

# TEACHING LIVE REPORTING THROUGH RESPEAKING

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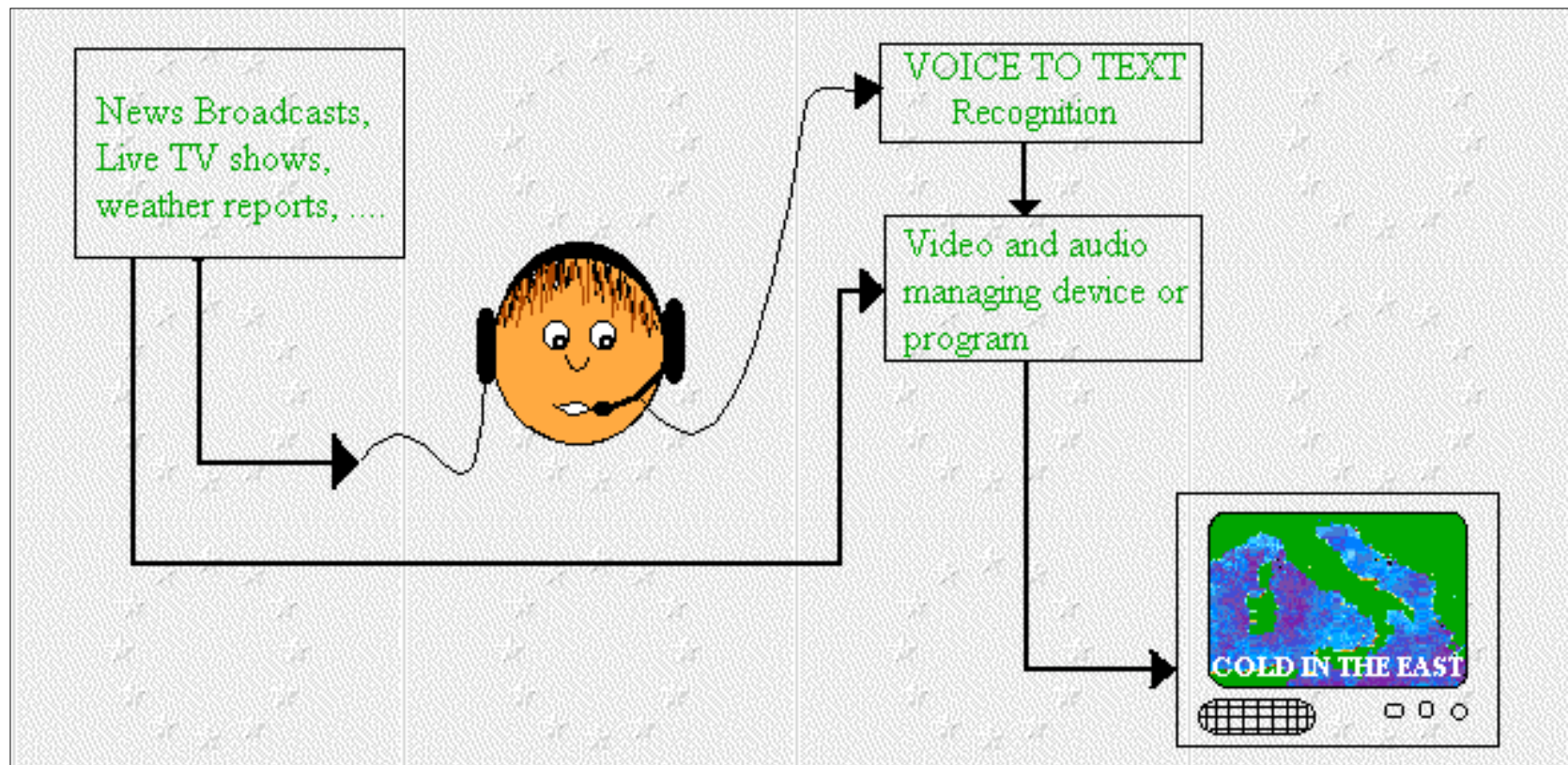
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# TEACHING RESPEAKING

*From practice to theory and back*

- Respeaking
- Competences and Skills
- Exercises
- Didactics
- Conclusions

# Respeaking - *Process and product*



# Competences and Skills - 1

- ***Listening and understanding*** the ST
  - ***Ideating*** the MT by analysing idea-units
  - ***Producing***: the MT in the TL
- + ***Editing***: the MT before (and after) its production

# Competences and Skills - 2

## **1. Genre-related knowledge**

respeaker knowing topic of the ST produces 'quality' subtitles

## **2. Intersemiotic**

ST of a specific genre translated from spoken to written language

## **3. Compression**

depending on editorial policy +/- reformulation strategies needed

## **4. Psycho-cognitive**

**1. Linguistic:** respeaker listens + understands the ST  
and ideates + produces the MT + post-edits

**2. Multi-tasking:** respeaker interacts with ASR while 4.1  
and without stressing

## **5. Phonetic**

respeaker avoids mistakes by 'correctly' pronouncing the MT

# Exercises - 1

- ***Genre-related knowledge***
  - *Collection of documents*
  - *Creation of / Adding words to vocabulary*
  - *Creation of house-styles and macros*
- ***Intersemiotic***
  - *Application of spoken / written language standards*
  - *Dictation of punctuation*
  - *Source matching*
- ***Compression***
  - *Lexical and syntactic paraphrasing*
  - *Abstracting + other readability exercises*

# Exercices - 2

- ***Psycho cognitive – linguistic***
  - Listening and recall
  - Phonemic and phrase shadowing with and without Clozing
  - Processing digits, names, numbers, acronyms, lists
  - Anticipating
  
- ***Psycho cognitive – technical***
  - Ear and hemisphere exercises
  - Ear-Voice Span exercises
  - Highest dictation rate

# Exercises - 3

- ***Phonetic***
  - Voice warm up
  - Abdominal breathing
  - Voice inflection
  - Modulation
  - Articulation



# Didactics

- Safar framework for a didactics of AVT (2006)
  - Aims and objectives
  - Tools and teaching
  - Evaluation

# Didactics – *Aims and objectives*

- Aims
  - Faculty and curriculum: master T+I schools
  - Educational policy: market-oriented
  - Pedagogical and psychological aspects
  - Contents
- Objectives
  - **Basic skills:** intersemiotic, psycho-cognitive and phonetic
  - **Specific skills:** genre-related and compression

# Didactics - Tools and teaching

- Tools
  - Hardware: handset, mike, 1 workstation for 2
  - Software: ASR + editing
  - Location: 1 booth for 2 with and teacher console
  - Timing: 50 hours
  - Financial: public + private
- Teaching
  - Professional trainer
  - Digital material (prepared then original)
  - Possibility of remote training

# Didactics - Evaluation

- During course
  - Use of ASR
  - Competences and skills' acquisition
  - Stress control
  - Reaction to problems
- Examination
  - Same conditions as course
  - 'Acceptable' difficulty
  - Knowledge of topic published in advance
  - On the spot performance

“There is a great tendency on the part of many of us to resist change. It is a natural human reaction. However, all new technologies should be evaluated by us impartially as teachers, typists, and shorthand writers, as well as by those who set the pace for all of us, the educators; and where new technologies improve our services in any of these fields, we not only should consider them but we have an obligation to use them.” (H. Foster, 1979)

**THANK YOU**

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