



UNIT 6

Element 1. Learning Outcome 1

TRANSCRIPT: LISTENING AND TYPING AT THE SAME TIME



Table of contents

1	Slide 1	3
2	Slide 2	3
3	Slide 3	3
4	Slide 4	3
5	Slide 5	3
6	Slide 6	3
7	Slide 7	3
8	Slide 8	4
9	Slide 9	4
10	Slide 10	4
11	Slide 11	4
12	Slide 12	5
13	Slide 13	5
14	Slide 14	5
15	Slide 15	5
16	Slide 16	6
17	Slide 17	6
18	Slide 18	6
19	Slide 19	7
20	Slide 20	7
21	Slide 21	7
22	Slide 22	8
23	Slide 23	8
24	Slide 24	8
25	Voiceover	8
26	Disclaimer, acknowledgement and copyright information	9
27	Additional metadata	9

1 Slide 1

LiveTextAccess. Training for real-time intralingual subtitles.

2 Slide 2

Unit 6. Velotype. Element 1. Psycho-cognitive skills.

3 Slide 3

Listening and typing at the same time. Created by SSML and Velotype.

4 Slide 4

The introduction to this Unit has already explained what velotyping is, and also what the Psycho-cognitive skills are that a velotypist must possess. This video lecture is aimed at letting you know about the Effort Model at the basis of the skill of listening and typing at the same time and at letting you learn the skill of listening and typing at the same time in two specific contexts. Where verbatim accuracy is required you will learn to listen and repeat at the same time. Where sensatim accuracy is required, you will learn to listen and reformulate at the same time.

5 Slide 5

This is the agenda of this presentation. I will first recall the skills of the velotypist, to then concentrate on the so-called effort model, which is at the basis of simultaneous interpreting, a mental activity very close to real time subtitling. I will finally focus on shadowing, a manifold exercise that you will be requested to do along the course to develop, reinforce, and finally maintain this skill in two different contexts: verbatim subtitling and sensatim subtitling.

6 Slide 6

Section 1 – the skills of the velotypist.

7 Slide 7

As you have seen a velotypist has to do many things at the same time.

8 Slide 8

In this Element we will deal with the Psychocognitive skill of listening and typing at the same time, which is the bulk of the velotyping skills. In particular, for a velotypist to be able and become a professional in the field, he or she has to first develop the capacity of doing two things at the same time: listening and understanding the speaker while typing so that real-time subtitles are produced. While you can only develop this competence by the time and thanks to ad hoc exercises, you may be interested in understanding the rationale behind it, the effort model, and then shadowing, as a way to develop it.

9 Slide 9

Section 2 – The Effort Model.

10 Slide 10

We have talked about the Effort Model. What is it? In 1985 Daniel Gile proposes the so-called *Modèle d'Efforts*, or Effort Model, based on the observation of the mistakes done by trainees into simultaneous interpreting. Daniel Gile realizes that trainees do mistakes that are so banal, that the reason for these mistakes cannot be a poor command of the language. He understands that this is due other reasons, mainly that our brain is to be trained if we want it do more than one non-automatic thing at the same time. Our brain has the capacity to process only one non-automatic process at a time. To understand this, it is important to know that mental activities can be of three types: automatic like that at basis of breathing, semiautomatic like that at the basis of walking, and non automatic like that at the basis of actively listening, or – guess! – repeating or reformulating what somebody has just said.

11 Slide 11

The effort model is thought for Simultaneous interpreting but it can be easily adapted to real-time subtitling. Adapting Gile's notions to real-time subtitling, while typing we mainly do 4 non-automatic actions at the same time: listening the speaker and understanding, which implies that we analyze the waves he or she produces and turn them into meanings. Memory, which is the capacity to temporarily store meaning before doing something else with it. Production, which is the fact of producing sentences that need to both adequately render the meanings uttered by the speaker and being typed correctly. And Coordination, which is the fact of monitoring one's performance so that a balance is found between these three efforts.

12 Slide 12

Now, these efforts require a lot of processing capacity. As said, we need to train our brain to find a balance between these 4 efforts. As long as our processing capacity is enough to carry on these mental activities simultaneously, we then do a good job. If it is not, because of fatigue or other reasons, we may experience breakdowns in one of the activities, with negative consequences on the quality of the subtitles.

13 Slide 13

In particular a good performance is possible when the following conditions occur. First of all, the speaker should speak properly, not too fast, with a clear voice and not too technically. Then it is important the velotypist knows the topic or has studied it. Moreover, the velotypist must work in a well-equipped environment and with working turns not too stressful. And finally the interaction with the machine should be at its utmost.

14 Slide 14

In case one or more of these conditions are not met, more processing capacity is required in one of the four efforts to bridge the gap. This may cause a breakdown in one of the other activities which, in the end, go to the detriment of the quality of the subtitles. In particular, if the speaker is challenging it will be harder for the velotypist to listen and understand. If the topic is not well mastered or totally unknown, it will be harder to remember what the speaker says. If the velotypist is not in good mental and or physical conditions, it will be harder to produce coherent subtitles. Finally, if the interaction with the machine is not good, coordination breakdowns may occur. In the next video lectures we will see how to cope with each of these situations that may cause bad performance. In this video lecture we will try and make sure that, in good conditions, you are going to be able and perform well. Moreover, we will try to see how it is possible to semi-automate some of the simultaneous non-automatic actions required in velotyping to reduce the processing capacity needed for each of them. One way to go for that is shadowing, which we will see in the next section.

15 Slide 15

Section 3 – Shadowing.

16 Slide 16

In this second session, we will deal with the notion of shadowing as a tool to develop and semi-automate the psycho-cognitive skill of listening and typing at the same time. Shadowing means you listen a speech and you repeat it. There is no need to involve the software for the moment being. However you should know what it means to repeat. To our understanding there are four types of shadowing: litteratim shadowing, verbatim shadowing, sensatim shadowing and signatim shadowing. The difference lies in the degree to which you should repeat the source text, the speech you are listening to.

17 Slide 17

Litteratim shadowing means you should repeat every single sound you hear of the speaker. Every speaker, even the most trained one, makes use of given and recurrent features of orality when speaking. This means that you should repeat not just words, but any of them, even words that you don't understand the meaning of, as well as recurrent examples of orality. These may be fillers like: well, you know, kind of, you see, etc. Extra sounds like: uhm, er, mh, etc. Interjections like : Uh!, Ah!, Ow!, Ack! etc. Barbarisms, or words that each of us pronounces his or her own way, like: heyyy, naaa, wassuup.

18 Slide 18

Verbatim shadowing means you should repeat every distinct meaningful element of speech you hear as uttered by the speaker, mistakes included. This means that you should repeat every single lexical item, like house, government, Spain, etc. Grammar items like the, when, for, etc. Acronyms like GDP, NCRA, OWL, etc. and foreign words and expressions like ad nauseam, bon voyage gnocchi etc.

19 Slide 19

Sensatim shadowing is a bit more complex and less precise as a notion. It means you should repeat every single meaning uttered by the speaker, a meaning being any concept expressed as a word, a clause, or a sentence. You can either repeat these words as in verbatim shadowing or re-express them using other words. For example you can make use of synonyms, both horizontal synonyms like aim instead of objective, and vertical synonyms like flower instead of anemone. You can also reformulate the utterance. For example you can say yes instead of I tend to agree, or we instead of you and I. Or you can strategically omit some elements in a sentence that not necessarily add something to the overall meaning. For example instead of saying Carlo talks so as to try and explain this notion, you can simply say Carlo talks to explain this.

20 Slide 20

Finally signatim shadowing is the form of shadowing that is aimed at repeating every single sign, meaning any meaningful occurrence in a speech event that adds information to the ideal reader of the transcription of signatim shadowing. This means not just the single sentences that one hears like good morning, but also relevant punctuation marks like comma, period, question mark etc. as in good morning period. Signatim also means paraverbal events like the tone of voice, intonation, volume etc as in good morning period [he shouts]. Signatim finally means non-verbal events, like applauses, cheering, a bell ringing, as in good morning period [applauses].

21 Slide 21

The summary.

22 Slide 22

In this video lecture we have introduced the main competence of the velotypist, the psycho-cognitive skill of listening to the source text and simultaneously repeating it. In particular we have dealt with two important aspects, a theoretical one that is the effort model, and a more practical one, shadowing. The effort model is at the basis of this cognitive process that involves doing more things at the same time. We have seen that balancing the efforts these simultaneous actions require is always needed to avoid breakdowns. One way to go for that is trying to semi-automatise these actions. To do so, shadowing is the exercise to start with. It consists in listening a speech and repeating it either Litteratim or sound for sound, verbatim or word for word, sensatim or meaning for meaning, and signatim or sign for sign. In the homework session, we will see how to do this in practice.

23 Slide 23

Exercises.

24 Slide 24

The exercises for this video lecture are in the Trainer's Guide and the PowerPoint file.

25 Voiceover

LTA - LiveTextAccess. Universitat Autònoma de Barcelona. SDI - Internationale Hochschule. Scuola Superiore per Mediatori Linguistici. ZDFDigital. 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.

Erasmus+ Project: 2018-1-DE01-KA203-004218. The information and views set on this presentation are those of the authors and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained here.

26 Disclaimer, acknowledgement and copyright information

Authors: Wim Gerbecks, Carlo Eugeni, Sylvia Velardi.

Copyright: The document is proprietary of the LTA consortium members. No copying or distributing, in any form or by any means, is allowed without the prior written agreement of the owner of the property rights.

License: The document is made available to the public under the terms of the Creative by Attribution ([CC-BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)) license.

Disclaimer: This project has been co-funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

27 Additional metadata¹

Title or file name of resource	U6_E1_LO1_Listening-and-typing_TRANSCRIPT.docx
Version	Final
Description of resource	Audio transcripts for the video lecture about factors of high performance
Keywords	Velotype, stenotype, respeaking, listening, typing
Author/Contributor	Velotype, SSML
File type	Text
Length (pages, actual length of audio or video)	9 pages
Copyright holder	Velotype, SSML
Other related pedagogical assets	PowerPoint presentation, other videos of the Unit.
Related subject or skill area	Unit 6. Velotyping.
Publisher	LiveTextAccess
Format	PDF file
Issued	22 January 2021
Language	English
Licence	CC BY-SA 4.0
Accessibility	PDF checked with TingTun
Certified by	ECQA: http://ecqa.org/

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