

InDialog 4

MULTIPLICITY IN PUBLIC SERVICE INTERPRETING AND TRANSLATION



Dialogue Interpreter Training: A Pilot Study on Students' Self-Assessment

Astrid Carfagnini

UMONS

Keywords: Dialogue interpreting, Education, Classroom role-play, Self-Assessment

This pilot study considers the classroom as an open space for experimenting new activities and foster reflection (Mona Baker & Carol Maier 2011: 1). It intends to propose an activity that may be integrated in the dialogue interpreting curriculum as an opportunity for students to learn from self-assessment. It looks at students' ability to autonomously observe the dynamics of the communicative event and to reflect on which interactional and interpreting behaviors are best suited to achieve the primary participants' goals within a specific contextual setting. Therefore, the study seeks to answer the following research questions: How far does a student assimilate interpreter skills and mobilise them during an interpreted-mediated interaction? Does this didactic exercise raise further awareness on his/her own practice?

Drawing on the evaluation criteria for the final exams, a research protocol was set up on a sample of 7 MA students in two subsequent dialogue interpreting courses. The role-plays were conceived with different degrees of difficulties according to the specific time of the year when the pilot study took place, considering social/interactional, ethical, and cognitive challenges.

The protocol envisaged three phases: 1. Participating in 6 different role-plays, at three specific times of the year that were video registered in a recording studio. 2. Filling in two self-evaluation questionnaires (one after their performance and one after watching the video-recordings). 3. Integrating students' feedback reports on/for the study.

We propose to look at preliminary findings of this pilot study from the cross-analysis of simulated role-play interactions, questionnaires, and students' feedback. The analysis shows that, as "spectators", they were able to have a unique overview to self-assess their performance. It allowed them to focus not only on the verbal level of the interaction, but also on the multimodal aspect of it. Thanks to the recordings, they were more aware of their gestures, their gaze, their body position, and the way they conveyed the intention and the emotions of the primary participants. Therefore, self-assessment may bring valuable learning achievements in education.

References

- Angelleli, C. V. (2020). "Community/Public-service interpreting as a communicative event: A call for shifting teaching and learning foci." *Translation and Translanguaging in Multilingual Contexts* 6:2, pp. 114–130.
- Cirillo, L., & Niemants, N. (2017). *Teaching Dialogue Interpreting: Research-based Proposals for Higher Education*. John Benjamins Publishing Company.
- Merlini, R. (2019). Through the Looking-Glass: Reflections of/on empathy in healthcare interpreter education. *CULTUS* 12, 220-245.
- Mona Baker & Carol Maier (2011) *Ethics in Interpreter & Translator Training, The Interpreter and Translator Trainer*, 5:1, 1-14.
- Narayan, R., Rodriguez, C., Araujo, J., Shaqlaih, A., & Moss, G. (2013). Constructivism—Constructivist learning theory. In Irby B. J., Brown G., Lara-Alecio R., & Jackson S. (Eds.). *The handbook of educational theories*. 169–183. IAP Information Age Publishing.
- Pöllabauer, S. (2020). Does it all boil down to money? The Herculean task of Public Service Interpreter training: A quantitative analysis of training initiatives in Austria. In Štefková, M., & Kerremans, K., & Bossaert, B. (eds) *Bratislava: Univerzita Komenského v Bratislave*, pp. 31–57.

