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Mindful learning in the dialogue interpreting classroom: can the four dimensions of metacognition improve your teaching experience?

During the last years, educational psychology has shown a growing interest both in behavioural self-regulation and contextual aspects of learning. These two aspects are not to be neglected in curricular design, especially in higher education. The present paper aims at proving that the dialogue interpreting classroom is no exception to this.

We will start by advocating the importance for dialogue interpreting trainees to develop their metacognition in order to achieve a higher degree of learning autonomy and, eventually, full professional proficiency. Our presentation will put the spotlight on the four dimensions of metacognitive competence in our area of study: (1) interpreters' self-knowledge perception, (2) interpreters' consolidation of their own set of criteria, (3) interpreters' development of an interpreting macro-strategy and (4) an interpreting task-focused flow. These dimensions arise from a three-year-long empirical study carried out with 199 B.A. and M.A. Interpreting students at the Universidad Pontificia Comillas in Madrid (Spain), whose main conclusions will be outlined. The relationship between each of the dimensions and mindful learning will be discussed, highlighting the many benefits of this not-so-new approach to learning (and teaching) in the dialogue interpreting classroom.

Finally, in line with this vision, we will present different pedagogical tools that we believe can reinforce any dialogue interpreting course methodology, with a special focus on one of them: the assessment rubric, which is practical at three different levels, since it is not only useful for the interpreter-trainer, but has also shown especially good results for self- and peer-assessment, as it will be argued. We will try to prove that integrating an assessment rubric in the curriculum fosters students' metacognitive awareness of the interpreting task, thus making them more mindful, focused and autonomous learners.

Keywords: dialogue interpreting, mindful learning, metacognition, self-regulated learning, assessment.