



Module 5

Unit 1

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Module 5

Unit 1: Audio subtitling

Task 1: Multiple choice¹

Question 1

What are audio subtitles?

- a) Subtitles which are read aloud only for persons with sight loss.
- b) The rendering of written subtitles into audio.
- c) An access service offered through the radio.
- d) None of the above.

Question 2

Who is the target audience of audio subtitles?

- a) Persons with sight loss.
- b) Persons with reading difficulties.
- c) Persons who cannot or do not want to read subtitles.
- d) Persons with cognitive disabilities.

Question 3

Are audio subtitles offered independently?

- a) Yes, always.
- b) They can be offered independently or they can be offered together with audio description.
- c) No, never.
- d) Only when offered live.

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

Question 4

How can audio subtitles be delivered?

- a) Always with a human voice.
- b) Always with a synthetic voice.
- c) With a human or synthetic voice.
- d) None of the above.

Question 5

Audio subtitles can be delivered with the following effects:

- a) Dubbing effect.
- b) Dubbing effect, interpreting effect, voice-over effect.
- c) Dubbing effect and voice-over effect.
- d) Local effect and foreign effect.



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Task 2

Aim(s):

- To learn what guidelines and recommendations say in relation to audio subtitling and on-screen text.

Grouping: individual, pairs or groups.

Approximate timing: 2 hours.

Material and preparation needed:

- Recommended watching before the class: additional video on audio subtitling guidelines and recommendations.
- List of guidelines and recommendations (learner handout).

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Development:

1. Give learners a list of guidelines and recommendations on audio description. Ask them to search for more local guidelines.
2. Ask learners to identify whether the guidelines or recommendations give advice on how to render written text on screen, especially subtitles, via the audio description.
3. Discussion: learners discuss the results and a summary of the findings is presented on the board.

Task 2: Handout

Selected list of guidelines and recommendations

1. AENOR (2005). Norma UNE:153030. Audiodescripción para personas con discapacidad visual. Requisitos para la audiodescripción y elaboración de audioguías. Madrid: AENOR.
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3. BAI (2012). BAI guidelines – audiodescription. Retrieved from: https://www.bai.ie/en/media/sites/2/dlm_uploads/2018/05/20171220_AccessRules_MinisterReport_vFinal_DMCL.pdf
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7. Gonant F., Morisset L. (2008). La charte de l’audiodescription. Paris: Ministère des Affaires Sociales et de la Santé. Retrieved from: http://www.social-sante.gouv.fr/IMG/pdf/Charte_de_l_audiodescription_300908.pdf

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9. ISO (2015). Information technology- User interface component accessibility—Part 21: Guidance on audio descriptions (ISO/IEC TS 20071-21).
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13. Netflix (n.d.) Netflix audio description style guide v1.0. Retrieved from: <https://partnerhelp.netflixstudios.com/hc/en-us/articles/215510667-Audio-Description-Style-Guide-v1-0>
14. Szymańska, B., & Strzymiński, T. (2010). Standardy tworzenia audiodeskrypcji do produkcji audiowizualnych [Standards for creating audio description to audiovisual productions]. Retrieved from: <http://www.audiodeskrypcja.org.pl/standardy-tworzenia-audiodeskrypcji.html>

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Unit 1: Audio subtitling

Task 3

Aim(s):

- To learn about the wide variety of text on screen.

Grouping: individual, in pairs or groups.

Approximate timing: 3 hours.

Material and preparation needed:

- A multilingual film in which text on screen is present. A good example would be *Inglourious Basterds* (Q. Tarantino, 2009).

Development:

1. Ask learners to watch the selected film at home or in class.
2. Ask learners to make a list of text on screen (individually).
3. Ask learners to categorise the texts on screen present in the film and identify their function (in pairs or in groups). A sample categorisation is not provided. Learners try to create their own.
4. Discuss results in class.

Additional comments:

As a follow-up, you may want to ask learners to read: Matamala, A. (2014). Audio describing text on screen. In A. Maszerowska, A. Matamala & P. Orero (Eds.), *Audio description: New perspectives illustrated* (pp.103-120). Amsterdam: Benjamins.

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Unit 1: Audio subtitling

Task 4

Aim(s):

- Compare and evaluate strategies in the rendering of audio subtitles.

Grouping: individuals, in pairs or groups.

Approximate timing: 60 minutes.

Material and preparation needed:

- Additional video on audio subtitles in the film *What happens while...* (N. Nia, 2016). They are available in English, Spanish and Catalan.

Development:

1. Ask learners to watch the Additional video mentioned above.
2. Ask them to identify the diverging strategies used to render audio subtitles in terms of content, voicing, synchronisation and any other relevant features learners may observe.
3. Class discussion on the pros and cons of each approach.

Additional comments:

You may want to add an extra step in the task, which would be to create one shared audio subtitling script.

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Unit 1: Audio subtitling

Task 5

Aim(s):

- Learners can create audio subtitles integrated in an audio description.
- Learners are aware of the importance of voicing and synchronisation.
- Learners can defend and justify their choices.

Grouping: individually and in pairs.

Approximate timing: 2 hours.

Material and preparation needed:

- A short film excerpt in which subtitles are present (3-5 minutes).

Development:

1. Ask learners to create an audio description with audio subtitles for the film excerpt at home (individually).
2. In class, learners work in pairs. Learner 1 voices his/her audio subtitles live in front of Learner 2, who evaluates them.
3. Then, Learner 2 voices his/her audio subtitles live in front of Learner 1, who assesses them.
4. Learners discuss and defend their choices, accept criticism and improve, where relevant, their subtitles based on the feedback received from peers.
5. Class discussion on the main challenges of the audio subtitling, on the importance of voicing and synchronisation.

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Unit 1: Audio subtitling

Task 6

Aim(s):

- Learners can create audio description with audio subtitles.
- Learners can defend and justify the audio subtitles they have created.

Grouping: individual.

Approximate timing: 20 hours.

Material and preparation needed:

- Short clip with subtitles.

Development:

1. Ask learners to create audio descriptions with audio subtitles for a short film at home, and to write an essay discussing the main challenges and their choices.

Additional comments:

1. This task may work well as a final assignment.
2. Alternatively, you may want to ask learners to give a presentation instead of writing an essay.

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