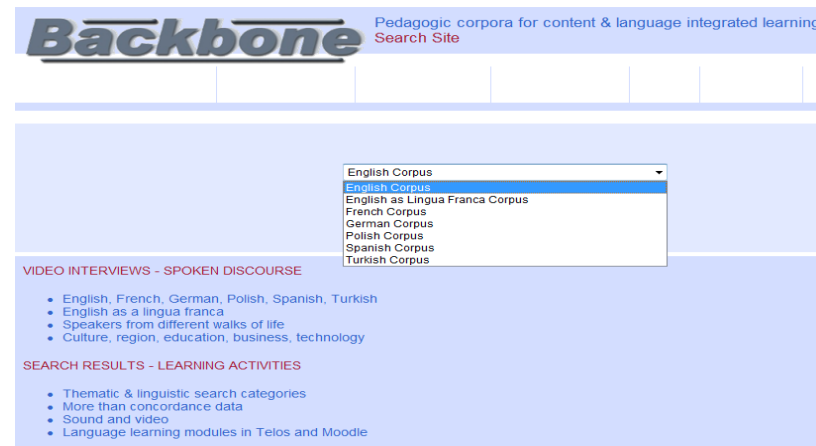


# Corpus-based Undergraduate Consecutive Interpreter Training: An Evaluation of the Backbone Corpus



**Backbone** Pedagogic corpora for content & language integrated learning  
Search Site

English Corpus  
English Corpus  
English as Lingua Franca Corpus  
French Corpus  
German Corpus  
Polish Corpus  
Spanish Corpus  
Turkish Corpus

**VIDEO INTERVIEWS - SPOKEN DISCOURSE**

- English, French, German, Polish, Spanish, Turkish
- English as a lingua franca
- Speakers from different walks of life
- Culture, region, education, business, technology

**SEARCH RESULTS - LEARNING ACTIVITIES**

- Thematic & linguistic search categories
- More than concordance data
- Sound and video
- Language learning modules in Telos and Moodle

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# Rationale for the PhD project

	2000	2001	2002	2003	2004	2005
% GCSE language	76	78	76	73	68	59

	2006	2007	2008	2009	2010	2011
% GCSE language	51	46	44	44	43	40

(CfBt Trust 2012)

# Rationale for the PhD project

- 1999-2009: UK UG French studies down 29%
- 1999-2009: UK UG German studies down 52%  
(CfBT Trust 2011)
- Language 'learning' separate from interpreter training (for example Keiser 1978: 13; Kornakov 2000: 244)
- To what extent is this realistic in the UG context?

# A corpus-based approach to:

- trial the use of the Backbone corpus in UG interpreting modules
- explore the classroom-based and self-study opportunities afforded by such resources
- contribute to corpus-based interpreter training (cf. Bendazzoli & Sandrelli 2005, 2009)

# Approach

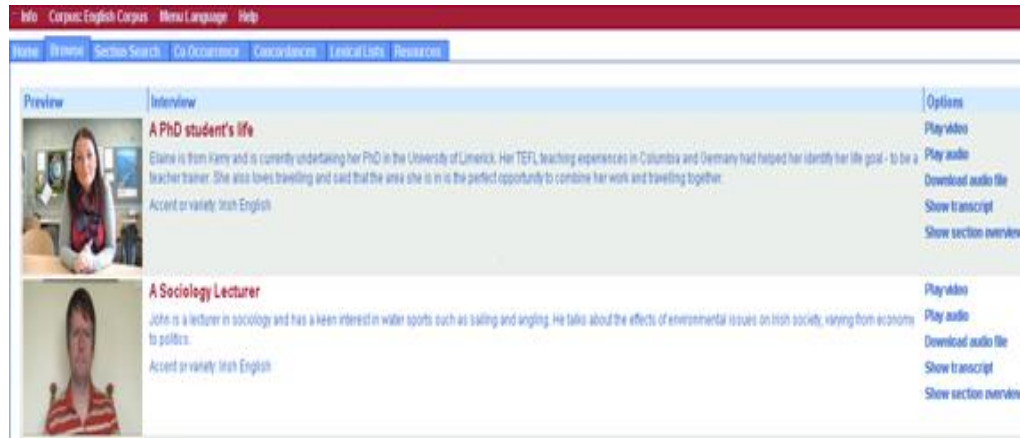
- Pilot study + 3 case studies (n=27): interpreting and lexical knowledge
- Pre-testing / post-testing
- Questionnaire and self-evaluative essay
- Accompanying exercises: interpreting- and language-focused tasks
- “Pedagogic mediation” (cf. Widdowson 2003; Braun 2005)

# Language-focused exercises

- Listening comprehension tasks
- Concordance searches
- Exploratory tasks
- Language comparisons using two sub-corpora simultaneously

# Interpreting-focused exercises

- Preparatory tasks – using themed section searches to compile topic-specific glossaries
- Anticipation - browsing video content



The screenshot shows a web interface with a red header bar containing 'Info', 'Course: English Corpus', 'Menu', 'Language', and 'Help'. Below the header is a navigation bar with 'Home', 'Browse', 'Section Search', 'Co-occurrences', 'Concordances', 'Lexical Lists', and 'Resources'. The main content area is divided into two sections. The first section, titled 'A PhD student's life', features a video thumbnail of a woman, a brief description of her background (PhD student at University of Limerick, TEFL experience), and her accent (Irish English). The second section, titled 'A Sociology Lecturer', features a video thumbnail of a man, a brief description of his role and interests (lecturer in sociology, environmental issues), and his accent (Irish English). Both sections include a 'Preview' tab, an 'Interview' tab, and a list of options: 'Options', 'Play video', 'Play audio', 'Download audio file', 'Show transcript', and 'Show section overview'.

- Self-assessment – checking interpreting performance against transcripts
- Peer-assessment – recording interpreting tasks and assessing each other

# Evaluation: the student perspective

- Abundance of learning materials at an appropriate level for UG students
- Resources uploaded to one place; easy to access
- Language-focused exercises encouraged listening and concentration on a deeper level
- Both types of exercise rated 'helpful' or 'very helpful' by the majority of students

	<b>Very helpful</b>	<b>Helpful</b>	<b>Total</b>
<b>Language-focused</b>	9	16	25/27
<b>Interpreting-focused</b>	17	7	24/27



# Evaluation: the student perspective

- “I found the interpreting exercises on the computer a little bit strange. I prefer it ‘live’.”
  - The multiple choice element of some language-focused tasks made the exercises too simplistic
  - “Whole-text reading” (Braun 2007: 309) – uses corpus transcripts in ‘live’ practice
- students request more of this, particularly in self-study

# How were the corpus-based materials used during self-study?

<b>Method of corpus exploitation</b>	<b>Total number of students using this method</b>
Using the exercises to apply the same techniques to other videos/scenarios	18
Using the sub-corpora in L1 and L2 simultaneously to compare education systems	12
Key-word lists	8
Concordances	7
Annotation highlighter	7
Co-occurrence	2
Section search	2

# Evaluation: the tutor perspective

- Abundance of materials – variety of topics and speakers
- Greater degree of pedagogic personalisation and differentiation
- Greater topic preparation by students
- Familiarisation with the corpus - time-consuming
- Corpus-based training: making the tutor's life easier (?)
- Minor technical hitches

## In summary

- Student reaction largely positive
- Seems to promote preparation and a sense of discovery (Johns 1986)
- Shift towards more individualised learning
- ‘Traditional’ corpus functions used less frequently  
→ students request more information about functions
- Easier for the tutor (?)
- Corpus (computer)-based work preferred in self-study

# References



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- Bendazzoli, C & Sandrelli, A (2009) 'Corpus-based Interpreting Studies: Early Work and Future Prospects' *Revista tradumàtica* 07. Available online [<http://www.fri.uab.es/tradumatica/revista/num7/articles/08/08at>] (Accessed 22 November 2012).
- Braun, S (2005) 'From Pedagogically Relevant Corpora to Authentic Language Learning Contents' *ReCALL* 17(1): 47-64.
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- Widdowson, H (2003) *Defining Issues in English Language Teaching* Oxford: OUP.