# WRITTEN INTERPRETATION When Live Subtitling Meets Simultaneous Interpreting

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## Is the future of Simultaneous Interpreting written?

#### TRANS-PRETATION

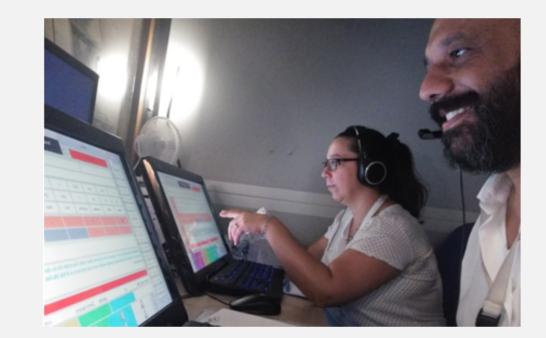
is the hybridisation of translation and interpretation in Translation Studies theory and practice. (Safar, 2019)

Live subtitling



#### RESPEAKING

RESPEAKING is a technique to produce real-time subtitles of live TV programs, live reports of court or parliament sessions and real-time transcripts of conferences or school classes and university lectures. (Romero-Fresco, 2011)

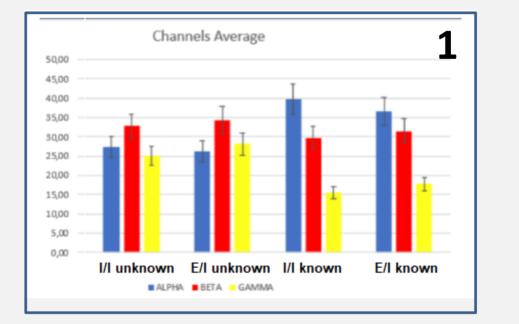


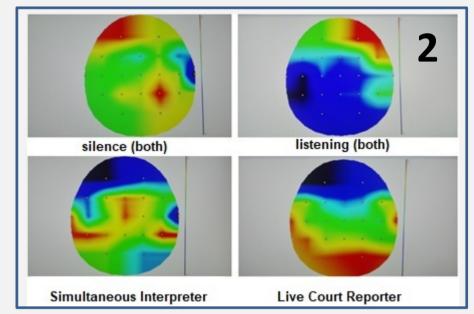
More trianing for professionals

Respeakers listen to speakers (teachers, MPs, judges, TV presenters...) and simultaneously repeat, reformulate or translate them by speaking into a microphone connected to an ASR (Automatic Speech Recognition) software. ASR recognizes the respeaker's voice and turns it into writing. (Eugeni 2009)

#### THE PROCESS OF RESPEAKING

A recent study has shown that the brain of the simultaneous interpreter and that of the live court reporter using respeaking work similarly: they produce similar amounts of brain waves (picture 1), similarly distributed across brain areas (picture 2). (Cosci, forth.)





### PROS AND CONS OF WRITTEN INTERPRETATION

CONS	PROS
Written access by audience	Written report at the end
Slightly more delay of Target Text	More readability
More professionals and technology	No booth-related technology
Initial investment in technology	More varied job opprotunities

REFERENCES

LTA open-access online training

translate speech in one language into writing in another. By learning respeaking, interpreters may easily increase their professional portfolio while offering more opportunities in terms of access to foreign

Captioning share many aspects in common,

especially when respeaking is involved to

CONCLUSIONS

Simultaneous interpreting and Live

languages. More at <a href="http://ltaproject.eu">http://ltaproject.eu</a>

Cosci, M. (forth.) Aspetti neuronali dell'interpretazione, SpeciaLinguaggi, 5.

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