Interacting with the technology, interacting with others

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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’
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
Multitasking in Dialogue Interpreting (DI)

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?*

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<th>INTERACTIONAL DIMENSION</th>
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<td>BB video corpus</td>
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Individual learning

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

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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 interact with others (through the technology). Performing semi-scripted role-plays these environments enable students to target multiple skills.

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- Collaborative learning
  - IVY live mode: Turn management, Space management, NVC management
  - 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*
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
To conclude...

**Opportunities**

*Evidence of what VLEs can do*

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**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 over time?*