

Teaching real-time reporting through respeaking

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Extended abstract: Speech recognition technology applied to different contexts offers many possibilities to produce rapid/real time texts. It mainly works in intralinguistic contexts, and has been recently introduced as a means to produce live subtitles for the deaf and the Hard-of-Hearing (the name of the technique is respeaking). Despite respeaking is an evolution of voice reporting, speech recognition technology has only recently earned visibility precisely thanks to respeaking. Universities are now offering graduate and post graduate courses to would be respeakers. The aim is to train students or to introduce them to live subtitling as a profession. Since respeaking shares many similarities with simultaneous interpreting (Eugeni 2008), these courses are mainly organised by schools of interpretation. By profiting from their didactic experience in the field, they are able to offer to their students further skills that will allow them to enter this new emerging market. Besides that, as has already been said the long-lasting market of reporting knows speech recognition technology since its beginning as a tool helping court reporters in doing their job. However the teaching of voice reporting is not that spread.

The question of a didactics of voice reporting, then, is relevant and delicate since it must coexist with the traditional training of reporting through stenographing. To meet the goal of a didactics of voice reporting one could profit from the experience in the field of a didactics of respeaking. However, even the teaching of respeaking is usually based on professional experiences or on intuitions by single university teachers (cf. Baaring 2006, Remael & Van der Veer 2006, Eugeni 2008, Romero Fresco & Arumí Ribas 2008). As a consequence a sound scientific framework where to introduce the professional teaching of voice reporting as a university discipline is still something that should be deeply discussed.

My speech will focus on a proposal for the didactics of voice reporting. I will concentrate on competences and skills which are:

Genre-related: the reporter knowing topic of the text to report produces more qualitative reports;

Intersemiotic: the reporter must 'translate' the text to report from spoken into written language, which, in many languages, have different grammars;

Compression: depending on the editorial policy which required to the reporter more or less reformulation strategies are needed;

Psycho-cognitive: the reporter, without stressing, must be able to do several process at once like Listening and understanding the text to report; Ideating the text to write down and dictating it to the software; and Editing the final text before, during and after its production;

Phonetic: the reporter avoids mistakes by 'correctly' pronouncing the text s/he dictates to the software programme in use.

To acquire the abovementioned skills and competences the reporter must get through the following exercises:

- 1) To acquire genre-related knowledge I propose Collection of documents, Creation of / Adding words to vocabulary, Creation of house-styles and macros;
- 2) To acquire Intersemiotic competence I propose Application of spoken / written language standards, Dictation of punctuation, Reporting activities;
- 3) To acquire Compression competence I propose Lexical and syntactic paraphrasing, Abstracting and other readability exercises;
- 4) To acquire Psycho cognitive – linguistic skills I propose Listening and recall; Phonemic and phrase shadowing with and without Clozing; Processing digits, names, numbers, acronyms, lists; Anticipating.
- 5) To acquire Psycho cognitive – technical skills I propose Ear and hemisphere exercises; Ear-Voice Span exercises; Knowledge and simultaneous use of ASR while respeaking; Highest dictation rate;
- 6) To acquire Phonetic competences I propose Voice warm up; Abdominal breathing; Voice inflection; Modulation; Articulation.

A for didactics I have elaborated a scheme derived by prof. Safar's proposal for a didactics of Audiovisual Translation which is composed of three pillars: Aims and objectives; Tools and teaching; Evaluation. Aims and objectives are the Faculty and the curriculum, which I think should be Translation and Interpreting schools; the Educational policy, which should be market oriented considering pedagogical and psychological aspects and the contents of the course; and finally the skill to acquire

which are Basic skills (intersemiotic, psycho-cognitive and phonetic) and Specific skills (genre-related and compression). As far as Tools and teaching are concerned I think one should make sure the following are made available to students:

Hardware: handset, mike, 1 workstation for 2

Software: ASR, editing, subtitling

Location: 1 booth for 2 with and a teacher console

A course should count on average on 50 hours with public and private funds by software developers and service providers. The Teaching should be carried out by a Professional trainer using Digital material (at the beginning of the course it should be manipulated by teacher then original) and offering the possibility of remote training. Finally and most importantly for the introduction of the reporter in the labour market, the evaluator should focus during the course on Use of ASR software programme, Competences and skills' acquisition, Stress control and Reaction to problems; at the final examination the evaluator should prepare the text making sure that the would-be reporter be in the Same conditions as during the course and that s/he know the topic of the text (which should be of 'Acceptable' difficulty) in advance. The evaluator will be able to correctly evaluate the student on the spot performance.