

Identifying the task-specific skills required for interlingual respeaking: an empirical approach

TECHNE

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Aims

Overall aim for ILSA: To design, develop, test and validate the first training course for ILS and provide a protocol for this discipline for TV, the classroom and parliament.

Aim of the main experiment:

To train and test participants in an ILS course to answer the following questions:

- Is ILS feasible?
- Who is better suited?
- What are the main challenges?

The experiment: a short online course


- A short online course was taught to **50 students** with **backgrounds on subtitling and interpreting**.
- **300 respoken texts** (100 tests) have been produced and analysed using the **NTR model** (Romero-Fresco & Pöchhacker, 2017).
- Each week the course covered one topic: **dictation** practice, **intralingual respeaking**, **interlingual respeaking**, interlingual respeaking **test**.
- Participants answered **pre course and post course questionnaires** in week 1 and week 4.

Google Class


Class Drive folder


Classroom calendar

Google Calendar




Hayley Dawson
Teacher

 hayleydawson11@gmail...



OGAM
Observatorio de Gestión de la Accesibilidad en Medios de Comunicación


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Teacher

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EN > ES Interlingual Respeaking Course

Add class materials...


Welcome



Instructions.docx
Word




Course Description.docx
Word




Dragon_Commands_ES.pdf
PDF

Week 1 | Dictation




Dictation Practice.docx
Word




Dictation_La accesibilidad a los medios de comunicación audiovisual a través del subtítulo y d...
PDF


Week 3 | Interlingual Respeaking




READING_Split attention- dealing with simultaneous but non-overlapping inputs (Romero-Fresco, ...
PDF




READING_The Effort Models of Interpreting (Gile, 2009).pdf
PDF



Week 3_News_Virtual Reality.mp4
Video



Week 3_Sport_Football match.mp4
Video



Quality Assessment in Interlingual Live Subtitling- The NTR Model.pdf
PDF

Figure 1: Example of Google Class platform

Main experiment tests

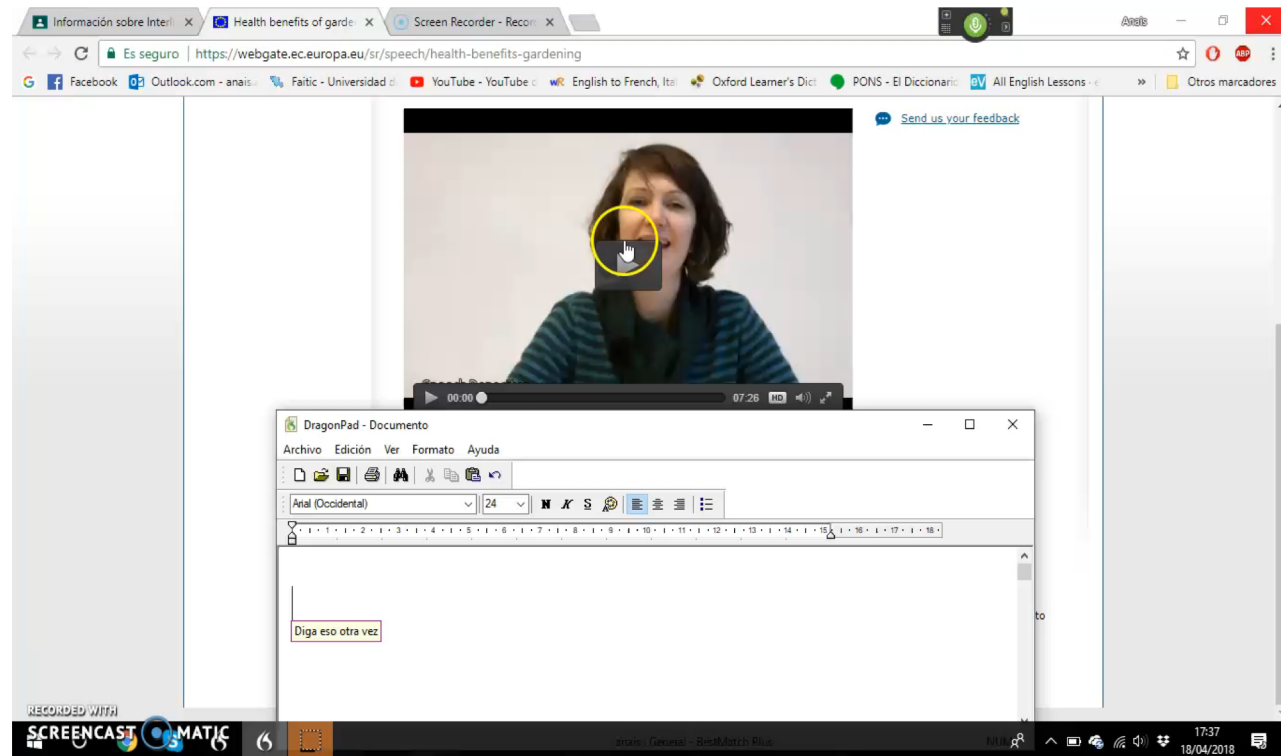
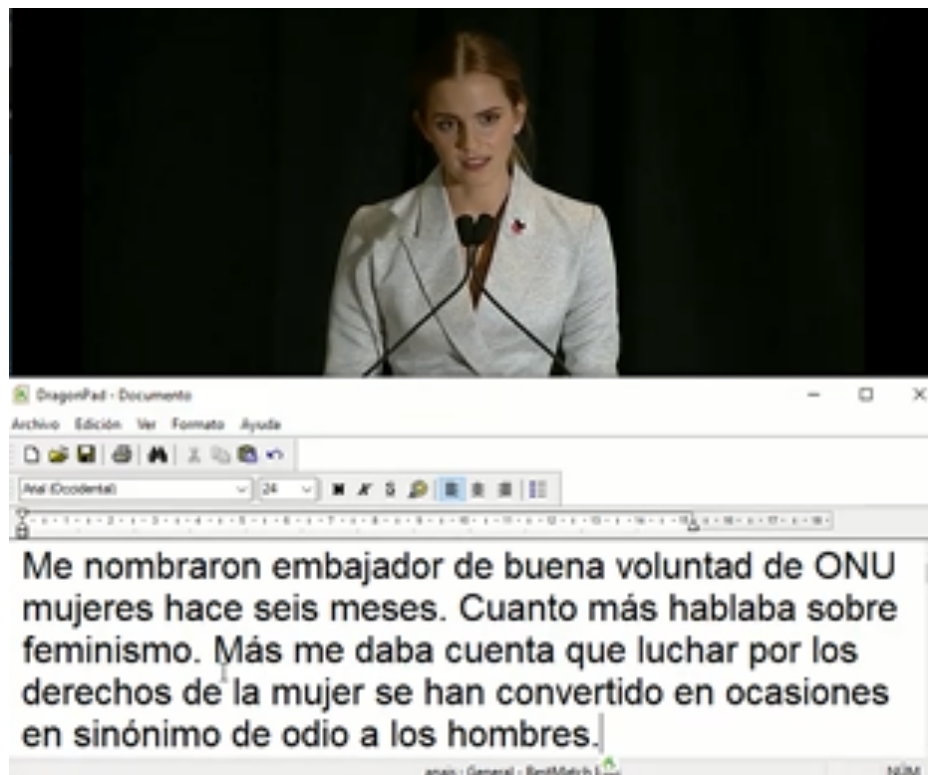


Figure 2: Example of a test clip

The NTR model

(Romero-Fresco & Pöchhacker, 2017)

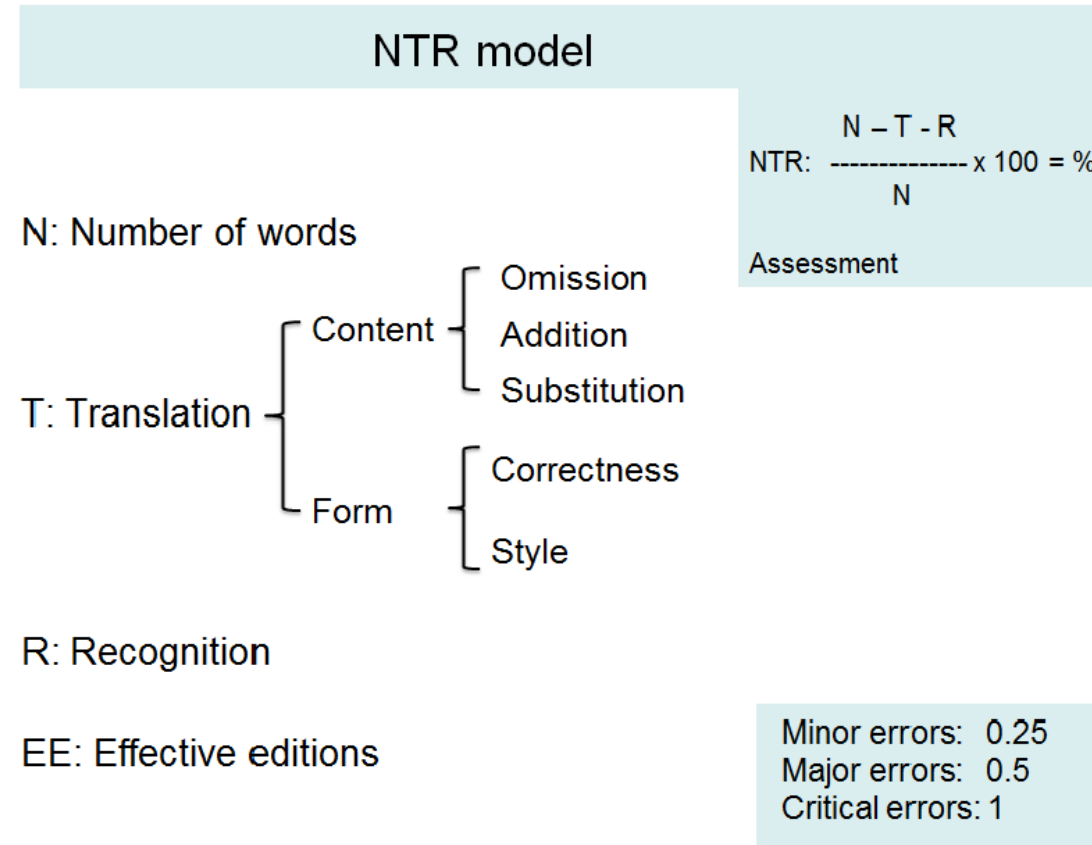


Figure 3: The NTR model (Romero-Fresco & Pöchhacker, 2017)

Example of NTR analysis

Original text (transcribed audio)	Respeaking-based subtitles	Errors
Ladies and gentlemen, I live in Istanbul, which as you probably know is a huge metropolis and in fact one of the biggest cities in the world. As such, it's not a city that is particularly well known for its green spaces and indeed it is a very stressful place to live. However, I count myself very lucky because I happen to have a garden of my own where I can plant flowers and even vegetables, which I then enjoy eating. Now I find that after spending half an hour or an hour or so in the garden I feel much happier and much more relaxed. So any time I'm feeling a bit down, I've got a bit of the blues what I do is I go out and I spend some time digging up some weeds or planting some flowers and this makes me feel much better.	Señores y señoras, vivo en Estambul, una enorme ciudad, de hecho, una de las mayores del mundo. Por lo tanto, no es una ciudad especialmente conocida por sus espacios verdes, de hecho, puede ser un lugar muy estresante para vivir. Sin embargo, me considero muy afortunada, porque tengo un jardín propio, donde puedo plantar flores, e incluso verduras que me encanta comer. Según yo lo veo, después de pasar media hora, o así en el jardín, me siento más contenta y (1) mucho más relajada. Por lo tanto, cada vez que me siento algo deprimida lo que hago es salir y pasar algo de tiempo de Servando (desherbando) (2) o plantando flores. Todo esto me hace sentir mucho mejor.	<p>1.MinT (cont-omiss) (0.25): The viewer would miss some of this description.</p> <p>2. MajR (0.5): The error cannot be recognised.</p> <p>EE: No relevant information is lost here.</p> <p>3. MinR (0.25): The error can be recognised.</p> <p>4. MinT (cont-omiss) (0.25): Omission of a dependent idea unit.</p> <p>5. MinR (0.25): The error can be recognised.</p>

Figure 4: Example of NTR analysis for a test

Example of NTR analysis cont.

Accuracy rate	
MinT: 8 ($8 \times 0.25 = 2$) (cont-omiss) x 6 (cont-add) x 1 (form-corr) x 1 MajT: 0 CritT: 0 Total: 2	MinR: 11 ($11 \times 0.25 = 2.75$) MajR: 1 ($1 \times 0.5 = 0.5$) CritR: 0 Total: 3.25
NTR accuracy rate $N = 692 (622 + 70)$ $\frac{692 - 2 - 3.25}{692} \times 100 = 99.24\% (8/10)$ EE: 4	
Assessment	
<p>The accuracy rate reaches 98%.</p> <p>The overall quality of the respoken text is excellent. The majority of minor translation errors (8) refer to omissions of dependent idea units (6), which the respeaker could have used as a strategy to keep up with the text. The recognition is acceptable as minor errors (11) are all recognisable and only 1 error causes loss of information. The text is coherent and very easy to follow.</p>	

Figure 5: Example of NTR assessment for a test

Breakdown of professional profiles

- 22% of participants were subtitlers
- 28% of participants were interpreters
- 46% of participants had experience in subtitling and interpreting
- 4% of participants did not have subtitling or interpreting experience
- 12% of participants had experience in intralingual respeaking

Accuracy rates of tests

	All	Good performers	Poor performers	Interpreters	Subtitlers	Poor interpreters
Accuracy rate	97.6% (4/10)	98.5% (6.5/10)	96.9% (2.5/10)	97.9% (5/10)	97.4 (3.5/10)	97.08% (2/10)

Figure 6: Average accuracy rates

Type of error	All	Good performers	Poor performers	Interpreters	Subtitlers	Poor interpreters
T errors	17.7	13	21.6	16	18.7	19
R errors	17.4	13.4	19.8	16	19	19.2

Figure 7: Average number of translation and recognition errors

Breakdown of test performance

- Overall 41% of tests reached the threshold of 98%.
- In the Emma Watson speech 19/46 participants (41%) reached the threshold of 98%.
- In the Gardening talking head 18/45 participants (40%) reached the threshold of 98%.

Text	Interpreters	Subtitlers	Subtitlers/ interpreters	Bilinguals	Overall Average
Emma Watson Speech	97.65% (4/10)	97.22% (3/10)	97.46% (3/10)	98.22% (5/10)	97.49% (3/10)
Gardening Talking Head	98.05% (5/10)	97.61% (4/10)	97.48% (3/10)	97.69% (4/10)	97.67% (4/10)

Figure 8: Average accuracy rates of group performance by test

What does the data tell us?

- Not all interpreters are good performers (almost half reached 98%).
- Not all subtitlers are poor performers (1 in 5 performed well).
- Translation and recognition errors are evenly distributed across all groups.
- Good performers were able to contain the severity of errors.
- Subtitlers incur more omissions, mistranslations and recognition errors.
- Those with previous experience in subtitling and interpreting performed poorer than the average interpreter but better than the average subtitler.

Pre experiment questionnaire

7.1 Rate what you think the main challenges of interlingual respeaking are for respeakers.

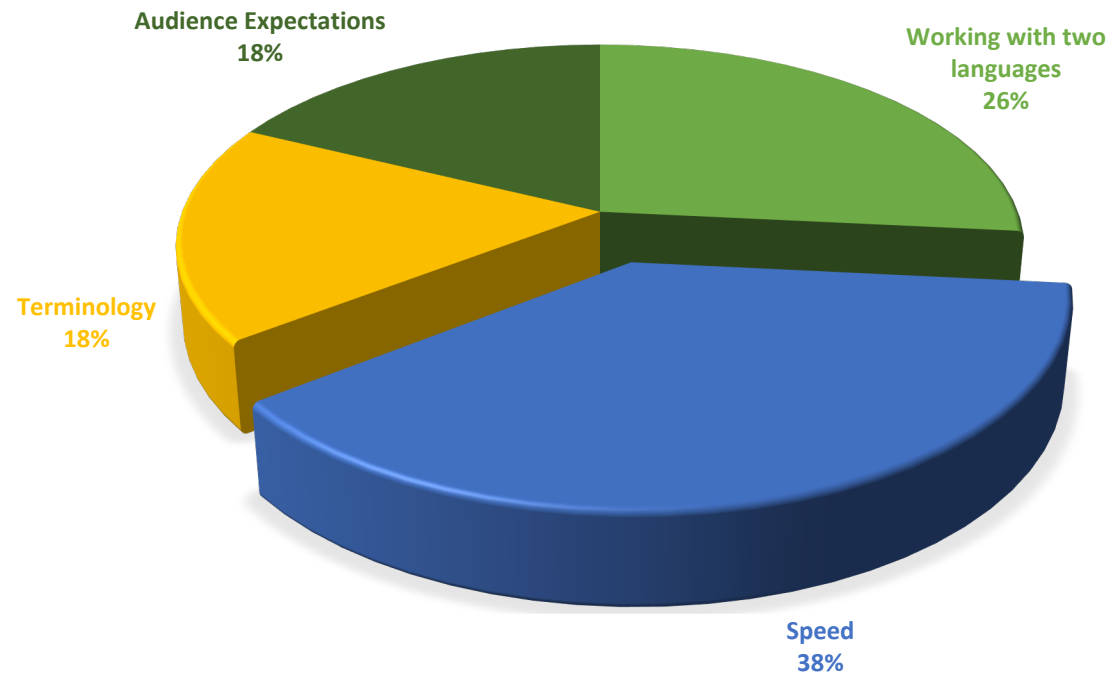


Figure 9: Main challenges of interlingual respeaking

7.2 Rate what you think the useful skills are for interlingual respeaking.

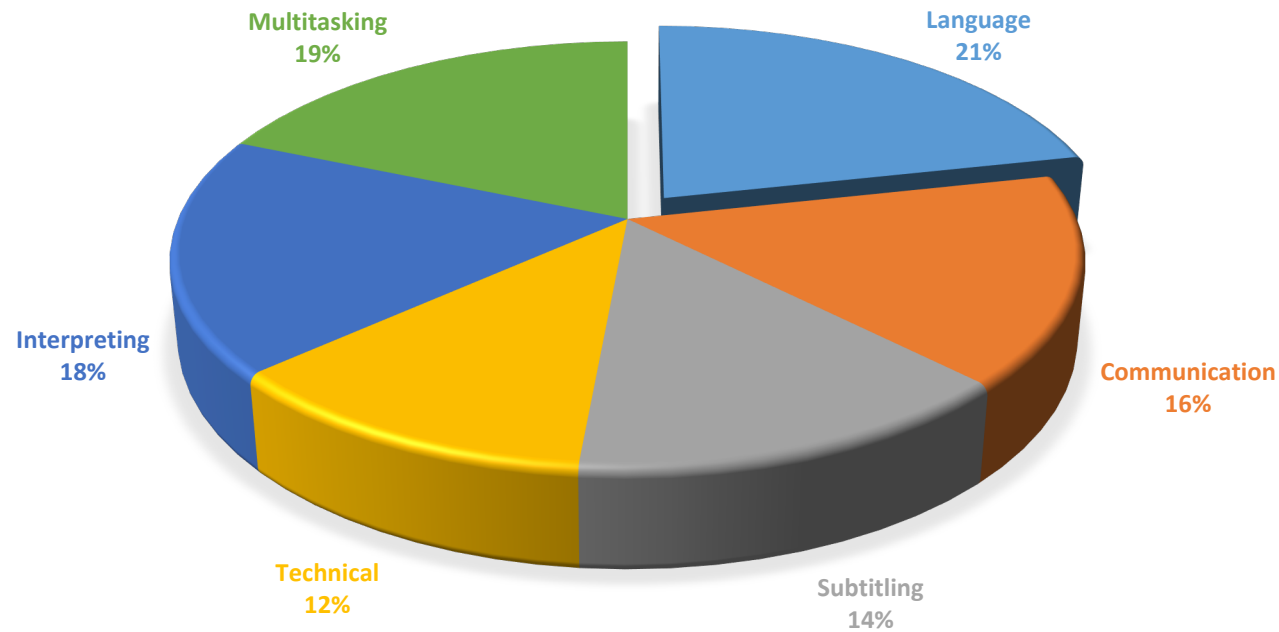


Figure 10: Useful skills for interlingual respeaking

7.3 What do you think is the most important background for an interlingual respeaker?

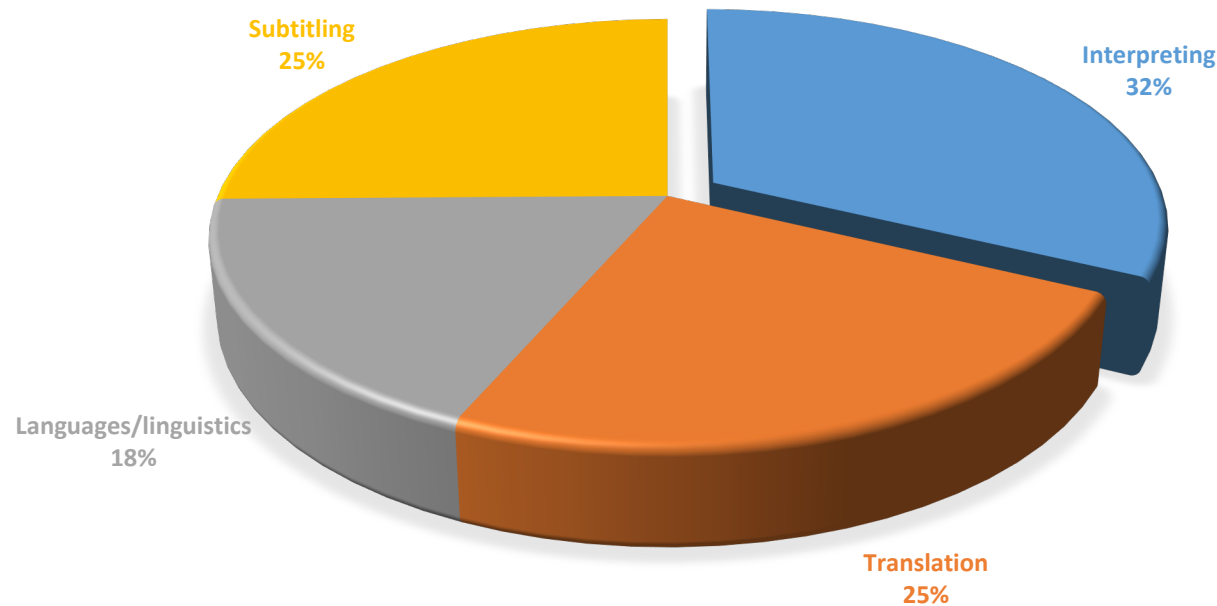


Figure 11: Most important background for interlingual respeaking

7.4 How do you think you can perform in interlingual respeaking?

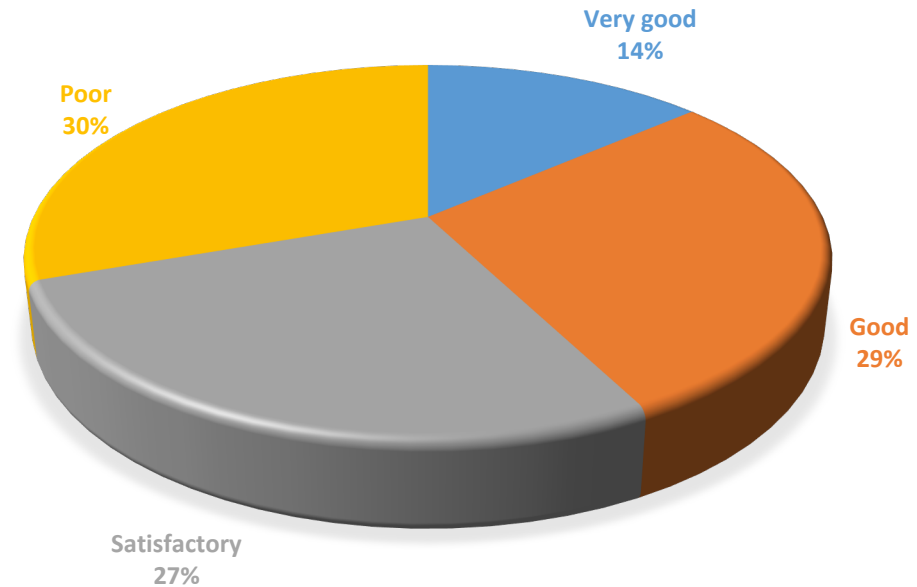


Figure 12: Predicted performance in interlingual respeaking

When comparing anticipated performance with actual performance we can see that:

- 38% of participants performed as they thought they would
- 25% of participants performed better
- 37% of participants performed worse

Post experiment questionnaire

3.3 If you had any previous training in subtitling, do you think this aided your performance?

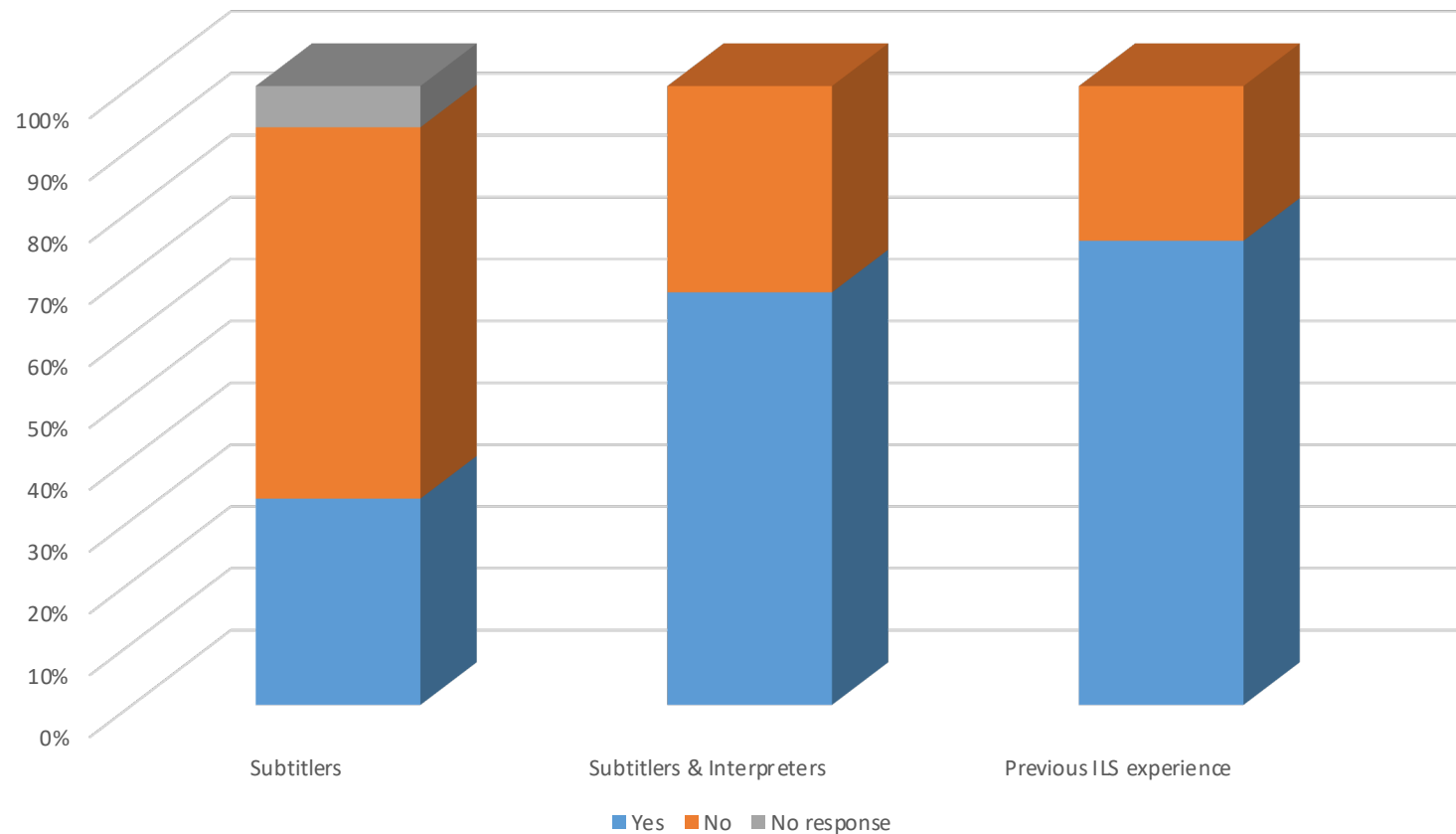


Figure 13: Previous subtitling training

3.4 Why do you think this is?

YES - “Because there are so many aspects to pay attention to that sometimes it is impossible to be careful about synchrony or reading lecture. However, my **knowledge in segmentation and condensation has aided me in some critical moments.**”

NO - “Because it was **too much effort** to think of the **number of characters or words per subtitle** and also of the speed of the subtitles appearing.”

YES - “Because when subtitling you have to try to **synthesize** as much as possible and **distinguish the relevant things in every sentence.**”

NO - “Even though theoretically respeaking is related to subtitling, **my experience in this field has not been useful**, as I believe respeaking is closer to interpreting.”

YES - “My previous experience helped me especially in relation to **techniques for condensation and reduction.**”

NO - “All I know about subtitles **doesn't affect the subtitles result of a respeaking task** (number of characters per line, number of lines...). Therefore, I don't consider this to be a crucial element.”

3.5 If you had any previous training in interpreting, do you think this aided your performance?

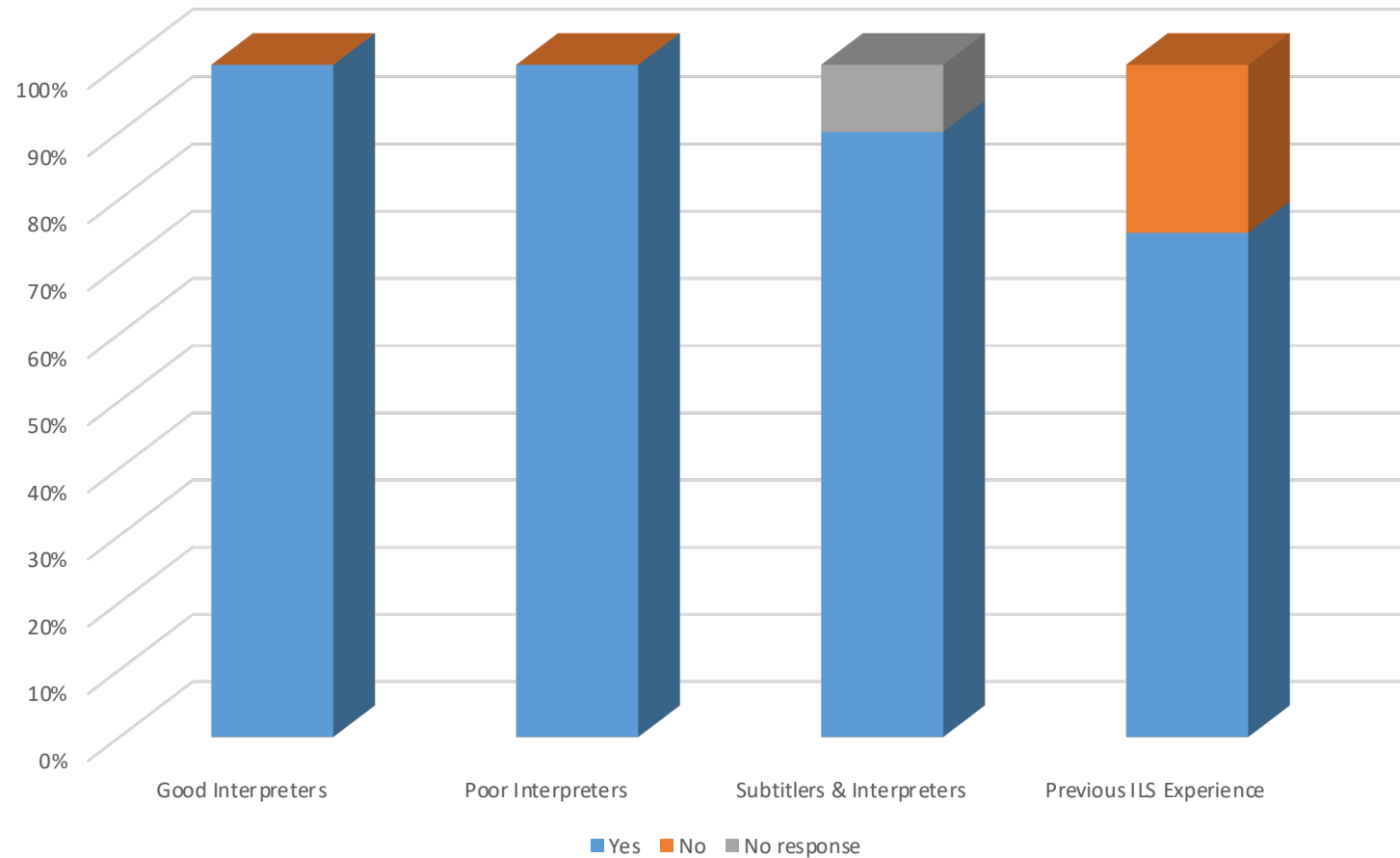


Figure 14: Previous interpreting training

3.6 Why do you think this is?

*“Because respeakers are interpreters. The difference is that **respeakers have the added difficulties of correcting the errors** as they speak and **marking the punctuation.**”*

*“Because respeaking is not very different from interpreting, it has more difficulties but they have a lot of things in common. **If you know nothing about interpreting, you cannot respeak.**”*

*“Because I have experience adjusting my speech production to the original speeches, **multitasking** is a daily practise in my degree and **I'm used to the changes in language.**”*

*“By **adding a new layer of complexity to interpreting**, I think that it helped me improve my overall capacity to carry out this activity.”*

*“My **training in interpreting was key** for me in this course, if I hadn't had it, my mind would probably have exploded during these weeks.”*

3.7 If you had any previous training in respeaking, do you think this aided your performance?

- 100% of those with previous intralingual respeaking experience answered “yes”.

3.8 Why do you think this is?

*“Because the **dictation part and the editing part was pseudotrained** and although some of the tips of the course made me change some ways, I think **I could focus on the linguistic aspect of the training more than the dictation** that was more natural than doing it without experience, I think.”*

*“Being used to **using spoken commands** and **knowing what issues could arise** would have been an advantage.”*

*“Because I **already had an idea of how the process of respeaking and the programme** (Dragon) worked.”*

4.1 After having completed this course what do you think the main challenges of interlingual respeaking are?

- All groups noted **speed** and **multitasking**
- Those with no previous intralingual respeaking experience noted **software** as a challenge
- Subtitlers and poor interpreters noted **comprehension**
- Those with previous intralingual respeaking experience noted **dictation**
- Good interpreters noted **correcting the text** as a challenge

4.2 After having completed this course what skills do you think a professional interlingual respeaker should have?

Subtitlers: Multitasking, language, interpreting, respeaking, knowledge of current affairs, subtitling, staying focussed, staying relaxed

Good interpreters: Multitasking, interpreting, language, dictation, staying calm under pressure

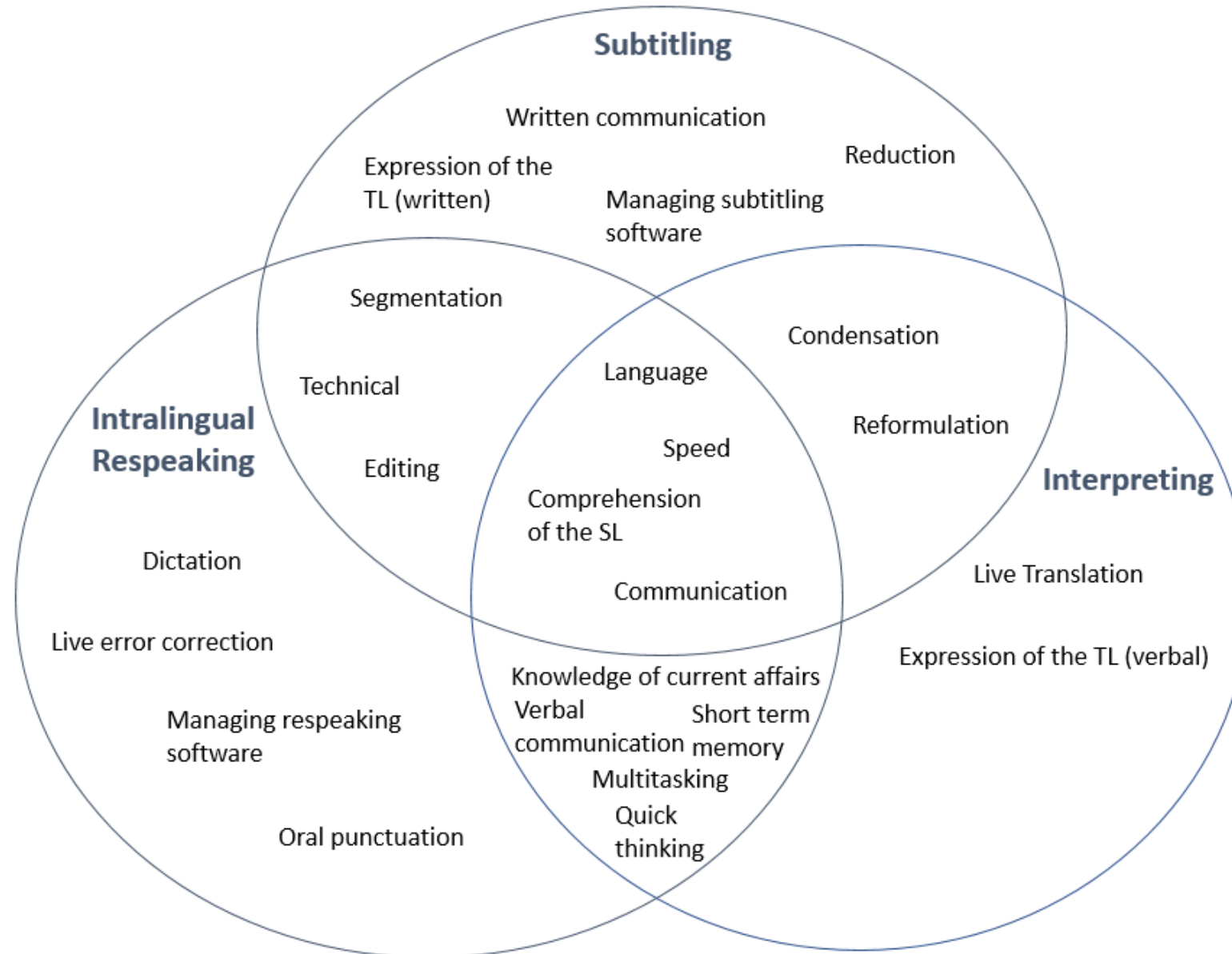
Poor interpreters: Multitasking, interpreting, language, condensation, keeping cool under pressure

- **Subtitlers & interpreters:** Interpreting, multitasking, dictation, language, memory, condensation, having patience
- **Previous ILS experience:** Interpreting, subtitling, multitasking, condensation, language
- **Bilinguals:** Multitasking, language, quick thinking

4.3 After having completed the course rank what you think the most suited background of an interlingual respeaker would be.

1. Interpreting (as rated by 61% of participants)
2. Intralingual respeaking (30% deemed this the most suitable)
3. Subtitling (0% deemed this the most suitable)
4. Translation (9% deemed this the most suitable)
5. Linguistics (0% deemed this the most suitable)

Task-specific skills



Characteristics:

- Focussed
- Patient
- Remaining calm under pressure

Figure 15: Categorized task-specific skills

What do we need for a training programme?

- Elaborate training in the form of a 12 week module or course
- Training must incorporate extra dictation and software practice (to master live corrections), plus extra intralingual practice (to master multitasking)
- Interlingual respeaking practice must focus on both practical and theoretical elements:
 - Practical is to include respeaking practice with different genres of television
 - Theoretical is to include learning and applying subtitling and interpreting theory plus learning how to assess respoken texts

Thank you for your attention

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