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Project Ref: 2018-1-DE01-KA203-004218: LTA Quality Training in real time subtitling across EU and EU languages

IO1 REPORT: TRAINING PRACTICE

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Dissemination level

Abbreviation	Level	X
PU	Public	
PP	Restricted to other programme participants (including the Commission Services)	
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CO	Confidential, only for members of the consortium	X

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1 The LTA survey on training practice

The evolving legal framework surrounding inclusion has enabled greater participation of all audiences in the communication process. In this scenario, communication mediators such real-time intralingual subtitlers face the challenge to satisfy the needs and expectations of authors, audiences and providers while generating qualitative outputs. Despite EU legislation, the provision across Europe is still uneven (European Federation of Hard of Hearing People, 2015) or insufficient (Romero, 2015), and not necessarily provided by trained experts. Moreover, training is not based on a common skills framework or shares quality standards (Eugeni & Bernabé, forthcoming). The need for harmonised training to equip professionals and prospective trainees with the skills required in the labour market should be tackled. The European co-funded project Live Text Access (LTA) has taken on this task.

To do so, the first step towards the development of the LTA training was to:

- a. define the competence areas and the skills needed in the profession and
- b. to gather best practices in training across Europe.

These tasks were undertaken during Intellectual Output 1 (IO1).

Hence, the objective of IO1 was twofold: first, to define the skills and competences that a real-time intralingual subtitler should possess (professional profile), and, second, to explore real-time intralingual subtitling in terms of both vocational training (provided by universities or companies) and roles (respeakers or velotypists) (see report on the skills and competences survey). The objective was achieved in two steps.

The first step towards a definition of the skills and competences of the professionals encompassed an online survey which was launched to identify the skills and competences of the professional in this field. The starting point of the survey was a drafted skills cards elaborated by the LTA partners according to the ECQA guidelines. This action took place during the kick-off meeting of the project in Milan. To this purpose, a working group was set up, which was facilitated by the ECQA partner.

The work was divided into two stages. First, ECQA explained the purpose and structure of skills cards, which are short descriptions that describe the knowledge, skills, and understanding needed for a specific profession. Second, partners, as stakeholders with insight into the views



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and understanding of the profession, drafted the first version of the skills cards. The skills cards comprised six competence areas:

- Knowledge about accessibility,
- Linguistic competence,
- IT competence,
- Entrepreneurship and service competence,
- Respeaking competence, and
- Velotyping competence.

The second step in IO1, namely to gather current training practices in the field of real-time intralingual subtitling, was necessary since the only broad overviews currently available are the monographs on live subtitling by Romero-Fresco (2011) and Carlo Eugeni (2008), and a handful of academic articles based on national cases/scenarios and mainly published on online journals. The data was gathered through an online survey launched from January 12th, 2019 until February 15th 2019. A total number of 19 questionnaires were collected. The innovation of this second output is the fact that, to our knowledge, there is currently no updated overview of the training practice.

2 IO development: online survey on training practice

The development of this part of IO1 drew on the assumption that current training practices in real-time intralingual subtitling in the education and labour market can provide advice and recommendations on how to train real-time intralingual subtitling, as well as, deeper insight in which skills and competences are needed. In this sense, the online survey fulfilled a twofold purpose. First to provide data for the curriculum design in IO2 and, second, to validate the six competence areas identified in the online survey on skills.

The adopted methodology was, hence, quantitative and qualitative. The chosen collection technique was an online survey. The steps undertaken were:

- Defining a methodological tool.
- Identifying the respondent profiles.
- Designing the questionnaire.
- Dealing with ethical procedures.



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- Piloting the questionnaire.
- Distributing the questionnaire.
- Gathering and collating responses (data).
- Processing data.
- Discussing results.
- Creating a report
- Gathering best practices in teaching to be included in the curriculum design.

2.1 Methodological tool

In view of the aims of IO1 and in order to reach as many stakeholders as possible, the methodological tool chosen was the online survey. The online questionnaire was designed to collect both quantitative and qualitative data. The first were gathered through closed questions and, the second, through free-text questions. Though online surveys also entail risks such as sample bias and lower response rates (Hunter, 2012), computer-mediated data collection is an effective method to overcome physical barriers and involve distant-located respondent (Wright, 2005).

2.2 The questionnaire

The online questionnaire was designed with Zensus¹ and published at the evaluation platform of the SDI München, leader of this IO. The questionnaire was implemented in English and comprised five different sections. The targeted participants were trainers in real-time intralingual subtitling.

The design of the questionnaire encompassed different draft stages and was tested by partners prior to its implementation. The questionnaire included two types of questions: multiple choice questions (closed questions) and free-text questions (open questions). Multiple choice questions were used to gather demographic data, general data about training, data about the competences, and data about the teaching activities. Free-text questions were included at the end of each section to allow respondents to share their views, insights, and specific information on the topics. In order to provide participants with the possibility of declining an answer to a specific item “I prefer not to answer” was included. For ethical procedures all data have been anonymised.

¹ <https://www.blubbsoft.de/>



2.2.1 Section 1. Introduction, purpose, and terms of participation

This section provided participants with an overview of the questionnaire and the purpose, and informed them about ethical issues. In order to comply with ethical research needs and consent issues (Orero *et al.*, 2017), participants were given the possibility to express their consent, leave the survey at any stage and not to answer questions if not desired. Furthermore, participants were also informed about the use of the collected data for project dissemination purposes.

Participants were volunteers. The participant's recruitment took place through the Stakeholders and Associated Partners lists of the LTA project. List members had already expressed their consent to be contacted. Also, each LTA partner used their network lists to distribute the link to the survey. Following ethical principals, these lists are confidential and cannot be published in this report.

2.2.2 Section 2. Demographic data

This section encompassed a total eight 8 questions about:

- Country of residence
- Mother tongue
- Age
- Gender
- Educational background: highest degree or level of school
- Job
- Workplace
- Free-text question

Collecting demographic information has enabled us to acquire more detailed knowledge about age range, gender and background education of the trainers in the market, practices that are being used in different countries, and also possible interest on using the open source training materials of the project.

2.2.3 Section 3. General questions about training

This section included nine questions about their current training activity. Questions explore which techniques, languages, contexts, and settings are taught. The section also collected data



on training schemes that approach training collaboratively and, thus, build on cooperations with persons with hearing loss.

2.2.4 Section 4. Courses within higher education programmes

In this section, participants were asked to describe a course that is part of a university programme (such as bachelor's, master's or post-graduate). They could choose between describing a course on respeaking or velotyping. Participants answered a total of 36 questions, which also included questions about the trained skills.

2.2.5 Section 5. Vocational or in-house courses (non-higher education)

This section encompassed the same number of questions as the previous one. Participants were asked to describe a course taught in the form of workshops or as a vocational course that does not form part of formal academic training programmes. The wording of several items was adapted to match the non-HE context.

The following chapters present the results. The gathered data has delivered the basis for the implementation of the next two Intellectual outputs of the LTA project: IO2 Curriculum design and IO3 Creation of teaching materials.

3 Results

Nineteen trainers from eleven different countries participated in the survey. The next subsections report on the results.

3.1 Demographic data

The demographic data collected allowed to gain insight into the current trainers' profiles within and outside Higher Education Institutions. The demographic section comprised eight multiple choice questions and one free-text question.

3.1.1 Countries and languages

Nineteen trainers from eleven different countries participated in the survey. The fact that two participants live in the United States shows, as in the previous survey, the interest of professionals and trainers from this country in the project. This extended scope of the LTA



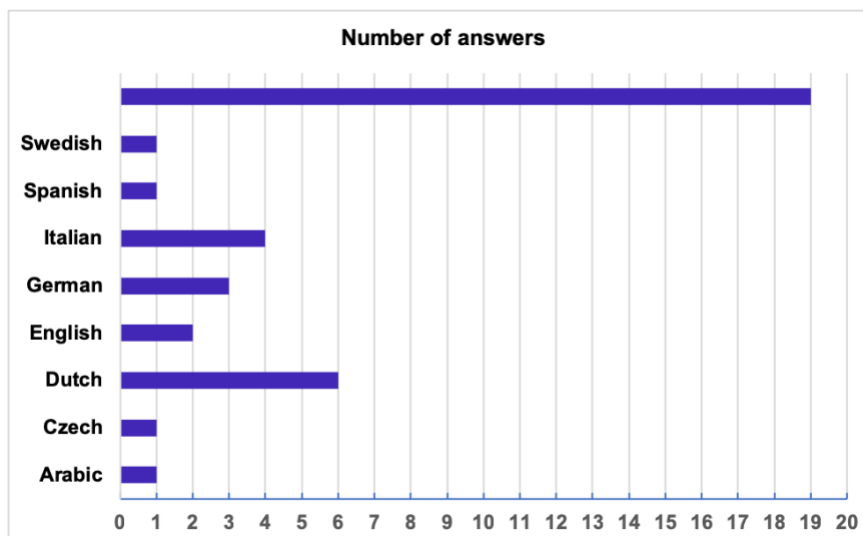
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project also reflects in its advisory board, which includes one independent voice writer and three experts from the National Court Reporters Association (NCRA). Also, project followers in Twitter, for instance, CCAC, which the only captioning consumer advocacy organisation in the U.S. The data also show that the participants' mother tongue matched the countries of residence with only one exception: Arabic.

Figure 3.1. Country of residence



Figure 3.2. Mother tongue



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3.1.2 Gender and age

These two Figures display data concerning gender and age of participants.

Figure 3.3. Gender

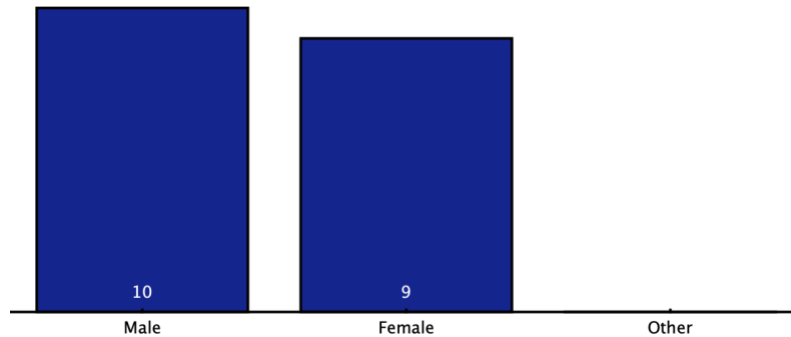
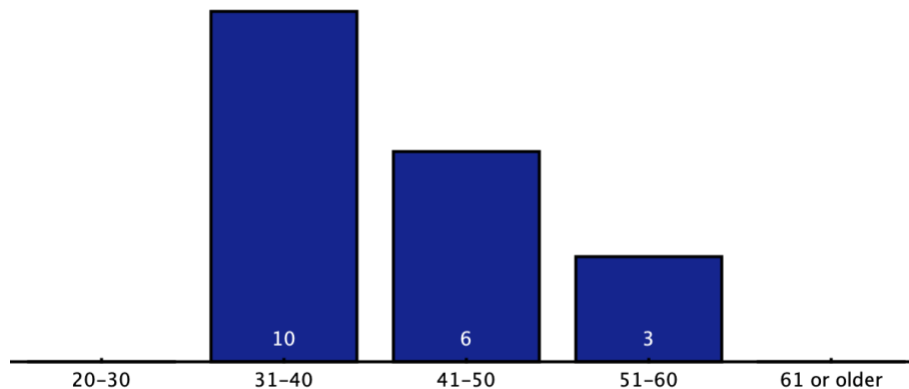


Figure 3.4. Age



The collected data show no significant differences in gender (Figure 3.3): 53% male and 47% female). As for trainers' age, it ranges from 31 to 60 years. The largest group (53%) are trainers who are between 31 and 40 years old, followed by trainers who are between 41 and 50 (32%), and those between 51 and 50 (16%).

Figure 3.4 indicates that there are nor old or very young trainers. The latter might be related to the fact that to become a trainer requires a certain degree of studies and practical experience.

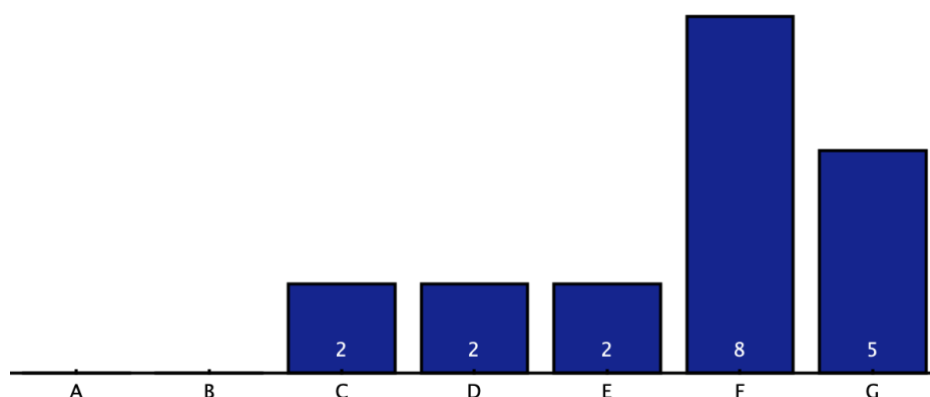
3.1.3 Educational background

This question concerned the highest degree or school level completed by participants. Data show that 79% of participants have a higher education degree (Bachelor's, Master's or PhD)

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and 21% have vocational degree. Two participants (10,5%) have some college education but without a degree. Though these two participants relate to training, they do not work as trainers.

Figure 3.5. Highest degree or level of school completed



- A Less than high school degree (0)
- B High school degree or equivalent (0)
- C Some college but no degree (2)
- D Vocational degree (2)
- E Bachelor degree (2)
- F Master degree (8)
- G PhD (5)

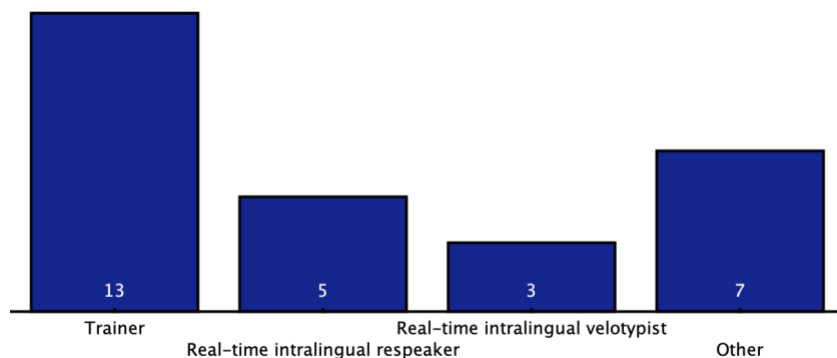
Data might support the previous assumption that trainers' age, over 30, is related to their educational background since 68% (13 participants) have a master's degree and five a PhD.

3.1.4 Occupation

Responses related to trainers' occupation show that participants work as trainers but also as respeakers and velotypist. Responses provided by item Other show that professionals also use other techniques (QWERTY or Azerty keyboards) and that they also work in related audiovisual fields (audio description, voice actor, intralingual transcriber, quality officer).

The terminology issue concerning the name of the profession and the professional arises again in the free-text box. This issue was already detected at the beginning of the project and has been targeted in a scientific article authored by project members (Eugeni, C., & Bernabé, R. (forthcoming). LTA project - Bridging the gap between training and the profession in real-time intralingual subtitling).

Figure 3.6. Are you currently working as?
(Multiple answers possible)



Other²:

Answer 1. captionist I repor, creator audiodescription, voice actor

Answer 2. examiner for real-time intralingual respeaker training

Answer 3. Quality Officer

Answer 4. Qwerty

Answer 5. QWERTy intralingual typist

Answer 6. Real-time intralingual transcriber

Answer 7. Schrijftolk met Azerty-klavier (Speech-to-text interpreter with Azerty keyboard)

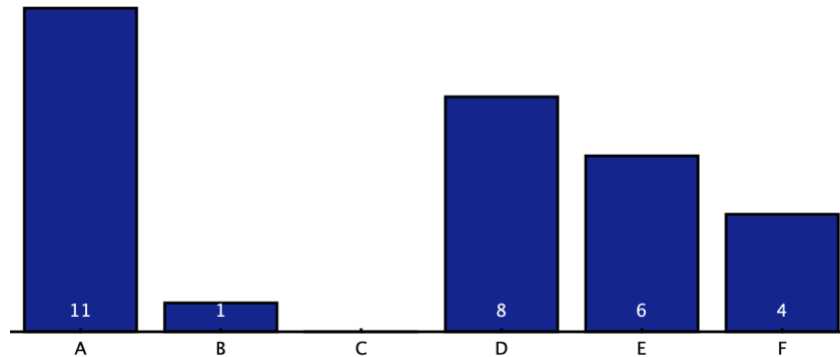
3.1.5 Workplace

The responses about the place of work show that trainers work in and outside educational institutions. None of them worked at a broadcaster as part of the staff. Some participants (personal communication) expressed their concern about being suitable as respondents since the survey was identified as “too academic” or targeting academic trainers. The high number of responses (58%) from participants working for a university or a research institution may support this assumption. This fact shows that both techniques are taught at HE, but still no common framework or certification between the different HE can be found.

² The answers are displayed without corrections.



Figure 3.7. Where do you work? (Multiple answers possible)



- A University or research institution (11)
- B Not-for-profit organization (also voluntarily) (1)
- C Broadcasting company (0)
- D Provider of real-time intralingual subtitles (e.g. company employing real-time translators, a department of live subtitling at television, other). (8)
- E Provider (as freelancer) of real-time intralingual subtitling (6)
- F Other. Please specify where you work. (4)

Other. Please specify where you work.

Answer 1. Dutch broadcasters as freelancer

Answer 2. House of Representatives

Answer 3. Speech to text reporter

Answer 4. TypeWell - a company that develops and licenses text expansion software and also provides specialized training for individuals to use the software to provide real-time transcribing services

At the end of the demographic data section, participants were asked if there was anything they would like to add to the demographic data. We obtained one answer, which has not been included here because the content is not directly related to the content of this survey.

3.1.6 Conclusions

Responses show that there is an interest in the project results beyond Europe. This broader scope can be taken into consideration in IO2, Curriculum design, by describing implementation pathways that can be easily transferred to educational systems outside Europe, particularly in the U.S. This step would imply considering current differences in terminology, which is already a



result of the foregoing survey conducted as part of IO1 on the skills of the real-time intralingual subtitler.

The fact that in the U.S., other professional profiles such as the real-time intralingual transcriber or captioner exists could be acknowledged in IO2. The leading partner may consider creating a document illustrating all job profiles and techniques, even if the scope of LTA does not allow for creating additional training materials. This would allow to match and align different training practices from different countries.

According to the responses, trainers also work in related fields such as audio describers or voice actors and use other techniques (QWERTY, Azerty keyboards). This reality reveals that the trained skills provide LTA trainees with a sound basis for entering related professions, in particular the Media Accessibility field (MA).

The lack of feedback arising from training from non-higher-education institutions should be discussed among partners. To solve this, IO2 might include more interviewees. Similarly, in IO3, the created material must reflect that LTA training targets both higher education and non-higher education. In any case, this feedback needs to be taken into consideration within the consortium and develop dissemination strategies that focus on training outside the higher education community. As it can be observed in the next section, respondents reported that in most cases professionals working in this field first accomplish a short term training which is then complemented in-house in a learning-by-doing way.

3.2 Data about training

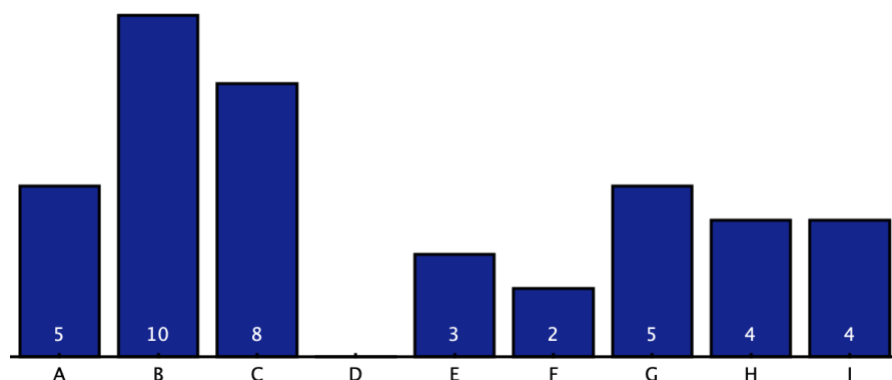
This section comprised a total of nine questions about training.

3.2.1 Relation to training

The first question about the participants' relationship to training reveals that most respondents are related to training, not only from the educational side, academic or vocational, but also as service providers and end-users.

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**Figure 3.8. How do you relate to training?
(Multiple answers possible)**



- A** I am a researcher (5)
- B** I am a university teacher (10)
- C** I work for company providing real-time intralingual services (8)
- D** I work for a broadcasting company (0)
- E** I am a representative of a non-profit organisation (3)
- F** I am a user (2)
- G** I am a respeaker (5)
- H** I am a velotypist (4)
- I** Other relation to training. Please specify: (4)

Other relation to training. Please specify:

Answer 1. as a freelancer

Answer 2. I am a transcriber and a trainer, and I also develop distance learning courses for new and experienced transcribers.

Answer 3. Qwerty training and Vocational training

Answer 4. Schrijftolk met Azerty klavier (Speech-to-text interpreter with Azerty keyboard).

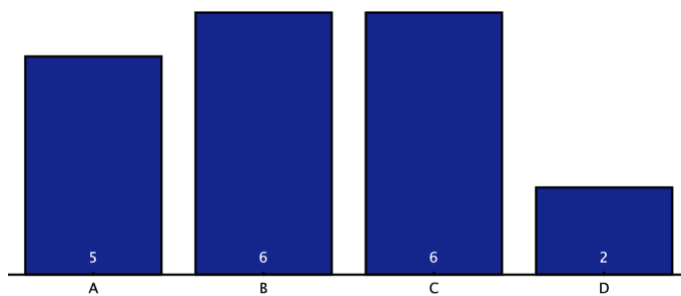
79% of participants related to training from the academic context and are either researchers (26%) or teach at universities (53%). According to the data, both profiles also work as service providers or freelancers. As for researchers, they all (5) work as trainers and also the five of them work as respeakers. As for the trainers, 5 out of 10 work as respeakers (50%) and 3 (30%) as velotypists.

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3.2.2 Experience as a trainer

Figure 3.2 shows that five participants (19%) have been training for less than 3 years. Six respondents (31,5%) have been training for 4 to 10 years and another 31,5% for over 10 years.

Figure 3.9. How long have you taught real-time intralingual subtitling?



- A Less than 3 years (5)
- B 4-10 years (6)
- C More than 10 years (6)
- D Other. Please specify how long you have been teaching: (2)

Other. Please specify how long you have been teaching:

Answer 1. I'm not a teacher right now

Answer 2. on and off working as a teacher during past 15 years

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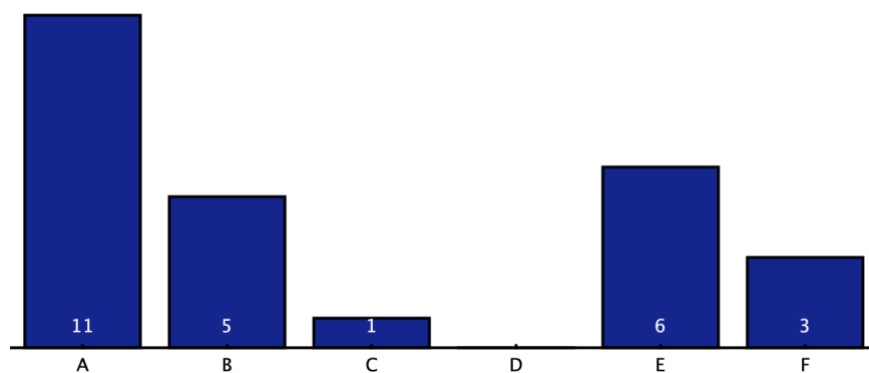
A closer look at the age ranges of trainers show that training has emerged years after the service provision started, since most of them are between 31-40 years old. These data confirms the results emerging from the prior skills survey (see report on the online skills survey) that training is lagging:

Years of experience	Number of participants	Age range
less than 3 years	5	<ul style="list-style-type: none"> • 2 are 31-40 years old • 1 is 51-60 years old
4 to 10 years	6	<ul style="list-style-type: none"> • 2 are 31-40 years old • 3 are 41-50 years old • 1 is over 51 years old
over 10 years	6	<ul style="list-style-type: none"> • 4 of them are between 31-40 years old • 1 is over 41 • 1 is over 51

3.2.3 Techniques

Participants provided a total of 26 answers to this question. The techniques most frequently taught according to the number of responses are respeaking (42%), velotyping (19%), stenotyping (4%), and Qwerty/Azerty (23%). Trainers also train related professions such as dubbing, subtitling, and audio description, and related software.

Figure 3.10. Teaching areas (Multiple answers possible)



- A respeaking (11)
- B velotyping (5)
- C stenotyping (1)
- D palantyping (0)
- E Qwerty/Azerty (6)
- F I have taught in another area. Please, specify (3)

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Other areas. Please, specify:

Answer 1. speech to text interpreting using Velotype

Answer 2. Subtitling, Dubbing and Audiodescription

Answer 3. TypeWell software for users with QWERTY keyboards

As for respeaking, the technique is taught by trainers who work at higher education institutions (4 researchers and 7 teachers), as well as by trainers working outside the university contexts (1 person working at a non-profit organisation, 8 companies providing the services, 6 freelancers, 4 related to Other).

As for velotyping, the technique is also taught by trainers who work at universities (2 teachers) and by trainers working as velotypists (2) and 1 falling under the category Other.

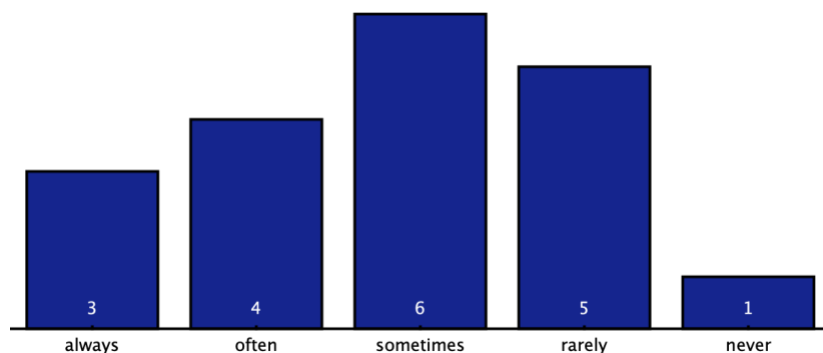
As for the other techniques, stenotype is taught by a trainer working for a company that provides the service. Lastly, real-time intralingual subtitling by Qwerty or Azerty is trained by trainers who work at the university (1 researcher and 1 teacher) as well as outside (1 service provider, 1 respeaker, 1 velotypist, and 1 participant under the category Other.)

Though the numbers cannot be used to make to draw conclusions, it can be said that respeaking is the most trained technique in both university contexts and non-university contexts, followed by the keyboard techniques Qwerty/Arzty and Velotype.

3.2.4 Collaborative trainings

As shown by the 19 answers provided, collaboration between trainers and end-users always takes place in 3 cases (16%), often in 4 cases (21%), sometimes in 6 (32%), rarely in 5 cases (26%) or never in 1 case (5%).

Figure 3.11. Cooperation with persons with hearing loss



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Please specify, why you never collaborate with deaf or hard-of-hearing people when teaching.

Answer 1. No established links between my university and the deaf association. The course is very short anyway (30 hours) and there would not be time to incorporate this into the course

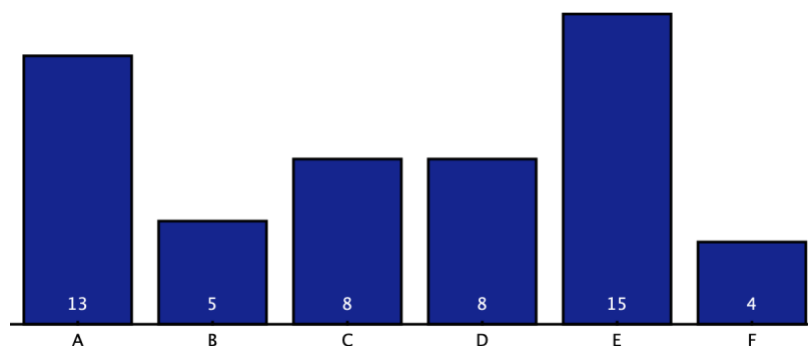
3.2.5 Language used in training

The languages used in training according to the number of occurrences are English (10), Dutch (6), Italian (4), and German (3), followed by languages which were named once: Arabic, Czech, French, Spanish, and Swedish. Trainers work in the following countries: Austria (3), Belgium (5), Czechia (2), Germany (3), Italy (4), Lebanon (1), Netherlands (2), UK (2), Spain (2), , Switzerland (1), Sweden (1), United States (2), and Canada (1). One participant pointed out that their courses are also online and gather students from many different countries.

3.2.6 Trained contexts

As for the type of contexts trained, participants provided a total of 53 answers. Trained context with the highest frequency is education (28%), followed by cultural events (25%), broadcasts and workplace (15%), and parliamentary assemblies (9%). The free-text answers provided further teaching contexts (23%) such as meetings, court, healthcare settings, religious events, senior centers, or practice for students.

Figure 3.12. For what type of contexts do you train? (Multiple answers possible)



- A Cultural events (13)
- B Parliamentary assemblies (5)
- C Broadcasts (8)
- D Workplace (8)
- E Education (15)
- F Other contexts, please specify: (4)



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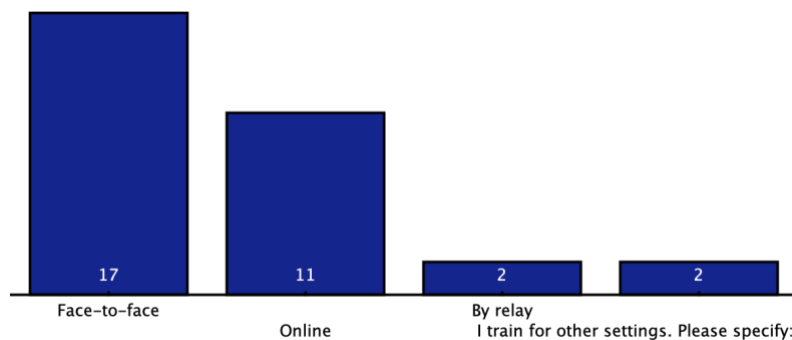
For what type of contexts do you train? (Multiple answers possible): Other contexts, please specify:

- Answer 1.** court, medical issues such as at the doctor's
- Answer 2.** healthcare settings; religious events such as churches with a deaf ministry; senior centers
- Answer 3.** meetings in personal live (e.g. medical or hobby's)
- Answer 4.** Practice for students on educations

3.2.7 Trained settings

According to the 32 answers provided by participants, the most trained settings are: face-to-face (53%), followed by online (34%), and relay (6%). The free-text answers provided two further settings (6%): semi-presential and live TV.

Figure 3.13. Type of settings. (Multiple answers possible)



For what type of settings do you train? (Multiple answers possible)

Other settings. Please specify:

- Answer 1.** semi-presential
- Answer 2.** TV live subtitling only

3.2.8 Conclusions

Data show that trainers also work as practitioners. This fact can lead to the assumption that they know the requirements arising from the contexts and settings the insights of the job. Furthermore, it can be presumed that they possess the necessary entrepreneurship skills to



manage their own business, also as freelancers. However, it also entails the risk that their training is limited to their own experiences and topics.

As for the techniques, respeaking is slightly less frequently taught than typing. One plausible reason may be the languages available for speech recognition systems. Major languages are available, but minor languages are not. However, the ranking concerning the techniques changes if they are classified by type of keyboard. This result correlates with the findings emerging from the previous survey, in which participants chose typing as the technique in which they were most interested. Although the LTA curriculum does not include other keyboards, IO2 leaders and partners may consider specifying which learning materials related to the Velotype keyboard are also suitable for other keyboards such as Qwerty or Azerty.

As for the languages trained and countries, the responses show that trainers not always train in their mother tongue or the language of the country of residence. LTA partners should discuss internally and at the interviews to what extent this parameter may influence training in terms of language proficiency and linguistic abilities.

Regarding the working contexts, answers provide two new ones, court and healthcare. Concerning the suggested setting semi-presentia, it seems to refer to the type of course and not to the type of setting trained.

3.3 Course as part of a higher education programme

This section comprises two parts. The first presents the answers to six general questions about the courses. Results are grouped by degree, Bachelor or Master. The second focuses on the results concerning the skills taught, type of learning activities, and qualitative data provided in the free-text answers.

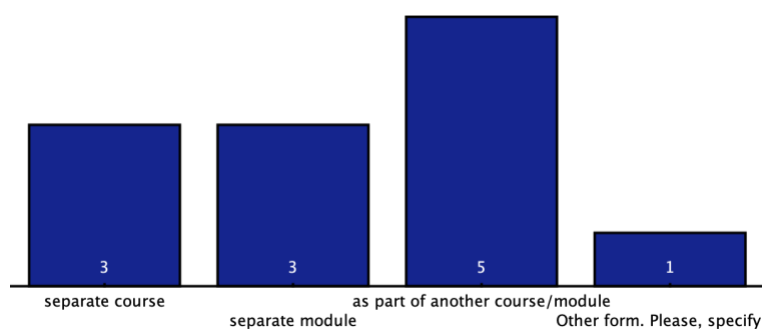
Participants described a total of 10 university courses; six of them at the Master's level, three at Bachelor's level and one as a so-called Associate degree, which has been included here as Bachelor because the participant explained: "In the Netherlands the training of speech to text interpreters are at associate degree (Ad)level, and has a time span of 2 years of education. Since January 2018 the associate degrees are on an independent level of education. Before they were part of the bachelor level, so students were able to continue their bachelor interpreter sign language."

3.3.1 General questions about the training

This section reports on the results arising from questions which covered general aspects of the described courses such as teaching form, mode, hours, and average group size of the courses.

As for the course form, participants provided a total of 12 answers to this question. Data show (Figure 3.1) that real-time intralingual subtitling, irrespectively of the technique, is taught mainly as part of another courses or modules (42%), followed by the forms: Separate module and Separate course with (25% each).

Figure 3.14. Course form (multiple answers possible)



Please specify the form (multiple answers possible)

Other form. Please, specify

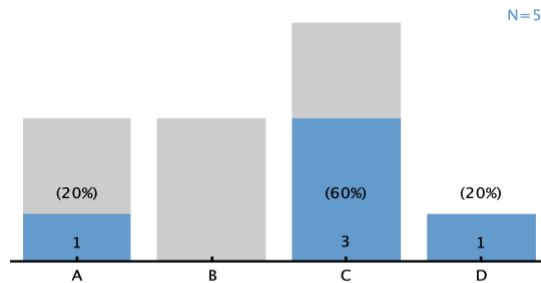
Answer 1. There is a degree missing: associate degree. The speech to text education in the Netherlands is at associate degree level (2 years).

A closer analysis by type of degree, Bachelor or Master, shows some differences. At the Bachelor level, courses are mainly taught as a part of another course or module (3 out of 5; 60%), but also as separate courses (20%), and as an own degree (two-year Associate degree) (20%).



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Figure 3.15. Course form: Bachelor's degree (multiple answers possible)



- A separate course (1; 20%)
- B separate module (0)
- C as part of another course/module (3; 60%)
- D Other form. Please, specify (1; 20%)

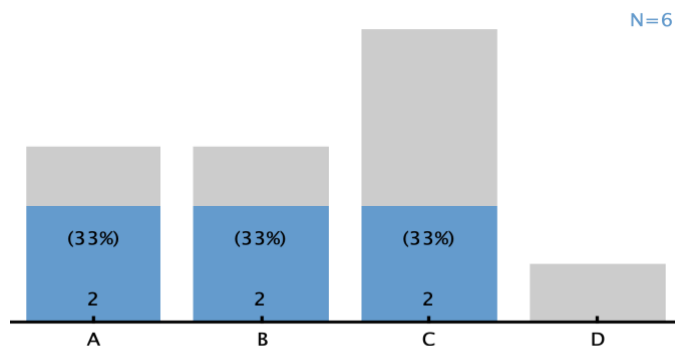
Bachelor courses described were all Velotype courses. According to the data, they were structured as follows:

- The two-year Associate degree trained students on Velotype, with over 31 teaching hours and a group size over 20 students. The teaching mode is blended learning
- Separate module with 11-20 teaching hours and a group size of less than 10 students. The teaching mode is blended learning.
- Course as part of another course or module with 11 to 20 hours and a group size of up to 10 students. The teaching mode is blended learning.
- Course as part of another course or module with 21 to 30 hours and a group size of 10 to 20 students.

At the Master level, the distribution is even: separate courses (33%), separate module (33%), and as a course/module (33%).

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Figure 3.16. Course form: Master's degree (multiple answers possible)



- A separate course (2; 33%)
- B separate module (2; 33%)
- C as part of another course/module (2; 33%)
- D Other form. Please, specify (0)

Master courses described were structured as follows:

- Separate course on respeaking with 11 to 20 teaching hours and fewer than 10 students. Teaching mode presential.
- Separate course on respeaking with 21 to 30 teaching hours and a group size of 10 to 20 students. Teaching mode blended learning.
- Separate module on respeaking with 21 to 30 teaching hours and a group size of 10 to 20 students. Teaching mode presential
- Separate module on respeaking with 21 to 30 teaching hours and a group size of 10 to 20 students. Teaching mode presential
- Course on respeaking as part of another course or module with 21 to 30 teaching hours and group sizes of 10 to 20 students.
- Course on respeaking as part of another course or module with 21 to 30 teaching hours and group sizes of 10 to 20 students

3.3.2 Conclusions

Data also show that there are countries with university degrees outside the Bologna three cycle degree structure: Bachelor, Master, PhD. Despite of this, LTA modules and curriculum can be easily integrated since they implement one of the main Bologna tools, the ECTS, and uses learning outcomes to describe the knowledge, skills and abilities.

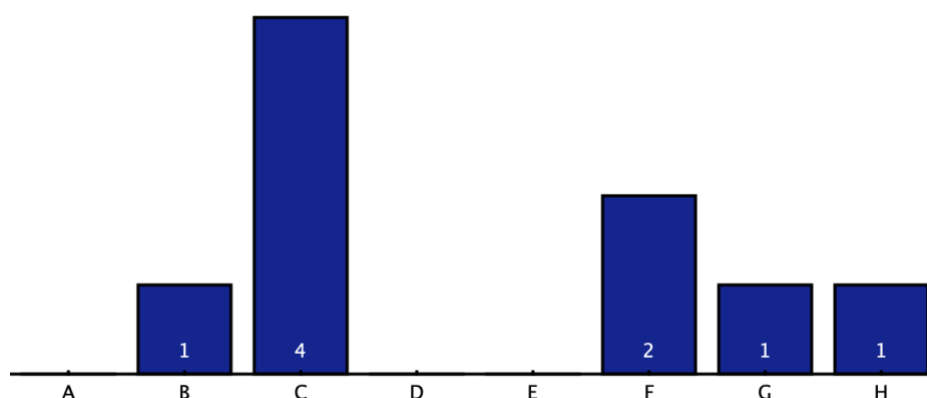
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The results show that most courses are at the Master's level. This might indicate that the trainees need a certain experience, proficiency level or and previous educational background before starting this training. The fact that Master's courses are imparted both as part of a course or as separate modules, could also be due to the fact that the course form is less relevant than the skills that trainees should have before the training.

At universities, the majority of courses are at Master programmes. This categorisation within the education system might be due to the fact that the job is challenging, cannot be learnt on the fly, and requires previous knowledge and skills. Though the profession is the same, it seems to be a difference across techniques: while respeaking is mostly taught at a Master degree level, Velotype is taught at Bachelor's programmes.

As for the number of teaching hours, Velotype courses seem to require a higher amount of hours than the respeaking ones as shown in the Figure below.

Figure 3.17. Amount of hours dedicated to training?



- A** Respeaking: less than 10 hours (0)
- B** Respeaking: 11-20 hours (1)
- C** Respeaking: 21-30 hours (4)
- D** Respeaking: more than 31 hours (0)
- E** Velotyping: less than 10 hours (0)
- F** Velotyping: 11-20 hours (2)
- G** Velotyping: 21-30 hours (1)
- H** Velotyping: more than 31 hours (1)

The amount of data gathered in the survey is not sufficient to draw conclusions. On the one hand, the difference in training hours might arise from the difference in degree (Master versus Bachelor). On the other, it might relate to the difficulty of learning the technique. This issue should be further studied.

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Lastly, as for the mode, participants were able to select among three different types: traditional (presential), online, or blended courses. From the 19 courses described, participants only provided 9 answers to this question. Answers show that courses are mainly taught either as blended learning (56%) or presential courses (44%). From the obtained data can be concluded that both techniques can be taught in presential courses as well as online.

3.3.3 Questions about teaching practice ordered by competence areas

This part of the questionnaire explored what skills are taught at courses and how they are trained. To this end, a set of skills was presented, grouped by competence areas. In a first step, participants were asked to select the skills trained in their courses. In a second step, participants were requested to list practical exercises they use to train such skills. Lastly, a free-text question was included to provide participants with a space to add comments.

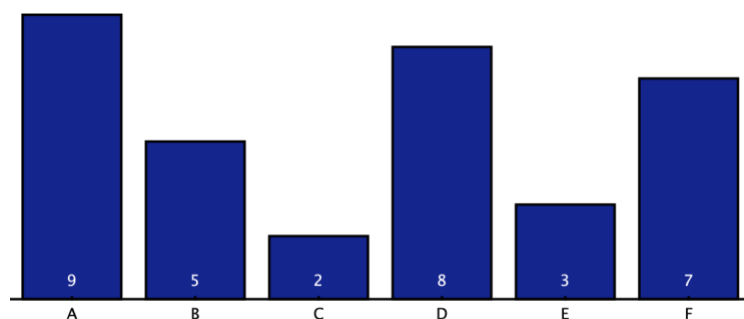
Competence area: Knowledge about accessibility

This section displays all questions and answers.

Question 1. On which of these skills about Knowledge on accessibility do you focus in this course?

The figure shows the selected skills.

Figure 3.18. Skills about Knowledge on accessibility (multiple answers possible)



- A** Basics concepts about disability and accessibility (9)
- B** Basics concepts about multimodality (5)
- C** Basics concepts about Universal Design (2)
- D** Target groups and their needs (particularities of the hard-of-hearing and deaf community, types of hearing loss, levels of hearing loss, other) (8)
- E** Basics skills on sign language (3)

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- F** How accessibility is embedded in the environment (role and competences of real-time translators, types of settings, how to best set up an accessible working environment, other) (7)

Question 2. Are there any other skills that you would like to add to the competence area Knowledge about accessibility?

Answer 1. Accessible working environment. Subtitling (traditional)

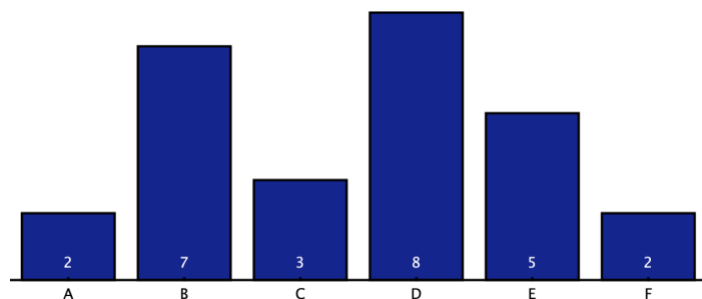
Answer 2. but these skills are trained in another module, not in the module Velotype (another 4 studypoints)

Answer 3. The describe the charts used in Europe BBC, ART or Dubbing brothers.

Question 3. What type of activities are carried out in your course for teaching knowledge about accessibility? (Multiple answers possible)

The figure shows the selected teaching activities.

Figure 3.19. Type of teaching activities (Multiple answers possible)



- A** analysing existing recordings (2)
B discussion of guidelines (7)
C implementation of guidelines (3)
D presentation of theory (e.g. based on research articles, projects, etc.) (8)
E practical exercises, please specify: (5)
F Other type activity (2)

Other type activity

Answer 1. observation, acting in role play, practice in reality, acting in reality guided by professional speech to text interpreter.

Question 4. What type of practical exercises do you carry out for training skills in the area Knowledge about accessibility?

Answer 1. Each student should subtitle 5 min and plus for Deaf and hard of hearing...

Answer 2. In my opinion, its impossible for me to point at specific learning activities focussed only on knowledge about this subject. True observation, acting en reflecting on that in situations like role play and real interpreting, this competence gets attention, like all other competences.

Answer 3. pre-recorded audios to be interpreted for a certain target group

Answer 4. Velotype academy

Question 5. Would you like to add any other comments to this competence area Knowledge about accessibility?

Answer 1. Knowledge about accessibility can be educated in several work forms: e.g. presentation from an expert of guidelines, discussing them in small groups in relation to our professional code and vocational profile and ethics, give students the assignment to study the guidelines and make a one-pager about them. In teaching you have to be creative.

Competence area: Linguistic competence

All questions and answers are listed below.

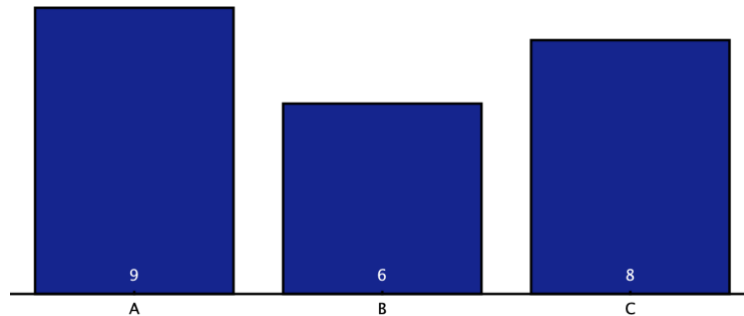
Question 1. On which of these linguistic skills do you focus in the course?

The figure shows the selected skills.



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Figure 3.20. On which of these linguistic skills do you focus in the course?



- A** Functionality: Accuracy, readability, and legibility (9)
- B** How to cope with speech-related challenges (Exit strategies and ad hoc solutions)How to cope with speech-related challenges (Exit strategies and ad hoc solutions) (6)
- C** Strategies to acquire and develop specific thematic knowledge (8)

Question 1. Are there any other skills that you would like to add to the competence area Linguistic competence?

Answer 1. I think it's important to have mastered a specific level of a language on the Common European Framework of Reference, before you are able to interpret.

Answer 2. non of these competences are included in the course

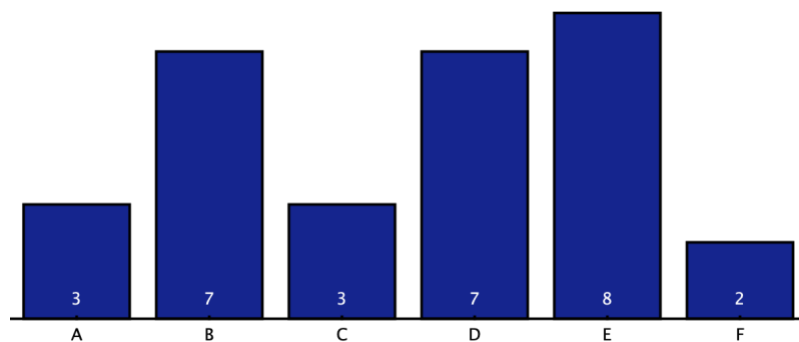
Answer 3. Technological skills

Question 2. What type of activities are carried out in your course for teaching linguistic skills? (Multiple answers possible)

The figure shows the selected teaching activities.

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Figure 3.21. Type of activities for teaching linguistic skills? (Multiple answers possible)



- A** analysing existing recordings (3)
- B** discussion of guidelines (7)
- C** implementation of guidelines (3)
- D** presentation of theory (e.g. based on research articles, projects, etc.) (7)
- E** practical exercises, please specify: (8)
- F** Other type activity (2)

Other type activity

Answer 1. no specific training on linguistic skills

Question 3. What type of practical exercises do you carry out for training skills in the area Linguistic competence?

Answer 1. Creation of specialized corpora for the acquisition of specific thematic knowledge; exercises on the production of written texts by voice recognition; techniques for real-time production of subtitles

Answer 2. reformulating, summarising, coping with speed in practical respeaking exercises with source recordings belonging to various textual genres

Answer 3. same as I said in the other competence area, it's impossible to specify only learning activities focused on this area, apart from the other competence area's. The same kind of activities.

Answer 4. specific target text creation and how to implement texts for specific needs (tailor-made translation)

Answer 5. Subtitling 5min. And plus for Deaf and HOH.

Answer 6. Velotype academy



Question 4. Would you like to add any other comments to this competence area Linguistic competence?

Answer 1. In the Netherlands the demand for speech to text interpreting from English spoken to English written is growing due to globalisation (especially in higher education). But our education only is focussing on Dutch spoken to Dutch written. Some colleagues of mine (speech to text interpreters) are asked to hear the English and type the Dutch, but are not trained as an interpreter English-Dutch. I think people need to be more aware of their own boundaries of the competences.

Answer 2. we don't train their linguistic skills, because all students already have a bachelor degree before starting the LTA course

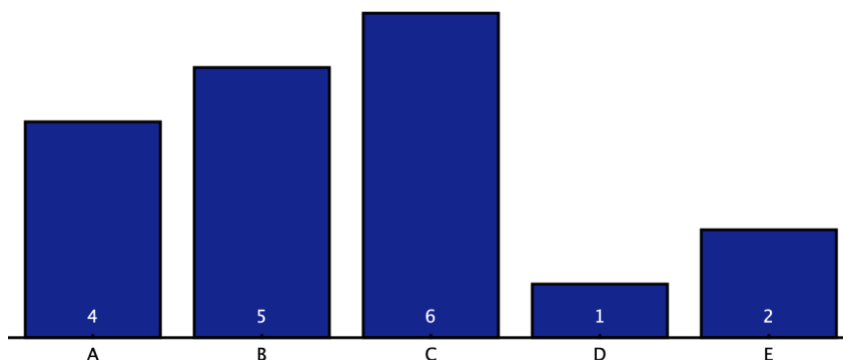
Competence area: Entrepreneurship and service competence

This section presents the questions and the answers concerning this competence area.

Question 1. On which of these entrepreneurship and service skills do you focus in the course?

The figure shows the selected skills.

Figure 3.22. Entrepreneurship and service skills



- A** Management skills (4)
- B** Interpersonal skills (5)
- C** Stress management (6)
- D** Conflict management (1)
- E** Business strategies (2)



Question 1. Are there any other skills that you would like to add to the competence area Entrepreneurship and service competence?

Answer 1. Adaptation for a target audience

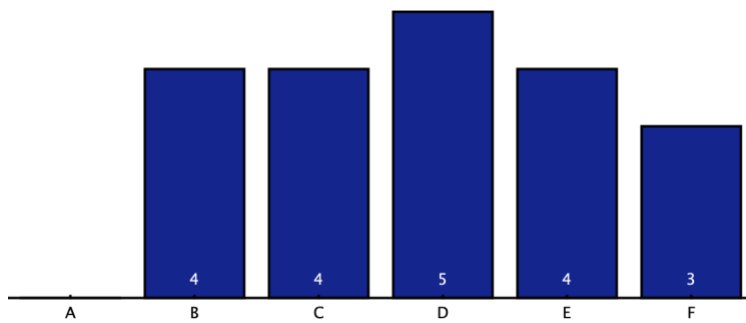
Answer 2. Probably management

Answer 3. we don't focus on these skills

Question 2. What type of activities are carried out in your course for teaching entrepreneurship and service skills? (Multiple answers possible)

The figure shows the selected teaching activities.

Figure 3.23. Type of teaching activities (Multiple answers possible)



- A** analysing existing recordings (0)
- B** discussion of guidelines (4)
- C** implementation of guidelines (4)
- D** presentation of theory (e.g. based on research articles, projects, etc.) (5)
- E** practical exercises, please specify: (4)
- F** Other type activity (3)

Other type activity



Question 3. What type of practical exercises do you carry out for training skills in the area Entrepreneurship and service competence?

Answer 4. There is only a small part focussed on business strategies. Not as part of a specific module, but in the second year when people are training more outside, those questions come from students during the lessons and they get answered. Also during their training period with a mentor those questions can be answered. More attention is focussed on learning from reflection on experiences of one self and others in face to face meetings, using several methods.

Question 4. Would you like to add any other comments to this competence area Entrepreneurship and service competence?

Answer 1. Non

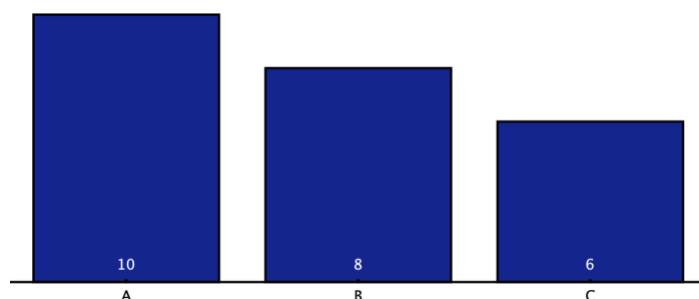
Answer 2. Same as before, for me it's not possible to pinpoint specific learning activities only focused on this competence.

Competence area: IT competence

This section presents the questions and the answers concerning this competence area.

Question 1. On which of these IT skills do you focus in the course?

Figure 3.24. IT skills do you focus in the course



- A** How to set up the working environment (software and hardware) (10)
- B** Input tools available on the market (8)
- C** Output tools available on the market (6)

Question 1. Are there any other skills that you would like to add to the competence area IT competence?

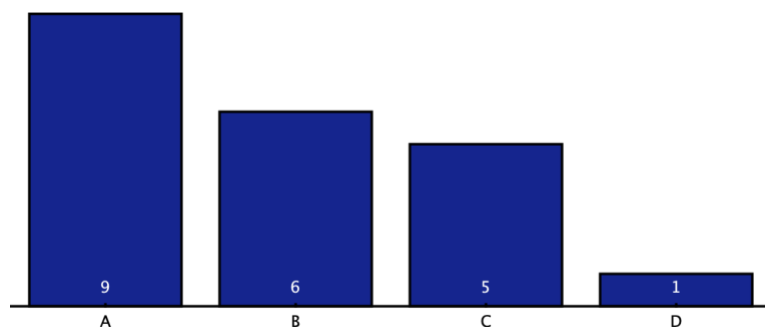
Answer 1. No

Answer 2. very limited. Only setting up a working environment.

Question 2. What type of activities are carried out in your course for teaching IT skills?
(Multiple answers possible)

The figure shows the selected teaching activities.

Figure 3.25. Type of teaching activities
(Multiple answers possible)



- A practical exercises: software (9)
- B practical exercises: hardware (6)
- C watching videos (5)
- D Other type activity (1)

Other type activity

.-.

Question 3. What type of practical exercises do you carry out for training skills in the area IT competence?

Answer 1. practice with IT hard- and software in role play and realtime situations. But my experience is that starting speech to text interpreters (after 2 years of training)

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have to grow in confidence first (be faster and more accurate on de Velotype), before e.g. interpreting using a beamer et cetera.

Answer 2. Preparation before respeaking (varying software configuration, adding vocabulary, importing word lists, importing whole documents etc.)

Answer 3. Using different programs of subtitling.

Answer 4. Using software for the production of written texts from oral inputs and for the production of real-time subtitles

Answer 5. Velotype academy, velo note....

Question 4. Would you like to add any other comments to this competence area IT competence?

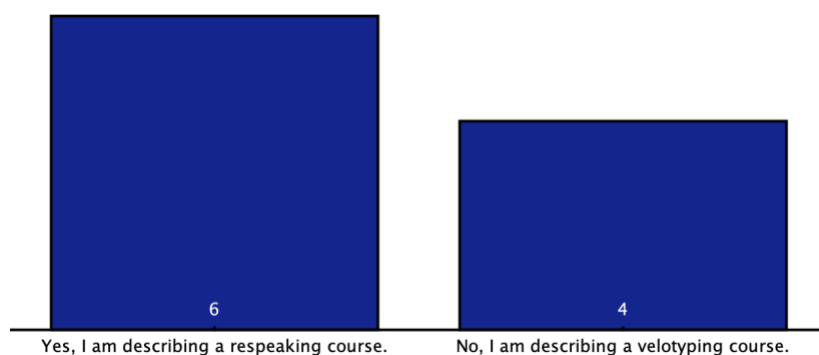
Answer 1. No

Answer 2. The competence is not only getting to know how things work, but to know the latest developments and be able to switch, be flexible, be creative in finding solutions for technical problems. And to learn NOT to be afraid of the machines.

Competence area: Respeaking competence

This section presents the questions and the answers concerning this competence area.

Question 1. Are you describing a respeaking course?



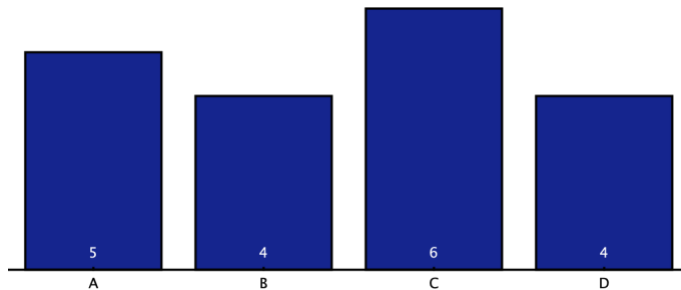
Out of the ten courses described, six were on respeaking and four on Velotype.



Question 2. On which of these respeaking skills do you focus in the course?

The figure shows the selected skills.

Figure 3.26. Respeaking skills



- A** Psycho-cognitive skills: How to listen and speak simultaneously (5)
- B** Metalinguistic skills: Turning non-verbal elements into verbal (4)
- C** Prosodic skills: speaking fluently, quickly, and unambiguously (6)
- D** Interface interaction (training the software, synchronise subtitles with the audio (TV), other) (4)

Question 3. Are there any other skills that you would like to add to the competence area Respeaking competence?

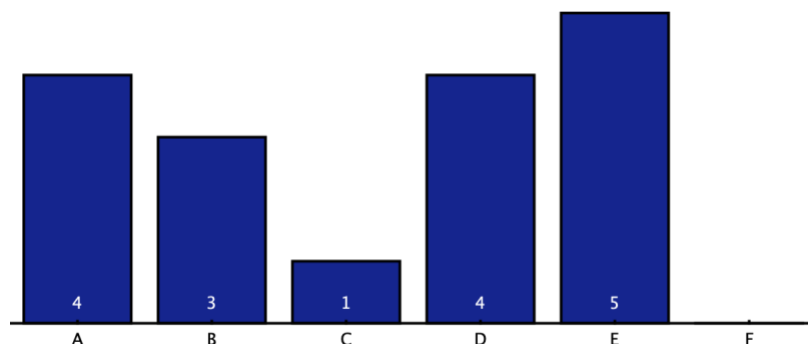
- No

Question 4. What type of activities are carried out in your course for teaching respeaking skills? (Multiple answers possible)

The figure shows the selected teaching activities.

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Figure 3.27. Type of teaching activities (Multiple answers possible)



- A** analysing existing recordings (4)
- B** discussion of guidelines (3)
- C** implementation of guidelines (1)
- D** presentation of theory (e.g. based on research articles, projects, etc.) (4)
- E** practical exercises, please specify: (5)
- F** Other type activity (0)

Other type activity

Question 5. What type of practical exercises do you carry out for training skills in the area Respeaking competence?

- Answer 1.** Creation of a personal voice profile in Italian with a voice recognition software; exercises on the production of written texts by voice recognition; exercises on the production of real-time subtitles
- Answer 2.** Dragon - how to work with different platforms available on the market; how to generate and manage different profiles, how to control rhythm and speaking speed, breathing, how to add corrections to the text
- Answer 3.** Prerecorded audios according to the actual level of the students, input for preparation, detailed feedback after each exercise
- Answer 4.** respeaking exercises of increasing difficulty (from single-speaker, slow videos of a non-technical nature in a conference setting to multiple-speaker talk-shows or weather forecasts on TV)

Question 6. Would you like to add any other comments to this competence area Respeaking competence?

Answer 5. No

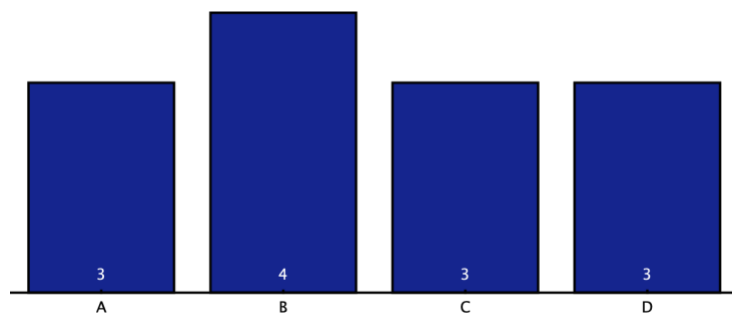
Competence area: Velotyping competence

This section presents the questions and the answers concerning this competence area.

Question 1. On which of these velotyping skills do you focus in the course?

The figure shows the selected skills.

Figure 3.28. Velotyping skills



- A** Psycho-cognitive skills: How to listen and type simultaneously (3)
- B** Mastering the keyboard: Produce content using all key combinations, improving speed, other (4)
- C** Typing skills: typing without spelling mistakes, correcting typing mistakes, other (3)
- D** Factors for high performance: techniques of self-motivation, discipline, techniques for enhancing concentration, other (3)

Question 1. Are there any other skills that you would like to add to the competence area Velotyping competence?

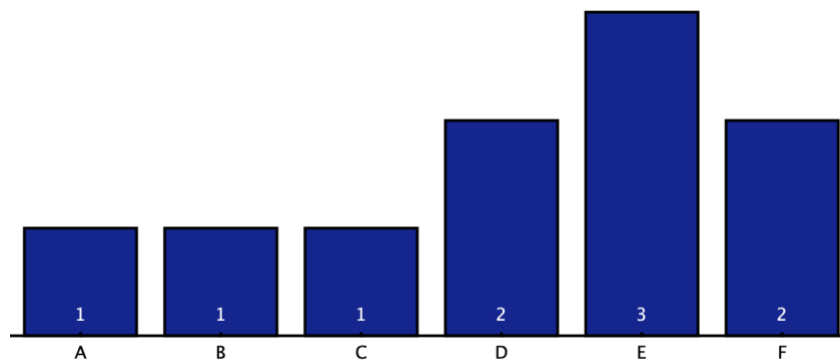
Answer 1. perseverance (connected to discipline) coping with setbacks. to be able to analyse the structural and incidental mistakes, and choose exercises to decrease those structural mistakes.



Question 2. What type of activities are carried out in your course for teaching velotyping skills? (Multiple answers possible)

The figure shows the selected teaching activities.

Figure 3.29. Type of activities for teaching velotyping skills? (Multiple answers possible)



- A analysing existing recordings (1)
- B discussion of guidelines (1)
- C implementation of guidelines (1)
- D presentation of theory (e.g. based on research articles, projects, etc.) (2)
- E practical exercises, please specify: (3)
- F Other type activity (2)

:-

Other type activity

- practising in Velotype tools: Academy and Contest

Question 3. What type of practical exercises do you carry out for training skills in the area Velotyping competence?

Answer 1. There is a difference in learning the strokes (1 module) and than focussing on speed and accuracy. 1. Learning strokes As part of the lecture: * clarification in the classroom about new strokes (powerpoint is available for students on the electronic learning environment) * practise the new strokes in class together * practise the new strokes independent in Velotype Academy (single strokes,

combination of strokes and sentences) As part of homework: * practise the new strokes in Velotype Academy. In the next lesson these new strokes will be repeated and practised in other sentences than in Velotype Academy. 2. Speed and accuracy on the Velotype In all other courses in speech to text interpreting, there is always room to do exercises to get faster and more accurate. E.g. reading texts on a specific speed, or retyping texts, using dutch video's, monologues or dialogues, presentations and role play.

Answer 2. using Velotype Academy

Answer 3. Velotype academy, luisteroefeningen, dictees

Question 4. Would you like to add any other comments to this competence area
Velotyping competence?

Answer 1. To test the students if they know and recognise the right or most efficient strokes on the Velotype, we have a written test. Student have to mark wich keys the will push for the texts, and the have to recognise: what syllable will be produced if I push these keys. After half a year, the students have to reach a level of 150 characters (including spaces) with 99% accuracy. After 1 year, the students have to reach the level of 300 characters, After 1,5 year: 400 characters en after 2 years a level of 500 characters (including spaces) with 99% accuracy.

3.3.4 Conclusions

All competence areas are considered needed for the profession. Though all 25 presented skills were identified as related to the profile, answers show that in some cases they are not explicitly targeted in the courses. In some cases, they are considered a pre-requisite to the course, as in the case of linguistic skills, in others, they are acquired in different modules, as is the case with knowledge about accessibility and target groups. Entrepreneurship and service skills are less trained. However, their relevance is acknowledged. In one specific case, trainers support learners to build up these skills by giving them feedback and fostering self-reflection.

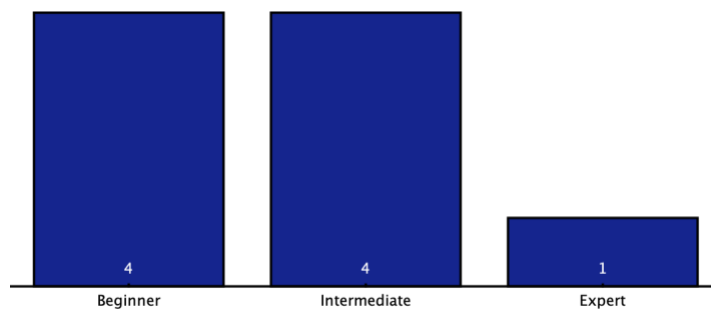
As for the types of activities to train learners in higher education course, results show a clear preference for a hybrid approach that combines practical exercises with the presentation of theory. The competence area with a greater focus on practical skills was IT competences.

3.4 Course that is not part of a higher education programme

This section encompasses two subsections. The first one presents the answers to the six general questions about the course structure. The emerging results are displayed here by the mastery level of the courses (beginners, intermediate, or expert). The second focuses on the results concerning the skills taught, type of learning activities, and other qualitative data provided in the free-text answers.

Participants described a total of nine non-university courses; four courses for beginners, four intermediate-level courses, and one expert course.

Figure 3.30. Level of the course (non-university).



3.4.1 General questions about the courses

The section presents the answers to the six general questions about the courses concerning teaching form, mode (e.g. presential, online), number of hours and of participants.

The **four beginner** courses were:

- 2 courses on respeaking with less than 10 teaching hours
- 1 course on respeaking with more than 31 teaching hours
- 1 course on velotyping with more than 31 teaching hours
- all of them had fewer than 10 students
- 2 were presential courses, 1 was online, and 1 was a blended learning course
- courses were either taught as separate course/module or as part of another course.

The **four intermediate** courses were:

- 1 course on velotyping with less than 10 teaching hours

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- 1 course on respeaking with 11 to 20 teaching hours
- 1 course on velotyping with 11 to 20 teaching hours
- 1 course on respeaking with more than 31 teaching hours
- all of them had fewer than 10 students
- 3 were presential courses and 1 was online
- 1 courses was taught as separate module, 1 as separate course, 1 as part of another course, and 1

The **expert course** was:

- 1 course on respeaking with more than 31 hours
- As separate course
- Presential
- 10 to 20 students

3.4.2 Conclusions

Non-university courses train on both techniques, respeaking and velotyping. Most of the courses are presential though online and blended forms are implemented as well. As for the number of teaching hours, they differ significantly within a mastery level, for example, in the courses for beginners, but also across levels. In all cases, group sizes are small, less than ten students, with one exception in the expert course, which is planned for 10 to 20 students.

3.4.3 Questions about teaching practice ordered by competence areas

As in section 3.3.3, this part of the questionnaire included questions about the skills that are taught at courses and how they are trained. The sets of skills were grouped by competence areas and presented to participants. In a first step, participants had to select the skills trained in their courses. In a second step, participants were asked to list practical exercises they use to train such skills. Lastly, a free-text question was included to provide participants with a space to add comments

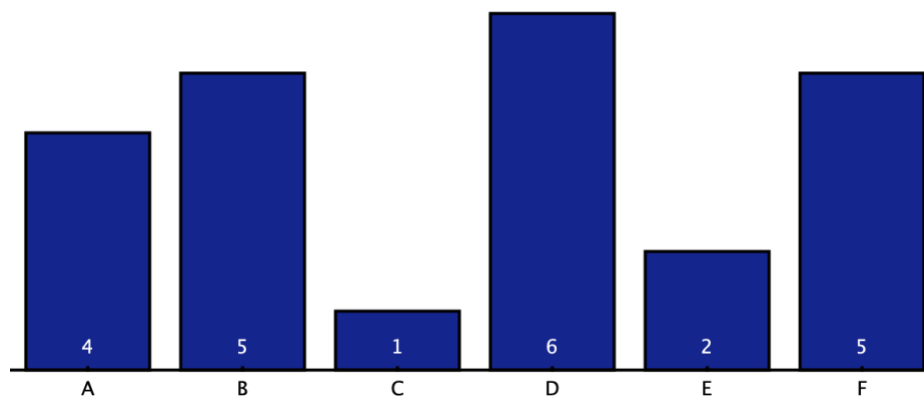
All sections included one questions about skills taught in the courses, one about the type of teaching activity, as well as two free-text questions. In the first one, participants were asked to list practical exercises. In the second, participants were given a space to add comments.

Competence area: Knowledge about accessibility

Question 1. On which of these skills about Knowledge on accessibility do you focus in this course?

The figure shows the selected skills.

Figure 3.31. Skills about Knowledge on accessibility
(multiple answers possible)



- A** Basics concepts about disability and accessibility (4)
- B** Basics concepts about multimodality (5)
- C** Basics concepts about Universal Design (1)
- D** Target groups and their needs (particularities of the hard-of-hearing and deaf community, types of hearing loss, levels of hearing loss, other) (6)
- E** Basics skills on sign language (2)
- F** How accessibility is embedded in the environment (role and competences of real-time translators, types of settings, how to best set up an accessible working environment, other) (5)

Question 2. Are there any other skills that you would like to add to the competence area Knowledge about accessibility?

Answer 1. no

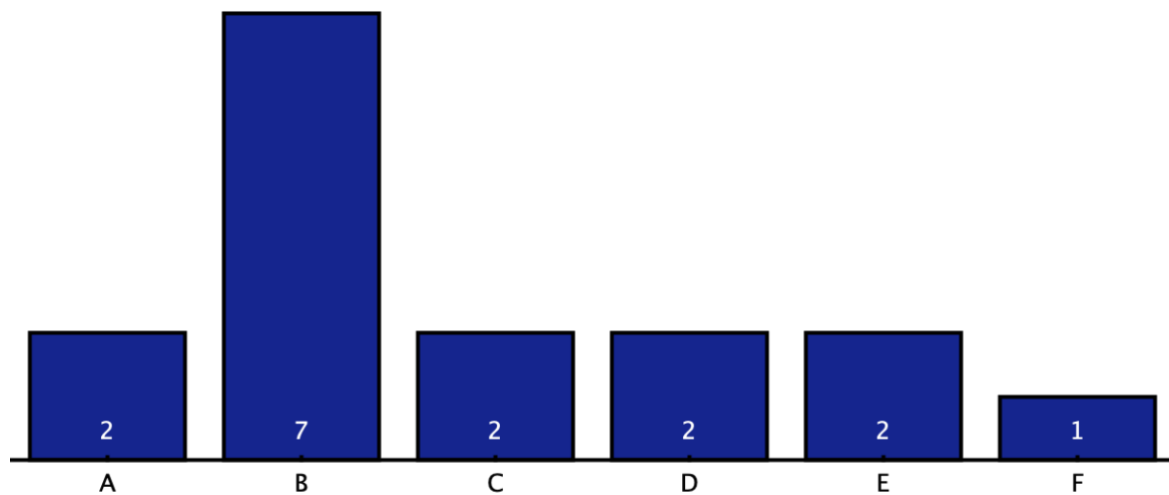
Answer 2. Series of typing exercises aimed at improving the Qwerty speed of intermediate users.



Question 3. What type of activities are carried out in your course for teaching knowledge about accessibility? (Multiple answers possible)

The figure shows the selected teaching activities.

Figure 3.32. Type of teaching activities (Multiple answers possible)



- A analysing existing recordings (2)
- B discussion of guidelines (7)
- C implementation of guidelines (2)
- D presentation of theory (e.g. based on research articles, projects, etc.) (2)
- E practical exercises, please specify: (2)
- F Other type activity (1)

Other type activity

Answer 1. I spend very little time on theory

Question 4. What type of practical exercises do you carry out for training skills in the area Knowledge about accessibility?

• -



Question 5. Would you like to add any other comments to this competence area Knowledge about accessibility?

• -

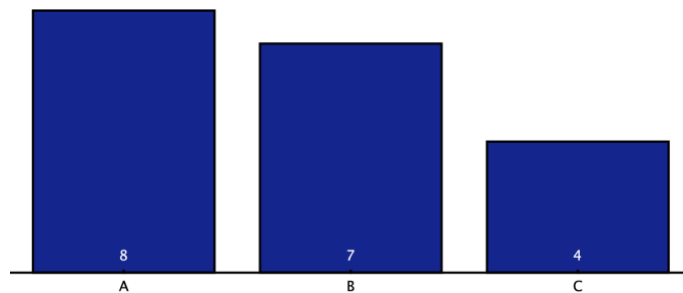
Competence area: Linguistic competence

This section presents the responses concerning the linguistic competence area.

Question 1. On which of these linguistic skills do you focus in this course?

The figure shows the selected skills.

Figure 3.33. Linguistic skills

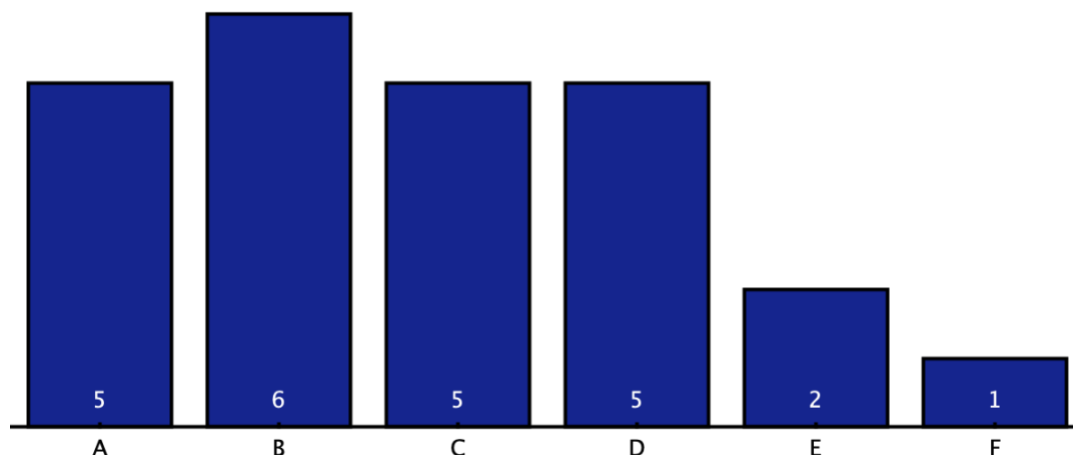


- A** Functionality: Accuracy, readability, and legibility (8)
- B** How to cope with speech-related challenges (Exit strategies and ad hoc solutions)How to cope with speech-related challenges (Exit strategies and ad hoc solutions) (7)
- C** Strategies to acquire and develop specific thematic knowledge (4)

Question 2. Are there any other skills that you would like to add to the competence area Linguistic competence?

Answer 2. syntax simplification strategies

Question 3. What type of activities are carried out in your course for teaching linguistic skills? (Multiple answers possible)



- A analysing existing recordings (5)
- B discussion of guidelines (6)
- C implementation of guidelines (5)
- D presentation of theory (e.g. based on research articles, projects, etc.) (5)
- E practical exercises, please specify: (2)
- F Other type activity (1)

Question 4. What type of activities are carried out in your course for teaching linguistic skills? (Multiple answers possible)

Other type activity

.-

Question 5. What type of practical exercises do you carry out for training skills in the area Linguistic competence?

Answer 3. Learners transcribe recorded audio and submit transcripts for review. They receive individualized feedback from our trainers, which may include instructions for extra practical exercises that learners can do with a partner, online, etc. Trainers analyze the transcripts for accuracy, clarity, and concision and frequently ask the learners to repeat exercises until they are competent. Learners practice



reviewing "prep material" in advance of transcribing a lecture, to familiarize themselves with specialized vocabulary terms. They practice adding special vocabulary to their abbreviation dictionary and then practice using those abbreviations when transcribing the lecture.

Answer 4. shadowing, fill in the blanks, paraphrasing

Question 6. Would you like to add any other comments to this competence area Linguistic competence?

Answer 1. respeaking of selected recordings, analyses of audio/video material and linguistic respeaking performance in the given (multimodal) setting and situation.

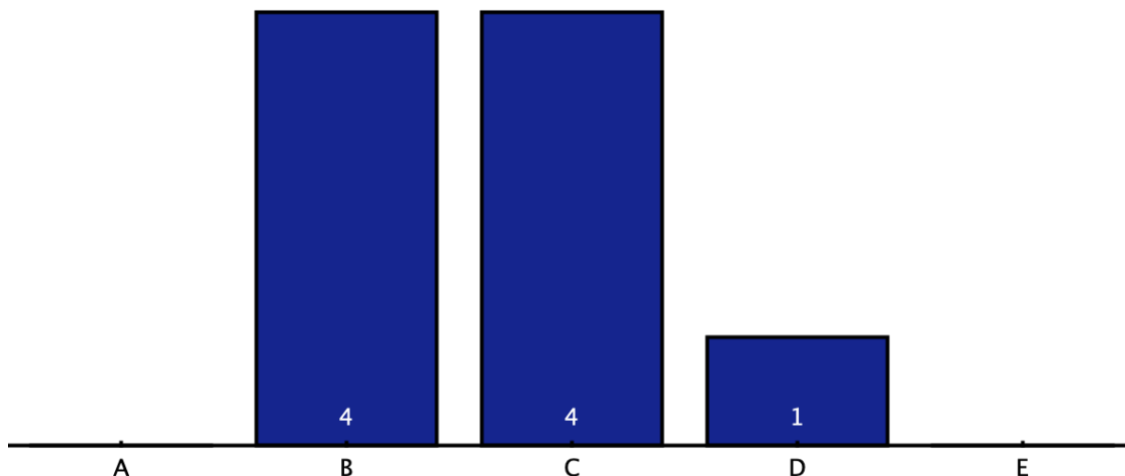
Answer 2. We screen our training candidates before allowing them to enroll in the course. They need to meet or exceed our minimum competency for grammar and writing skills, or else they cannot enroll.

Competence area: Entrepreneurship and service competence

This section presents the responses concerning the linguistic competence area.

Question 1. On which of these entrepreneurship and service skills do you focus in this course?

Figure 3.34. Entrepreneurship and service skills





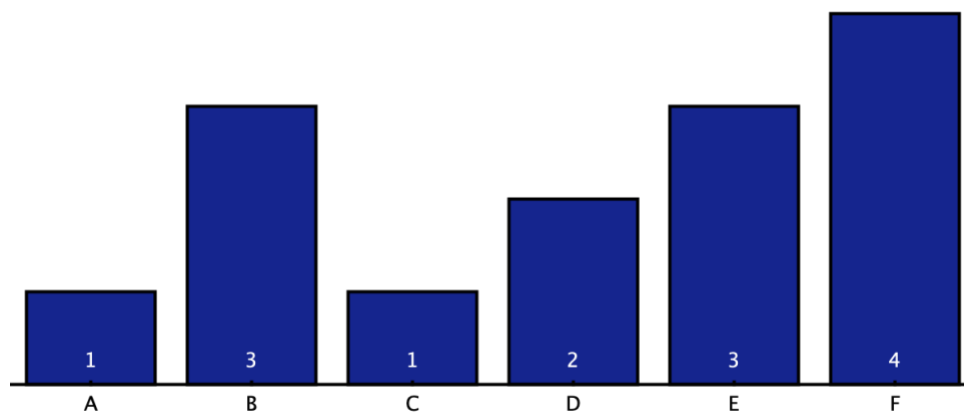
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- A Management skills (0)
- B Interpersonal skills (4)
- C Stress management (4)
- D Conflict management (1)
- E Business strategies (0)

Question 2. What type of activities are carried out in your course for teaching entrepreneurship and service skills? (Multiple answers possible)

The figure shows the selected teaching activities.

Figure 3.35. Type of teaching activities (Multiple answers possible)



- A analysing existing recordings (1)
- B discussion of guidelines (3)
- C implementation of guidelines (1)
- D presentation of theory (e.g. based on research articles, projects, etc.) (2)
- E practical exercises, please specify: (3)
- F Other type activity (4)

Other type activity

-- ((Four empty answers))

Question 3. What type of practical exercises do you carry out for training skills in the area Entrepreneurship and service competence?

Answer 3. implementation of the pre-mortem theory, speaking in front of an audience, simultaneous stretching

Question 4. Would you like to add any other comments to this competence area Entrepreneurship and service competence?

Answer 1. I don't see how this relates to the practical side of teaching respeaking for TV.

Answer 2. To prepare new transcribers for the classroom environment, we share some common "problem" scenarios and suggest how they can respond politely and professionally. For example, if the supported student becomes too friendly, we tell the transcriber how they can set professional boundaries. Or if a classroom teacher questions the transcriber's role/responsibility in the classroom, we guide the transcriber on what to say and do.

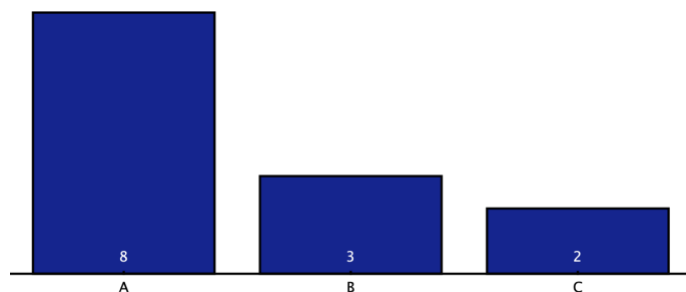
Competence area: IT competence

This section presents the responses concerning the linguistic competence area.

Question 5. On which of these IT skills do you focus in the course?

The figure shows the selected skills.

Figure 3.36. IT skills



A How to set up the working environment (software and hardware) (8)

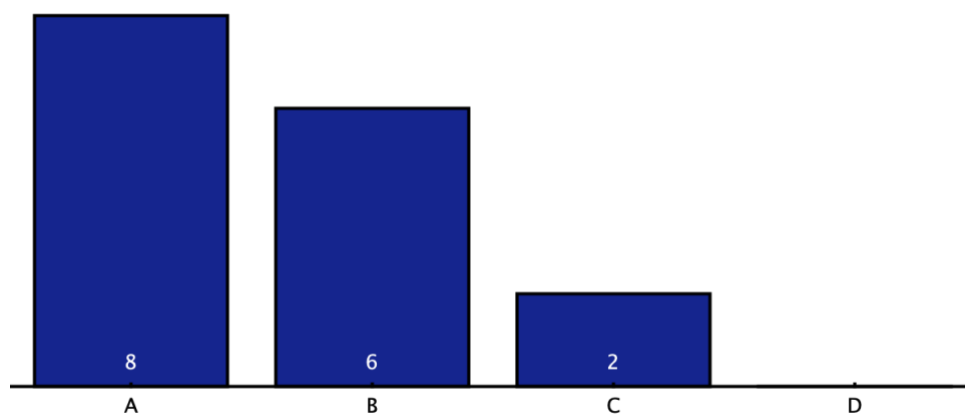
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- B Input tools available on the market (3)
- C Output tools available on the market (2)

**Question 6. What type of activities are carried out in your course for teaching IT skills?
(Multiple answers possible)**

The figure shows the selected teaching activities.

Figure 3.37. Type of teaching activities (Multiple answers possible)



- A practical exercises: software (8)
- B practical exercises: hardware (6)
- C watching videos (2)
- D Other type activity (0)

Other type activity

Question 7. What type of practical exercises do you carry out for training skills in the area IT competence?

- Answer 1.** -Basic and advanced Windows/MS Word settings and shortcuts for more effective real-time work. - Hardware connectivity exercises
- Answer 2.** Creation of shorthand symbols using QWERTY, preparation and management of speech recognition software settings for proper use and adequate text output.
- Answer 3.** functionalities of DNS, use of stenomask, use of ToT,
- Answer 4.** hands-on setting up audio equipment and microphones



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Answer 5. same as those of interpreters

Answer 6. Some of our learners install their own software, but many of them are using school-owned laptops where the software must be installed by an IT/admin. Once the training software is installed, it prompts the learner to use its various features and it provides instant feedback so they can successfully complete different tasks. As for hardware, we encourage all new transcribers to learn their skills on a laptop (rather than a desktop) if they will be using a laptop in the classroom environment. We also teach them to practice quickly setting up and packing their steno table, laptop, etc. while they're at home or in the office, so that once they are in the classroom, they can work with the hardware efficiently.

Answer 7. Usually explaining how subtitling software and Dragon works.

Question 8. Would you like to add any other comments to this competence area IT competence?

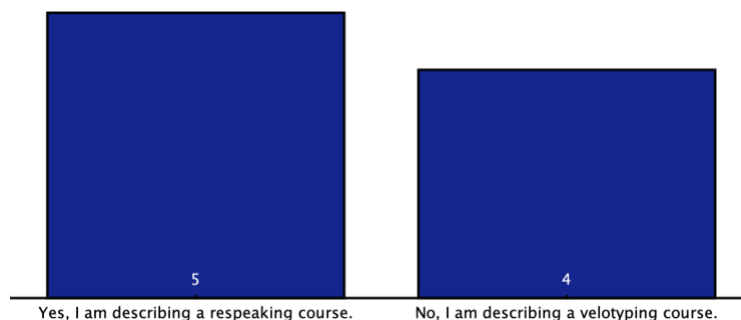
Answer 1. We want to expand our training to include more practical exercises related to software and hardware. Until then, we provide extensive documentation in our online knowledgebase so that transcribers can find their own answers.

Competence area: Respeaking competence

This section presents the responses concerning the linguistic competence area.

Question 1. Are you describing a respeaking course?

Figure 3.38. Are you describing a respeaking course?





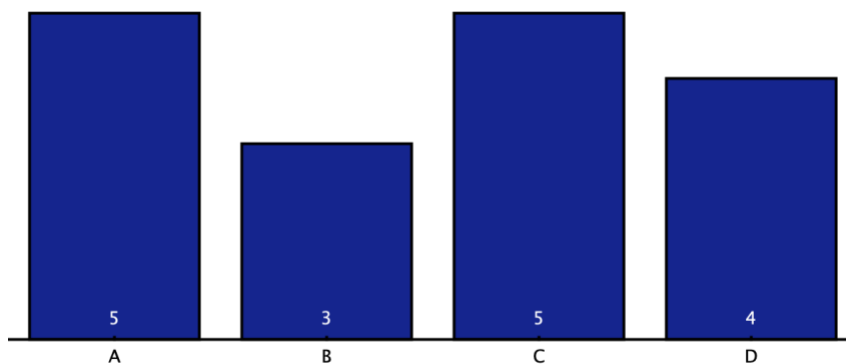
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Out of nine courses described, five were on respeaking and four velotyping courses.

Question 2. On which of these respeaking skills do you focus in the course?

The figure shows the selected skills.

Figure 3.39. Respeaking skills



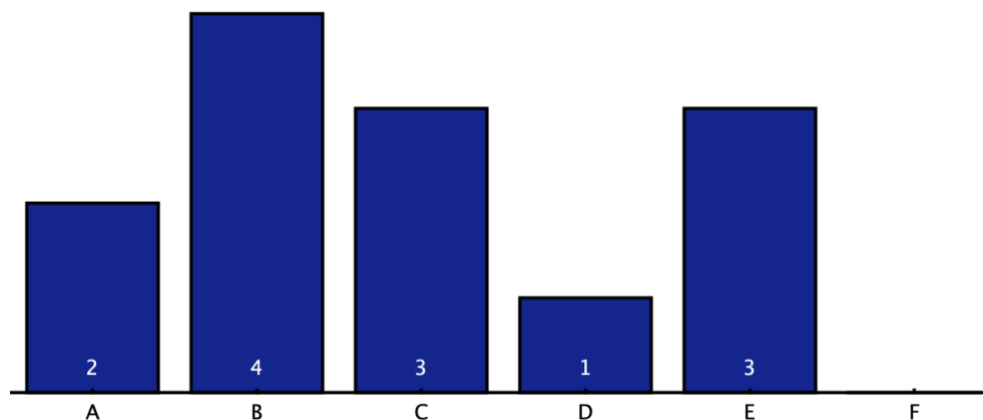
- A** Psycho-cognitive skills: How to listen and speak simultaneously (5)
- B** Metalinguistic skills: Turning non-verbal elements into verbal (3)
- C** Prosodic skills: speaking fluently, quickly, and unambiguously (5)
- D** Interface interaction (training the software, synchronise subtitles with the audio (TV), other) (4)

Question 3. What type of activities are carried out in your course for teaching respeaking skills? (Multiple answers possible)

The figure shows the selected teaching activities.

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Figure 3.40. Type of teaching activities? (Multiple answers possible)



- A analysing existing recordings (2)
- B discussion of guidelines (4)
- C implementation of guidelines (3)
- D presentation of theory (e.g. based on research articles, projects, etc.) (1)
- E practical exercises, please specify: (3)
- F Other type activity (0)

Other type activity

Question 4. What type of practical exercises do you carry out for training skills in the area Respeaking competence?

Answer 1. MARS, shadowing, metalinguistic shadowing, articulation, breathing,

Answer 2. respeaking of selected recordings, analyses of audio/video material and linguistic respeaking performance in the given (multimodal) setting and situation.

Question 5. Would you like to add any other comments to this competence area Respeaking competence?

Answer 3. I try to let the trainee respeak slow and fast speakers and let them experience which techniques are needed for each situation. Mostly though, focus is on speed and getting as much information as possible in the subtitles.



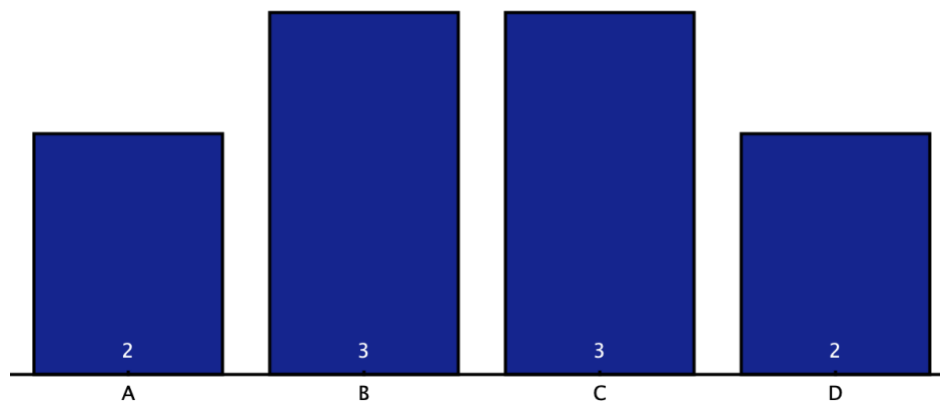
Competence area: Velotyping competence

This section presents the responses concerning the velotyping competence area.

Question 1. On which of these velotyping skills do you focus in the course?

The figure shows the selected skills.

Figure 3.41. Velotyping skills



- A** Psycho-cognitive skills: How to listen and type simultaneously (2)
- B** Mastering the keyboard: Produce content using all key combinations, improving speed, other (3)
- C** Typing skills: typing without spelling mistakes, correcting typing mistakes, other (3)
- D** Factors for high performance: techniques of self-motivation, discipline, techniques for enhancing concentration, other (2)

Question 2. Are there any other skills that you would like to add to the competence area Velotyping competence?

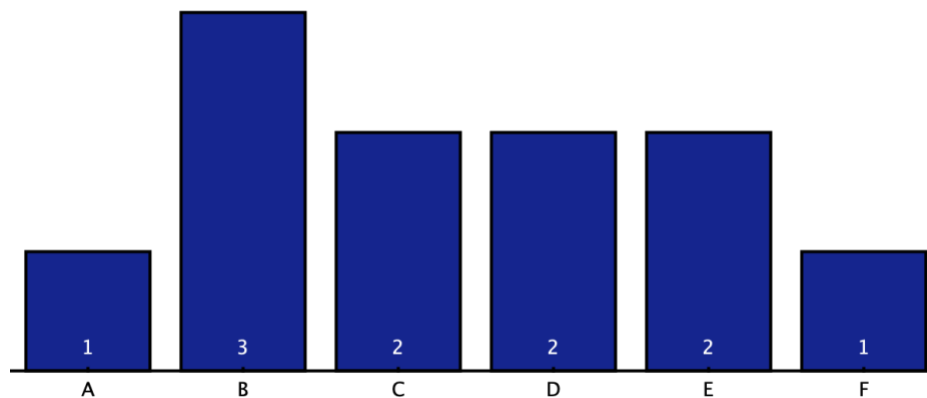
Answer 1. NOTE: TypeWell actually uses a QWERTY keyboard, not a Velotype keyboard. However, this was not an option in your survey. I selected "velotyping" because that was the closest answer.



Question 3. What type of activities are carried out in your course for teaching velotyping skills? (Multiple answers possible)

The figure shows the selected types of activity.

Figure 3.42. Type of teaching activities (Multiple answers possible)



- A** analysing existing recordings (1)
- B** discussion of guidelines (3)
- C** implementation of guidelines (2)
- D** presentation of theory (e.g. based on research articles, projects, etc.) (2)
- E** practical exercises, please specify: (2)
- F** Other type activity (1)

Other type activity

--

Question 4. What type of practical exercises do you carry out for training skills in the area Velotyping competence?

Answer 2. To learn how to listen and type simultaneously: Learners work their way through many hours of audio recordings, starting out with recordings that have been altered (slowed down, with pauses inserted), then working their way up to "normal" rates of speech. The training software provides Computer-Generated, instantaneous feedback, while the teaching team periodically provides more in-depth feedback that is customized to each individual learner. Mastering the



keyboard: This is actually the first skill we teach, BEFORE the psycho-cognitive skills. The training software offers repetitive drills, games, and speed exercises so the learner can develop automaticity with the most common keystroke combinations. For example, we evaluate each learner's baseline typing speed (words per minute) and then the software is programmed to incrementally boost their speed until they have reached +20 WPM over their baseline. Abbreviations have been optimized to keep the transcriber's hands over the "home row" on the QWERTY keyboard as much as possible. Typing skills: The training software automatically highlights spelling mistakes in red font and, in some cases, includes an audible error sound. This provides the transcriber with audible and visual cues so they can immediately correct the mistakes. The software includes several "quick correct" features optimized for hand placement on the QWERTY keyboard, so the transcriber doesn't have to reach for inefficient keys like 'backspace' or 'delete'. Factors for high performance: Our training program has a schedule that forces learners to practice every 1-2 days, which is optimal for learning a new skill. The teaching team sends customized emails with techniques for self-motivation, discipline, enhancing concentration, overcoming anxiety, improving short-term memory, improving language processing skills, etc.

**Question 5. Would you like to add any other comments to this competence area
Velotyping competence?**

Answer 1. INFORMATION DENSITY as a measure of difficulty level: For a meaning-for-meaning transcriber, the difficulty level of a lecture conversation has more to do with the density of information than the rate of speech. Some speakers convey a lot of meaning in few words, while other speakers may use a lot of words to convey relatively few concepts. TypeWell transcribers are trained to adjust to these variations in speaking style by varying their typing speed along with their style of text output. A relatively slow lecture segment can be transcribed nearly word-for-word (although this is not the goal of meaning-for-meaning transcribing). A fast lecture segment, however, requires the use of condensing and paraphrasing skills to convey the full meaning of the spoken message in fewer words, while maintaining accuracy, completeness, and readability. For verbatim communication access, it makes sense to evaluate the provider's skill based on

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the rate of speech (words per minute, or WPM). In contrast, the difficulty level of TypeWell's Skill Assessments take into consideration not only the WPM but also the "information density" of the source lecture (ideas per minute, or IPM). By accounting for variations in speaking style, employers, mentors, and scheduling staff can better understand how well individual TypeWell transcribers might perform in various classroom, meeting, or conversational settings.

3.4.4 Conclusions

All competence areas identified in the LTA project are considered needed for the profession. Out of the 25 skills presented, two were not targeted at training: management skills and business strategies. Concerning the linguistic skills, one participant pointed out that: "We screen our training candidates before allowing them to enrol in the course. They need to meet or exceed our minimum competency for grammar and writing skills, or else they cannot enrol." This statement converges with that of some courses offered by universities, in which a specific mastery level is required as a pre-requisite for the enrolment.

As for the types of activities to train learners in non-higher education courses, results show a clear preference for practical exercises, interactive tasks such as the discussion of guidelines, and problem-solving tasks in all competence areas. The Linguistic competence area was the only one in which activities to present theory obtained the same number of responses as practice-based learning activities.

3.5 Completion of the course

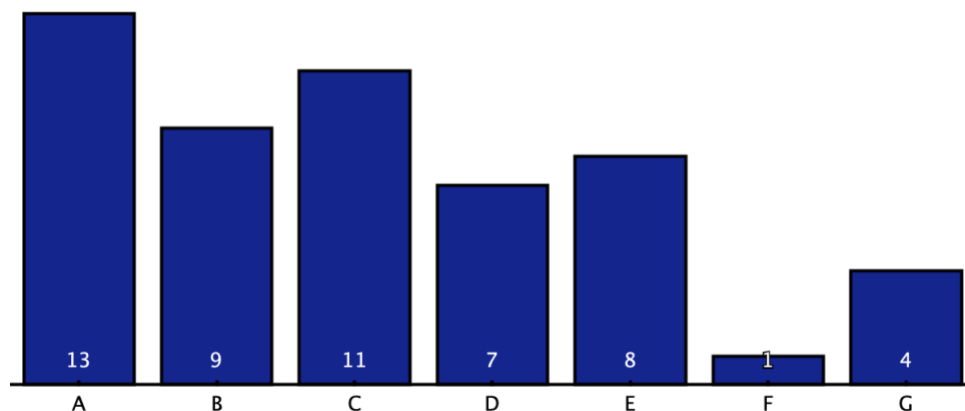
This section of the questionnaire encompassed one questions about the activities leading to the completion of the course.

Question 1. What do your students have to do to complete the course? (Multiple answers possible): To complete the course students must:

The figure displays the answers provided by participants.

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Figure 3.43. Requirements leading to course completion (Multiple answers possible)



- A** participate actively in class activities (13)
- B** pass test(s) (9)
- C** complete homework (11)
- D** do a final respeaking test (7)
- E** do a final velotyping test (8)
- F** write a research paper (1)
- G** To complete the course students must: (4)

Answer 1. Capture a minimum percentage of the spoken content in a recorded lecture, without any significant "gaps" of information. Correct errors in real-time so that they don't exceed a maximum number of spelling, typing, grammar, or formatting errors in the transcript. Use the abbreviation system with a minimum level of efficiency.

Answer 2. Subtitle for Deaf and HOH

Answer 3. tests in role play, but as part of the final test the student is observed in a practical situation.

Answers to this question point out the fact that current training courses include an evaluation of the acquired skills. According to the data, evaluation is both formative, during the training, through active participation and homework assignments, as well as summative, at the end of the training. Free-text answers point at practice-based final tests.



4 Conclusions

This online survey has provided an overview of current training practice and gathered examples of training activities. Results have, on the one hand, validated the competence areas and skills identified in the previous survey. On the other hand, they have provided the basis for the development of the curriculum design (IO2) and the open source training materials (IO3).

Data show that professionals in this field need to acquire skills that complement the skills on specific techniques. Current training practices do not always train all identified skills. This result points out at the need for a harmonised training that covers all competence areas, which at the same time, can be completed in a flexible way by allowing integration in other programmes, as it will be the case in LTA.

As for the languages trained and countries, the responses show that trainers not always train in their mother tongue or the language of the country of residence. LTA partners should discuss internally and at the interviews to what extent this parameter may influence training in terms of language proficiency and linguistic abilities.



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5 Repository of teaching activities and practical exercises

The repository is an output that starts in IO1 and builds up during the whole life of the project. Therefore, it will be available at the end.



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