This questionnaire is part of the activities of the European funded project LiveTextAccess. The project aims to produce training material for real-time intralingual (in the same language) respeakers and velotypists.

The questions aim to identify the skills and competences that real-time intralingual respeakers and velotypists should have.

Real-time intralingual respeakers and velotypists are also called speech-to-text interpreters, speech-to-text reporters, live captioners or real-time intralingual subtitlers. To overcome these terminological differences, we will refer to these audiovisual professionals as real-time intralingual respeakers or velotypists. To refer more generally to the professions, we will use the term real-time intralingual subtitlers. To refer more generally to the service, we will use the term real-time intralingual subtitling.

Thank you for accepting to participate as a respondent. Your time and contribution to our research are invaluable.

To know more about the project, please visit us at: https://ltaproject.eu

Terms of participation

Please note that completing the questionnaire implies consent. It is important that you know that all of your responses will be strictly confidential and will be encoded in order to keep your anonymity in future publications and presentations. You have the right to abandon the survey at any time without any penalty. In such cases, any responses which already form part of the data collection may still be used.
Instructions

Completing the questionnaire should take approximately 10-15 minutes.

The questionnaire is divided into sections. All sections have additional space for you to include comments on anything you consider of importance and which we have not addressed.

**Demographic data**

**Personal and professional data**

This first section of the questionnaire includes questions on your demographic profile. Some of the questions are mandatory.

How do you relate to real-time intralingual subtitling services?

- [ ] I work as a real-time intralingual subtitler (respeaker, velotypist, live captioner, speech-to-text interpreter, palantypist, stenotypist, other).
- [ ] I would like to become a real-time intralingual subtitler.
- [ ] I train real-time intralingual subtitlers.
- [ ] I am a provider of real-time intralingual subtitling services (e.g. company employing real-time translators, a department of real-time subtitling at television, other).
- [ ] I am a user of real-time intralingual subtitling services.
- [ ] Other

How long have you been working as a real-time intralingual subtitler?

- o 0-4 years
- o 5-9 years
- o 10-14 years
- o 15-20 years
- o 20 or more years

Please specify if you work:

- [ ] in your mother tongue
- [ ] in other languages
- [ ] in both

Your mother tongue is:

Hier steht im Fragebogen ein Textfeld für einen Freitextkommentar.

I also work in:

Hier steht im Fragebogen ein Textfeld für einen Freitextkommentar.

My mother tongue is:

Hier steht im Fragebogen ein Textfeld für einen Freitextkommentar.

I also work in:

Hier steht im Fragebogen ein Textfeld für einen Freitextkommentar.

Are you a freelancer or a permanent employee?

- o A freelancer
- o A permanent employee
- o Both, a freelancer and a permanent employee

In your opinion, does the name real-time intralingual subtitler describe correctly your profession?

- o Yes
- o No

Please suggest a name that best describes your profession:

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profession:

In which professional profile are you interested?

[ ] Respeaker    [ ] Velotypist    [ ] Palantypist    [ ] Stenotypist    [ ] Other

In which other professional profile are you interested?

Please, specify:

Hier steht im Fragebogen ein Textfeld für einen Freitextkommentar.

How long have you been training real-time intralingual subtitlers?

o 0-4 years    o 5-9 years    o 10-14 years    o 15-20 years    o More than 20 years

During the project, we will carry out interviews with trainers and a specific online survey.

Would you like to participate in these activities?

o Yes    o No

Please enter your e-mail:

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How long have you been working as a provider of real-time intralingual subtitling services?

o 0-9 years    o 10-19 years    o 20 or more years

When do you use real-time intralingual subtitles?

[ ] Always, if provided    [ ] Only at public live events    [ ] Only at work    [ ] Other

In what other situations do you use these services?

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How often do you use these services?

Hier steht im Fragebogen ein Textfeld für einen Freitextkommentar.

Please specify your relation to real-time intralingual subtitling:

Hier steht im Fragebogen ein Textfeld für einen Freitextkommentar.

Which category below includes your age?

o 0-19    o 20-29    o 30-39    o 40-49    o 50-59    o 60 or older
What is the highest level of school you have completed or the highest degree you have received?

- Less than high school degree
- High school degree or equivalent
- Some college but no degree
- Vocational degree
- Bachelor degree
- Master degree
- PhD
- Other degree
- I prefer not to answer

Please specify the degree:

Which of these categories best describes your employment status?

- (Self)employed, working 40 or more hours a week
- (Self)employed, working 1 to 39 hours a week
- Student
- Not employed, looking for work
- Retired
- Other

Please specify the employment status:

Competences of real-time intralingual respeakers and velotypists

This section is dedicated to the competences of real-time intralingual respeakers and velotypists.

In this section, we are interested in your opinion and views on the type of skills and competences that you consider most appropriate and needed by professionals working or looking to work in this area.

The competence areas are:

- Knowledge about accessibility
- Linguistic competence
- Entrepreneurship and Service Competence
- IT competence
- Respeaking competence
- Velotyping competence

**Competence area: Knowledge about accessibility**

On a scale from 0 to 3 (0 – of no importance, 1 – of minor importance, 2 – important, 3 – very important), rate the following skills.

To deliver a good quality service, a real-time intralingual subtitler should be able to:

Explain the concepts of disability, accessibility and the differences among them.

- Of no importance
- Of minor importance
- Important
- Very important
- I do not know.

Explain the concept of multimodality (i.e. combining the use of different modes of information at the same time such audio
and text, audio and video, or video and text) and how multimodality can support and enhance accessibility.

Explain the concept of universal design (i.e. the design of products to make them accessible to all) and how to implement it in real-time intralingual subtitling services.

Adjust the output to the working context and the needs and cultural particularities of the hard-of-hearing and deaf community, and other end users of real-time intralingual subtitles.

Implement in his/her work ways of raising awareness for the hard-of-hearing and deaf community and other end users (i.e. how hearing works, types of hearing loss, levels of hearing loss, other).

Communicate in sign language in basic situations (e.g. greetings, requests, orders, personification).

Explain the role and competences of the real-time intralingual subtitler.

Classify real-time intralingual settings according to the types of accessible
audio-visual media and events.

Advise customers about how to best set up an accessible working environment (education, broadcasting services, cultural, health, other).

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Is there anything you would like to comment on or add to this competence area Knowledge about Accessibility?

Hier steht im Fragebogen ein Textfeld für einen Freitextkommentar.

Competence area: Linguistic competence

On a scale from 0 to 3 (0 – of no importance, 1 – of minor importance, 2 – important, 3 – very important), rate the following skills.

To deliver a good quality service, a real-time intralingual subtitler should be able to:

Deliver the accuracy needed in each setting (e.g. correct grammar, spelling of basic and difficult words, of names, job-specific terminology, description of the sound, other).

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Apply readability indicators to the transcribed text (e.g. indicating the name of the speaker or a switch of speakers, specifying when someone speaks unclearly or too fast, other).

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Improve legibility of the transcribed texts (increase font-size, line spacing, improve contrast and font-type, other).

Of no importance – Of minor importance – Important – Very important
| o I do not know.
Carry out both verbatim (word for word) and edited subtitling/captioning in compliance with readability standards and when exit strategies (e.g. reformulation) are necessary.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Simplify the syntactic structure for readability reasons.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Search terminology, identify reliable sources and manage the terminology and implement it in real-time situations.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Draft a glossary useful during an event by starting from the title of the presentation and by asking questions to the organisation committee and the speaker before the event.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Deal with different cultural approaches to real-time intralingual subtitling (e.g. preference for verbatim or edited subtitling/captioning).

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Is there anything you would like to comment on or add to this competence area Linguistic competence?

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**Competence area: Entrepreneurship and service competence**

On a scale from 0 to 3 (0 – of no importance, 1 – of minor importance, 2 – important, 3 – very important), rate the following skills.

To deliver a good quality service, a real-time intralingual subtitler **should be able to:**
Plan job-related tasks by considering other dependencies such as schedule, costs, human and physical resources.

Identify managing risks, classify them by type of risk (technical, cost, schedule, other), evaluate the associated loss and suggest actions to handle the identified risks.

Respond to a customer's inquiry or problem in a timely and effective manner.

Manage customers' accessibility needs.

Follow up on customer requests to ensure that accessibility service needs are met.

Proactively seek feedback from customers to improve his/her own skills, strategies, and accuracy rates.

Explain the main causes of stress derived from real-time situations and list coping techniques.

Explain the role of personal resilience as an own critical skill.

Prepare himself/herself to conduct professional interviews with

Of no importance – Of minor importance – Important – Very important
| o I do not know.
customers and potential customers.

Develop an own service portfolio and adapt it to the market needs.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Is there anything you would like to comment on or add to this competence area Entrepreneurship and service competence?

Hier steht im Fragebogen ein Textfeld für einen Freitextkommentar.

Competence area: IT competence

On a scale from 0 to 3 (0 – of no importance, 1 – of minor importance, 2 – important, 3 – very important), rate the following skills.

To deliver a good quality service, a real-time intralingual subtitler should be able to:

Set up the hardware and software for each type of trained setting.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Identify the risks of each setting and to solve problems.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Use the hardware and software for each type of trained setting and solve problems.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Know the different input tools available on the market.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Know the different output tools available on the market (TV subtitling software, other).

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Explain the advantages of Text on Top and similar software by the provision of the service.

Of no importance – Of minor importance – Important – Very important
| o I do not know.
Know the different language tools, machine translation and crowdsourcing tools available on the market.

Is there anything you would like to comment on or add to this competence area IT competence?

**Competence area: Respeaking competence**

On a scale from 0 to 3 (0 – of no importance, 1 – of minor importance, 2 – important, 3 – very important), rate the following skills.

To deliver a good quality service, a real-time intralingual subtitler should be able to:

- Reformulate, edit and correct the text to be respoken during the listening (spelling, lexis, grammar, punctuation, proper nouns and numerals).

- In your opinion, at what word speech rate should a real-time intralingual respeaker work?

- Remember full sentences while lagging behind because of editing/quick speech/other difficulties.

- Deal with slides, videos, and other material used by speakers to produce coherent text while respeaking.

- Activate exit strategies while respeaking if she/he realises the speaker
is challenging (confuse/too intricate grammar, too quick speech-rate, background noise, other).

Identify which non-verbal elements of speech need to be turned into verbal for each working context.

Implement non-verbal elements for each working context by applying different techniques as changing colours or font-size, or by inserting labels.

Dictate punctuation while keeping the pace of the speaker.

Identify own typing mistakes during typing, decide how relevant these are (minor, major or critical) and correct them, if necessary.

Demonstrate command of voice projection, pacing and modulation to support dictation (e.g. when dictating homophones or near homophones).

Use breathing to support dictation and endurance.

Communicate with good pronunciation.

Respeak verbatim (word by word) with no mistakes at the
average speech rate in the working language.

Train the respeaking software with the right macros.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Reduce the gap with the speaker as much as possible when necessary (e.g. short turn, quick interaction between two speakers, fast speaker, interaction with images, reaction from audience)

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Select terminology that the speech recognition software can best process.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Provide a corrected version of the produced transcript/subtitles to the client.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Apply an additional fee for providing corrected version of the produced transcript/subtitles to the client.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Provide a **no** corrected version of the produced transcript/subtitles to the client.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Apply an additional fee for providing no corrected version of the produced transcript/subtitles to the client.

Of no importance – Of minor importance – Important – Very important
| o I do not know.

Is there anything you would like to comment on or add to this competence?

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Competence area: Velotyping competence

On a scale from 0 to 3 (0 – of no importance, 1 – of minor importance, 2 – important, 3 – very important), rate the following skills.

To deliver a good quality service, a real-time intralingual subtitler **should be able to:**

- Type, edit and correct the text during the listening (spelling, lexis, grammar, punctuation, proper nouns and numerals) at a word speech rate of at least 500 characters per minute.

- Remember full sentences while lagging behind because of editing/quick speech/other difficulties.

- Deal with slides, videos, and other material used by speakers to produce coherent text while velotyping.

- Activate exit strategies while velotyping if she/he realises the speaker is challenging (confuse/too intricate grammar, too quick speech-rate, background noise, other).

- Produce content using all keyboard combinations at a minimum speed of 500 characters per minute.
<table>
<thead>
<tr>
<th>Task</th>
<th>Importance Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce content at the minimum speed of 500 characters per minute while delivering the accuracy and readability needed in each setting (e.g. description of the sound).</td>
<td>Of no importance – Of minor importance – Important – Very important</td>
</tr>
<tr>
<td>Type with a high spelling accuracy of at least 99%.</td>
<td>Of no importance – Of minor importance – Important – Very important</td>
</tr>
<tr>
<td>Identify own typing mistakes during typing, decide how relevant these are (minor, major or critical) and correct them, if necessary.</td>
<td>Of no importance – Of minor importance – Important – Very important</td>
</tr>
<tr>
<td>Implement strategies or techniques for self-motivation, trying to reach the best quality of work at all time and in all circumstances.</td>
<td>Of no importance – Of minor importance – Important – Very important</td>
</tr>
<tr>
<td>Discipline themselves to practice and improve their skills daily, to reach higher speed and accuracy.</td>
<td>Of no importance – Of minor importance – Important – Very important</td>
</tr>
<tr>
<td>Implement strategies or techniques for training and enhancing concentration.</td>
<td>Of no importance – Of minor importance – Important – Very important</td>
</tr>
<tr>
<td>Provide a corrected version of the produced transcript/subtitles to the client.</td>
<td>Of no importance – Of minor importance – Important – Very important</td>
</tr>
<tr>
<td>Apply an additional fee for providing corrected version of the produced transcript/subtitles to the client.</td>
<td>Of no importance – Of minor importance – Important – Very important</td>
</tr>
</tbody>
</table>
Provide a **no** corrected version of the produced transcript/subtitles to the client.

Apply an additional fee for providing no corrected version of the produced transcript/subtitles to the client.

Is there anything you would like to comment on or add to this competence area Velotyping competence?

**End of the survey**

We thank you very much for your participation!

If you would like to participate in our interviews and further surveys, please write down your email address.

If you need any information, please contact: rocio.bernabe@sdimuenchen.de

Of no importance – Of minor importance – Important – Very important

| o I do not know. | o I do not know. | Hier steht im Fragebogen ein Textfeld für einen Freitextkommentar. | Hier steht im Fragebogen ein Textfeld für einen Freitextkommentar. |