IO5 REPORT

IO5: Development of Training Material for the New ILSA Course

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IO5 Report: Development of Training Material for the New ILSA Course

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Abstract:
This document reports on the development and completion of Intellectual Output 5 (IO5) of the Interlingual Live Subtitling for Access (ILSA) project (2017-1-ES01-KA203-037948), devoted to the development of training material for the new ILSA course. The report details all the preparations and steps taken in order to make training materials for the new ILSA course. It also describes the training materials that have been prepared. This IO draws on the results from previous IOs, especially IO4, and will inform the remaining IOs in the ILSA project.

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Introduction

The aim of Intellectual Output (IO) 5 was to prepare training materials for the new ILSA course, based on the insights from previous IOs and on partners' vast experience in the subject field. Of particular relevance were the results of IO4: Mapping the new ILSA course. With these insights, the ILSA team proceeded to develop and review training materials. The training materials include, but are not limited to, video lectures, video case studies produced especially for the course, video tutorials, practical, hands-on exercises, quizzes or reading lists, among others. Thus, IO5 is a central part of the ILSA project and its results are of crucial importance to the success of the whole project.

IO5 was led by UWarsaw, which has vast experience in teaching all the components of the present course and has benefited from numerous Erasmus+ grants. The Institute of Applied Linguistics, the department at UWarsaw that was responsible for leading IO5, is a member of the European Masters in Translation (EMT), the European Masters in Conference Interpreting (EMCI) and the Conférence internationale permanente d'instituts universitaires de traducteurs et interprètes (CIUTI). It is the oldest translator and interpreter training institution in Poland and the first to include courses on respeaking in its curriculum. However, it has to be stressed that all the project partners have substantially contributed to the contents of the course, which benefits from their expertise in different fields, such as accessibility, pre-recorded subtitling, simultaneous interpreting, intra- and interlingual live subtitling in television, live events and education. The present report describes the contributions of each individual partner in detail.

As IO5 represents a major part of the ILSA project, it has required a great degree of coordination and organisation. This report starts by presenting some of the management issues, including the coordination of project work, the choice of the online platform and accessibility issues. Then it proceeds to summarise some of the previous actions carried out within the ILSA course, especially the work on IO4, that have laid the foundations for the work on making training materials for the ILSA course. The report goes on to describe the aims of this IO and the materials that have been prepared as part of the new ILSA course. This is the bulk of the present document. In the following part, attention is devoted to the transferability, sustainability and impact of IO5 results. The report concludes with some remarks on the upcoming work on the ILSA project.

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Management of IO5

In this part of the report, we present the challenges faced and tasks carried out in order to produce the content that is described in detail in the subsequent parts of this report. The production of course materials has been a sizeable task that required dividing it up between the project partners and close collaboration between all the interested parties.

In order to facilitate the work on IO5, it was decided to hold ILSA accountability sessions every two weeks, in which at least one representative of each of the partner institutions participated. These sessions were devoted to the discussion of emerging problems as well as solutions to tackle them. All the meetings were chaired, and were followed by a brief summary and minutes posted on the ILSA project's Google Drive, the platform that the project members use for keeping internal documentation. In total, the team held more than ten meetings. In addition, the team held one transnational project meeting in Warsaw, in September 2019, where issues related to the creation of contents for IO5 were thoroughly planned and discussed.

Selection of the platform

The project team has extensively reviewed several options as regards the platform for course management. Several platforms were considered and, in the final analysis, partners decided to use Campus do Mar, an online MOOC platform offered by UVigo. This platform is based on edX's engine. Several elements were taken into consideration when making this decision. First, the fact that the server is hosted by the lead partner, the University of Vigo, which guarantees long-term sustainability of the course. Second, an easy-to-use interface that facilitates the process of content management. Third, a variety of functionalities available in the platform, including the possibility to include videos, transcripts, quizzes and other relevant activities. This suited the needs of the ILSA course and allowed for seamless upload and integration of its contents on the platform.

As for the storage of ILSA project materials, the UWarsaw team set up a permanent account in the @uw.edu.pl domain that can host for up to 1TB of data. This permanently available account, hosted by UWarsaw and managed by Google, guarantees not only accessibility but also sustainability of the contents made available through the ILSA course.

Of vital importance was also the accessibility of the platform. EdX is committed to accessibility so that everybody can benefit from online courses and resources hosted on

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its platform[1]. It is worth pointing out that one of the members of UWarsaw team is blind and, thus, the chosen platform had to be accessible not only from the perspective of learners but also for course creators and content developers. This is exactly the case with edX[2]. In order to verify the developers' claims, the UWarsaw team has reached out for an independent audit of the platform's accessibility. This confirmed that edX platform is, in general, accessible for persons with disabilities. As a result of the initial audit, some inaccessible elements were reported to the UVigo technical staff, which has relayed this information to the platform developers. That way the ILSA course can have an impact on the future development of edX platform and its accessibility.

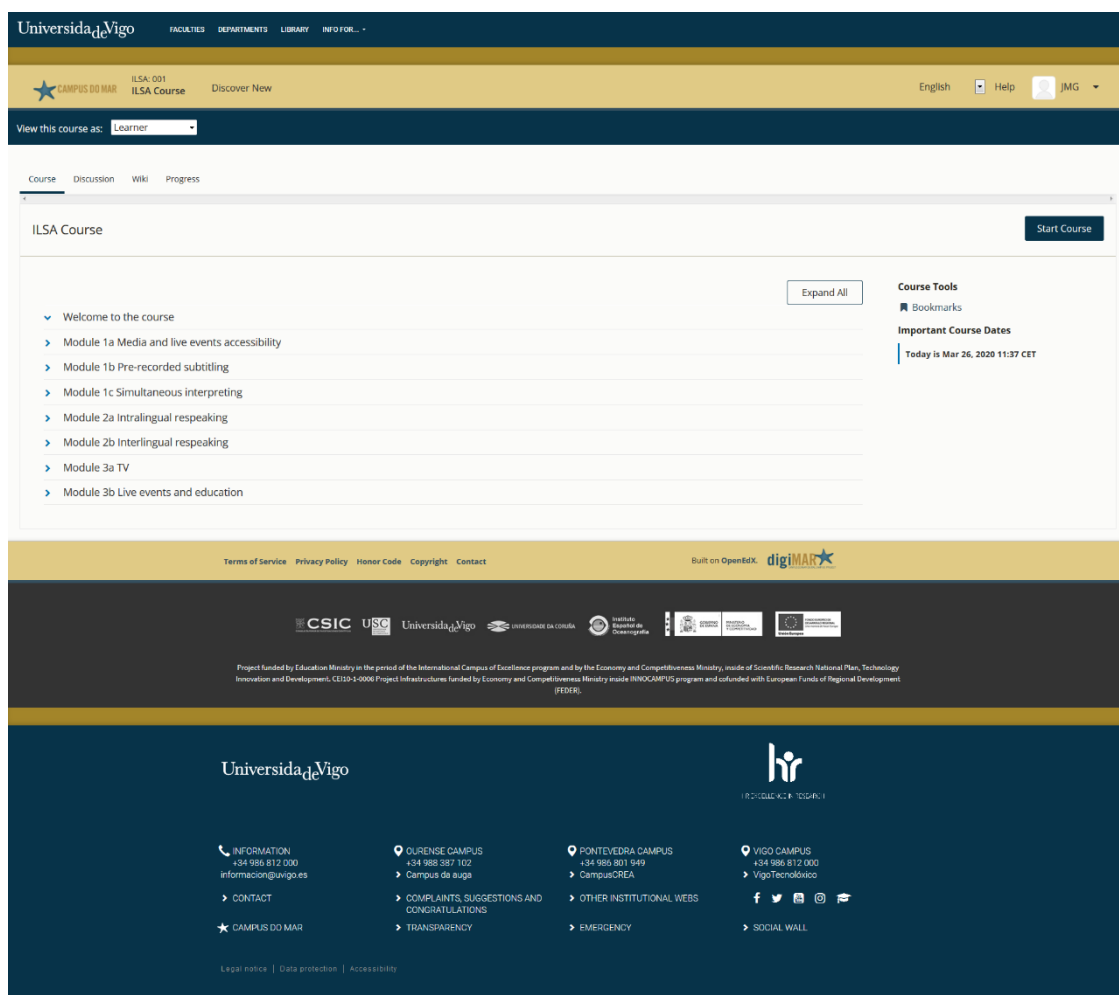The following screenshots illustrate some of the salient features of the platform:

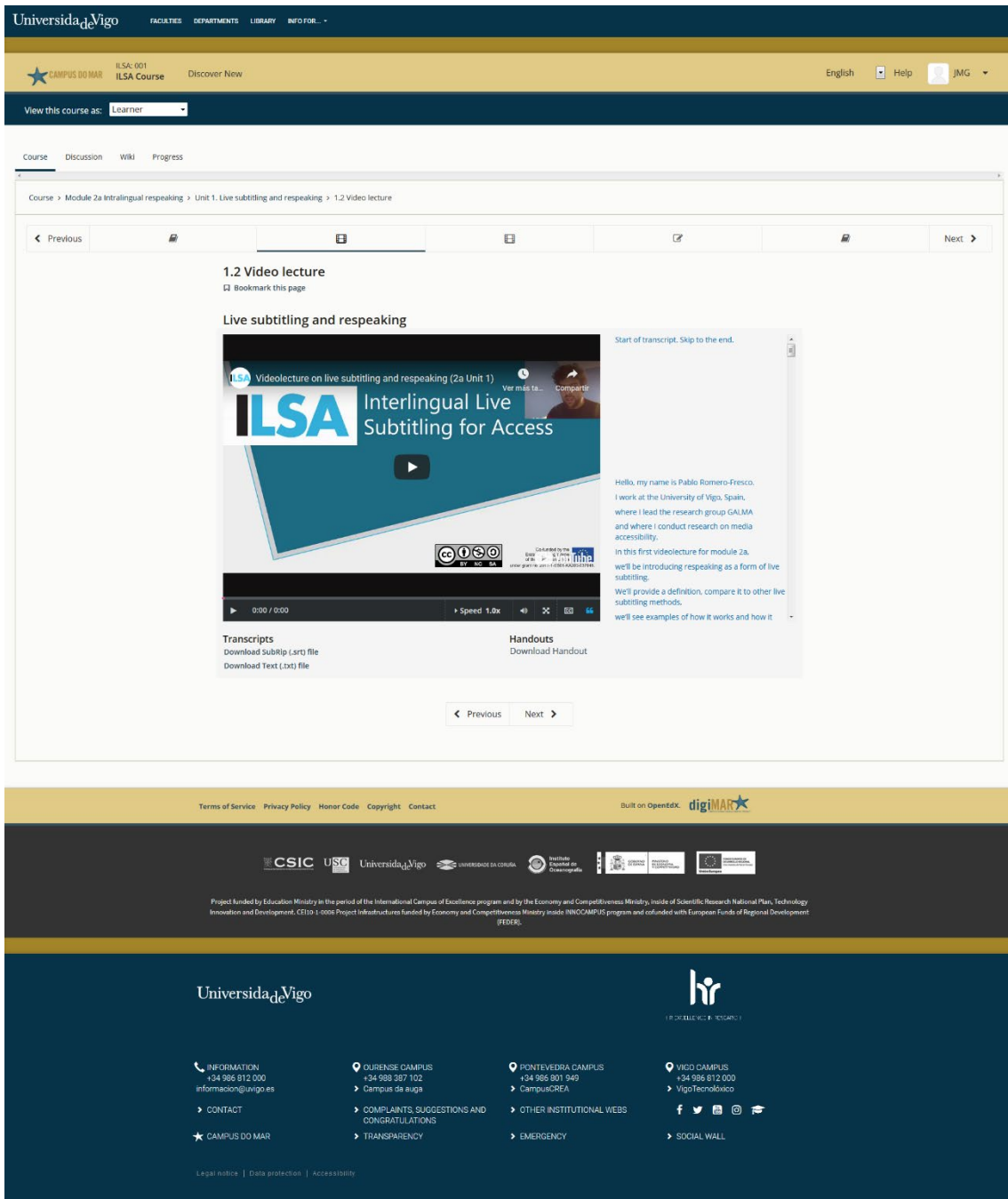Figure 1: Screenshot showing the home screen of the ILSA course, together with the platform's interface

Figure 2: Screenshot showing sample course content, a video lecture together with transcript, and the platform's layout

Figure 3: Screenshot showing sample course content, a quiz, and the platform's layout

Accessibility of course materials

Furthermore, in line with the EU project guidelines, the ILSA project team placed special emphasis on making the entire content of the course accessible to everybody. Strong emphasis was placed on providing subtitles to every video material that is part of the course. In order to do so, the UWarsaw team contracted the services of professional subtitlers and set up the process by which every video material was subtitled. The UWarsaw team prepared detailed instructions for all project partners regarding the preparation of video content in an accessible way, including the need to prepare a transcript. It also elaborated guidelines for subtitlers and prepared a special Google Drive folder (on the ILSA Google Drive) that allowed for a seamless work on subtitles. In total, around 10 hours of videos were subtitled for the purpose of ILSA project.

In addition, partners were instructed to include alternative text to all the graphics posted as part of the course. Style guidelines that facilitate reading and promote accessibility were also prepared and posted on the ILSA project Google Drive.

Review of the course materials

Having completed the creation of project materials, the team proceeded to the revision stage. This consisted of two parallel strains serviced by two Google sheets created on the ILSA Project Google Drive: one spreadsheet for the team members and a different spreadsheet for the Advisory Board members. The ILSA team members were asked to review modules that were led by other project partners (see page 18 and ff in this report). Moreover, the team reached out to the project's advisory board to seek for their input and advice. All the input was placed in the special Google sheet on the ILSA project Google Drive. In total, the internal review resulted in 361 comments, whereas the Advisory board contributed with 115 additional comments. These comments were then thoroughly discussed by the ILSA team in a Skype meeting, and implemented into the course.

Input from previous IOs

As explained above, IO5 benefits from all previous IOs that have been implemented as part of the ILSA project. In particular, it benefits from IO4: Mapping the ILSA course. However, all previous IOs have contributed to the development of course materials. The fact that the ILSA project team had the opportunity to work on and share the results of previous IOs played a key role in the preparation of high-quality training materials.

Input from IO1, IO2 and IO3

The aim of IO1 was to provide a thorough overview and assessment of the current landscape of intralingual live subtitling training and practice at university and in the industry. In order to achieve this, the largest questionnaire ever compiled on live subtitling was prepared and disseminated to three target groups: professionals, trainers and broadcasters. The responses gathered from these surveys did not only shed light on the current practices and training programmes. They also demonstrated that an all-encompassing training programme on interlingual live subtitling is lacking. This confirmed the idea that projects like ILSA are needed in order to train future interlingual live subtitlers and to improve future live subtitling. As far as IO5 is concerned, the results of IO1 gave the ILSA team an insight into what kind of training and what sort of materials are needed, as well as what are the needs of the market and the academia as far as teaching interlingual live subtitling (ILS) is concerned.

The aim of IO2 was to identify the professional skills from subtitling and interpreting required to perform interlingual live subtitling (ILS). This IO included the largest experiment conducted so far on ILS, with a pilot study and three 4-week experiments analysing the performance of interpreters and subtitlers in this new discipline, along with targeted focus groups. From the perspective of the IO5 planning and execution, the results of IO2 provided the ILSA team with a sound, scientific basis on what components and contents should be taught as part of the ILSA course.

The aim of IO3 was to define the profile and competences of the professional interlingual subtitler. After compiling and critically reviewing literature on the subject, the ILSA team drafted the first descriptive model and illustrative visualisation of the ILS competence profile. As far as IO5 is concerned, the results of IO3, again, gave the ILSA team a sound, scientific basis for the planning of training materials needed to train specific competences that are of key significance for the interlingual live subtitlers.

Input from IO4: Mapping the New ILSA course

The crucial input for IO5 was that from IO4: Mapping the ILS course. The aim of IO4 was to map the new ILSA course, based on the results delivered by the previous IOs and taking the Qualifications Framework of the European Higher Education Area into account. Our goal was to include the structure of the course (modules and units), learning outcomes, suggestions for methods of teaching/learning, suggestions for assessment, and suggestions for teaching materials (including blended learning). More specifically, we

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aimed at providing a course for the two different contexts proposed by ILSA (i.e. television and live events, including educational and political settings) and on two levels: a higher education institutions (HEI) master level course and a professional course suited e.g. for Life-Long Learning.

The outcome of IO4 is a flexible modular curriculum for teaching interlingual live subtitling (ILS) in two different contexts, i.e. television and live events/political settings, and aimed at learners from both academia and the industry. Since this is a Master level course, the students from academia must have a BA-degree in Translation & Interpreting or in Languages, or any BA + C1 level in at least one foreign language. As said before, the course can also be used in the industry by professionals, but they must be aware that the course has been developed with the listed prerequisites in mind.

Structure and contents of the course

The final structure of the course is modular, and consists of three foundational components, two core components and two applied components, as shown in Figure 4. The foundational modules must all be taken before starting the core components, but they can be followed in whatever order and also in parallel. The core components cannot be taken before the knowledge and skills from the foundational components have been acquired. In addition, Module 2a must be taken before Module 2b. Similarly, the applied components cannot be taken before the knowledge and skills from the core components have been acquired. However, as in the foundational components, they can be followed in whatever order and even in parallel.

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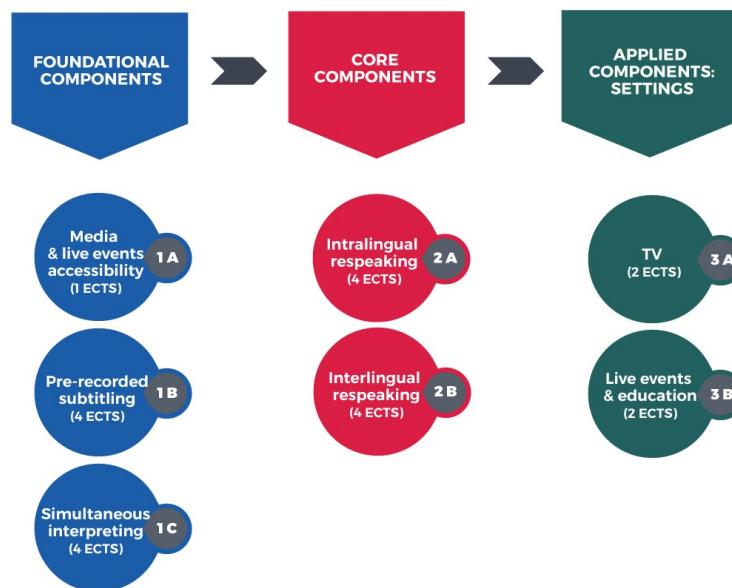
Figure 4: Course structure

What follows is a detailed description of the course structure.

Foundational components

The three foundational components (or modules) are aimed at acquiring the necessary knowledge and skills that students need before starting to learn respeaking (core components). These knowledge and skills, identified in IO1, IO2 and IO3, relate to pre-recorded subtitling (Module 1b) and simultaneous interpreting (Module 1c). These two modules weight 4 ECTS each. In addition, and in line with the project name (Intralingual Live Subtitling for Access), a foundational component dedicated to media and live events accessibility (Module 1a, 1 ECTS) has been added and is considered the very first foundational module. The reason is that offering access to media and live events through interlingual live subtitling is only one facet of accessibility, something students must be aware of.

In order to be allowed to take the core components or modules, students must have acquired the knowledge and skills taught in the three foundational components, either through the modules that we suggest in our course, or through an existing course from their Master programme. Modules 1b and 1c are offered in masters in translation and

masters in interpreting, respectively, but Module 1a might not be so easily available in existing programmes.

Core components

The two core components (or modules) are aimed at acquiring the necessary knowledge and skills that students need to produce speech-to-text interpreting intralingually and interlingually with a speech recognition (SR) software. These knowledge and skills, partly identified in IO1, IO2 and IO3, relate to intralingual respeaking (Module 2a) and interlingually respeaking (Module 2b). These two modules weight 4 ECTS each. Module 2a must be taken before Module 2b; in other words, knowledge and skills taught in Module 2a must be acquired before starting Module 2b.

Applied components

To be allowed to take the applied components or modules, students must have acquired the knowledge and skills taught in the two core components. In some rare cases, a course on intralingual respeaking might be offered, which means that this module can be skipped if knowledge and skills as described in our course have been acquired.

The applied components (or modules) are aimed at acquiring the necessary knowledge and skills that students need to be able to perform as intralingual and interlingual live subtitlers on TV on the one hand (module 3a, 2 ECTS), and as intralingual and interlingual live speech-to-text interpreters in education and at live events and political settings on the other hand (module 3b, 2 ECTS). These knowledge and skills have again been identified in IO1, IO2 and IO3 each. Modules 3a and 3b can be taken in whatever order or in parallel.

Unit structure of the course

Each module consists of several units. The list of these units, for every module, is presented in the table below.

1a: Media and live events accessibility	1: Human diversity and disability
	2: Accessibility and inclusion
	3: Live events accessibility
	4: Media accessibility and access services
1b: Pre-recorded subtitling	1: Introduction to subtitling

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	2: The fundamentals of pre-recorded subtitling
	3: Learning to subtitle
	4: Subtitling as a profession
	5: Subtitling for the deaf and the hard of hearing
1c: Simultaneous interpreting	1: Introduction to interpreting
	2: Preliminary exercises
	3: Pre-process skills
	4: In-process skills
	5: Post-process skills
2a: Intralingual respeaking	1: Live subtitling and respeaking
	2: Speech recognition and dictation
	3: Initial intralingual respeaking
	4: Advanced intralingual respeaking

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2b: Interlingual Respeaking	1: Introduction to interlingual respeaking
	2: The pre-process of interlingual respeaking
	3: The peri-process of interlingual respeaking
	4: The post-process of interlingual respeaking
3a: Intralingual and interlingual respeaking for television	1: Respeaking for television: Beginner
	2: Respeaking for television: Intermediate
	3: Respeaking for television: Advanced
3b: Intralingual and interlingual respeaking for live events and education	1: Introduction to respeaking for live events and education
	2: Workflow and software
	3: Advanced practice

Table 1: Modules and units per module in the ILSA Course

The contents of specific units of the course will be covered in detail in the subsequent chapter of this report.

For the purpose of this brief summary on the work carried out within IO4, it is sufficient to stress that each unit has been assigned a number of learning outcomes (LO). Overall, 204 LOs have been prepared as part of the work on IO4. These LOs were classified, in line with the methodology, as cognitive, affective and/or psychomotor. An overall majority of LOs are cognitive and/or psychomotor, with only just a few LOs from the affective domain. In addition, suggested activities and testing methods were adopted as part of IO4. These were useful to guide the process of preparation of the training materials in IO5.

Aims of IO5

IO5 is the core part of the ILSA project. Its main aim was to prepare training materials for the ILSA course, based on the insights from previous IOs, especially from IO4. The training materials can be used in the classroom in Higher Education Institutions (HEI) or as part of self-practice or life-long learning courses. These materials include, but are not limited to, video lectures, video tutorials, case study videos showing best practices in intra- and interlingual respeaking from different countries, interviews with researchers

and practitioners, exercises, quizzes, reading materials, presentations, guides etc. These materials are made available on a Massive Online Open Course (MOOC) platform built on the edX's engine. In addition, a repository of practice videos has been created to facilitate self-practice. All the materials are made accessible for people with different impairments. Notably, all the video materials are subtitled, whereas course materials were audited for their compliance with the Web Content Accessibility Guidelines (WCAG) standard.

Course contents

What follows is a description of course materials prepared for each of the course units (for list of units, see Table 1). In addition to the described contents, each module contains a trainer's guide which gives an overview on the module's aims and expected learning outcomes, as well as on the skills and contents covered by individual units of a module.

Module 1a Media and Live Events Accessibility

Module 1a is the first part of the foundational components of the ILSA course. It presents the context in which live subtitles are made, i.e. the context of access services, disability and human rights. Module 1a consists of four units, which are described in detail below, including a general description of contents and a list of training materials prepared as part of the work of IO5. UAntwerp was in charge of preparing the contents for Module 1a.

Unit 1 Human diversity and disability

This unit is dedicated to human diversity and disability. At the end of this unit, the student should be able to explain the notion of human diversity and its historical evolution, as well as the notion of disability and the different models of disability. In addition, students should be able to give a brief overview of target audiences or users of access services, as well as a brief overview of access services, depending on the type of disability.

The unit consists of a reading task on human diversity followed by a quiz, a reading task on disability followed by a quiz, a short video on target audiences, a short video on access services, a quiz on both videos and additional reading.

Unit 2 Accessibility and inclusion

The second unit of Module 1a addresses the notions of accessibility and inclusion, as well as legislation related to these concepts. At the end of the unit, the trainee should be able to define the notion of disability and describe various legislation related to accessibility.

Besides, the trainee should be able to discuss accessibility in relation to both human rights and accessibility studies.

The unit starts with two videos borrowed from the "Disability and Inclusion" unit of the Accessibility to the Scenic Arts MOOC, available on the Coursera platform, offered by UAB and developed by the partners of the ACT Erasmus+ project (2015-1-ES01-KA2013-015734) and, in particular, by Aline Remael, Gert Vercauteren, Isabelle Robert and Nina Reviers from the Department of Applied Linguistics, Translators and Interpreters of the Faculty of Arts, University of Antwerp. These videos were offered in the first week of the ACT MOOC.

The first video focuses on the notions of disability, accessibility and inclusion, whereas the second one covers two major international documents regulating accessibility for people with disabilities. The videos are followed by a quiz.

Other materials in this unit include reading tasks with their corresponding quizzes. The first reading task is dedicated to accessibility in relation with human rights, whereas the second one focuses on accessibility studies. The unit also includes additional reading.

Unit 3 Live events accessibility
The third unit of Module 1a is dedicated to live events accessibility. At the end of this unit, the trainee should be able to describe the principles of indoor and outdoor accessible venue requirements and should also be able to enumerate the principles used to assess the accessibility of a venue, either indoor or outdoor.

This course material is based on the "Venue Accessibility" unit of the Accessibility to the Scenic Arts MOOC, available on the Coursera platform, offered by UAB and developed by the partners of the ACT Erasmus+ project (2015-1-ES01-KA2013-015734). This unit on venue accessibility of the ACT MOOC is offered in week 2 of the MOOC and was developed by the Flemish Expert Center on Universal Design and Accessibility Inter, together with the Centre for Translation Studies of the University of Vienna.

Apart from 6 videos of the ACT MOOC, this unit also offers a quiz and an additional reading.

Unit 4 Media accessibility and access services
The fourth unit of Module 1a is dedicated to media accessibility and access services. At the end of this unit, the trainee should be able to explain the notion of media accessibility

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and its evolution from a narrow to a wide and integrated approach, as well as the current debates on media accessibility; to explain the current national and international legislation and requirements regarding media accessibility; to enumerate different access services according to the types of users' needs or according to a typology based on other criteria. The trainee should also be able to describe the most common of these access services. Finally, the trainee should be able to discuss new approaches to media access training and practice.

The unit starts with a reading task on the notion of media accessibility, using Romero Fresco's open-access article "In Support of a Wide Notion of Media Accessibility: Access to Content and Access to Creation." This reading task is followed by a quiz. Then, the information on national and international legislation on media accessibility is provided, using the Accessometer webpage of the Media Accessibility Platform and information on the revised European Audiovisual Media Services Directive. The unit then presents access services in detail and a video on new avenues in media accessibility that opens the door to a an engagement-based and (dis)ability-driven approach to media access that is currently challenging the current status quo in this area.

Module 1b Pre -recorded subtitling

Module 1b is the second part of the foundational components of the ILSA course. The aim of this module is to provide a general introduction to pre-recorded subtitling. It consists of five units, which are described in detail below, including a general description of the contents and a list of training materials prepared as part of the work on IO5. UWarsaw was in charge of preparing contents for Module 1b.

Unit 1 Introduction to subtitling

This unit is an introduction to pre-recorded subtitling. It consists of an introductory video lecture, a quiz on the video lecture, a reading list and exercises whose aim is to ground the acquired knowledge and localise it in the context of the trainee's country.

Unit 2 Fundamentals of pre-recorded subtitling

This unit's aim is to familiarise the trainee with basic principles of pre-recorded subtitling. It consists of a video lecture and a quiz on the video lecture, as well as additional material on text condensation and line-breaks in subtitling. It is supplemented with a reading list that compiles core and further reading on the subject in question.

Unit 3 Learning to subtitle

This unit works around selected issues related to the acquisition of practical subtitling skills. In particular, it deals with such topics as spotting, shot changes, chaining or reading speed. This unit also presents video tutorials on reading speed settings and cueing. Moreover, it contains a variety of exercises that allow the trainee to master these skills. The trainee is working with real-life videos and subtitles. The exercises are grouped in three levels: introductory, intermediate and advanced-level practice.

Unit 4 Subtitling as a profession

This unit concentrates on the professionalisation of subtitling. It presents video interviews with two professional subtitlers that help the trainee to understand and acquire best practices in the field. It also discusses subtitlers' professional organisations (both national and supranational). The unit also presents various subtitling guidelines. Finally, it provides trainees with a list of subtitling software.

Unit 5 Subtitling for the deaf and the hard of hearing

This final unit of Module 1b delves into subtitling for the deaf and the hard of hearing (SDH). It consists of an introductory video lecture and a quiz on this video lecture. The unit then explains in detail which sounds need to be described, concentrating in particular on the description of music, the use of colours in SDH, subjectivity in SDH, as well as foreign language and silence in SDH. The unit also contains a list of articles and books for further reading, as well as discussion points that enable further discussion amongst trainees. In addition, it presents SDH guidelines from different countries (including, but not limited to, the countries of the partner organisations in the ILSA project). The unit also contains several exercises for practising SDH, as well as additional video materials related to the topic of SDH.

Module 1c Simultaneous interpreting

Module 1c is the third part of the foundational components of the ILSA course. The aim of this module is to provide a general introduction to simultaneous interpreting. Module 1c consists of five units which are described in detail below, including a general description of contents and a list of training materials prepared as part of the work of IO5. UVienna was in charge of preparing the contents for Module 1c.

Unit 1 Introduction to interpreting

The first unit of Module 1c offers an introduction to interpreting. It consists of the following contents and tasks: an initial video lecture on interpreting, an interview on interpreting and respeaking, additional material (reading list and guide) and a quiz that covers the contents of this unit.

Unit 2 Preliminary exercises

The second unit of Module 1c taps into preliminary exercises in simultaneous interpreting. It consists of the following contents and tasks: an initial video lecture on preliminary exercises, a quiz on the video lecture, a reading list related to the topics that are covered in this unit, guidance for shadowing and paraphrasing, as well as exercises covering these areas.

Unit 3 Pre-process skills

The third unit of Module 1c has to do with pre-process skills in simultaneous interpreting. It consists of the following contents and tasks: an initial video lecture on pre-process skills, a list of further reading, a quiz on the material covered in this unit, an exercise and a guide on pre-process skills.

Unit 4 In-process skills

The fourth unit of Module 1c covers in-process skills in simultaneous interpreting. It consists of the following contents and tasks: a video lecture devoted to in-process skills in simultaneous interpreting, a reading list related to this subject and a quiz that covers the material from this unit. It also contains practical exercises in various languages that will help trainees to master the skills of a simultaneous interpreter. The exercises are structured according to the level of difficulty: basic, intermediate and advanced.

Unit 5 Post-process skills

The fifth, and final, unit of Module 1c deals with post-process skills in simultaneous interpreting. It consists of a video lecture covering this subject, a list of publications for further reading, a quiz that covers the subjects raised in this unit and an exercise that allows trainees to assess the quality of their interpretation.

Module 2a Intralingual respeaking

Module 2a is the first part of the core components of the ILSA course. The aim of this module is to familiarise trainees with intralingual respeaking. Module 2a consists of four units, complemented by a reading list, which are described in detail below, including a

general description of the contents and a list of training materials prepared as part of the work of IO5. UVigo was in charge of preparing the contents of Module 2a.

Unit 1 Live subtitling and respeaking

The first unit of Module 2a taps into live subtitling and respeaking. An introduction to respeaking as a form of live subtitling is provided at the very beginning, followed by a comparison with other live subtitling methods. This explanation is supplemented by a few examples of how respeaking works and the way in which it differs from country to country. Details with regard to how and where one can be trained as a respeaker are part of this unit as well.

This unit consists of the following contents and tasks: an initial video lecture on live subtitling and respeaking; additional materials (videos and presentations) on different live subtitling methods, how respeaking is performed around the world and examples of live subtitling; and assessment activities that include a quiz covering the materials from this unit and discussion points.

Unit 2 Speech recognition and dictation

The second unit of Module 2a delves into speech recognition (how it works and how it can be used for respeaking) and dictation, both of which are essential steps to then move on to respeaking.

The unit consists of the following contents and tasks: an initial video lecture on speech recognition and dictation, as well as additional materials on speech recognition, dictation and respeaking. These include video tutorials and how-to articles on speech recognition and respeaking into speech recognition software (SRS). This unit also contains three introductory exercises.

Unit 3 Initial intralingual respeaking

The third unit of Module 2a revolves around intralingual respeaking and, in particular, issues that have to do with rhythm and speed, as well as different techniques that are used in respeaking.

This unit consists of the following contents and tasks: an initial video lecture on intralingual respeaking; additional materials about respeaking, including how-to articles and scholarly papers; and videos that cover practical aspects of respeaking (including examples of real-life intralingual respeaking). The unit is complemented by three

exercises that will allow trainees to ground their practical skills in initial intralingual respeaking.

Unit 4 Advanced intralingual respeaking

The fourth and last unit of Module 2a looks at advanced intralingual respeaking and, more specifically, how the quality of respoken subtitles can be assessed.

The unit is made of the following contents and tasks: an initial video lecture on advanced intralingual respeaking, additional materials consisting of scholarly papers, as well as videos and video interviews. These contents include materials on the NER model (for the assessment of live subtitling quality) and examples of respoken texts assessed according to it, as well as an interview.

Module 2b Interlingual respeaking

Module 2b is the second part of the core components of the ILSA course. The aim of this module is to familiarise trainees with interlingual respeaking. Module 2b consists of four units, which are described in detail below, including general description of contents and a list of training materials prepared as part of the work of IO5. UAntwerp was in charge of preparing the contents of Module 2b.

Unit 1 Introduction to interlingual respeaking

The first unit of Module 2b brings together subtitling, simultaneous interpreting and intralingual respeaking, and explores the skills required for interlingual respeaking and the challenges it brings. This unit includes some introductory exercises dealing with the language transfer process and adding punctuation.

This unit consists of the following tasks and exercises: a video lecture on the challenges of interlingual respeaking, a video lecture on subtitling and interpreting skills and how they can be applied to interlingual respeaking, a reading and a quiz on the three stages of the respeaking process, exercises on sight translation and initial interlingual respeaking.

Unit 2 The pre-process of interlingual respeaking

The second unit of Module 2b explores the pre-process stage of interlingual respeaking. It explores the skills required for this stage and the importance of preparing vocabulary and training the speech recognition software with words and creating custom commands.

This unit consists of the following contents: an initial video lecture on pre-process skills, a video lecture on the importance of preparing vocabulary in multiple languages, a video

lecture on training and customising the speech recognition software, interlingual respeaking exercises.

Unit 3 The peri-process of interlingual respeaking

The third unit of Module 2b delves into the peri-process stage of interlingual respeaking. The peri-process skills are explored with a special focus on the shift in language that takes place in interlingual respeaking and on different workflows.

The unit consists of the following contents: a video lecture on the peri-process skills, a video lecture on the shift in language, a video lecture on adding punctuation in interlingual respeaking, a video lecture on working alone and with an editor (and other materials that explore workflow and live error correction), and interlingual respeaking exercises

Unit 4 The post-process of interlingual respeaking

The fourth, and final, unit of Module 2b explores the post-process stage of interlingual respeaking, and focuses on remedial work that can be carried out after the respeaking task and quality assessment.

The unit consists of the following contents: a video lecture on the post-process skills of interlingual respeaking, a reading on a respeaker's experience of debriefing in teams, a video lecture on the NTR model (quality assessment for interlingual respeaking), together with exercises on interlingual respeaking including NTR analysis.

Additional interviews for module 2b

This final part of core components of the ILSA course contains unique video material prepared for this purpose by the ILSA team. These consist of extensive interviews with respeaking professionals from across Europe and the US. The interviewees work in Austria, Belgium, Italy and the US, and they are all professional intra- and interlingual respeakers. The total time of all these interviews exceeds two hours.

Module 3a Intralingual and interlingual respeaking for television

Module 3a is the first part of the applied components of the ILSA course. The aim of this module is to familiarise the trainees with respeaking in television. Module 3a consists of three units, which are described in detail below, including a general description of the contents and a list of training materials prepared as part of the work of IO5. UAntwerp was in charge of preparing the contents of Module 3a.

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Unit 1 Respeaking for television: Beginner

The first unit of Module 3a starts by exploring subtitling platforms and programmes that can be used with speech recognition software for live subtitling. The use of extralinguistic features such as colours and sounds are described within the context of respeaking for television. This unit delves into the role of a respeaker working alone. The unit looks at the translation errors (in line with NTR model) in more detail. Therefore, this unit starts with content omission errors and effective editions and then proceeds to describing work with different genres, starting with respeaking for sport events.

The unit consists of the following contents: a reading on subtitling platforms and programmes, a reading on using colours and describing sounds, a reading on punctuation in interlingual respeaking, information on working alone as a live subtitler and an exercise to practice this role, a reading on content omission errors and effective editions with examples in different languages, a reading and a quiz on respeaking sport, and interlingual respeaking exercises to practice respeaking sport.

Unit 2 Respeaking for television: Intermediate

The second unit of Module 3a begins with the respeaker working in a team. This unit looks at content substitution errors and content addition errors in detail. To continue practising respeaking different genres of television, this unit focuses on the news and the weather.

This unit consists of the following content: information on working in a team, a reading on content substitution errors with examples in different languages, a reading and a quiz on respeaking the news, interlingual respeaking exercises to practice respeaking the news and different roles when working in a team, a reading on content addition errors with examples in different languages, a reading and a quiz on respeaking the weather, and interlingual respeaking exercises to practice respeaking the weather and different roles when working in a team

Unit 3 Respeaking for television: Advanced

The third, and last, unit of Module 3a introduces the trainee to working as an editor. This unit looks at form errors in detail. To continue practising respeaking different genres of television, this unit focuses on respeaking speeches and interviews.

This unit consists of the following content: information on working as an editor, a reading on form correctness errors with examples in different languages, a reading and a quiz on

respeaking speeches, interlingual respeaking exercises to practice respeaking speeches and working as an editor, a reading on form style errors with examples in different languages, a reading and a quiz on respeaking interviews, and interlingual respeaking exercises to practice respeaking interviews and working as an editor, including post edition.

Module 3b Intralingual and interlingual respeaking for live events and education

Module 3b is the second part of the applied components of the ILSA course. The aim of this module is to familiarise trainees with respeaking for live events (including political settings) and in education. Module 3b consists of three units, which are described in detail below, including a general description of the contents and a list of training materials prepared as part of the work of IO5. UWarsaw was in charge of preparing the contents of Module 3a.

Unit 1 Introduction to respeaking for live events and in education

The first unit of Module 3b is an introduction to respeaking for live events and in education. In this unit trainees will acquire basic information about subtitling for live events and in education; they will learn what are the differences between live subtitling for television and during live events and in education; and what are the factors influencing the quality of respeaking during live events.

This unit consists of an introductory video lecture on respeaking for live events and in education; an interview with a respeaker; a video case study on the needs of end-users as regards accessible conferences; quizzes on the interview, the video lecture and the case study; exercises; and discussion points that will allow trainees to ground their newly-acquired knowledge. Additional reading is also provided.

Unit 2 Workflow and software

The second unit of Module 3b provides further information on respeaking for live events and in education. In this unit trainees will learn how intra- and interlingual respeaking can be used in education and during live events, what are the different workflows for interlingual respeaking, and how to use the software for live subtitling during events.

This unit consists of the following content: an introductory video lecture, an interview with a respeaker, video case studies on interlingual live subtitling for events and in

education, quizzes to the covered material, exercises and discussion points that will allow trainees to ground their newly acquired knowledge and practise.

Unit 3 Advanced practice

The third, and final, unit of Module 3b offers advanced practice of respeaking for live events and in education. In this unit trainees will learn what are the possible scenarios for future development of intra- and interlingual respeaking, how to handle some of the difficult situations they may experience working as an interlingual respeaker and how to improve their skills as a moderator/corrector.

This unit offers a variety of content, including: an interview with a respeaker, a quiz covering the contents of the interview, an exercise offering a troubleshoot guide to challenging situations in respeaking for live events and, finally, a mock conference for practising advanced skills in interlingual respeaking (including assessment of the conditions at the venue, preparatory material, lectures to be respoken and post-task exercises).

Additional materials: case study videos, interviews and practice videos repository

The work of IO5 included the preparation of many video materials beside video lectures. The team conducted a series of interviews with professional respeakers, subtitlers and researchers on the current state of respeaking and prospects for it in the future. This material, which is stored also on the ILSA YouTube channel, is of extreme importance and value. These materials can be accessed even without taking the ILSA course, which increases their impact. In addition, the channel offers recordings of the ILSA Multiplier Event with English, intralingual subtitles, as well as Polish subtitles respoken interlingually together with Polish Sign Language interpreting. Some of these materials have also been used as training materials for the course (e.g. in Module 3b).

In addition, a repository of practice videos was set up on the ILSA project Google Drive. The members of the UVigo and the UVienna team prepared a guide for grading these materials into basic, intermediate and advanced levels. All the practice videos were then graded according to these guidelines. The graded materials include videos in English, Dutch, French, Polish, Spanish and German.

Impact, transferability and sustainability

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The impact and transferability of this IO is very significant.

As demonstrated by previous IOs (e.g. the research carried out as part of IO1), there is a growing demand for access services and training in this area. This was confirmed by large interest in the ILSA Multiplier Events held in Warsaw in September 2019. Since all the members of the project team are well-respected researchers, trainers and/or practitioners, the results of this IO will definitely be used to train future interlingual respeakers. Two industry project partners (VRT and INTRO PR) provide services in live respeaking for television and during live events, which is likely to increase the impact of the project. The project results are also being disseminated on conferences and in academic papers.

As far as sustainability is concerned, all the materials that have been prepared for the purposes of this IO can be accessed for free and will continue to be available after the project. UWarsaw guarantees the maintenance of the Google account containing the project resources and materials, whereas UVigo will maintain the course platform and make the course materials available.

Last but not least, the audit made to the platform where the ILSA course is hosted was forwarded to the UVigo technical staff, which has relayed this information to the platform developers. This means the ILSA course will also have an impact on the future development of the edX platform and its accessibility

Conclusions

This report has presented the work carried out in IO5 within the framework of the ILSA project. The report started by presenting some of the management issues and challenges faced by the ILSA team, including the selection of the course platform as well as some accessibility issues. Having explained the practical work of IO5, the report proceeded to describe the inputs from previous IOs that contributed to the work of IO5, especially the input from IO4. It then proceeded to describe the aims of IO5. This was followed by a detailed description of the contents of each of the course units. The description included the list of materials prepared by the ILSA team within the IO5. The report concluded by raising the issues of impact, transferability and sustainability of IO5.

The work of IO5 is the central part of the ILSA project. All the previous IOs of the project laid the ground for this IO, and the results of IO5 are central to the impact of the project. That is why the ILSA team has ensured proper assessment of all the course materials

elaborated as part of IO5. The next IO, IO6, is dedicated to the assessment of the course, whereas IO7 is focused on the preparation of protocols for interlingual respeaking in television and for live events and in education. The input from IO5 will be crucial to achieve the goals of these two IOs.

Disclaimer

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