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The Role of Technology in Conference Interpreter Training

María Dolores Rodríguez Melchor,
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Contents

List of Figures	vii
List of Tables	ix
List of Abbreviations	xi
MARÍA DOLORES RODRÍGUEZ MELCHOR, ILDIKÓ HORVÁTH AND KATE FERGUSON	
Introduction	I
PART I New Approaches in Interpreter Training Assistance	
ALESSANDRA RICCARDI, IVANA ČEŇKOVÁ, MAŁGORZATA TRYUK, AMALIJA MAČEK AND ALINA PELEA	
1 Survey of the Use of New Technologies in Conference Interpreting Courses	7
FERNANDO LEITÃO	
2 The Speech Repository: Challenges and New Projects	43
PART II Online Resources and VLEs in Interpreter Training	
MARÍA DOLORES RODRÍGUEZ MELCHOR	
3 Meeting the Challenge of Adapting Interpreter Training and Assessment to Blended Learning Environments	59

SVETLANA CARSTEN, NIJOLĖ MASKALIŪNIENĖ AND
MATTHEW PERRET

4	The Collaborative Multilingual Multimedia Project ORCIT (Online Resources in Conference Interpreter Training): Sharing Pedagogical Good Practice and Enhancing Learner Experience	77
ŞEYDA ERASLAN, MEHMET ŞAHİN, GAZİHAN ALANKUŞ, ÖZGE ALTINTAŞ AND DAMLA KALEŞ		
5	Virtual Worlds as a Contribution to Content and Variety in Interpreter Training: The Case of Turkey	101
KILIAN G. SEEBER AND CARMEN DELGADO LUCHNER		
6	Simulating Simultaneous Interpreting with Text: From Training Model to Training Module	129
PART III New Methodologies and Technological Applications in Interpreter Training		
ILDIKÓ HORVÁTH AND MÁRTA SERESI		
7	Virtual Classes: Students' and Trainers' Perspectives	155
ÖZÜM ARZIK ERZURUMLU		
8	Employing Podcasts as a Learning Tool in Interpreter Training: A Case Study	179
ELENA AGUIRRE FERNÁNDEZ BRAVO		
9	The Impact of ICT on Interpreting Students' Self-Perceived Learning: A Flipped Learning Experience	203
WOJCIECH FIGIEL		
10	New Technologies in Teaching Interpreting to Students with Visual Impairments	221
	Notes on Contributors	237
	Index	243

Figures

Figure 1.1:	Question 10 – If YES, in what way? (multiple answers possible)	13
Figure 1.2:	Question 14 – If YES, which one do you prefer? (multiple answers possible)	15
Figure 1.3:	Question 22 – If NO, please state the reason	17
Figure 1.4:	Question 25 – If YES, which one do you prefer? (multiple answers possible)	18
Figure 1.5:	Question 35 – Use of preferred speech repositories (multiple answers possible)	23
Figure 1.6:	Question 40 – Live speeches: preferred sites (multiple answers possible)	25
Figure 1.7:	Question 41 – Live speeches: preferred use (multiple answers possible)	25
Figure 3.1:	Comparison of traditional and blended-learning interpreter training settings	69
Figure 4.1:	The process of localization of the resources	89
Figure 6.1:	SimTextSim workflow	143
Figure 6.2:	SimTextSim exercise mock-up	146

MARÍA DOLORES RODRÍGUEZ MELCHOR

3 Meeting the Challenge of Adapting Interpreter Training and Assessment to Blended Learning Environments

ABSTRACT

Influences from constructivism and aligned outcomes-based teaching and learning, combined with easy access to practice materials, have undoubtedly played their part in creating new learning environments for budding interpreters, yet one of the major challenges we are currently facing in our field of expertise is that of encouraging a more dynamic, progressive, problem-solving approach by matching up the most effective methodologies with existing resources in order to maximize the potential of the wealth of pedagogical material the internet provides. Our research focuses on the combination of clearly defined learning outcomes and the use of rubrics, learning diaries and online repositories as a valid means of achieving students' engagement and understanding of their own learning processes. In this paper, we analyse the differences between a teacher-centred, pre-Bologna approach and a student-centred framework that leverages the use of Moodle blended-learning activities, new pedagogical methodologies and VLE-based assessment tools.

1. Introduction

Recent years have witnessed a growing academic interest in the study of new methodologies in the field of interpreter training. This is not surprising, because previous theories about education in general have been deeply transformed by the Bologna Process, the constructivist paradigm and the fast development of new technologies. The combination of these

- Wenger, E., R. McDermott and W. Snyder (2002). *Cultivating Communities of Practice: A Guide to Managing Knowledge*. Cambridge, MA: Harvard Business School Press.
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SVETLANA CARSTEN, NIJOLĖ MASKALIŪNIENĖ AND
MATTHEW PERRET

4 The Collaborative Multilingual Multimedia Project ORCIT (Online Resources in Conference Interpreter Training): Sharing Pedagogical Good Practice and Enhancing Learner Experience

ABSTRACT

Technology-enhanced learning (TEL), a broad term with many variants, has dominated the education sector for over forty years. Developments in the new millennium have been truly breathtaking, including in the domain of interpreter training. New communication technologies have opened up a new set of opportunities not only for students of interpreting and their teachers but also for professionals. Here we present an overview of technology-enhanced interpreter training with a focus on the European Commission DG SCIC-funded multilingual project ORCIT (Online Resources for Conference Interpreter Training). We discuss the project's collaborative experience, focusing on ORCIT's content and purpose, relevant pedagogical approaches to online learning, the various challenges in terms of content localization, quality, and impact on users.

1. Introduction

Opening education to a wider community has been the predominant theme in the domain of education since around 2000. An array of open resources has been made available across the globe. In addition to Massive Open Online Courses (MOOCs), there are well-known repositories and open educational resources (OERs), service portals, virtual learning