

Flipping Interpreting Practice

Issues of Individualisation and Learner Preparation



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Our topics

Flipping Interpreting Practice *Issues of Individualisation and Learner Preparation*

- ❖ Flipping the interpreting classroom
- ❖ Learner preparation and coaching
- ❖ Explorations in diversity
- ❖ Conclusions

Outsourcing to a virtual learning environment tasks and activities that a traditional classroom environment may not support sufficiently

Requirements for successful interpreter education

- rich opportunities for
- authenticated & individualised (> situated learning)
- interpreting practice

➤ Outsourcing of interpreting practice – the potential

- Activating & practising one's interpreting competence (= knowledge and skills)
- Noticing and awareness raising > gaps in one's interpreting competence
- Searching for possible solutions
- Stretching one's abilities > zone of proximal development
- Reflecting on the nature of interpreting and interpreting learning

➤ Rubbing shoulders with reality - evidence from recordings of interpreting practice

- Poor use of the practice and learning potential
- Misconceptions of the practice task
- Weak understanding of interpreting processes

‘Digital Natives’

Marc Prensky’s

ROSY VISION

BUT

➤ **Need for learner preparation**

- Understanding interpreting
- Knowing the tools and their pedagogical affordances

➤ **... and coaching**

- Towards individual and collaborative autonomy
- Through differential pedagogy

➤ **Challenges for pedagogical implementation**

- Organising blended learning
- Organising “mobile” (outside class) teaching

A look behind the scene

Two interpreter training environments with prepared material

BACKBONE video corpus environment



IVY 3D environment

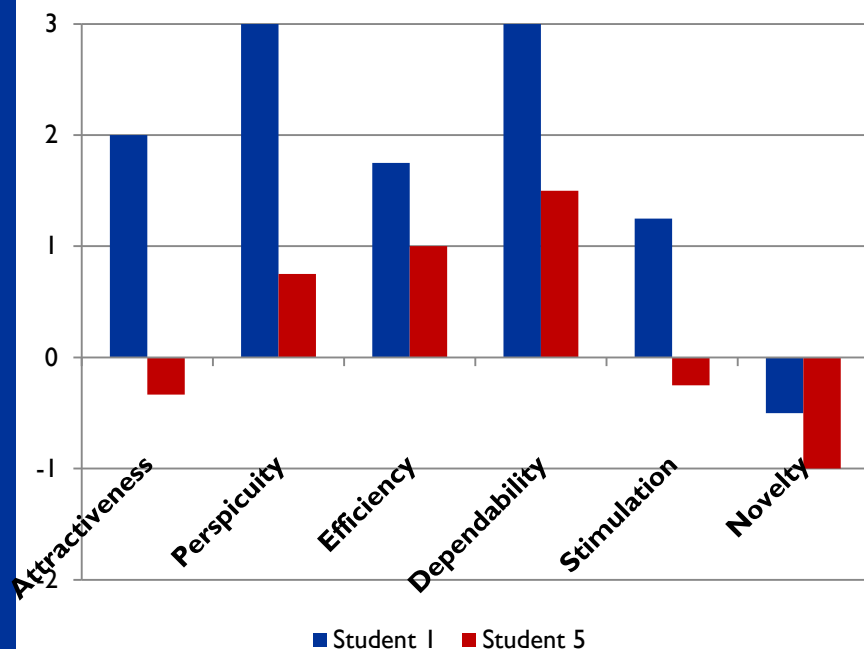


- Monolingual video-recorded narratives
- Students play and pause the video on their own training initiative
- Bilingual audio dialogues
- Turns stop automatically; students start next turn or rewind to listen and interpret again

Case study of the preparation phases and practice sessions of two students based on the following data:

- Instructions for the interpreting assignment
- Recorded preparation and interpreting performance
- Recorded reflective session with tutor
- **Questionnaires : “User Experience” and “Learning Experience”**

BACKBONE video corpus environment



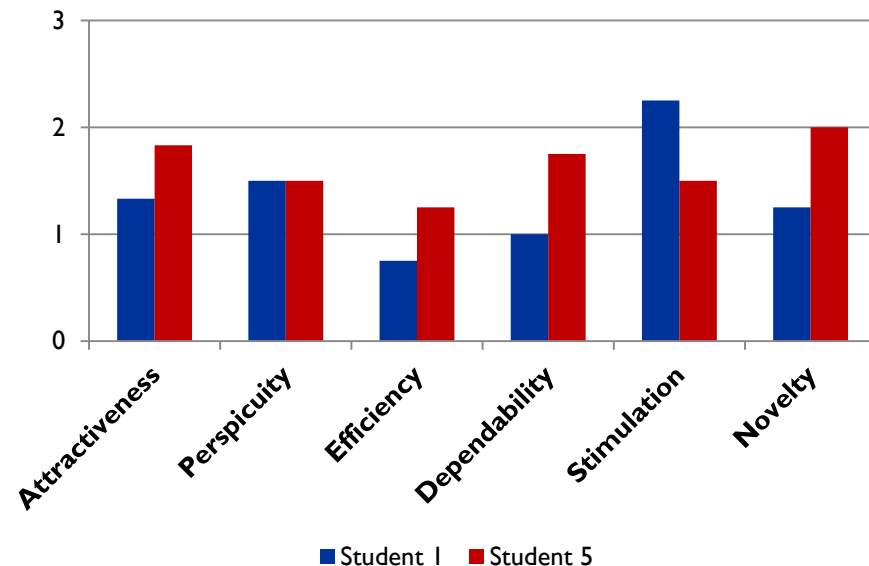
Questionnaire results from the two students (CTS, University of Surrey)

Both practised with prepared material in BACKBONE and IVY 3D

Student 1: "Anna" (German)

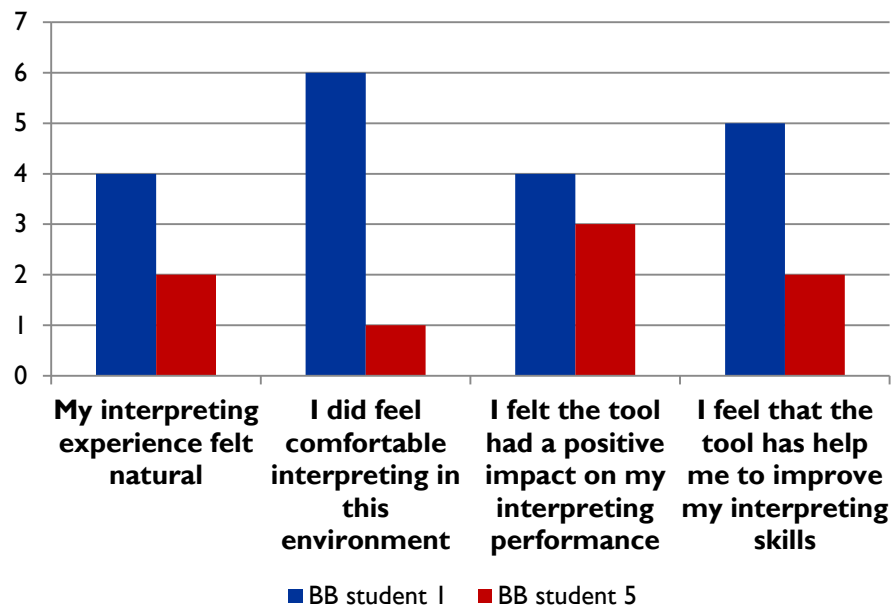
Student 5: "Ellen" (English)

IVY 3D environment

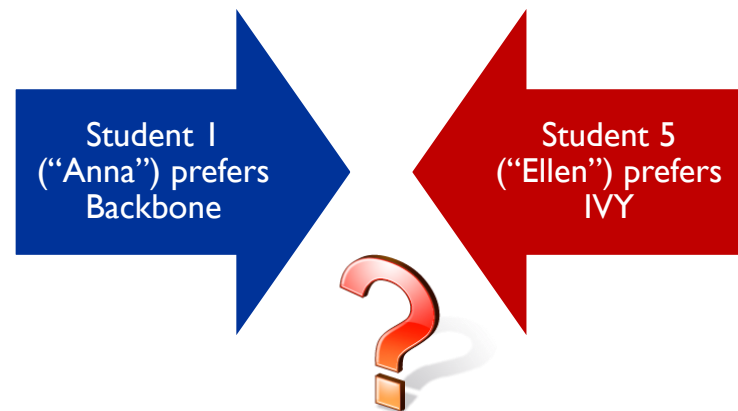


Learning experience feedback

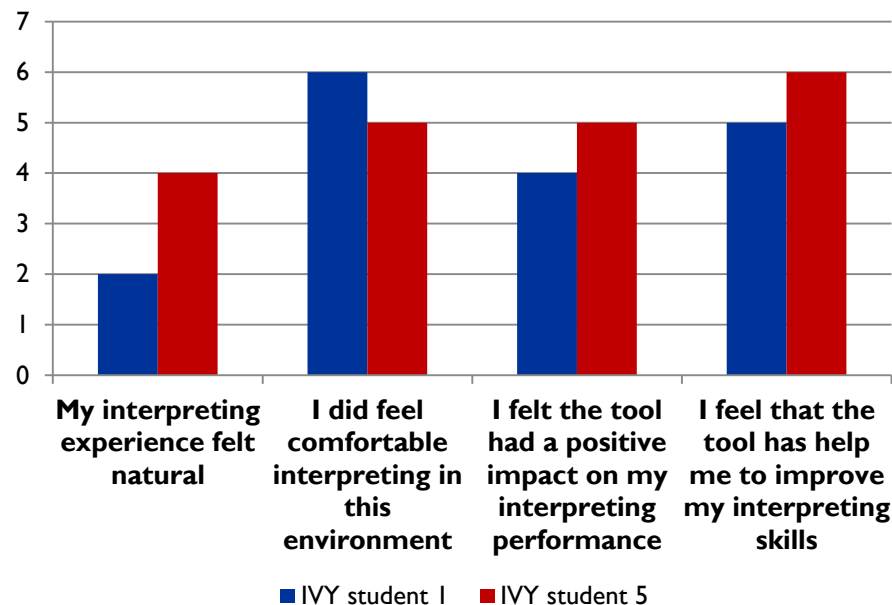
BACKBONE video corpus environment



1= no
7= yes



IVY 3D environment



A look behind the scene

Two interpreter training environments with prepared material

BACKBONE video corpus environment



IVY 3D environment



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Example:

“A doctor’s surgery”

Instructions for the interpreting assignment

Dolmetschaufgabe „Einblick in eine Arztpraxis“

Ihre Dolmetschaufgabe

Eine Vertreterin eines medizinischen Fachverbandes aus Ihrem Land oder dem Land, in dem Ihre andere Arbeitssprache gesprochen wird, besucht Ärzte und Krankenhäuser in anderen EU-Ländern, um sich über die unterschiedlichen Gesundheitssysteme zu informieren. In diesem Interview spricht sie mit einer praktischen Ärztin über ihre Arbeit, über das Krankenversicherungssystem in Deutschland sowie über die Voraussetzungen für die Gründung einer Arztpraxis.

Vorbereitung

Im Folgenden finden Sie unterschiedliche Vorschläge für Ihre Vorbereitung, die Sie in beliebiger Reihenfolge nutzen können.

Analyse des Dolmetschauftrags

Lesen und analysieren Sie den Dolmetschauftrag und versuchen Sie, alle Informationen zu erschließen, die für Ihre Dolmetschaufgabe relevant sein könnten.

Thematische und lexikalische Vorbereitung mit Hilfe von Webseiten

Suchen Sie nach geeigneten Webseiten, um sich in das Thema einzuarbeiten. Gehen Sie dabei von den Informationen aus, die Ihnen der Dolmetschauftrag bietet.

- Hier sind als Beispiel zwei Links zu einschlägigen Webseiten:
http://de.wikipedia.org/wiki/Krankenversicherung_in_Deutschland
<http://www.arzt-praxisgruendung.de/checkliste>
- Suchen Sie auch nach entsprechenden Webseiten in Ihrer Zielsprache.

Sie können das Internet (z.B. Google) auch für eine Recherche nach dem einschlägigen Wortschatz nutzen.

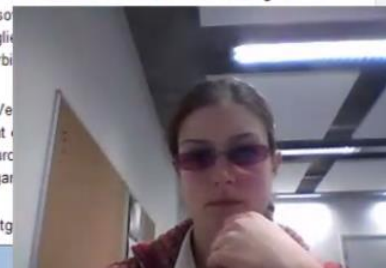
Thematische und lexikalische Vorbereitung mit Hilfe der BACKBONE- Videointerviews

- Gehen Sie zu <http://purl.org/backbone/searchtool> und wählen Sie das ‚German Corpus‘

Preparation phase – Ellen’s look-up history

18:25	Reads www.arzt-praisgruendung.de/checkliste/
19:45	Looks up <i>Approbation</i> (found on website) in ccdict; makes notes; continues reading website
22:40	Back to Wiki “Healthcare in Germany”
24:15	Goes to Wiki “Gesundheitssystem in Deutschland”, then back to Daily Telegraph Guide on international private insurance
27:00	Back to Wiki “Healthcare in Germany” (incl. insurance systems); flicks between websites
28:20	Goes to Wiki “Gesetzliche Krankenversicherung”
30:20	Back to www.arzt-praisgruendung.de/checkliste/
31:30	Looks up <i>Vertragsarzt</i> (found on website) in ccdict; finds <i>panel doctor</i> ; googles <i>panel doctor</i> but abandons search and goes back to website
32:50	Looks up <i>Zulassung</i> (found on website) in ccdict; looks at equivalents and collocations
33:45	Back to www.arzt-praisgruendung.de/checkliste/
35:15	Googles <i>Zulassung als Vertragsarzt</i> (both found on website) but abandons search and goes to Goes to Wiki “Vertragsarzt”; finds <i>Zulassung als Vertragsarzt/Kassenarzt</i>
38:15	Googles <i>Approbationsurkunde</i> (found on website) but abandons search and goes back to website

Preparation phase – websites visited by Ellen



Ellen’s interpreting performance

- A: But don’t you also need **health insurance accreditation** to be allowed to open a doctor's surgery?
- I: <Brauchen Sie aber auch nicht die uh (2.0) **Approbation** um (.) eine (0.5) uh (.) um eine **Arztpraxis** zu (.) öffnen?>
- B: Das ist die Voraussetzung, sonst kann man das gar nicht übernehmen. Uhm und **diese Kassenzulassung** da gibt’s natürlich auch gewisse (.) Voraussetzungen die man erfüllen muss...
- I: Uh yes you absolutely need this. Otherwise you are not **allowed to practise medicine**. There are (.) >also several regulations which have to be observed...<
- Emphasis (.) short pause (2.0) longer pause <slow delivery> >rapid delivery<

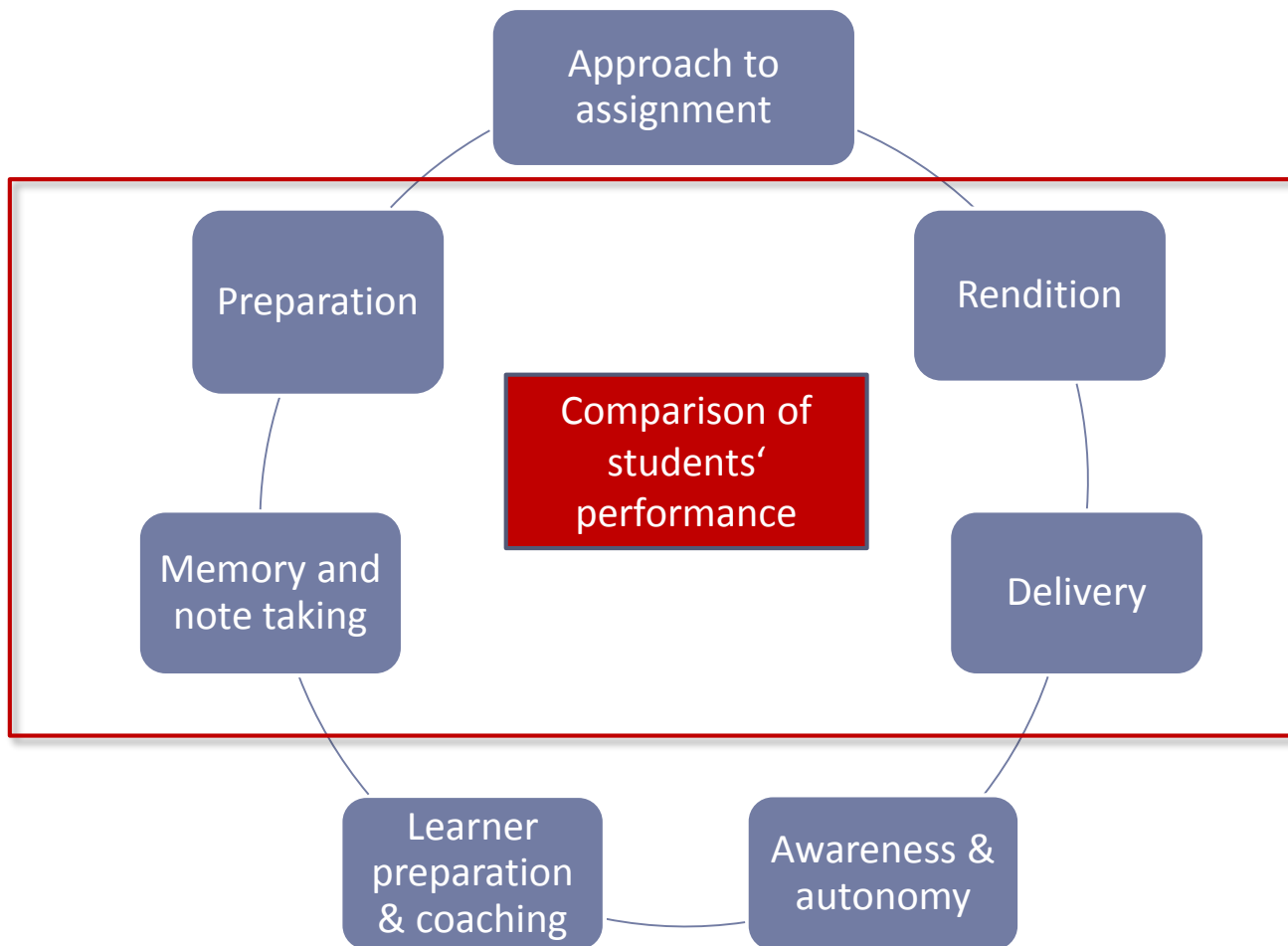


Reflective comment


“[The preparation matched , but] **I didn't quite get the differences** in some of it and then I realised in the dialogue . . .

But when I was researching it there were some terms on the website and **I couldn't quite discern them.**

So I put down something and when it came up . . . **I was glad she didn't talk about it any more.”**




Anna (student 1)	Ellen (student 5)
<p>Approach to the assignment :</p> <ul style="list-style-type: none"> ● BACKBONE as practice for an exam and as professionally as possible (reflective session, 3:11) ● IVY – no information in reflective session 	<p>Approach to the assignment :</p> <ul style="list-style-type: none"> ● BACKBONE as an exam situation (reflective session, 30:15) ● IVY as a real situation (“I was trying to do it like it was real“, reflective session, 42:01)

Anna	Ellen
<ul style="list-style-type: none"> ● Uses her preparation time ● Makes good use of the preparation guide (with brief and background resources) ● Thorough and systematic preparation 	<ul style="list-style-type: none"> ● Does not use up the available preparation time: 55 min and 35 min of the available 90 min for IVY and BB, respectively ● Ignores substantial parts of the preparation guide ● Rather unsystematic and superficial preparation: jumps back and forth between websites ● Does not prepare content she is not familiar with (e.g. ignores website about the city council) ● Information or terms prepared were not available during the interpreting phase <div data-bbox="1329 1068 1394 1153" style="text-align: center;">  </div> <p>But student was satisfied with her preparation.</p>

Anna	Ellen
<ul style="list-style-type: none"> ● Is able to render short and long passages without any loss of information ● Seems to have a good memory and good note taking skills 	<ul style="list-style-type: none"> ● Has problems with longer and more complex sections ● Memory problems: “The trouble I have is that I forget a lot what people say. As soon as they stop saying it and say a bit more, I forget what they said before.” (reflective session on BACKBONE assignment, 3:15) ● Note taking: “My notes are not particularly good.” She says she practises note-taking, but when in a more realistic situation “it is still like before” (reflective session on BACKBONE assignment, 3:04)

Anna	Ellen
<ul style="list-style-type: none"> ● In general, a fluent rendition almost with no information loss ● Some lexical/terminological problems, but researched terms were rendered correctly ● Only one section created a serious comprehension problem <p style="text-align: center;">↕</p> <p>Student did not repeat that section and did not try to solve the problem</p>	<ul style="list-style-type: none"> ● Completeness and comprehension problems particularly in long sections <ul style="list-style-type: none"> ○ loss of information or incorrect rendition of information ○ terminological problems, e.g. prepared terms not always rendered successfully ● Language problems in B language: <ul style="list-style-type: none"> ○ non-idiomatic use of language ○ grammatical problems ○ lexical problems <p style="text-align: center;">↕</p> <p>Student almost never replayed sections when she had comprehension or memory problems</p>

Anna	Ellen
<ul style="list-style-type: none"> ● Fluent delivery ● Pleasant voice quality ● Only relatively few hesitations, repetitions, or corrections ● Eye/camera contact 	<ul style="list-style-type: none"> ● Hesitations, pauses before she starts interpreting (continues taking notes) ● Monotonous delivery, sometimes inarticulate pronunciation ● No eye/camera contact <p>Student was not happy with her performance in BACKBONE; found it embarrassing: "I felt like a crazy lady in a box all by myself" (reflective session of BACKBONE assignment, 00:28)</p>  <p>Different delivery behavior in the role play with her fellow students in the IVY environment</p> <ul style="list-style-type: none"> ➡ student was more engaged and quite interactive

Anna	Ellen
<p>Approach to the assignment</p> <ul style="list-style-type: none"> As practice for an exam and as professionally as possible with regard to preparation and performance 	<p>Approach to the assignment</p> <ul style="list-style-type: none"> As practice for exam situation (Backbone) As a real (professional) situation (IVY) <p style="text-align: center;">↕</p> <p>Discrepancy between own requirements and actual preparation and performance.</p>
<ul style="list-style-type: none"> Anna liked to work with the Backbone video narratives because she has the skills to cope with the level of difficulty of the material Both students did not really use the practice and learning potential of the different tools to practice and improve particular preparation and interpreting skills Need for individualised learner preparation and coaching 	

Learner preparation and coaching

Understanding interpreting

- Dimensions of interpreting competence: knowledge & skills; challenges of performance

Understanding virtual environments

- Opportunities and affordances for interpreting and interpreting practice, e.g. simulation

Approach to assignment

- Assessing the interpreting task ahead: analysing the brief, defining preparation requirements, preparing topic and associated terminology
- Making informed/autonomous decisions about how to use the VLE (e.g. simulating a professional assignment vs. practising individual skills)

Interpreting practice - individual pathways

- Practising individual skills without time pressure, e.g. active listening, note-taking
- Practising for alternative production requirements, e.g. summary, detailed rendition, formal or informal rendition
- Interpreting step by step including replays and repeated renditions or in real-time
- Focus on different aspects of the delivery, e.g. tone of voice, fluency, eye contact
- Focus on multi-tasking
- Focus on professional behaviour



Thank you for your attention