



## Module 6

### Unit 3

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## Module 6

### Unit 3: Translation

#### Task 1: Multiple choice<sup>1</sup>

##### Question 1

What are the characteristics of AD translation workflow?

- a) AD translation is more time-consuming.
- b) AD translation is more cost-consuming.
- c) AD translation may deliver poor quality AD.
- d) AD translation allows to produce AD in multiple languages.

##### Question 2

Which AD creation steps cannot be omitted in an AD translation workflow?

- a) Script cueing.
- b) Making decisions about what to describe.
- c) Watching the film.
- d) Making decisions about how to describe.

##### Question 3

What is the status of AD translation in the academia and the industry?

- a) AD translation is a purely theoretical concept, researched exclusively at the academia.
- b) AD translation is a workflow studied in the academia and implemented by the industry.
- c) AD translation has been tested by the industry, but it resulted to be too complicated to be implemented.

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

- d) AD translation was tested by researchers, but the results were negative, and it was not recommended as a possible workflow.

#### Question 4

What are the results of research on AD translation carried out by Jankowska (2015)?

- a) It is three times faster to write AD than to translate AD.
- b) It is three times faster to translate AD than to write AD.
- c) There is no significant difference in time-consumption of AD writing and AD translation.
- d) It is three times slower to translate AD than to write AD.

#### Question 5

What are the important issues to consider when translating AD?

- a) The original video should always be consulted.
- b) Adapting cultural references is not necessary.
- c) The original video should be consulted only in case of doubts.
- d) Adapting the script to the local style guide is not necessary.

## Module 6

### Unit 3: Translation

#### Task 2

##### Aim(s):

- Learners can identify the requirements for the translation of AD.

**Grouping:** individual, pairs or groups.

**Approximate timing:** 30 minutes.

##### Material and preparation needed:

- Recommended reading (pp. 91-94 and optionally 94-115):  
Jankowska, A. (2015). *Translating audio description scripts: translation as a new strategy of creating audio description*. Frankfurt am Main: Peter Lang.

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##### Development:

1. Learners prepare a list of advantages and/or disadvantages of translating AD scripts between languages. This task can be carried out individually, in pairs or groups. Learners can prepare a list of both advantages and disadvantages or you can ask one learner/pair/group to prepare a list of advantages and the other to prepare list of disadvantages.
2. Presentation and discussion: learners comment their choices and justifications in a class discussion.

## Module 6

### Unit 3: Translation

#### Task 3

##### Aim(s):

- Learners can identify the requirements for the translation of AD.

**Grouping:** individual, pairs or groups.

**Approximate timing:** 2 hours.

##### Material and preparation needed:

- Film excerpts from *Harry Potter and the Sorcerer's Stone* (C. Columbus, 2001).
- Original and translated AD scripts excerpts (see Learner handout).
- Post-its or cut pieces of paper.
- Recommended reading (pp. 91-94 and optionally 94-115):  
Jankowska, A. (2015). *Translating audio description scripts: translation as a new strategy of creating audio description*. Frankfurt am Main: Peter Lang.

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##### Development:

1. Learners watch film excerpts and analyse script excerpts individually. After that they vote on their preferred description for each scene.
2. Each learner writes 2-3 arguments (per scene) to justify/explain their preference for each scene. Use post-it or cut pieces of paper for that.
3. In pairs or groups learners compare and discuss their choices and justifications. Optionally you can ask each pair/group to agree on their preferred description for each scene.

4. Learners comment their choices and justifications in a class discussion.
5. Learners analyse pairs of AD script excerpts. They try to guess which one was originally written in English and which one was translated and prepare to justify their choices in a group discussion.
6. Learners present the results of their analysis.
7. The trainer informs the learners about which AD was written originally in English and which one was translated.
8. The trainer informs the learners about the preferences of blind audiences and the reasons for it. Optionally before justifying the preferences a brain-storming session can be organised.

### **Additional comments:**

As a follow-up you can ask learners to read (pp. 94-115): Jankowska, A. (2015). *Translating audio description scripts: translation as a new strategy of creating audio description*. Frankfurt am Main: Peter Lang Edition.

## Task 3: Handout

Scripts presented below are excerpts of audio description for *Harry Potter and the Sorcerer's Stone* (C. Columbus, 2001). The original script was written in English by Di Langford and Joan Greening.

### Scene 1

#### Script A:

A flying envelope hits Vernon's head. The whole family looks at the fireplace. Vernon grabs his head. An avalanche of letters falls into the floor through the fireplace. A hail of letters covers the whole room. Dudley finds a shelter on his mother's lap. Harry reaches out his hands and catches one of the letters.

#### Script B:

A letter falls in through a fireplace. Uncle Vernon blinks surprised. Along with a strong gust of wind, a pile of new letters falls into the living room. Uncle Vernon plugs his ears. Frightened Dudley jumps onto his mother's lap. Harry hops up and down with delight. The letters fly in circles over their heads, as if in a snowstorm, and then fall on the floor to cover the carpet. Harry catches one of the letters and runs away to his cupboard.

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### Scene 2

#### Script A:

The broom turns Neville around, bounces off the stony wall of the tower and flies down. Miss Hootch reaches draws her wand.

### **Script B:**

An out-of-control broom shoves Neville to the sides, overturns him and spins him around and finally bounces off Hogwarts walls. Neville dives and flying low he heads directly for the pupils. Professor Hootch draws her wand.

### **Scene 3**

#### **Script A:**

Hermione leaves the bathroom, wiping her tears. She turns her head up. A monstrous troll stands in front of her, with a sallow-green bulk, sticking out ears and a pimply bulging belly.

#### **Script B:**

Wiping her tears, Hermione leaves the toilet. She looks at two green legs, thick as tree trunks. She is frightened and looks up at a horribly green troll who obstructs the passage. His terrible head, which seems like a smashed green potato, touches the ceiling.

### **Scene 4**

#### **Script A:**

Gryffindors sleep in their bedroom. Their blue outfits as well as their scarves and red and yellow striped ties lay on the chairs next to them, Harry in his pyjamas sits at the open window, through which the moonlight falls into the room.

#### **Script B:**

The same night in the boys' bedroom. The neatly folded uniforms lay on the chairs in front of the beds with four pillars. All the boys sleep. Except Harry.



He is in his pyjamas and sits on the stony window sill with his knees under his chin.

## **Scene 5**

### **Script A:**

Hagrid is leading him to a bar called The Leaky Cauldron. The bar, filled with smoke, is illuminated by candles. Harry is looking at the customers who are wearing old-fashioned clothes. The bartender notices them.

### **Script B:**

Hagrid turns to the pub. He opens the door. The inside is dark and crowded. Pale candle lights glimmer. A beam of daily light falls into the room through one of the windows. Harry is looking around insecurely. Around him there are people dressed in old-fashioned coats and hats from more than two centuries before.

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## **Scene 6**

### **Script A:**

Professor McGonagall walks with the bearded man. They both turn around and notice a luminous ball in the sky that is heading towards them. The light turns out to be a front lamp of a motorcycle which lands right next to them. A huge, shaggy man in a long coat is sitting on the motorcycle. He turns off the motorcycle and lifts his goggles.

### **Script B:**

Bright light flashes over the trees. They are lamps of a motorcycle. Towering Hagrid lowers the motorcycle, lands and stops the machine with a squeal of

tyres. He has a thick black beard and sparkling eyes which are barely visible from under his bushy eyebrows.

## Module 6

### Unit 3: Translation

#### Task 4

##### Aim(s):

- Learners can identify the requirements for the translation of AD.

**Grouping:** individual or pairs and group.

**Approximate timing:** 90 minutes.

##### Material and preparation needed:

- Excerpt of a film (approx. 5 minutes), ideally containing cultural references.
- Excerpt of an AD script in a foreign language, ideally containing cultural references.

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##### Development:

1. Learners, individually or in pairs, translate an excerpt of an audio description script – from a foreign language into their native language.
2. In pairs learners discuss the challenges encountered during the translation process. Suggested topics:
  - a. Were there any cultural references you had to adapt? Why? What strategies did you use?
  - b. Were there any elements you had to adapt considering the AD style of the target language (e.g., amount of information, length of descriptions, frequency of descriptions, register)?
3. Learners comment their choices and justifications in a class discussion. Optionally during the discussion, you can tackle the issue of translating AD from other languages than English.

### **Additional comments:**

As a follow-up you can ask learners to read: Jankowska, A., Milc, M., & Fryer, L. (2017). Translating audio description scripts... into English. *SKASE. Journal of translation and interpretation*, 10(2).

## Module 6

### Unit 3: Translation

#### Task 5

##### Aim(s):

- Learners can define what translation memories, machine translation and post-editing are and their main features.

**Grouping:** individual, groups, pairs.

**Approximate timing:** 90 minutes.

##### Development:

1. Based on suggested articles (see Learner handout) learners prepare short (10-15 minutes) presentations (e.g. PPT), outlining mayor features of machine translation, translation memories and post-editing.
2. Learners prepare a list of advantages and/or disadvantages of implementing machine translation, translation memories and post-editing into AD translation workflow. This task can be carried out individually, in pairs or groups. Learners can prepare a list of both advantages and disadvantages or one learner/pair/group prepare a list of advantages and the other a list of disadvantages.
3. Learners comment their choices and justifications in a class discussion.

## Task 5: Handout

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## Module 6

### Unit 3: Translation

#### Task 6

##### Aim(s):

- Learners can discuss the implementation of translation memories, machine translation technologies and post-editing in the AD process.

**Grouping:** individual and group.

**Approximate timing:** 2 hours.

##### Material and preparation needed:

- A foreign film clip (approx. 5 minutes), ideally containing cultural references.
- An AD script of the foreign film clip, in a foreign language, ideally containing cultural references.
- A MT translation of the AD script of the foreign film clip.

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##### Development:

1. Learners complete the pre-task questionnaire (see Learner handout 1). The questionnaire can be presented to learners in a traditional, paper form or as an e-form which will allow to see summarised results immediately.
2. Learners – depending on which group they are assigned to – create (Group A), translate (Group B) or post-edit a machine translated AD (Group C).
3. Learners complete the post-task questionnaire (see Learner handout 1). The questionnaire can be presented to learners in a traditional,

paper form or as an e-form which will allow to see summarised results immediately.

4. Learners comment their choices and justifications in a class discussion.

## Task 6: Handout 1

The questionnaire below is based on the questionnaire developed by Anna Fernández-Torné and presented as an annex to her PhD dissertation and can be consulted here: <https://www.tdx.cat/handle/10803/394035>

### Pre-task questionnaire

1. Rate the tasks according to the effort you think they will require from you, from least effort (1) to most effort (10):

- a. AD creation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- b. AD translation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- c. MT AD postediting: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

2. Rate the tasks according to the time you think you will spend on them, from least time (1) to most time (10):

- a. AD creation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- b. AD translation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- c. MT AD postediting: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

3. Rate the tasks according to how much you think they are boring, from least boring (1) to most boring (10):

- a. AD creation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- b. AD translation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- c. MT AD postediting: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

4. Rate the tasks according to the quality you think you will reach, from worst quality (1) to best quality (10):

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- a. AD creation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- b. AD translation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- c. MT AD postediting: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

## Task 6: Handout 2

The questionnaire below is based on the questionnaire developed by Anna Fernández-Torné and presented as an annex to her PhD dissertation and can be consulted here: <https://www.tdx.cat/handle/10803/394035>

### Post-task questionnaire

1. Rate the tasks according to the effort they required from you, from least effort (1) to most effort (10):
  - a. AD creation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
  - b. AD translation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
  - c. MT AD postediting: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
2. Rate the tasks according to the time you spend on them, from least time (1) to most time (10):
  - a. AD creation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
  - b. AD translation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
  - c. MT AD postediting: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
3. Rate the tasks according to how much they were boring, from least boring (1) to most boring (10):
  - a. AD creation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
  - b. AD translation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
  - c. MT AD postediting: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
4. Rate the tasks according to the quality you think you reached, from worst quality (1) to best quality (10):

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- a. AD creation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- b. AD translation: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- c. MT AD postediting: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

## Module 6

### Unit 3: Translation

#### Task 7

##### Aim(s):

- Learners can discuss the implementation of translation memories, machine translation technologies and post-editing in the AD process.

**Grouping:** individual, pairs or groups.

**Approximate timing:** 90 minutes.

##### Material and preparation needed:

- A foreign film clip (approx. 5 minutes), ideally containing cultural references.
- An AD script of the foreign film clip, in a foreign language, ideally containing cultural references.

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##### Development:

1. Learners – depending on which group they are assigned to – translate an excerpt of an AD script into their native language using one of three different machine translation engines. Group A: MT engine 1, Group B – MT engine 2 and Group C – MT engine 3.
2. Learners post-edit the translated scripts.
3. Learners form groups of three (one learner from Group A, B and C). Within the group they compare and discuss the experience of post-editing<sup>2</sup>. Suggested topics:
  - a. Did the machine translated require post-editing?

<sup>2</sup> The questions are based on a questionnaire developed by Anna Fernández-Torné and presented as an annex to her PhD dissertation: <https://www.tdx.cat/handle/10803/394035>

- b. Was the machine translated text easy to post-edit?
  - c. Was all the information in the source text present in the machine translated text?
  - d. Was the machine translated text fluent in the target language?
  - e. Was the film easy to audio describe departing from the machine translated AD? Why?
  - f. Were there any elements you had to adapt from the machine translated AD considering the AD style of the target language (e.g., amount of information, length of descriptions, frequency of descriptions, number of incomplete sentences, register)?
4. Learners comment their choices and justifications in a class discussion.



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