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SPEECH-TO-TEXT INTERPRETING:
BARRIER-FREE ACCESS TO UNIVERSITIES FOR THE HEARING-
IMPAIRED

OVERVIEW

- Speech-to-text interpreting
- A short glance at history
- Techniques employed
- Laws and regulations
- Technical solutions for STTI at universities

Speech-to-text interpreting



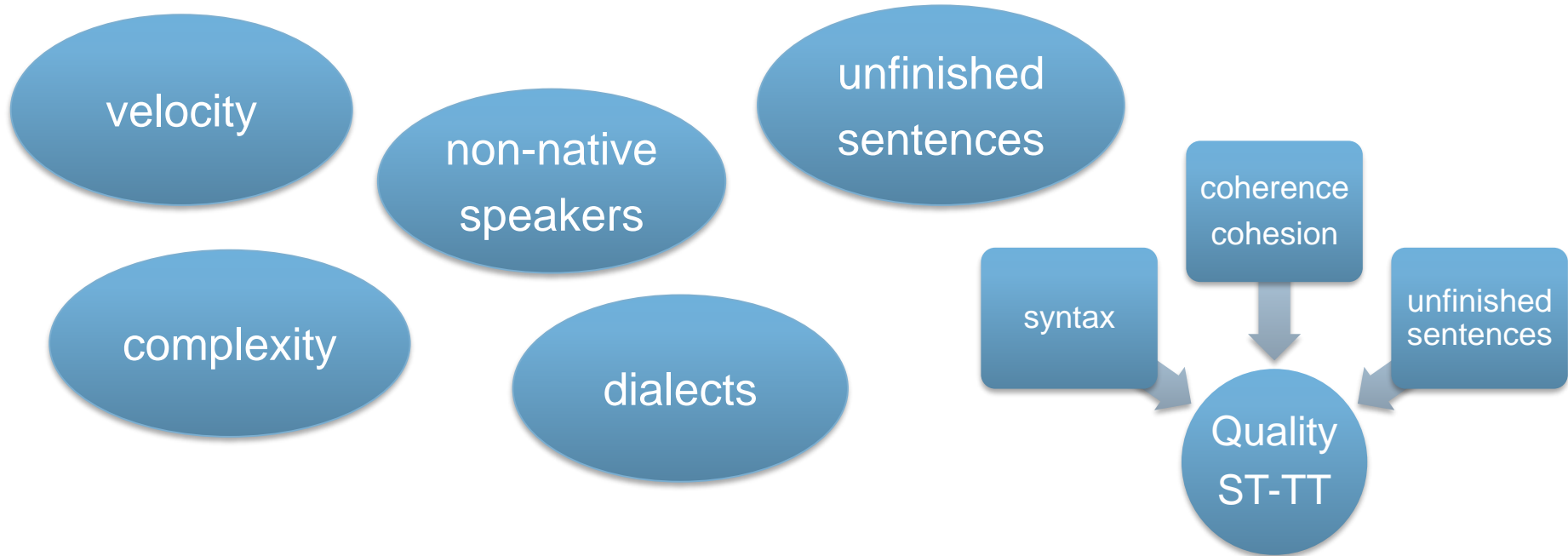
What is speech-to-text interpreting?

- Primarily for hearing-impaired people
- Simultaneous transfer of an oral original text into written
- Concept and media of orality → media and usually concept of written text.
- “Mündlichkeit im schriftlichen Gewand“ – orality in written clothes. (Tiittula 2006)

Intralinguality of STTI → interpreting?

- Braun (2004): hybrid texts and multimodal techniques, within those STTI, are considered multidimensional translation
- Gerzymisch-Arbogast (2013): common features of STTI and simultaneous interpreting:
 - Simultaneity
 - Necessity of creation of local coherence
 - Limited possibility of correction
 - Avoid thematical break in structure of information
 - Condensation of spoken language

Similarities to simultaneous interpretation



History of STTI in Europe

Late 70s: Sweden

Early 80s: Finland

Norway / Netherlands

Early 2000s: Germany

Late 2000s: Austria

Development of Techniques for STTI



Development of Techniques for STTI



Laws and Regulations

- UNCRPD – United Nations Convention on the Rights of Persons with Disabilities (2008)
- Germany:
 - BGG – Equal Opportunities for People with Disabilities Act at Federal level
 - Kommunikationshilfverordnung - regulation on Communication Aid at Federal States' level
- Austria:
 - BGStG – Law on equal treatment of people with disabilities

Funding agencies / cost bearers

- Germany:
 - Job Center (Agentur für Arbeit)
 - Health Insurance
 - Integration Office
 - Local authorities (district / town / municipality)
- Austria:
 - Regulated by the association of hearing-impaired
 - Additional funding by Ministry of Social Affairs

Settings for STTI

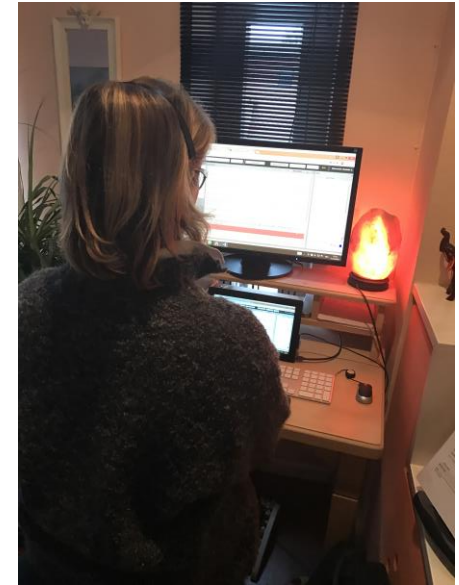
On site



Semi-presential



Remote



Technical solutions for STTI at Universities

General rule: double contingent as duration > 45 minutes

- On site: 2 interpreters connected via LAN (for co-editing)
- Remote (online)
 - Online platforms for interpreting provided by STTI-agencies
 - Text-on-top
- Semi-presential: 1 interpreter on site, the other one is connected via Internet using an interpreting platform or ToT

Pro's and Con's – ON SITE-Setting

- Full information on site
- Fully involved
- Possibility for adjustments
- Possibility for questions
- Better conditions for a good quality of STTI-service

- Environmental noise (usually no cabins)
- Bad air-quality
- Availability of STT-Interpreters
- Travelling and accommodation expenses
- Logistics

Pro's and Con's – REMOTE-Setting

- Availability of STT-interpreters
- No travelling nor accommodation expenses
- Easier logistics

- Dependence on high-speed and stable internet connection
- Very impersonal (limited to chat)
- No interaction with lecturers and participants
- Very often bad sound quality
- costs for platforms and lease of microphones

Pro's and Con's – SEMI-PRESENTIAL Setting

Combines and extends advantages of both settings (on site and remote):

- on-site interpreter can intervene and has direct contact with recipients and lecturers
- in case of good internet connection, remote interpreter has even better sound of main speaker when using directive microphones and can complement parts that the on-site interpreter does not understand
- no 100% dependence on internet connection
- cost optimization
- Easier logistics and availability of interpreters

Crucial aspects as basis for all settings

- Excellent technical equipment and handling
- Sound transfer: interpose special modem – interpreters cannot not translate, what they do not hear!
- Preparation material
- Professional interpreters!
 - professional behavior
 - expertise with respect to subject
 - interpretation techniques
 - interpretation strategies

Enlarged concept

INCLUSION → INTEGRATION

- International students / Students from migration backgrounds
 - Local language skills (not yet good enough to follow university courses without important information loss)
 - Regional tonalities
 - Dialects
 - Non-native lecturers

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THANK YOU FOR YOUR ATTENTION



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