Training in interlingual live subtitling from different perspectives: trainers and employers' perceptions.
A survey study

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Introduction: ILSA

- Aim: to develop the new professional profile of the ILSer → different steps and thus Intellectual Outputs (IOs):
    - assessment of current intralingual and interlingual live subtitling practice and training (IO1);
    - identification of the 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 survey 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: 21 valid answers

Type of questions:

Demographics, training type, competences, workflows, etc.

→ Report on results related trainers and broadcasters/service providers and compare results (also with practitioners)

Demographics: age and gender

- Trainers and respondents representing their broadcaster or service provision company
  - Young men, < 40 years old
- Live subtitlers
  - Young women, < 40 years old

Demographics: education

- Live subtitlers: highly educated, with 33% holding a Bachelor degree, 50% holding a Master degree, and 3% even a PhD

- Same for trainers (4 Masters and 1 PhD) → 80% holding a Master degree

- However, a majority of the respondents from broadcasting and service provision companies (67%) have a BA degree, with "only" 17% with a Master, 5% with a PhD and 5% with a secondary education diploma.

Training at HEI: trainers versus practitioners

✓ **Level**: master degree (master in interpreting or audiovisual translation)

✓ **ECTS/duration/contact hours**: wide variation

✓ **Aptitude tests**: no

✓ **Prerequisites**: BA, enrolled in a Master in interpreting, or having completed a course in subtitling and/or interpreting

✓ **Setting**: TV > live events

# Training at HEI: trainers versus practitioners

✓ Focus and structure of the course: theoretical introduction but strong focus on practice → use of SR software, profile creation, dictation practice, respeaking practice, use of subtitling software in combination with respeaking, intralingual and then interlingual, self-correction and parallel correction.

✓ Trained set-up (workflow): rarely respeaking without correction → very often with self-correction or parallel correction (for interlingual)

Training at HEI: trainers versus practitioners

✓ **Modes of delivery**: face-to-face and online

✓ **Assessment**: generally continuous, or in combination with exam

Training at HEI: trainers versus practitioners

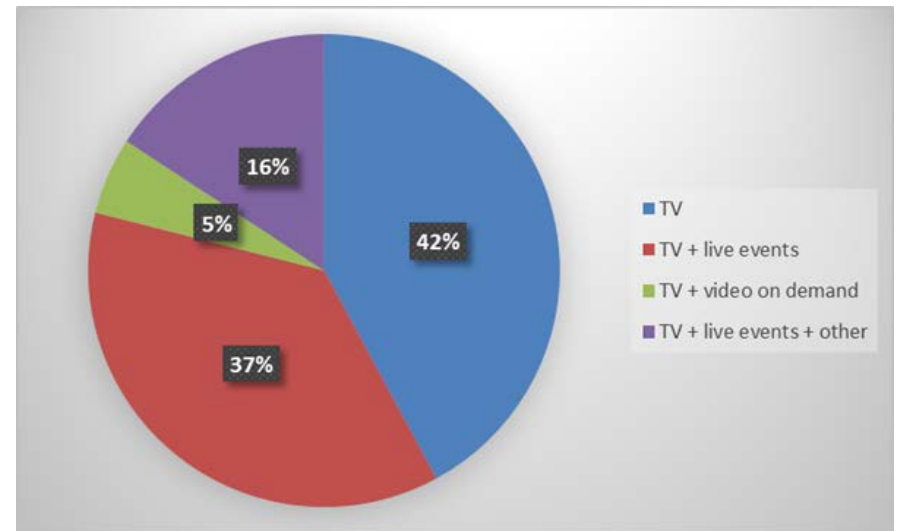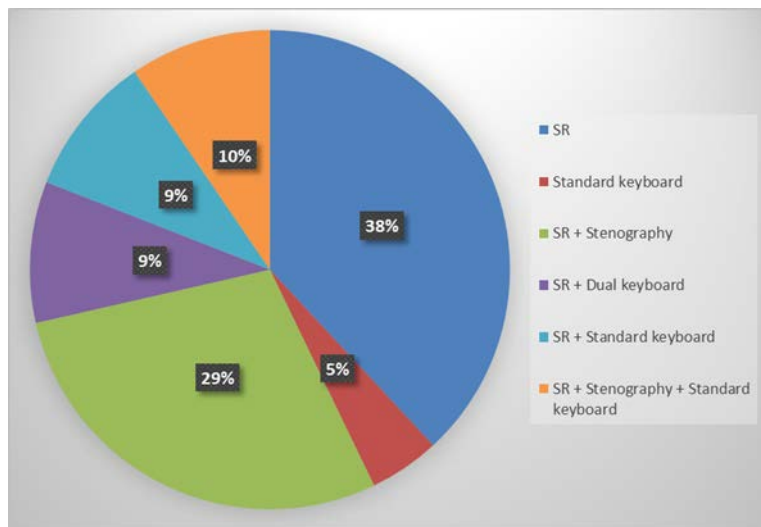✓ Importance of prerequisites for successful intralingual or interlingual live subtitling with respeaking (0-4)
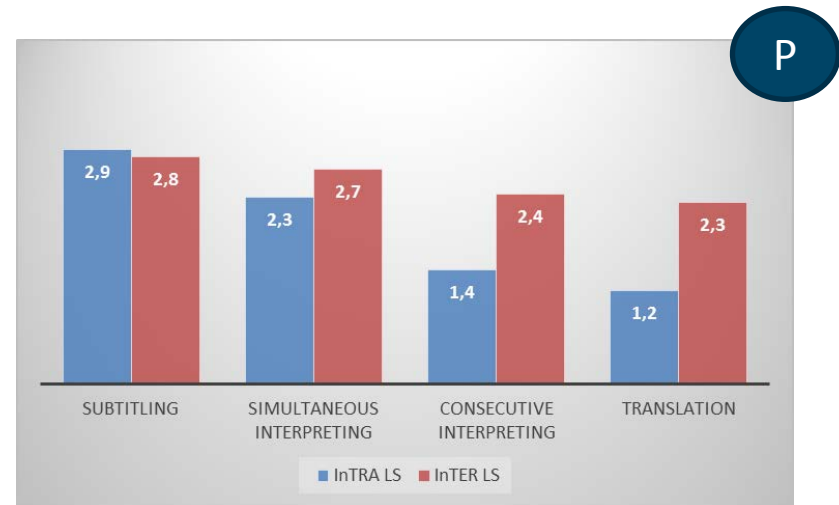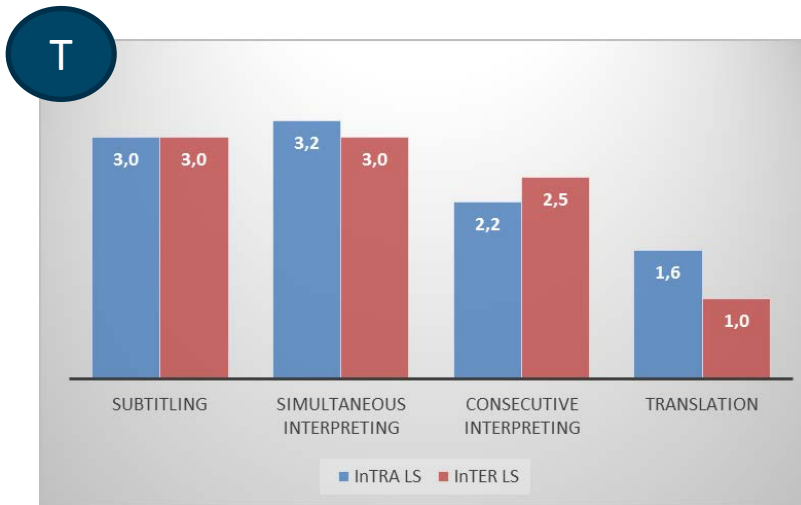
➤ Similar trends (NB: only 5 trainers)

Broadcasters and service providers

General questions (not training-related)

- Variety of technologies: 95% SR, but no ASR
- Variety of settings

Broadcasters and service providers

- Workflows:

  - Intralingual live on TV

    - 84% report a workflow for with two respeakers working in <u>pair</u>, alternating, taking care of the respeaking with self-correction or no correction while the other respeaker prepares additional subtitles or is stand-by → seldom 2 actors (1 respeaker + 1 corrector)

Broadcasters and service providers

- Intralingual for live events
  - 40% work with <u>two actors</u>, 30% with one or two actors, depending on the event, 30% with one actor, generally without correction
- Interlingual live on TV:
  - 3 actors (respeaker + corrector + broadcaster) (N=1)
- Interlingual for live events:
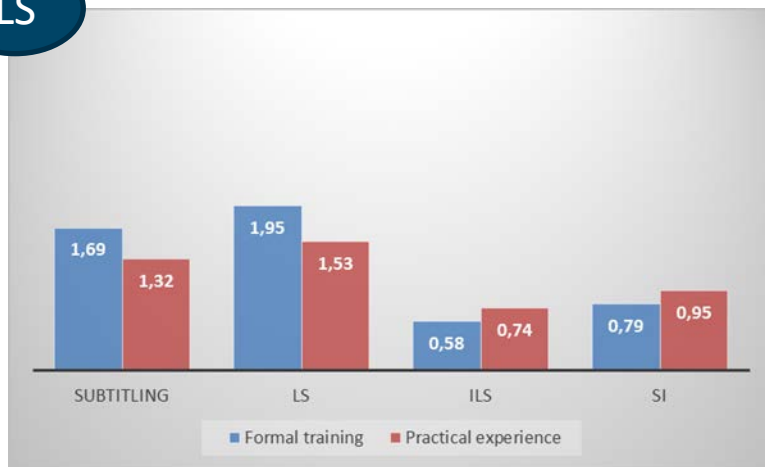 - same (N=1) or interpreter + 2 subtitlers (N=1)

→ course design!

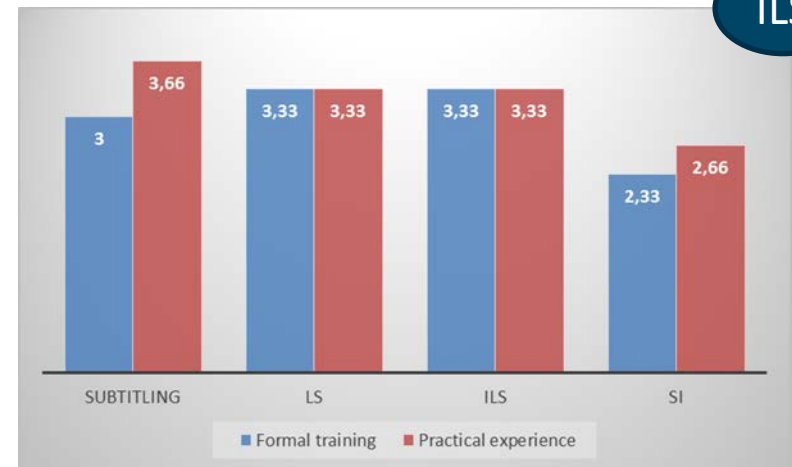# Broadcasters and service providers

- **Hiring new staff**
  - Intralingual: 74% train their own staff
  - Interlingual: 66% train their own staff
  - Importance of formal training and experience (0-4)

LS

ILS

Broadcasters and service providers

- **Demand for intralingual**
  - Current: 65% say high or increasing
  - Future: 80% expect increase
- **Demand for interlingual**
  - Current: "No steady demand yet, but seems to pick up"
  - Future: rise expected

Broadcasters and service providers

In-house training for intralingual live subtitling (LS)

- Offered by 90% of the respondents
- Frequency: when needed (50% not every year, 43% a few times a year, 7% individually for each new staff)
- Duration: several weeks (79%), but can be a few days, one day, a few hours
- On average: training taken by 87% of the staff

Broadcasters and service providers

In-house training for interlingual live subtitling (ILS)

- very few data ☹

  - one respondent said that they were still in a test phase, another one just mentioned that they "look for people with the core language skills and train them in respeaking"

  → Results on training content = training for LS

Broadcasters and service providers

In-house training for intralingual live subtitling (LS)

- Focus: using SR software (+ subtitling software), respeaking skills, editing

- Structure: respeaking for SR, captioning and subtitling, hybrid captioning (workflow), error correction

  - Increased level of complexity

- Mode of delivery: 64% face-to-face

- Assessment: systematic, 65% with NER (or simplified version)

Broadcasters and service providers

- Importance of prerequisites for successful intralingual or interlingual live subtitling with respeaking (0-4)
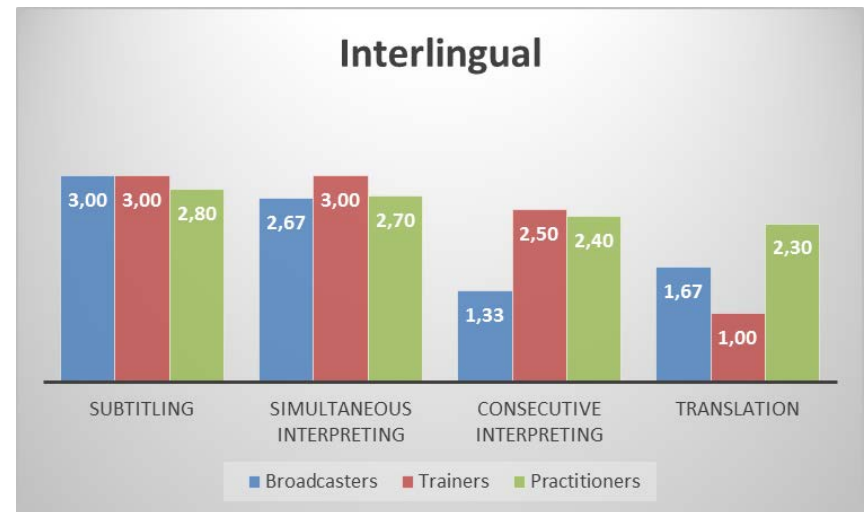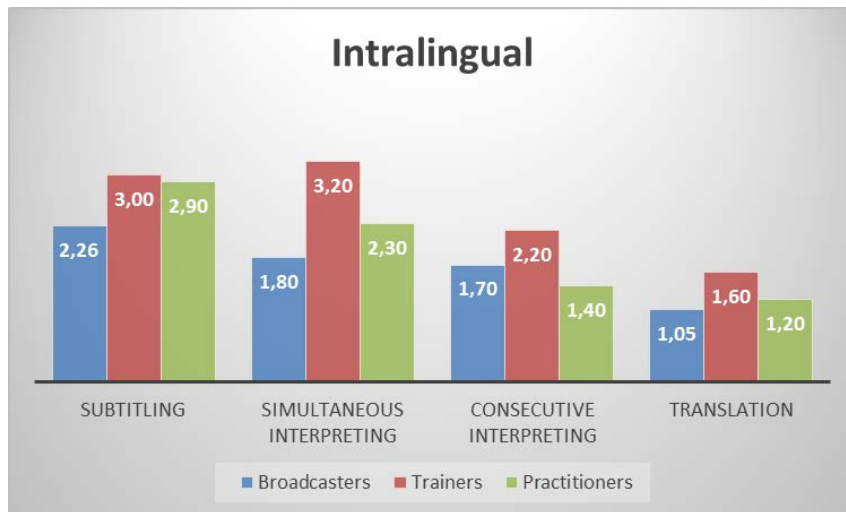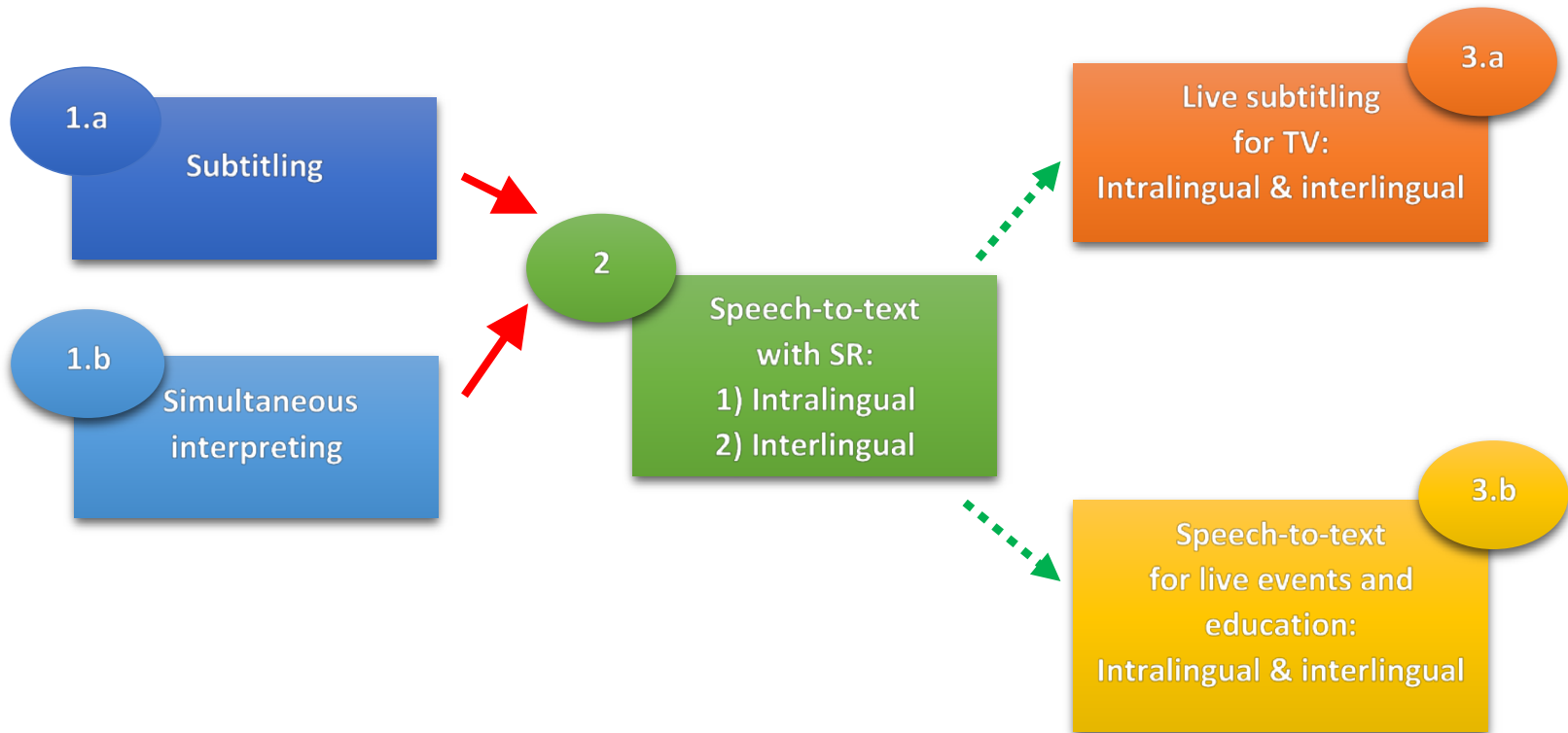
Conclusions

Training in interlingual live subtitling from different perspectives:

- Trainers and employers' perceptions are very similar

- Subtitling and SI are crucial skills

- Training

  - Theory + practice

  - Settings: TV, live events, but also others

  - Set-up: self-correction, but corrector for interlingual

  → course structure = IO1+IO2+IO3 →

Conclusions: course structure

Thank you for your attention!

Questions?

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