[=]LTA
LiveTextAccess

UNIT 3

ELEMENTS 1-3

TRAINER'S GUIDE

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

LTA TRAINER'S GUIDE: UNIT 3

IT competence

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Manager: Sprachen-und Dolmetscher-Institut München

Beneficiaries: Universitat Autònoma de Barcelona

                              Scuola Superiore per Mediatori Linguistici

                              ECQA

                              Velotype

                              SUB-TI Access

                              European Federation of Hard of Hearing People

                              ZDF Digital

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Dissemination level

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

History Chart

Issue	Date	Changed page(s)	Cause of change	Implemented by
1	5.10.2019			SDI -SUB-TI
2	31.07.2021	several	Final version	SUB-TI

Validation

No.	Action	Beneficiary	Date
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1   Why a Trainer's Guide

LTA Trainer's Guides aim to provide prospective trainers with an overview of a training unit and to support them by the design and delivery of their own trainings.

The LTA Curriculum provides you with an overview of the training for each of the 6 Units:

- Unit 1. Understanding accessibility
- Unit 2. Linguistic competence
- Unit 3. IT competence
- Unit 4. Entrepreneurship and Service competence
- Unit 5. Respeaking
- Unit 6. Velotyping

All LTA Trainer's Guides are grounded on the rationale behind the LTA curriculum and build upon the three elements of the pedagogical framework which was developed as part of Intellectual Output 2 by Carlo Eugeni[1] (SSML Pisa, Intersteno):

1   Aims and objectives

2   Training and learning methods

3   Assessment

In brief, training needs to be contextualised and adapted to the type of training institution, vocational or academic, and type of trainee. Learning outcomes (LO) should be used to describe the knowledge, skills, and abilities that trainees should have acquired by the completion of a unit and a course. Lastly, training should follow a clear progression which, together with suitable training tasks and assessment tools, will enable trainers and trainees to monitor their achievements along the learning process.

All documents related to LTA training (Trainers' Guides and training materials) can be downloaded at www.ltaproject.eu. If you have any difficulties or would like to share with us your experience with the materials, please contact the project leader rocio.bernabe@sdi-muenchen.de.

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[1] Contact person: IO2 leader: carloeugeni@gmail.com
The full IO2 report is accessible here: https://ltaproject.eu/?page_id=2989

2 Overview of Unit 3

This section includes general information about how to organise the training process as well as descriptions of the unit structure and contents, learning outcomes to be achieved, available training resources, tasks and their keys, where necessary.

The recommendations, workload, and resources provided in this section pertain to the design of a 30 ECTS course as described in the LTA Course video and the videos about the Respeaking track and the Velotyping track. https://ltaproject.eu/

2.1 Aims

On completion of this unit, trainees will have acquired the necessary knowledge and skills to choose and use the most suitable hardware and software for respeaking and velotyping in each setting (TV, conferences, education, parliamentary assemblies and at workplace). They will know how to set up the working environment, putting together the needs of both the respeaker/velotypist and the users .

The table below provides an overview of the unit structure and requisites.

Table 3: Overview Unit 3

Name	IT competence
ECTS/ECVETS	3
N. of Elements	3
Level of difficulty	**Beginners level:** Unit 1 LOs 1 and 2; Unit 2 LO 1. **Intermediate level:** Unit 1 LO 3; Unit 2 LO 2; Unit 3 LO1. **Advanced level:** Unit 2 LO 3; Unit 3 LO 2 and 3.
Workload	75 hours (27 class hours and 48 self-study)
Requirements	Basic IT knowledge.

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Name of the Elements	E1: Input tools E2: Output tools E3: How to set up the working environment?
When to teach Unit 3	This unit provides knowledge about software and hardware available for respeakers and velotypists. Thus, LTA partners recommend trainers to teach this unit after Units 1 and 2 and to combine this unit with practical exercises from Units 5 and 6.

2.2 Learning outcomes

On completion of the unit, trainees should be able to demonstrate knowledge and skills in each of the three elements:

- Element 1: Input tools
- Element 2: Output tools
- Element 3: How to set up the working environment?

The knowledge, skills, and abilities to be acquired are expressed below using learning outcomes (LO).

ELEMENT 1: Input tools

LO 1. The trainee can explain the differences, advantages and disadvantages of the different input tools available on the market for both respeaking and typing techniques.

LO 2. The trainee can implement strategies to rapidly produce text (macros, house styles, shortcuts) during a real-time job by means of using respeaking software and velotyping/typing software.

LO 3. The trainee can use editing software for both verbatim and sensatim.

ELEMENT 2: Output tools

LO 1. The trainee can explain the differences, advantages and disadvantages of the output tools available on the market (TV subtitling software, other) for real-time intralingual subtitling.

LO 2. The trainee can explain the differences, advantages and disadvantages of the output tools available on the market (TV subtitling software, other software) for real-time intralingual subtitling.

LO 3. The trainee can explain the differences, advantages and disadvantages of the different language tools, machine translation and crowdsourcing tools available on the market for real-time subtitles.

ELEMENT 3. How to setup the working environment?

LO 1. The trainee can set up the hardware and software for each type of trained setting and solve problems.

LO 2. The trainee can advise clients on technical aspects concerning the provision of subtitles for persons with hearing loss.

LO 3. The trainee can test a setting before real-time captioning starts.

2.3   Training contents

The table below provides an overview of the training

Table 4: Training contents for Unit 3

Unit	Content
Input tools	• Input tools • Macros • Shortcuts • House styles

Unit	Content
	• Editing software
Output tools	• Output tools • Output tools in different contexts • Language tools
How to setup the working environment?	• Hardware and software set-up • Advising clients • Testing the tools setting

2.4 Recommended training and learning methods

- Lectures to introduction theory and concepts
- Discussions based on research articles, project, etc.
- Discussion of guidelines
- Implementation of guidelines

3   Unit 3: recommended materials for trainers

LTA units include:

1   LTA materials which are fully accessible for trainees with and without disabilities; and

2   training materials created by external authors or institutions.

For copyright reasons, we kindly ask prospective trainers not to modify the provided training materials without the expressed written consent of the authors, and to always cite the source.

3.1   Types of material

Each LTA unit provides different types of training materials (e.g. core videos[2], recommended readings, tasks, assessments). Though the number and nature may vary depending on the course, all units include:

- Class-work material: core material to be used "in the class" (be it physical or virtual) by trainers to achieve an LO;

- Self-study material: material to be used outside classes by the trainees to further develop an LO;

- Accompanying material: subtitles in .SRT format, presentations in .PPT format, transcripts in .PDF format and other materials created during the LTA project;

- Suggested readings: websites, academic papers, laws, etc. providing information which can be useful in diverse settings and contexts, though not essential to acquire an LO;

- Exercises: material especially created by LTA partners or made available by third parties to be able and accomplish a technique-specific or general LO.

- Tests: material used to both assess one's background and achieved results after a unit/element and after the full course.

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[2] All LTA videos are subtitled in English and available at the LTA YouTube channel:
https://www.youtube.com/channel/UCW4Tp6hLEG8dty1KJTNMP0Q/featured.

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3.2   ELEMENT 1: Input tools

This unit includes the following training material:

Input tools

1 **LTA Video lecture and presentation: Input Tools**

   WHAT: an overview of the input tools used by real-time subtitlers.

   WHY: to show the different tools a real-time subtitler can use.

   WHERE: classroom and self-study.

   DURATION: 10 minutes.

   WHO: Sub-Ti Access.

2 **Blog article: A Comparison of Automatic Speech Recognition (ASR) Systems**

   https://blog.timbunce.org/2018/05/15/a-comparison-of-automatic-speech-recognition-asr-systems/

   WHAT: The author of this blog article lists and compares the different Automatic Speech Recognition systems available (in May 2018).

   WHY: you can compare the different systems regarding the word error rate, the timing as well as the costs.

   WHERE: classroom and self-study.

   DURATION: 6 pages, 90 minutes.

   WHO: Tim Bunce.

3 **YouTube Video: What is Stenomask**

   https://www.youtube.com/watch?v=uqwn002SoMk&t=9s

   WHAT: this video shows what a stenomask is.

   WHY: the stenomask is useful for respeakers who have to work in noisy environments.

   WHERE: classroom and self-study.

   DURATION: 2 minutes.

   WHO: TalkTech.

4 **YouTube Video: See Dragon in Action**

   https://www.youtube.com/watch?v=uXXvJ-4Abbc&list=PLRFp5KqXtQ6yJRx8esYuJNuLunQtprO8a

WHAT: this video is an introduction to Dragon.

WHY: Dragon transforms the PC experience by turning your voice into text and commands.

WHERE: classroom and self-study.

DURATION: 2,5 minutes.

WHO: Dragon Naturally Speaking.

5 **YouTube Video: Dragon NaturallySpeaking 13 - Transcription**

https://www.youtube.com/watch?v=mPf2qRPrXTM&list=PLRFp5KqXtQ6yJRx8esYuJNuLunQtprO8a&index=4

WHAT: this video shows you how to use Dragon as a transcription tool and the many features it offers for this task.

WHY: it's useful to know how to use the software beyond intralingual real-time subtitling.

WHERE: classroom and self-study.

DURATION: 1 minute.

WHO: Dragon Naturally Speaking.

6 **YouTube Video: Dragon NaturallySpeaking 13: The Microphone**

https://www.youtube.com/watch?v=ifhosvao7rE&list=PLRFp5KqXtQ6yJRx8esYuJNuLunQtprO8a&index=8

WHAT: this video shows the different kinds of microphone supported by Dragon.

WHY: to choose the best microphone for your needs.

WHERE: classroom and self-study.

DURATION: 2,5 minutes.

WHO: Dragon Naturally Speaking.

7 **YouTube Video: Dragon NaturallySpeaking 13: Improving Accuracy**

https://www.youtube.com/watch?v=DLCLq27xQew&list=PLRFp5KqXtQ6yJRx8esYuJNuLunQtprO8a&index=11

WHAT: this video shows how to improve accuracy.

WHY: to improve the program's accuracy while the respeaker is dictating.

WHERE: classroom and self-study.

DURATION: 7 minutes.

WHO: Dragon Naturally Speaking.

8 **YouTube Video: Dragon for Mac Feature Demo: Working with Word**

https://www.youtube.com/watch?v=_EzWUj_0ryo&list=PLRFp5KqXtQ6zCWpisybcfAHUzwn9TdtBI&index=2&t=0s

WHAT: this video shows how to use Dragon for Mac together with Microsoft Word to quickly dictate and edit documents.

WHY: to help Mac users to work with Dragon.

WHERE: self-study.

DURATION: 1 minute.

WHO: Dragon Naturally Speaking.

9 **YouTube Video: Dragon for Mac Feature Demo: Synchronise with your Dragon Anywhere Account**

https://www.youtube.com/watch?v=geeWIyjmFKs&list=PLRFp5KqXtQ6zCWpisybcfAHUzwn9TdtBI&index=2

WHAT: this video is an introduction to Dragon Anywhere.

WHY: you can synchronise your documents, preferences and customizations with your Dragon desktop, so you can continue your work seamlessly wherever you go.

WHERE: self-study.

DURATION: 2 minutes.

WHO: Dragon Naturally Speaking.

10 **YouTube Video: Dragon for Mac Feature Demo: Transcription**

https://www.youtube.com/watch?v=AGJRmdaD9Q4&list=PLRFp5KqXtQ6zCWpisybcfAHUzwn9TdtBI&index=3

WHAT: this video shows how to use Dragon for Mac to transcribe any kind of speech.

WHY: to learn to transcribe speeches in a fast and accurate way.

WHERE: self-study.

DURATION: 1 minute.

WHO: Dragon Naturally Speaking.

11 **YouTube Video: Dragon for Mac Feature Demo: Feature Overview**

https://www.youtube.com/watch?v=nDBfEsZC8yY&list=PLRFp5KqXtQ6zCWpisybcfAHUzwn9TdtBI&index=4

WHAT: this video is an overview of the features of Dragon for Mac to create real-time subtitles, documents, spreadsheets or presentations, send emails, fill out forms, reduce typing stress, and much more.

WHY: to have an overview of how Dragon can be used every time you need to transcribe from speech to text.

WHERE: self-study

DURATION: 2 minutes.

WHO: Dragon Naturally Speaking.

12 **YouTube Video: Stenomask SR Pro-1- silently transcribing with Dragon 15**

https://www.youtube.com/watch?v=T3WJubnhMEQ

WHAT: this video is a demo on how you can use the stenomask together with Dragon.

WHY: it's a practical demonstration of how you can use the stenomask together with Dragon in noisy settings.

WHERE: self-study.

DURATION: 4 minutes.

WHO: TalkTech.

13 **YouTube Video: Hands Free Strap Demo**

https://www.youtube.com/watch?v=JrUy8aKMAdE

WHAT: this video is an introduction to an advanced version of the stenomask.

WHY: with this kind of stenomask, your hands are free to edit the test.

WHERE: self-study.

DURATION: 2,5 minutes.

WHO: TalkTech.

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Macros, shortcuts, house styles

1 **LTA Video lecture and presentation: Macros**

   WHAT: the definition of macros and how to use them.

   WHY: to learn a technique subtitlers use to write faster.

   WHERE: classroom and self-study.

   DURATION: 12 minutes.

   WHO: Sub-Ti Access.

2 **LTA Video lecture and presentation: Shortcuts**

   WHAT: the definition of shortcuts and how to use them.

   WHY: to learn a technique subtitlers use to write faster.

   WHERE: classroom and self-study.

   DURATION: 9 minutes.

   WHO: Sub-Ti Access.

3 **LTA Video lecture and presentation: House Styles**

   WHAT: the definition of house styles.

   WHY: to learn how to implement house styles and improve the subtitling service.

   WHERE: classroom and self-study.

   DURATION: 7 minutes.

   WHO: Sub-Ti Access.

4 **Article: A Practical Proposal for the Training of Respeakers**

   https://www.jostrans.org/issue10/art_arumi.pdf (page 120)

   WHAT: this paragraph of an academic paper suggests approaches for synthesis and reformulation capacity.

   WHY: skills that should be acquired are the ability to identify the key elements of the ST, discard superfluous items and apply reformulation/editing strategies.

   WHERE: self-study.

   DURATION: 1 page, 15 minutes.

   WHO: Marta Arumí Ribas, Universitat Autònoma de Barcelona, Pablo Romero Fresco, Heriot-Watt University.

5 **Article: Real-Time Subtitling in Flanders: Needs and Teaching**

http://www.intralinea.org/specials/article/Real-Time_Subtitling_in_Flanders_Needs_and_Teaching

WHAT: Based on the transcription of a talk given in Forlì on 17 November 2006, the authors have a look at the skills respeakers need and what this implies for teaching.

WHY: you can understand what a professional needs to be a good respeaker.

WHERE: self-study.

DURATION: 12 pages, 180 minutes.

WHO: Aline Remael & Bart van der Veer (University of Antwerp, Belgium).

6 **YouTube Video: Dragon NaturallySpeaking 13 - Custom Commands**

https://www.youtube.com/watch?v=rf-B61fTFqM&list=PLRFp5KqXtQ6yJRx8esYuJNuLunQtprO8a&index=3

WHAT: this video shows how to build a single voice command for recurring tasks.

WHY: to save time and create command shortcuts for a single action or a series of actions.

WHERE: classroom and self-study.

DURATION: 1,5 minutes.

WHO: Dragon Naturally Speaking.

7 **YouTube Video: Dragon NaturallySpeaking 13: Voice Commands**

https://www.youtube.com/watch?v=IP7QYSAFyfw&list=PLRFp5KqXtQ6yJRx8esYuJNuLunQtprO8a&index=10

WHAT: this video shows how to create commands to insert frequently used text and/or graphics by voice.

WHY: Dragon can help you to write faster.

WHERE: classroom and self-study.

DURATION: 5 minutes.

WHO: Dragon Naturally Speaking.

8 **YouTube Video: Dragon NaturallySpeaking 13: Edit, Format, Correct**

https://www.youtube.com/watch?v=U43d0p9HnHE&list=PLRFp5KqXtQ6yJRx8esYuJNuLunQtprO8a&index=12

WHAT: this video shows how to use many of the voice commands in Dragon to modify, edit or replace text, or format text.

WHY: to learn how to edit, format and correct the text faster.

WHERE: classroom and self-study.

9 **Document: BBC Subtitling Guidelines.**

WHAT: the guidelines and house styles of the BBC.

WHY: to read an example of house styles.

WHERE: classroom and self-study.

DURATION: 33 pages, 8,25 hours.

WHO: BBC.

10 **Webpage: Macro**

WHAT: an article about macros.

WHY: to know what macros are.

WHERE: self-study.

DURATION: 1 page, 15 minutes.

WHO: Computer Hope.

11 **Webpage: Keyboard Shortcut**

WHAT: an article about shortcuts.

WHY: to know what shortcuts are.

WHERE: self-study.

DURATION: 1 page, 15 minutes.

WHO: Computer Hope.

Editing software

1 **LTA Video lecture and presentation: Editing Software**

WHAT: an overview of the editing software programs available on the market for real-time subtitling.

WHY: these software programs help subtitlers to reach a higher quality and to improve their service, so it is important to know how they work.

WHERE: classroom and self-study.

DURATION: 14 minutes.

WHO: Sub-Ti Access.

2 **Blog article: Why Captioning Can't Be Fully Automated**

https://www.redbeemedia.com/blog/captioning-cant-fully-automated/

WHAT: the author of this blog article writes about the future of subtitling.

WHY: it is not necessary to be worried about the future as a subtitler because of automatic speech recognition.

WHERE: self-study.

DURATION: 3 pages, 45 minutes.

WHO: Matt Simpson, Head of Product Management, Access Services, Broadcast and Media Services.

3 **Blog article: Can we talk about the other 7%?**

https://www.redbeemedia.com/blog/can-talk-7/#_ftn2

WHAT: the author of this blog article explains why full automation in the subtitling business is simply not useful.

WHY: to understand that full automation is not possible because of lacking quality in the text ASR engines produce.

WHERE: self-study.

DURATION: 3,5 page, 52 minutes.

WHO: Hewson Maxwell, Technology Manager, Access Services.

4 **YouTube Video: Captioner Secrets Revealed**

https://www.youtube.com/watch?time_continue=126&v=rmeMDahEi1Q

WHAT: in this humoristic video, Rohan, a live subtitler, reveals how he handles tricky words and has his colleagues test their skills.

WHY: in this video you can learn the secrets of a professional.

WHERE: classroom.

DURATION: 2,5 minutes.

WHO: Ai-Media.

5 **YouTube Video: Captioner Secrets Revealed #2**

https://www.youtube.com/watch?v=q0ky01UERAE

WHAT: humoristic video.

WHY: several live subtitlers reveal why computers cannot do what subtitlers do.

WHERE: Classroom.

DURATION: 2,5 minutes.

WHO: Ai-Media.

6 **Online exercise to learn how to type fast:**

   a. [TypingTutor-Online.nl (EN)](#)
   b. [Mecanografia-Online.com (ES)](#)
   c. [SchreibTrainer-Online.de (DE)](#)
   d. [Dactylographie-Online.com (FR)](#)
   e. [TypelesOnline.nl (NL)](#)
   f. [Dattilografia-Online.com (IT)](#)

WHAT: free online exercises to improve your typing technique. Several keyboards like QWERTY, AZERTY, DVORAK and more are supported.

WHY: to learn to type fast.

WHERE: self-study.

DURATION: several hours.

WHO: several websites.

3.3   ELEMENT 2: Output tools

This unit includes the following training material:

Output tools

1 **LTA Document: Results of the LTA Survey on Output Tools**
   WHAT: a document that gathers the results of a survey on output tools created by Sub-Ti Access.
   WHY: the survey has been created to gather data on the tools used by real-time subtitlers. These data have been used to create the video lectures of Unit 3 Element 2.
   WHERE: classroom.

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DURATION: 8 pages.

WHO: Sub-Ti Access.

2   **LTA Video lecture and presentation: Output Tools**

WHAT: an overview of the output tools used by real-time subtitlers.

WHY: to show the different tools a real-time subtitler can use.

WHERE: classroom and self-study.

DURATION: 12 minutes.
WHO: Sub-Ti Access.

3   **Website: FAB Knowledgebase**

https://www.fab-online.com/kb/sup/fabsubtitlerlive/dnsspeechconfig.html

WHAT: configuration of Dragon NaturallySpeaking for use with FAB Subtitler.

WHY: this website explains how to configure Dragon NaturallySpeaking in order to use

it with FAB Subtitler.

WHERE: classroom and self-study.

DURATION: 2,5 pages, 37,5 minute.

WHO: FAB Subtitling.

4   **Webpage: Text on Top**

http://text-on-top.com/en/

WHAT: what is Text on Top.

WHY: this website explains what Text on Top is and how it works, lists the advantages

and gives examples of what it looks like.

WHERE: classroom and self-study.

DURATION: 1,5 page, 22,5 minutes.

WHO: Text on Top.

5   **Webpage: PerVoice - Sottotitolazione**

https://www.pervoice.com/index.php/tecnologie/#Sottotitolazione

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WHAT: in this webpage, there is an overview of the PerVoice Subtitling Workstation and its features.

WHY: following the links, you can discover other tools useful to speech-to-text reporters in general and respeakers in particular.

WHERE: classroom and self-study.

DURATION: 1 page, 15 minutes.

WHO: PerVoice.

6 **Brochure: FAB Subtitling System Overview**

https://www.fab-online.com/pdf/FAB%20Subtitling%20Brochure.pdf

WHAT: in this brochure, all software programs produced by FAB Subtitling are presented.

WHY: they are useful to real-time intralingual subtitlers.

WHERE: classroom and self-study.

DURATION: 12 pages, 180 minutes.

WHO: FAB Subtitling.

7 **Webpage: WinCaps Q-Live Can Help You Master the Challenges of Live Subtitling.**

https://broadstream.com/products/wincaps/wincaps-q-live/

WHAT: in this webpage there is a presentation of WinCaps Q-Live
and its technical features.

WHY: to show the features of a professional subtitling software program.

WHERE: classroom and self-study.

DURATION: 2,5 pages, 37,5 minutes.

WHO: Broadstream solutions.

8 **YouTube Video: Live Subtitling with WinCAPS Q-Live**

https://www.youtube.com/watch?v=luEWW9uIug0

WHAT: a demo on the use of WinCaps Q-Live to produce real-time intralingual subtitles.

WHY: to show how to use a professional software program.

WHERE: classroom and self-study.

DURATION: 2,5 minutes.

WHO: ScreenSubtitling.

9 **User guide: Dragon NaturallySpeaking 13 Installation Guide and User Guide**

https://www.nuance.com/content/dam/nuance/en_us/collateral/dragon/guide/gd-dragon-installation-and-user-en-us.pdf (pages 94-95)

WHAT: the ninth chapter of the user's manual for Dragon about how to use DragonPad.

WHY: DragonPad is Dragon NaturallySpeaking's built-in word processor, which is optimised for dictation.

WHERE: classroom and self-study.

DURATION: 1 page, 15 minutes.

WHO: Dragon Naturally Speaking.

Output tools in different contexts

1 **LTA Video lecture and presentation: Output Tools in Different Contexts**

WHAT: a more in-deep view on the output tools subtitlers use in different work contexts.

WHY: students will be able choose the best tools for each context where they will work.

WHERE: classroom and self-study.

DURATION: 9 minutes.

WHO: Sub-Ti Access.

Language tools

1 **LTA Video lecture and presentation: Language tools**

WHAT: an overview of other language tools subtitlers can use.

WHY: these tools can help subtitlers to improve their service.

WHERE: classroom and self-study.

DURATION: 7.5 minutes.

WHO: Sub-Ti Access.

2 **Brochure: What is Machine Translation?**

https://kantanmt.com/documents/Machine_Translation.pdf

WHAT: this article explains what machine translation is.

WHY: it is a comparison between human and machine translation and the technologies behind machine translation.

WHERE: classroom and self-study.

DURATION: 4,5 pages, 67.5 minutes.

WHO: KantanMT.

3   **Blog article: Different Types Of Machine Translation**

https://localizeblog.com/types-of-machine-translation/

WHAT: this blog article explains the different types of machine translation: Statistical Machine Translation (SMT), Rule-based Machine Translation (RBMT), Hybrid Machine Translation, and Neural Machine Translation.

WHY: machine translation may help real-time subtitlers in the creation of subtitles in different languages.

WHERE: classroom and self-study.

DURATION: 3 pages, 45 minutes.

WHO: Localize blog.

3.4   ELEMENT 3: How to set up the working environment

This unit includes the following training material:

Hardware and software set-up

1   **LTA Video lecture and presentation: Hardware and software set-up**
   WHAT: in this lecture, we show how to set up the working environment.
   WHY: we give some tips to follow while setting up hardware and software.
   WHERE: classroom and self-study.
   DURATION: 13.5 minutes.
   WHO: Sub-Ti Access.

2   **User guide: Dragon NaturallySpeaking 13 Installation Guide and User Guide**
   https://www.nuance.com/content/dam/nuance/en_us/collateral/dragon/guide/gd-dragon-installation-and-user-en-us.pdf (pages 17-32)

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WHAT: this is the second chapter of the User Guide of Dragon.

WHY: it will help you to install the software and move the first steps with Dragon.

WHERE: self-study.

DURATION: 18 pages, 270 minutes.

WHO: Dragon Naturally Speaking.

3   **YouTube video: Dragon NaturallySpeaking 13: DragonBar Learning Center**

https://www.youtube.com/watch?v=mATEfSU_DeM&list=PLRFp5KqXtQ6yJRx8esYuJNuLunQtprO8a&index=14

WHAT: this video is an introduction to the Dragon learning centre.

WHY: the learning centre gives users the possibility to explore the most advanced features of the software.

WHERE: classroom and self-study.

DURATION: 3 minutes.

WHO: Dragon Naturally Speaking.

4   **YouTube video: Dragon NaturallySpeaking 13: Creating Your Profile**

https://www.youtube.com/watch?v=SQPvvMUczPg&list=PLRFp5KqXtQ6yJRx8esYuJNuLunQtprO8a&index=15

WHAT: this is an introductory video on how to create your own Dragon profile in just four simple steps.

WHY: creating a Dragon profile is the first step to use the software.

WHERE: classroom and self-study.

DURATION: 2,5 minutes.

WHO: Dragon Naturally Speaking.

Advising clients

1 **LTA Video lecture and presentation: Advising clients**

WHAT: empathy and how to use it with clients to meet their needs while choosing and setting up the tools.

WHY: a subtitler has to understand what clients need to provide the best service and meet their requirements. It is also useful to avoid complaints after the subtitler's job ends.

WHERE: classroom and self-study.

DURATION: 7.5 minutes.

WHO: Sub-Ti Access.

2 **LTA video: Marcel Bobeldijk & Aïda Regel Poulsen**

WHAT: an interview with end users.

WHY: it is important to understand the point of view of end users and their experiences.

WHERE: classroom and self-study.

DURATION: 28 minutes.

WHO: European Federation of Hard of Hearing People (EFHOH)

Testing the tools setting

1 **LTA Video lecture and presentation: Testing the Tools Setting**

WHAT: a few tips on how to test the setting.

WHY: testing is an important part of the job of a subtitler. We give a few tips to run a test, reach your desired outcome and avoid problems while subtitling.

WHERE: classroom and self-study.

DURATION: 7.5 minutes.

WHO: Sub-Ti Access.

2 **YouTube video: Dragon NaturallySpeaking - Custom Word Lists**

https://www.youtube.com/watch?v=grbfHKsZlI0&list=PLRFp5KqXtQ6yJRx8esYuJNuLunQtprO8a&index=5

WHAT: this video shows how to import and export word lists.

WHY: you can import words that are not already part of Dragon's vocabulary, and you can also export custom words to share with other Dragon users.

WHERE: classroom and self-study.

DURATION: 1 minutes.

WHO: Dragon Naturally Speaking.

4   Recommended exercises

All Units have exercises. You can find the exercises in the PowerPoint files.

5   Recommended readings for trainees

We recommend you share the reading list of this unit with your trainees.

You can download the Reading list here: https://ltaproject.eu/.

6   Assessment

The assessment methodology of this Unit includes:

- **A pre-assessment.** The pre-assessment test can be taken at the ECQA platform:

  http://ecqa.org/

- **A peri-assessment.** The peri-assessment is an assessment that takes place during the learning process of the course: after a general unit, or after each Element of technique specific units. By doing this, you or your trainer can evaluate your progress before the completion of the unit. Section 6.1 down below includes some questions provided by the LTA partners.

- **A post-assessment.** The post-assessment takes place after the course. If you have not used the assessment questions in section 6.1, you can use them for this purpose, i.e., to evaluate your knowledge and skills upon completion of the whole course.

- **ECQA-Intersteno certificate exam.** On top of a trainer's guide, exercises and assessment questions, the LTA consortium has also created an internationally-recognised certificate that

a professional can obtain as a proof of their acquired skills in any of the above working contexts.

The exam questions for the certificate are only available on the ECQA platform. The exam includes questions from Unit 1 to 4 and from Unit 5 or 6 depending on your specialization. We recommend you take the exam upon completion of the LTA course. The LTA materials are aimed at training professionals in real-time intralingual subtitling, through respeaking or velotyping, for the following working contexts:

- TV subtitling
- conference subtitling, or speech-to-text interpreting;
- parliamentary subtitling;
- personalised access in daily life (school, work, public administration…).

The certificate will follow these steps to be taken through the ECQA platform:

- Multiple-Choice Questionnaire (MCQ): the candidate answers to questions related to LTA learning outcomes, by selecting the correct answer from a list;
- MARS test: through an online software, the candidate listens to a speech and transcribes it verbatim as accurately and rapidly as possible;
- Oral exam: the candidate discusses – face to face or online – topics related to the profession with the certificate committee. ECQA refers to this part of the exam as "focus group".

These steps are to be taken in the above order, but do not need to be taken at the same time. The candidate – a professional or a student – must take them individually, either the same day or over a set period of days after having passed the MCQs.

- Upon request from an educational institution, association or single trainers, ECQA will set up a certification session by gathering internationally-recognised experts in the field the certification is required, in collaboration with the International Federation for Information and Communication Processing INTERSTENO. The committee will prepare the certification materials and monocratically assess the results.

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6.1 Peri-assessment questions for the peri-assessment

This section provides questions for self-assessment. This self-assessment can be used by both: trainers in order to activate and test trainees' previous knowledge at the beginning of the course, and trainees who are willing to use the training materials auto-didactically.

Element 1. LO1

1. Which one is not a typing technique?

    A. Stenography.

    B. Palantype.

    C. Velotype.

    D. Respeaking.

Element 1. LO2

1. How can you improve your typing/respeaking speed and quality?

    A. With macros and shortcuts.

    B. You don't correct mistakes.

    C. You choose what you want to subtitle and what not.

Element 1. LO3

1. Which ones are the phases of the editing of real-time subtitling.

    A. Peri-editing.

    B. Test-editing.

    C. Post-editing.

    D. Pre-editing.

Element 2. LO1

    A. Which one is not a specific software for real-time subtitling?

    B. WinCaps Q-Live.

    C. Text on top.

    D. PerVoice Subtitling Workstation.

    E. Microsoft Word.

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Element 2. LO2

    A. 1. Is the topic of the event important when choosing the output tools?

    B. Yes.

    C. Sometimes.

    D. No.

Element 2. LO3

    A. 1. What can help you improve your subtitling service?

    B. Machine translation.

    C. Video production.

    D. Artistic skills.

Element 3. LO1

1. Put in order the steps of the set-up.

    A. Tools selection.

    B. Testing.

    C. Inspection.

    D. Setting up.

Element 3. LO2

    A. What is important while advising clients?

    B. Adopt a beginner's mindset.

    C. Listen more than you talk.

    D. The client should be near the subtitler during subtitling.

    E. Always put your needs first.

Element 3. LO3

1. Which sentence is correct?

    A. Never involve clients when you test your tools.

    B. It is not important to have a good lightening on your tools.

    C. Always test your input and output tools.

    D. Your comfort is not important.

6.2 Keys to the peri-assessment questions

This section provides the keys to the peri-assessment, ordered by Elements.

Element 1. LO1

1. Correct answer: D.

Element 1. LO2

1. Correct answer: A.

Element 1. LO3

1. Correct answer: A, C, D.

Element 2. LO1

1. Correct answer: D.

Element 2. LO2

1. Correct answer: C.

Element 2. LO3

1. Correct answer: A.

Element 3. LO1

1. Correct answer: C-A-D-B.

Element 3. LO2

1. Correct answer: A, B.

Element 3. LO3

1. Correct answer: C.

6.3   Can I skip the unit?

We recommend to take the self-assessment test at the ECQA platform.

7   ECQA Certification and compliance

This Unit is part of the certified LTA course.

8 References

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9 Disclaimer, acknowledgement and copyright information

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10   Additional metadata[3]

Title or file name of resource	U3_TrainersGuide_SUBTI-ACCESS
Version	Final
Description of resource	Trainer's Guide for Unit 3
Key word	input tools, output tools, IT, respeaking, velotype.
Author/Contributor	Sub-Ti Access
File type	Text
Length (pages, actual length of audio or video)	34 pages
Copyright holder	LTA consortium partners
Other related pedagogical assets	
Related subject or skill area	IT competence
Publisher	LiveTextAccess K203 2018-1-DE01-KA203-004218
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Language	English
License	CC BY 4.0
Accessibility	PDF checked with TingTun
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[3] The scheme used is an adaptation of the format provided by the EU project 2014-1-DE01-KA203-000679