

Panel Discussion: Training Accessibility Professionals

Interlingual Live Subtitling: the Erasmus+ ILSA project

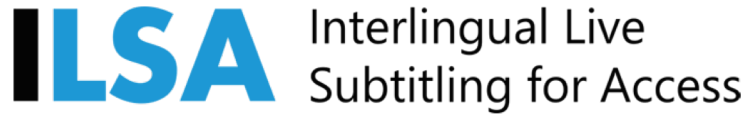
Dr Isabelle Robert
TricS Research Group
University of Antwerp

Introduction: context

- Respeaking with SR for producing live inTRAlingual subtitles introduced in 2001 in Europe, now preferred technique in most contexts
- New challenge: multicultural society, multilingual audiovisual products
 - need for inTERlingual live subtitles
 - training? Competences?
 - ILSA Erasmus+ Project

www.ilsaproject.eu

Introduction: ILSA



- **ILSA** = Interlingual **L**ive **S**ubtitling for **A**ccess
- September 2017-August 2020
- Team:
 - University of Vigo:** Pablo Romero Fresco, ILSA project leader, Luis Alonso, Ana Pereira and Lourdes Lorenzo
 - University of Antwerp:** Isabelle Robert, Aline Remael, Iris Schrijver,
 - University of Warsaw:** Wojciech Figiel, Agnieszka Szarkowska and Łukasz Dutka
 - University of Vienna:** Franz Pöchhacker
 - Others partners:** VRT, Parliament of Galicia, Intro PR (access service provider)

Introduction: ILSA

- Aim: to develop the **new professional profile** of the ILSer → different steps and thus IOs:
 - **assessment of current intralingual and interlingual live subtitling practice and training (IO1);**
 - **identification of the subtitling, interpreting and respeaking skills required for the job (IO2);**
 - profile definition and competences of the professional ILSer (IO3);
 - mapping the ILSA course (IO4)
 - development, assessment and validation of the course and its materials (IO5, IO6);
 - creation of a protocol to transfer the results of the project to society (IO7) for the implementation of ILS on TV, in the classroom and in social/political settings.

IO1: Methodology

- Comprehensive online questionnaire conducted in the spring of 2018 and sent to three target groups:
 1. Higher Education Institutions (HEI),
 2. Practitioners (intralingual and interlingual live subtitlers, LS and ILS),
 3. Broadcasters & Service providers
- Dissemination by all partners to more than 80 potential respondents

IO1: Results

Response rate:

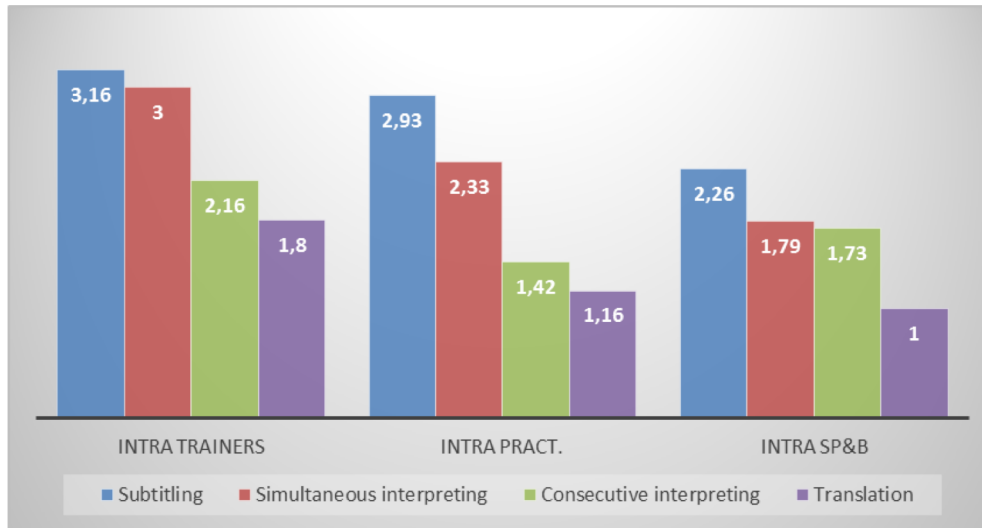
1. HEI: 5 valid answers
2. Practitioners: 126 valid answers
3. Broadcasters & Service providers: 22 valid answers

Type of questions:

demographics, training type, competences, workflows, etc. But some questions identical for all 3 target groups, e.g.:

→ Prerequisites: importance of formal training and/or practical experience in subtitling, CI, SI and translation for successful intralingual and interlingual LS?

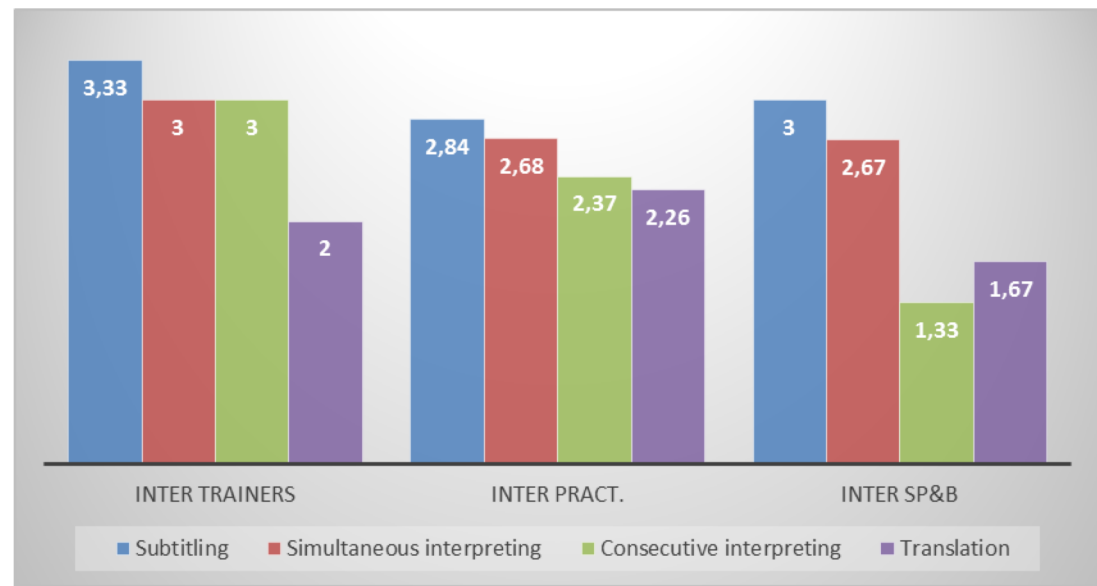
IO1: Results



InTRA: practitioners,
significant difference

InTER: practitioners,
NO significant difference

NB: 3 trainers, 3 SP&B



IO1: Conclusions

- Both InTRA LS and InTER LS **require different skills**, i.e. subtitling, simultaneous interpreting (SI), consecutive interpreting (CI) and translation
- However, for **InTER**, these different skills are considered **equally important**, whereas this is not the case for inTRA where these skills are ranked in descending order
- InTER: focus on subtitling, SI, CI and translation → need to remove the frontier between translation and interpreting in training at HEI

IO2: Methodology

- Experiment to answer the following questions:
 - Is ILS feasible?
 - Who is better suited?
 - What are the main challenges?
- Design:
 - Study: PhD Hayley Dawson, University of Roehampton
 - 50 participants: subtitlers, interpreters, subtitlers+interpreters, intralingual respeakers, bilinguals
 - 4-week online course plus ILS test
 - Two speeches (EN-ES) → 2 tests
 - Analysis with NTR model: accuracy rate

IO2: results

	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 1: Average accuracy rates

Observations

- Very good average AR for all (almost a pass, i.e. 98), considering the difficulty involved in ILS (points to ILS as feasible)
- Good performers managed a good AR and poor performers were properly poor: some of their tests were unintelligible.
- Interestingly, the key difference is between good and bad performers, not necessarily (or only) between interpreters and subtitlers
- Not all interpreters are good performers, not all subtitlers are poor performers

Accuracy rate (%)	Quality
< 98	Substandard
98–98.49	Acceptable
98.5–98.99	Good
99–99.49	Very good
99.5–100	Excellent

IO2: results

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 2: Average number of translation and recognition errors

- T vs R: very, very evenly distributed across groups, which shows that T and R are equally important and challenging issues, and must be treated (and trained) as such.

IO2: Conclusions

- ILS seems feasible (97.6%)
- Interpreters perform better than subtitlers
BUT Interpreter \neq good performer; subtitler \neq poor performer
- Translation and Respeaking are equally important and challenging
- Bad performers struggle to keep up and as a result omit too many full sentences, mistranslate the source text and dictate less clearly
- Subtitlers seem to struggle trying to keep up with the text, as a result they have more omissions, more mistranslations and more recognition errors.

Conclusions IO1 + IO2

Requirements for an ILS course

- **Subtitling**
 - knowledge of SDH
 - Segmentation
 - Reformulation
 - edition
- **Simultaneous interpreting**
 - short-term memory
 - Speed
 - multitasking
 - live translation
- **Respeaking**
 - software-related
 - dictation and enunciation (to reduce R errors)
 - unlearning of skills, such as speaking in a pleasant voice
- **Translation**
 - awareness of translation errors, especially omissions

Thank you for your attention!

Questions?

isabelle.robert@uantwerpen.be