Respeaking Training Revisited

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Respeaking at University

Training:

“It is hard to predict who will make a good respeaker and impossible to set out precise criteria for what education and experience a potential respeaker should have” (Marsh 2005)

Respeaking is to subtitling what interpreting is to translation

(a leap from the written to the oral without the safety net provided by time)

Process: interpreting
Result: subtitling
Technology: speech recognition
Training - syllabus

Pre-respeaking skills
   - general knowledge of SR
   - preparation of the software

Respeaking skills I
   - split attention
   - rhythm
   - punctuation
   - speed

Respeaking skills II
   - different genres
   - live events / interlingual

Post-respeaking skills
   - assessment
   - quality
Training - skills

Interpreting
  – Research
  – Split attention
  – Décalage
  – Pressure management

Subtitling
  – Reformulation
  – Spelling, punctuation
  – SDH issues: speaker identification, subtitle position…

Respeaking
  – Software
  – Fast and accurate dictation
  – Multitasking
**Survey**

**Participants:** 60 MA students (MA in AVT – UAB – Barcelona)

**Methodology:**

1) 30 questions about

   - language command and background
   
   - training/experience and perceived performance in interpreting and subtitling
   
   - perceived benefits from interpreting and subtitling for the practice of respeaking
   
   - identification of the most important challenges posed by respeaking.

2) Correlation with objective data: performance in SDH and respeaking
Survey

Results:

Mark scale: 1-10 (5-7 pass, 7-9 B, 9-10 A)

Overall grade for SDH: 8.2

Overall grade for Respeaking: 7.1
Survey

Results:

Overall grade for SDH

- Non-interpreting students: 8.3
- Interpreting students: 8.2

Overall grade for respeaking

- Non-interpreting students: 6.4
- Interpreting students: 7.4
Survey

Results:

Overall grade for respeaking
  - Non-interpreting students: 6.4
  - Interpreting students: 7.4

Top marks for respeaking
  - Non-interpreting students: 7.1
  - Interpreting students: 9.83
Survey

Results:

Overall grade for respeaking
- Non-interpreting students: 6.4
- Interpreting students: 7.4

Grade + interpreting training + self-efficacy belief
- average/mediocre interpreters: 6.8
- good/very good interpreters: 8.1
Survey

Results (open questions):

- What do you think is the most challenging part of respeaking?

- What would you like to add to the respeaker training?
Survey

Results (open questions):

Non-interpreting students

- Most difficult task: multitasking (80%)
- Element to be added: interpreting (87%)

Interpreting students

- Most difficult task: oral punctuation (72%), diction (62%), subtitle formatting (58%)
- Element to be added: further practice (90%)
Survey

Results (open questions):

Both interpreting and non-interpreting

Key elements from subtitling
- Ability to edit and rephrase
- Use of specific SDH features
- Punctuation
- Formatting

Key elements from interpreting
- Ability to multitask
- Skills to take on-air decision
- Ability to chunk the original discourse into small units
Conclusions:

- Respeaking, more challenging than SDH

- Interpreting students perform better than non-interpreting st.

- Non-interpreting students struggle with multitasking

- Interpreting students need to work on oral punctuation + diction
Training - skills

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