



UNIT 1

Element 3 – Learning Outcome 3

**TRANSCRIPT: REAL-TIME SUBTITLES
IN EDUCATION.
TESTIMONIAL BY SHARITA VAN DER MEULEN**



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1 Slide 1

LiveTextAccess. Training for real-time intralingual subtitlers.

2 Slide 2

This is Unit 1. Understanding accessibility. Element 3. Embedding accessibility in working environments.

3 Slide 3

In this video lecture, we show a testimonial by Sharita van der Meulen, a real-time intralingual subtitler from the Netherlands. She will talk about the role of real-time subtitles in the educational setting.

My name is Piero Cavallo from the Internationale Hochschule SDI München, in Germany. I have prepared this video lecture in collaboration with Rocío Bernabé Caro, also from SDI München, and the European Federation of Hard of Hearing, in short, EFHOH.

4 Slide 4

On completion of the training sequence, you will be able to advise customers about how to best set up an accessible real-time working environment for persons with hearing loss in the trained working contexts and settings. To achieve that, we will show testimonials and interviews of professionals.

5 Slide 5

The agenda is very short. First, I am going to introduce our invited speaker, Sharita van der Meulen. Then, I will illustrate the topics of the testimonial, before showing it.

6 Slide 6

First of all, let me introduce you Sharita van der Meulen.

7 Slide 7

Sharita van der Meulen is from the Netherlands. She has long, tied hair and wears a pair of big glasses. She works as real-time subtitler in schools using a Velotype keyboard.

8 Slide 8

Let me give you some information before watching the video.

9 Slide 9

In the testimonial, Sharita gives us an overview about how a real-time subtitler provides accessibility in the educational setting, in particular in schools. She will talk about the importance of introducing yourself, your role and duties with teachers and classmates. Then, she shows how she provides subtitles using a Text on Top stick and how subtitles are shown. Finally, she gives other useful information about her role and what she needs in order to provide the best service possible.

10 Slide 10

Ok, let's watch the video now!

[TESTIMONIAL VIDEO STARTS]

Hello everyone, my name is Sharita van der Meulen. I am a speech-to-text interpreter from the Netherlands. As some of you may know, as an interpreter, you encounter a variety of situations that need their own approach. Let me tell you about interpreting in school situations with the Velotype. If your client is a minor, often your first contact will be via the parents or the school. You introduce yourself not only to the client, but also to the parents, schoolteachers and classmates. It is very important to clarify what your role is as an interpreter. For example: sometimes schoolteachers are anxious when they hear there will be an adult present in their class. I always start with explaining to them: I don't have an opinion on how or what you teach because I'm not a trained teacher. I also explain to the schoolteachers that I am not a supervisor and I will leave the classroom when they do. This is important because sometimes they think you supervise in their absence. As an interpreter, you cannot interfere in classroom situations that would otherwise be handled by the teacher. If you want to avoid the situation, leave the classroom. It's also important to introduce yourself to the whole class as an interpreter. If they know why you are there, you're not a stranger anymore and become part of the group. Which devices do I use in classroom situations? In the classroom, you can use your laptop and you can position yourself alongside the client. But in most cases, they want to sit next to their friends and not next to a very old interpreter. Therefore, I use Text-on-Top sticks to show text on a remote device. This is great because the client can sit anywhere in the classroom and I can sit where I can oversee the whole situation. These are USB sticks that I can put in my laptop and the other one in the laptop, tablet or telephone of my client. Let me show you how this works on a tablet. I type on my laptop and this is what the client sees. They can adjust their own preferences, like the font size or colours. With the text in full size and the tablet in front of them, they can use the text as a real-time subtitle. Like reading the subtitle on television. Which information do you, as an interpreter, want in advance? Well, you want to make sure you know the class schedule. And how to consult it in case of changes. Does your client inform you? His or her parents or the school? Or can you check on a website to inform yourself? Ask for the schedule for the whole year. With the vacations and, if possible, the weeks with tests and exams. Ask if your client wants you to be there during exams or tests. In some schools, teachers explain a bit about the test beforehand or even answer questions during the test. If it is an oral test, discuss the best way to approach these with the teacher and client. Can they arrange an extra set of books for the interpreters? If you can see for yourself what they are talking about, it improves your text and it is less tiring for you as an interpreter. Discuss where you will sit in the classroom. If you have the choice, choose a place where you can oversee the whole classroom, see and hear the teacher and the blackboard. You need all the information you can get because a lot can happen in a classroom. I hope this information will help you in your work as an interpreter. Thank you for listening. Bye bye.

11 Voiceover

LTA - LiveTextAccess. Universitat Autònoma de Barcelona. SDI - Internationale Hochschule. Scuola Superiore per Mediatori Linguistici. 2DFDigital. The European Federation of Hard of Hearing People - EFHOH. VELOTYPE. SUB-TI ACCESS. European Certification and Qualification Association - ECQA. Co-funded by the Erasmus+ Programme of the European Union.

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