Slide 1

Dialogue Interpreting in Professional Contexts:
Training Stakeholders to Communicate
Effectively with Interpreters

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eVIVA   IVY

*Using video and web conferencing tools
to simulate professional interpreting practice
for educational purposes*

Lifelong
Learning
Programme

Criminal Justice Programme
European Commission
Directorate General Justice

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Slide 2

This presentation

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Aim

- Investigate affordances of information and communication technologies (ICT) to train interpreters and their clients to interact effectively

Focus

- interpreter-mediated **dialogue** situations in professional contexts
- **highly interactive** ICT (video- and web-conferencing) for role-playing and simulating professional interpreting practice

Slide 3

State of the art

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Demand

- Successful communication in interpreter-mediated situations is a *shared* responsibility of interpreter(s) and clients (Ozolins & Hale 2009)
- Need for *joint* education of interpreters and clients Corsellis (2008)
- Role play simulations acknowledged as an important element in this context (Friedman-Rhodes & Hale 2010)
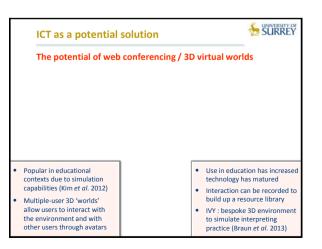
Problems

- Interpreter-mediated communication is **not a priority** for healthcare and legal professionals; also lack of awareness
- Traditional onsite teaching is (fairly) **inefficient**: resources, logistical challenges, limited reach
- Self-study, e.g. using online material (from Youtube to MOOC), is a starting point but **not sufficient**

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ICT as a potential solution

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Theoretical premises: social constructivism

- Learning is both a cognitive and a social activity (Vygotsky 1978, Wenger *et al*. 2002)
- Learning is a process of knowledge construction, but knowledge only becomes meaningful in interaction → **learner involvement, social interaction, social participation**
- Concept of '**situated learning**' (Lave & Wenger 1991): learning should take place in professional contexts and in 'communities of practice'
- Importance of 'situated learning' in translator and interpreter education (Kiraly 2000, Sawyer 2004 and Tymczyńska 2009)
- Dialogue interpreting is geared towards interaction – **lends itself** particularly well to role-play simulation
- Highly interactive ICT can help simulate real-life practice without the need for participants to be co-present; **ICT literacy** as a by-product

Slide 5

ICT as a potential solution

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The potential of videoconferencing (VC)

- Long tradition as a tool to deliver education & training
- Allows for direct observation, participation and interaction between sites
- Also possible: document sharing, etc

- Different teaching styles and settings – lecture style or discussion; smaller and larger groups (point-to-point or multi-point VC)
- Can be recorded to build up a resource library

Slide 6

ICT as a potential solution

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The potential of web conferencing / 3D virtual worlds

- Popular in educational contexts due to simulation capabilities (Kim *et al*. 2012)
- Multiple-user 3D 'worlds' allow users to interact with the environment and with other users through avatars

- Use in education has increased technology has matured
- Interaction can be recorded to build up a resource library
- IVY : bespoke 3D environment to simulate interpreting practice (Braun *et al*. 2013)

Examples

1. Joint workshops in a legal context – via VC (AVIDICUS project)

Workshop type 1 – interpreters and legal professionals from across EU
- *Location:* Project partner site (university); two rooms linked by VC
- *Role plays:* lawyer-client consultation; police interview, bail hearing, based on prepared role play outlines
- Interpreters recruited from participants (agreed prior to workshop)
- Roles of legal professionals: project partners (lawyer, police officer, judge)
- Workshop participants mainly *observed the role plays* at one of the sites.

Workshop type 2 – similar to above but:
- *Location*: in real facilities (e.g. Court of Appeal in Antwerp and Court of First Instance in Hasselt, approx. 80 kilometres away, with video link)
- Workshop participants (both interpreters and legal professionals) *participated in the role plays*

Examples

1. Joint workshops in a legal context – via VC (AVIDICUS project)

Role play 1: Lawyer-client consultation (interpreter in room 1; layer and client in room 2)

Role play 2: Police interview (interpreter and police officer in room 1; suspect in room 2)

Role play 3: Bail Hearing (interpreter and defendant in room 1; court in room 2)

Examples

1. Joint workshop in a legal context – via VC (AVIDICUS project)

Key outcomes
- Both observation and participation in role plays perceived to be useful
- Role plays perceived to be a useful tool because they **shed light on the practical issues**; the provided ample room for discussing relevant points.
- The presence of interpreters and legal professionals enabled **immediate reactions from different perspectives** to points raised, e.g. turn length.
- Importance of technological parameters (e.g. sound/image quality); technical problems during 1st workshop took up discussion time
- Possibly, need for different images on screen(s) incl. e.g. overall shot/image of remote site, plus separate image of speakers; importance of positioning in relation to camera
- Impact of **participant distribution**

Examples

2. Comparing role play via VC and 3D world (EVIVA project)

- Role plays involving interpreting students, 'clients' (professionals from relevant contexts), and tutor (e.g. as interviewer) at different sites
- Different types of role plays (interviews, debates)
- Role play outlines developed in accordance with client's role in real life (e.g. interview with a Hospital Manager); no verbatim script

Each client undertakes one role play via VC and one in the IVY 3D environment

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Examples

2. Comparing role play via VC and 3D world (EVIVA project)

- Clients ware advised of basic aims and set-up; interpreting students are briefed about the speaker and the topic; they have role play experience from previous role plays among themselves
- Role plays are recorded; participants complete user experience questionnaire and take part in a reflective session

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Examples

2. Comparing role paly via VC and 3D world (EVIVA project)

Initial outcomes (analysis ongoing):
- VC easy to use, access to facial expressions and body language (although eye contact difficult), but less good at imagining shared space; 3D world still difficult to use and fairly 'artificial' but helps imagine a shared space
- Interpreting students welcomed the challenge of interpreting for 'real' participants – positive effect on preparation and professionalism
- Clients showed different levels of awareness; but many '**discoveries**' incl. issues of turn length, importance of interpreter's preparation and clear articulation of thoughts etc.
- Clients often focused on 'mistakes' by interpreting students rather than on own behaviour → importance of reflective sessions, coaching etc.
- Recording and analysis perceived as extremely by interpreting students; reflective sessions perceived to be useful by all

Evaluation and conclusions

In terms of the problems identified

(Resources, logistical challenges, limited reach in traditional teaching)

- ICT-based role plays can be beneficial compared to face-to-face teaching: more *accessible*; although still an element of logistical complexity
- *Different uses of role play* to be considered more systematically, i.e. observation and participation (to increase reach, to support different aspects of learning)
- *Pedagogical integration* in overall teaching approach incl. exploration, preparation, reflection and coaching to be considered further
- *Different configurations* to be worked out, esp. in terms of participant distribution (who is co-present/remote – impact on interpreter-mediated communication; Braun & Taylor 2012)

Evaluation and conclusions

In terms of theoretical premises

(Social interaction and participation, situatedness)

- Role plays support *situated learning* while participants benefit from a safe, experimental environment
- Possible specific advantages of 3D worlds and use of avatars here (but potential currently limited by available/affordable technology)
- Possible added benefits from 'augmented' capabilities of 3D worlds
- Importance of developing *role play competence*
- Additional *challenges posed by ICT for dialogue interaction* need to be acknowledged (e.g. turn-taking difficulties)
- If explicitly addressed, ICT-based role plays can fulfil dual purpose (interpreting practice, ICT literacy development)

Evaluation and conclusions

Importance of micro-analytical focus

- For **further research**
  - To investigate further the effectiveness of role-playing
- For **promotion of joint education** (persuasion of stakeholders)
  - To provide an empirical basis for highlighting problems
- For **reflection and coaching**
  - To enable participants to develop critical and reflective skills (Davitti and Pasquandrea 2013)

Background

AVIDICUS 1, 2 and 3 - Assessment of Videoconference Interpreting in the Criminal Justice System (2008-16)

IVY - Interpreting in Virtual Reality (2011-12)

EVIVA - Evaluating the Education of Interpreters and their Clients through Virtual Learning Activities (2013-14)

www.virtual-interpreting.net

www.videoconference-interpreting.net

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