



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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Education and Culture DG

Lifelong Learning Programme

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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

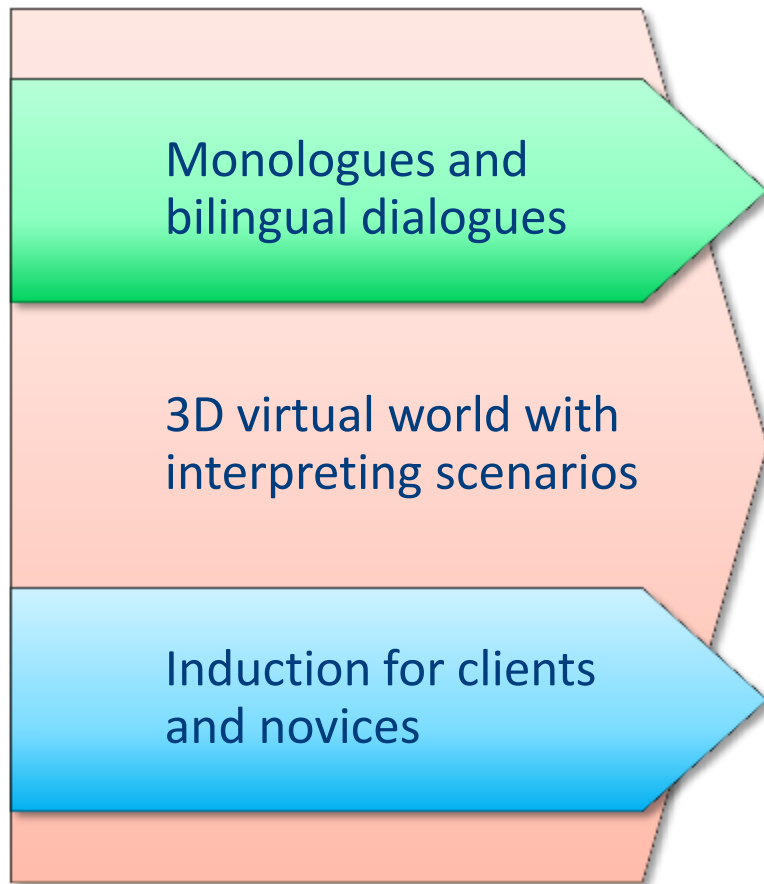
Outline

- ❖ **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



What can users do in IVY?



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

IVY Player

http://cseepc21.bangor.ac.uk:8080/ivy/launchScenario?id=331&dialogue=DGE_000010&domain=Arts%2c+Education%2c

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Modes Log-out

General Preparation Specific Preparation Skills General Reflection Specific Reflection Transcript

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Task 2: Watching the speaker in action

If you are looking for information that is very closely related to your chosen interpreting assignment, you can watch a video interview with Joan in the BACKBONE video corpus.

To find the video:

- Go to the BACKBONE search site: <http://purl.org/backbone/searchtool>, select the English corpus and click 'Load Corpus'
- Scroll down to the interview called "Audio description" and click on 'Play video'.

While you are watching the video:

- Make notes on the topic and note down any words and terms that you are not familiar with or that you think need more research.
- Note Joan's accent and, if necessary, watch the video or part of it repeatedly to get used to it.

Stand





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

IVY Player

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General Preparation Specific Preparation **Skills** General Reflection Specific Reflection Transcript

English Polish

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2.2 Note-taking

In consecutive interpreting, note-taking and developing your own system of note-taking can support the process of retrieval during the target text production phase. As a rule, though, you should only note down what you have understood. The following exercises will help you to develop your own note-taking system and to decide what to note and how. The exercises are split into two phases: initial practice and advanced practice.

Note-taking: Initial practice

Launch the audio player and listen to the first section of the monologue or dialogue. Identify (or recall) the main ideas.

Decide what you would note down and what you would omit. Justify your decision (e.g. would you omit an element because it is not essential for your audience or because you are confident you will remember it?)

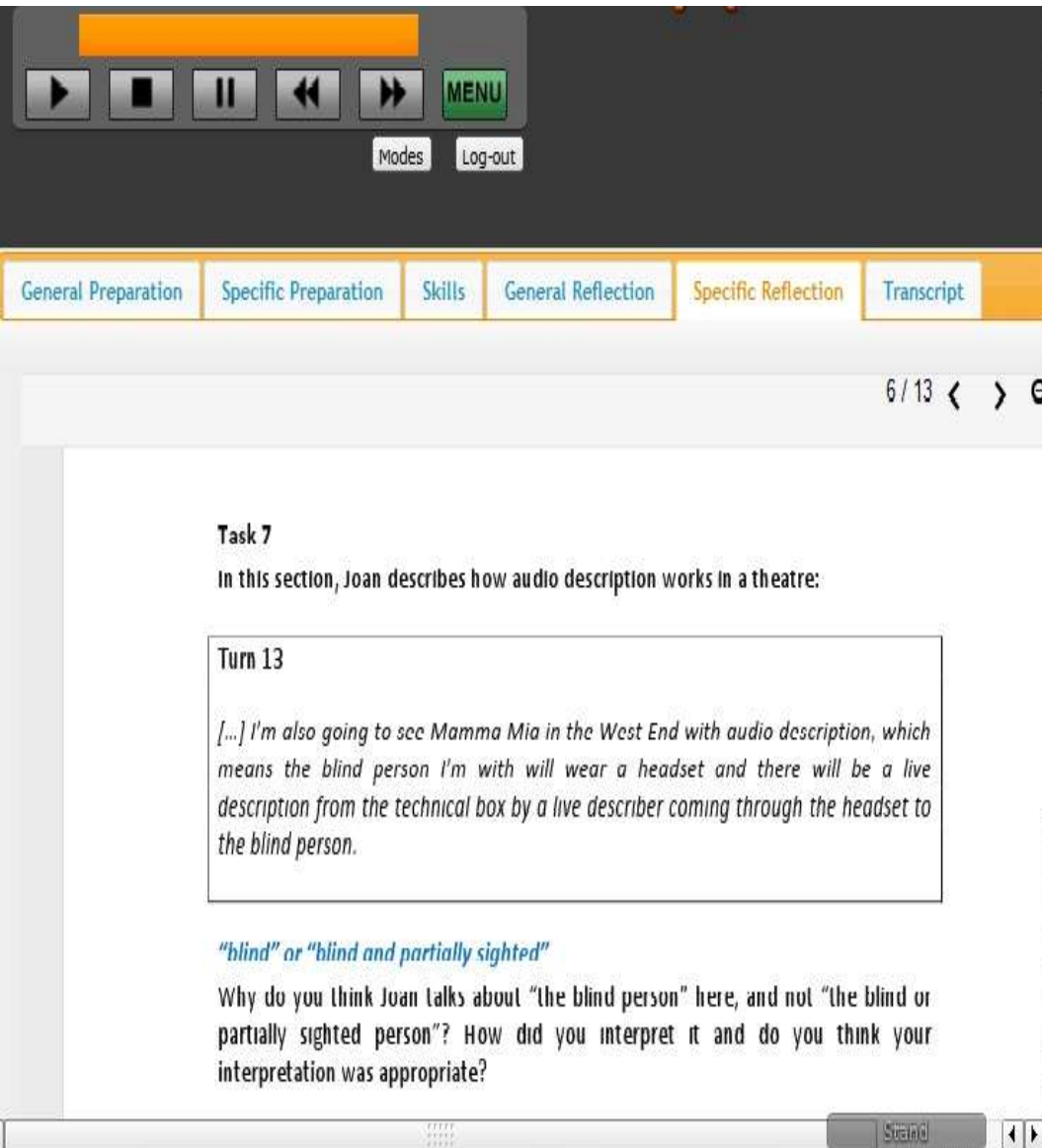
Stand



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



Task 7
In this section, Joan describes how audio description works in a theatre:

Turn 13

[...] I'm also going to see Mamma Mia in the West End with audio description, which means the blind person I'm with will wear a headset and there will be a live description from the technical box by a live describer coming through the headset to the blind person.

"blind" or "blind and partially sighted"

Why do you think Joan talks about "the blind person" here, and not "the blind or partially sighted person"? How did you interpret it and do you think your interpretation was appropriate?



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



IVY Exploration
Learn about Interpreters and their practice

Click headers to expand/collapse content.

Exercise 2.1

Exercise 2.2

In Section 3, we will explore an interview with the Director of Trading at a UK University as an example of situations in which a business interpreter works. Take a look at the situation, then think about the question below

A journalist from country x is writing an article about the concept of 'fair trade' and has come to the University of Surrey to talk to the University's Director of Trading about the University and about the University's Fairtrade status in particular. Since the Director and the journalist don't speak the same language, a liaison interpreter needs to be booked for this interview.

- Who would book and brief the interpreter?
- The interview will be about fair trade. Can you explain what this means?
- What information would be useful for the interpreter's preparation?
- If you were the journalist, what would you tell the interpreter upon his/her arrival?

Make sure you have thought about the answers to the questions before reading on.

- Who would book and brief the interpreter?
 - The journalist or someone in his office (as opposed to the Director of Trading), as it is the journalist who asks for the interview and doesn't speak the Director's language
- The interview will be about fair trade. Can you explain what this means?
 - You may have had difficulty explaining this concept without any preparation or time to think about it. It's not a concept we come across every day. Like you, the interpreter will need some time to prepare for such a topic.
- What information would be useful for the interpreter to prepare in advance?
 - The background of the journalist, his/her specialism
 - The journal or magazine where the article will appear
 - The name of the Director to enable the interpreter to find information about him

Learn about interpreters

Click headers to expand/collapse content.

Aim of this section

In this section you will learn the following:

- What to do at the interview
- How to speak
- How to prepare
- Further information

At the interview

Speaking

Who

Specialism



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



**Interpreting in
Virtual Reality**

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)

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