

EVIVA

Evaluating the Education of Interpreters and their Clients through Virtual Learning Activities

Report to accompany Deliverable 4.3 Adaptation of video-based environments

Petra Hoffstaedter
[petra.hoffstaedter@stw.de]

Kurt Kohn
[kurt.kohn@stw.de]

Sabine Braun
s.braun@surrey.ac.uk

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Project coordinator: Sabine Braun

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1. Summary

The present report accompanies deliverable D 4.3, which is concerned with two video-based training environments that are made available from the EU projects BACKBONE and BMT2 for EVIVA practice and evaluation purposes. Chapter 2 addresses the BACKBONE environment, which provides monolingual corpora of video-recorded narrative interviews along with a suite of pedagogic corpus tools for transcription, collaborative annotation, and search (see the description of the BACKBONE environment in the evaluation report, chap 3.2 of Deliverable 6.1). BACKBONE was originally designed for language learning purposes. Its deployment in EVIVA was significantly enhanced by adapting the existing annotation and search functions to cater to source text related interpreting challenges, interpreting students' search and display needs, and evaluation requirements regarding comparing interpreting challenges against students' interpreting performance (also see "Annotated source text material", Deliverable 5.1). Chapter 3 gives an overview of the video-based environment available from the BMT2 project for training legal practitioners. The principal task in EVIVA was to review the environment with regard to its potential for training clients of interpreter services and to provide access to the environment as well as guidance on the EVIVA website.

2. Adaptation of the BACKBONE environment

This chapter describes the changes and additions implemented in the course of adapting the BACKBONE Corpus Management Tool (CMT), the Annotator and Search Interface to the requirements of EVIVA. The overall task concerned functional extensions that would (a) support the annotation of audio-visual source text material with regard to challenges for interpreting students and (b) provide additional data retrieval features specifically useful for teaching and evaluation purposes. The adaptation also included changes that became necessary in connection with transferring the entire system to a new hosting server at the University of the West of Scotland.

The work was carried out with support of two EVIVA subcontracts.

2.1 Creation of category trees for the annotation of interpreting challenges

The creation of suitable category trees for annotating interpreting challenges in the different language corpora of monolingual narrative interviews was based on the annotation work in WP 5.1 (cf. chap. 3 of Deliverable 5.1). The new category trees were implemented in the BACKBONE Annotator and made available to the Search Interface through interaction with the Corpus Management Tool (CMT) (cf. Appendix 1 with screenshots of the category trees for the English, German, Greek, Polish, and Spanish corpora).

2.2 Adaptation of Search and display functions

The integration of category trees for the annotation of interpreting challenges made it possible to search for and display interview passages annotated for interpreting challenges in the BACKBONE

Search Interface. Further adaptations concerned the enhancement of the search and display functions to better meet the specific needs and requirements of interpreting students, trainers of interpreters, and evaluation researchers.

A. Access to annotations of a complete interview

In previous versions of the Search Interface, annotations could only be used in the Section search mode, i.e. only annotated section passages could be displayed. In EVIVA, however, it was crucial to view annotated passages not only on section level but also on interview level. To be able to compare the students' interpreting performance with predicted interpreting challenges of a particular source text, it was necessary to be able to display all annotated interpreting challenges of a certain type in the context of the entire interviews. This functionality was added to the Browse mode. When selecting the "Show transcript" option in the Browse mode, users have access to a transcript together with an Annotation box representing all the annotation categories assigned to the interview (cf. Figure 3).

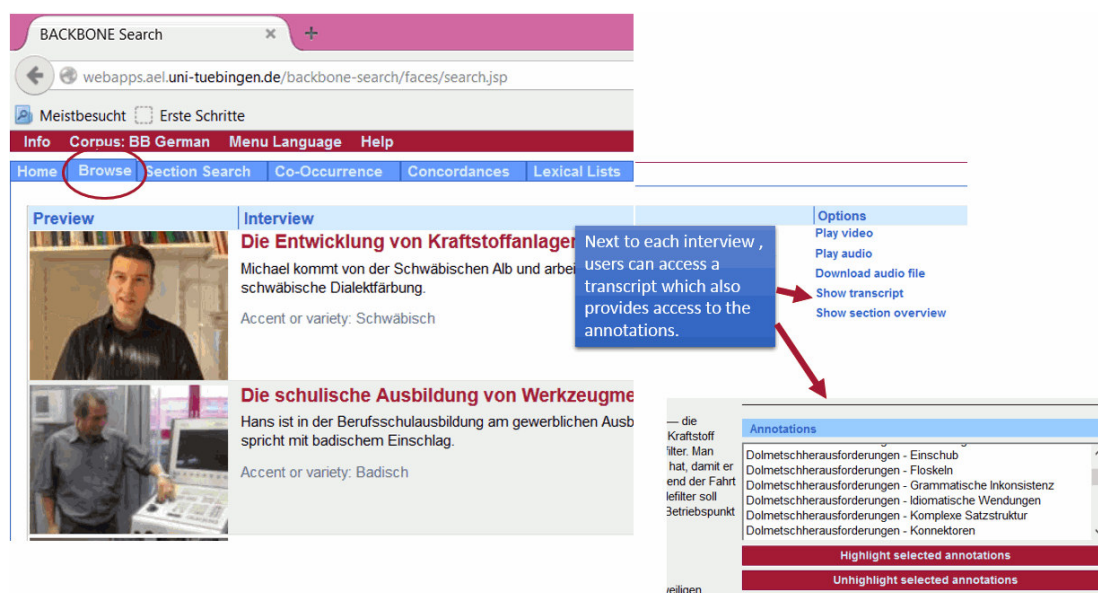


Figure 3: Access to an interview transcript with annotation categories assigned to the interview

By selecting certain annotation categories in the Annotation box, the corresponding annotated interview passages are highlighted in the transcript (cf. Figure 4).

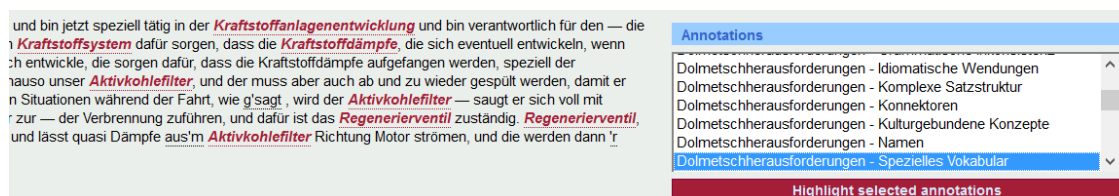


Figure 4: Highlighted annotations of interpreting challenges in an interview from the German corpus

B. Labelling of annotation categories in the Annotations box

Some of the category trees include a hierarchy of three levels (e.g. "Interpreting challenges"/"Discourse"/"High information load"). Only the two lower levels were included in

the annotation labels (e.g. “...”/”Discourse”/”High information load”) in the annotation box. To ensure that users can more easily identify types and specific instances of interpreting challenges, it was decided to include the highest and the lowest level of the hierarchy instead (e.g. “Interpreting challenges”/.../”High information load”).

C. Grouping list of annotations by their root category

In previous version, the annotation categories were displayed in random order. In EVIVA, however, it was important to be able to see and access all the annotated interpreting challenges at a glance. The display of the annotation categories in the Annotations box was therefore improved by grouping them according to their root category, i.e. the highest category they belonged to (cf. Figure 5).

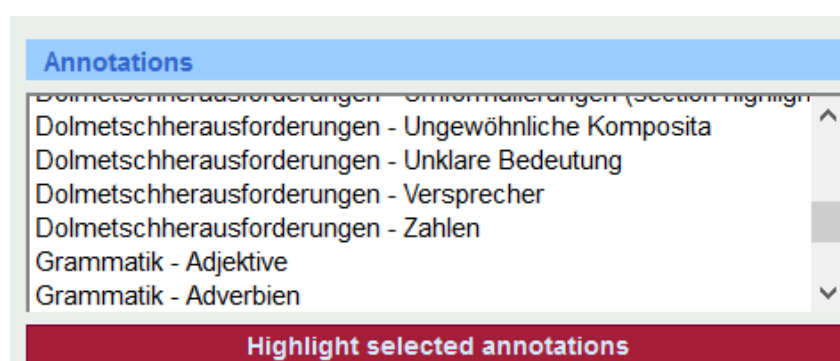


Figure 5: Grouping of annotation categories according to their root category (e.g. “Dolmetscherausforderungen” or “Grammatik”)¹

D. Option to only show annotation categories used in a search operation

In a former version of the Search Interface, all annotation categories assigned to an interview section were displayed in the annotation box next to a search result, regardless of the categories with which the user had carried out the search operation. This required the user to remember the selected search categories and to find them among all the other categories in the annotation box. In the enhanced version, users can switch between “Show all” and “Show filtered” (cf. Figure 6) to display all annotated categories or only those they used in their search.

¹ Translation: “Interpreting challenges” or “Grammar”

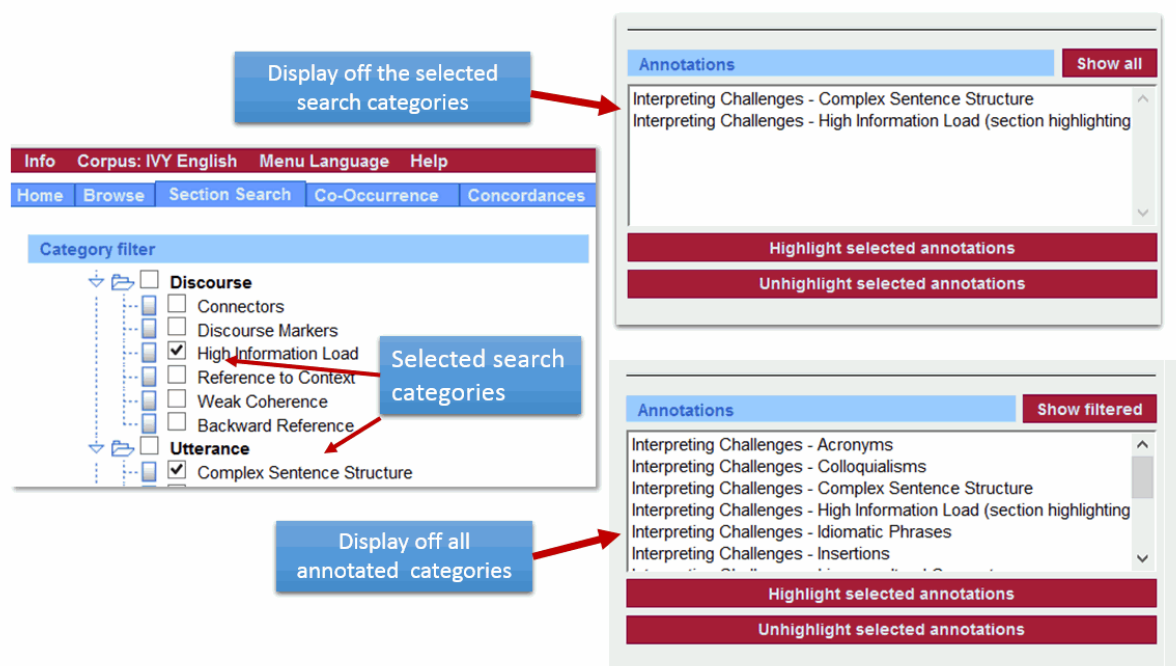


Figure 6: Annotation box with options “Show all” und “Show filtered”

E. Display of annotations assigned to entire interview sections

Each interview is divided into content sections with a title. Sometimes annotation categories are assigned to the entire section and not to individual words or strings of word within the section. In the enhanced version, annotations assigned to the entire interview section is indicated next to the section title (cf. Figure 7).

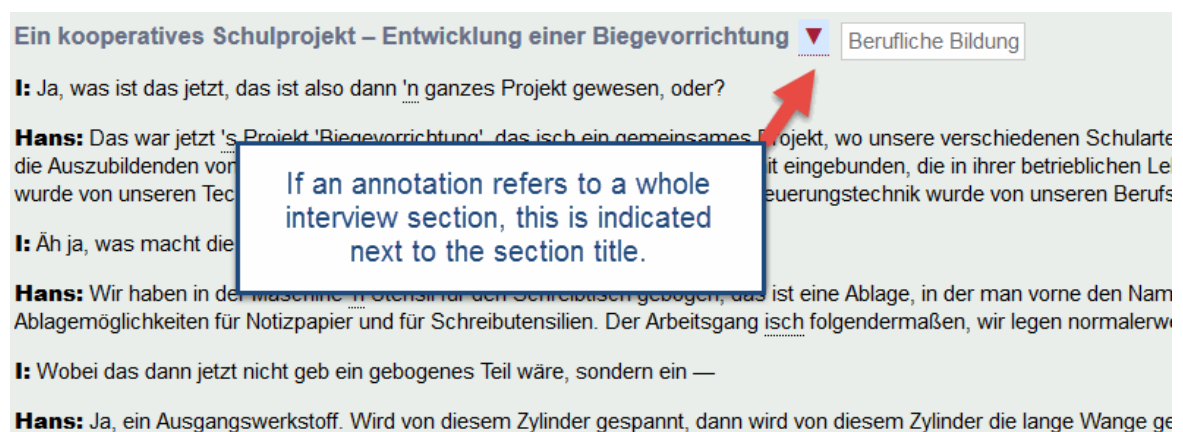


Figure 7: Indication of annotations assigned to the entire interview section

F. Display of annotated passages in the exportable ODT transcript

In former versions of the BACKBONE Search Interface, transcripts with highlighted annotations could be exported as a text file in ODT format. This option, however, was only available for sections and not for entire interviews. Due to the new annotation display for entire interviews (see section A. above), it became also possible to use the “export to ODT” function for entire interviews. In addition, the display of annotated passages was further improved by inserting

annotation labels in brackets: the annotated text is shown in red and the annotation labels in grey. In the case of annotations assigned to an entire interview section, the annotation category is shown next to the section title (see the following extract).

Fundraising, networking and problem solving ▼ (*High Information Load*)

Jerry: Many of the things that we do are quite fun. We have coming up on Monday a golf outing which we make a significant amount of money on. We also make a significant amount of money on **legislator** (*Specialist Lexis*) receptions; since this is the state capital, when the **legislature** (*Specialist Lexis*) **goes into session** (*Specialist Lexis*) in January, we do a reception for all the legislators, and we'll have **8-900 people** (*Numbers and Dates*) at the reception, along with most of the other business organizations in the state. And **when all is said and done** (*Idiomatic Phrases*), we make **16-18 000 dollars a year** (*Numbers and Dates*) off of that and about the same amount off of our golf outing. We do monthly networking events. Networking is something that's very big in American business - **business people getting together and exchanging business cards, making new contacts** (*Insertions*). And we do a Business After Hours which is not — All chambers of commerce do them, but ours are quite successful. We have them the **fourth Thursday of every month** (*Numbers and Dates*), they are at a different place every month, and we'll have anywhere **from a 120 to 350 people** (*Insertions*) attend one of those. And they're very — just very social, from 5:30 till 7:30 in the evening.

2.3 Adaptations concerning the corpus management Tool

Apart from adaptations implemented in order to improve the available annotation, search and display options, more general adaptations of the Corpus Management Tool (CMT) were required, in particular as regards its interaction with the Search Interface.

I. Refactoring code to provide the Search Interface with a unified procedure for loading and updating corpus files:

- Old corpus files are now only replaced once the download and parsing of the new file was successful.
- The corpus update process is guarded against concurrent execution to avoid partial downloads, corrupted files and undefined corpus states. At the same time, the user of the Search Interface is only be minimally affected by the corpus update.
- The existing corpora are always fully loaded in memory to ensure a quicker response-time for all Search Interface users when loading a corpus or accessing a permanent video URL.

II. So far the corpus file name was used both for the name of the corpus and as an identifier throughout the Search Interface. Now, a unique official corpus ID was introduced (as file name and as idno-tag in the XML annotation) for each corpus. That allows for a greater flexibility of corpus management:

- All parts of the Search Interface code were changed to work with the unique id.

- The value of the existing title-tag of the annotated corpus can be set and changed by corpus annotators and are used by the Search Interface as corpus name.
- Since the CMT does not provide nor work with the official corpus ID, a mechanism was implemented that maps the ID to the CMT. This is especially important to avoid unnecessary downloads of entire corpus files via the CMT corpus signature.
- Necessary changes were made to ensure interoperability with the VRP folder names.
- The unique ID has a permanent character (as opposed to corpus names) and persistent URLs to video links can be published.

III. A new functionality was implemented to download interview images from the CMT at corpus update

IV. Corpus Validation Tool: A new test was added to the corpus validator to identify cases where anchors that mark the beginning of an annotated sequence of words do not have a corresponding end-anchor

V. Server Administration was adapted to ensure that the SVN repositories and the Search Interface is running and updated when necessary.

3. Video-based training material for clients of interpreter services

Video clips giving advice to users of interpreting services on how to communicate effectively through an interpreter have begun to emerge on the Internet, especially on YouTube, although they are not necessarily embedded in a pedagogical environment that provides learning support. Pedagogical research has repeatedly highlighted the importance of pedagogical embedding of potentially relevant content in order to guide and engage learners and for learning to take place. In accordance with this, the VLE chosen in EVIVA is one of the few comprehensive learning environments for interpreter clients created to date. It is available from the European project Building Mutual Trust 2.²

The BMT2 environment focuses on the training of legal practitioners in how to work with interpreters. It is based on Directive 2010/64/EU on the right to translation and interpretation in criminal proceedings, which calls on the member states of the EU to “request those responsible for the training of judges, prosecutors and judicial staff involved in criminal proceedings to pay special attention to the particularities of communicating with the assistance of an interpreter so as to ensure efficient and effective communication.”³ However, the environment can also be seen as a model for the training of professionals and students from other fields (e.g. healthcare, business).

The environment offers a series of video clips showing simulated examples of interpreter-mediated situations to help legal practitioners learn about the specifics and challenges of interpreter-mediated communication. The video clips are supplemented by learning points and exercises. The environment can be used to observe interpreter-mediated communication. Whilst the clips show good practice,

² Building Mutual Trust 2 (EU DG Justice, JUST/2010/JPEN/AG/1566, 2011-2013; coordinator: Middlesex University) <http://www.buildingmutualtrust.eu/>

³ Directive 2010/64/EU of the European Parliament and of the Council of the European Union on the right to interpretation and translation in criminal proceedings; <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2010:280:0001:0007:en:PDF>

they do not show idealised situations, making it interesting and challenging for their addressees, and enabling them to understand the complexities of working through an interpreter, to infer instances of good practice as well as challenges. This is supported by the addition to learning points to encourage self-reflection.

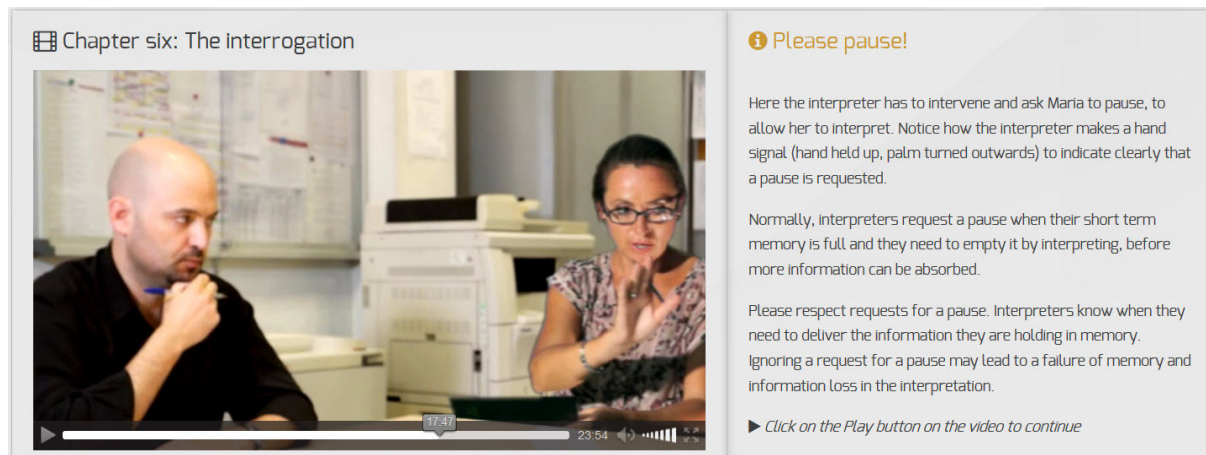


Figure 8. Screenshot from a BMT2 video from an interpreted police interview with a suspect

Potential challenges for authenticity and relevance of the material arise here as well. The relevance of the material relates to the clients' professional practice. One aspect here is that interpreter-mediated communication in legal settings differs—to an extent—from that in other settings. A related aspect, which is pertinent to all European-wide initiatives that aim to develop such training content, is that professional practice also differs across countries. Even within one country, the communication and training needs of different groups will partially differ (e.g. lawyers vs. judges vs. police officers). A further aspect to deal with in European-wide training material is language. As with the content for interpreting students, a balance needs to be struck between various demands. The BMT2 project addressed these challenges—within the legal setting—by focusing on legal situations that are broadly relevant in all European countries (especially police interview, court hearing); by showing the practice of different legal professionals (police officer, judge, lawyer); and by offering subtitles in several languages (by way of example) to increase access to the material (see Figure 8, 9, and 10).



Figure 9: Screenshot from chapter on “The court hearing” from a BMT 2 video

The videos included in the BMT2 environment tell the story of a Polish national who finds herself facing police and court proceedings in Spain after an incident in a local market. The video clips show her encounters with the criminal justice system (from her arrest to the initial police interview and her hearing in court) and some of the steps to be taken by the different legal professions involved in this process (e.g. how to source an interpreter). One of the video clips is furthermore devoted to the emerging practice of remote interpreting. The first video clip is different from the other clips in that it shows a monolingual conversation (among lawyers) to illustrate some of the foundations of communication in general.

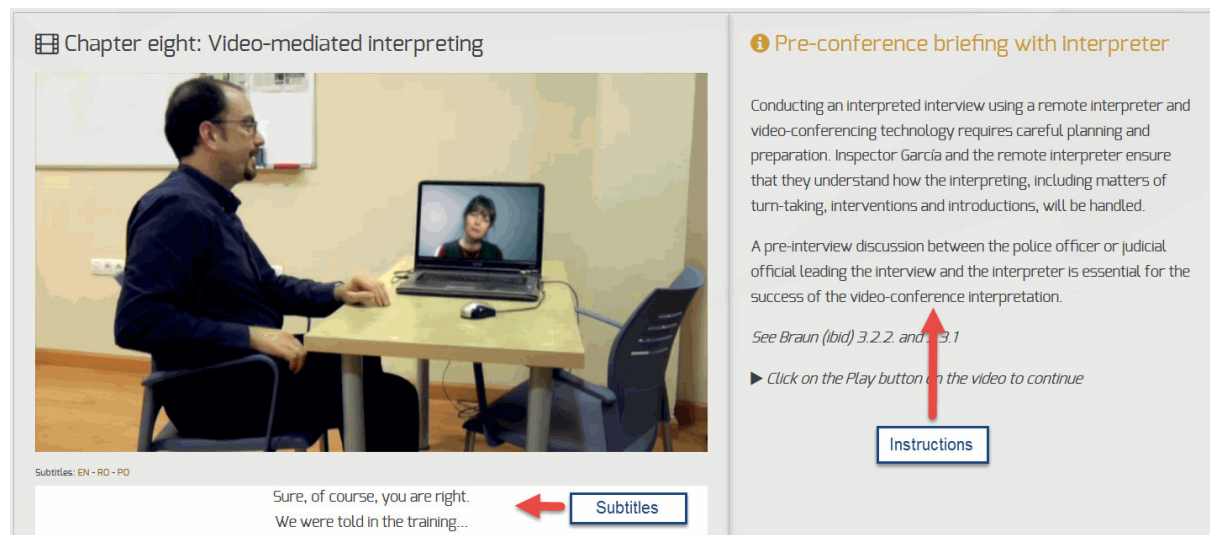


Figure 10: Screenshot from a BMT 2 video covering aspects of remote interpreting

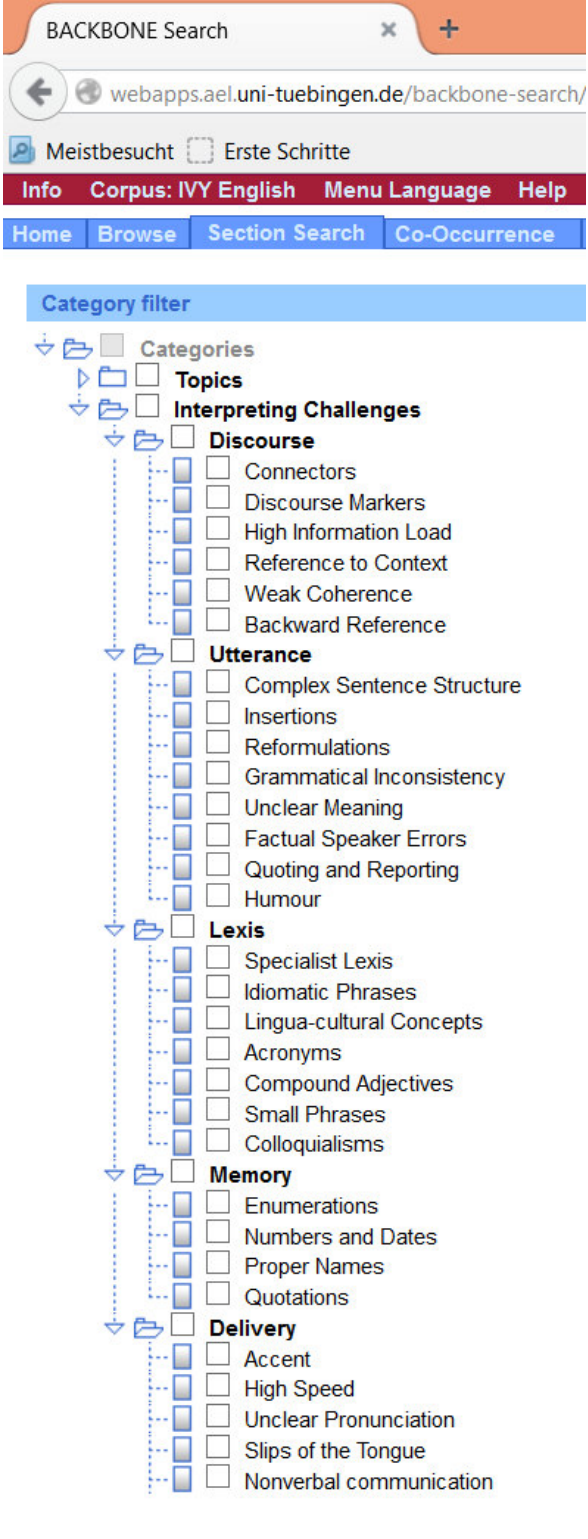
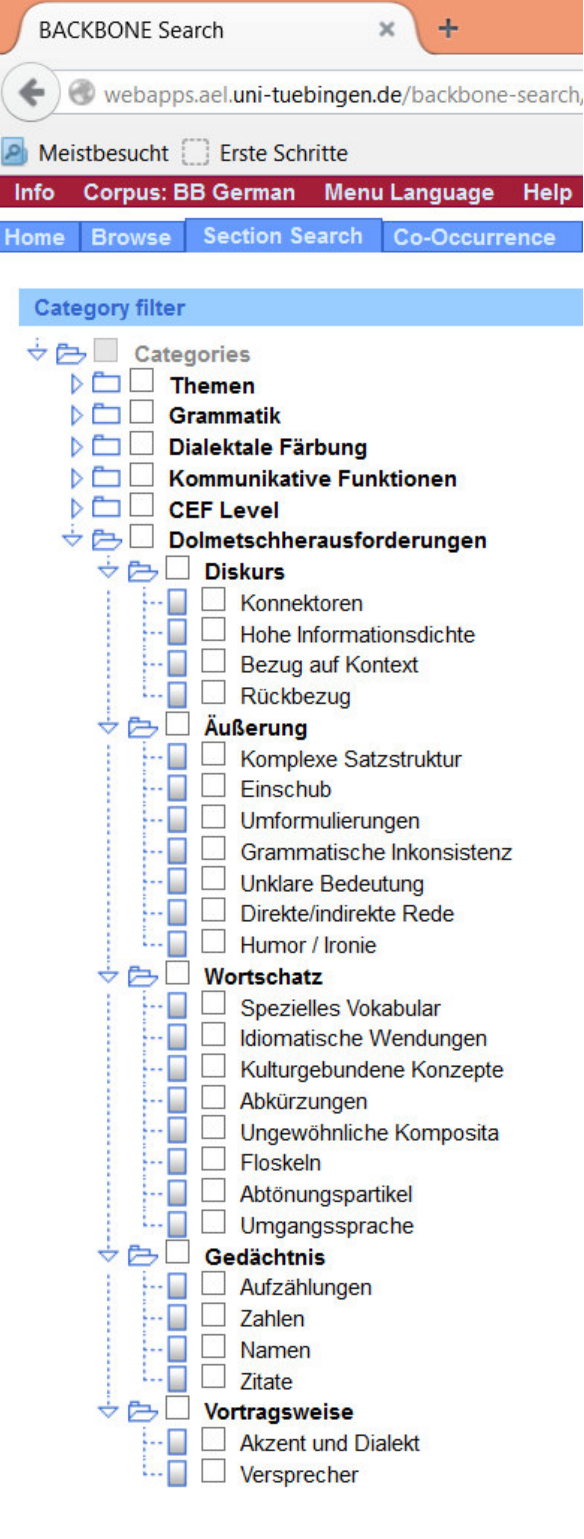
Users can choose to work with each video clip individually. The rationale for this is that, as was pointed out above, different legal professionals would be interested in different parts of the legal process. It is recommended, however, that all users watch the first video, as it lays the foundations for the learning points that follow in the later sequences.

Each video clip has an introduction to its content and main characters, and is complemented by a number of learning points. These are presented in the form of self-reflective questions for the user to consider before and after watching the video clip as well as points coming up during the video to encourage self-reflection at different stages. When learning points come up, the video clip pauses automatically. The users can deal with the point in their own time and then continue watching the video clip. The videos are also complemented by links to further documents and background materials.

Similar to the other projects on which EVIVA builds, the approach taken in the BMT2 project can be easily expanded by creating additional content (video clips and learning material) and by adapting the content for different countries and languages. The approach can also be used to create training material for clients of interpreting services in other settings.

An access point to Building Mutual Trust 2 (BMT2) together with Guidelines for using the video-based content (see Appendix 2) has been made available on the EVIVA website.

4. Appendix 1: Screenshots of category trees from the Backbone search interface

Category tree for the English corpus	Category tree for the German corpus
	

Category tree for the Polish corpus	Category tree for the Greek corpus
<div data-bbox="188 369 826 609"> <p>BACKBONE Search</p> <p>webapps.ael.uni-tuebingen.de/backbone-search/faces/sea</p> <p>Meistbesucht Erste Schritte</p> <p>Info Corpus: BB Polish Menu Language Help</p> <p>Home Browse Section Search Co-Occurrence Concor</p> </div> <div data-bbox="207 638 798 1467"> <p>Category filter</p> <ul style="list-style-type: none"> Categories <ul style="list-style-type: none"> Tematy Gramatyka Leksyka Wyzwania tłumaczeniowe <ul style="list-style-type: none"> Dyskurs <ul style="list-style-type: none"> Duża ilość informacji Odniesienie do kontekstu Słaba spójność treściowa Odniesienie do wcześniejszej wypowiedzi Wypowiedź <ul style="list-style-type: none"> Złożona struktura zdania Wtrącenie Niespójność gramatyczna Niejasne znaczenie Słownictwo <ul style="list-style-type: none"> Słownictwo specjalistyczne Wyrażenia idiomatyczne Pojęcia językowo-kulturowe Wyrażenia potoczne Pamięć <ul style="list-style-type: none"> Wyliczenia Liczby i daty Nazwy własne Wygłoszenie <ul style="list-style-type: none"> Duża szybkość Niewyraźna wymowa </div>	<div data-bbox="890 369 1369 577"> <p>BACKBONE Search</p> <p>webapps.ael.uni-tuebingen.de/backbone-search</p> <p>Meistbesucht Erste Schritte</p> <p>Info Corpus: IVY Greek Menu Language Help</p> <p>Home Browse Section Search Co-Occurrence</p> </div> <div data-bbox="909 604 1324 1467"> <p>Category filter</p> <ul style="list-style-type: none"> Categories <ul style="list-style-type: none"> Topics Interpreting Challenges <ul style="list-style-type: none"> Discourse <ul style="list-style-type: none"> Connectors High Information load Reference to Context Weak coherence Backward reference Utterance <ul style="list-style-type: none"> Complex sentence structure Insertion Reformulation Grammatical inconsistency Factual speaker errors Quoting and reporting Humour Lexis <ul style="list-style-type: none"> Specialist lexis Idiomatic phrases Acronyms Compound adjective Small phrases Colloquialisms Memory <ul style="list-style-type: none"> Enumerations Numbers and dates Proper names Quotation Delivery <ul style="list-style-type: none"> Accent Tone of voice </div>

Category tree for the Spanish corpus

BACKBONE Search ✕ +

webapps.ael.uni-tuebingen.de/backbone-search

Meistbesucht ☐ Erste Schritte

Info Corpus: BB Spanish Menu Language Help

Home Browse Section Search Co-Occurrence

Category filter

- Categories
 - ☐ Temas
 - ☐ Características gramaticales
 - ☐ Léxico
 - ☐ Nociones y funciones comunicativas
 - ☐ Nivel MCERL
 - ☐ Sección de interés para su explotación
 - ☒ Problemas de interpretación
 - ☐ Discurso
 - ☐ Conectores
 - ☐ Carga de información alta
 - ☐ Referencia al contexto
 - ☐ Falta de coherencia
 - ☐ Referencia anafórica
 - ☐ Enunciado
 - ☐ Oración compleja
 - ☐ Inciso
 - ☐ Reformulación
 - ☐ Inconsistencia gramatical
 - ☐ Significado confuso
 - ☐ Citas y discurso indirecto
 - ☐ Léxico
 - ☐ Léxico especializado
 - ☐ Modismos
 - ☐ Conceptos culturales
 - ☐ Acrónimos
 - ☐ Coloquialismos
 - ☐ Memoria
 - ☐ Enumeración
 - ☐ Números y fechas
 - ☐ Nombres propios
 - ☐ Exposición
 - ☐ Acento
 - ☐ Ritmo rápido
 - ☐ Pronunciación poco clara

5. Appendix 2: Guidelines for using video-based content Building Mutual Trust 2 (BMT2) for users of interpreters

What is Building Mutual Trust 2?

Directive 2010/64/EU on the right to translation and interpretation in criminal proceedings calls on member states to “request those responsible for the training of judges, prosecutors and judicial staff involved in criminal proceedings to pay special attention to the particularities of communicating with the assistance of an interpreter so as to ensure efficient and effective communication.”⁴

Building Mutual Trust 2 (BMT2) was a European project addressing this call by offering a video-based learning environment that demonstrates best practices when working with suspects, defendants and witnesses through a spoken language interpreter. The BMT2 Project was conducted with financial support from the Criminal Justice programme of the European Commission and led by Middlesex University. The video materials are available freely through the BMT2 website to anybody who wishes to use them for their own development or to train others.

How does the video-based learning environment work?

The BMT2 environment is web-based and can be accessed using the following link: <http://www.buildingmutualtrust.eu/>

The mainstay of the BMT2 environment is a series of video clips showing communication through an interpreter in police and court settings. The videos tell the story of a Polish national who finds herself facing police and court proceedings in Spain after an incident in a local market. The 5 videos available show her story in sequence, divided into chapters:

Video 1	Chapter one: Speaking the same language
	Chapter two: Introduction of Inspector García
Video 2	Chapter three: <i>A real nightmare</i>
	Chapter four: <i>The arrest</i>
Video 3	Chapter five: <i>Finding and interpreter</i>
	Chapter six: <i>The interrogation</i>
Video 4	Chapter seven: <i>The Court room</i>
Video 5	Chapter eight: <i>Video-mediated interpreting</i>

Videos 1, 2 and 3 each cover two chapters of the story. You can choose to view any video or chapter in any order. If, for example, you choose to watch Chapter four (*The arrest*), you need to select Video 2 and then skip ahead manually to the beginning of Chapter four. It is recommended, however, that you watch Video 1 first, as it lays the foundations for the learning points that follow in the later sequences.

⁴ Directive 2010/64/EU of the European Parliament and of the Council of the European Union on the right to interpretation and translation in criminal proceedings; <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2010:280:0001:0007:en:PDF>

Each video clip has an introduction to its content and the main learning points that it intends to convey at the beginning. There are also links to further documents and background materials.

How do I access the videos and the associated learning materials?

The environment can be accessed from the home page of the project website (<http://www.buildingmutualtrust.eu/>). Hover over the drop-down menu called 'BMT VIDEOS'. A list of **videos** will appear. These are available in HTML5 for modern browsers and tablets, and also in a flash version, suitable for older browsers. Click on the number of the video you would like to see. This will take you to the relevant page.

At the top of each video, further information can be found under different tabs:

- **Summary:** includes a summary of the content of the video clip below
- **Who's who:** includes pictures and names of the characters featured in the clip
- **Focus:** outlines the main focus of the video clip
- **Before watching:** includes questions to consider before watching the video clip
- **After watching:** includes questions to consider after watching the video clip

Click on the tab you want to access in order to display its content. It is advisable to go through the first four tabs before watching the video clip, in order to gain a general understanding of what the video is about.

When ready to watch the video, click on the 'play' button on the media player. As the characters in the videos speak different languages (English, Spanish and Polish), subtitles are available; these can be activated in **English, Spanish, Romanian and Polish**. In order to activate the subtitles, click on the corresponding language label below the video (EN = English, ES = Spanish, RO = Romanian, PO = Polish). If you have activated the subtitles by mistake, click again on the same language label to deactivate the subtitles.

While playing, the videos will pause automatically to show **learning points**. A box will appear on the right-hand side to provide you with information on the communicative situation, the speakers and the role of the interpreter in the situation presented in the video. When you have read this information and are ready to proceed, click again on the 'play' button on the media player to continue watching the video clip.

Where can I find more information about BMT2?

The BMT2 project was coordinated by Middlesex University. The coordinator's contact details can be found on <http://www.buildingmutualtrust.eu/project-partners>