Interacting with the technology, interacting with others

Elena Davitti

Sara Dicerto

Outline

Multitasking

- In Interpreting

- In Dialogue Interpreting (DI)

  - Linguistic dimension

  - **Interactional dimension**

    - Turn management

    - Space management

    - Non-verbal management

- In DI education

  - Challenges

  - **VLEs as multitasking training tools**

    - Individual learning

    - Collaborative learning

Analysis of extracts

Outcomes and 'going forward'

Multitasking in Interpreting

Interpreting is a **multi-task** and complex activity (Pöchhacker 2004)

Multitasking in Simultaneous and Consecutive Interpreting

Coordination of cognitive capacity across brain regions/different tasks

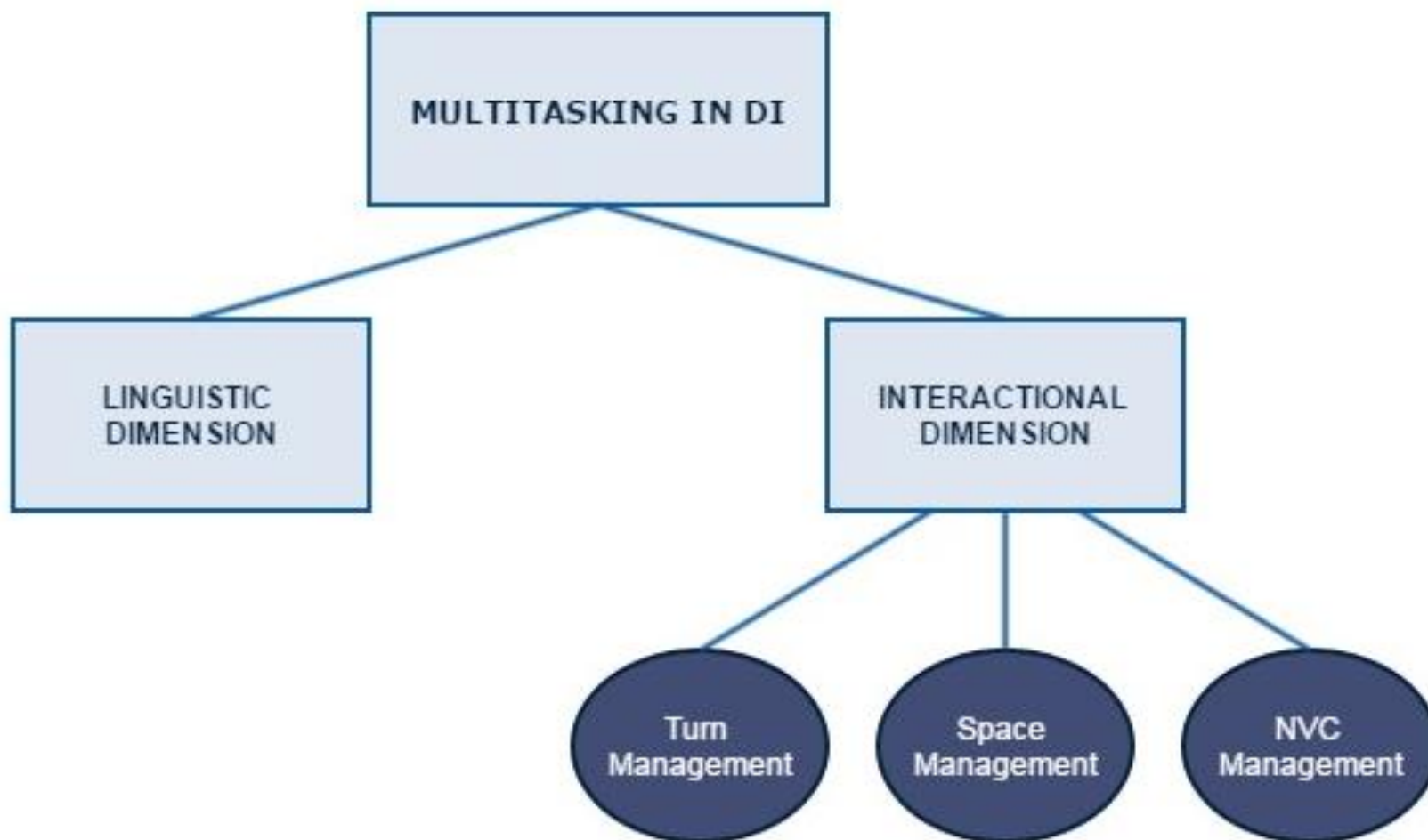*synchronous activation of two languages, listening + speaking*

Multitasking in Dialogue Interpreting

Coordination of linguistic and **interactional dimensions**

managing conversational order, minimising misunderstanding, promoting participation

How can we break it down?

Multitasking in DI education

How to train dialogue interpreters to multitask?

Challenges

- Lack of awareness of multiple dimensions to DI (not only linguistic one)

- Limited space, time and resources for training 'doing multitasking' in the DI classroom

- Risk of overload management problems if all skills were to be trained together

VLEs as multitasking training tools

How to train dialogue interpreters to multitask?

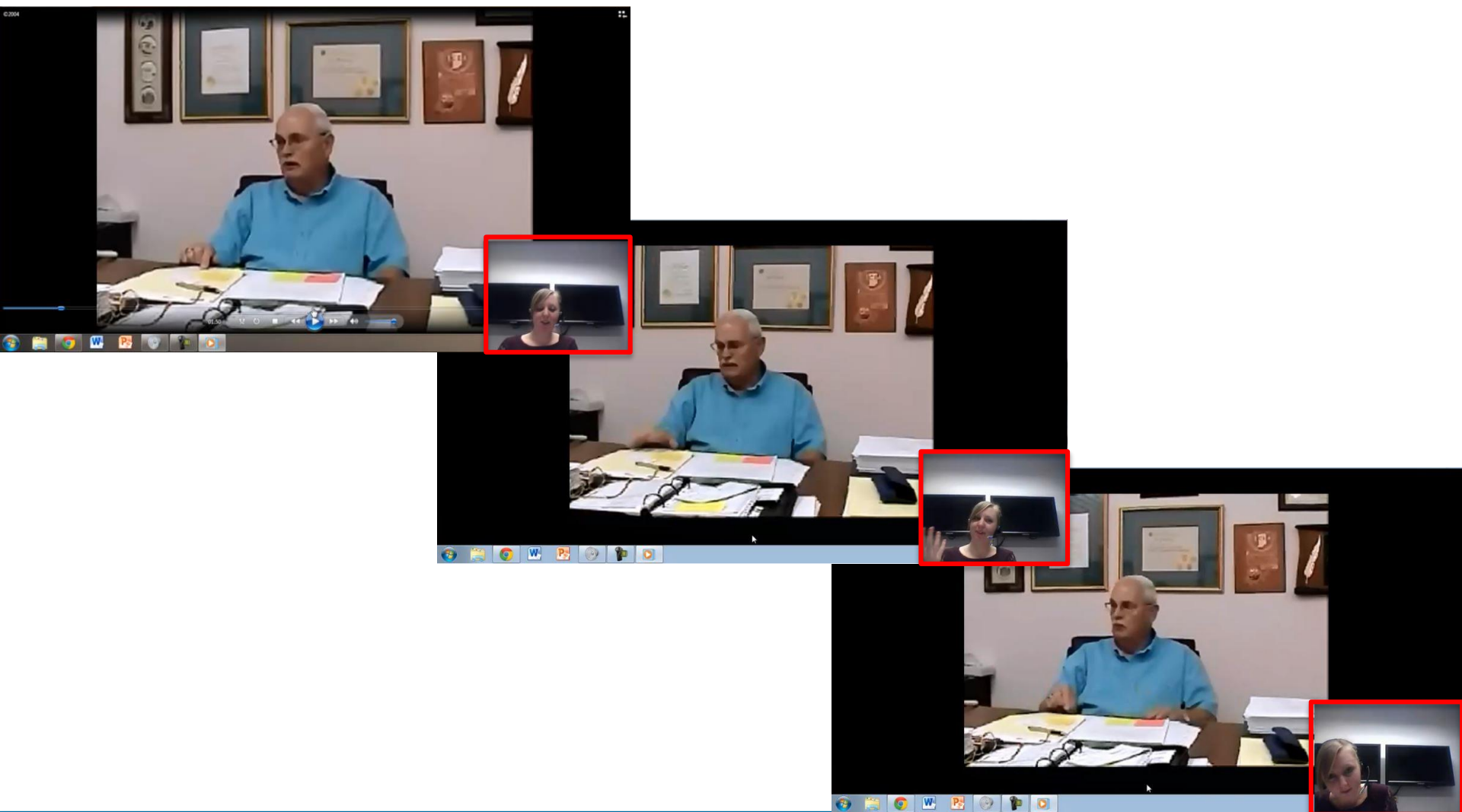| INTERACTIONAL DIMENSION	VLE			
	Individual learning		Collaborative learning	
	BB video corpus	IVY practice mode	GH videoconference	IVY live mode
Turn management	✓		✓	✓
Space management		✓		✓
NVC management			✓	

Individual learning

VLEs extending multitasking to individual practice through
student interaction with the technology

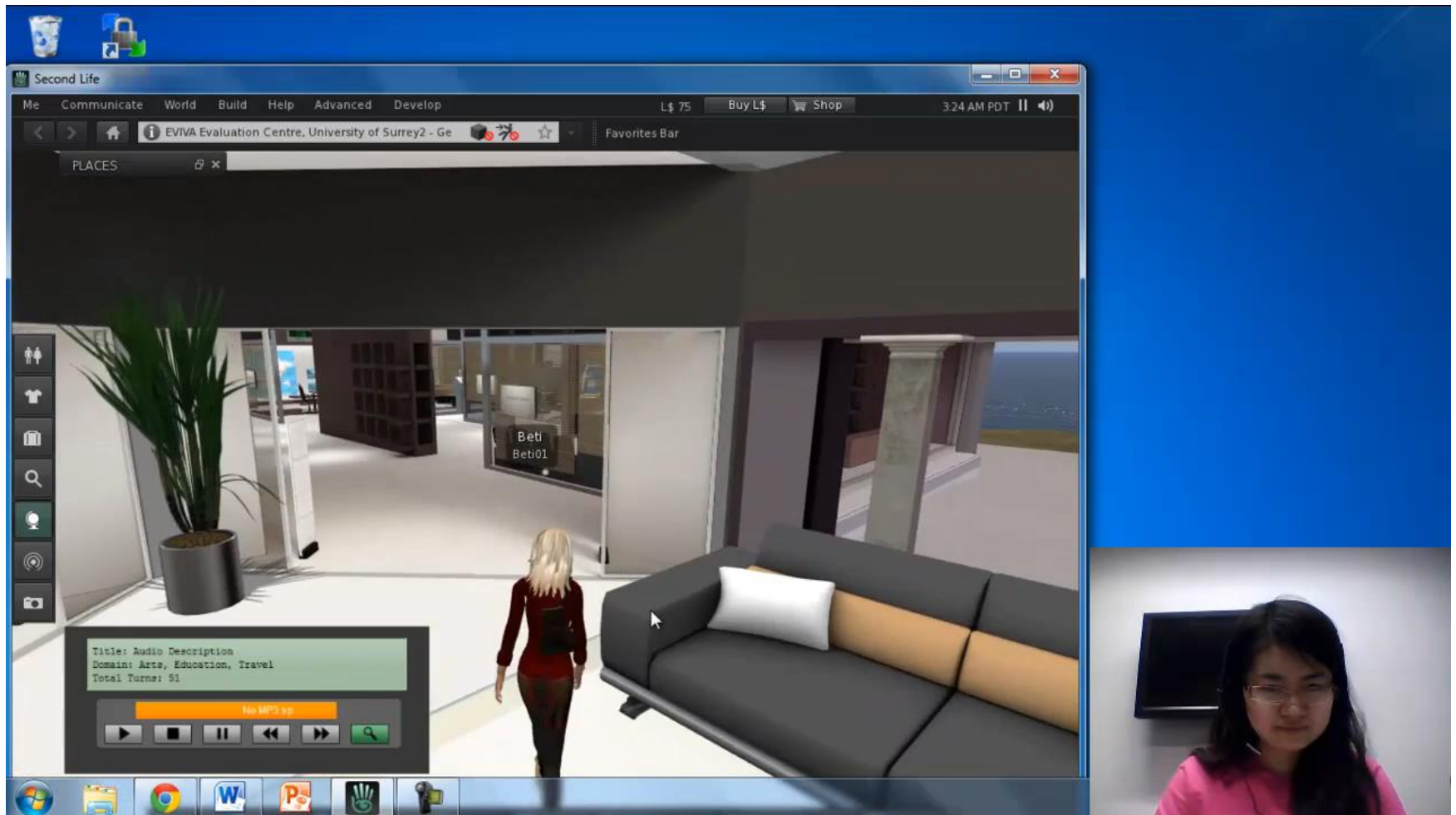| INTERACTIONAL DIMENSION	VLE	
	Individual learning	
	BB video corpus	IVY practice mode
Turn management	✓	
Space management		✓
NVC management		

Individual learning – BACKBONE video corpus

BB video corpus to target *turn management with one speaker*
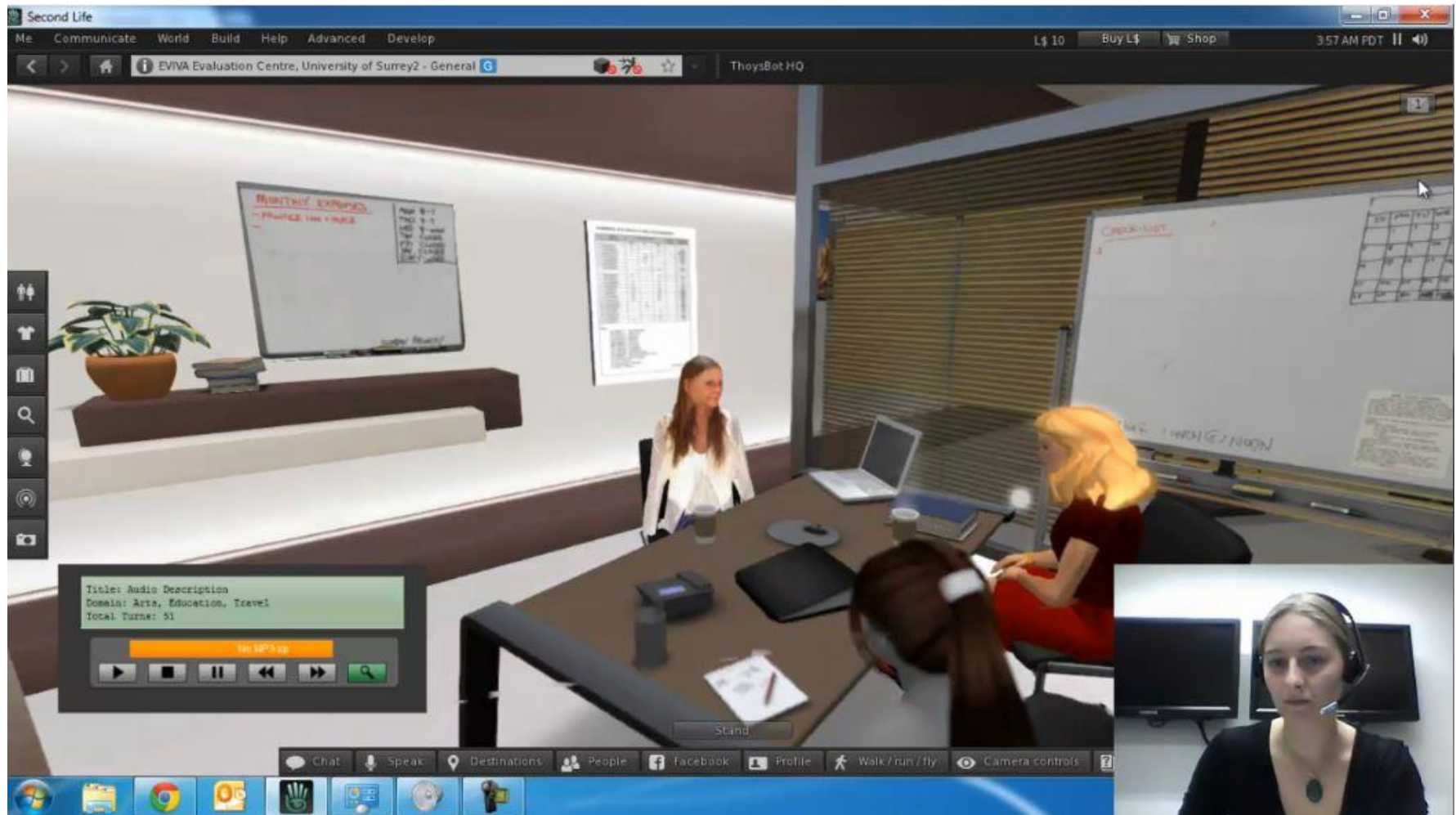
Individual learning – IVY practice mode

IVY practice mode to target *space management*

Individual learning – IVY practice mode

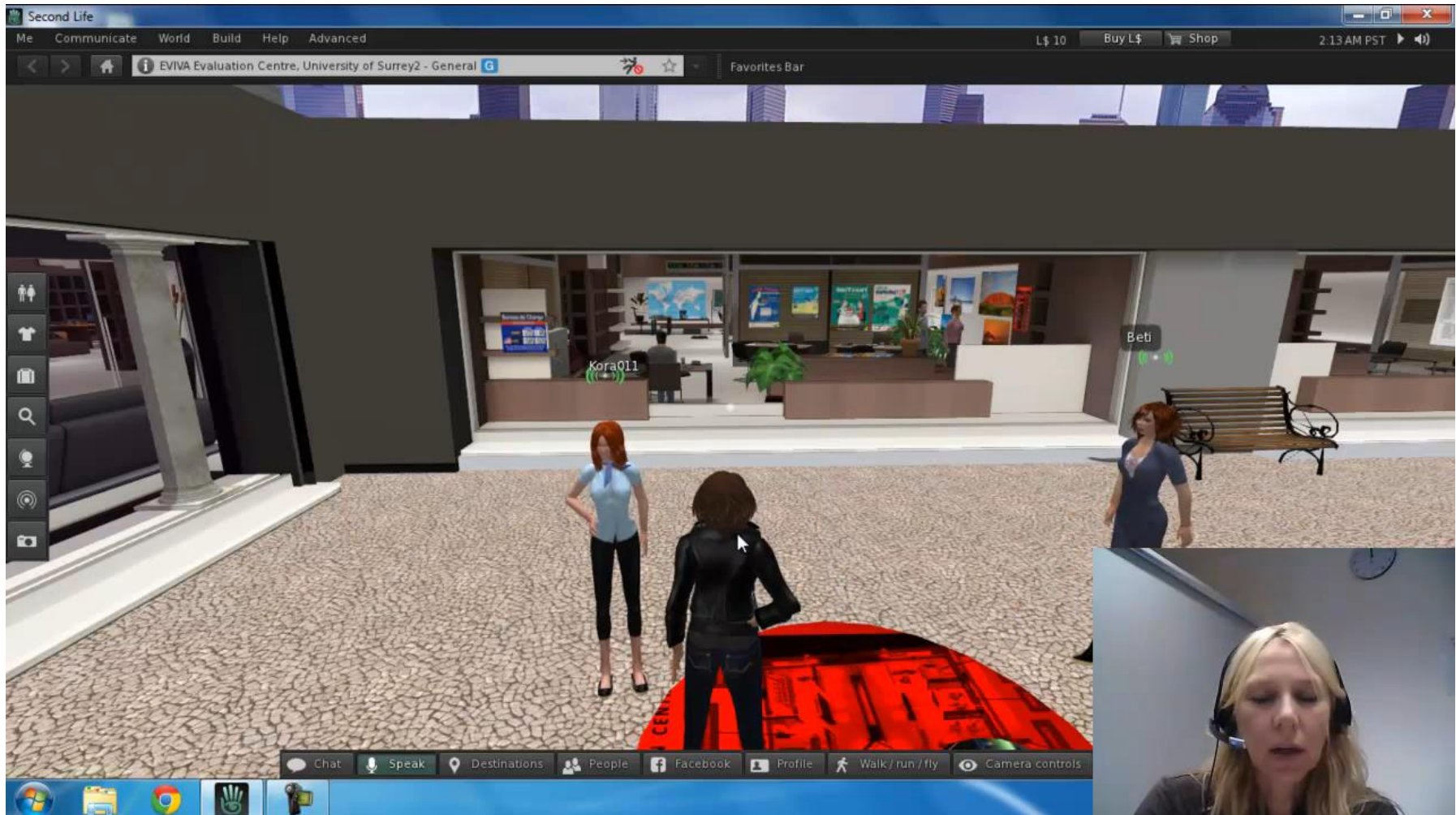IVY practice mode to target *space management*

Collaborative learning

These VLEs allow students to <u>interact with others</u> (through the technology). Performing semi-scripted role-plays these environments enable students to target multiple skills.

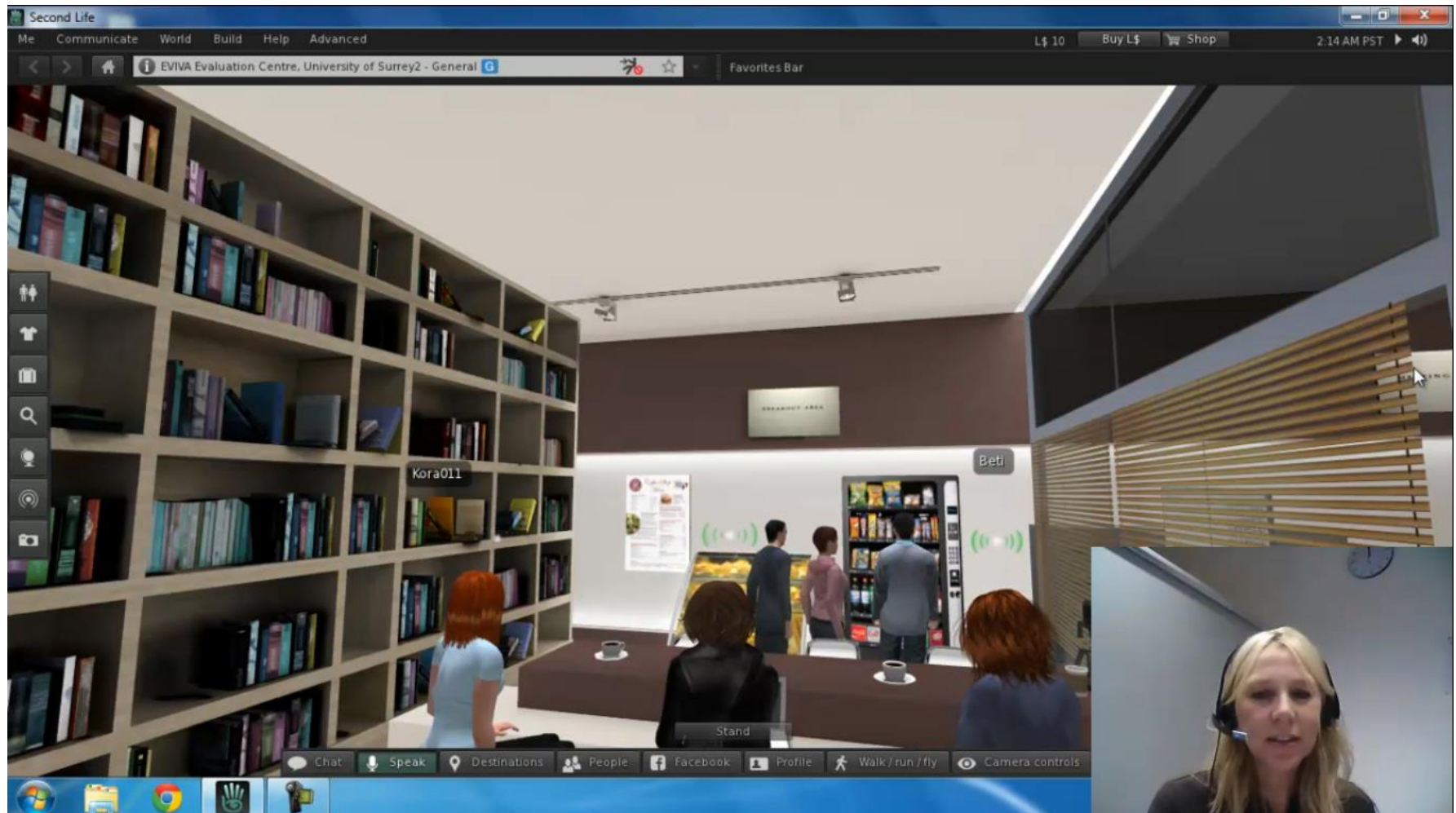| INTERACTIONAL DIMENSION	VLE	
	Collaborative learning	
	IVY live mode	GH videoconference
Turn management	✓	✓
Space management	✓	
NVC management		✓

Collaborative learning – IVY live mode

IVY (live mode) as a tool to target *space management* as well as *turn management*

Collaborative learning – IVY live mode

IVY (live mode) as a tool to target *space management* as well as ***turn management***
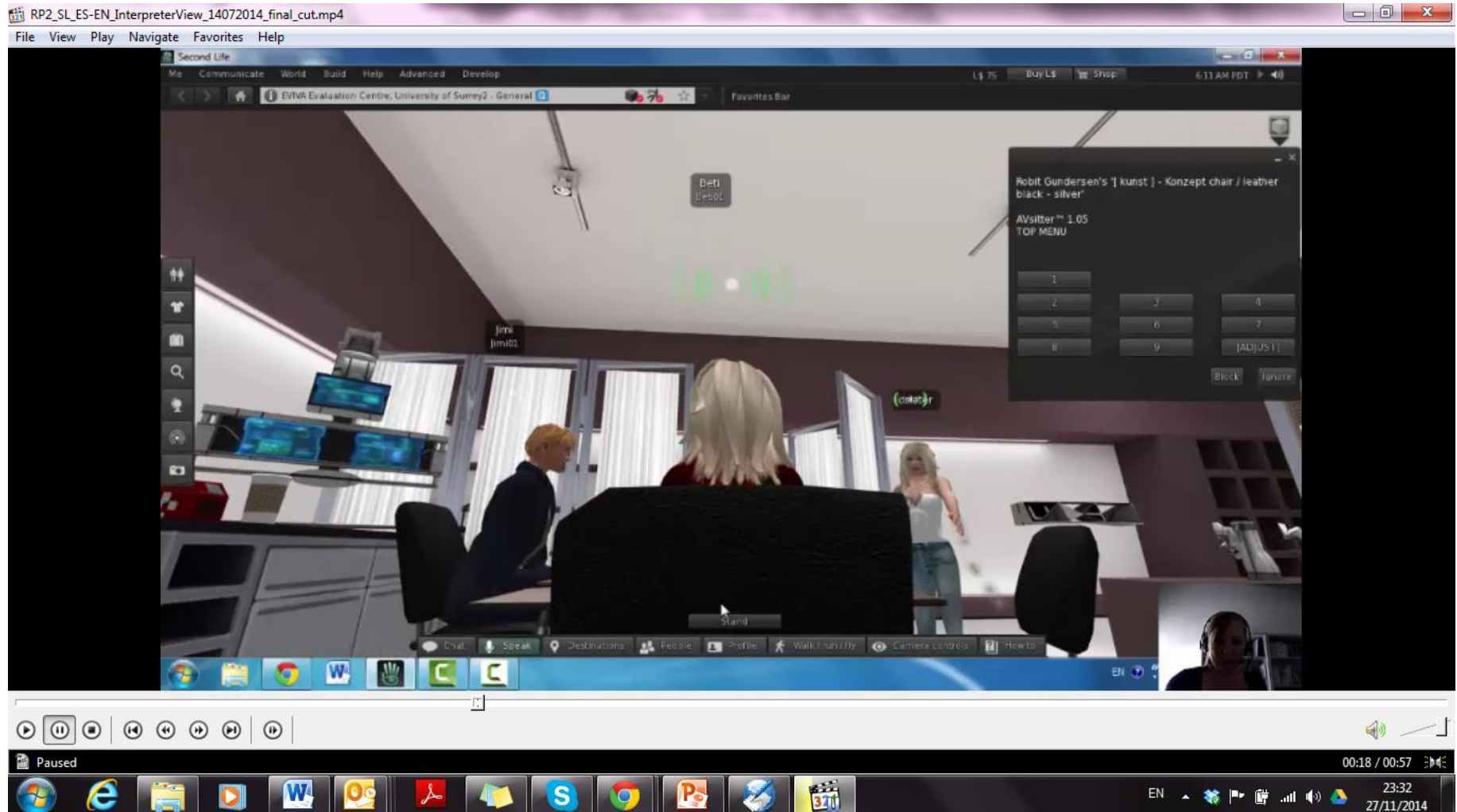
Collaborative learning – IVY live mode

IVY (live mode) as a tool to target *space management* as well as *turn management*

Collaborative learning – IVY live mode

IVY (live mode) as a tool to target *space management* as well as ***turn management***

Collaborative learning – VC

VC tool to target *turn management* and *non-verbal communication management*

Opportunities

Evidence of what VLEs can do

- Support and target different dimension of interactional competence

- Enable students to experiment different levels of multitasking through the technology

- Create practice opportunities for individual/collaborative learning

- Extend practice opportunities outside the classroom

To conclude…

Opportunities
Evidence of what VLEs can do

- Support and target different dimension of interactional competence

- Enable students to experiment different levels of multitasking through the technology

- Create practice opportunities for individual/collaborative learning

- Extend practice opportunities outside the classroom

Limitations
Trainee interpreters perceptions

- Resistance towards coordinating activities (linked to narrow view of professional behaviour)

- Difficulty identifying strengths/weaknesses in own performance

- Different perceptions about VLEs (and their specific features)

- Lack of awareness of how to fully exploit VLEs to train interactional skills

To conclude…

First step: combining interpreting practice and reflective sessions

- extension of training fulfilling an essential *raising-awareness* function: discussion of specific interactional behaviours leads to noticing and reduced resistance towards coordinating activities and revisiting concept of what is professional behaviour

Going forward

- More **individualised learner guidance** needed on how to tap the potential of VLEs for training multitasking and make students **autonomous** and **adaptive** learners.

How to consolidate this <u>over time</u>?