



LEAD ME Winter Training School Madrid 2021

Media Accessibility Training: Sign Language and Subtitling for the Deaf and Hard-of-hearing

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LEAD ME Winter Training School Madrid, 15-17 November 2021





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D/deaf people's conceptualization of sound and music: Implication for Learning Subtitling for the Deaf and Hard of Hearing.

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- Introduction
- Function and relevance of Sound/music subtitles
- The Deaf cultural community
- Deaf musical background
- Heterogenous perceptions of music
- Relevance, heterogeneity and SDH: Something to think about



INTRODUCTION

Goal

To explore:

The conceptualization of sound (sound and music) in the Spanish D/deaf community

The possible implications of that conceptualization for Subtitling for the Deaf and Hard-of-Hearing.

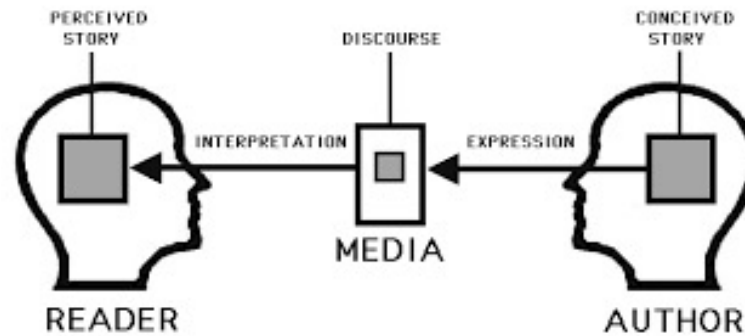
Approach

Lexicographical onomasiological approach



FUNCTION AND RELEVANCE OF SOUND/MUSIC SUBTITLES

Sound subtitles, What for?



RELEVANCE

what are other
words for
relevance?



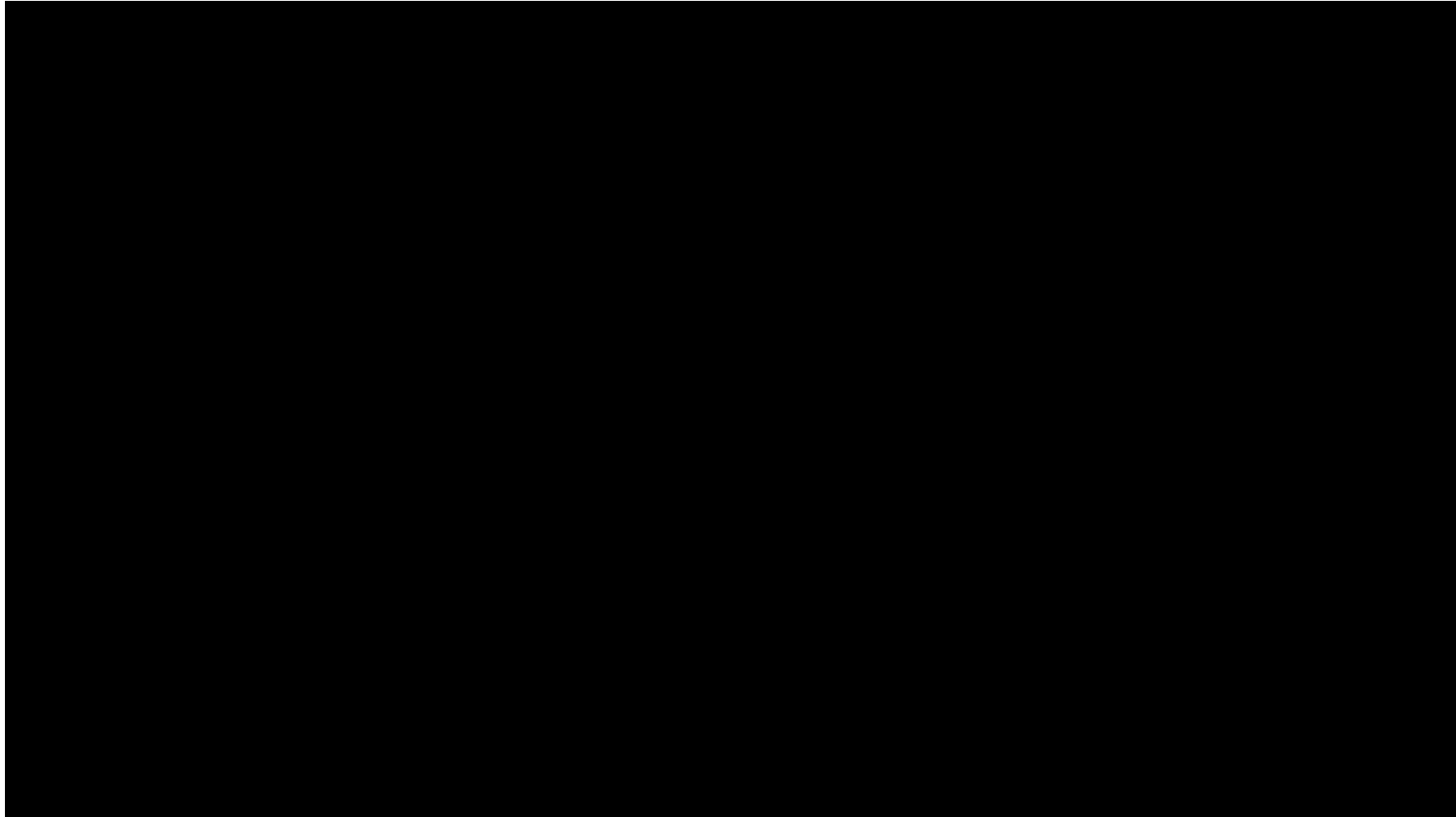
relevancy, pertinence, bearing,
applicability, application,
significance, appropriateness,
importance, connection



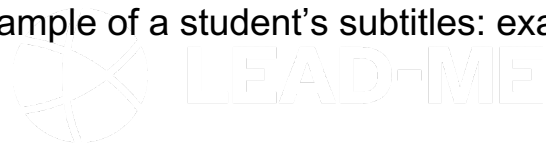
Watch this video without sound. Apart from the character's wording.
Which sounds/music would you include in the subtitles?



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Example of a student's subtitles: example of the "hearing drive".



Reconfortante: que reconforta (RAE) (*that comforts*)

Synonyms:

Alentador (*encouraging*)

Tranquilizador (*reassuring*)

Tranquilizante (*calming*)

Confortante (*comforting*)

Gratificante (*gratifying*)

Refrescante (*refreshing*)

Satisfactorio (*satisfying*)

Estimulante (*stimulating*)

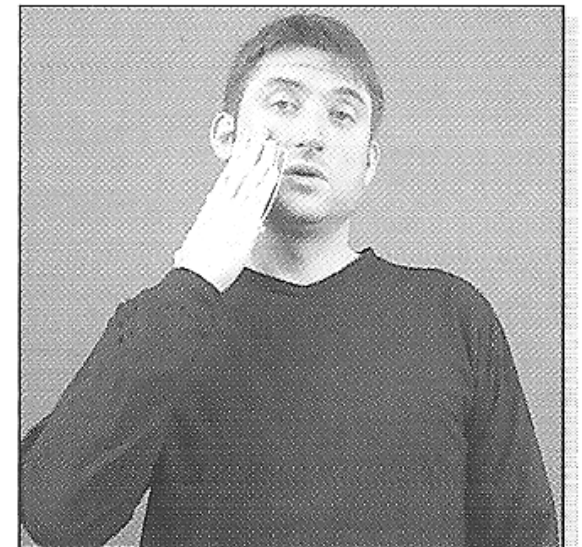
- Confortar (*comfort*)

- Dar vigor, espíritu o fuerza a alguien

To provide someone with vigor, high spirits or strength

- Animar, alentar, consolar a una persona aflijida

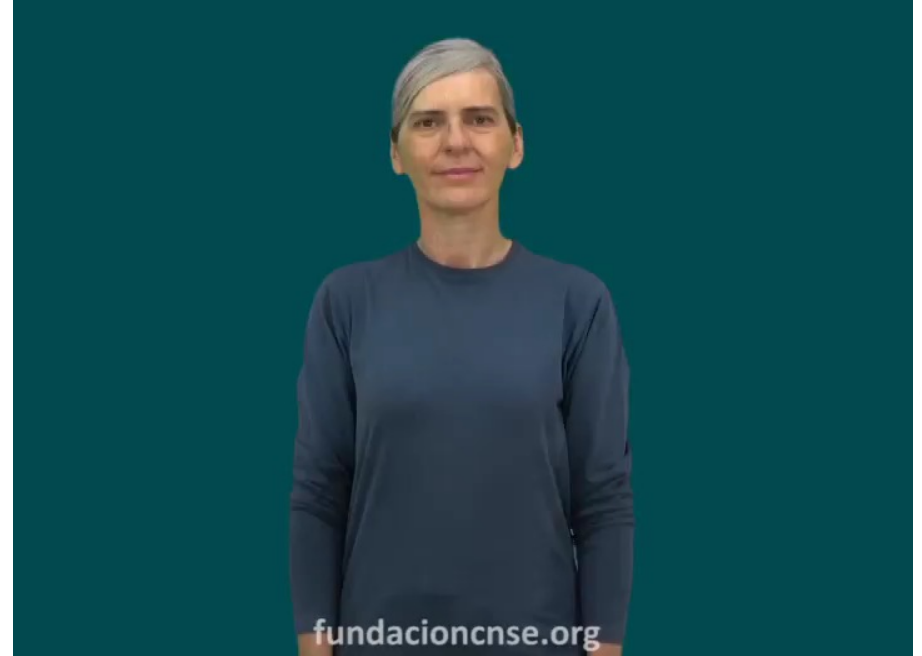
To cheer up, spur, console a person's feelings of grief or distress





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Agradable/Nice



Placer/Pleasure



THE DEAF CULTURAL COMMUNITY

Cultural Linguistics

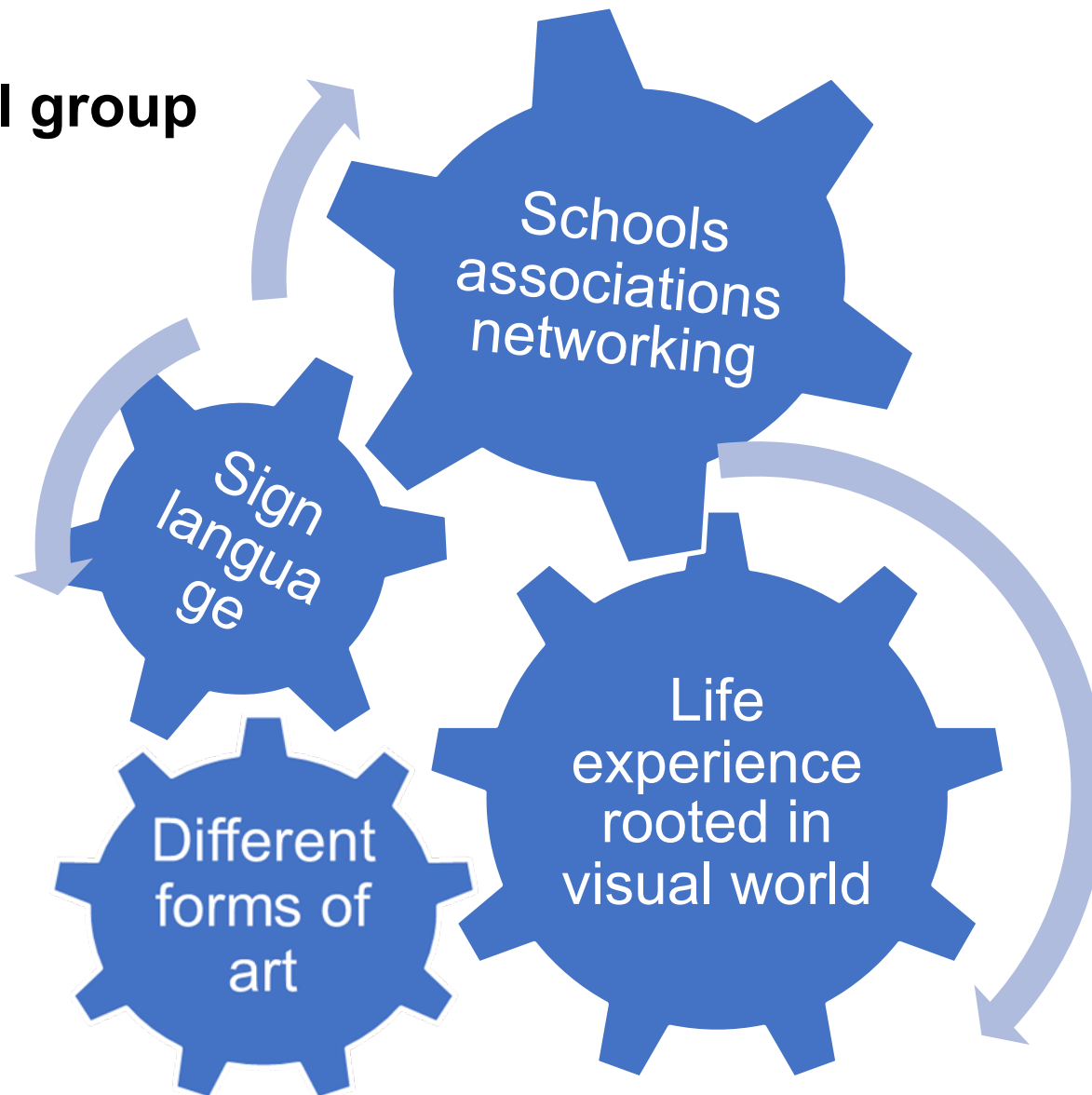
“A cultural group is not a collection of a number of individuals who live in a certain area, but rather people who more or less conceptualize experience in a similar fashion”

(Sharifian 2011:26)

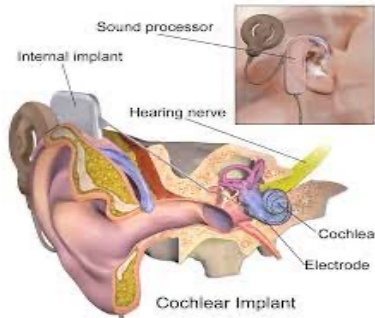
Deaf community as a cultural group

Cultural and linguistic
minority

(Pérez de la Fuente 2014)



Deaf community framed in different ways (Moredo Pereira 2020:26):



MEDICAL MODEL

Deaf people as individuals that own defective bodies that need rehabilitation.

SOCIAL MODEL

Deaf people as individuals in need of adapted social structures to overcome their impairments.

CULTURAL MODEL

Deaf people as members of cultural-linguistic clusters.

BIOCULTURAL MODEL

Deaf people as individuals having specific physical and cognitive abilities as well as belonging to cultural linguistic minorities.

Deaf and music relationships

- Music and Deaf people relations perceived as negative because of the idea of deafness and inability for sound perception
- Deaf people rejection of music because:
 - Of the imposition of hearing perceptions of music as the norm for music perception (Cruz 1997).
 - “disillusioning experiences of oral education” (Marcus 2001:34): frustration and withdrawal
 - The association between music and oral rehabilitation practices: rejection of music and music as a taboo (Lloyd 2017).



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cost
EUROPEAN COOPERATION
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DEAFNESS
is an
IDENTITY
NOT A DISABILITY

NO L V D I S A B I L I D A D



LISTENING TO MUSIC	
WATCHING A MUSIC VIDEO	
LISTENING TO MUSIC VIA KARAOKE	
FEELING THE VIBRATIONS OF THE MUSIC	

being **DEAF**
does not make you
DUMB.
just as...
being **HEARING**
does not make you
SMART.





AE



cost
EUROPEAN COOPERATION
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Ponto 3



Ponto 3 Power



Ponto 3 SuperPower



Outer Ear
Designed By
Jack J Allwood





**VIDEO: MUSIC TO FEEL WORKSHOP (FROM
MINUTE 0:00 TO 0:48)**



DEAF MUSICAL BACKGROUND



VIDEO: EXCERPTS FROM CHARLS KRAUEL (FROM MINUTE 3:08 TO 5:20)

Deaf musical learning



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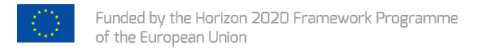
VIDEO: ASL PERCUSSION (FROM MINUTE 0:00 TO 0:03)

Percussion signing music (Vally and Lucas 2000: 191-2)

- ❖ Instrument: a bass drum.
- ❖ Manner: beat rhythmic vibrations that Deaf people can feel while a performer signs with the beats.
 - ❖ The beats are linked to the movements of the signs.

Percussion signing music (Loeffler 2016)

- Created out of **rhythm**.
 - **Rhythm**: vital component of music.
 - Cognitive resource:
 - Mnemonic force for encoding knowledge.
 - Tool to train motor coordination.
 - *Rhythm is visible and then felt in body movement.*
 - **Rhythm**: allows for synchronization of different human behaviours.



VIDEO: GALLADUET UNIVERSITY'S BISON SONG TEAM 2005-2006

- **Bison song shows that:**
 - Deaf people create music collectively together.
 - Music is created through:
 - Visual sign rhythm and tactile rhythm provided by the drummer.
 - The interplay between the drum and the silence.
- **Percussion signing music is:**
 - The indigenous music of the Deaf Culture (Loeffler 2016)
- **Percussion signing music represents:**
 - The embodiment of Deaf music
(blend of visual and tactile aspects of music)

**Rhythm becomes a
coded cultural beat
(Loeffler 2016:773)**



NEW
BLOG POST
with Deaf Dancer Shaheem



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D-PAN (Deaf Professional Arts Network)



Evelyn Glennie



“I used normal hearing aids which were more of a hindrance due to the fact they boosted the sound but did not give clarity. It was better for me to remove the aids in order to hear less through the ears but hear more through the body” (Glennie. 2019:3)

**VIDEO: How do Deaf people Experience music? AJ+ (FROM
MINUTE 2:47 TO 4:00)**

VIDEO: WHAT'S A COCHLEAR IMPLANT FROM
[“Hearing...but not as you know it.”](#) (From minute 1:33 to 6:17)

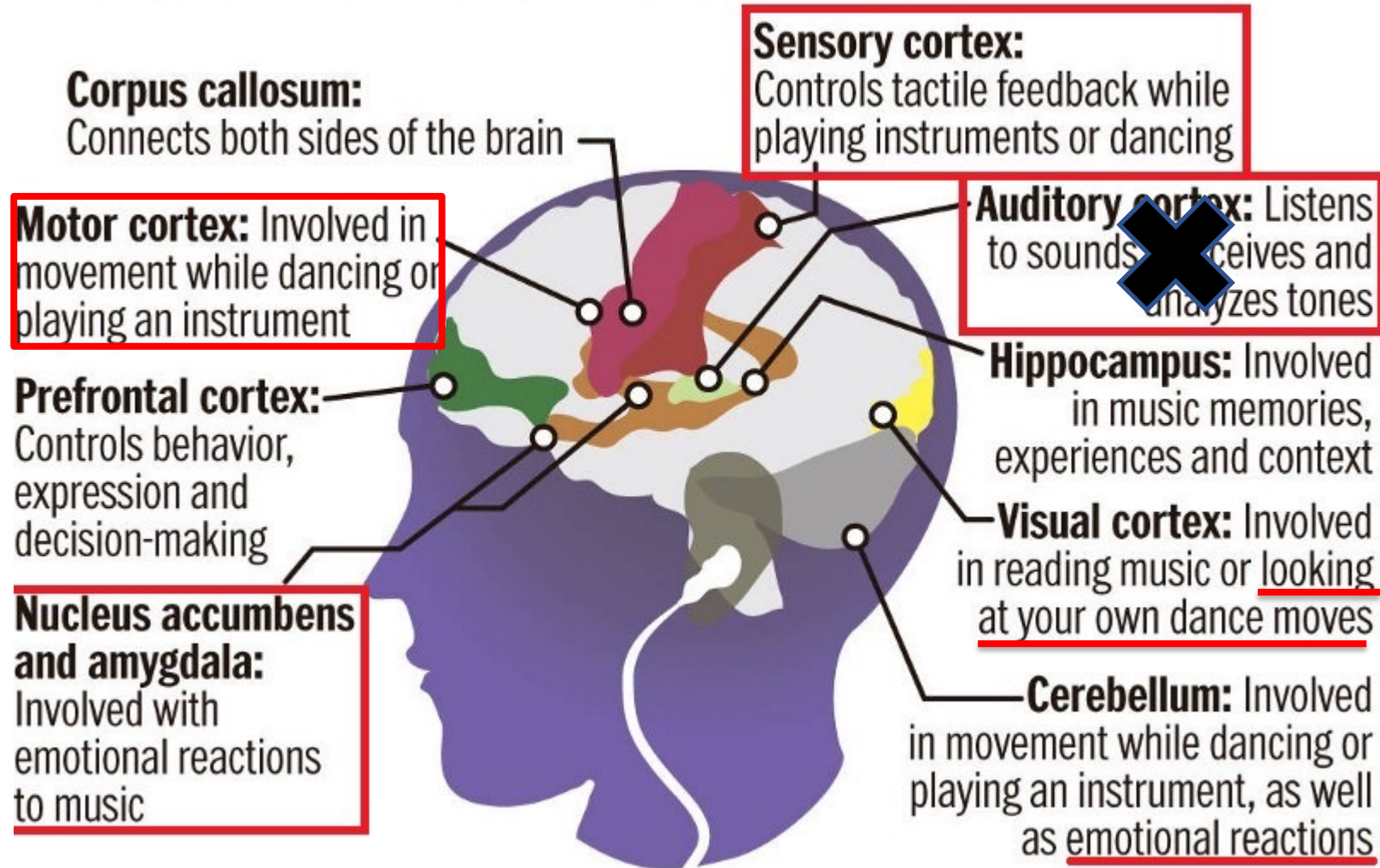
- Hearing music through cochlear implant: beat learning through repetitive tactile vibration feeling.
- Cochlear implants' goal: understanding of speech and non-verbal sounds
- Music has different spectral qualities than speech sounds
- Music has broader frequency ranges than speech

(Hiraga and Hansen (2013:29)

- Not all music has to be heard through the ear (Torres 2019:21)
- If a person loses one sense, the rest of the senses improve through brain plasticity (Tokuyama 2017)
- The sense of hearing is expanded to the sense of touch (Neary 2001)
- Plus, the sense of vision

Music and the brain

Playing and listening to music works several areas of the brain



SOURCE: Music for Young Children

DESERET NEWS GRAPHIC

HETEROGENEOUS PERCEPTIONS OF MUSIC

**MUSIC
PERCEPTION**

**EXPERIENCE THE
DIFFERENCE**

Language
encoding

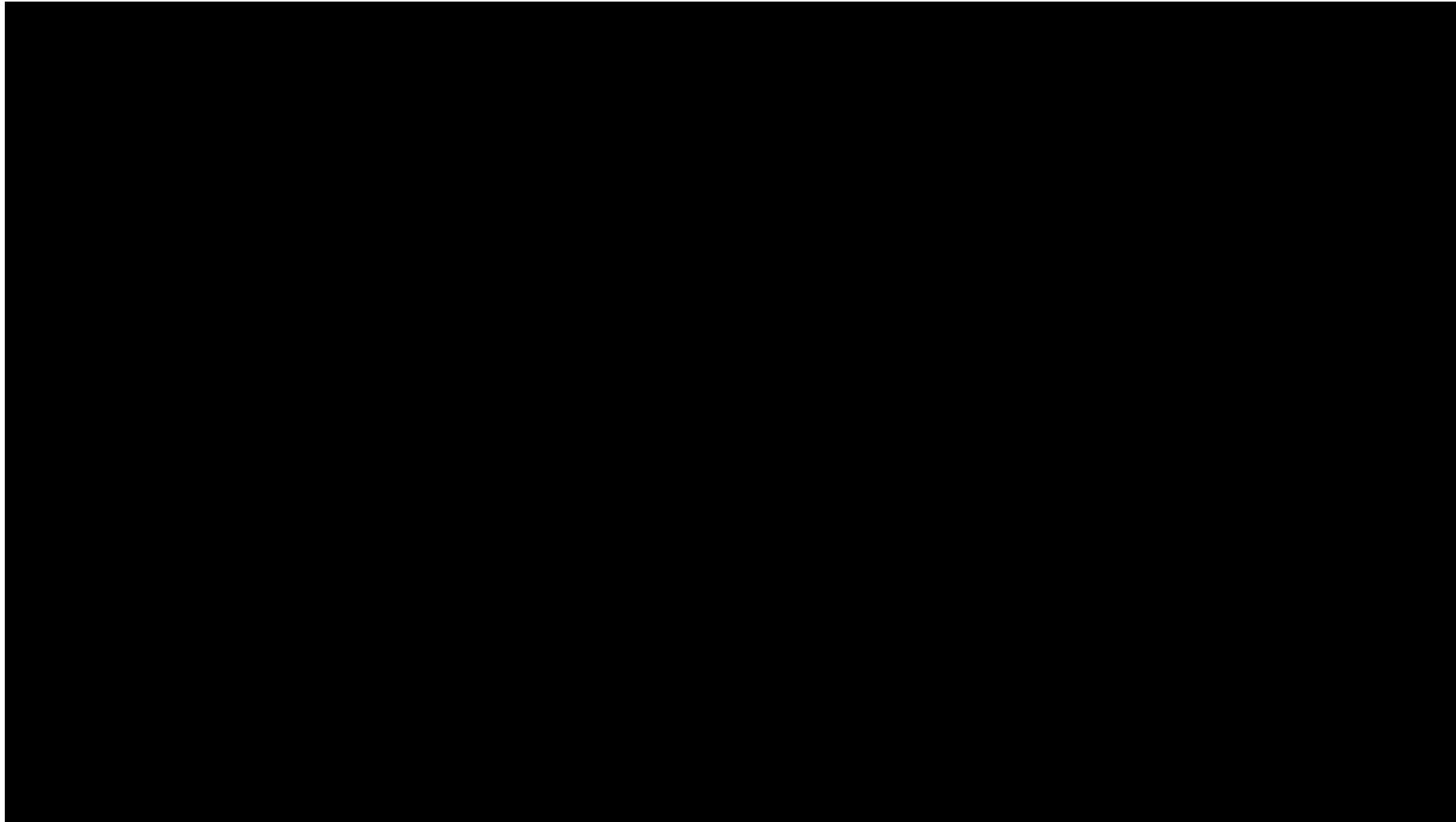




Agora: how would you describe this music?



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Música árabe/*Arab music*

Música romana/*Roman music*

Música de oriente medio /*Middle East music*

Música oriental /*Oriental music*

Música étnica/*Ethnic music*

Música exótica / *Exotic music*

Música celestial / *Celestial music*

Música sinfónica y étnica /
Symphonic and ethnic music

Instrumental music / *Instrumental music*

**Student's heterogeneous
descriptions: heterogeneous cultural
experienced perceptions?**

Música mística/ *mystic music*

Música misteriosa de fondo /
Mysterious music at the background

Música siniestra /*scary music*

Música antigua / *ancient music*

Música de misterio / *mystery music*

Música intrigante/ /
intriguing/fascinating/scheming music

Música religiosa /*religious music*

Which is the visual rhythm of Oriental music?

Música árabe/*Arab music*

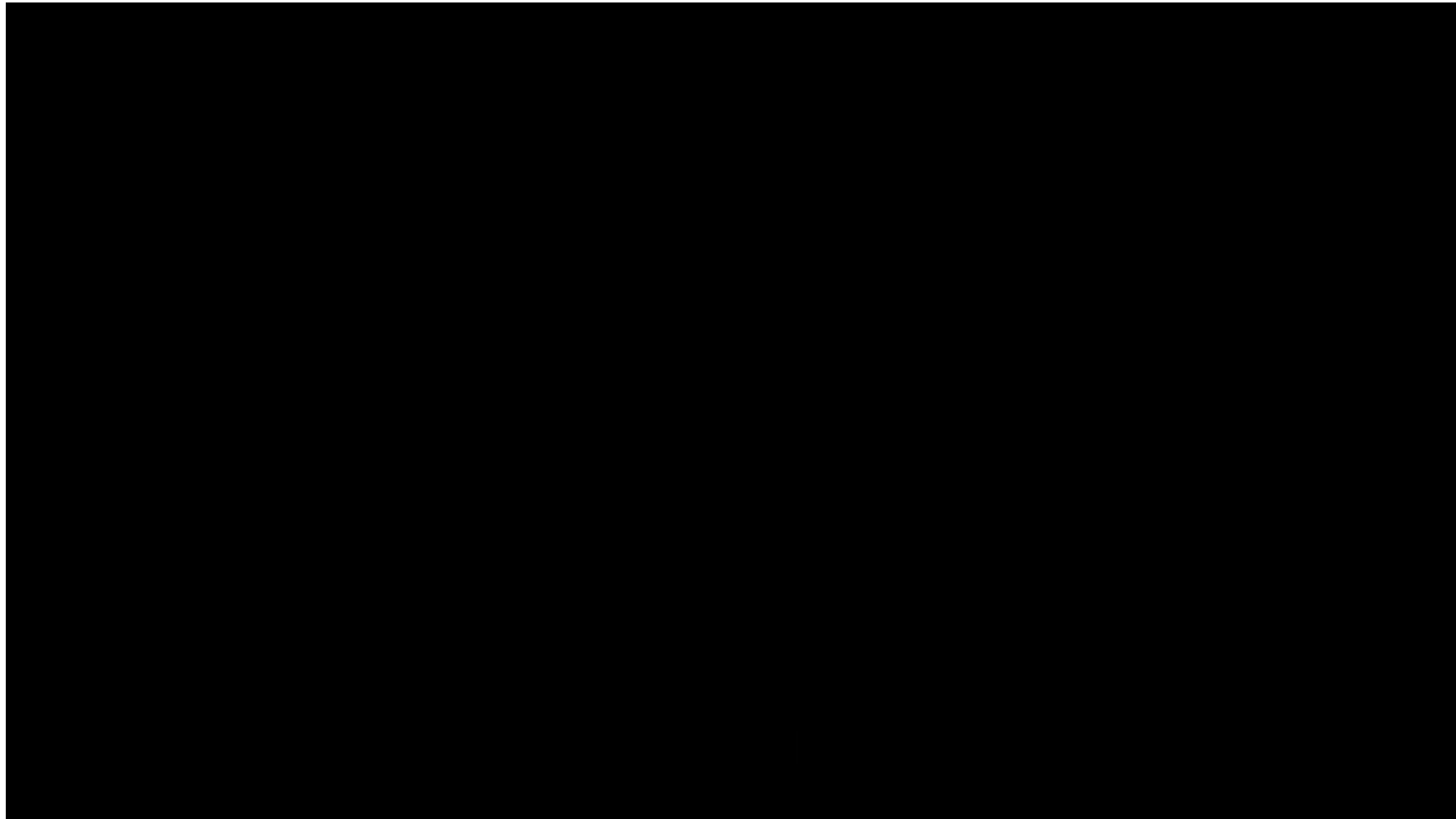
Música romana/*Roman music*

Música de oriente medio /*Middle East music*

Música oriental /*Oriental music*









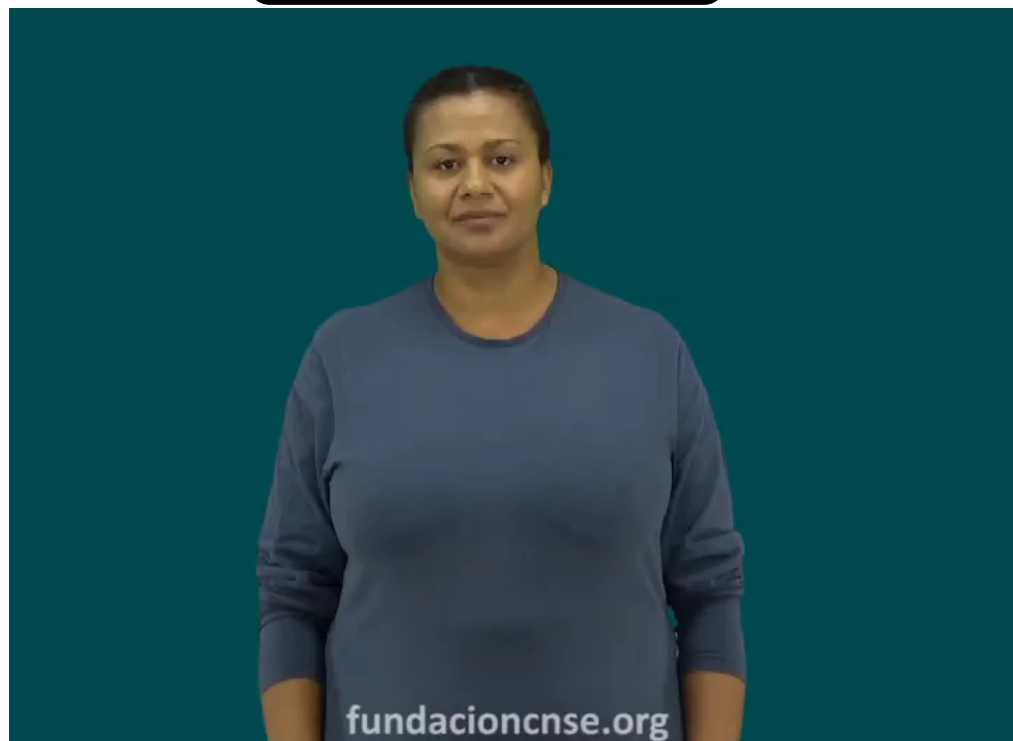


Answers of 2 students out of 75

Música tranquila /*tranquil/calm music*

Música suave /*soft music*

LSE Soft



LSE Tranquil/Calm

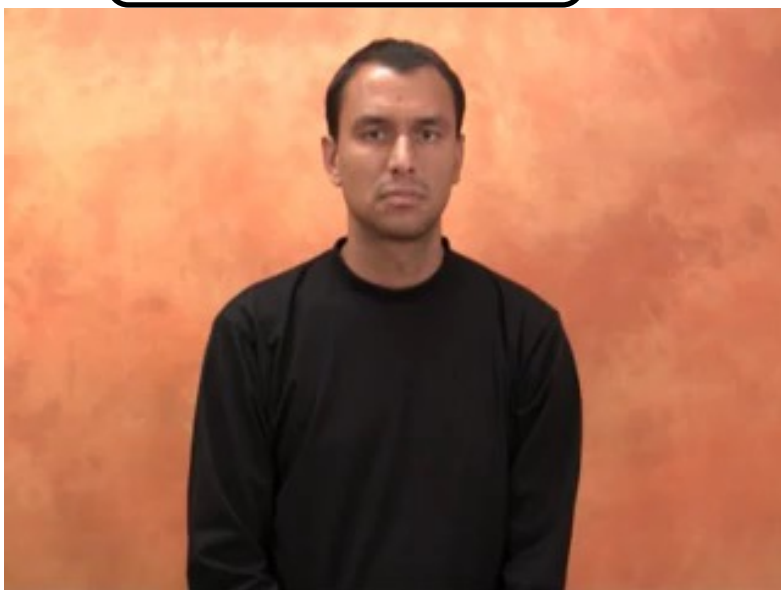


Música tranquila /*tranquil/calm music*

Música suave /*soft music*

Different in ASL

ASL Soft



ASL Calm



ASL Tranquil



Relevance, heterogeneity and SDH: Something to think about



what are other
words for
relevance?



relevancy, pertinence, bearing,
applicability, application,
significance, appropriateness,
importance, connection



 Thesaurus.plus

AGORA

How relevant is the
description of music in this
part?

Does it contribute to convey
emotional, narrative or
metatextual meanings?

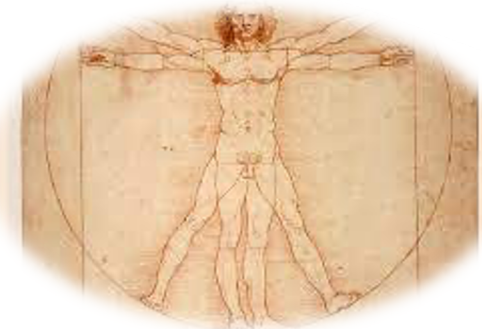
[MUSIC]
16/75

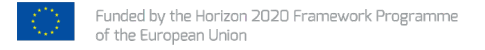
1- NO GOOD
SUBTITLING

2-DEAF PEOPLE ARE
IGNORED

NO
13/75

HEARING WORLD





Thanks for your attention!

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