



Module 1

Unit 8

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Task 1: Multiple choice¹

Question 1

Existing guidelines on AD all agree that four essential questions should be addressed when preparing your description, namely:

- a) what should be described, when should it be described, how should it be described and how should it be voiced.
- b) what should be described, how should it be described, how much should be described and how should it be voiced.
- c) what should be described, when should it be described, how should it be described and how much should be described.
- d) none of the above. Five questions should be addressed when preparing your description, namely: what should be described, when should it be described, how should it be described, how much should be described and how should it be voiced

Question 2

Describing ‘all there is to see on screen’, is not enough. Indeed, elements that are eligible for description are:

- a) images and unclear sound effects.
- b) images, unclear sound effects and text-on-screen.
- c) images, unclear sound effects and dialogues.

¹ The responses are based on the ADLAB PRO core videos. Only one answer is correct.

d) images, unclear sound effects, text-on-screen and dialogues.

Question 3

Text-on-screen should be included in the description too. Text-on-screen includes:

- a) signs with text shown in the film.
- b) signs with text shown in the film and logos.
- c) signs with text shown in the film, logos and subtitles.
- d) signs with text shown in the film, logos and credits.

Question 4

Which of the following does not fall in the category of how to describe?

- a) Describers should use vivid and varied language.
- b) Describers should adapt their description to the audience of the product that is described.
- c) Describers should adapt their description to the style of the product that is described.
- d) Describers should use sentences starting with the subject whenever possible.

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Question 5

In terms of how much to describe...

- a) You should always fully use the space between dialogues that is available for description.
- b) You should tune your description to the pace of the scene.
- c) You should stick to a narration speed of 180 words per minute.
- d) You should aim at a minimal description to avoid overloading the target audience.



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Task 2

Aim(s):

- Learners can analyse an audio described clip in terms of interaction with sound effects.
- Learners can explain why choices were made in terms of content selection.

Grouping: individual or groups of 2.

Approximate timing: 60 minutes.

Material and preparation needed:

- An audio described clip without dialogues in the learners' mother tongue.
- Reference list (Handout 1 – optional)
- Analysis Table (Handout 2)

Development:

1. Learners watch the clip and analyse it in terms of:
 - a. What elements were described and what elements were not
 - b. How the audio description interacts with the sound effects in the clip.

They use the Analysis Table in the handout to write down the analysis.

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2. Learners present their findings to the rest of the group. The presentations serve as a basis for a group discussion.
3. Finally, a ‘master’ table with the final analysis results is created.

Additional comments:

1. To prepare for this task, learners can be asked to watch the Additional video ‘Content Selection in Audio Description’ in this unit.
2. Furthermore – and somewhat more advanced – they can be asked to read the references provided in Handout 1, which all deal with content selection in general and/or with content selection with regard to specific elements.
3. In more academic courses, learners can be asked to write a report and/or to organise a group discussion on the principles of content selection in AD (what is described, why is it described, what is left out of the description and why,...), based on the literature of the references provided in Handout.

Task 2: Handout 1

1. ADLAB (2015). *Pictures painted in words. Audio description guidelines*. Remael, A., Reviers, N. & Vercauteren, G. (eds). www.adlabproject.eu [last consulted on 18/02/2019]
2. Fryer, L. (2016). *An introduction to audio description*. Oxon & New York: Routledge [Chapter 5].
3. Vercauteren, G. (2012). A Narratological Approach to Content Selection in Audio Description. Towards a Strategy for the Description of Narratological Time. *MonTI* 4, 207-231.
4. Vercauteren, G., & Remael, A. (2014). Spatio-temporal setting. In A. Maszerowska, A. Matamala, & P. Orero, *Audio description: New perspectives illustrated* (pp. 61-80). Amsterdam & Philadelphia: John Benjamins.
5. Vercauteren, G. (2014). A translational and narratological approach to audio describing narrative characters. *TTR* Vol. XXVII, n°2, pp.71-90.

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Task 3

Aim(s):

- Learners can analyse an audio described clip in terms of interaction with dialogues and sound effects.
- Learners can explain why choices were made in terms of content selection and timing.
- Learners can analyse an audio described clip in terms of formulation and style.

Grouping: groups of 2 or 3.

Approximate timing: 60 minutes.

Material and preparation needed:

- An audio described clip with dialogues in the learners' mother tongue.
- Reference list (Handout 1 – optional).
- Analysis Table (Handout 2).

Development:

1. Learners watch the clip and analyse it in terms of:
 - a. What elements were described and what elements were not.
 - b. How the audio description interacts with the dialogues and sound effects in de clip.
 - c. How the audio description was formulated, focusing on word choice and style.

They use the Analysis Table in the handout to write down the analysis.

2. Learners present their findings to the rest of the group.

The presentations serve as a basis for a group discussion.

3. Finally, a 'master' table with the final analysis results is created.

Additional comments:

1. To prepare for this task, learners can be asked to watch the Additional video 'Content Selection in Audio Description' in this unit.
2. In addition, they can be asked to read the references in Handout [and those of Task 2, if this has not been done before], which all deal with 'How' to describe or wording and style in audio description.



Task 3: Handout 1

1. ADLAB (2015). *Pictures painted in words. Audio description guidelines*. Remael, A., Reviere, N. & Vercauteren, G. (eds). www.adlabproject.eu [last consulted on 18/02/2019].
2. Fryer, L. (2016). *An introduction to audio description*. Oxon – New York: Routledge [Chapter 5].
3. Maszerowska, A., Matamala, A., Orero, P. and Reviere, N. (2014). “From source text to target text: The art of audio description”. In Maszerowska, A., Matamala, A. and Orero, P. (Eds.). *Audio Description: New Perspectives Illustrated* (pp. 1-10). Amsterdam & Philadelphia: John Benjamins.
4. Reviere, N. (2018). Studying the language of Dutch audio description: An example of a corpus-based analysis. In L. McLoughlin, J. Lertola and N. Talaván (Eds.), *Translation and Translanguaging in Multilingual Contexts, Special issue Audiovisual translation in applied linguistics: Educational perspectives* 4(1), 178-202.
5. Reviere, N., Remael, A. and Daelemans, W. (2015). The language of Audio Description in Dutch: Results of a corpus study. In A. Jankowska et al. (Eds.) *New Points of View on Audiovisual Translation and Accessibility* (pp. 167-189). Bern: Peter Lang.

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Task 4

Aim(s):

- Learners can create an audio description taking into account central issues such as content selection, AD style and timing.
- Learners can explain the choices they made in terms of content selection, style and timing of their audio description.
- Learners can evaluate audio descriptions made by their peers and give feedback on the selected content, style and timing of the AD.

Grouping: groups of 2 or 3.

Approximate timing: 2 hours.

Material and preparation needed:

- A 3 to 4 minute clip without audio description, containing both sequences without and with dialogue, in the learners' mother tongue.
- AD Creation Table (Handout).
- Optionally, but ideally, software with which learners can create their audio descriptions (important for accurate timing).

Development:

1. Learners first watch the clip and analyse it: they determine what information they want to include in their description and what sound elements and/or other semiotic information has to be taken into account.

2. They create their description focusing on content selection, wording of the AD and timing of their AD script.
3. They present their audio description to the rest of the group, taking into account proper voicing techniques.
4. These presentations serve as a basis for a group discussion, in which the others give feedback and ask questions. Learners who made the AD concerned explain their choices in terms of content selection, wording and style, and timing.

Additional comments:

1. In order to prepare this task, learners can be asked to read the additional materials in the handouts of Tasks 2 and 3.
2. Also, they can be asked to watch the Core video on 'Voicing' (Unit 9 of Module 1) (again).



Creation of these training materials was supported by ADLAB PRO (Audio Description: A Laboratory for the Development of a New Professional Profile), financed by the European Union under the Erasmus+ Programme, Key Action 2 – Strategic Partnerships, Project number: 2016-1-IT02-KA203-024311.

The information and views set out in these training materials are those of the authors and do not necessarily reflect the official opinion of the European Union.

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