



## **Pedagogical Evaluation of the IVY environment**

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**Exploiting Emerging Technologies to Prepare  
Interpreters and their Clients for Professional Practice**  
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## Aims

- assess the quality of users' experience
- rate the usefulness of SL IVY environment and materials
- elicit self-perceived learning success
- gather positive and negative feedback about SL IVY

## Outline

- Evaluation centres
- Participants, methods and procedures
- Preliminary findings
  - ❖ students of interpreting
  - ❖ potential clients of interpreting services

# Evaluation Centres

## **Adam Mickiewicz University (AMU)**

18 MA Interpreting students, wk 4

Lgs: PL, EN, GER, FR

## **University of Surrey (SUR)\***

22 MA Interpreting students, wk 5

Lgs: EN, CH, FR, GR, IT, SP

## **University of Thessaloniki \***

11 MA Interpreting students, month 9

Lgs: GR, GER, EN, FR

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## **Bangor University (BNG)\***

10 clients

STUDENTS\*

\*AMU

# Method and procedure

## **1st session: Induction to SL IVY**

demonstration of the IVY environment and its capabilities;  
students created their avatars, access credentials to SL IVY

## **2nd session: individual tutorial sessions**

demonstration of available working modes;  
instructions for E-diary

## **3rd session: self-study period**

self-study w/E-diary: IVY experience and self-perceived success;  
interpreting in SL IVY using IVY learning activities

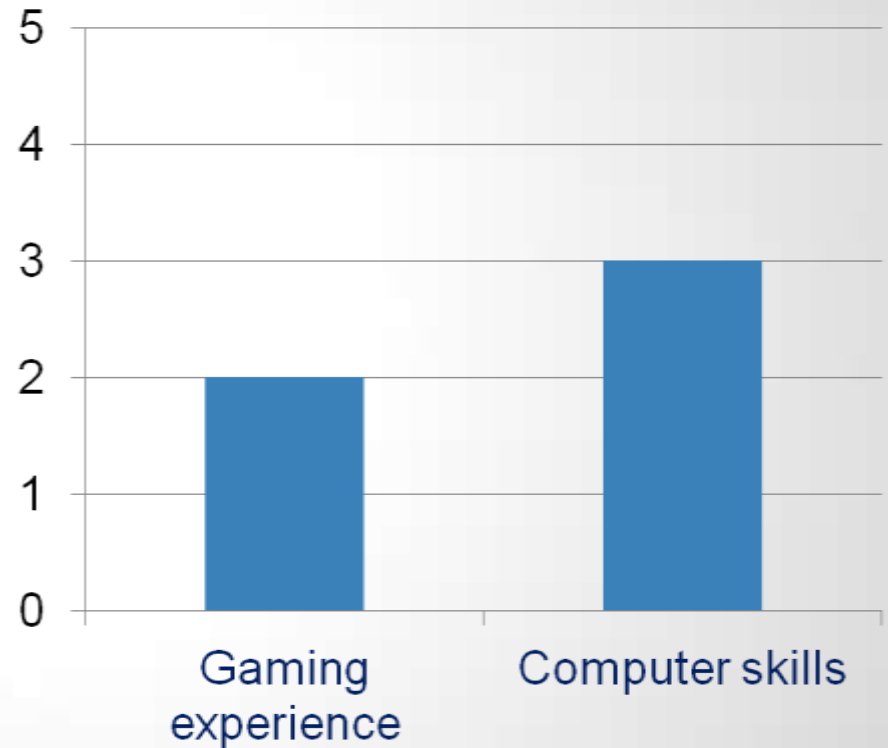
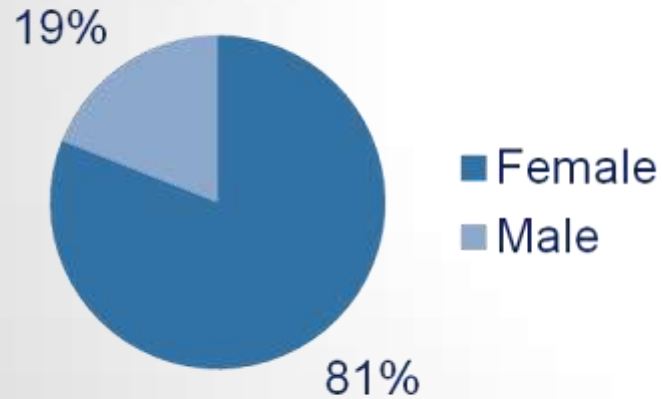
## **4th session: discussion**

tutor-moderated in-class discussion;  
feedback

# Participants

No. (AMU): 18

AGE: 23

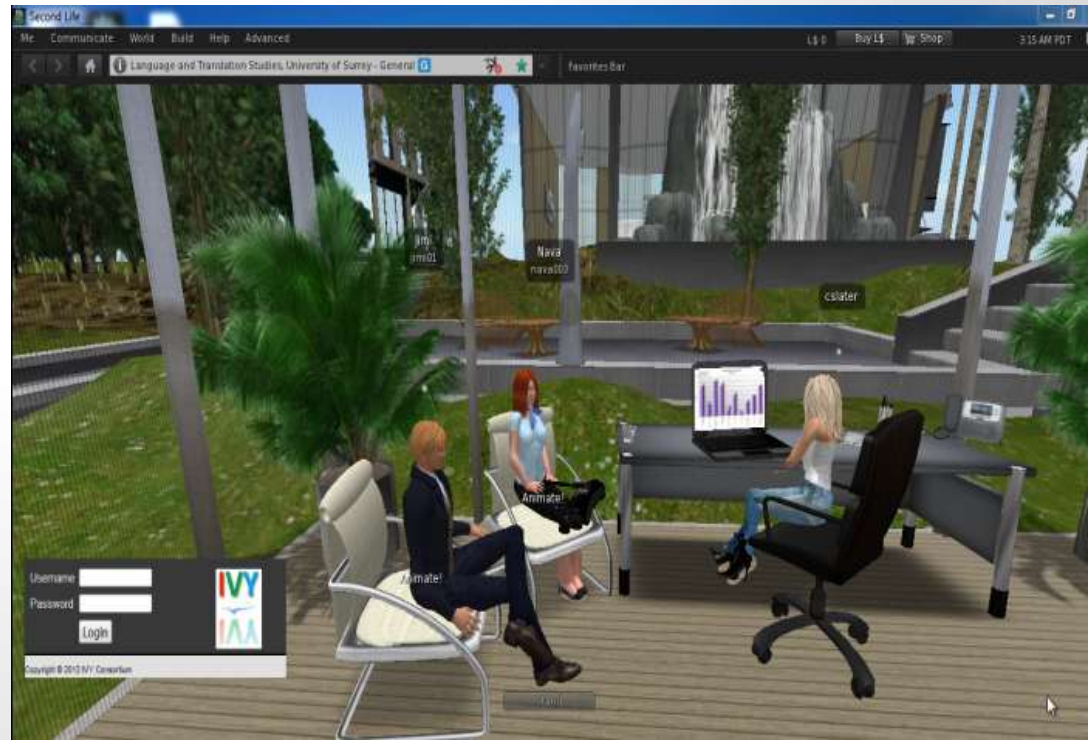


1 = No Experience 2 = Novice 3 = Intermediate 4 = Advanced 5 = Expert

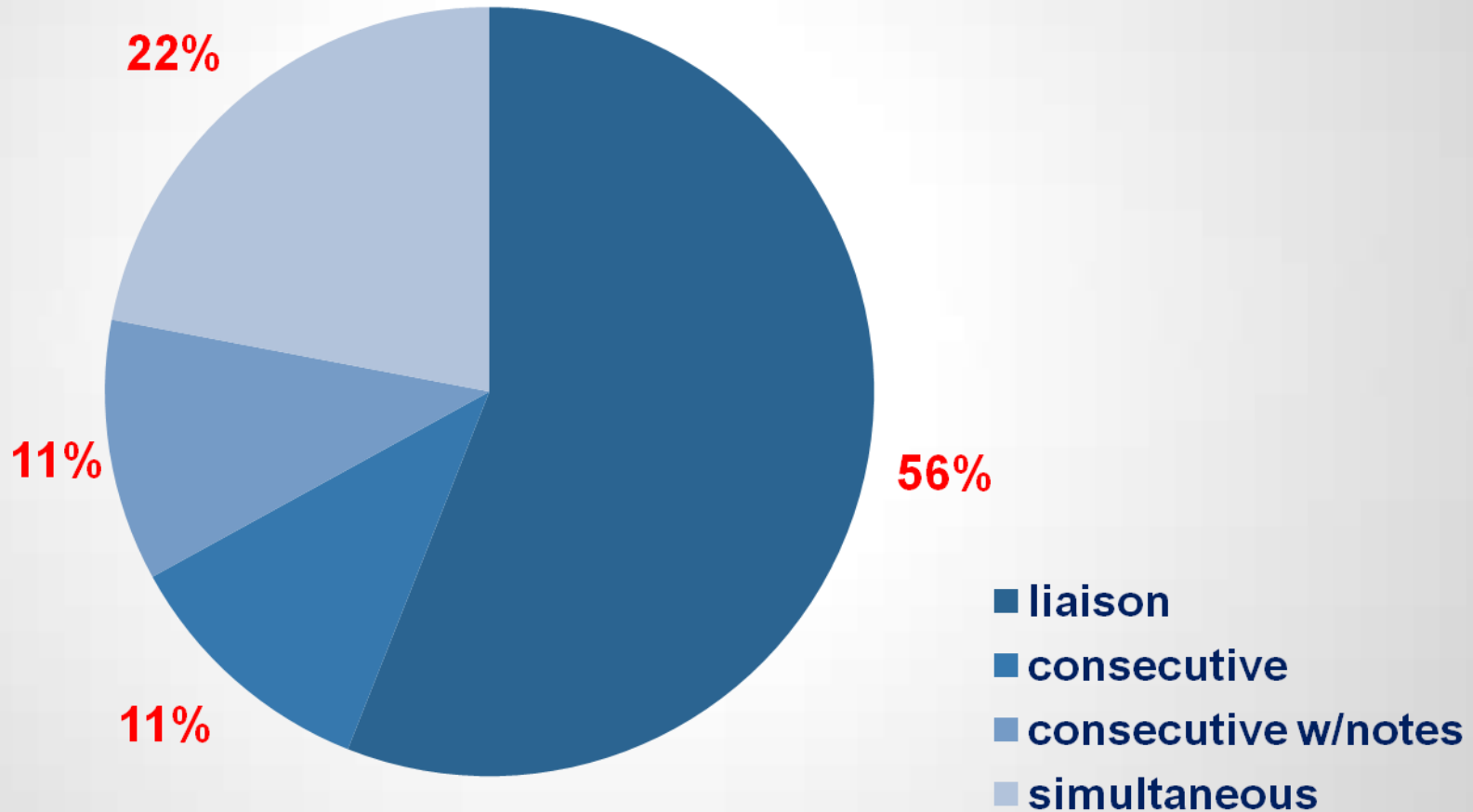
# Overview of student practice

- Average no. of sessions per person: **4**
- Time in SL IVY per person: **370 min**

- No. of dialogues per person: **2.6**
- No. of monologues per person: **2.3**



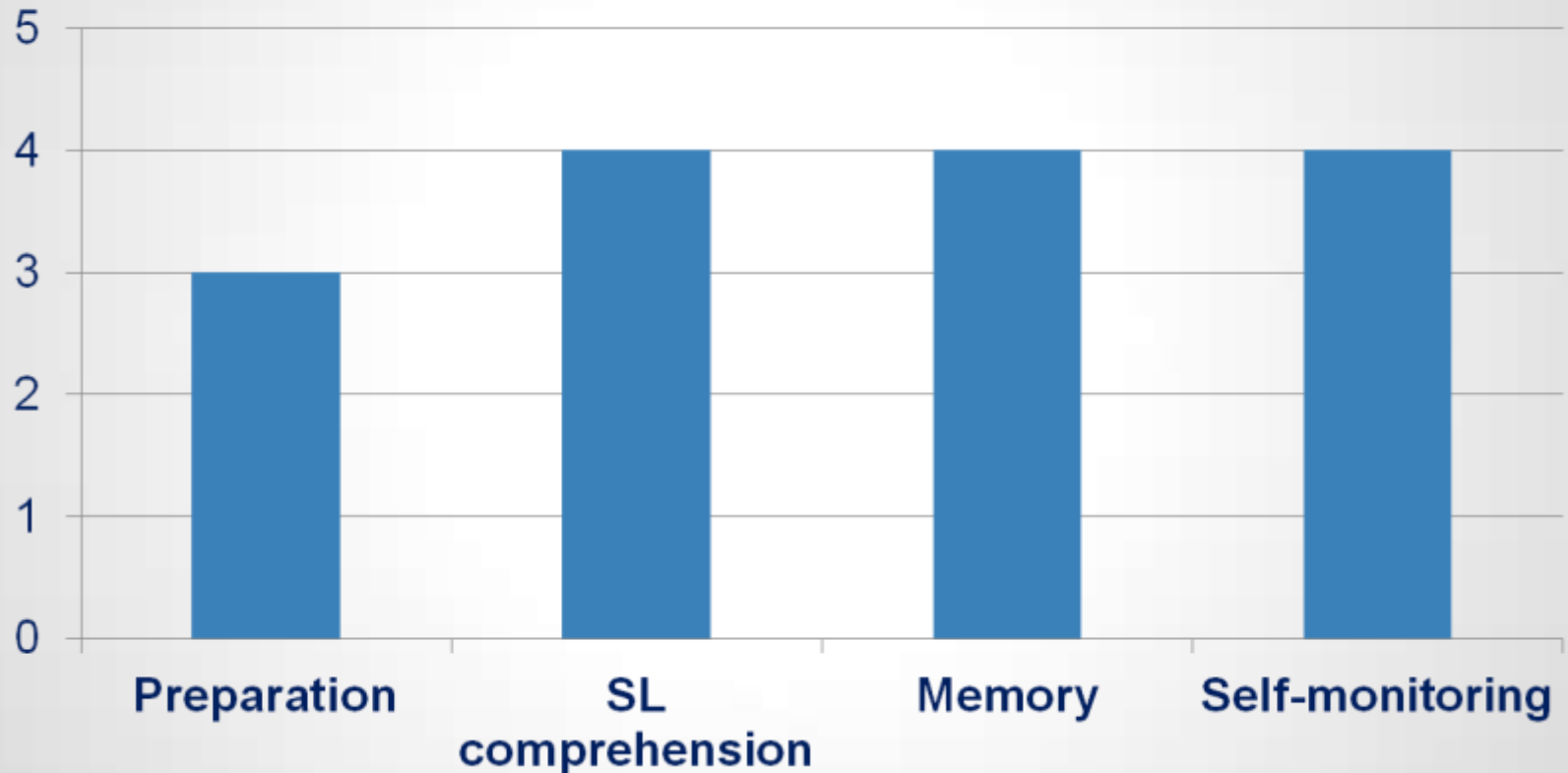
# Types of interpreting practice





# Rating of SL IVY experience

## Development of interpreting-related skills



not at all helpful (1) (2) (3) (4) (5) very helpful

# Motivation

- to test and develop interpreting abilities
- interest in topic/domain
- to develop vocab/domain

# Goals

- practice individual interpreting skills:
- listening comprehension, note-taking, memory, etc.
- concentration, stress-management skills
- split attention
- visualisation
- production skills in mother tongue
- lg-switching (liaison)

# Sample interpreting sessions

1. 'brief'
2. topic research
3. listening
4. recall of main ideas using visualisation
5. glossary using bilingual dictionaries
6. liaison interpreting w/recording
7. assessment of interpreting quality
8. reflective exercises

1. generic preparatory activities
2. 'brief'
3. liaison interpreting w/recording
4. comparing recording to transcript
5. sight translation of transcript w/recording
6. glossary

1. 'brief'
2. specific preparatory exercises
4. notes after listening to each turn
5. consecutive interpreting using notes
6. specific reflective activities

# Learning activities and transcripts

- 39% of participants used generic learning activities (mostly generic preparatory activities)
- 33% of participants used Ig-specific learning activities (preparatory & reflective)
  
- 72% of participants used transcripts
- overall 46 instances of transcript use

# Self-perceived success

- improved listening comprehension (attentive listening)
- better fluency and control of prosody
- improved note-taking skills, new symbols
- increased knowledge about subject matter
- better concentration and memory skills
- improved stress management
- greater efficiency in selecting information
- greater attention to the structure of utterances
- split attention
- greater awareness of cultural differences
- anticipation skills
- wider range of lexical choices

# Self-assessment skills

I should work on my vocabulary (also in my mother tongue) and use synonyms more often

I noticed I should focus on the fluency of my delivery

I should focus on my grammar

My practice made me reflect on how to handle incoherent utterances

I realised I should note down only the most important information and trust my memory more

I realised that I speak too fast and use many empty fillers. Moreover, I gesticulate too much

it is very useful to spot and eliminate mistakes when I listen to the recording of my interpretation and compare it against the original track or the transcript

# Advantages of IVY environment

- diverse materials in many lg combinations
- interesting topics
- different speaking styles and accents
- transcripts useful in spotting mistakes
- good learning activities
- appropriate length of the recordings
- not stressful
- opportunity to compare the same dialogues recorded in different languages
- opportunity to learn more about interpreting, to practice interpreting in working languages, to learn more about different cultures

# Technical issues

## LOGGING

- forcing log out
- forcing participants out of the IVY island

## HARDWARE & CONNECTION

- high system requirements
- long loading time

## RECORDINGS

- missing recordings
- recordings occasionally incomprehensible
- recordings ending abruptly or in awkward moments
- overlapping recordings
- some recordings sound unnatural

## ADDITIONAL MATERIALS

- missing transcripts
- missing exercises (Generic Prep. Specific Prep.)

## OTHER

- XML error
- HUD user interface difficult to operate
- player not working (missing mp3)
- no robots at interpreting locations
- SL is a disturbing and an unnecessary addition

*A more detailed final user manual would be useful*



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# Suggestions for improvement

- classification of materials based on the level of difficulty
- the length of some recordings extended to approximately a minute (to increase the level of difficulty)
- introducing a messenger (or a message board) to make appointments with native speakers of languages of your interest
- all files downloadable from one place (audio, transcript, generic and lg-specific learning activities)
- incl. a progression bar in the player window (not individual turns but entire file)

**CLIENTS\***

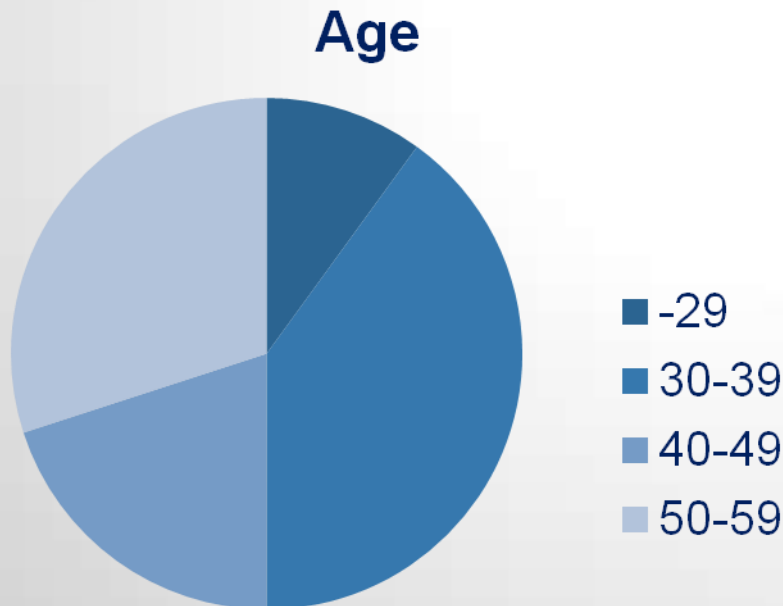
# Method and procedure

## 1. hands-on evaluation workshop

induction to SL IVY;

testing phase

## 2. questionnaire



## Participants

**10 experts**

Virtual Worlds,

Learning technologies, etc.

'I have **booked and helped prepare interpreters** for various events in the university. I have **relied on interpreters in order to communicate** in bilingual situations'

'Working with conference interpreters in previous role, **giving speeches at conferences**, also a friend works as an interpreter for NGO'

## Clients' experience with interpreters

'A few encounters with **non-professional ones**'

'Seen on TV'

'I dealt with some interpreters and **using virtual worlds, training deaf sign language**'

'I have **attended presentations that had a live translation service** but also I am **bilingual and have had to translate (...)** for family members'

## Positive aspects









## About IVY

### Project partners:

University of Surrey (UK)

Uniwersytet im. Adama Mickiewicza (Poland)

University of Cyprus (Cyprus)

Steinbeis-Transferzentrum Sprachlernmedien (Germany)

University of Bangor (UK - Wales)

Eberhard Karls Universität Tübingen (Germany)

Bar-Ilan University (Israel)

**Contact:** [s.braun@surrey.ac.uk](mailto:s.braun@surrey.ac.uk)

**Website:** [www.virtual-interpreting.net](http://www.virtual-interpreting.net)



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