



Module 1

Unit 9

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Module 1

Unit 9: Voicing

Task 1: Multiple choice¹

Question 1

What does “paralinguistic” information mean?

- a) The meaning of the words spoken.
- b) The various meanings of words in different languages.
- c) The meaning expressed through prosody.
- d) The delivery style through which a describer expresses his/her personal style.

Question 2

Voicing is important for audio description, because...

- a) It should always be done by a professional voice talent.
- b) The voice expresses a lot of meaning beyond the meaning of the words alone.
- c) Because a person’s voice reflects his or her personal delivery style, which should be avoided in audio description.
- d) Because audio descriptions are aural deliveries of visual information.

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

Question 3

In most cases, descriptions are voiced by professional voice talents. In some cases, however, it is common practice for the describer to voice his or her own AD script. Why?

- a) This is the case for complicated types of products, such as fast-paced action movies, where the voice talent should know the material well to voice it adequately.
- b) This is the case for AD creation processes where time and budget are limited.
- c) This is the case for “accessible filmmaking” or “integrated AD”, because the describer is involved in the entire creation process from the start.
- d) This is the case for live-events, such as theatre, because the describer is best placed to adequately deal with timing issues and improvisation during the performance.

Question 4

The use of synthetic voices to create audio descriptions is a contested issue in the field of media accessibility. Why?

- a) Because research has shown that synthetic voices are not appropriate for audio description.
- b) Because research has shown that synthetic voices are only appropriate for documentaries, and no other types of AD.
- c) Because research has yet to study in which cases the use of synthetic voices is appropriate.

- d) Because research shows that synthetic voices are very useful, but professionals fear that human voices will no longer be needed in the future.

Question 5

Describers should keep prosody issues in mind when writing their AD script. Which of the following statements regarding AD and prosody is true?

- a) The audio description should always keep a steady and slow pace in order to be consistent throughout the entire film and make sure all listeners can follow.
- b) The delivery style of audio description should be neutral and unobtrusive, but it inevitably reflects some of the emotion, excitement and mood of the voice talent.
- c) Rising intonation at the end of a sentence is a typical feature of audio description, recommended to keep the listeners' attention.
- d) Stress on a given word in the sentence influences a sentence's meaning and should therefore be used carefully in audio description.

Module 1

Unit 9: Voicing

Task 2

Aim(s):

- Learners can speak clearly and effectively communicate oral information.
- Learners can demonstrate basic vocal warm-up exercises.

Grouping: individual.

Approximate timing: 30 minutes.

Material and preparation needed:

- Internet connection.
- Access to library.
- Reading list of Module 1, Unit 9.

Development:

1. Learners research vocal warm-up exercises online and/or in the library.
2. They select 5 and present their results to the entire class.

Additional comments:

Examples of vocal warm-up exercises can be found in the Core video of Unit 9, Module 1 and in Louise Fryer's (2016) book *An Introduction to Audio Description*, which is included in the reading list of this unit.

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Unit 9: Voicing

Task 3

Aim(s):

- Learners can name constituent elements of prosody and explain how they affect the communication of oral information.

Grouping: in groups of 2 to 3.

Approximate timing: 60 minutes.

Material and preparation needed:

- Video clips with audio description in your local language.
- Core video of Module 1, Unit 9.
- Optional: Louise Fryer's (2016) *An Introduction to Audio Description* (see reading list of Unit 9, in Module 1).
- Optional: involve an AD user with sight loss in this exercise.

Development:

1. Learners watch two video clips with AD in their local language.
2. Based on the material provided above, learners identify voicing issues related to one or more of the elements of prosody (such as tone, pace, stress, rhythm, pitch and segmentation) and discuss how it is adapted to the genre and style of the film and how it influences the AD meaning-making process.
3. Learners write a report or present their findings in a class discussion.

4. Optional: involve an AD user with sight loss in the class discussion.

Additional comments:

Examples of copyright free audio described clips can be found on YouTube, for instance. Two examples in English:

- a. https://www.youtube.com/watch?v=O7j4_aP8dWA
- b. <https://www.youtube.com/watch?v=B8BD9txkGL4>



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Unit 9: Voicing

Task 4

Aim(s):

- Learners know the importance of good vocal skills for delivery of AD.
- Learners can speak clearly and effectively communicate oral information.
- Learners can recognize good microphone technique and demonstrate it in recording and live delivery.

Grouping: individual.

Approximate timing: 2 hours.

Material and preparation needed:

- An audiovisual product as a basis for description (video clip, recording of a performance, (picture of) artwork, etc.). This can optionally be a material for which an audio description already exists, so that it can be used for comparison.
- Recording device.

Development:

1. Learners write a brief audio description of an audiovisual material.

2. They record their description, listen back and evaluate their performance.
3. They make adjustments to their delivery style and re-record their description.
4. Optionally: they compare their description and voicing to the original audio description.



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Task 5

Aim(s):

- Learners know the importance of good vocal skills for delivery of AD.
- Learners can speak clearly and effectively communicate oral information.
- Learners can recognize good microphone technique and demonstrate it in recording and live delivery.

Grouping: individual.

Approximate timing: 60 minutes.

Material and preparation needed:

- Recordings resulting from Task 5.

Development:

1. Learners listen to one of the recoded audio descriptions of one of their peers.
2. Learners identify voicing issues related to one or more of the elements of prosody (such as tone, pace, stress, rhythm, pitch and segmentation) and discuss how it is adapted to the genre and style of the material and how it influences the AD meaning-making process.

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3. Learners write down suggestions for improvement/feedback for their peer.
4. Optional: learners adapt their recording based on their peers' feedback.



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