Talking to the World

Abstracts from Keynote Speeches

Keynote 1

Disruptive innovation in interpreter training – flipping the classroom, justin-time artificially intelligent tutors and the true meaning of adaptive expertise

Professor Barbara Moser-Mercer | University of Geneva

With the delegates of the future meeting mostly in virtual conference rooms, with all things "e-" advancing rapidly to replace their conventional counterparts, traditional brick-and-mortar interpreter training institutions must anticipate the challenge. With multi-lingual knowledge systems, a quiet, grass-roots led revolution on the internet in terms of knowledge-creation and its distribution, with content-creation tools within easy reach of even those who don't profess to be IT savvy, the new multi-mediated global learning environment may have little room for conventional approaches to interpreter training.

As traditional universities struggle to adapt to the new challenges while feeling the dual pressures of increased demand for higher education and progressively shrinking budgets, new forms of learning and of virtual learning will soon dominate higher education; the tools these learners have become accustomed to will soon dominate the world of work, and by definition the world of the interpreter at work.

The brave new world of interpreter training this presentation will try to sketch will most likely be disruptive to teachers, but probably not to students who will embrace those learning models that best integrate their unconventional learning habits and hold out the promise of skills that match the new world of work.

Keynote 2

The Practice, Training and Ethics of Interpretation in a judicial and multicultural Environment, the experience of the United Nations International Criminal Tribunal for Rwanda

Ms. Justine Ndongo Keller | UNICTR, Arusha

Rationale behind the practice and training (How and why did it start):

- Brief introduction on the genocide in Rwanda
- Creation of the UN-ICTR
- Recruitment of interpreters (French-English)
- Initial recruitment of Kinyarwanda interpreters (no aptitude test)
- Practice/work in Court sessions
- Hybrid/Consecutive-simultaneous mode

- Technology and interpretation (use of different interpretation tools by all parties in the courtroom)
- Training of Kinyarwanda interpreters and translators

Methodology (How was it done/how did we go about it?):

- Languages involved and used (-French –English and Kinyarwanda)
- Recruitment of trainees - screening- pre-test- training- final test- training- exam-recruitment
- Level of education of trainees
- Methods of testing
- Training sessions
- Results
- Consecutive and Simultaneous mode of interpretation after the training Performance assessment

Challenges (problems encountered)/solutions:

- Time allotted to the training
- Ethical issues in testing and training in a language that one does not understand.
- Ethics and standards of professional conduct
- Management of professional environment/work place in a multicultural environment
- Challenges: language, terminology, style, grammar, relevant knowledge etc - non existence
- of concepts in the Kinyarwanda language-new field- hybrid system (combination of
- Common and Civil Law)
- Quality control – quality assessment
- Translation of ideas – de-verbalization – idiomatic expression- translation of words
- Training of two groups of candidates (whose ethnic groups were involved in the conflict)
- Training of traumatized persons to work in court sessions where they would re-live what they suffered (some of them had lost entire families)
- Stress management- burnout- vicarious trauma
- Teamwork/difficulty of forming groups of trainees to exercise among themselves
- Covering of Court sessions – Relay from trainees – continued training
- Educating judges (from all over the world) and parties (Prosecutor and Defense – from all over the world) to the trials on our profession
- Status of the new trainees/colleagues

Conclusion:

- Lessons learned
- Building blocks – way forward

Professor Frans De Laet | Beijing Foreign Studies University

Future translators and interpreters need extensive training to be competitive in effective global communication markets. However, the in-class component of translation and interpreting programmes is not sufficient and universities (have to) encourage their students to extra practice, in the form of, inter alia, distance learning where for practical or technical reasons, follow-up cannot always be ensured. These reflections formed the basis for the design of the OLITT+T project (On-Line Interpreting, Translation & Terminology Training) developed by Televic Education in Belgium. The fundamental idea is to offer an open and searchable database which is easy-to-use and contains selected client-, business- and nation-oriented multilingual training material for interpreting, translation and terminology.

OLITT+T Televic Edumatic contains two separate sections, one for trainers and one for trainees. The latter have access only to practice databases in which for each exercise, in translation or interpreting, the terms and conditions for interactive follow-up are clearly specified and degrees of difficulty as well as the maximum duration of activities are fixed. Trainers, specifically those at the early stages of their career, can consult additional, pedagogical comments on the how and whys of exercises, in-class scenarios and teaching methods, curriculum design and assessment models.

In an attempt to meet such high expectations, the OLITT+T project is not conceived as an electronic hand- or textbook or as software to be used during real teaching hours by a group of students at the same time. Quite the contrary, the training databases comprise sets of translation and interpreting exercises, catalogued in different categories, for self-instruction outside the regular classroom. However, to the extent possible, trainees who are willing to invest time and effort in individual additional training merit close attention and follow-up. It is here that networking starts. Faculty members and representatives from the language industries, who take part in building up the virtual exercise repository, should at the same time show willingness to assume, under very strict conditions, responsibility for supervision of trainees' work. One of the key assets of the system is that the apprentice can thus receive

feed-back from other professionals than those who teach and guide them. Who pays the piper calls the tune or the customer is king. In this way, trainees anywhere in the world and also in regions where translation and interpreting are, at least at the moment, less widely taught disciplines, learn how to adapt their work to requirements with which they are not yet familiar. It is therefore essential to focus on convincing and attracting as many parties as possible to share and exchange know-how and experience at all levels of the profession of translator, terminologist and interpreter.

Indeed, one of the ultimate goals is to stimulate networking among universities and industry representative bodies and create a rich multimedia library and document repository for translation, terminology and interpreting. With regard to the development of translation and interpreting programs in both boosting and emerging economies and the number of newly created university faculties, the innovative aspect of the OLITT+T project may be the combination of translation, terminology and interpreting training for students and young graduates together with pedagogical comments for beginning trainers, all in one package.

Keynote 4
How Multilingual Education Changes the Brain
Professor Piet van de Craen | Vrije Universiteit Brussel

In the first part multilingual education is identified as content and language integrated learning. (CLIL). Its origins and evolution are briefly sketched. In the second part some of the effects of CLIL teaching on primary school pupils will be discussed. It will be shown how cognitive and brain effects manifest themselves. In the third part a number of explanations are put forward. Here the role of implicit learning will be heavily stressed. Finally, the results are discussed with respect to learning language in particular and learning in general.

Keynotes 5
Talking to the World in the Language of Science
Dr. Tze-wei Chen | National Taiwan Normal University

There are a few questions that have existed for quite some time but interpreter trainers and researchers are still looking for answers. For example, what exactly is "read ahead" in sight translation? What is going through the interpreter's mind when there is a pause in interpretation? How does sight translation associate with silent reading in terms of cognitive processing? These questions remain questions because most interpreting researchers can only observe input and the final output but largely unable to probe into what happens in between.

Interpreting studies researchers have been utilising cognitive psychology research tools and methods over the years. Results of such interdisciplinary exchanges have shed useful insights into various aspects of interpreting. As the technology progresses, more tools of cognitive psychology have become available for interpreting research. The language of science, universal in nature, can be potentially useful in advancing the body of knowledge by exploring the myths and fuzzy yet critical ideas in the fast-growing discipline of interpreting studies. It is so argued because these cognitive psychology research tools are capable of recording moment-to-moment cognitive activities; thus fulfils the gap found in traditional interpreting research methods.

This presentation will focus on a series of on-going sight-translation studies that I am currently working on with eye-tracking technology. Eye-tracking technology allows researchers to trace real-time eye movements during sight translation. Combining eye movement data with the interpretation, researchers are able to answer, at least partially, questions mentioned above. Answers to these questions will enable us to gain better understanding of the cognitive process of sight translation.

It is also possible to expand the research scope to include a wider range of questions by manipulating variables such as experience and text type. Results of these studies will be able to describe how experts differ from novice, if there is a difference, and draw a much clearer picture of what is the expertise of interpreting. Pedagogical implications will also be discussed.

Keynotes 6
Signing to the world: New demands for education in interpreting and working with interpreters
Professor Graham Turner | Heriot-Watt University

The world is changing economically, politically and technologically – and linguistically. One of the recent discoveries of the language sciences is the linguistic status of sign languages. In little over 50 years, developments have taken us from the first explorations of the grammar of these languages to an appreciation of the extraordinary professional demands made upon interpreters who provide the interface in bilingual, bimodal encounters between sign and speech. Interpreter education in universities, workplaces and the community has only begun to take into account the new demands presented by these shifts in understanding.
We will examine this topic with reference to the following three key precepts:
- Sign languages are like and yet unlike spoken languages
- Teaching and learning sign languages are challenges as yet only half-grasped
- Access to sign language has the potential to transform Deaf and hearing lives.

Closing keynote
Interpreting: a changing landscape
Mr. Brian Fox | Director of Directorate-General for Interpreting, European Commission

As the world shrinks and flattens, powerful forces of change are sweeping through all our societies. In today's "global village" it is indeed increasingly rare to find one's self in a monolingual society. Of course, there is -as there always has been - one or more lingua franca but just as evidently the lingua franca is only in its' element in a utilitarian, transactional situation - again as it always has been.

The interpreter retains the cardinal role of conveying to his client that the barbarian sounds of the 'other' have meaning, relevance and value. The fact that the European Union has such an extensive language régime is proof positive that language is as important as ever. The very first regulation of the then European Community stipulated that all the national languages were the official and working languages of the organisation as a demonstration of their unique value and contribution to the community. It has never varied in that approach.
But the demands on interpreters have changed and changed considerably. So too for their education and training which deserve attention going far beyond the needs of the interpreter alone. Perhaps a model for the future?