

ADLAB PRO – a snapshot of audio description training practices in Europe

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Study objectives

- IO1: Assessment of Current AD Training Practices
 - to create a snapshot of the current AD training situation in Europe
 - to study the problematic areas involved in the definition of the professional profile and in the development of a curriculum
 - 2 stages: quantitative and qualitative



Questionnaire design

- Instructions
- General questions about the teacher
- Questions for academic courses
- Questions for non-academic courses
- General questions: competences and soft skills



Questionnaire distribution

- Online via Instant.ly (English version)
- Translations into the respondents' mother tongue provided where necessary
- Accessible version provided where necessary

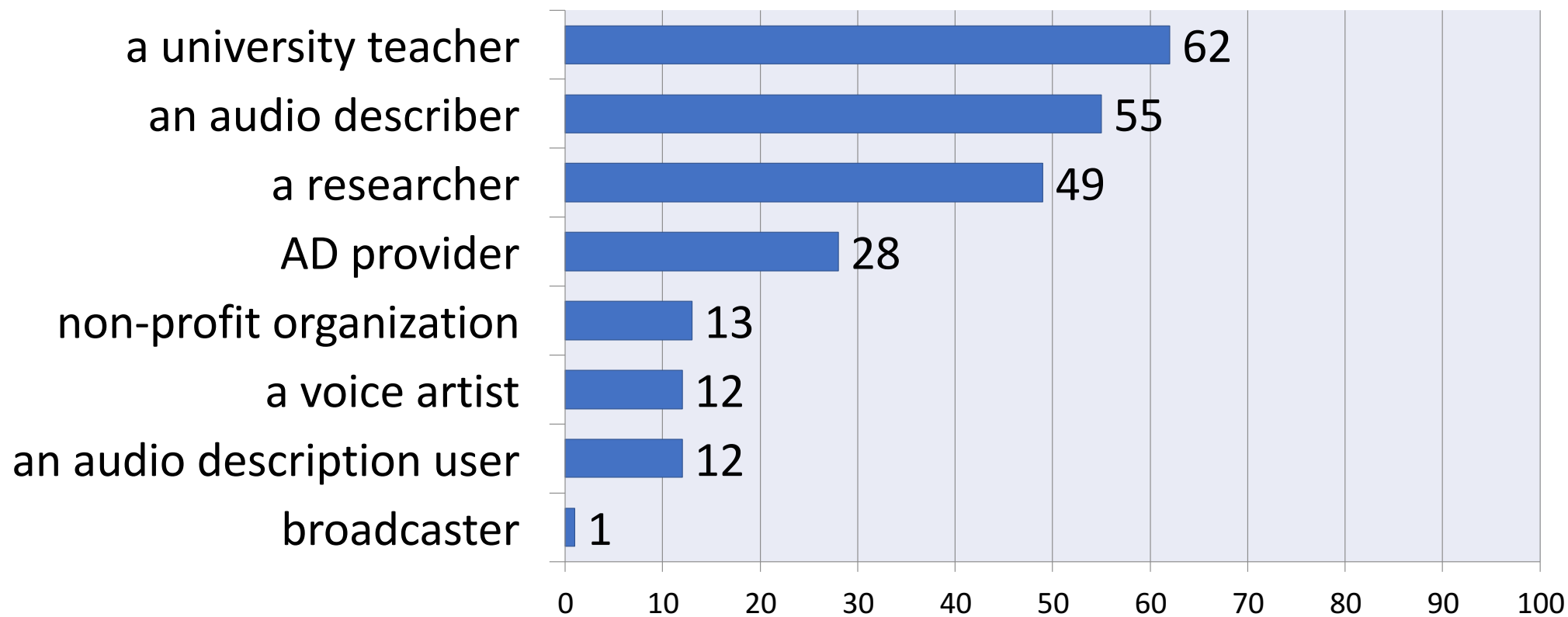


Responses

- 86 respondents
- 192 courses sampled
 - 93 academic courses (>2000 participants)
 - 99 non-academic courses (>1600 participants)

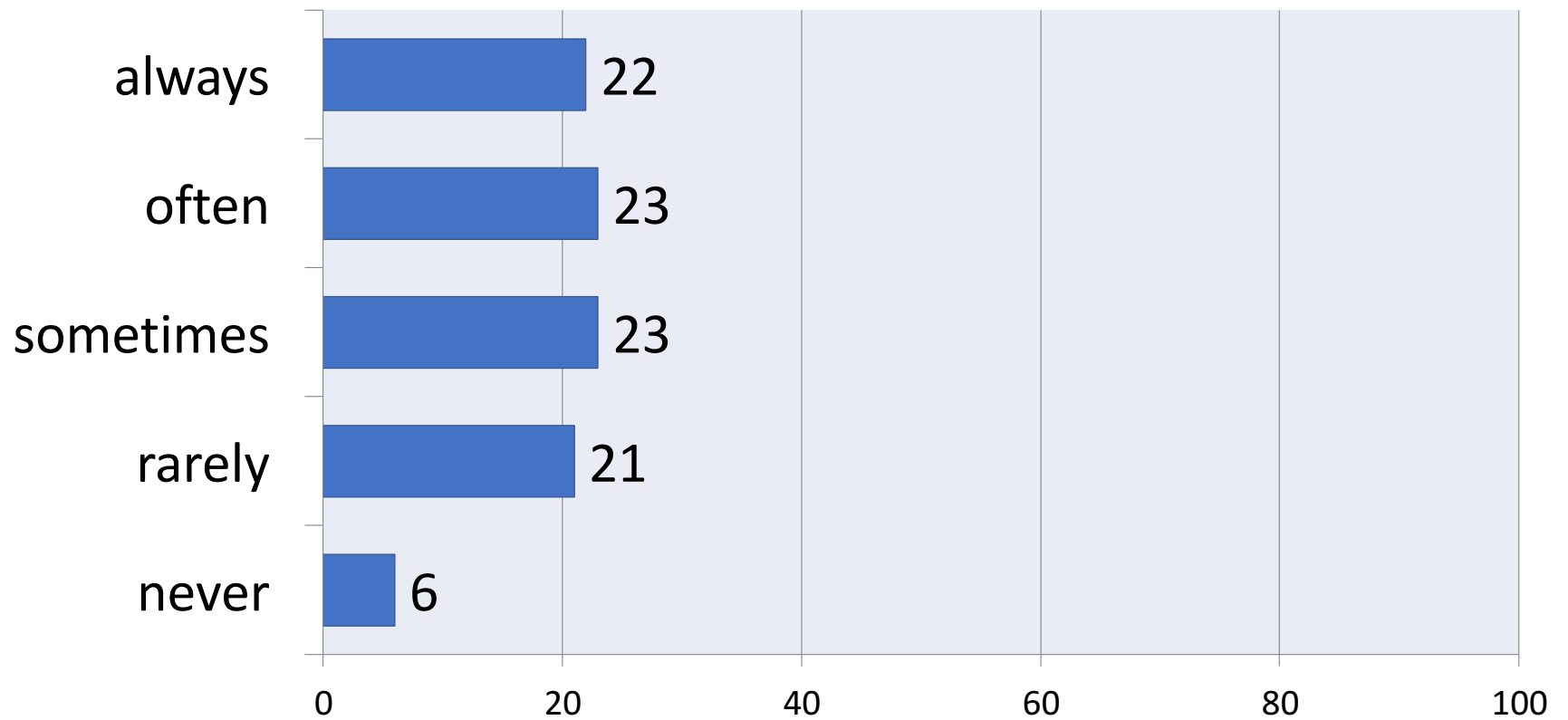


Respondent profile: teachers are practitioners



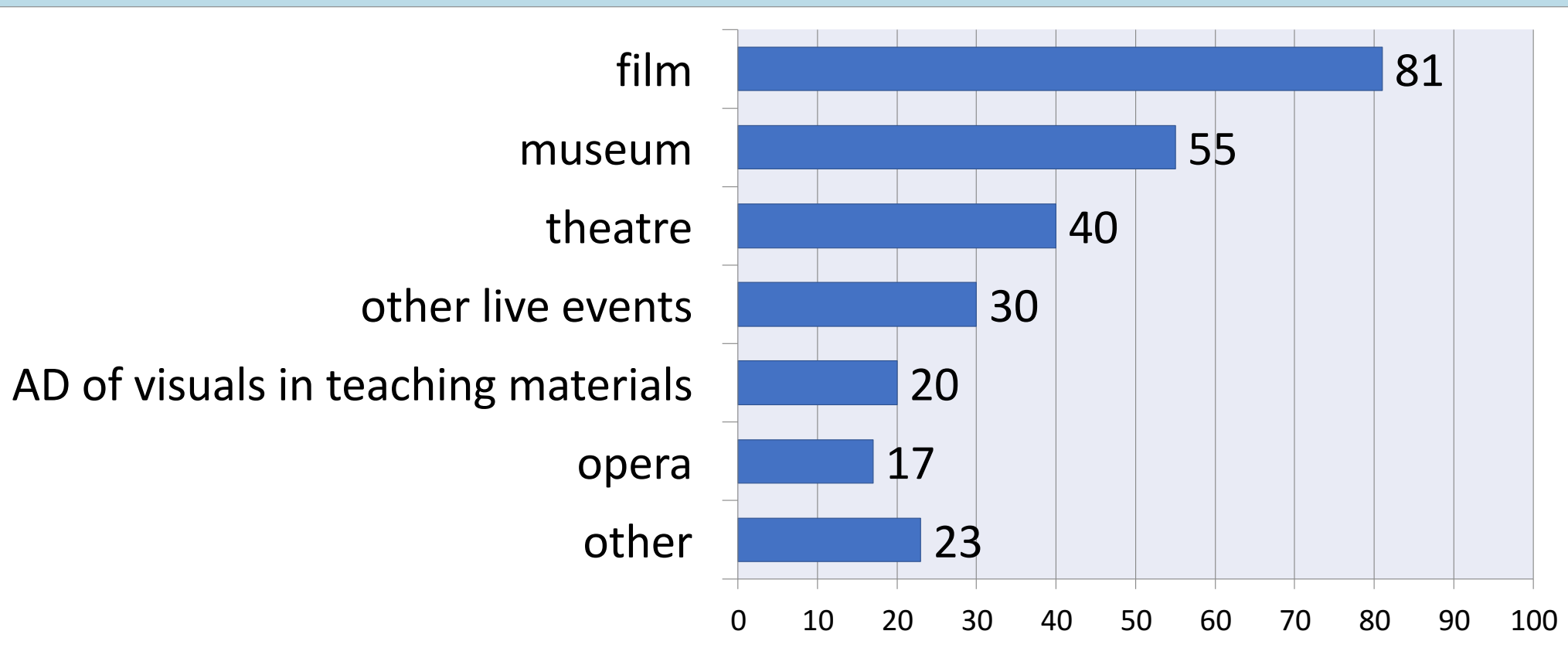


Cooperation with VIPs: AD training is inclusive



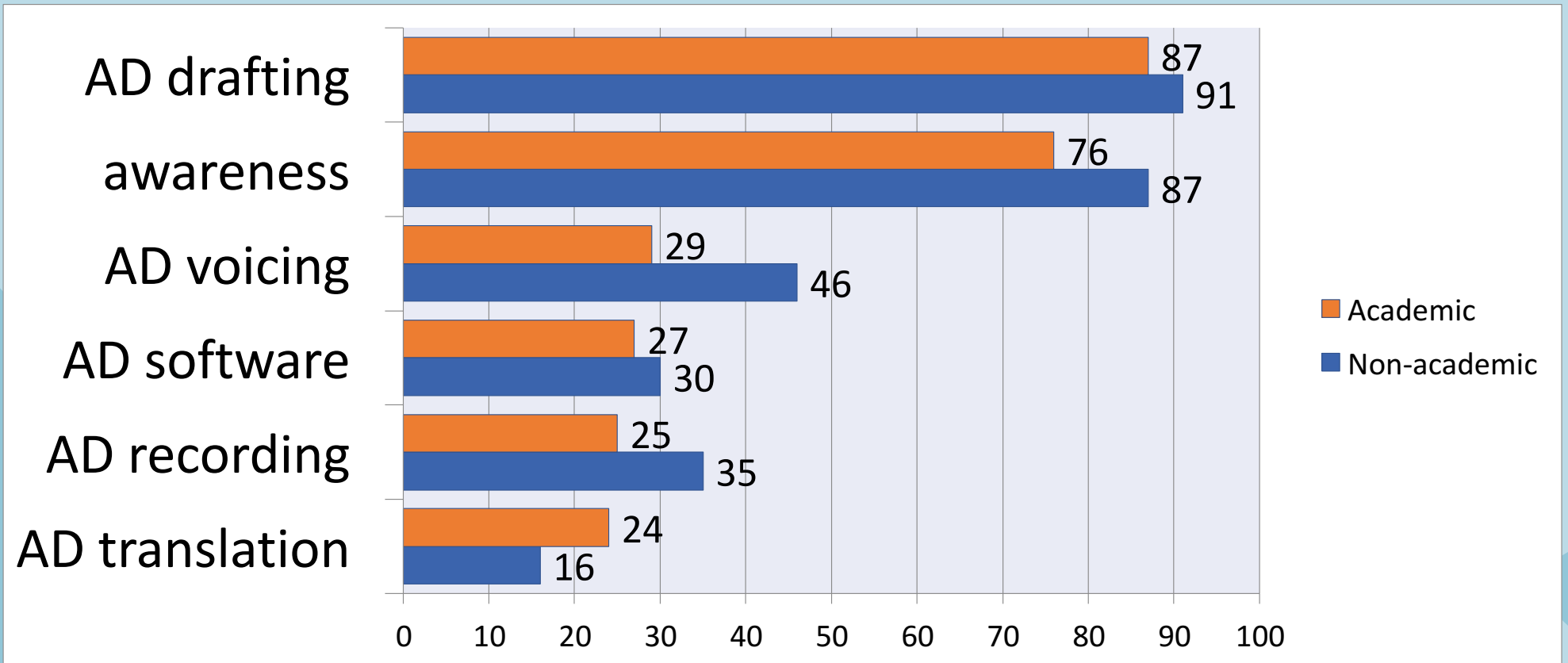


AD teaching by type: film is the king



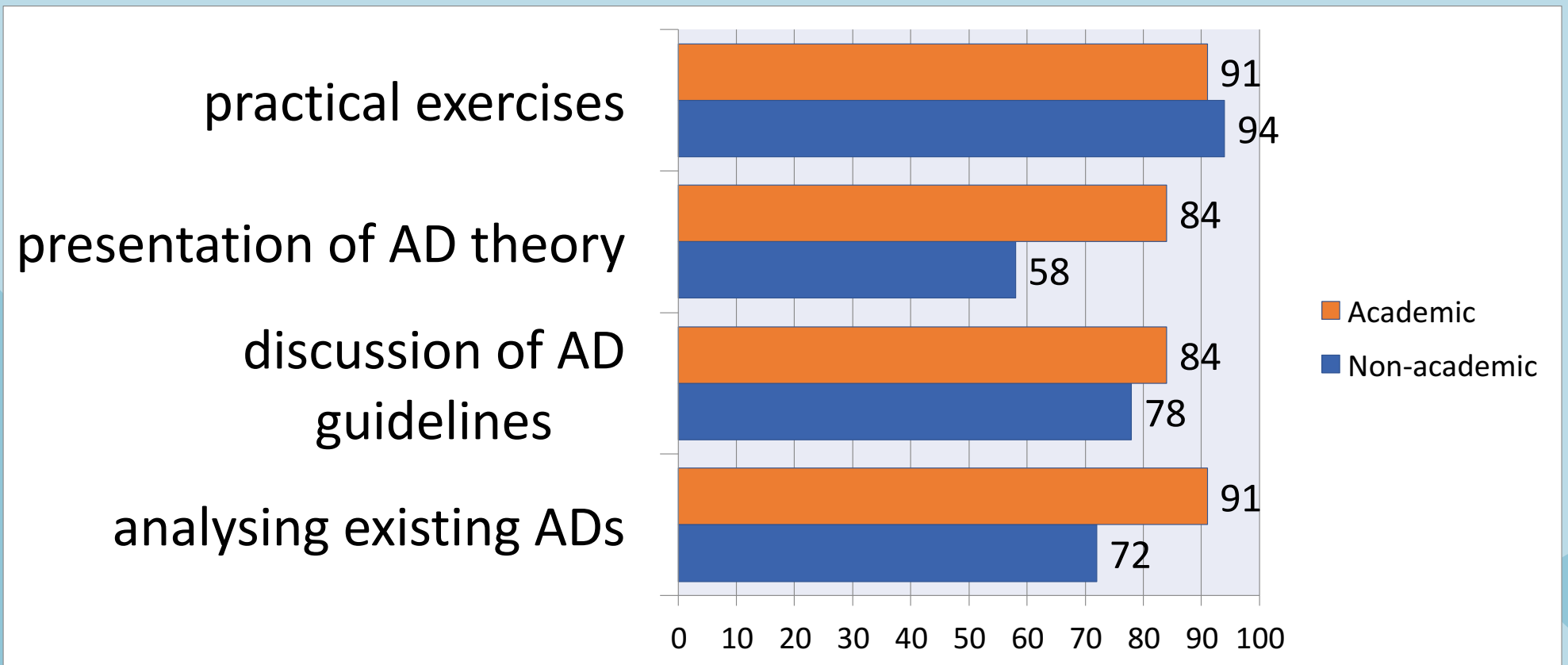


Academic vs. non-academic courses: skills



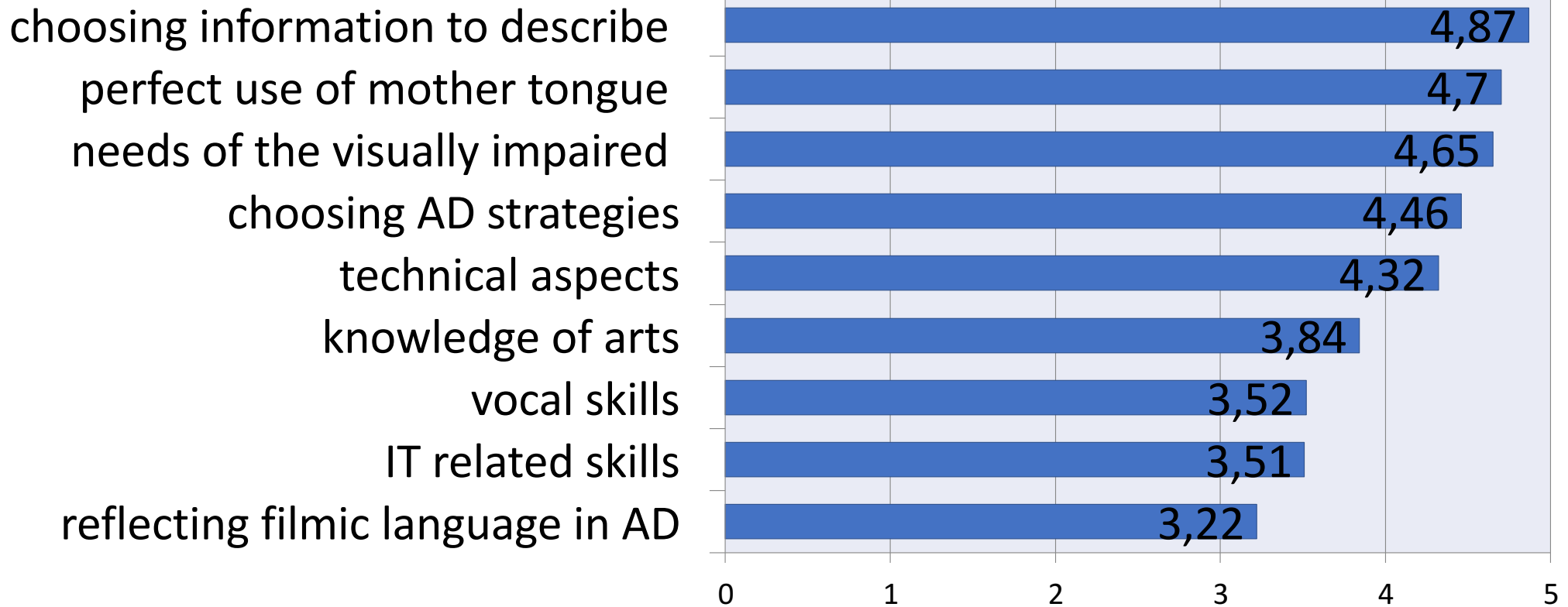


Academic vs. non-academic courses: activities



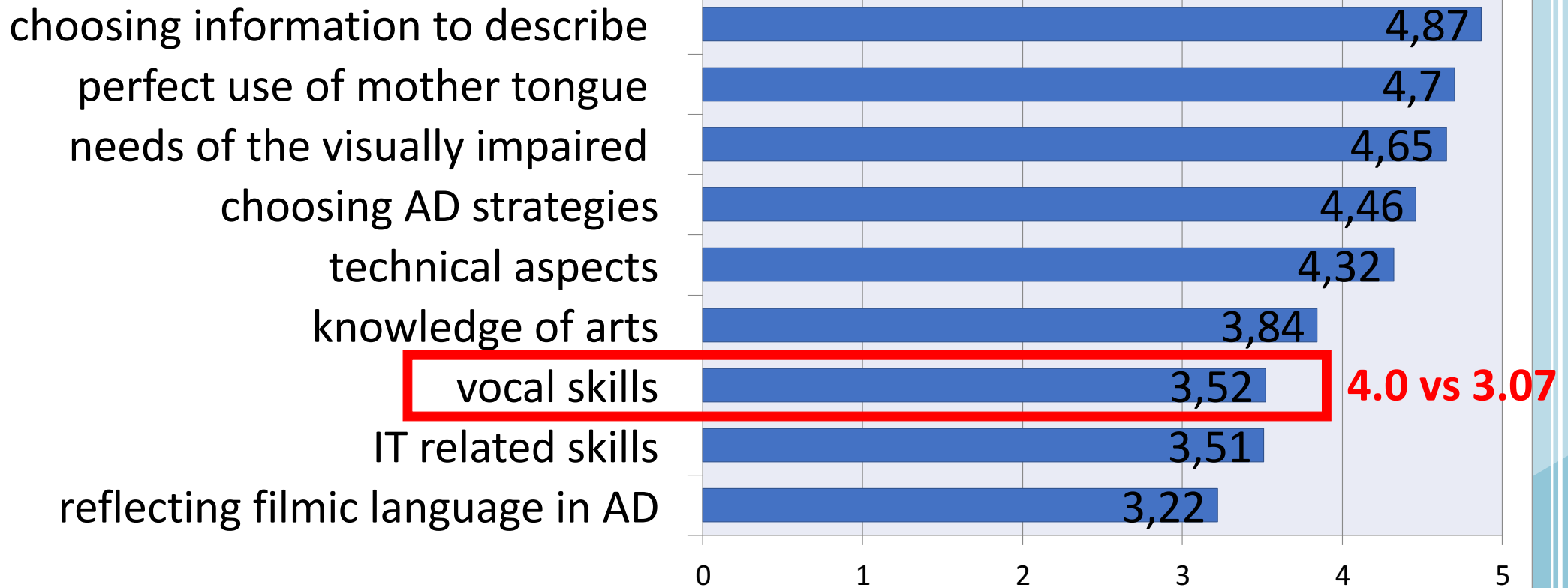


Competences in AD training



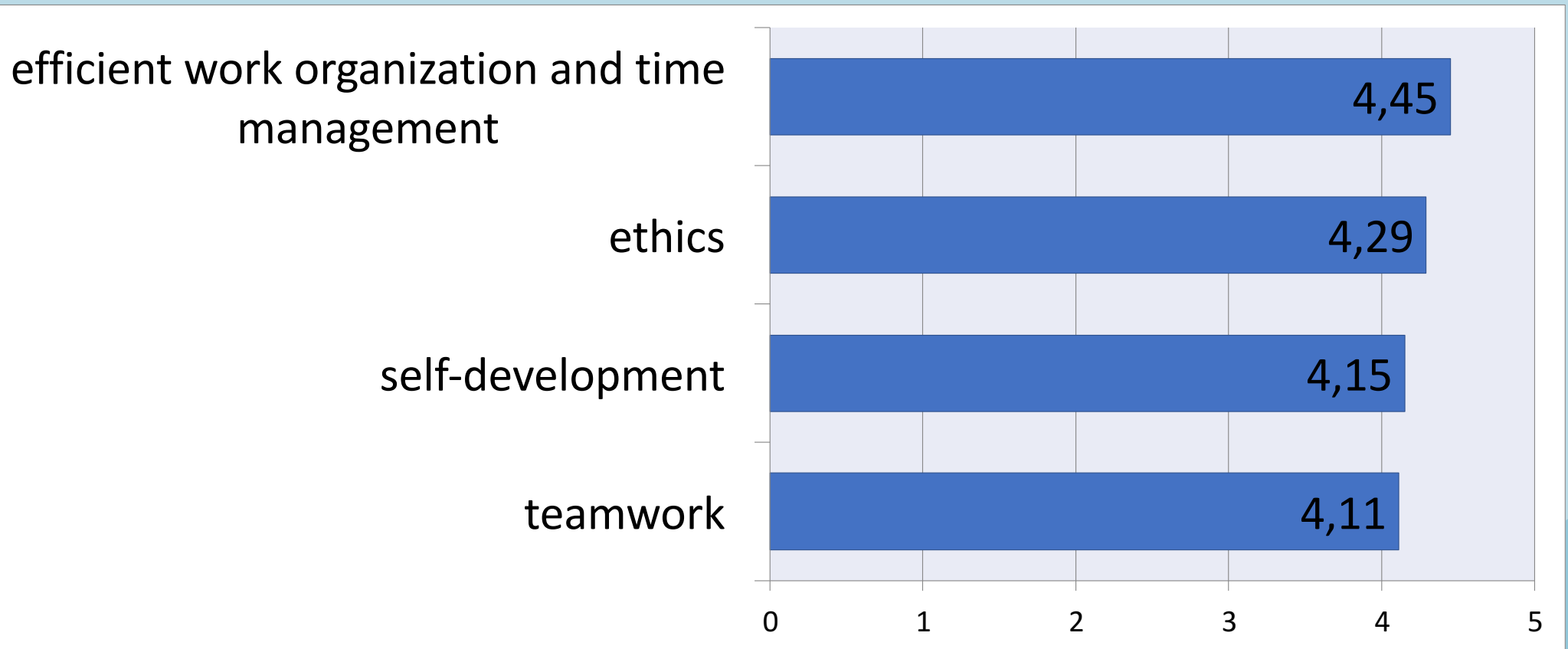


Competences in AD training





Transferrable skills in AD training





Conclusions

- Teachers are practitioners who cooperate with VIPs
- Film AD taught most often
- Few statistically significant differences between academic and non-academic courses
- Academic courses are practice-oriented
- Vocal skills more important in non-academic courses



More to come

- A qualitative study
- Analysis of AD course materials
- In-depth interviews with AD teachers
- Both quantitative and qualitative studies = a picture of AD teaching situation in Europe



Acknowledgments

- ADLAB PRO Partners
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- Respondents