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McLoughlin, Laura, Biscio, Marie and Mhainnín, M. A. N. (eds) (2011). *Audiovisual Translation Subtitles and Subtitling. Theory and Practice*. New Trends in Translation Studies, vol. 9. Oxford, Bern / Berlin / Bruxelles / Frankfurt am Main / New York / Wien: Peter Lang, pp. 285, pp. 36€. ISBN 978-3-0343-0299-9 pb. ISBN 978-3-0353-0167-0 (eBook)

This volume was intended to create a discourse on new directions in audiovisual translation (AVT) and foreign language learning. This is a comprehensive collection of articles relating to AVT research and didactics.

The volume is organised in two parts. The book begins with an introduction by Laura Incalcaterra, establishing the aim of the book and explaining its structure. Following the introduction, the book is divided into two distinct parts: *Studies in AVT* and *Didactic Applications of Subtitling*. The volume concludes with an interview by Carlo Eugeni, an academic and professional subtitler.

The first part, *Studies in AVT*, consists of four articles dedicated to theoretical aspects of AVT to promote advancement in research-informed teaching. In the first article, Lukasz Bogucki summarises different approaches to Translation Studies and discusses their applicability to AVT research. This paper focuses on analysing whether a universal methodological approach is feasible.

In the second article, Lupe Romero investigates the translation of colloquial speech. Special attention is given to cinematographic productions with a high degree of orality.

Maria Freddi and Silvia Luraghi debate whether the translation universals used in subtitling can also be applied to surtitling technique. They focus their study on the translation strategies used in the English translation of Salvatore Cammarano's libretto for Giuseppe Verdi's *Luisa Miller*.

In the last article, Eduard Bartoll submits his research on surtitling in the theatre. He focuses on a Catalan version of *Macbeth*. The author discusses this specialised technique and the difficulties of creating surtitles for live performances.

The second part, entitled *Didactic Applications of Subtitling*, contains seven articles. The first contribution is from Claudia Borghetti. The paper is an exploratory review of audiovisual translation in the foreign language classroom to stimulate students' intercultural awareness. The author suggests that the creation of intercultural subtitles is an important opportunity for the acquisition of intercultural knowledge.

The second article by Marcella de Marco examines the need to include gender and identity issues in the curriculum of a subtitling module. To illustrate this point, the author presents a specific subtitling module which constitutes part of the MA in Applied Translation Studies at London Metropolitan University.

Eithne O'Connell's article, based on the beneficial use of AV in language learning emphasises the relevance of such research in the case of minority languages. The author focuses on Irish language and how students can improve their linguistic skills by reading subtitles.

In their paper, Elisa Perego and Elisa Ghia cover eye-tracking technique used to explore the visual attention and the reading behaviour of an audience using subtitled material. The article begins relating the eye-tracking results on subtitle consumption and the effect of translation strategies. The authors suggest that eye-tracking tests can show benefits in second language acquisition.

Noa Talaván Zanón follows with a description of a quasi-experimental research project that values the benefits of the activity of subtitling and the use of ready-made materials. Results offered by the author prove that subtitles are an accurate support for improving listening comprehension skills in a communicative foreign language context.

Stavroula Sokoli, Patrick Zabalbeascoa and Maria Fountana illustrate the results obtained in an EU-funded project, *Learning via Subtitling*. They defend the introduction of subtitling activities in foreign language courses. The authors conclude that the use of subtitling shows an increase of students' motivation and attainment.

Finally, Laura Incalcaterra McLoughlin and Jennifer Lertola close the second part with useful guidelines for the implementation of using subtitling in foreign language classes. The article details a typical teaching module unit.

The book concludes with an interesting interview by Carlo Eugeni, an academic and professional subtitler. He aptly describes the world of subtitlers and their work.

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