



UNIT 2

Element 3 – Learning Outcome 1

TRANSCRIPT: LISTENING AND SPEAKING



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1 Slide 1

LiveTextAccess: Training for real-time intralingual subtitlers.

2 Slide 2

This is Unit 2. Linguistic competence. Element 3. How to cope with speech-related challenges?

3 Slide 3

This video lecture is an explanation of speech-related challenges, exit strategies and readability standards.

The training materials have been created by UAB and SSML.

4 Slide 4

The learning outcomes for this unit are: Identify speech-related challenges when producing verbatim and sensatim subtitles, apply exit strategies when necessary and ccomply with readability standards.

5 Slide 5

In this unit we will be dealing with the following points: real-time intralingual subtitling and simultaneous interpreting, exit strategies, readability standards, main challenges and we will finish with a summary.

6 Slide 6

Real-time Intralingual Subtitling (RIS) and Simultaneous Interpreting (SI).

7 Slide 7

Live subtitling versus interpreting. Interpreters undertake various cognitively demanding tasks such as retrieving, retaining, producing and monitoring information almost concurrently. Respeaking in a live subtitling context is sometimes linked to simultaneous interpreting according to Carlo Eugeni, 2008.

8 Slide 8

Real-time subtitlers perform two major tasks simultaneously, comprehending the audio comments and producing subtitles. Real-time intralingual subtitlers should pay attention not to overload the focus of attention and the language processing and retrieval should be completed before the working memory fades away.

9 Slide 9

As stated by Eugeni in 2006 there are mainly three big skills that real-time intralingual subtitlers should master and acquire. First, phonetic or ortotypographic. Second, synthetic. Third, psychocognitive. The first, phonetic or ortotypographic is related to pronunciation in the case of respeakers, or spelling mainly in the case of people working with fast typing techniques. Synthetic is related to adapt to users and their needs, and to lose any relevant information. Psychocognitive is related to simultaneous interpreting skills and speak while listening.

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Real-time intralingual subtitling poses a serious challenge for an individual's cognitive resources. In this sense the working memory is considered to be a limited-capacity mechanism that is involved in both the processing and storing of currently active information while tasks are being carried out. An example of working memory is: Peter gets two apples from his mother every day, but eats only one per day. How many apples does he have at the end of the third day? This classic example of mental arithmetic is a good illustration of what working memory is.

11 Slide 11

In addition to the working memory, the work of the real-time involves the four main activities which were formulated by Jones in 2002 for simultaneous interpreting which are: listening, understanding, analysing, and re-expressing.

12 Slide 12

The understanding refers to ideas that have to be rendered as a source text. Obviously, a real-time intralingual subtitler cannot understand ideas if he/she does not know the words the speaker is using to express them.

13 Slide 13

In terms of analysis in this principle, real-time intralingual subtitlers may need to analyse the speech. Speeches may be of different kinds, such as reasoned, logical argument, narrative, chronological sequence, descriptive, purely rhetorical, under others. Real-time intralingual subtitlers must first of all differentiate between what is important in the speakers' utterances and what is secondary, what is essential and what accessory. They must, therefore, identify the main ideas, and know that these are main ideas.

14 Slide 14

In terms of re-expressing, real-time subtitlers need to reformulate the wording of the original to maintain the right distance from the speaker. Long and complicated sentences are to be broken down into easier and shorter ones. Relative and subordinate clauses can be shifted around within a sentence or passive clauses changed into active. Real-time subtitlers must use reformulation as the tool that will enable them to deal with all kinds of difficulties while remaining as close as possible to the utterance of the speaker. To this aim, some exit techniques can be applied.

15 Slide 15

Exit strategies.

16 Slide 16

It is important to highlight that there are no exact rules as to when to condense and reformulate, or when to omit.

17 Slide 17

Long and complicated sentences are to be broken down into a series of easier, shorter ones.

18 Slide 18

One of the most used techniques in terms of reformulation is the so-called “salami” technique proposed by Jones in 2002. The author refers to salami technique as a way of slicing up a sentence like cutting slices of salami. Speakers, usually formulate long, complicated sentences. The real-time intralingual subtitler must divide up the speaker’s sentences into a number of short, self- contained and then link them as appropriate.

19 Slide 19

Real-time intralingual subtitlers are constantly under pressure with the added burden of not knowing where the speaker is going. The need to be able to reformulate so as to express oneself efficiently exists for all languages, but it should be noted that for some languages it is more acute than others.

20 Slide 20

Simplification consists in a lexical or stylistic simplification of the original message. A real-time intralingual subtitler is sometime faced with highly technical material. For such speeches, it is desirable to simplify the speech through generalisation or deletion. Generalisation consists in 'buying time' by producing generic utterances such as replacing a segment with a general term or idea unit. Deletion consists in an omission of superfluous or redundant information. These techniques might apply if the speech is too technical. Then, a real-time intralingual must at least try to save the essentials by simplification. Second, the speaker may be talking too fast or in some contexts different speakers might be speaking at the same time. The faithful rendering of the message would just leave the audience confused also due to delays.

21 Slide 21

Addition, real-time subtitlers maybe faced with notions, cultural, or institutional references that are not known by the audience and should be explained. The problem is that this takes time. Real-time subtitlers can use additions in order to clarify the message and explain the meaning of a term or wording, such as an acronym, the first time it is mentioned, and after refer to it an abbreviated form, thus saving time. Addition can be used also to maintain the coherence.

22 Slide 22

In terms of anticipation real-time intralingual subtitlers should take anticipation when they often begin a sentence without knowing exactly where the sentence is going. The anticipation can be possible from the context of a meeting. For instance, in negotiations or discussions, positions or arguments will become known, return to points already made by the same or other speakers.

23 Slide 23

It should be stressed that these exit strategies are just means, not ends. Exit strategies are not and end in itself, but make real-time subtitling possible. They are tools that allow professionals to master their own decalage. The decalage is the length of time between the start of the speech and the beginning of the text shown on the screen. Long decalage allows higher accuracy but results in long delays.

24 Slide 24

Aim: such exit strategies have the potential to reduce the cognitive load of real-time intralingual subtitlers by allowing professionals to concentrate on fluent and accurate production of the target message.

25 Slide 25

Readability standards.

26 Slide 26

Readability standards for subtitles can differ depending on the country. A common factor is that high-quality subtitles must be readable, otherwise, they aren't accessible. The goal of subtitles should be to match the intent and tone of the audio so that D/deaf and Hard of Hearing individuals can comprehend the content.

27 Slide 27

Real-time intralingual subtitling requires also traditional subtitling skills like punctuation, which applies to both verbatim and sensatim subtitles, and segmentation in the case of sensatim subtitles.

28 Slide 28

A major problem when dealing with readability standards is the reading speed. The following table based on a study carried out by Arnáiz Uzquiza, presents the speed-related information in different countries based on number of characters, lines and speed in words per minute as included in the SDH guidelines of different countries. In the case of UK, the official standards drawn by Ofcom's is that subtitling speed should not normally exceed 180 wpm, which are 15 cps. Therefore, more of the times exit strategies are applied.

29 Slide 29

Make it simple! Simple syntactic structures are both shorter and easier to understand than complex syntactic structures.

30 Slide 30

Main challenges.

31 Slide 31

Some of the main challenges are for instance decalage that has to be kept as short as possible in order to meet users' expectations and avoid delays. This turns into the second main challenge which is rigid time constraints due to the need of synchronisation between the speaker and display of subtitles on the screen. Another constrain is when speakers speak too fast or when there are several speakers speaking at the same time. Finally, an added constrain is terminology management and implementation mainly due to the use of technical terms or proper names and foreign words, which if are not properly handled in advance may cause problems. All these challenges can cause major problems to real-time subtitlers in terms of the quality of the output text shown on screen.

32 Slide 32

Summary.

33 Slide 33

As a summary we would like to stress the following points: Real-time subtitling is closely linked to interpreting. Working memory is a limited-capacity mechanism. No clear rules can be given as to when to condense and reformulate, or when to omit. Reformulation depends on the speech rate of the source text.

34 Slide 34

Simple syntactic structures are shorter and easier to understand than complex syntactic structures. High-quality subtitles must be readable, otherwise, they are not accessible. Decalage has to be kept as short as possible in order to meet user expectations.

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