

Individual Traits Influencing Quality in AD: Creativity and Expertise



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Research on AD

- Creation and analysis of guidelines (Rai et al., 2010).
- Description of existing scripts (Jiménez, 2010).
- Reception of AD in different types of films (Ramos & Rojo, 2014).



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- Impact of personality on AD?



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- Reception of AD in different types of films (Ramos & Rojo, 2014).
- Influence of **creativity** on AD quality.



Quality in AD

- Quality= Reception + standardization
 - Reception:
 - Emotional impact: Ramos, 2015; 2016; Ramos & Rojo, 2014
 - Comprehension: Cabeza-Cáceres (2013)
 - Standardisation: AENOR (2005), ITC (2000), ACB, 2009), ISO (2015): basic framework (Dosch, Benecke, 2004).

Quality in AD (II)

- Guidelines:
 - basic framework, general strategy (Dosch & Benecke, 2004; Bittner, 2012).
 - Lack of sound arguments for the rules (Bittner, 2012)
- Describer's role:
 - ISO (2015): Levels of importance determined by the person developing the AD

Objectivity/ Subjectivity

- Subjectivity should be avoided (AENOR, 2005: 8).
- “What you see is what you say” (Snyder, 2005: 195; American Council of the Blind, 2009).
- Bittner (2012): all guidelines coincide



Objectivity: contradictions

- Adjectives
- Emotional state of characters
- Lexicon
- Metaphors
- Inferences
- Literary language



Adjectives

- Neutral adjectives (Benecke & Dosch, 2004), avoid evaluative terms (ISO, 2015).
- Don't shy away from using colours or describing a character as pretty, or handsome, where relevant to the story" (ITC, 2000).

Emotional states

- Facial expressions: neutral (Benecke y Dosch, 2004; Gonant y Morisset, 2008).
- ISO (2015): when important to understanding:
 - “evil smile” vs. “to sneer”.

Emotional states II

- DE/GR/US/UK: Avoid emotional states.

“He has squeezed his eyes shut, his cheeks are flushed, his lips pressed together” (DE).

- Time constraints?

Lexicon

- UK: verb variants: “She scuttles into the room”/ “she enters the room.”
- US/ ISO: descriptive verbs are recommended:
 - *walk* vs. sashay, stroll, skip, stumble, saunter, glide, hobble, march, stagger, pace...

NEUTRAL?

Metaphors

- US: Metaphors: OK -> strong power to evoke vivid images linguistically.
 - Monument: “as high as fifty elephants stacked one on top of the other”.
 - NEUTRAL?
- YES/NO
 - YES: Snyder (2005: 195), Braun (2008), Luque (2009)
 - NO: Chapado Sánchez (2010)

Inferences

- “Subjective or qualitative judgments or comments (...) constitute an interpretation on the part of the describer and are **unnecessary** and **unwanted**” (US).
- DE: “his stomach ulcer is hurting again” vs. “he presses his hand to his stomach, his face is distorted with pain”.
 - TIME CONSTRAINTS!

Literary language

- AD as literary creation
 - US: AD=haiku
 - FR:“describers are creative writers in every sense of the term”.
- Objectivity?

Research Questions

- ✓ What happens in real practice?
- ✓ Can personality factors influence describers' work?
- ✓ Is it possible that describers' work also exerts an influence on their personality traits?



Our Study

1. What influence does the describer's creativity exert on the AD process?
 - On the objectivity principle.
 - On the quality of their work.
2. Is it possible to establish a correlation between describers' work (years of experience) and their creativity scores?



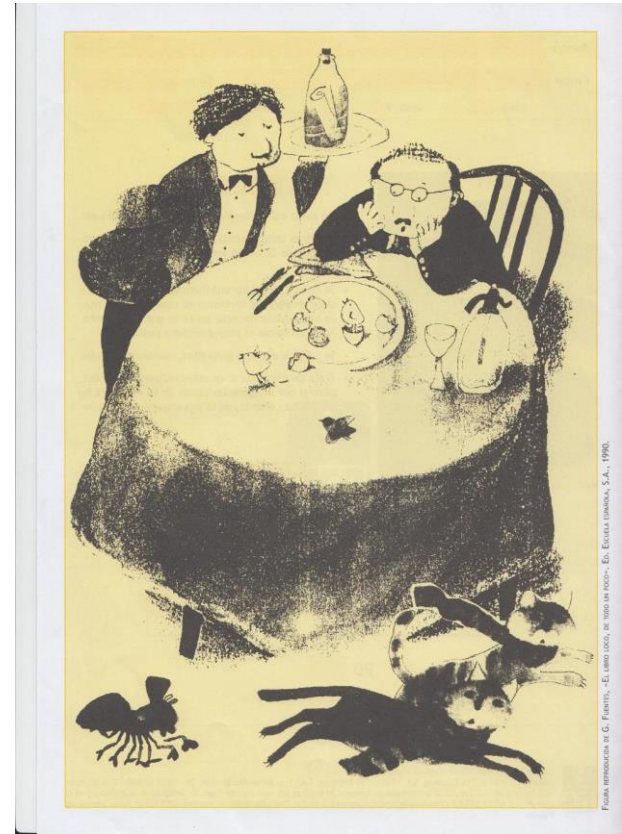
Participants and Materials

- Participants:
10 professional audio describers
 - Recruited on-line.
- Materials:
 - CREA (Corbalán et al., 2003).
 - AD task.



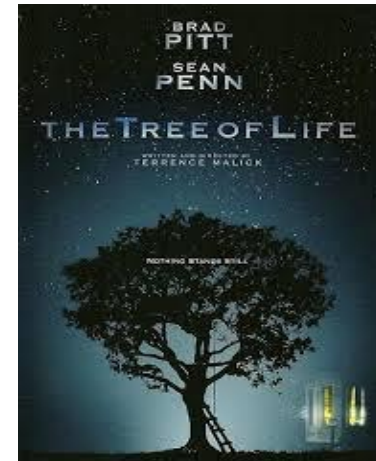
CREA test

- 4 minutes.
- Ask as many questions as possible about the image.



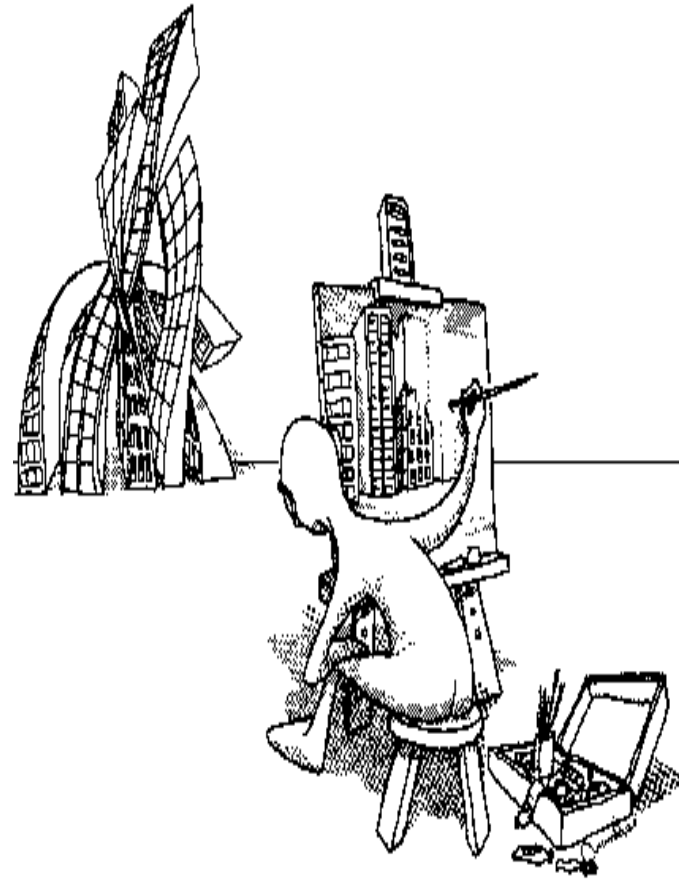
AD Task

- 4 highly poetic film scenes (1-2 min).
 - *The Tree of Life* (Terrence Malick, 2011).
 - *Melancholia* (Lars von Trier, 2011).
 - *Pina* (Wim Wenders, 2011).
 - *The Great Beauty* (Paolo Sorrentino, 2013).
- No language involved.



Subjectivity parameters

- Inferences
- Metaphors
- Connotative lexicon
- Emotional state of characters
- Evaluations



Quality parameters

- Correction sheet for AD (Marzá Ibáñez, 2010):
 - Accademic setting
 - Measurable elements: what, when, how?
 - Hurtado (1999)
 - Adapted to AD: AENOR (2005), Audetel (2000), Díaz-Cintas (2007), Matamala & Orero (2007), Bourne & Jiménez (2007), Vercauteren (2007)
 - Mistakes to be avoided

Quality parameters

(Marzá Ibáñez, 2010)

VOC	vocabulary
ST	style
PRA	pragmatics
SUP	supression
EX	excess
INAD	inadequacy
TM	timing
PACE	pace
NMS	not making sense
GRAMMAR/ ORT	
DIAL	dialect
REG	register
TEX	Textual (coherence/ cohesion) semiotics (intertextual, cultural refs.)
SEM	

Measuring quality

- Correction sheet for AD (Marzá Ibáñez, 2010)
- -1 for each error
- 2 expert evaluators



Results

- Correlations were tested between CREA scores:
 - The subjectivity variables.
 - The quality variables.
 - Years of experience.
- But NO statistically significant results were found!
- Creativity scores were divided into two groups:
 - < Median
 - > Median

Results

Table 1. Comparison Creativity (CREA) & Style

		Crea		
		Media	DT	Mediana
Style	< <u>Mdn</u> (0,5)	18,80	2,49	18
	> <u>Mdn</u> (0,5)	14,00	3,32	13

a p = 0,032

- Normal distribution (Shapiro Wilk)
- Two groups: < median / > median
- T Test (Student)

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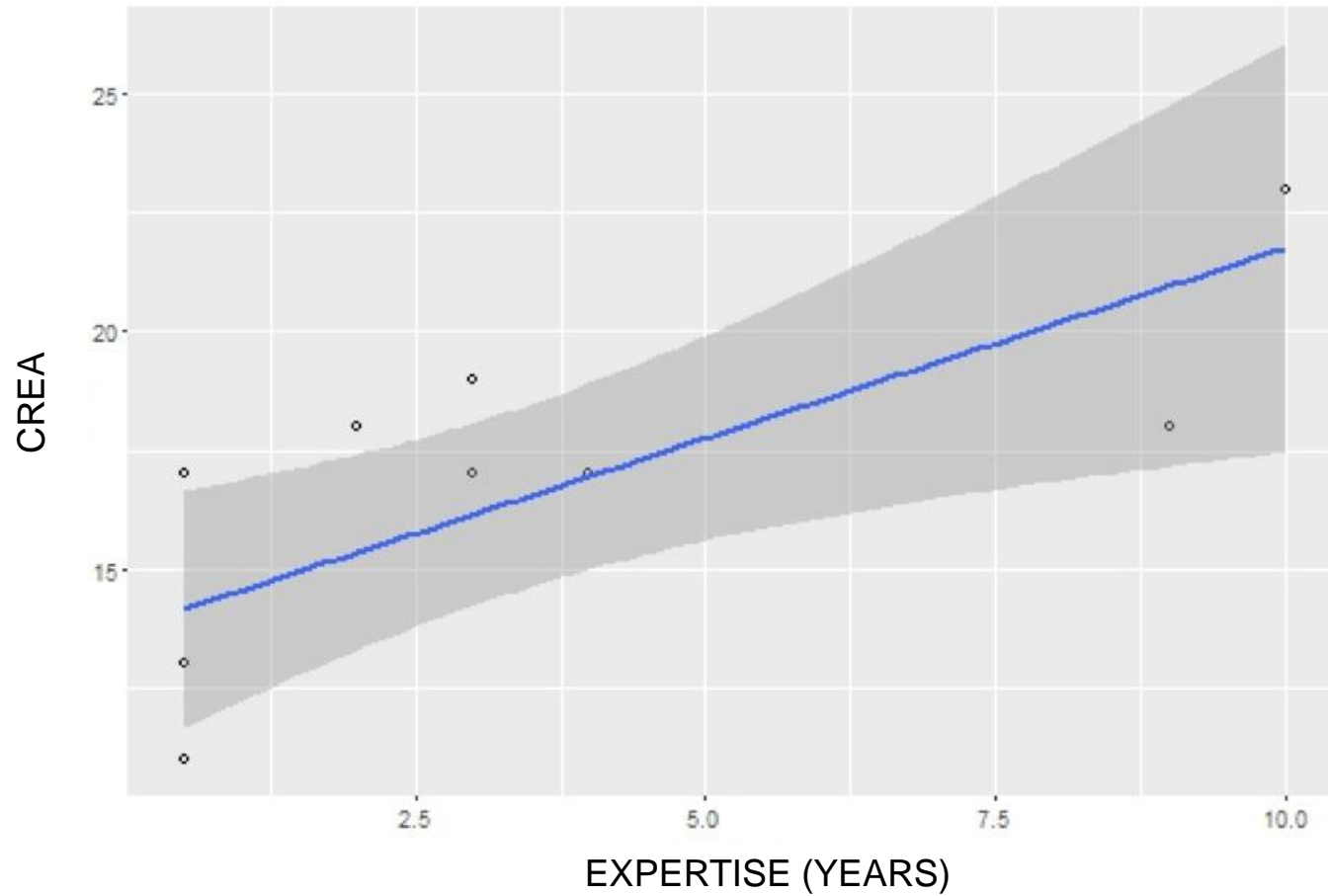
Results

High correlation

CREA + expertise
($r = 0,749$)

	CREA	EXPERTISE (YEARS)
S.1	17	4
S.2	23	10
S.3	11	0,5
S.4	19	3
S.5	17	3
S.6	18	9
S.7	13	0,5
S.8	18	2
S.9	11	0,5
S.10	17	0,5

Results



Graph 1. Correlation CREA-expertise

Discussion

1. More creativity = less stylistic errors (higher quality).



Discussion

2. High correlation

CREA-expertise:

- a) Does the exercise of the AD profession increase creativity?

OR/ AND

- a) Do most creative translators work longer as professional audio describers?

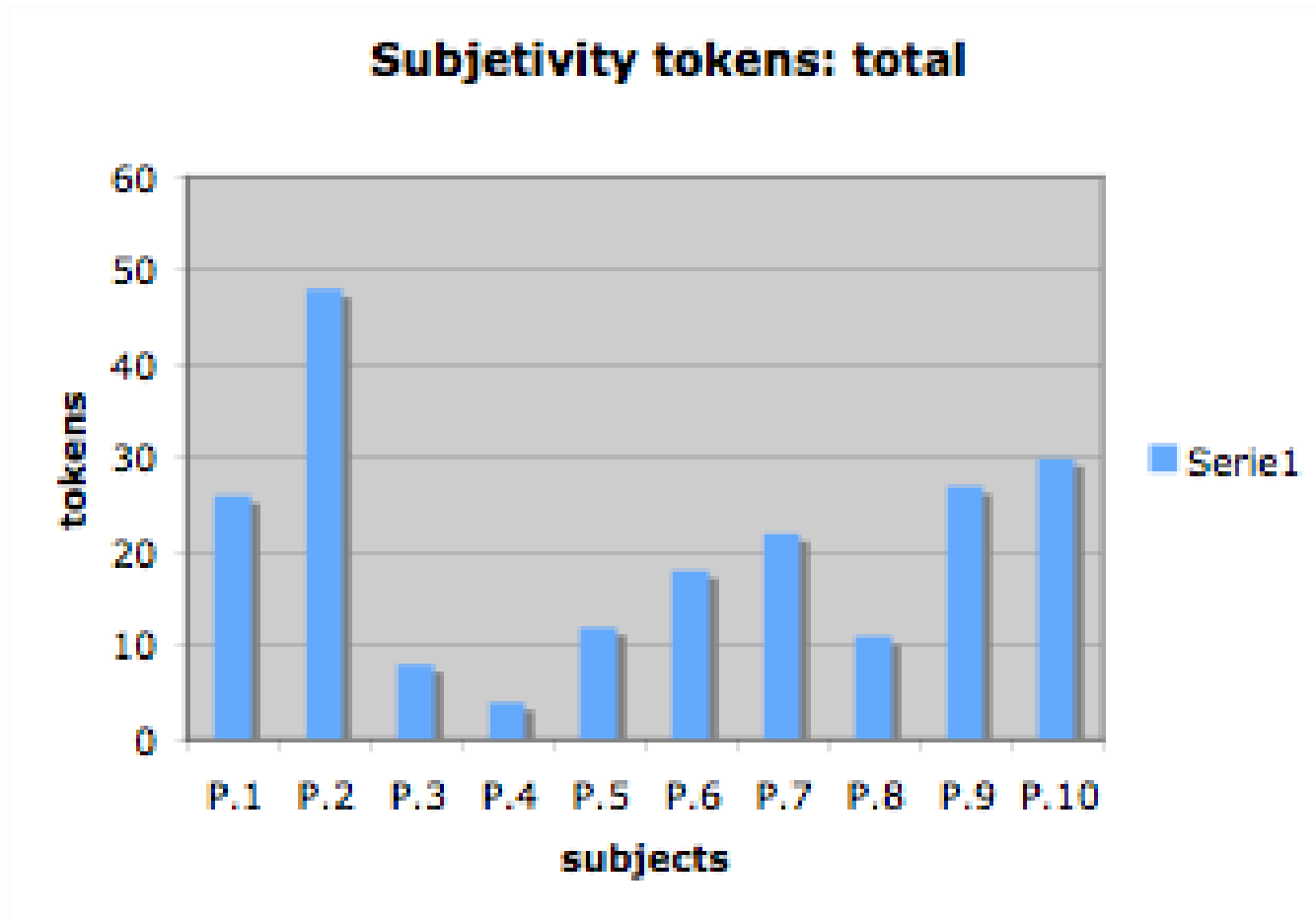


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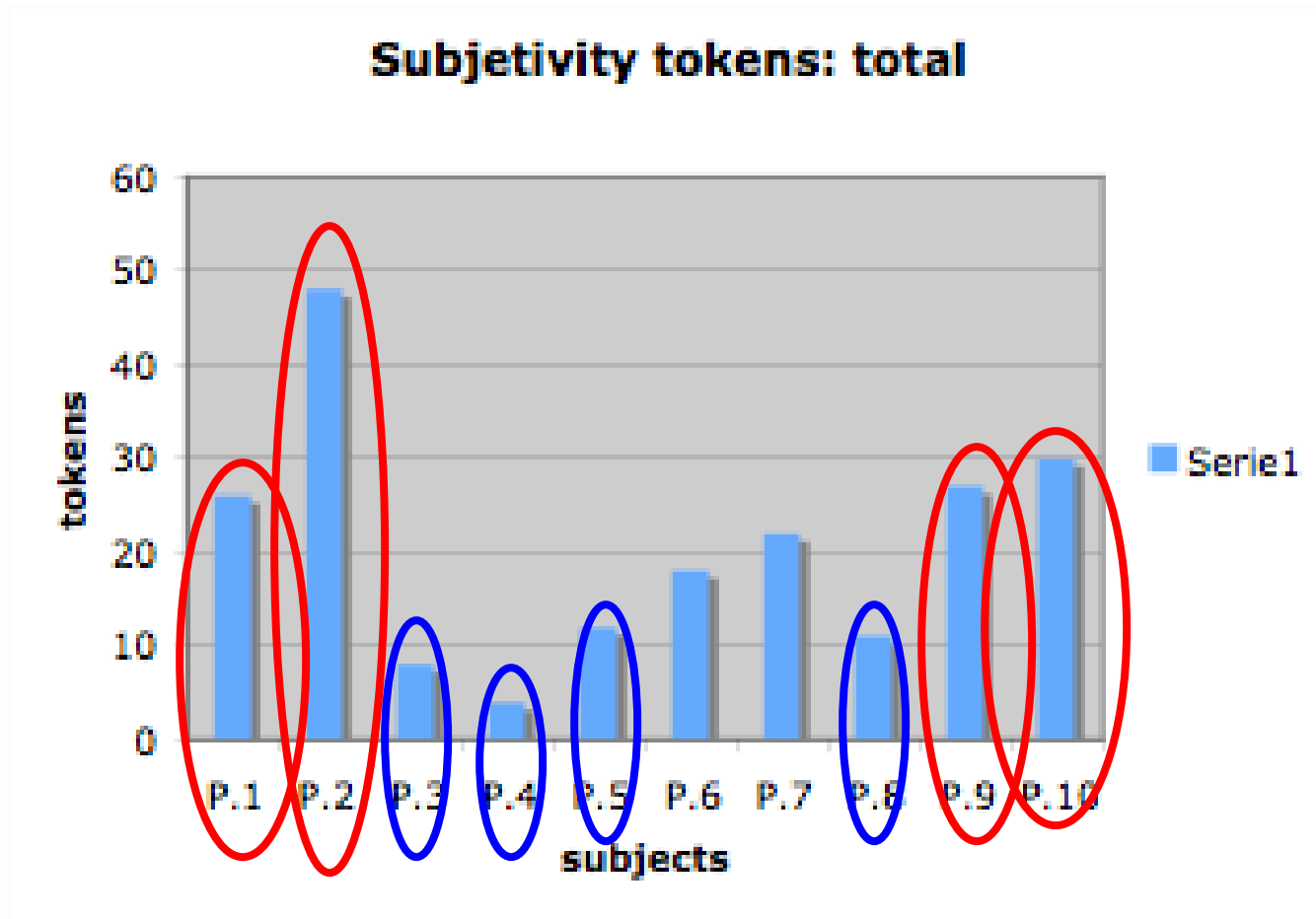
3. NO correlation
CREA-subjectivity:
- CREA test.
 - Professional performance: self-regulation.
 - Variability:
 - What to describe?
 - How to describe?



Variability: How?



Variability: How?



Conclusions I

- ✓ Our data suggest that the profession may have an impact on the audio describers' personality.
 - Encourage creativity.
- ✓ Data also point to an effect of creativity on:
 - The quality of AD (at least in terms of stylistic errors).
 - Self-regulation and adaptation to norms.

Conclusions II

- ✓ But high variability was found among participants:
 - Subjective information.
 - They all declared to be objective!
- ✓ More consensus needed:
 - What to describe.
 - How to describe.

Conclusions III

- ✓ Limitations:
 - 10 participants.
 - Only poetic scenes.
 - 1 creativity test.

- ✓ Future:
 - Different tests and tasks.
 - Other personality traits.



Thank you!

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Examples

- Clip 1 (The Tree of Life)

<https://www.dropbox.com/s/lxx35jvawe9yzhq/Escena%2001.mp4?dl=0>



Inferences

Se detiene **ante la montaña lejana**

He stops **before the distant mountains**

Da da pequeños **brincos**, alza sus brazos hacia ellos **como si quisiera alcanzarlos**

He **frolics around** and raises his arms **as if reaching out for them**

Metaphors

En el cielo azul con nubes blancas, surcado por bandadas de gaviotas	A blue sky with white clouds ploughed by flocks of gulls
El mar prosigue su danza	The sea continues its dance
La marea baja baña la lengua de arena	The low tyde washes over the <i>tongue</i> of sand (spit)
olas, teñidas del color malva	The waves are tinted purple

Emotional state of characters

observa con curiosidad	he observes curiously
El niño camina contento	The boy walks in joy
camina desconcertado	walking baffled
un niño compungido	a gloomy child
agita los brazos con paz y alegría	waves his arms peacefully and joyfully

Connotative Lexicon

Marea serena	A serene tyde
Los pájaros vuelan y el niño los contempla sonriendo	The birds fly and the child admires them while smiling
El sol despunta	The sun jets out
Siluetas caminando	Silhouettes walking

Evaluations

Se deja abrazar inexpresivamente	Emotionless , he allows her to embrace him
pasean descalzos y sin prisa	they leisurely walk barefoot
agita sus brazos efusivamente	Waving his arms effusively
decenas de personas solitarias	dozens of solitary people
olas de formas imposibles	waves of impossible shapes

Variability: categories

