Module 2
Trainer's guide

ADLAB PRO / Audio Description: A Laboratory for the Development of a New Professional Profile
Project number: 2016-1-IT02-KA203-024311 | www.adlabproject.eu
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1. Introduction and module structure

The ADLAB PRO course materials are distributed in 6 Modules.

- **Module 1:** General introduction.
- **Module 2:** Screen audio description.
- **Module 3:** Audio description of live events.
- **Module 4:** (Semi)live audio description and recorded audio description for static arts and environments.
- **Module 5:** Additional services.
- **Module 6:** Additional technical issues, developments and change.

1.1. Who is the trainer's guide addressed to?

This trainer's guide is addressed to trainers who want to use Module 2 training materials. The aim of this trainer's guide is to describe the module structure, the learning outcomes covered, and the materials available. It also includes the keys to multiple choice and selected tasks, where necessary.

1.2. Aim of Module 2

The aim of Module 2 is to present information about audio description for recorded content, mainly films and television programmes. It deals with the process of creating AD for the screen, the impact of film genre on AD style as well as preparing audio introductions.

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1.3. Structure of Module 2

Module 2 has 10 units:

- **Unit 1:** Screen AD: films and genres.

- **Unit 2:** Process.

- **Unit 3:** Software.

- **Unit 4:** Characters.

- **Unit 5:** Time and space.

- **Unit 6:** Culture.

- **Unit 7:** Language.

- **Unit 8:** Film language.

- **Unit 9:** Audio introductions.

- **Unit 10:** Recording.

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2. Type of teaching materials

ADLAB PRO has developed different types of teaching materials that you can use in various learning situations. For example, you may want to use all or selected materials in a university or in a vocational course. You may want to use the materials in class or ask learners to work on them at home.

ADLAB PRO can be used as a self-contained course but does not have to be implemented in its entirety. It offers trainers flexible and adaptable training materials of a modular nature.

The types of materials included are described below.

2.1. Core videos

These are short videos (around 5-7 minutes long) based on a presentation with an off-screen narrator that provide the basics of each unit. They have been created in a way that they can be listened to without access to the visuals.

2.2. Materials accompanying core videos

You can download subtitles in English (.srt format), for all core videos in Module 2, as well as the PowerPoint presentation in .ppt format and a transcript of the narration in .pdf.

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2.3. Additional videos

These provide extra information in diverse formats.

2.4. Tasks

There is a .pdf document per unit containing suggested tasks. There is also a .pdf document per module that includes all the tasks in the module. Each unit includes a multiple-choice test (5 choice questions based on the core video) and some additional tasks in various formats.

Tasks can be used in class or at home, as practice or as assessment. You will need to select and adapt them to your learning environment.

Tasks contain information about the aim of the task, the grouping of learners (individual, pairs or group), the approximate timing, the materials and preparation needed, the actual development of the tasks and, where relevant, additional comments. When a handout needs to be provided to trainees, it is also included. The key to tasks (for instance, the correct answers to multiple choice) are provided at the end of this trainer's guide (see last section in this document).

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2.5. Reading lists

There is a .pdf document per unit with a suggested reading list that includes basic and additional references. There is also a .pdf document which groups all the reading lists in a module. References are in English and based on what was available during the life of the project (2016-2019) but you are encouraged to complement these sources with up to date references and local references in other languages, where appropriate.

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3. Learning outcomes

Learning outcomes are an explicit description of what learners should know, understand, and be able to demonstrate after completion of a process of learning (ECT Users' Guide 2005). The learning outcomes (LO) associated with this module are:

Learners know of the challenges specific to screen AD:

- **LO 1:** Learners can characterise challenges specific to screen AD.

Learners have specialised domain knowledge and practice-oriented understanding of the functioning of audiovisual texts for screen AD (film narrative and techniques, multimodality) or awareness of the need/willingness to collaborate with specialists:

- **LO 2:** Learners know how audiovisual texts for screen AD function (film narrative and techniques).
- **LO 3:** Learners can analyse a film clip from a multimodal/narrative point of view and identify challenges.

Learners know different requirements for TV, film and other types of screen AD (e.g. due to different genre characteristics):

- **LO 4:** Learners can exemplify how AD requirements (in terms of content, scriptwriting, workflow and technical issues) differ depending on the material, genre, etc.

Learners have technical knowledge and skills regarding software solutions for both the production and reception/distribution of screen AD:

- **LO 5:** Learners can explain how various types of software can be used in the production/reception/distribution of screen AD.
- **LO 6:** Learners can demonstrate the use of software used in the production/reception/distribution of screen AD.

Learners know the workflow and identification of the different people that may be involved in the production process of screen AD:

- **LO 7:** Learners recognise the role of the describer for screen AD in the overall workflow and know how to cooperate in a team.

Learners know when/where to insert descriptions in the Source Text (ST) (synchrony, interaction with dialogues and sounds):

- **LO 8:** Learners understand the importance of existing film dialogues and sounds for an AD.
- **LO 9:** Learners can identify the right places where to insert descriptions in the ST.

Learners know what information to select/prioritise (for instance, characters, facial expressions, dress, setting, spatio-temporal setting, text-on-screen):

- **LO 10:** Learners understand the narrative function of the different types of information that can be included in the AD scripts.

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Learners know how much information is necessary and/or desirable:

- **LO 11:** Learners can distinguish between more important and less important information in AD, as regards for example characters, settings and actions.
- **LO 12:** Learners can reflect on why certain information needs to be prioritised from a narrative/multimodal perspective and can explain the effect of prioritising certain information over other.

Learners know how to formulate descriptions and choose the appropriate AD strategies (linguistic and textual skills, which includes filmic language and how to deal with it, how to deal with intercultural references, subjective approaches to AD, etc.):

- **LO 13:** Learners can identify functions of characters in a film narrative (e.g. Phelan's classification).
- **LO 14:** Learners can determine the level of detail in AD according to the character's function.
- **LO 15:** Learners can list strategies for AD of characters (appearance, body language, introduction of characters).
- **LO 16:** Learners can use AD strategies in describing characters.
- **LO 17:** Learners can identify organization of information in AD of spatio-temporal settings.
- **LO 18:** Learners can formulate AD of spatio-temporal settings.
- **LO 19:** Learners can identify intercultural references.
- **LO 20:** Learners can list AD strategies used to AD of intercultural references.

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- **LO 21:** Learners can apply AD strategies to AD of intercultural references.

- **LO 22**: Learners can characterise AD appropriate language (brief, vivid, genre-specific).

- **LO 23**: Learners can use AD appropriate language (brief, vivid, genre-specific).

- **LO 24**: Learners can identify various degrees of subjectivity in AD (depending on constraints).

- **LO 25**: Learners can explain how filmic language can be reflected in AD.

- **LO 26**: Learners can reflect filmic language in AD.

- **LO 27**: Learners can evaluate peer descriptions.

- **LO 28**: Learners can create an AD taking into account all aspects of the description.

Learners know what to include in an audio introduction (AI) for recorded content:

- **LO 29:** Learners can list elements required for an AI for recorded content.

Learners know how to write and deliver an audio introduction for recorded content:

- **LO 30:** Learners can write an audio introduction for recorded content.

- **LO 31**: Learners can deliver an audio introduction for recorded content with appropriate voicing.

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Learners know the formal requirements for an AD script to facilitate recording:

- **LO 32:** Learners can list the formal requirements for an AD script to facilitate recording.
- **LO 33:** Learners can prepare an AD script for recording.

Learners understand the importance of vocal skills and technical facilities for the delivery of AD:

- **LO 34:** Learners can deliver an AD script with appropriate voicing.
- **LO 35:** Learners can identify technical facilities for recorded or live AD.

Learners know the parameters for a quality AD end product and have skills for assessing/editing the AD of screen products:

- **LO 36:** Learners can compile the parameters for a quality AD end product.
- **LO 37:** Learners can assess/edit an AD for screen products.

Learners know how to research a topic related to screen AD and draw conclusions:

- **LO 38:** Learners can research a topic related to screen AD.

Knowledge of new developments and the capacity/willingness to stay abreast:

- **LO 39:** Learners can research new developments related to screen AD.

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4. Training materials

The training materials in Module 2 are the following:

4.1. Core videos

Ten core videos, with subtitles in English, downloadable PowerPoint slides and transcripts.

4.2. Additional videos

Twenty-one additional videos:

1. An additional video on audio describing different genres (Carmen L. Oven and Maja Sumej talking about their experience in audio describing for TV and the different approaches): AV_M2_U1_1.

2. An additional video on audio description in cinemas (end users talking about their experiences in the cinema): AV_M2_U1_2.

3. An additional video on workflow from ARSAD (AD professionals talking about the workflow they have when audio describing): AV_M2_U2_1.

4. An additional video on software from ARSAD (AD professionals talking about the software they use when audio describing): AV_M2_U3_1.

5. An additional video on Fingertext - AD editor by Anglatècnic (tutorial on how to work with Fingertext, an editor created by Anglatècnic): AV_M2_U3_2.

6. An additional video on characters (compilation of fragments in which there are different characters to be audio described): AV_M2_U4_1.

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7. An additional video on character naming in AD (video with examples on how to name characters): AV_M2_U4_2.

8. An additional video on describing familiar and unfamiliar settings (on how to describe settings, familiar and unfamiliar, with examples): AV_M2_U5.

9. An additional video on how to deal with cultural references (an interview with Shak Yousaf): AV_M2_U6_1

10. An additional video on strategies for cultural references: AV_M2_U6_2.

11. An additional video on colours in audio description (end users talking about how they perceive audio descriptions with colours): AV_M2_U7_1.

12. An additional video on audio describing sensitive content (Carmen L. Oven and Maja Sumej talking about how to approach the description of sensitive content): AV_M2_U7_2.

13. An additional video on film language in audio description (an interview with Shack Yousaf about film language): AV_M2_U8

14. An additional video on audio introductions (an interview with Louise Fryer on how to prepare them, etc.): AV_M2_U9_1.

15. A podcast with Louise Fryer narrating the audio introduction to Slumdog Millionaire: AV_M2_U9_2

16. An additional video on the process of recording and editing an AD: AV_M2_U10_1.

17. An additional video on sound mixes from ARSAD (AD professionals talking about the sound in audio description): AV_M2_U10_2.

18. An additional video on the production process of sound mixing and the delivery of an AD: AV_M2_U10_3.

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19. An additional video on studio recording (on how to prepare a recording studio, the materials needed and the process of recording): AV_M2_U10_4.

4.3. Tasks

Thirty-three tasks:

- **Unit 1:** 2 tasks.

- **Unit 2:** 4 tasks.

- **Unit 3:** 2 tasks.

- **Unit 4:** 3 tasks

- **Unit 5:** 4 tasks

- **Unit 6:** 3 tasks

- **Unit 7:** 4 tasks

- **Unit 8:** 3 tasks

- **Unit 9:** 4 tasks

- **Unit 10:** 4 tasks

4.4. Reading lists

A reading list per unit. There is also a .pdf document which groups all the reading lists in the module.

5. Key to tasks in Module 2

5.1. Multiple choice

- **Unit 1:** b, b, a, b, d.
- **Unit 2:** c, b, d, c, a.
- **Unit 3:** b, b, c, b, a.
- **Unit 4:** c, b, d, c, c.
- **Unit 5:** b, a, a, a, d.
- **Unit 6:** a, c, d, b, d.
- **Unit 7:** c, a, b, a, b.
- **Unit 8:** a, c, c, b, d.
- **Unit 9:** c, b, d, a, b.
- **Unit 10:** d, d, a, d, c.

5.2. Unit 5

Task 4

This is a sample final version description of the painting.

It is a sunny day. A sunburnt lawn with high, dry grass extends to a stately white house with a bay window that adjoins a dark forest to the left. A middle-aged man wearing a white shirt and black trousers is sitting on the doorstep. He is leaning forward, his eyes cast down, his right hand outstretched in the direction of a brown and white collie in the middle of the lawn, its legs hidden by the grass. A buxom woman wearing a green dress is standing a meter away to his right, leaning against the bay window. Her arms are crossed

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and she is looking at the dog. The dog is looking ahead into the distance. It is oblivious to the two people.

5.3. Unit 7

Task 2

Verbs

- to walk: to wander, to stride, to pace, to march, to stomp, to tiptoe, to creep, to sneak, to shuffle, to limp, to stagger, to stroll, to hike
- to smile: to grin, to beam, to smirk, to simper
- to take: to grab, to snatch
- to open: to unlock, to unscrew, to unwrap, to unfasten

Nouns

- car: SUV, cabriolet, convertible, limousine, any car make or model
- dog: puppy, beagle, dachshund, Dalmatian (or any other dog breed)
- sweater: turtleneck, cardigan, V-neck, pullover, jersey, sweatshirt
- building: property, block, edifice, skyscraper, brownstone

Task 4

These are sample solutions to the task.

Description 1.

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A brown and white bull terrier lies in front of a white SUV. The car is parked near a river bank with green trees and bushes. It's a sunny day with a blue sky peppered with white clouds.

Description 2.

A young African American woman in a blue crop top and distressed blue denim jeans crosses the street.

Description 3.

An open flip-top jar with a white powder spilling from it lies on a brown wooden surface.

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