UCM Project AVLA

CALING (*Corpus de Accesibilidad Lingüística*)
Corpus: accessibility and real informants evaluation

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AVLA AUDIOVISUAL LEARNING ARCHIVE

Rad

TRANS MEDIA CATALONIA

http://avlearningarchive.com/

Members of the project

Researchers from national and international universities:
- Juan Pedro Rica Peromingo (Director, Departamento de Estudios Ingleses, UCM)
- Ana Laura Rodríguez Redondo (Departamento de Estudios Ingleses, UCM)
- Manuel Mata Pastor (Translation and Interpreting, UCM)
- Blanca Puchol Vázquez (Departamento de Estudios Ingleses, UCM)
- Ángela Sáenz Herrero (Universidad Europea Miguel de Cervantes)
- Arsenio Andrades Moreno (Universidad Politécnica de Madrid)
- Pilar Orero Clavero (Translation and Interpreting, Universidad Autónoma de Barcelona)
- Anna Matamala Ripoll (Translation and Interpreting, Universidad Autónoma de Barcelona)
- Jorge Díaz Cintas (Centre for Translation Studies, University College London, UCL)
- Lourdes Lorenzo (Universidad de Vigo)
- Ana Pereira (Universidad de Vigo)
- Sara Martínez Portillo (PhD student, UCM)
- Paloma Soroa Sainz (Audiovisual Communication, UCM)

Colaborations from different institutions:
- CSIM (SSL teachers): deaf and hearing teachers expert in SSL.
- ONCE (Víctor López, Responsible for the Accessibility Department, Fundación ONCE): blind informants.

Project description

- **Continuation** of previous research projects (starting in 2013) based on the use of new technologies and methodologies applied to teaching and learning AVT modes, in the last years focused on accessibility modes.

- **Design** of new materials, resources and evaluation for the use of those methodologies applied to teaching and learning AVT modes: in the last years (since 2017) we have focused on subtitling for the deaf and hard-of-hearing and audio description for the blind or partially-sighted.

- **Compilation of the CALING corpus** which include both university students activies on SDH and AD and the evaluation of real recipients: deaf and blind informants evalutating the students production.

- The **analysis and evaluation** have been carried out through some questionnaires.

Evaluations: questionnaires

- Evaluations through questionnaires filled out by the real informants (so far 10 for the SDH and 10 for the AD).

- Evaluations include questions related to both technical and linguistic/cultural issues and they were designed by the members of the research project based on the different legislation on SDH and AD (for the two questionnaires used, see Rica Peromingo, 2019).

- The real informants fill out one questionnaire per each of the students' activities that are part of the CALING corpus.

Project webpage: http://avlearningarchive.com/

SDH and AD activities in the CALING corpus

	Movie and TV series scenes with AD					Total
	Up	Carmina y amén	Breakfast at Tiffany's	The Handmaid's Tale	Inside Out	
Number of activities compiled	74	63	28	10	6	181
Number of activities analyzed	59	47	20	5	3	134
Number of real informants	10					10

	Movie and TV series scenes with SDH					Total
	Finding Nemo	The King's Speech	Agora	Up	The Handmaid's Tale	
Number of activities compiled	85	66	43	43	31	268
Number of activities analyzed	67	57	35	35	13	207
Number of real informants	10					10

Some preliminary results: SDH evaluations

- The **SDH** produced by the students have been positevely evaluated in general.

- The use of the **four basic colors** (yellow, green, cyan and magenta) for the different characters has been widely accepted and positevely evaluated.

- The **subtitles speed** has been appropriate in general.

- The **position of the subtitles** and the contextual information were positevely evaluated.

- The informants pointed out that the **information included** in the subtitles was literal with Little adaptation or modification of the information.

Some preliminary results: AD evaluations

- The students have included **too much information in the AD**: those real informants felt "exhausted" with the AD created by the students.

- The **voice** sounded a bit monotonous.

- **Synchonization** was valued positevely.

- The **text inserted** was valued positevely, as well.

- The **volumen** of the voice was appropriate and clear in general.

- The **sentences** were short and clear.

- And **pauses** among sentences were also correct.

Future venues of research

- **Go on** with the Project edition this year, compiling more SDH and AD students activities and more evaluations from the part of the real informants.

- Make all the **repository available** for teachers, students and researchers on accessibility through the Project webpage: http://avlearningarchive.com/.

- Suggest **changes** in some aspects in the Norma UNE 153010 (for SDH) and Norma UNE 153020 (for AD) based on the results obtained in this study.

- Improve **teaching and learning** AVT modes, specifically those concerning accessibility.

- **Collaborate** with COST LEAD-ME and with other national/international projects (MAP, RAD, etc.)

- **Contributors** for the CALING corpus are welcome :-)

Thank you very much for your attention!

Juan Pedro Rica Peromingo

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