IVY Seminar

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

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IVY Learning Activities for Trainee Interpreters and Clients

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This presentation

Aim

- Explain role of learning activities in the IVY concept and environment
- Illustrate learning activities for the two target groups
- Discuss challenges and future developments

Outline

- **Introduction –** from producing to using the IVY content
- **Illusions** – virtual worlds and real learners
- **Illustrations –** current learning activities for IVY
- **Implications** – critical assessment and future plans

Introduction – from producing to using IVY content

What's in IVY

- Monologues and bilingual dialogues
- 3D virtual world with interpreting scenarios
- Induction for clients and novices

What can users do in IVY?

- Practise interpreting in real time
- Prepare for interpreting practice
- Train individual interpreting skills
- Reflect upon aspects of interpreting
- Learn about inter-preting
- Simulate interpreted events
- Explore interpreting problems
- …

But can they?

Introduction – from producing to using IVY content

"It was two-way consecutive interpreting… The aim of the session was to explore the IVY environment… My goal was also to improve my output, … I tried to produce a fluent and accurate version in both languages." (First-time user)

"I listened to some English dialogues and monologues which cover various subjects… Although I met some technical issues when first using it, I am now having a skillful command of it."

"I had quite a few attempts getting on the island.
At first, seeing other people was distracting…
I haven't got to grips with the island yet."

Illusions – virtual worlds and real learners

- **Real learners**
  - ***Are not necessarily "autonomous".***
  - Learner autonomy does not mean "on their own" (Little 2007).
  - Rather, "the ability to take charge of one's learning" (Holec 1981).
  - It develops in stages.
  - It needs to be guided.
- **Virtual worlds**
  - ***Can be overwhelming, chaotic and distracting*** (Carr *et al.* 2010).
  - But must become "real" for the learner to a certain extent ("authentication", Widdowson 2003)
  - To enable situated learning, immersion and create a sense of presence.
- **So, how to… ?**

Illusions – virtual worlds and real learners

- **Take another look at the content:**
  - The IVY monologues and dialogues = a series of small corpora.
  - Research shows: small, homogeneous corpora are useful for applied language contexts (Bendazzoli & Sandrelli 2005; Braun 2005, 2007, 2010; Gavioli & Aston 2001; Kohn, Hoffstaedter & Widmann 2010).
  - But ***pedagogical mediation*** is required (Widdowson 2003).
- **In the IVY environment:**
  - This requirement can be extended to the entire environment.
  - Arguably, the novelty and richness of the environment makes pedagogic mediation even more important.
  - Mediation includes selection and presentation of content, provision of briefing… and **learning activities**.
  - It needs to cater for the two IVY target groups.

Illustrations – learning activities in IVY

- **Trainee interpreters** – practise interpreting with the ready-made content (i.e. work with monologues and dialogues):
  - Preparatory activities
  - Skills-based activities
  - Reflective exercises
- **Users of interpreting services** – learning how to work with an interpreter (i.e. build encyclopaedic knowledge):
  - Awareness-raising activities
  - Reflective activities
- **Both user groups** – engage in simulation and collaborative learning (i.e. use capabilities of 3D world):
  - Activities to support role play simulations

Learning activities for trainee interpreters

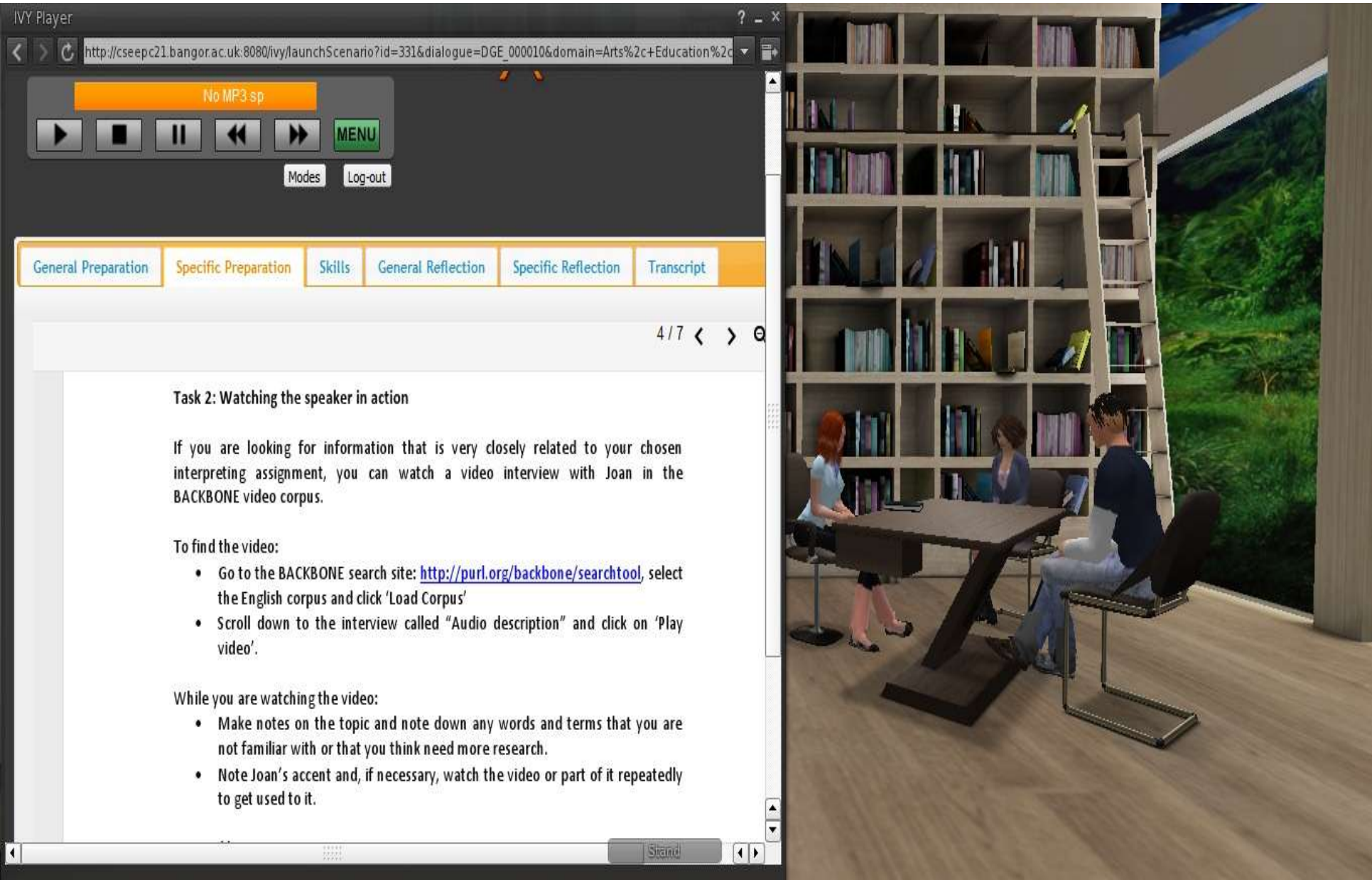
- Preparatory activities (generic and specific to monologues/dialogues)
- Skills-based activities
- Reflective activities (generic and specific to monologues/dialogues)

Accessing the learning activities

Preparatory activities

- Working with the brief
- Background research on the subject matter
  - → Search the internet
  - → Watch the speaker in action
  - → Detailed analysis of the speaker and topic
- Research on words, terms and phrases

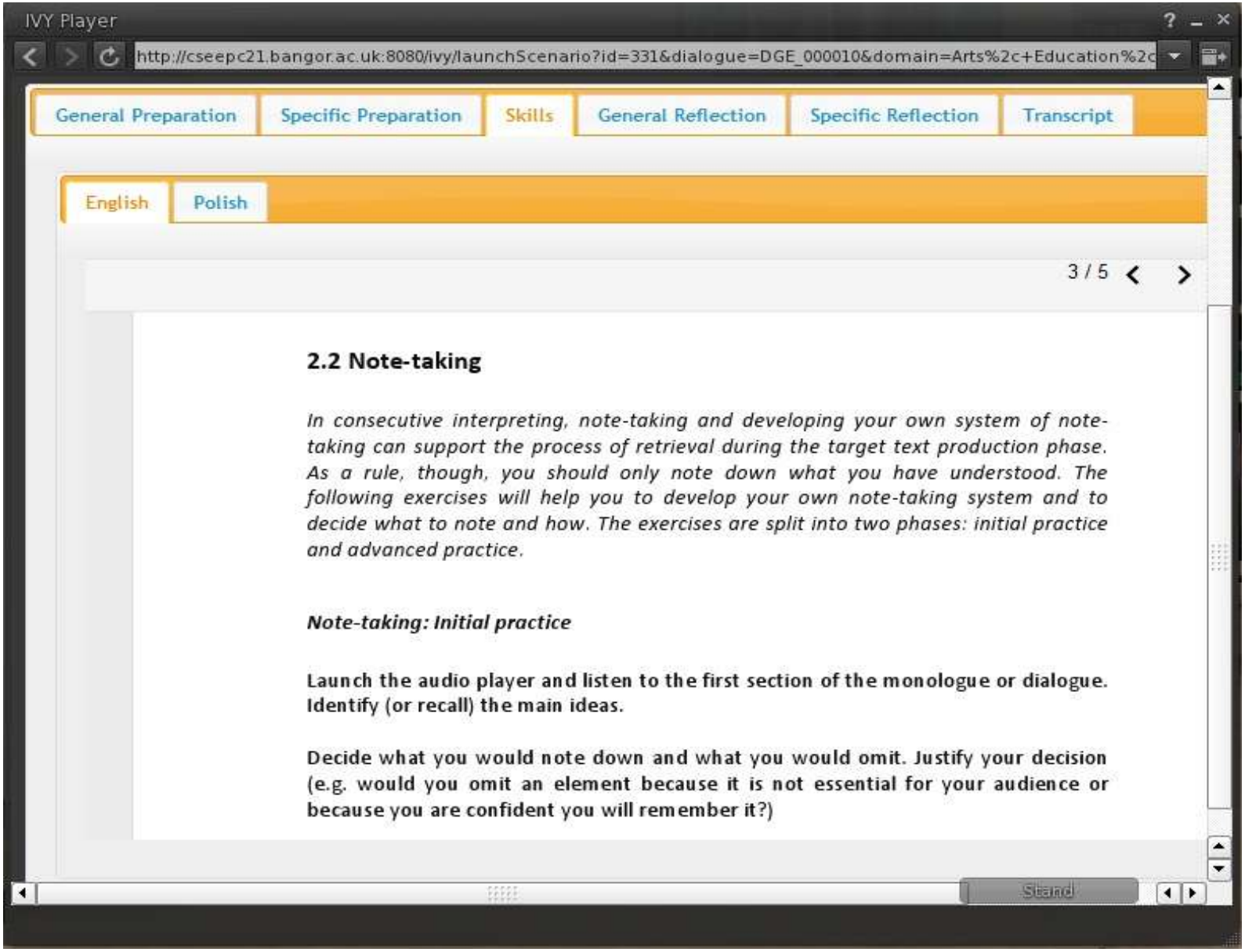
Link to the BACKBONE corpora



Skills-based activities

- Focus on individual skills
  - → Source text comprehension (active listening, memory training, anticipation)
  - → Note-taking
  - → Target text production (with/without notes)
- Generic, so can be used with all materials
  - → Allows for dynamic extension of materials

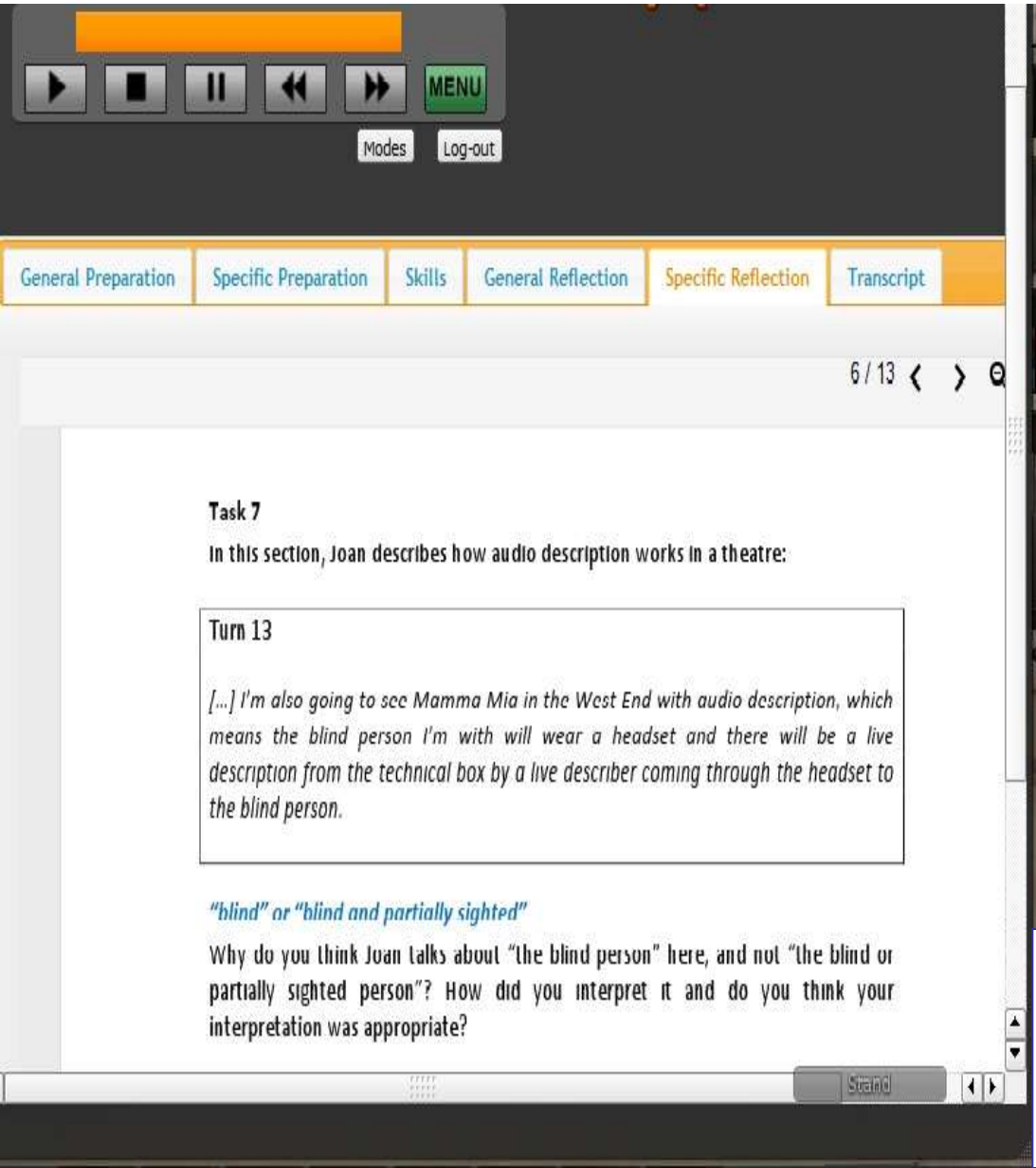
Skills-based activities

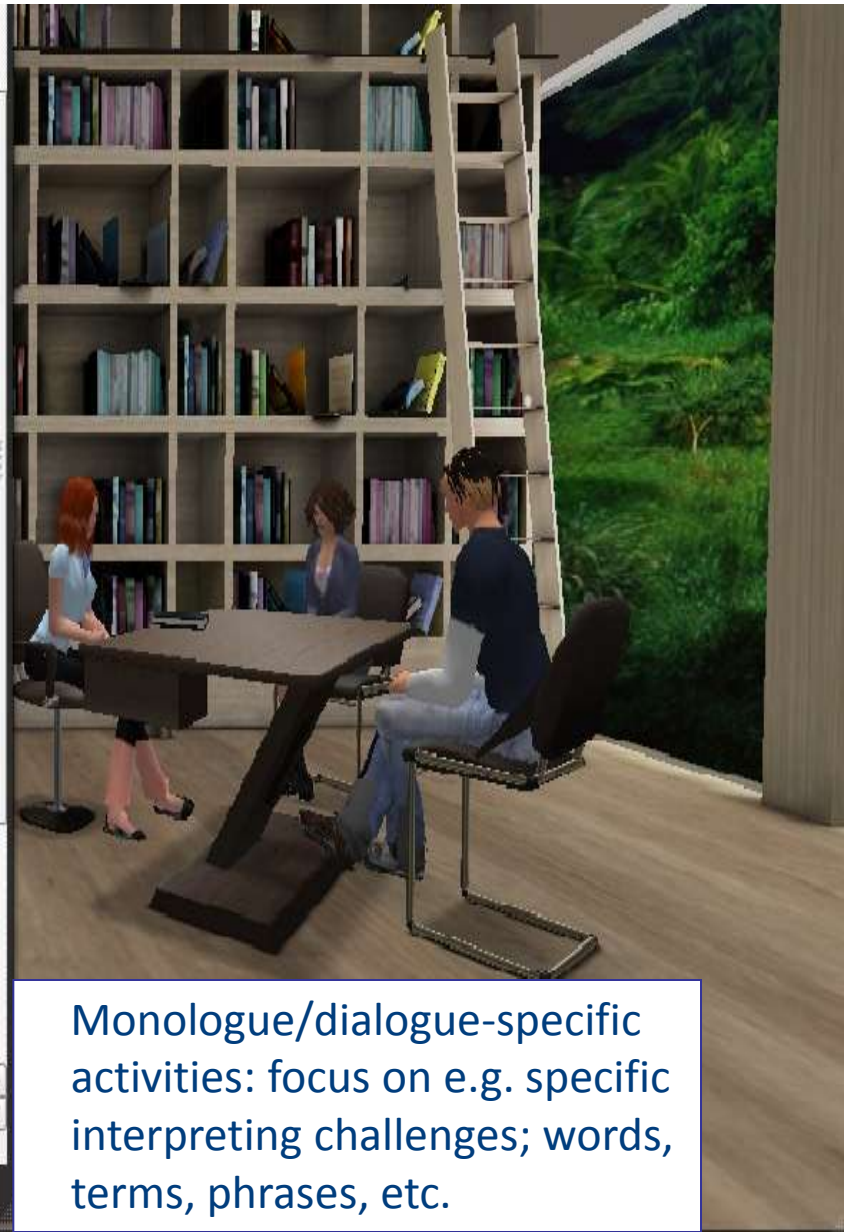


Reflective activities

- Reflecting on preparation
  - → whether/how the brief was used during preparation
  - → whether preparation on the topic/words, terms and phrases was useful/sufficient
- Assessing interpreting performance
  - → ST comprehension, note-taking, TT production
- Assessing overall interpreting performance (with assessment criteria)

Reflective activities



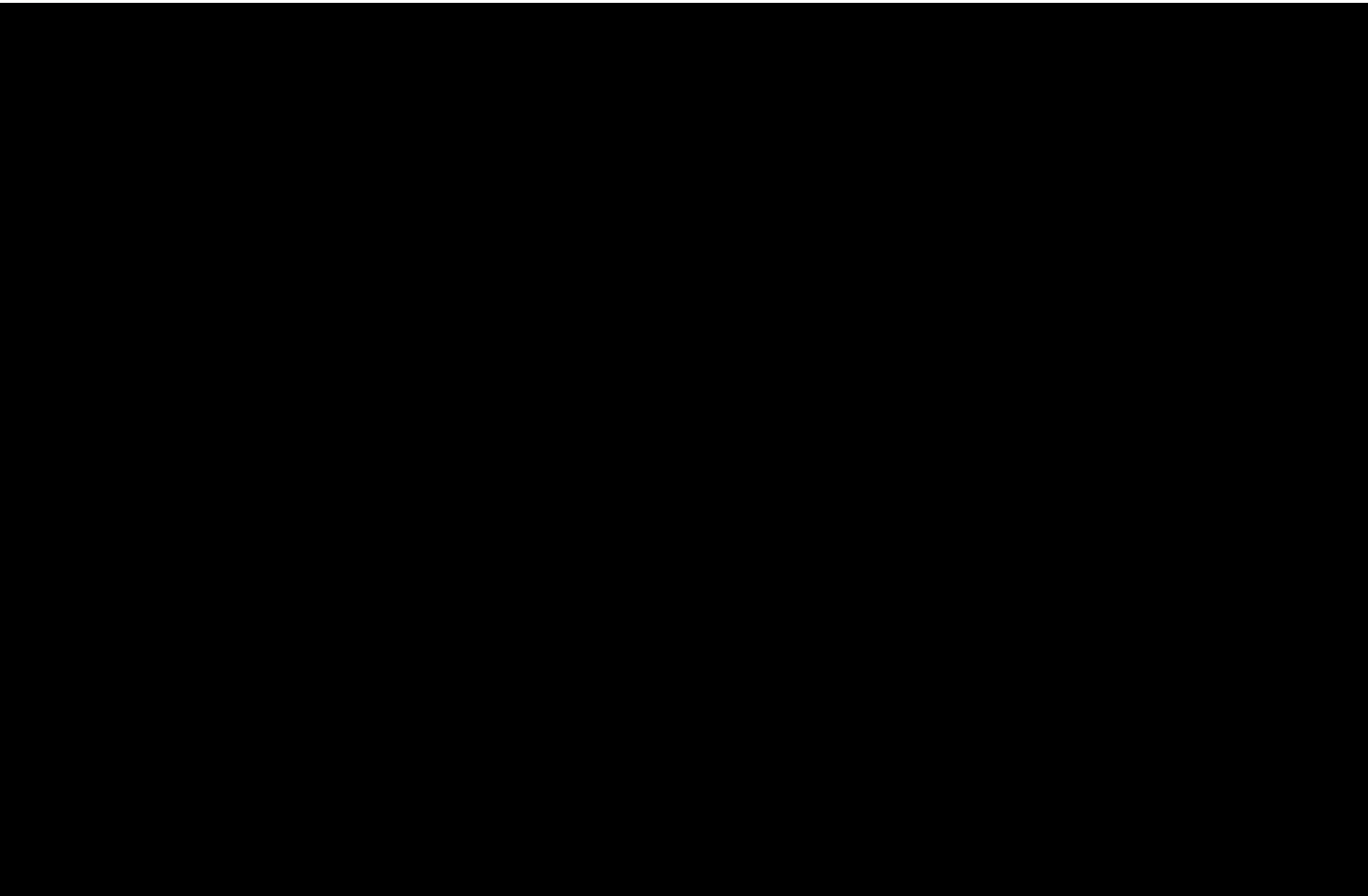


Monologue/dialogue-specific activities: focus on e.g. specific interpreting challenges; words, terms, phrases, etc.

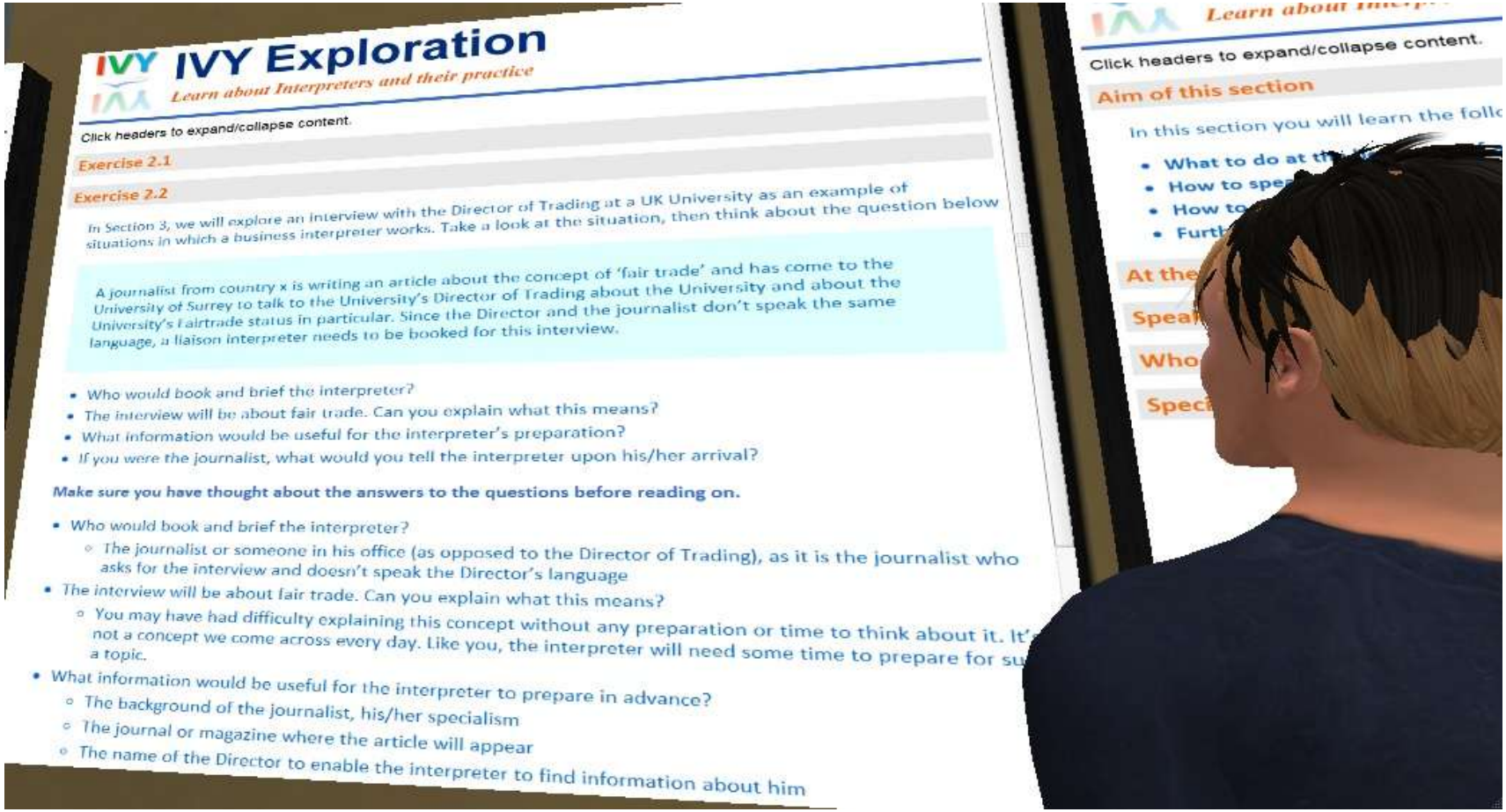
Exploration mode activities for users of interpreting services

- Activities primarily for client-side user group but also useful for students new to interpreting
- Introduction to interpreting and to learn about interpreting
- Integrated awareness-raising and reflective activities

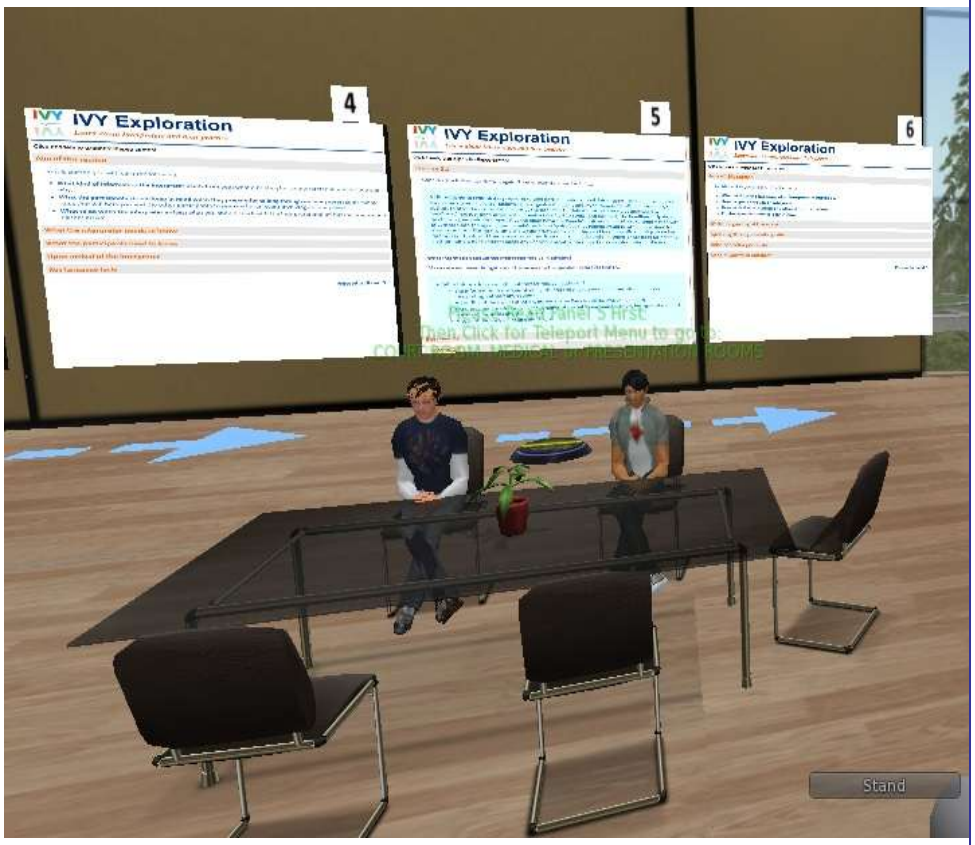
Exploration mode: demo



Exploration mode: activities



Exploration mode: activities



Before the interview with the Director of Trading can start, you will need to agree on an appropriate seating arrangement with the interpreter.

Look at the meeting room where the Director and the journalist meet, and see where they are likely to sit, i.e. opposite each other. Walk around the table and sit in each of the free chairs to find out how you would perceive the interview as an interpreter from each position.

- **Work out the advantage(s) and disadvantage(s) of each position, and decide on the best place for the interpreter. Justify your decision.**
- **Think about the best position for each participant if there were three or four participants, plus an interpreter.**

Illustrations – learning activities in IVY

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Implications – assessment and outlook

- **Challenges arising**
  - Creating a seamless experience vs. eclectic and multi-platform approach (e.g. IVY – BACKBONE)
  - Integrating 'text-based' activities' into the 3D environment
  - Catering for multiple learning paths through the environment
  - Catering for clients of interpreters

- **Next steps**
  - From IVY to EVIVA (2013-14): Research into learning processes
  - Better understanding of learning activities and guidance required specifically in this environment

About IVY

Interpreting in Virtual Reality

Project partners:

University of Surrey (UK)

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University of Cyprus (Cyprus)

Steinbeis-Transferzentrum Sprachlernmedien (Germany)

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Education and Culture DG

Lifelong Learning Programme

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