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**Curriculum Design in Diamesic Translation -
For the Didactics of Real-Time Intralingual Subtitling**

Abstract

Real-time intralingual subtitles enable access to live audiovisual products. However, the provision and the quality of such services across Europe is uneven and sometimes insufficient because live subtitlers are untrained or partially trained and without a recognised professional status. To bridge this gap, the EU-funded project Live Text Access (LTA) aims to create ad-hoc training materials and proposes the recognition of certified professionals. This article first concentrates on the multifaceted and heterogeneous terminology adopted in the field. Then it gives an overview of the current situation of training of live subtitlers in Europe with a focus on the LTA rationale to create open-source training materials based on certification, subtitling standards, and a user-oriented approach. Finally, it reports on the progress of the project in defining the professional profile as well as skills and competences of the intralingual real-time subtitler.

Keywords: *live subtitling, real-time intralingual subtitles, diamesic translation, respeaking, velotyping*

Introduction

Languages and cultures are intimately related especially in the age of information society, where technology continuously gives rise to new levels of interaction. In this context, the traditional training of language professionals in Translation Studies is no longer in line with current social, and industry requirements. In particular, professional translators complain that translator training programs are “inefficient, misleading, too theoretical, and irremediably out of touch with market developments” (PYM 2011: 6). Moreover, the disruption of automatic mediation processes clearly demands a fresh look at the training of future professionals, which is already highlighted by the EMT EXPERT GROUP (2009: 7). Last but not least, the profession has been evolving so much that traditional translation is no longer the practice. On the contrary, we are witnessing an important and evident differentiation in terms of method (crowd-sourcing, relay, and live), working possibilities (in-person and remote), distribution opportunities (from massive to individual) and

roles (translator, interpreter, and linguistic and cultural mediator) (ONCINS, EUGENI & BERNABÉ 2019).

There is, then, a gap to bridge in the fields of academic and vocational training, which requires training skills to be defined for professionals of language and cultural mediation (live reporters or live subtitlers), whilst taking into account technical possibilities and industry requirements, without losing sight of the most recent contributions in the field of academic training. To try and start bridging this gap in the field of real-time intralingual subtitling, this paper deals with the effort of the EU-funded LTA project in designing a curriculum for the training of professional respeakers and velotypists¹. In particular, a theoretical and operational framework for academic and vocational application pathways will be proposed. To do so, the paper intends to make an overview of training real-time subtitlers by focusing on academic training experiences in the field across Europe (section 2). Section 3 will analytically go into the "ingredients" of the proposed curriculum for the real-time intralingual subtitler through respeaking and velotyping. Finally, section 4 will propose a graphic representation of the LTA curriculum to explain its characteristics, with some suggested vocational and academic implementations.

1. Teaching real-time intralingual subtitling

1.1 Terminological remarks

1. As EUGENI & BERNABÉ show, terminology in the field of real-time intralingual subtitling is multifaceted and can be categorised based on several criteria, each affecting training (2019: 91): the context (e.g. conference, TV, court trial, parliamentary session, meeting), target text (e.g. report, subtitles, transcription), production system (e.g. pre-recorded, live, semi-live), technique (keyboard, respeaking, velotyping, stenotyping), other (e.g. verbatim subtitling, live editing, remote interpreting). If some of these criteria are ignored in training, future professionals will lack necessary skills as academic and vocational courses available today show. For instance, students are trained mainly to a specific context (e.g. semi-live TV subtitling through velotyping, live speech-to-text interpreting through respeaking, pre-recorded court reporting

¹ Live text Access, or LTA (Reference Number: 2018-1-DE01-KA203-004218), is a project co-funded by the ERASMUS+ Programme of the EU. This article is part of the project dissemination activities required by the Erasmus+ program. More information at <http://ltaproject.eu>

through stenotyping) or mode (e.g. in presence, by relay, or from remote), thus limiting the scope of all the potential activities someone who is trained into diamesic translation can perform.

2. Moreover, such courses mainly concentrate on respeaking, thus limiting training to a technique and to the languages for which Automatic Speech Recognition (ASR) technology is available (ROMERO-FRESCO & EUGENI *forth.*). Not to mention that the training material used in such training courses is culture-specific – which is not a disadvantage per se, but limits the scope to one single culture – and it is not open source (ONCINS, EUGENI & BERNABÉ 2019).
3. Finally, the training is mainly limited to students who can afford a training course in terms of costs and time, since they might have to move to another city or country. Conversely to what happens in in-house training, these students are trained to the profession in very general terms and do not experience the real world until they undergo an apprenticeship, or are employed by a service provider or find clients as freelancers. Concerning vocational training, trainees are usually focused on one specific job, thus acquiring concrete insight, but also a particularly narrow view of the profession. So, training today is either too exclusive in terms of time, money, or place; too focused on a technique, a language, an application, or a context; or too generic (IBIDEM). On top of this, the quality of this training is neither well-established – it depends on trainers and is not evidence-based – or certified (ONCINS, EUGENI & BERNABÉ 2019).

1.2 Training practices across Europe

Real-time intralingual subtitles were first produced on TV using standard QWERTY keyboards (LAMBOURNE 2006) but then were replaced by more speed-efficient stenographers (DEN BOER 2001). Due to a lack of professionals, many broadcasters more recently opted to train their own professionals internally to respeaking as is still the case today (ROMERO-FRESCO 2018).

Formal training of real-time intralingual subtitling only came in 2005 at the then SSLMIT (Scuola Superiore di Lingue Moderne per Interpreti e Traduttori) of the University of Bologna (EUGENI 2008). After that, some universities have tried to organize courses on live subtitling, especially through respeaking, but only for a limited period of time. Currently, only a few European universities regularly offer training on respeaking, such as the University of Bologna itself; the University of Antwerp, having been the first to offer curricular training into respeaking; the University of Leeds, providing introductory sessions on respeaking as part of their courses on

Audiovisual Translation (AVT); the Universitat Autònoma de Barcelona, providing a three-month online module and a one-month face-to-face module in Spanish as part of a Master 's degree in AVT; the University of Roehampton, providing a three-month face-to-face module in English, Spanish, French, Italian, and German; the International University of Rome; and the Universidade de Vigo, offering a three-month online module on intralingual respeaking in English, Spanish, and Galician, and a three-month online module on interlingual respeaking in the same languages (ROMERO-FRESCO 2018). Worth a mention are also the School of Applied Linguistics of the Zurich University of Applied Sciences (DUTKA & SZARKOWSKA, 2017), the three-week online module on respeaking within the online Master of Audiovisual Translation (MTAV) of the University of Parma; the course on audiovisual translation, including respeaking, at the University of Mons; and the one-week face-to-face module on respeaking within the summer school in AVT of the University of Salento, in Lecce. In Germany, the SDI München offers a nine-month course, which trains to both respeaking and QWERTY typing. The course is practice-oriented and combines formal learning with short internships with partners in the industry (ROMERO-FRESCO & EUGENI forth.).

2. Towards a curriculum for training real-time intralingual subtitlers

2.1 The Pedagogical and Methodological Curriculum

In the framework of what we have seen above, training materials and their structure, normally depend on the single trainer and not on an international reference framework, which could more easily bridge the many identified gaps. Among these is certification. Though university students get a diploma, this is not a certification of their real-time intralingual subtitling competences. And this affects the status of such a profession which is more and more widespread but not yet internationally recognised. To reduce such gaps, the Bologna Process has been trying to redesign teaching, by moving its focus from students needs and expectations to competencies to be mastered and acquired, thus reducing the distance between academia and the world of job. However, learning single skills one after the other does not automatically allow trainees or students to be able and start working as professionals.

The LTA project was funded in order to try and provide a larger scheme for the training of real-time intralingual subtitling, in its broadest sense, because, being able to subtitle in real time is not a synonym to being able to use an ASR software or having typing skills. It means much more. It

means knowing where, when, how and for whom to subtitle. It means knowing the sociolinguistic environment of real-time intralingual subtitling in its widest sense (BERNABÉ 2019).

To try and move a step further in the direction of a full-encompassing curriculum, LTA has investigated SAFAR (1992) and HAMAOUÏ's (2010) proposals for the training of university students into audiovisual translation. They base their work on the proposal made in 1975 by Belgian pedagogue Louis D'Hainaut and propose the Pedagogical and Methodological Curriculum (PMC) to structure a curriculum on 3 levels further subdivided into 14 subcategories. By adapting the PMC to the purposes of the LTA project, the proposed curriculum resulted in the following structure, which is illustrated in Section 4:

1. Aims and objectives
 - a. "Defining and analysing educational policy"
 - b. "Implementing aims and objectives"
 - c. "Understanding trainees background"
 - d. "Determining and analysing contents"
 - e. "Processing learning outcomes"
2. Teaching methods and tools
 - a. "Determining resources and limits"
 - b. "Tools and methods"
 - c. "Teaching and Learning conditions"
 - d. "Determining feasibility of tasks"
 - e. "Creation and implementation of missing tools"
3. Evaluation methods and tools
 - a. "Designing assessment plan"
 - b. "Selection and creation of assessment tools"
 - c. "Implementation of assessment methods and tools"

2.2. Rationale of the LTA curriculum

4. The rationale of the LTA course runs parallel to the PMC structure, divided into 3 main areas:
5. Aims and Objectives: real-time intralingual subtitling can be considered as a discipline per se, whose best collocation is a BA only devoted to diamesic translation – intended as "the practices

used to translate speech into a written form” in many public contexts (ORLETTI 2017: 13) – and its applications. Regardless of its implementation, a course into real-time intralingual subtitling should be structured into types of competence (general for every technique and specific to a given technique), with assessments along the course to guarantee progressive learning (see Assessment below). As to contents, they are to be selected according to a progressive principle which is determined by the number of learning outcomes to be acquired. Plus, they have to be homogeneous in all languages. Hence, first-level contents (beginner) are general. Second-level contents (intermediate) are specific. Third-level contents (advanced) are all the more varied and specific. The modular competence-based structure of the LTA curriculum allows for customising the course and assessing achievement of learning outcomes (acquired knowledge, competence and skills) and professionalism.²

6. Tools and Teaching: LTA curriculum envisages *ad hoc* tools and teaching. As to teaching, trainers should be professional, so as to add professional value to training. Logistically, financially and administratively, training should guarantee real-life conditions. To do so, it is recommended that trainers are professional or, in the future, certified, while hardware and software tools can be either essential to training or only recommended for training. LTA teaching and learning have been thought in a way that they adapt to both vocational and academic training. Moreover the curriculum is modular and personalisable, meaning that trainers can choose the kind of materials they want depending on teaching limits and students’ needs. Finally, general modules are organised in a progressive way, and specific modules are transversal, because they start simultaneously to the course.³
7. Assessment: the course is going to be divided into 3 levels of competence: beginners, intermediate, and advanced. LTA material will allow trainees to self-monitor not just the achievement of every single Learning Outcome but also their overall expertise before, during and after the course. To do so, an assessment system has been designed divided into three steps: pre-assessment, peri-assessment, and post-assessment. In particular, a preliminary assessment will tell which skills and competencies a trainee already possesses and if he or she has an aptitude for respeaking or velotyping. Intermediate (peri-) tests will guarantee that progression is in line with the aims of the course. Finally, tests included in the post-assessment will establish

² For more detailed information about Aims and Objectives, see the LTA intellectual output report devoted to this at https://ltaproject.eu/wp-content/uploads/2020/02/LTA_Report-SSML-IO2_LTA-Curriculum-FINAL.pdf [last accessed 20/11/2019].

³ For more detailed information about Tools and Teaching, see the LTA intellectual output report devoted to this at https://ltaproject.eu/wp-content/uploads/2020/02/LTA_Report-SSML-IO2_LTA-Curriculum-FINAL.pdf [last accessed 20/11/2019].

if a trainee is ready for the profession, in line with international professional practices and in view of internationally recognised certification.⁴

2.3. Criteria of the LTA curriculum design

On the basis of the PMC described above, the LTA curriculum for the training of the real-time intralingual subtitler through respeaking and/or velotyping has been designed according to the following criteria (FAME):

- **Feasibility:** the LTA curriculum is to be progressive so as not to discourage trainees. To do so, LTA has capitalised on existing literature, best practices and interviews with trainers, and adapted the PMC to real-time intralingual subtitling.
- **Adaptability:** thanks to LTA advisory board members and the surveys and interviews carried out during the first part of the project, LTA has come to a curriculum, which is adaptable to changing teaching and learning needs by means of an assessment system that monitors progress all along the course.
- **Modularity:** the LTA course is characterised by self-contained Modules, 4 general modules composed of 3 Units and 2 technique-specific modules composed of 5 units. Each general and specific Unit is aimed at the acquisition of 3 well-defined Learning Outcomes.
- **Effectiveness:** the LTA curriculum has been designed to fit the needs of the world of job, thus bridging an existing gap in the training world. To do so, LTA has envisaged real-life materials, ECQA certified, in English for general modules and language-specific for specific modules.

3. The LTA curriculum

3.1. Materials

Before coming to the visual representation of the curriculum (4.2) and its detailed explanation (4.3), it is to be reminded that LTA training materials have been organised to be adapted to training and learning needs, be they vocational or academic. Moreover, training materials have been

⁴ For more detailed information about Assessment, see the LTA intellectual output report devoted to this at https://ltaproject.eu/wp-content/uploads/2020/02/LTA_Report-SSML-IO2_LTA-Curriculum-FINAL.pdf [last accessed 20/11/2019].

thought to be as self-contained as possible, in order to allow trainers to use them at their ease, depending on the course level (beginners, intermediate, advanced). Finally, materials comply with the needs of trainees with sight loss and ECQA guidelines, so as to be compliant with international requirements and possible certification.

Additionally, training materials may vary in nature and in number according to their role in the implementation pathway, the curriculum will be translated into:

- Class-work material: core material to be used “in the class” (be it physical or virtual) by trainers to achieve one specific learning outcome (LO);
- Self-study material: material to be used outside classes by the trainees, either to deepen some aspects of an LO or because self-study is considered as possible;
- Accompanying material: subtitles in .srt format, presentations in .ppt format, transcripts in .pdf format and other materials to serve the purposes of trainees with special needs;
- Suggested readings: websites, academic papers, laws, etc. providing information that can be useful in diverse settings and contexts, though not essential to acquire a LO;
- Tasks: material to apply knowledge and material to support real acquisition of a technique-specific or general LO.
- Tests: material used to assess one’s background before the course and acquired skills after a technique-specific Unit or a general Module, during and after the course.

3.2 The basic temple structure

On the basis of the abovementioned Pedagogical and Methodological Curriculum (PMC), we have designed a curriculum that allows for meeting the goal of the LTA project, meaning bridging the gap between labour market and societal needs through open education and social inclusion in the field of real-time intralingual subtitling, where by “real-time intralingual subtitling” it is meant the production of both verbatim and sensatim subtitles. The proposed design has a modular structure and can be implemented in several educational pathways according to the learning and training needs (figure 1).

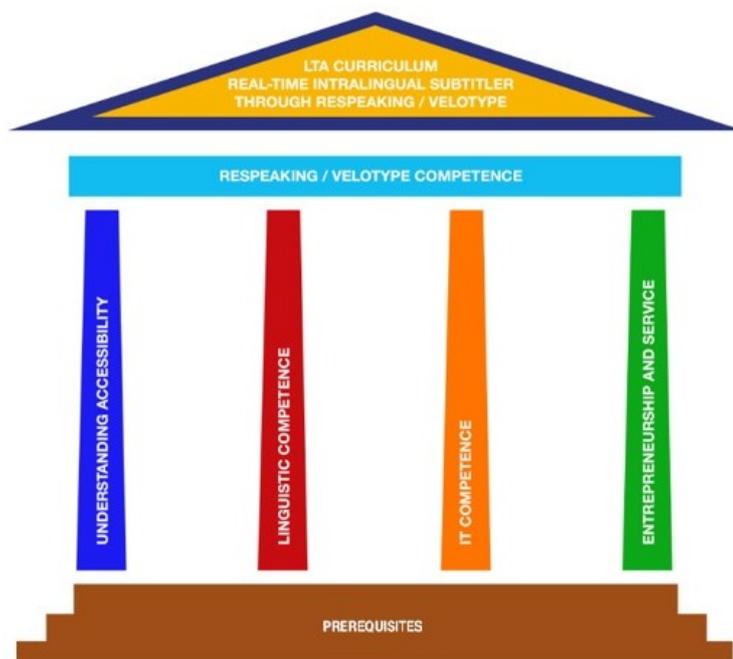


Figure 1. Basic visual representation of the LTA curriculum

Figure 1 visually represents the LTA curriculum. It simplifies the structure of a Doric Temple entrance, thus paying tribute to the Greek civilisation, which first introduced the notion of culture in Europe in many fields, including that of education. Understanding it is quite simple: the stairs represent the prerequisites to training. They are the basis on which the training stands. Each of the four pillars is a general module, while the architrave is the specific ones, running parallel to them. Modules are the core structure of the training. The tympanum, with its post-assessment and certification, make all materials and modules a curriculum and not a simple sum of elements.

3.3 The detailed temple structure

By adding details to this basic visual representation, we come to a more structured representation of the LTA curriculum for the training of real-time intralingual subtitlers.

3.3.1 Prerequisites

The stairs are, in fact, a *three-stepped crepidoma* representing the prerequisites a trainee should possess in order to be able and successfully undergo training. Though they should not be understood as limiting access to training, which is open to everybody, they should be considered to reduce frustration and drop out:

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- Excellent command of written and spoken language, in line with C2 level of the Common European Framework of Reference for Languages. This implies that the trainee knows the working language enough to avoid being taught grammar (morphology and syntax), spelling (orthography), meaning (semantics), or text types and genres (pragmatics);
- Extensive general knowledge in as many topics as possible, g factor to comply with the multitasking skills a subtitler needs to possess, and awareness of the many applications of a similar job. In IQ tests such elements are interrelated because in many contexts a professional is required to have an aptitude (the g factor) for the job on top of sound background and training, that of the real-time intralingual subtitler included;
- Openness to experience in order to be capable of adapting to changing scenarios, contexts, text types and people. This prerequisite is related to the previous one but is more focused on the real life of a real-time intralingual subtitler, who has to be able to adapt to many varying contexts and scenarios, especially when working as a freelancer.

3.3.2 Modules

Pillars are normally made of a basis (plinths), the main structure (columns) and a top (capitals).

Plinths are the first elements of the LTA curriculum, the basis of the course. They contain the training materials called pre-assessments (assessments of the preliminary theoretical, linguistic, managerial, IT, and technical skills/knowledge/competencies of a trainee at the beginning of training). This feature makes LTA training highly flexible and almost unique, because these assessments mirror the structure and content of the curriculum. Depending on the results, the course can be customised on the single trainee, who will only need to be trained into some modules/units or LOs. Given that training is to be as flexible as possible, pre-assessments have been thought for different prospective trainees: beginners, who possess none or just a small amount of skills and knowledge; intermediate, who know at least the content of one or more general modules; and advanced, who already know the technique and want to acquire the professional skills of verbatim and/or sensatim subtitling or who know the profession and want to acquire a new technique. Of course, the number of possible trainees is much larger.

Columns stand for the four general modules in which the curriculum is structured: Understanding Accessibility, Linguistic Competence, IT Competence, and Entrepreneurial and Service Competence. Every single module is thought as a 3-layer module: beginners, intermediate, and advanced. In the curriculum design, general modules have been thought as propaedeutic and as

complementing each other. The training materials composing every single module are divided into three units, each aimed at the acquisition of a specific LO:

- Understanding Accessibility
 - o Concepts of accessibility, disability, multimodality and Universal Design
 - o Knowledge of target groups and their needs and expectations
 - o Knowledge of how accessibility is embedded in the environment
- Linguistic Competence
 - o Functionality: Accuracy, readability, and legibility
 - o How to cope with speech-related challenges
 - o Strategies to acquire and develop specific thematic knowledge
- IT Competence
 - o How to set up the working environment
 - o Input tools
 - o Output tools
- Entrepreneurial and Service Competence
 - o Management and Interpersonal skills
 - o Personal and Stress management skills
 - o Business strategies

Training materials have already been described above and need no further explanation. What is important to specify here is that they structure the module as Lego-bricks: a trainee approaches training with a quantity of Lego-like bricks (his/her previously possessed skills/competences/knowledge) and a capacity to use them (prerequisites) as verified by pre-assessments (plinths). When he/she starts training some bricks may be useful and will allow him/her to shorten the time needed for constructing the temple, in other words, to complete a Unit

or finish training; some others may be redundant and used to reinforce or retrieve a LO; some others are useless and will not be used in the temple construction.

Capitals represent general modules' peri-assessments. These allow trainees to understand if their learning progression is the expected one.

On top of pillars there is a horizontal *epistyle*, which stands for the specific module (the technique used to produce subtitles in real time). It is the architrave of the curriculum design, running simultaneous to every single module. Tasks will guarantee that the technique is mastered enough to meet the single LOs per each level (beginners, intermediate, advanced). Units and peri-assessments of the specific module are not designed as the others. The number of Units is 5 and not 3 as in general modules. Each unit is aimed at training one's command of a fast-writing technique, beating one's records, and/or passing real-life tests, particularly useful for certification purposes. Peri-assessments are envisaged at the end of every single unit, and not at the end of every single module, as in general modules. These Units, designed for respeaking and velotyping, are:

- Psycho-cognitive skills: How to listen and speak simultaneously
- Metalinguistic skills: How to turn non-verbal elements into verbal input
- Dictation/typing skills: how to write fluently, quickly and accurately
- Editing skills: When and how to correct oneself and another respeaker/velotypist
- How to develop factors for high performance such as flexibility, and self-motivation

On top of the temple is the triangular *pediment* composed of the cornice and the tympanum. The outer *cornice* represents post-assessments, which can be used by trainers also to let future trainees understand what training is about and what the final result is expected to be, so as to motivate them since the beginning of the training process. The inner *tympanum* is the completion of the course (a diploma, certification, etc.) telling people what trainees have become: "real-time intralingual subtitler through respeaking and/or velotyping".

1 Conclusions

Visually, the LTA curriculum for the training of the real-time intralingual subtitler looks like a solid building. This represents the consistency of its construction, in the light of the most recent contributions in the field of curriculum design, with input from the world of professional training, which has fed the curriculum structure with specific learning content (Learning Outcomes). Despite this, the LTA curriculum is not meant as a unique block of materials to take or leave. On the contrary, its main features are feasibility, adaptability, modularity, and effectiveness.

Building blocks of the curriculum are 6 modules (4 general modules and 2 technique-specific modules), aimed at training future real-time intralingual subtitlers through respeaking (the 4 general modules + the module specific to respeaking) or velotyping (the 4 general modules + the module specific to velotyping). General modules are composed of 3 Units, while specific modules of 5 Units, each including 3 LOs. Each module is further subdivided into 3 levels of expertise: beginners, intermediate, and advanced.

This allows for many implementations of the LTA curriculum, from vocational training to Higher Education teaching⁵. Such flexibility is extended at both the level of general modules or specific units (macro-level) and that of training materials (micro-level), thanks to a three-fold assessment system which allows for bridging the gap between trainees needs and the market of job.

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⁵ For examples of application of this curriculum to formal and informal education, see https://itaproject.eu/wp-content/uploads/2020/02/LTA_Report-SSML-IO2_LTA-Curriculum-FINAL.pdf [last accessed 18 November 2019]

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