

# Investigating the competences of interlingual respeakers – a preliminary study

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Respeaking is a method of creating live subtitling with the use of speech recognition (SR) technology. It is “a technique in which a respeaker listens to the original sound of a live programme or event and respeaks it, including punctuation marks and some specific features for the deaf and hard of hearing audience, to a SR software, which turns the recognised utterances into subtitles displayed on the screen with the shortest possible delay” (Romero-Fresco 2011: 1). Respeaking has been used since 2001 (Lambourne 2006, Romero Fresco 2011) and it is mainly employed as an intralingual tool, but it can also be used to translate between languages (den Boer 2001).

Respeakers need to master both linguistic and technical competences (see Arumí Ribas & Romero Fresco 2008, Eugeni 2008, Romero Fresco 2011). The former include the ability to paraphrase and condense the text in one language or to translate the words spoken in a live programme into another language. Among technical competences are the knowledge of SR software and subtitling skills. Other necessary skills are the ability to listen and speak at the same time, as well as the ability to simultaneously listen to other speakers and to one’s own voice in order to control the intonation and correctness of the respoken text.

In this paper we will present preliminary results of a study on the competences of respeakers focusing on their cognitive load while respeaking interlingually (from English to Polish). We tested three groups of subjects: interpreters, translators and a control group, with a view to finding what makes a good respeaker. After receiving respeaking training, the subjects underwent working memory tests, paraphrasing tests and respeaking tests. During the respeaking tests, the results of which will be presented in this paper, the subjects’ eye movements were recorded with an SMI 250 Red eyetracker and their brain activity was monitored with EEG (Emotiv) while they were respeaking different types of audiovisual materials. After each video, they also completed a self-report on cognitive load.

In our presentation we will focus on the cognitive load during interlingual respeaking and the quality of its outcome in the three groups of subjects. We hypothesise that the best results would be obtained by the group of interpreters given a similar set of competences required of interpreters and interlingual respeakers.

## References

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