**[=]LTA**
LiveTextAccess

# UNIT 5

# Elements 1 to 5

# TRAINER'S GUIDE

# LTA TRAINER'S GUIDE: UNIT 5

# Respeaking

| | |
|---|---|
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| | Scuola Superiore per Mediatori Linguistici |
| | ECQA |
| | Velotype |
| | SUB-TI Access |
| | European Federation of Hard of Hearing People |
| | ZDF Digital |

**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 | |

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**Table of contents**

# 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 5

This section includes general information about how to organise training and descriptions of the unit structure, contents, learning outcomes, available training resources, and tasks.

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 perform intra-lingual respeaking. This is a technique for creating real-time intralingual subtitles whereby respeakers listen to live inputs and simultaneously repeat in the same language to an ASR (Automatic Speech Recognition) software that turns them into written subtitles. Respeaking is now widely used to provide subtitling for the deaf and hearing-impaired in many settings, especially on television, but also for conference, parliaments and daily-life events.

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

**Table 3: Overview Unit 5**

| Name | Respeaking |
|---|---|
| **ECTS/ECVETS** | 12 |
| **N. of Elements** | 5 |
| **Level of difficulty** | **Beginner level:** <br> LO3 of Element 1, LO3 of Element 2, LO1 and LO2 of Element 3. <br> **Intermediate level:** <br> LO1 and LO2 of Element 2, LO1 of Element 4, LO1, LO2 and LO3 of Element 5. <br> **Advanced level:** <br> LO2 and LO3 of Element 1, LO3 of Element 3, LO2 and LO3 of Element 4. |
| **Workload** | 108 classwork hours; 192 homework hours |
| **Requirements** | None. |

| **Name of the Units** | E1. Psycho-cognitive skills: how to listen and speak simultaneously |
|---|---|
| | E2. Metalinguistic skills: turning non-verbal elements into verbal |
| | E3. Dictation skills: speaking fluently, quickly, and unambiguously |
| | E4. Editing skills |
| | E5. Factors for high performance |
| **When to teach Unit 5** | Being technique-specific, this unit has been designed to run parallel to the general units, and it is considered as the practical counterbalance of general units, which are more theoretical and illustrative. Thus, LTA partners recommend trainers to start this unit with the beginning of the course and end it with the end of the course. |

## 2.2   Learning outcomes

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

- Element 1: Psycho-cognitive skills: how to listen and speak simultaneously

- Element 2: Metalinguistic skills: turning non-verbal elements into verbal

- Element 3: Dictation skills: speaking fluently, quickly, and unambiguously

- Element 4: Editing skills:

- Element 5: Factors for high performance

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

**ELEMENT 1: Psycho-cognitive skills: how to listen and speak simultaneously**

**LO 1.**   The trainee can reformulate, edit and correct the respoken text during listening (spelling, lexis, grammar, punctuation, proper nouns and numerals)

**LO 2.**   The trainee can remember full sentences while lagging behind because of editing/quick speech/other difficulties

**LO 3.**   The trainee can activate exit strategies while respeaking if she/he realises the speaker is challenging (confuse/too intricate grammar, too quick speech-rate, background noise, other)

**ELEMENT 2: Metalinguistic skills: how to turn non-verbal elements into verbal**

**LO 1.**   The trainee can produce coherent text while respeaking by extracting and combining the information conveyed with the speakers' material: slides, videos, and other types of material

**LO 2.**   The trainee can implement non-verbal elements for each LTA trained working context by applying different techniques as changing colours or font-size, or by inserting labels

**LO 3.**   The trainee can type/dictate punctuation while keeping the pace of the speaker

**ELEMENT 3: Dictation skills: speaking fluently, quickly, and unambiguously**

**LO 1.**   The trainee demonstrates command of voice projection, pacing, articulation and modulation to support dictation (e.g. when dictating homophones)

**LO 2.**   The trainee uses breathing to support dictation and endurance

**LO 3.**   The trainee has a MARS (Most Accurate and Rapid Speech-to-Text rate) of 140 English wpm (700 characters per minute) with a 98% accuracy.

**ELEMENT 4: Editing skills: when and how to correct oneself and another respeaker**

**LO 1.**   The trainee is able to pre-edit the source text before it is displayed by applying strategies such as uploading glossaries on the topic, adding new words to vocabulary, inserting the names of the speakers, and adding short forms for difficult words

**LO 2.**   The trainee is able to peri-edit the middle text by typing, editing or rephrasing the text in difficult situations or by avoiding a word when spelling is unsure, such as in proper names or acronyms

**LO 3.**   The trainee is able to do post-editing by correcting own typing mistakes and creating a usable text for a later access (transcript, report, pre-recorded subtitles etc.)

**ELEMENT 5: Factors for high performance**

**LO 1.** The trainee can implement strategies or techniques for self-motivation, trying to reach the best quality of work at all time and in all job circumstances.

**LO 2.** The trainee can use strategies to discipline himself/herself, to practice and improve skills daily, to reach higher speed and accuracy during the real-time situation.

**LO 3.** The trainee can implement strategies or techniques for training and enhancing concentration.

## 2.3  Training contents

The table below provides an overview of the training

**Table 4: Training contents for Unit 5**

| Element | Content |
|---|---|
| **Psycho-cognitive skills: how to listen and speak simultaneously** | • Shadowing: repeat what the speaker says, word for word. Try to lag a full thought behind the speaker. This exercise allows you to become accustomed to speaking and listening at the same time.<br>• Remember full sentences while dictating a previous sentence during a quick-speed speech.<br>• Remember full sentences while highly condense the speech: render the message in a more general and concise way, usually with all repetitive, unimportant, or redundant information deleted or omitted. |
| **Metalinguistic skills: turning non-verbal elements into verbal** | • Learn how to be coherent when *not verbatim*: capture the fundamental meaning behind the words and the concepts, rather than typing the words exactly the way they are spoken.<br>• Learn potentials and limits of the ASR software, in order to acquire the expertise to manage all its features (i.e. change color of the subtitles, insert labels insert punctuation while keeping the pace of the speaker).<br>• Segment information in sense units through morpho-syntactic transformation: depart from the surface structure of the original sentence and try to express the meaning of the message using a different syntactic construction. |

| Element | Content |
|---|---|
| | • Reformulate the speaker's discourse through parallel reformulation/substitution: try invent something that is more or less plausible in the context, or to substitute elements that are not understood with elements mentally available, as not to pause or leave a sentence unfinished. |
| **Dictation skills: speaking fluently, quickly, and unambiguously** | • Learn how to command voice projection, pacing, articulation and modulation to support dictation and to improve endurance: develop secure techniques for tension release, breathing, voice production and effective delivery of the message.<br><br>• What is MARS (most accurate and rapid speech-to-text rate) and learn how to reach different levels:<br>    o **100 wpm (beginner)**,<br>    o **120 wpm (intermediate)**, and<br>    o **140 wpm (advanced)**. |
| **Editing skills** | • Do pre-editing before source-text: how to train the software (i.e. upload glossaries, add new words to vocabulary, insert speakers' names).<br><br>• Do peri-editing before middle text: how to select terminology that the software can best process (i.e. edit the text/ rephrase the text in difficult situations).<br><br>• Do post-editing before target text: hoe to spot a mistake; decide how relevant it is and correct, if necessary (i.e. correct own typing mistakes after the text goes live, correct own typing mistakes before the text goes live if it is edited live). |
| **Factors for high performance** | • Improve self-motivation, expertise, skill acquisition in all circumstances<br><br>• Cope with stress due to multitasking (i.e. listening and analysis effort, short-term and long-term memory effort, speech production effort, coordination effort).<br><br>• Maintain concentration under pressure<br><br>• Make corrections while keeping in mind the target audience<br><br>• Improve memory skills |

## 2.4  Training and learning methods

- Lectures to introduction theory and concepts
- Discussions based on research, articles, project, etc.
- Analyzing existing recordings
- Analysing audio and self-generated texts
- Implementation of guidelines
- Exercises

# 3  Unit 5: 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;

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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.

- 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;

- Tasks: 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.

## 3.2    ELEMENT 1: Psycho-cognitive skills - how to listen and speak simultaneously

This element includes the following training material, according to a progressive principle which is determined by the number of LOs to be acquired. Beginner contents are general, intermediate contents are specific, advanced contents are all the more varied and specific.

**LO1. The trainee can reformulate, edit, and correct the respoken text during listening (spelling, lexis, grammar, punctuation, proper nouns, and numerals)**

**1**    http://www.intersteno.org/wp-content/uploads/2018/01/TP_EN-Berlin-2017.pdf

**WHAT:** Intersteno text production competition - beginner

**WHY:** Learn how to speak to the software

**WHERE:** Homework

**DURATION:** depends on MARS

**WHO:** Intersteno

**HOW:** Read and dictate the text to the software at the link provided, punctuation included, as rapidly and accurately as possible.

**2**    http://www.intersteno.org/intersteno-internet-contests/training-with-taki-version/

**WHAT:** Intersteno training with TAKI - beginner

**WHY:** Learn how to speak to the software

**WHERE:** Homework

**DURATION:** depends on MARS

**WHO:** Intersteno

**HOW:** Select Chrome as a browser, click at the link provided, select language, select 1-minute dictation

**3** http://www.intersteno.org/intersteno-internet-contests/training-with-taki-version/

**WHAT:** Intersteno training with TAKI - beginner

**WHY:** Learn how to speak to the software

**WHERE:** Homework

**DURATION:** depends on MARS

**WHO:** Intersteno

**HOW:** Select Chrome as a browser, click at the link provided, select language, select 10-minute dictation

**4** https://webgate.ec.europa.eu/sr/speech/eu-youth-summit-0

**WHAT:** EU Youth Summit - **beginner**

**WHY:** Practice on shadowing; practice on speaking, reformulating, editing while listening

**WHERE: Classroom**

**DURATION:** 6.05 minutes

**WHO:** EU Speech Repository

**HOW:** Respeak it

**5** https://multimedia.europarl.europa.eu/en/tran-committee-meeting_20200220-1500-COMMITTEE-TRAN_vd

**WHAT:** TRAN Committee Meeting - intermediate

**WHY:** Practice on speaking, reformulating, editing while listening

**WHERE:** Classroom

**DURATION:** 120 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

**6** https://www.euronews.com/2020/03/16/warmer-winter-in-the-arctic-the-changes-afoot-in-one-of-the-coldest-places-in-europe

**WHAT:** As Artic Circle winters warm up, what changes lie ahead in the coldest places in Europe?  - advanced

**WHY:** Practice on speaking, reformulating, editing while listening

**WHERE:** Classroom or self-study

**DURATION:** 5.00 minutes

**WHO:** Euronews

**HOW:** Respeak it

**7**   Teaching Respeaking.pdf

**WHAT:** Teaching respeaking to conference interpreters

**WHY:** Comprehensive overview of all the skills required for respeaking and proposes a wide variety of practical exercises to provide students with such skills.

**WHERE: Classroom**

**DURATION:** 210 minutes

**WHO:** Claudio Russello

**8**   Shadowing - what, how, when, why.pdf

**WHAT**: Shadowing: what, how, when, why

**WHY**: Description of the technique and practice of shadowing as an indispensable first-step tool for respeaking training

**WHERE: Classroom**

**DURATION:** 90 minutes

**WHO:** Interpreter Training Resources

**LO2 The trainee can remember full sentences while lagging behind because of editing/quick speech/other difficulties**

**1**   https://webgate.ec.europa.eu/sr/speech/eu-sustainable-energy-week-0

**WHAT:** EU Sustainable Energy Week - **beginner**

**WHY:** Practice on memory, in order to keep the pace with the speaker, even in difficult contexts

**WHERE: Classroom**

**DURATION:** 14:01 minutes

**WHO:** EU Speech Repository

**HOW:** Respeak it

2  https://multimedia.europarl.europa.eu/en/envi-committee-meeting_20200304-1300-COMMITTEE-ENVI_vd

**WHAT:** ENVI Committee meeting - **intermediate**

**WHY:** Practice on memory, in order to keep the pace with the speaker, even in difficult contexts

**WHERE: Classroom**

**DURATION:** 14 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

3  https://www.ted.com/talks/wendy_suzuki_the_brain_changing_benefits_of_exercise

**WHAT:** The brain-changing benefits of exercise - **advanced**

**WHY:** Practice on memory, in order to keep the pace with the speaker, even in difficult contexts

**WHERE: Classroom**

**DURATION:** 12:53 minutes

**WHO:** TED Talks

**HOW:** Respeak it

4  How_to_improve_short-term_memory.pdf

**WHAT**: How to improve short-term memory in interpreting

**WHY**: Analysis of the benefits of using short-term memory for the purpose of effective respeaking/interpreting study and more importantly suggesting some techniques on how to improve STM.

**WHERE: Classroom**

**DURATION:** 960 minutes

**WHO:** Hanoi University of Foreign Studies

**LO3 The trainee can activate exit strategies while respeaking if she/he realises the speaker is challenging (confuse/too intricate grammar, too quick speech-rate, background noise, other)**

**1**  https://webgate.ec.europa.eu/sr/speech/what-future-our-agriculture-day-dialogue

   **WHAT:** What future for our agriculture? A day of dialogue - **beginner**

   **WHY:** Activation of strategies in order to cope with difficult situation while respeaking

   **WHERE: Classroom**

   **DURATION:** 4:39 minutes

   **WHO:** EU Speech Repository

   **HOW:** Respeak it

**2**  https://multimedia.europarl.europa.eu/en/budg-committee-meeting_20200302-1600-COMMITTEE-BUDG_vd

   **WHAT:** BUDG Committee meeting - **intermediate**

   **WHY:** Activation of strategies in order to cope with difficult situation while respeaking

   **WHERE: Classroom**

   **DURATION:** 17:15 minutes

   **WHO:** Multimedia Centre European Parliament

   **HOW:** Respeak it

**3**  https://www.ted.com/talks/myriam_sidibe_the_simple_power_of_hand_washing

   **WHAT:** The simple power of hand-washing – **advanced**

   **WHY:** Activation of strategies in order to cope with difficult situation while respeaking

   **WHERE: Classroom**

   **DURATION:** 11:33 minutes

   **WHO:** Ted Talks

   **HOW:** Respeak it

### 3.3 ELEMENT 2: Metalinguistic skills: how to turn non-verbal elements into verbal

This element includes the following training materials, according to a progressive principle which is determined by the number of LOs to be acquired. Beginner contents are general, intermediate contents are specific, advanced contents are all the more varied and specific.

**LO1 The trainee can produce coherent text while respeaking by extracting and combining the information conveyed with the speaker's material: slides, videos, or other types of material**

**1**  https://webgate.ec.europa.eu/sr/speech/european-road-safety-day-2007

**WHAT:** European Road Safety Day - beginner

**WHY:** Producing a coherent text combining the information conveyed with the speakers' material

**WHERE: Classroom**

**DURATION:** 3:51 minutes

**WHO:** EU Speech Repository

**HOW:** Respeak it

**2**  https://multimedia.europarl.europa.eu/en/afet-committee-meeting_20200219-0900-COMMITTEE-AFET_vd

**WHAT:** AFET Committee meeting

**WHY:** Producing a coherent text combining the information conveyed with the speakers' material

**WHERE: Classroom**

**DURATION:** 60 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

**3**  https://www.euronews.com/2020/03/18/covid-19-travel-fears-2020-automotive-offerings-and-running-a-private-members-club

**WHAT:** Covid-19 travel fears, 2020 automotive offering and running a private members club

**WHY:** Producing a coherent text combining the information conveyed with the speakers' material

**WHERE: Classroom**

**DURATION:** 08:00 minutes

**WHO:** Euronews

**HOW:** Respeak it

**LO2 The trainee can implement non-verbal elements for each LTA trained working context by applying different techniques as changing colours of font-size, or by inserting labels**

**1**   https://webgate.ec.europa.eu/sr/speech/eu-us-relations-0

**WHAT:** EU – US relations - **beginner**

**WHY:** Applying techniques like changing colours/changing font-size/inserting labels in order to identify and turn non-verbal elements into verbal

**WHERE: Classroom**

**DURATION:** 4:10 minutes

**WHO:** EU Speech Repository

**HOW:** Respeak it

**2**   https://multimedia.europarl.europa.eu/en/envi-committee-meeting_20200305-0930-COMMITTEE-ENVI_vd

**WHAT:** ENVI Committee meeting - **intermediate**

**WHY:** Applying techniques like changing colours/changing font-size/inserting labels in order to identify and turn non-verbal elements into verbal

**WHERE: Classroom**

**DURATION:** 210 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

**3**   https://www.euronews.com/2020/02/20/dubai-shows-its-funny-side

**WHAT:** Dubai shows its funny side - **advanced**

**WHY:** Applying techniques like changing colours/changing font-size/inserting labels in order to identify and turn non-verbal elements into verbal

**WHERE: Classroom**

**DURATION:** 3 minutes

**WHO:** Euronews

**HOW:** Respeak it

**LO 3 The trainee can type/dictate punctuation while keeping the pace of the speaker**

1. https://webgate.ec.europa.eu/sr/speech/6th-european-tourism-forum-8

**WHAT:** 6th European Tourism Forum - **beginner**

**WHY:** Type/dictate punctuation while respeaking

**WHERE: Classroom**

**DURATION:** 09:17 minutes

**WHO:** EU Speech Repository

**HOW:** Respeak it

2. https://multimedia.europarl.europa.eu/en/femm-committee-meeting_20200218-1430-COMMITTEE-FEMM_vd

**WHAT:** FEMM Committee meeting - **intermediate**

**WHY:** Type/dictate punctuation while respeaking

**WHERE: Classroom**

**DURATION:** 240 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

3. https://www.ted.com/talks/iwan_baan_ingenious_homes_in_unexpected_places

**WHAT:** Ingenious homes in unexpected places- **advanced**

**WHY:** Type/dictate punctuation while respeaking

**WHERE: Classroom**

**DURATION:** 16:47 minutes

**WHO:** Council of Ontario Universities

**HOW:** Respeak it

## 3.4    ELEMENT 3: Dictation skills: speaking fluently, quickly, and unambiguously

This element includes the following training material, according to a progressive principle which is determined by the number of LOs to be acquired. Beginner contents are general, intermediate contents are specific, advanced contents are all the more varied and specific.

**LO1 The trainee demonstrated command of voice projection, pacing, articulation, and modulation to support dictation (e.g. when dictating homophones)**

1    https://webgate.ec.europa.eu/sr/speech/food-app-revolution

**WHAT:** The food app revolution - **beginner**

**WHY:** Using breathing in order to supporting dictation and endurance

**WHERE: Classroom**

**DURATION:** 5:49 minutes

**WHO:** EU Speech Repository

**HOW:** Respeak it

2    https://multimedia.europarl.europa.eu/en/libe-committee-meeting_20200220-1400-COMMITTEE-LIBE_vd

**WHAT:** LIBE Committee meeting - **intermediate**

**WHY:** Using breathing in order to supporting dictation and endurance

**WHERE: Classroom**

**DURATION:** 210 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

3    https://www.euronews.com/2020/03/20/delivering-success-through-digitalisation

**WHAT:** Delivering success through digitalization - **advanced**

**WHY:** Using breathing in order to supporting dictation and endurance

**WHERE: Classroom**

**DURATION:** 3:00 minutes

**WHO:** Euronews

**HOW:** Respeak it

**LO2 The trainee uses breathing to support dictation and endurance**

**4**   https://webgate.ec.europa.eu/sr/speech/speech-1-6

**WHAT:** Walking – **beginner**

**WHY:** Articulate and modulate dictation through voice, and pacing of the speech

**WHERE: Classroom**

**DURATION:** 6:48 minutes

**WHO:** EU Speech Repository

**HOW:** Respeak it

**5**   https://multimedia.europarl.europa.eu/en/libe-deve-droi-joint-committee-meeting_20200220-1030-COMMITTEE-LIBE-DEVE-DROI_vd

**WHAT:** LIBE-DROIT Joint Committee Meeting – **intermediate**

**WHY:** Articulate and modulate dictation through voice, and pacing of the speech

**WHERE: Classroom**

**DURATION:** 45 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

3. https://www.euronews.com/2018/10/13/beijing-city-of-remarkable-contrasts

**WHAT:** Beijing: city of remarkable contrasts – **advanced**

**WHY:** Articulate and modulate dictation through voice, and pacing of the speech

**WHERE: Classroom**

**DURATION:** 6:00 minutes

**WHO:** Euronews

**HOW:** Respeak it

**LO3 The trainee has a MARS (Most Accurate Rapid Speech-to-Text rate) of 140 wpm (700 characters per minute) with a 98% accuracy[3]**

1.http://www.intersteno.org/docs/2017/SC_Berlin2017-EN.mp3

1.1. http://www.intersteno.org/wp-content/uploads/2018/02/SC_Berlin2017-EN.pdf

   **WHAT:** Intersteno competition text – **beginner**

   **WHY:** Learn how to have a MARS of 100 wpm

   **WHERE: Classroom**

   **DURATION:** 5 (out of 15) minutes

   **WHO:** Intersteno

   **HOW:**  Click on the first link and respeak it until the 5th minute included.

      Use the second link to check accuracy.

2. http://www.intersteno.org/docs/2017/SC_Berlin2017-EN.mp3

2.1. http://www.intersteno.org/wp-content/uploads/2018/02/SC_Berlin2017-EN.pdf

   **WHAT:** Intersteno competition text – **intermediate**

   **WHY:** Learn how to have a MARS of 120 wpm

   **WHERE: Classroom**

   **DURATION:** 10 (out of 15)  minutes

   **WHO:** Intersteno

   **HOW:**  Click on the first link and respeak it until the 10th minute included.

      Use the second link to check accuracy.

**3.** http://www.intersteno.org/docs/2017/SC_Berlin2017-EN.mp3

**3.1.** http://www.intersteno.org/wp-content/uploads/2018/02/SC_Berlin2017-EN.pdf

   **WHAT:** Intersteno competition text – **advanced**

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[3] The ECQA-INTERSTENO certificate requires candidates to meet the following standard: 500cpm (= 100 wpm) with an accuracy of 98% (maximum 2% WER). Because respeaking allows to produce text at a higher speed since the very first steps in the training, we have developed the unit in a way trainees manage to reach a 98% accuracy and a higher speed (140wpm). By doing so, trainees are encouraged to make the most of their training and do more than expected. This will also facilitate them obtaining the certificate.

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**WHY:** Learn how to have a MARS of 140 wpm

**WHERE: Classroom**

**DURATION:** 15 minutes

**WHO:** Intersteno

**HOW:** Click on the first link and respeak it until the 13th minute included at least.

Use the second link to check accuracy.

## 3.5 ELEMENT 4: Editing skills

This element includes the following training material, according to a progressive principle which is determined by the number of LOs to be acquired. Beginner contents are general, intermediate contents are specific, advanced contents are all the more varied and specific.

**LO1 The trainee is able to pre-edit the source text before it is displayed by applying strategies such as uploading glossaries on the topic, adding new words to vocabulary, inserting the name of the speakers, and adding short-forms for difficult words**

1. https://webgate.ec.europa.eu/sr/speech/food-app-revolution

**WHAT:** The food app revolution – **beginner**

**WHY:** Pre-editing before the text is displayed

**WHERE: Classroom**

**DURATION:** 5:49 minutes

**WHO:** EU Speech Repository

**HOW:** The link directs to the same text as in 3.4.1. Now you know the topic, use the transcript to spot the words that the software dictionary didn't contain. Feed the software dictionary with these words and re-do the exercise. Spot the differences. You should have less non-recognized words in this second exercise.

2. https://webgate.ec.europa.eu/sr/speech/friday-13th

**WHAT:** Should we really fear Friday the 13th? – **beginner**

**WHY:** Pre-editing before the text is displayed

**WHERE: Classroom**

**DURATION:** 7:14 minutes

**WHO:** EU Speech Repository

**HOW:** Try to do the same as in 1 without listening to the text before: from the title of the speech try to guess the words that will be probably said in the speech itself, and feed the software dictionary with these words. Then, respeak the speech.

3. https://multimedia.europarl.europa.eu/en/cont-committee-meeting_20200220-1030-COMMITTEE-CONT_vd

**WHAT:** CONT Committee meeting – **intermediate**

**WHY:** Pre-editing before the text is displayed

**WHERE: Classroom**

**DURATION:** 150 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

4.https://www.ted.com/talks/rachel_armstrong_architecture_that_repairs_itself?referrer=playlist-sustainability_by_design

**WHAT:** Architecture that repairs itself – **advanced**

**WHY:** Pre-editing before the text is displayed

**WHERE: Classroom**

**DURATION:** 10:05 minutes

**WHO:** Ted Talks

**HOW:** Respeak it

5. Multimedia communication technologies.pdf

**WHAT:** Multimedia communication technologies

**WHY**: Description of multiple (multilingual, multimedia, multimodal and polysemiotic) dimensions of modern translation scenarios and questions as to the impact of new technologies on the form, content, structure and modes of translated/respoken products

**WHERE: Classroom**

**DURATION:** 570 minutes

**WHO:** University of Surrey

**LO2 The trainee is able to peri-edit the middle text by typing, editing, or rephrasing the text in difficult situations or by avoiding a word when spelling is unsure, such as in proper names or acronyms**

**1**  https://webgate.ec.europa.eu/sr/speech/speech-1-6

**WHAT:** Walking – **beginner**

**WHY:** Peri-editing before the text is displayed

**WHERE: Classroom**

**DURATION:** 6:48 minutes

**WHO:** EU Speech Repository

**HOW:** The link directs to the same text as in 3.4.2. Now you know the topic, use the transcript to spot those parts of the speech which need some exit strategies. Re-do the exercise by applying these strategies. You should have less non-recognized words in this second exercise.

2. https://webgate.ec.europa.eu/sr/speech/translation-european-commission-1958-2010

**WHAT:** Translation at the European Commission from 1958 to 2010 – **beginner**

**WHY:** Peri-editing before middle-text

**WHERE: Classroom**

**DURATION:** 7:21 minutes

**WHO:** EU Speech Repository

**HOW:** Try to do the same as in 1 without listening to the text before: from the title of the speech try to guess the words that will be probably said in the speech itself, and feed the software dictionary with these words. Then, respeak the speech.

3. https://multimedia.europarl.europa.eu/en/tran-committee-meeting_20200220-1500-COMMITTEE-TRAN_vd

**WHAT:** TRAN Committee meeting – **intermediate**

**WHY:** Peri-editing before middle-text

**WHERE: Classroom**

**DURATION:** 120 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

4. https://edition.cnn.com/videos/business/2020/02/28/facial-recognition-from-tv-to-big-brother-orig.cnn-business/video/playlists/business-artificial-intelligence/

WHAT: How facial recognition went from bad TV to Big Brother – advanced

**WHY:** Peri-editing before middle-text

**WHERE: Classroom**

**DURATION:** 04:41 minutes

**WHO:** CNN Business

**HOW:** Respeak it

**LO3 The trainee is able to do post-edit by correcting own typing mistakes and creating a usable text for a later access (transcript, report, pre-recorded subtitles, etc.)**

**1**    http://www.intersteno.org/docs/2017/SC_Berlin2017-EN.mp3

**WHAT:** Intersteno competition text – **advanced**

**WHY:** Post-editing before target text

**WHERE: Classroom**

**WHO:** Intersteno

**HOW:** The link directs to the same text as in 3.4.3. Now you know the topic. Spot the mistakes that you make and try to correct them on the fly. Spot the differences. You should have less non-recognized words in this second exercise.

**2**    https://webgate.ec.europa.eu/sr/speech/addictions-and-changes-society

**WHAT:** Addictions and changes in society – **beginner**

**WHY:** Post-editing before target text

**WHERE: Classroom**

**DURATION:** 6:30 minutes

**WHO:** EU Speech Repository

**HOW:** Try to do the same as in 1 without listening to the text before: from the title of the speech try to guess the words that will be probably said in the speech itself, and feed the software dictionary with these words. Then, respeak the speech.

**3** https://multimedia.europarl.europa.eu/en/envi-committee-meeting_20200305-0930-COMMITTEE-ENVI_vd

**WHAT:** ENVI Committee meeting – **intermediate**

**WHY:** Post-editing before target text

**WHERE: Classroom**

**DURATION:** 180 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

**4** https://www.euronews.com/2019/12/06/ngos-work-to-rebuild-vital-coral-reefs-but-islands-threatened-by-climate-change-need-much

**WHAT:** NGOs work to rebuild vital coral reefs, but islands threatened by climate change need much more help – advanced

**WHY:** Post-editing before target text

**WHERE: Classroom**

**DURATION:** 5 minutes

**WHO:** Euronews

**HOW:** Respeak it

## 3.6 ELEMENT 5: Factors for high-performance

This element includes the following training material, according to a progressive principle which is determined by the number of LOs to be acquired. Beginner contents are general, intermediate contents are specific, advanced contents are all the more varied and specific.

**LO1 The trainee can implement strategies or techniques for self-motivation, trying to reach the best quality of work at all time and in all job circumstances**

**1**   https://webgate.ec.europa.eu/sr/speech/can-nuclear-power-replace-fossil-fuels

**WHAT:** Can nuclear power replace fossil fuels? – **beginner**

**WHY:** Implementing strategies in order to reach the best quality of work

**WHERE: Classroom**

**DURATION:** 10:47 minutes

**WHO:** EU Speech Repository

**HOW:** Respeak it

**2**   https://multimedia.europarl.europa.eu/en/plenary-session_20200310-0900-PLENARY_vd

**WHAT:** Plenary session – **intermediate**

**WHY:** Implementing strategies in order to reach the best quality of work

**WHERE: Classroom**

**DURATION:** 540 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

https://www.ted.com/talks/charlie_jane_anders_go_ahead_dream_about_the_future

**WHAT:** Go ahead, ream about the future – advanced

**WHY:** Implementing strategies in order to reach the best quality of work

**WHERE: Classroom**

**DURATION:** 11.55 minutes

**WHO:** Ted Talks
**HOW:** Respeak it

**LO2 The trainee can use strategies to discipline himself/herself, to practice and improve skills daily, to reach higher speed and accuracy during the real-time situation**

**1** https://webgate.ec.europa.eu/sr/speech/eating-insects

**WHAT:** Eating insects – **beginner**

**WHY:** Practice on skills daily in order to reach higher speed during live situation

**WHERE: Classroom**

**DURATION:** 11 minutes

**WHO:** EU Speech Repository

**HOW:** Respeak it

**2** https://multimedia.europarl.europa.eu/en/plenary-session_20200309-0900-PLENARY_vd

**WHAT:** Plenary session – **intermediate**

**WHY:** Practice on skills daily in order to reach higher speed during live situation

**WHERE: Classroom**

**DURATION:** 360 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

**3** https://www.ted.com/talks/oliver_sacks_what_hallucination_reveals_about_our_minds

**WHAT:** What hallucinations reveals about our minds – advanced

**WHY:** Practice on skills daily in order to reach higher speed during live situation

**WHERE: Classroom**

**DURATION:** 18.33 minutes

**WHO:** Ted Talks

**HOW:** Respeak it

**4** [Coping Strategies for Fast Delivery.pdf](Coping Strategies for Fast Delivery.pdf)

**WHAT:** Coping strategies for fast delivery

**WHY:** Fast speech is important in respeaking (at professional levels). Preparation may address deficiencies in knowledge and terminology, and to some extent, alleviate the pressure of speed of delivery.

**WHERE: Classroom**

**DURATION:** 180 minutes

**WHO:** The Journal of Specialized Translation

**LO3 The trainee can implement strategies or techniques for training and enhancing concentration**

**1** [https://webgate.ec.europa.eu/sr/speech/environmental-impact-fast-fashion](https://webgate.ec.europa.eu/sr/speech/environmental-impact-fast-fashion)

**WHAT:** The environmental impact of fast fashion – **beginner**

**WHY:** Training and enhancing concentration on the long run

**WHERE: Classroom**

**DURATION:** 09:34 minutes

**WHO:** EU Speech Repository

**HOW:** Respeak it

**2** [https://www.youtube.com/watch?v=-hnqYmCeacw](https://www.youtube.com/watch?v=-hnqYmCeacw)

**WHAT:** Plenary session – **intermediate**

**WHY:** Training and enhancing concentration on the long run

**WHERE: Classroom**

**DURATION:** 11:55:00 minutes

**WHO:** Multimedia Centre European Parliament

**HOW:** Respeak it

**3** https://www.ted.com/talks/gregory_berns_what_emotions_look_like_in_a_dog_s_brain?language=en

**WHAT:** What emotions look like in a dog's brain – advanced

**WHY:** Training and enhancing concentration on the long run

**WHERE: Classroom**

**DURATION:** 18.03 minutes

**WHO:** Ted Talks

**HOW:** Respeak it

## 3.7   ELEMENT 5: MARS tests

We recommend you test your respeaking skills 3 times per level at http://reachmars.eu/:

**BEGINNER:**

- o   after E1LO1 (80 WPM, 96% accuracy),
- o   after E2LO3 (90 WPM, 96% accuracy),
- o   after E3LO1 and E3LO2 (100 WPM, 96% accuracy);

**INTERMEDIATE:**

- o   after E2LO1 and E2LO2 (100 WPM, 97% accuracy),
- o   after E4LO1 (110 WPM, 97% accuracy),
- o   after E5 (120 WPM, 97% accuracy);

**ADVANCED:**

- o   after E1LO2 and E1LO3 (120 WPM, 98% accuracy),
- o   after E4LO2 (130 WPM, 98% accuracy),
- o   after E4LO3 and E3LO3 (140 WPM, 98% accuracy).

# 4   Recommended exercises

All Elements 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 a 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.

## 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**

What are psycho-cognitive skills in respeaking?

    A. Dictating punctuation

    B. Listening to a speech and simultaneously repeating it

    C. Using breathing

**Element 1. LO2**

Which strategies can be applied in a speech if you are lagging behind?

    A. cut and knit

    B. memorising

    C. generalisation

**Element 1. LO3**

Which strategies would you use when the speaker is challenging?

    A. generalisation strategies

    B. inferencing strategies

    C. form strategies

**Element 2. LO1**

How do you produce coherent subtitles when the speaker reads and accelerates the pace?

    A. reduce the pace

    B. use a caption reading [reads slide]

    C. enhance concentration

**Element 2. LO2**

How do you signal which speaker the subtitles belong to in case of more speakers?

    A.  no need to do so

    B.  using a caption reading [new speaker]

    C.  name tag, new colour, or hyphen

**Element 2. LO3**

How do you introduce punctuation while respeaking?

    A.  you dictate marks

    B.  subtitles don't need punctuation

    C.  you wait for the machine to recognise your output

**Element 3. LO1**

What is the most efficient way to breathe while respeaking rapid speech?

    A.  gentle belly breaths

    B.  deep lung breaths

    C.  gentle lung breaths

**Element 3. LO2**

For a good recognition, what is the most effective enunciation technique to adopt?

    A.  syllabify

    B.  speak as rapidly as possible

    C.  speak naturally and articulate

**Element 3. LO3**

What do you do if the speaker speaks above your capacity to accurately dictate subtitles?

    A. you adopt exit strategies

    B. you the speaker's pace

    C. you ask the speaker to slow down

**Element 4. LO1**

Before the event to respeak, how do you guarantee maximum recognition by the machine?

    A. you create an ad hoc glossary

    B. you relax

    C. you avoid dictating topic-related terms

**Element 4. LO2**

During the event to respeak, how do you guarantee maximum recognition by the machine?

    A. you syllabify words you think they are not in the software vocabulary

    B. you spell words you think they are not in the software vocabulary

    C. you try to avoid dictating a word if not sure it is in the software vocabulary

**Element 4. LO3**

After the event to respeak, how do you do if the client asks for your subtitles to produce a report?

    A. you redo the transcript from scratch

    B. you export them and quickly run a spell and grammar check and check the layout is user friendly

    C. you produce a file that can be read by sharing-video platforms as subtitles

**Element 5. LO1**

How do you try to reach the best quality at work when not at work?

   A. you relax

   B. you self-motivate

   C. you try to avoid your recurrent mistakes

**Element 5. LO2**

How do you improve your skills daily?

   A. practice at least 30 minutes a day

   B. practice one day a week

   C. you make a schedule of how much time it takes to create a professional report

**Element 5. LO3**

What do you do to enhance concentration on the long run?

   A. you add potential distractions to get used to them

   B. you keep working though you feel tired

   C. you work on memory/remember words

## 6.2 Keys to the peri-assessment questions

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

Element 1: b, b, a

Element 2: b, c, a

Element 3: a, c, a

Element 4: a, c, b

Element 5: c, a, 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 to this guide

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# 9 Disclaimer, acknowledgement and copyright information

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# 10 Additional metadata[4]

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[4] The scheme used is an adaptation of the format provided by the EU project 2014-1-DE01-KA203-000679