on their submitted portfolio (a commentary or a reflective essay on a CAT tool translation and a subtitling of a clip).

5. Pre-requirements for this course (if any):

LANT1207

6. Co-requirements for this course (if any): NA

7. Course Main Objective(s):

At the end of this course, students will have the basic knowledge of the history of MT and CAT and their pros and cons. Additionally, They will have solid grounding and training in different technologies that can facilitate the translation process of any written or audiovisual work.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid		

No	Mode of Instruction	Contact Hours	Percentage
	● Traditional classroom ● E-learning		
4	Distance learning		
5	Other		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	30
2.	**Laboratory/Studio**	15
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Recognize different concepts and terminology related to several translation technologies.	**K2**	Lectures Class discussions practice	Exams Project
1.2	Identify the advantages and disadvantages of some translation technologies and the constraints of audiovisual translation.	**K2**	Lectures Class discussions practice	Exams Written-Assessment In-class discussion
2.0	**Skills**			
2.1	Apply different advanced technologies as assisting tools to produce adequate translations.	**S2**	Lectures Class discussions practice	Exams Project Written-Assessment
2.3	Utilize problem-solving skills to enhance audio-visual translation	**S3**	Lectures Class discussions	Exams Project

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	in the workplace or other applicable contexts.		practice	Written-Assessment
2.3	Evaluate translated texts using MT and CAT tools.	S4	Lectures Class discussions In-class practice	Exams Project Written-Assessment
3.0	**Values, autonomy, and responsibility**			
3.1	Adhere to academic and research values and ethics in translation practices.	V1	Class discussions In-class practice	Project Written-Assessment
3.2	Work autonomously and develop oneself.	V2	Class discussions In-class practice	Project Written-Assessment

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to MT and CAT tools and the difference between them.	**3**
2	Machine translation (Examples)	**3**
3	Machine translation (Advantages and disadvantages)	**3**
4	Machine translation (Practice)	**3**
5	Machine translation (Assessment)	**3**
6	CAT tools (Examples)	**3**
7	CAT tools (Advantages and disadvantages)	**3**
8	Practicing the use of a CAT tool (example: MateCat or SDL Trados)	**3**
9	First project: A reflective essay on a CAT tool translation of a text	**3**
10	Utilizing the internet and free access websites or apps (practical): ● Alma 'any	**3**
11	Utilizing the internet and free access websites or apps (practical): ● Reverso Context ● Google	**3**
12	Linguistic corpora and how to utilize them in translation	**3**
13	Introduction to audiovisual translation and its main types: Subtitling and Dubbing	**3**
14	Constraints of audiovisual translation: ● Cultural ● Linguistic ● Technical	**3**
15	Audiovisual subtitling software practical explanation and project guidelines	**3**
	Total	**45**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Mate CAT edited translation Reflective essay**	**9**	**10%**
2.	**1st Mid-term**	**7**	**20%**
3.	**Final project submission (a subtitled clip and a brief commentary about the challenges)**	**14**	**20%**
4.	**2nd Mid-term**	**12**	**10%**
5	**Final exam**	**16-17**	**40%**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Chiaro, D. (2009). Issues in audiovisual translation. In J. Munday (Ed.), The Routledge companion to translation studies (pp. 141–165). Routledge. Díaz-Cintas, J. (2013). Subtitling: Theory, practice and research. In C. Millán, & F. Bartrina (Eds.), The Routledge handbook of translation studies (pp. 291–305) Routledge. https://doi.org/10.4324/9780203102893 Erwen, Z., & Wenming, Z. (2013). Application of computer-aided translation technology in translation teaching. International Journal of Emerging Technologies in Learning (iJET), 8(5), 15-20.
Supportive References	J. Xiangyu Liu, "Task-based Teaching of Computer-aided Translation in a Progressive Manner", in Translating and the Computer 36 Proceedings, Geneva: Editions Tradulex, pp. 235-242. Avaliable at: http://www.mt-archive.info/10/Asling-2014-Liu.pdf, accessed on 3 February 2018. H. M. Alotaibi, "Teaching CAT Tools to Translation Students: an Examination of Their Expectations and Attitudes", in Arab World English Journal. Special Issue on Translation No.3 May 2014, pp. 65- 74. Available at: https://www.academia.edu/11194131/Arab_World_English_Journal_Special_Issue_on_Translation_No.3_2014?auto=downloa d, accessed on 3 February 2018.

	Z. Li and M. Xia, "The Application of Computer-aided Translation Technology in the Translation Teaching and Research", in Applied Mechanics and Materials, Vol. 422, 2013, pp. 255-259.
	Z. Qian, "Computer Aided Translation Technology Application in ESP Teaching", in Canadian Social Science Vol. 12, No. 8, 2016, pp. 20-24, available at: http://www.cscanada.net/index.php/css/article/viewFile/8739/pdf, accessed on 3 February 2018.
	S. Yao, "Application of Computer-aided Translation in English Teaching", in International Journal of Emerging Technologies in Learning (iJET). Vol. 12, No. 8, 2017, pp. 105-117, available at: http://www.online-journals.org/index.php/i-jet/article/view/7145/4554, accessed on 3 February 2018.
Electronic Materials	Any that is adopted by the instructor
Other Learning Materials	Translation software and CAT tools in the lab (e.g., subtitle edit for AVT)

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	**Classrooms, laboratories, demonstration rooms/labs, etc.)**
Technology equipment (projector, smart board, software)	**Internet access must be available at class. Smart Board and translation software teaching and learning performance.**
Other equipment (depending on the nature of the specialty)	**N/A**

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, Instructor, Program Leaders, Peer Reviewer	Students' evaluation. Instructor evaluation of the students' work, class discussions and exams' results. Program leaders judge the results of the students. Cooperation with the peer reviewer.

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Students' assessment	Students	Midterm evaluation feed-back form to increase instructor's awareness. of the points of strength and weakness.
Quality of learning resources	Instructor	Coordinator's reviewing & consultation.
The extent to which CLOs have been achieved	Instructor	ILOs are statistically calculated to see the percentage of progress of each ILO and areas of weaknesses.
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	MEETING NO. 9/45
DATE	15.04.1445