

AUDIO DESCRIPTION AS AN ENHANCER OF INTERSEMIOTIC TRANSLATION: CULTURAL ADAPTATION ACROSS MODALITIES

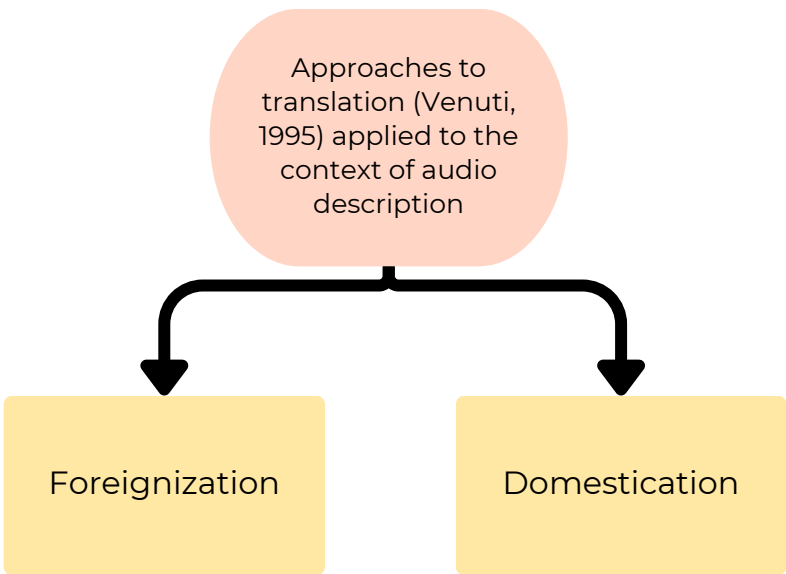
RESEARCH QUESTIONS

- 1.How can Translation educators develop frameworks that enhance intersemiotic translation through accessibility tools?
- 2.What strategies can address the mutability of meaning when translating visual elements into verbal descriptions?
- 3.How are cultural references negotiated across modalities in AD training?

AUDIO DESCRIPTION

From a semiotic point of view, [audio description] is the **translation of images into words**, and therefore should be considered a **mode of intersemiotic translation**. Within this, sub-modes such as **interlinguistic and intersemiotic translation are included**. [...] It is a type of translation that is doubly subordinated [...] to the images appearing on screen and to the space left by the original dialogues of the **audiovisual text**. (Jiménez, 2010: 17)

APPROACHES TO AUDIO DESCRIPTION



This theoretical lens helps analyze how audio describers navigate between preserving cultural specificity and ensuring comprehensibility for target audiences. Additionally, the framework incorporates elements from Descriptive Translation Studies (Toury, 1995) to examine the norms and conventions that govern audio description practices across different cultural contexts.

PEDAGOGIES OF TRANSLATION

Parts of the translation competence:

- Professional competence
- Transfer competence
- Strategic competence
- Communicative competence
- Extralinguistic competence
- Psychophysiological competence

To fully acquire translation competence and carry out the work of a translator, we must have knowledge in all these subcompetencies. Thus, this study focuses on the use of audio description as a learning resource to foster translation competence, under the consideration that audio description can help improve knowledge in all the previously mentioned subcompetencies.

This is researched by:

- Textual analysis
- Comparative analysis
- Pedagogical framework development

EXEMPLIFICATION OF CHALLENGES

Based on the analysis of the audio description from the Korean horror series "Sweet Home" on Netflix:

- Cultural-specific visual elements like Korean apartment layouts, signage, and traditional objects which descriptions often use generic terms
- Korean honorifics and forms of address (such as "-ssi" or "ajumma") are generally domesticated to English equivalents.
- Visual cultural references to Korean pop culture, products, and text appearing on screen receive inconsistent treatment.
- Culturally-specific gestures (like deep bows signifying respect or social status) are typically described in functional rather than cultural terms.

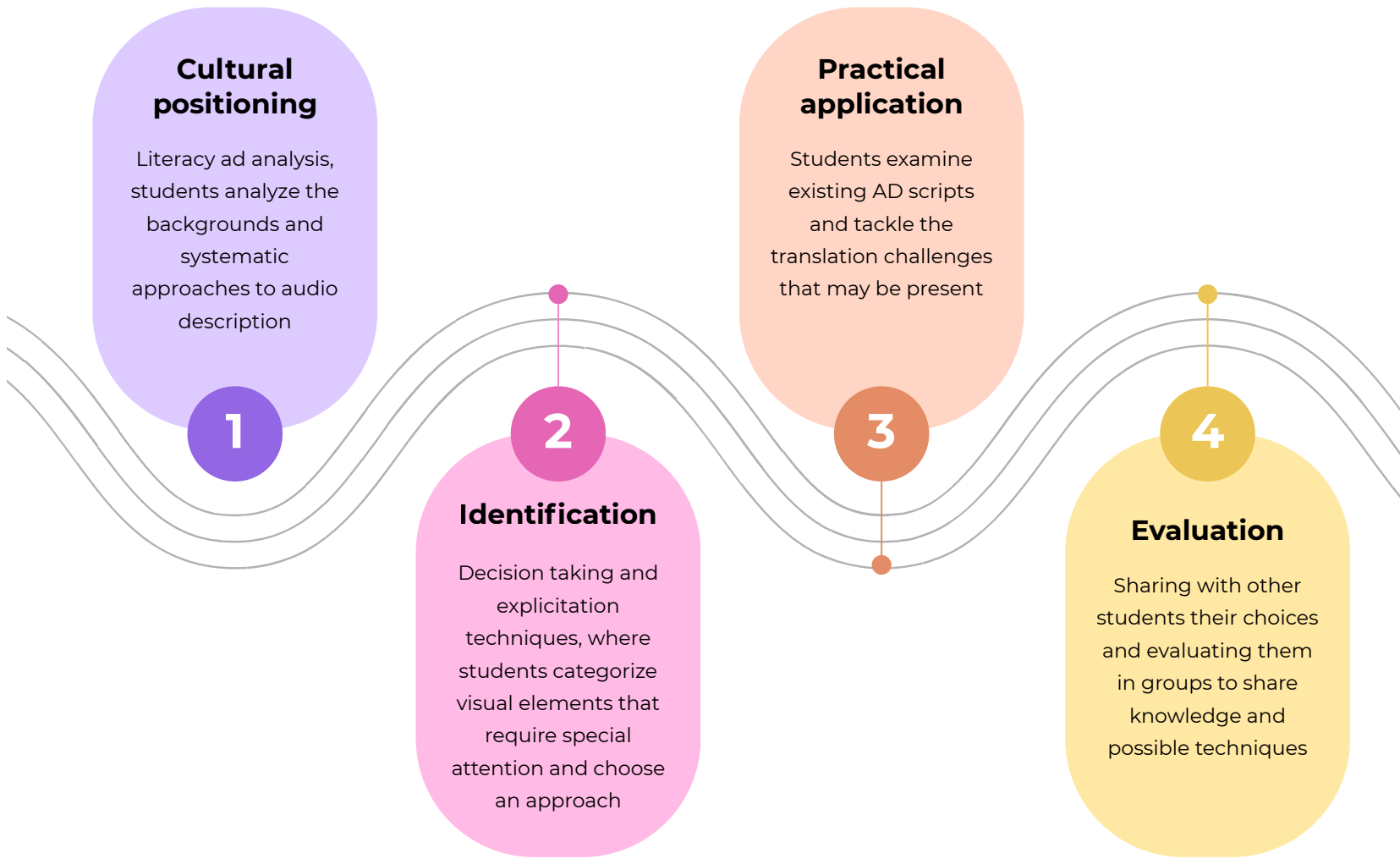
Example:

Sweet Home: Episode 2, 00:11:51

- Text message: Those with these symptoms must be quarantined immediately, nosebleeds, blackouts, sudden aggressive behavior.

In this situation the text message is not audio described because of the background noise, which makes users lose crucial information.

PROPOSED PEDAGOGICAL FRAMEWORK



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