[=]LTA
LiveTextAccess

UNIT 6

Elements 1 to 5

TRAINER'S GUIDE

LTA TRAINER'S GUIDE: UNIT 6

Velotyping

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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	

History Chart

Issue	Date	Changed page(s)	Cause of change	Implemented by
1	27-06-2021			Velotype
2	---	Several	Final version	Velotype

Validation

No.	Action	Beneficiary	Date
1	Prepared	Velotype (Wim Gerbecks)	27-06-2021
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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: www.ltaproject.eu

2   Overview of Unit 6

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 subtitling using the Velotype keyboard. Velotyping is used to provide subtitling for the deaf and hearing-impaired in many settings, especially at conferences, work and daily-life events, but also for television and parliaments.

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

Table 3: Overview Unit 3

Name	Velotyping
ECTS/ECVETS	12
N. of Elements	5
Level of difficulty	**Beginner level:**
	LO3 of Element 1, LO3 of Element 2, LO1 and LO2 of Element 3.
	Intermediate level:
	LO1 and LO2 of Element 2, LO1 of Element 4, LO1, LO2 and LO3 of Element 5.
	Advanced level:
	LO2 and LO3 of Element 1, LO3 of Element 3, LO2 and LO3 of Element 4.
Workload	300 hours (108 classwork hours; 192 homework hours)
Requirements	None

Name of the Elements	E1. Psycho-cognitive approach: How to listen and type simultaneously E2. Metalinguistic skills: Turning non-verbal elements into verbal E3. Typing skills E4. Editing skills E5. Factors for high performance
When to teach Unit 6	Being technique-specific, this module has been designed to run parallel to the general modules, and it is considered as the practical counterbalance of general modules, which are more theoretical and illustrative. Thus, LTA partners recommend trainers to start this module 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 units:

- Element 1: Psycho-cognitive approach: How to listen and type simultaneously

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

- Element 3: Typing skills

- 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 type simultaneously

LO 1. The trainee is able to type, edit and correct the text during the 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 velotyping if she/he realises the speaker is challenging (confuse/too intricate grammar, too quick speech-rate, background noise, other).

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

LO 1. The trainee can produce coherent text while velotyping 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. Typing skills

LO 1. The trainee is able to use all key combinations on Velotype.

LO 2. The trainee is able to reproduce any type of written and spoken text by using all key combinations with a speed of 100 wpm (500 cpm).

LO 3. The trainee has a MARS (Most Accurate and Rapid Speech-to-Text rate) of 100 wpm (500 characters) with a 99% accuracy by using correct grammar and spelling.

Element 4. Editing skills

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 shortforms for difficult words.

LO 2. The trainee is able to peri-edit the middle text by coping, 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 before target text by correcting own typing mistakes and creating a usable text for a later access (transcript, report, pre-recorded subtitles etc.).

Element 5. Typing at 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 6

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 typing and listening at the same time. • Remember full sentences while typing a previous sentence during a quick-speed speech. • 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: how to turn non-verbal elements into verbal input	• 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. • Learn how to type extra information, such as change color of the subtitles, insert labels insert punctuation while keeping the pace of the speaker. • 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. • 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.
Typing skills: how to type quickly and accurately	• Learn the combinations on the Velotype keyboard, by going through the Velotype keyboard. • Improve accuracy and speed by practicing written and spoken texts. • Improve spelling and grammar.
Editing skills: when and how to correct	• Do pre-editing before source-text: investigate the spelling of specific jargon, names

Element	Content
oneself and another respeaker	• Do peri-editing before middle text: how to edit the text/ rephrase the text in difficult situations. • Do post-editing before target text: hoe to spot a mistake; decide how relevant it is and correct, if necessary.
Professionalism: how to develop factors for high performance such as flexibility, and self-motivation	• Improve self-motivation, expertise, skill acquisition in all circumstances • Cope with stress due to multitasking (i.e. listening and analysis effort, short-term and long-term memory effort, typing effort, coordination effort). • Maintain concentration under pressure • Make corrections while keeping in mind the target audience • Improve memory skills

2.4 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 6 training materials

LTA training 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 type may vary depending on the topic 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;

- 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 type simultaneously

For training this element we suggest the following materials:

LO1. Type, reformulate and edit a source text while listening

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 type on the Velotype keyboard

WHERE: Homework

DURATION: depends on MARS

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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.

WHO: Intersteno

HOW: Read and type the text on the keyboard 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 type on the Velotype keyboard

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 type on the Velotype keyboard

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 typing, reformulating, editing while listening

WHERE: Classroom

DURATION: 6.05 minutes

WHO: EU Speech Repository

HOW: Type it

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

WHAT: TRAN Committee Meeting - intermediate

WHY: Practice on typing, reformulating, editing while listening

WHERE: Classroom

DURATION: 120 minutes

WHO: Multimedia Centre European Parliament

HOW: Type 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 typing, reformulating, editing while listening

WHERE: Classroom or self-study

DURATION: 5.00 minutes

WHO: Euronews

HOW: Type it

LO2 Remember full sentences while lagging behind

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: Type 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: Type 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: Type 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 typing/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 Activate exit strategies while typing with Velotype

5   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: Type it

6   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: Type it

7   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: Type it

3.3 Element 2: Metalinguistic skills: how to turn non-verbal elements into verbal input

This unit 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 Produce coherent text while typing

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: Type 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: Type 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: Type it

LO2 Identify which non-verbal elements need to be turned into verbal

4   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: Type it

5   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: Type it

6   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: Type it

LO 3 Type 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 punctuation

WHERE: Classroom

DURATION: 09:17 minutes

WHO: EU Speech Repository

HOW: Type it

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

WHAT: FEMM Committee meeting - **intermediate**

WHY: Type punctuation

WHERE: Classroom

DURATION: 240 minutes

WHO: Multimedia Centre European Parliament

HOW: Type it

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

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

WHY: Type punctuation

WHERE: Classroom

DURATION: 16:47 minutes

WHO: Council of Ontario Universities

HOW: Type it

3.4 Element 3: Typing skills: how to type fluently, and accurately using Velotype

This unit 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 Use all key combinations on Velotype

ACADEMY

HOW: Type it

LO2 reproduce any type of written and spoken text by using all key combinations with a speed of 100 wpm (500 cpm).

PRACTICING

1. 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: Type it

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

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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: Type 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: Type it

LO3 Have a MARS (Most Accurate Rapid Speech-to-Text rate) above 500 wpm

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 80 wpm

WHERE: Classroom

DURATION: __ 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 90 wpm

WHERE: Classroom

DURATION: __ 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**

WHY: Learn how to have a MARS of 100 wpm

WHERE: Classroom

DURATION: __ 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: when and how to correct oneself

This unit 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 Pre-edit before source text

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: Type 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: Type 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 Peri-edit before middle text

7   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: Type 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: Type it

LO3 Post-edit before target text

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: Type 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: Type it

3.6 Element 5: Professionalism: how to develop factors for high-performance

This unit 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 Implement strategies or self-motivation techniques to reach the quality

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: Type 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: Type it

3   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: Type it

LO2 Discipline themselves to practice and improve their skills daily

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: Type 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: Type 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: Type it

4 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 Implement strategies or techniques for training on the long run

1   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: Type it

2   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: Type 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: Type it

3.7 ELEMENT 5: MARS tests

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

BEGINNER:

- after E1LO1 (30 WPM, 99% accuracy),

- after E2LO3 (40 WPM, 99% accuracy),

- after E3LO1 and E3LO2 (50 WPM, 99% accuracy);

INTERMEDIATE:

- after E2LO1 and E2LO2 (60 WPM, 99% accuracy),

- after E4LO1 (70 WPM, 99% accuracy),

- after E5 (80 WPM, 99% accuracy);

ADVANCED:

- after E1LO2 and E1LO3 (80 WPM, 99% accuracy),

- after E4LO2 (90 WPM, 99% accuracy),

- after E4LO3 and E3LO3 (100 WPM, 99% accuracy).

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 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 is the effort model?

    A. The best combination of speed, accuracy and equipment.

    B. Doing your best to be on time for your work.

    C. Socializing with your business contacts and clients for a job.

    D. A balance between best effort to memorize, produce and coordinate.

Element 1. LO2

What is working memory?

    A. Memory that only functions when you are working.

    B. Earliest stage of memory. Stored for a very brief period of 0,5 to 4 seconds.

C. Continuing storage of information. Largely outside our awareness.

D. Also known as short-term memory. Processes used to temporarily store, organize and manipulate information.

Element 1. LO3

What is the generalisation strategy?

A. Typing exactly what the speaker has said.

B. When in doubt, leave it out. Start again from the sentence that makes sense to restart from.

C. If you know the topic, relate to the last concept you have understood.

D. Also known as cut and knit. Subtitling only half the sentences pronounced by the speaker.

Element 2. LO1

What is cohesion?

A. How concepts are related to each other.

B. The relevance of a text in a situation.

C. The meaning the speaker wants to convey.

D. How words are related to each other.

Element 2. LO2

Which is NOT a non-verbal element?

A. A loud bang outside the room.

B. The audience laughing about a joke.

C. The speaker giving a quote.

D. The speaker talking in an emotional way.

Element 2. LO3

Which is NOT a function of a full-stop?

    A. Marks the end of a complete sentence in case of a statement.

    B. Marks acronyms and abbreviations.

    C. Marks decimal points.

    D. Marks the end of a complete sentence in case of a question.

Element 3. LO1

What is NOT true about the Velotype keyboard?

    A. It is an ergonomic keyboard.

    B. Syllables are created by pressing chords of keys.

    C. It contains a large dictionary of pre-defined words.

    D. It is suitable for a number of different languages.

Element 3. LO2-3

Which is NOT a good way to improve your spelling?

    A. Always check certain 'troublesome' suffixes in your dictionary.

    B. Use a (good) dictionary.

    C. Ignore the mistakes you make and hope to do it better a next time.

    D. Learn the standard pronunciations for frequently misspelled words.

Element 4. LO1

Which preparation is not relevant in case of preparing for TV subtitling?

    A. Having knowledge about the location of speakers.

    B. Having knowledge about the news.

    C. Having knowledge about celebrities.

D. Having knowledge about sports.

Element 4. LO2

What tip is NOT a good strategy for rephrasing sentences?

A. Focus on exact words and order of words.

B. Focus on names, numbers and dates.

C. Use synonyms or descriptions.

D. Focus on meaning and content.

Element 4. LO3

Which are NOT relevant characteristics of a subtitling file?

A. The number of characters per line.

B. The dialect of the speakers in the text.

C. The number of lines in a subtitle.

D. Text reduction to facilitate reading.

Element 5. LO1

Which is NOT a crucial element for learning the Velotype?

A. The most modern equipment.

B. Motivation.

C. Discipline.

D. Support of friends and family.

Element 5. LO2

Which is NOT relevant when practicing Velotype?

A. The language you type in.

B. Difficulty of the text.

C. The time typed.

D. Average speed.

Element 5. LO3

Which is NOT a way to improve concentration and memory?

    A. Start discussions with colleagues.

    B. Eliminate distractions.

    C. Choose sound or silence

    D. Declutter your surroundings.

6.2 Keys to the peri-assessment questions

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

Element 1: D, D, C

Element 2: D, C, B

Element 3: C, C

Element 4: A, B, B

Element 5: A, A, A

6.3 Can I skip the unit? Questions for self-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 autodidactically.

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[3]

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