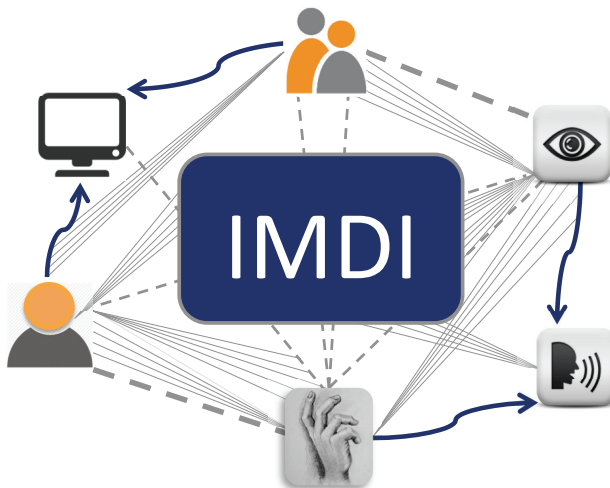# Integrating Multimodality
in the study of
Dialogue Interpreting

31 August – 1 September 2015

Centre for Translation Studies

University of Surrey, UK

Programme and Abstracts

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❯ IMDI RESEARCH SEMINAR

Welcome

Welcome to the University of Surrey for this IAS-sponsored two-day international research seminar on Integrating Multimodality in the Study of Dialogue Interpreting.

Building on the conceptualisation of Dialogue Interpreting as a form of *multimodal* communication, the seminar will address the urgent need to develop novel, rigorous and holistic research methods to account for the variety of integrated (verbal and embodied) resources employed to co-construct meaning in interpreter-mediated interaction. We are delighted to be welcoming participants with expertise in a variety of fields of study (interpreting, multimodality, communication, welfare, health science, theatre, ICTs), gathering together to contribute to the process of consolidating this emerging area of enquiry. We hope the seminar will provide a space for critical reflection and scholarly exchange on how to set up an interdisciplinary research agenda that can truly contribute to the advancement of Dialogue Interpreting as a key professional practice in the globalised age as well as a fully-fledged field of study. We are very pleased to have such a variety of international and national speakers and presenters from a wide range of disciplines and we have made room in the programme for plenty of discussion time both during and around our paper sessions.

We are very grateful to the Institute of Advanced Studies for supporting this event and to the Faculty of Arts and Social Sciences Events team for their invaluable help with the organisation. We hope you enjoy the research seminar and look forward to meeting you all.

Organisers:

Elena Davitti and Sabine Braun, Centre for Translation Studies,
School of English and Languages, University of Surrey.

› PROGRAMME

Day 1: Monday 31 August 2015
Venue: Room 32, Level 1, Rik Medlik Building, University of Surrey (32MS01)

08.30 – 09.00 **Registration and Coffee**

09.00 – 09.15 Opening: Welcome and introduction
Elena Davitti, University of Surrey

09.15 – 10.00 *Current and future themes in the study of interpreter-mediated interaction*
Cecilia Wadensjö, Stockholm University

10.00 – 10.45 *The bodily engagement of interpreters in action: Multimodal resources for managing interpreting*
Lorenza Mondada, University of Basel & University of Helsinki

10.45 – 11.15 **Coffee break**

Session A: Multimodal analysis of face-to-face dialogue interpreting

11.15 – 11.45 *Multimodal methods in dialogue interpreting: What can we learn from theatrical training?*
Claudio Bendazzoli, University of Turin

11.45 – 12.15 *"You just look at me and I interpret for you": Participation and sense-making processes in investigative police interviews*
Eloísa Monteoliva García, Heriot-Watt University

12.15 – 12.45 *(Re)calibrating instructed actions: Embodied practices in interpreter-mediated dementia assessments*
Ali Reza Majlesi and Charlotta Plejert, Linköping University

12.45 – 14.00 **Lunch break**

Session B: Bridging the gap between different types of dialogue interpreting

14.00 – 14.30 *Multimodality in dialogue interpreting research: Learning lessons from sign language interpreting studies*
Jemina Napier, Heriot-Watt University

14.30 – 15.00 *Uni-modal and cross-modal interpreting strategies: Insights from signed/spoken dialogue interpreting*
Robert G. Lee, University of Central Lancashire and Peter Llewellyn-Jones, Sign Languages International (SLI Ltd.)

15.00 – 15.30 *Turn organisation in speech-to-text interpreting mediated conversations*
Liisa Tiittula, University of Helsinki

15.30 – 16.00 **Coffee break**

Session C: Multimodal analysis of ICT-supported dialogue interpreting

16.00 – 16.30 *A multimodal study of feedback in interpreter-mediated talk*
Jelena Vranjes, Hanneke Bot, Kurt Feyaerts, Geert Brône, KU Leuven

16.30 – 17.00 *Hearing what we cannot see: The role of multimodality in telephone interpreting*
Magdalena Fernándes Pérez, University of La Laguna

17.00 – 17.30 *How to show the interpreter on screen? The normative organisation of visual ecologies in multilingual courtrooms with video links*
Christian Licoppe and Clair-Antoine Veyrier, Telecom Paristech

17.30 – 17.45 **Closing Day 1**

19.00 Dinner, *Olivo* restaurant, Guildford

❯ PROGRAMME

Day 2: Tuesday 1 September 2015
Venue: Room 32, Level 1, Rik Medlik Building, University of Surrey (32MS01)

09.00 – 09.45   *Multimodal analysis of a multimodal activity: Videoconference-based remote interpreting in police interviews*
Sabine Braun and Elena Davitti, University of Surrey

09.45 – 10.15   *The headset as a communicative affordance in a Video Relay Interpreting (VRI) service setting*
Camilla Warnicke, Örebro University and Charlotta Plejert, Linköping University

10.15 – 10.45   *Exploring interaction in a 3D virtual learning environment for teaching dialogue interpreting*
Sara Dicerto, Sabine Braun, Elena Davitti, University of Surrey

10.45 – 11.15   Coffee break

11.15 – 12.45   Round Table: IMDI - Towards an interdisciplinary research agenda
Claudia Angelelli, Heriot-Watt University
Franz Pöchhacker, University of Vienna

12.45 – 13.00   Conclusions and closing

Cecilia Wadensjö, Institute for Interpreting and Translation Studies (TÖI), Department of Swedish Language and Multilingualism, Stockholm University (Sweden)

Current and future themes in the study of interpreter-mediated interaction

During the last decades, quite a few micro-explorations of naturally occurring interpreter-mediated interaction have pulled apart the everyday image of an interpreter as someone involved only in translating messages from one language to another. Considerable knowledge about the nature of this communicative activity has been generated. This talk will highlight two prevalent themes in the literature. First, the interpreter's level of involvement, and second, the impact of interpreting on the perception of interpreted speakers. Even if the exploration of these themes, drawing on naturally occurring discourse data, has generated much new knowledge, our understanding of them still seems to be coloured by the traditionally dominant understanding of interpreters, answering to a similar orientation to all participants in interpreter-mediated encounters, first and foremost as producers of talk. In this way, our understanding of interpreter-mediated interaction is somewhat biased towards viewing talk as text (Wadensjö 1998). Obviously, talk is only one layer within a complex system of communicative resources that are made relevant in interpreter-mediated encounters. Regarding talk as activity (Wadensjö 1998) implies that attention can be drawn also to the work of such features as gestures, facial expressions, gaze, head movements, bodily orientation and use of physical objects accompanying talk, layers that largely remain to be systematically explored in studies of interpreter-mediated interaction. Work by, for instance, Pasquandrea (2011) and Davitti (2013) are pioneering and promising exceptions, showing the great potential of multimodal approaches to this fascinating communicative practice.

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❱ KEYNOTE SPEAKERS

Lorenza Mondada, University of Basel (Switzerland) & Finnish Centre of Excellence in Interaction and Intersubjectivity, University of Helsinki (Finland)

The bodily engagement of interpreters in action: Multimodal resources for managing interpreting

Interpreting is often seen as a transparent practice, in which the interpreter disappears in favour of the ongoing activity to be translated, as well as a verbal practice, in which the issue is to find equivalent words to render what has been said in each working language. Quite the opposite, this presentation reflects on various aspects of interpreting action that are crucially achieved by the interpreters in an embodied way and publicly oriented to by all participants. Within a conversation analytic perspective, and on the basis of video recordings of naturally occurring non-professional interpreting activities, this paper discusses multimodal resources mobilized in interpreter-mediated interactions. More specifically, three related phenomena will be analysed: a) practices of turn-taking by which the interpreter and the participants who are being mediated jointly define, achieve and negotiate relevant transition points; b) practices used to manage dynamic participation frameworks, involving gaze, body postures and movements, thereby redefining the interactional space of the encounter; c) practices of rendering the interpreted talk with gestures and other bodily displays exhibiting that what the speaker does is interpreting a previous turn - thereby achieving a form of public 'transparency' of interpreting. These practices all strongly rely on the bodily arrangements of the participants; their study contributes to the conceptualisation of interpreting as socially situated and embodied interaction.

Session A: Multimodal analysis of face-to-face dialogue interpreting

Claudio Bendazzoli, Department of Economic and Social Studies, School of Management and Economics of the University of Turin (Italy)

Multimodal methods in dialogue interpreting: What can we learn from theatrical training?

Interpreting scholars and professionals have benefited greatly from contributions that have broadened the research scope by embracing different settings and modes other than international conferences mediated through simultaneous and (classic) consecutive interpreting. For instance, investigations into dialogue and sign language interpreting in community settings have made it clear that interpreters can hardly be neutral and invisible, as they participate in co-constructing the interaction and the messages exchanged therein. Interestingly, the notion whereby communication is largely based on nonverbal elements is all the more relevant in such settings, where interpreters are required to provide their service via face-to-face or remote communication while being physically exposed to the other participants in highly frequent and bidirectional turn-taking patterns. This is a common source of stress for trainee interpreters: even after mastering the necessary terminology for a (simulated) assignment, they often find themselves grappling with difficulties in managing their public speaking and nonverbal communication skills. A promising method to supplement interpreter education in this respect entails the use of theatrical training or, at least, some good practices in public speaking that can be adjusted to interpreters' needs. Drawing on the basic structure of communication proposed by Poyatos (1997, 2002a, 2002b), the fundamental components of nonverbal communication, i.e. paralanguage and kinesics, can be dissected to better appreciate their potential in shaping both the perception and the delivery of messages. In this paper I will report on my experience in theatrical training applied to interpreter training, providing examples of observations made during training sessions in liaison interpreting (undergraduate level), consecutive interpreting (postgraduate level) and *ad hoc* workshops (extracurricular and vocational level). The resulting skill set, which has been used to raise the awareness of professional and trainee interpreters for the potential of nonverbal communication and how to manage it in mediated settings, may also be useful to inform the multimodal dimension of Interpreting Research.

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❯ PAPER SESSION ABSTRACTS

Eloísa Monteoliva García, Centre for Translation & Interpreting Studies in Scotland, Department of Languages and Intercultural Studies, School of Management and Languages, Heriot-Watt University, Edinburgh, Scotland (United Kingdom)

"You just look at me and I interpret for you": Participation and sense-making processes in investigative police interviews

Multimodal approaches to the study of naturally-occurring mediated interaction can significantly contribute to our understanding of sense-making and participation processes in complex multilingual encounters. This paper is based on my ongoing PhD study on the standby mode of interpreting in authentic investigative police interviews involving a qualified interpreter and Spanish-speaking suspects who use English as a Foreign Language. Angermeyer (2008) adopted the term "standby" to refer to partial interpreting in interpreter-mediated encounters involving primary participants who have some knowledge of the other's language and code-switch between their and the other's language. Code-switching among primary participants often results in the interpreter participating only when communication problems emerge. The case study presented in this paper draws on Conversation Analysis and combines the study of Communication Strategies in English as a Foreign Language with an ostensive-inferential account of participant moves in triadic sequences. The dataset includes two authentic video-recorded investigative police interviews conducted in Scotland and related to a case of misuse of drugs. A horizontal transcription format is used to both analyse and illustrate shifts from dyadic same-language interaction to triadic sequences. The emerging results highlight the impact of both the local (sequence) and framing (police interview) contexts in the negotiation of sense-making and communicative needs. Correlations between the patterns emerging and the goals of different interview phases are analysed and discussed. Communication is explored as multimodal across the different levels of analysis. Both verbal and nonverbal devices, such as gaze, hand and face gestures, emerge as typical resources mobilised by suspects to both express the need for interpreter participation and address resource deficits in English when involved in dyadic sequences with the police officer. The results illustrate the valuable contributions of multimodal approaches to the study of Dialogue Interpreting encounters.

REFERENCES
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❯ PAPER SESSION ABSTRACTS

Ali Reza Majlesi, Centre for Dementia Research, Department of Social and Welfare Studies and Charlotta Plejert, Department of Culture and Communication, Linköping University (Sweden)

(Re)calibrating instructed actions: Embodied practices in interpreter-mediated dementia assessments

The aim of the present study is to investigate embodied actions in interpreter-mediated dementia assessments with a specific focus on the administration of a test of cognitive functioning. A dementia assessment is a complex procedure that comprises many steps, one of which is to investigate cognitive abilities. To go through the evaluation may be an emotionally and cognitively taxing experience, and communication and mutual understanding between patients and clinicians are central to the process of evaluation. Testing patients' cognitive abilities in a situation where clinicians and patients do not share the same language, even with the assistance of interpreters, may be potentially challenging (Plejert, Antelius, Yazdanpanah & Nielsen 2015). However, in such encounters, parties including interpreters mobilize different verbal and nonverbal resources (talk, gesture, gaze, etc.) to make actions intelligible and sufficient for the practical purpose of accomplishing the task at hand. Administering the test involves giving instructions, perceiving, and following them. Apart from instructions, the test encompasses participants' orientation towards objects, such as paper, pen, and other artefacts that are used during the test. By means of a detailed analysis of participants' embodied practices, this study demonstrates how the interpreter is involved in the construction of the trajectory of the activity and in the accomplishment of instruction, turning into a (re)calibrator of the instructed actions. It is shown how the result of the test is the outcome of the collaborative achievement of instructed actions rather than an individual product of the patient being assessed. The result of the study has practical bearings in terms of clinical and diagnostic reliability of tests of cognitive functioning in dementia assessments. In order to detail the ways that instruction is presented, rendered, understood and followed in interaction, we draw on dialogical theory (Linell 1998) and ethnomethodological conversation analysis (EM/CA, e.g. Garfinkel 2002) with a multimodal understanding of human action (Mondada 2014).

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Session B: Bridging the gap between different types of dialogue interpreting

Jemina Napier, Centre for Translation & Interpreting Studies in Scotland, Department of Languages and Intercultural Studies, School of Management and Languages, Heriot-Watt University, Edinburgh, Scotland (United Kingdom)

Multimodality in dialogue interpreting research: Learning lessons from sign language interpreting studies

Recent explorations of language use reveal the multimodal nature of language and communication, the contribution of the visual modality to language and the fact that people draw on a range of resources (such as gesture) in communicative interactions. Gesture is therefore a common denominator between multimodal spoken and signed language research. The application of a multimodal approach to the analysis of dialogue interpreting (DI) is emerging as an innovative method to explore the multilayered complexity of interpreter-mediated communication. Signed language interpreting (SLI) researchers, however, have always considered the practice of DI through a multimodal lens due to the visual nature of sign language itself. SLI cannot be examined any other way. Thus although the concept of multimodality and DI research is fairly new, the analytical approach actually is not. This paper will give an overview of key studies of SLI that clearly demonstrate a multimodal approach, dating back to the seminal case study in 1989 of Cynthia Roy, who explored communication management in a sign language interpreter-mediated interaction. The presentation will also provide an overview of the annotation tool widely used in sign language research that easily enables researchers to annotate and code multimodal data. The goal in sharing this history would be to: (a) encourage a global community of DI researchers who can work together to examine the nexus of multimodal interpreter-mediated communication; and (b) apply novel approaches derived from SLI research to advance our understanding of newly emerging multimodal language practices. In detailing various SLI studies and this tool, this presentation will consider the affordances of applying a multimodal approach to the study of DI in any language and suggest how utilizing a multimodal approach can more readily provide a platform for directly comparing signed and spoken language interpreting practice.

❯ PAPER SESSION ABSTRACTS

Robert G. Lee, School of Journalism, Language and Communication, University of Central Lancashire (United Kingdom) and Peter Llewellyn-Jones, Sign Languages International (SLI Ltd., United Kingdom)

Uni-modal and cross-modal interpreting strategies: Insights from signed/spoken dialogue interpreting

All language interactions (including interpreted ones) are multi-modal. Both auditory and visual channels are used to convey meaning, both linguistically (in terms of actual language production) as well as paralinguistically (through affective expressions, co-speech gestures and the like). Interpreted dialogic interactions involving both an aural/oral language such as spoken English and visual/gestural language such as British Sign Language are inherently linguistically multi-modal; that is the actual languages occur in two different modalities (aural/oral and visual/gestural). Such interactions can be helpful in understanding how interlocutors (as well as interpreters) attend to, make use of and exploit the use of both channels in order to communicate. In previous work (Llewellyn-Jones and Lee, 2013, 2014) we have described and discussed how interpreters employ a variety of strategies in order to enable the interlocutors to have a successful interaction. Specifically, we posit three inter-related axes along which interpreters make decisions: (a) Interaction Management, i.e. those strategies employed to facilitate the flow of an interaction; (b) Participant Alignment, i.e. those strategies used to engender trust between the interpreter and participants (and by extension between/amongst the participants themselves); (c) Presentation of Self, i.e. strategies used by interpreters to signal that they are part of the interaction (albeit in a way that is different from the interlocutors). Signed/Spoken dialogic interpreted interactions provide an interesting source of data to explore multi-modality. In this paper we present and discuss specific examples from each of the axes showing how interpreters use these to facilitate successful interactions. Extracts will include uni-modal examples (e.g. using a visual/gestural strategy with a visual-language user) as well cross-modal examples (e.g. using a visual/gestural strategy with an aural/oral language user). We will then discuss the implications of these findings for dialogic interpreters regardless of the language pairs involved.

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Liisa Tiittula, Department of Modern Languages, University of Helsinki (Finland)

Turn organisation in speech-to-text interpreting mediated conversations

The aim of this paper is to analyse turn taking in a setting where this practice is made more complex due to a communication aid called 'speech-to-text interpreting'. In this communication method, speech and other relevant sounds are transferred into a written form simultaneously with the talk. Speech-to-text interpreting is needed to give hearing-impaired (hard-of-hearing and late deafened) persons access to spoken communication. Since they have acquired the language in a hearing speech culture and usually still speak it, they want an interpretation which is as close as possible to the original speech. The text is typed by a human interpreter on a computer and displayed on a screen where the text emerges letter by letter. Speech-to-text interpreting is used in various types of encounters: in group situations with one or more hearing-impaired clients (seminars, meetings) but also in settings such as medical, legal or service encounters. In this paper, a video-recorded club setting of eight deafened people is analysed. The participants are chatting, exchanging news and playing games. Because of the varying hearing abilities of the participants, the organisation or turns is very complex: some people can hear with the help of a hearing aid, some can communicate with signs but some depend on the speech-to-text interpreting which is also the only mode connecting all participants. This means that the interactants should pay attention to the interpreting in their turn organisation. There is, however, a lot of overlapping talk which makes the interpreter's task very difficult. The different modalities (written form of the speech, original speech, gaze, gestures, touches, etc.) are all important in organising speaking turns. Especially when problems in turn organisation occur (e.g. simultaneous speech), nonverbal means play an essential role. The multimodal resources will be analysed within the framework of Conversation Analysis.

Session C: Multimodal analysis of ICT-supported dialogue interpreting

Jelena Vranjes, Hanneke Bot, Kurt Feyaerts, Geert Brône, KU Leuven Campus Antwerpen (Belgium)

A multimodal study of feedback in interpreter-mediated talk

Since the pioneering work by Kendon (1967), researchers across disciplines have shown a growing interest in the role of gaze behaviour in interactional discourse. The present study contributes to this line of multimodal interaction research by inquiring into the role of eye-gaze patterns in correlation with speech, gesture and posture in interpreter-mediated interaction. More specifically, we are interested in the collaborative process of grounding as described by Clark (1996). This grounding process, in which interlocutors try to establish mutual understanding, is most evident in the acceptance phase, when the addressee provides some kind of (verbal or nonverbal) feedback to the speaker's utterance (cf. Clark 1996). In this study we analyzed participants' gaze behavior in relation to other verbal and nonverbal signals in providing and eliciting feedback in interpreter-mediated dialogue. Our approach builds on existing research on grounding in monolingual face-to-face conversation through gaze and other multimodal resources (Bavelas 2002, McNeill 2006). For the pilot study, we recorded an interpreter-mediated psychotherapeutic session by using mobile eye-tracking technology (Brône & Oben 2013). Eye-tracking allows for the detailed study of interlocutors' gaze patterns and at the same time captures other semiotic channels, such as gesture and posture. The recording was transcribed and analysed based on the workflow developed in Brône et al. (2013) for face-to-face dialogues. The results of the analysis of gaze patterns are indicative of a specific gaze distribution related to grounding signals in the interpreted dialogue. We also find indications of a strong correlation between gaze, speech and gesture in the establishment of common ground. The preliminary results thus show that common ground is established at different (verbal and nonverbal) levels of communication between all participants in interpreter-mediated interaction.

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Magdalena Fernándes Pérez, Department of English Philology, University of La Laguna (Spain)

Hearing what we cannot see: The role of multimodality in telephone interpreting

Multimodality is perceived differently in on-site interpreting when compared to remote interpreting (RI), in which access to semiotic resources is constrained. In fact, one of the key particular features of Telephone interpreting (TI) is the absence of visual information available to the interpreter, which hinders her task to the extent that it must be counterbalanced by developing a set of specific skills and readapting on-site bilateral interpreting skills. However, although telephone interpreters lack visual access to the encounter, multimodality still constitutes an important source of information in cases when both stakeholders are located in the same room and the interpreter is the one physically absent. Under these circumstances, visual information shared by both participants in the conversation reaches the interpreter necessarily in the shape of verbal or auditory cues, helping her to understand the meaning of utterances and contextualise the encounter. This is not surprising, since it is very often that verbal and nonverbal expressions complement each other. This study tries to shed some light on the question of how telephone interpreters use auditory information to "decode" semiotic resources used in dialogue communication. In order to do this, extra-linguistic aspects are considered, such as audible movements. However, special attention will be paid to information conveyed through the speakers' voice. An example would be the use of deictics and explicit reformulations of context, which act as contextualization cues; also, backchanneling verbal responses usually complement and indicate the presence of semiotic resources such as nodding with the head or eyelid movement.

Christian Licoppe and Clair-Antoine Veyrier, Department of Social Sciences, Telecom Paristech, Paris (France)

How to show the interpreter on screen? The normative organisation of visual ecologies in multilingual courtrooms with video links

This paper focuses on the issue of the how the interpreter is made visible in courtroom hearings with remote witnesses appearing through a video link. Based on the analysis of multimodal transcripts of naturally occurring spatially distributed and bilingual courtroom hearings, we show that the participants orient towards the facts that (a) interpreters should be made visible on screen when they speak, and (b) there is a preference for not showing the interpreter alone but together with the co-present party s/he is interpreting for, whenever possible. We discuss how this reflects more general normative orientations regarding the organisation of participation as visually enacted on screen and through talk-in-interaction, making possible recognisable and noticeable 'mismatches'. These are all constitutive features of multi-party video communication. These two ways of enacting participative frames and stances are mutually elaborative: in our final example we discuss the unusual production of a close shot of an interpreter in the bilingual courtroom with a remote defendant, and show how such an unusual event can appear as occasioned by the organisation of prior talk, and is made accountable by it.

❯ PAPER SESSION ABSTRACTS

Sabine Braun and Elena Davitti, Centre for Translation Studies, School of English and Languages, University of Surrey (United Kingdom)

Multimodal analysis of a multimodal activity: Videoconference-based remote interpreting in police interviews

Addressing the increased demand for interpreting in legal settings, this presentation examines remote interpreting (RI), whereby the interpreter is linked to the main participants via videoconference, in police interviews. The police setting requires dialogue interpreting, which Wadensjö (1998) has argued is a triadic activity with two dimensions, i.e. conveying communicative messages and co-ordinating the interaction. These dimensions together impact on the participants' co-construction of meaning from the dialogue. Interpreter-mediated interaction has been shown to have its own dynamics, achieved by interplay between verbal and embodied actions by all participants (Davitti 2013; Mason 2012, Pasquandrea 2011, Wadensjö 2001). RI creates further challenges to the interactional dynamics (Braun 2015). In relation to the legal setting, the European AVIDICUS 1 and 2 projects[1] have begun to highlight the impact of RI on interpreting quality and interactional dynamics (Braun & Taylor 2012, 2015) by comparing onsite and remote interpreting. This presentation uses data from the AVIDICUS projects to illustrate the opportunities that a multimodal analysis opens up for further explorations of this material. Two distinct, yet complementary, analytical foci are chosen: on the one hand, the presentation will explore how the combined analysis of the verbal and embodied resources used by the interpreters supports a comprehensive understanding of the interpreters' performance. This analysis will highlight how different types of resources - including linguistic means of expression, paralinguistic features such as hesitation or repetition, and embodied resources such as co-speech and feedback gestures - complement, contextualise, magnify, modify and/or undercut each other. Insights from this analysis are used to uncover interpreting problems in, and strategies for, relaying communicative messages and co-ordinating interaction in RI that a solely-linguistic analysis would not reveal. On the other hand, as RI also raises questions about the communicative dynamics of the interaction as a whole including questions about the efficiency of the video channel in supporting the interaction, the presentation will rely on insights and concepts from multimodal analysis to investigate the impact of two different technical set-ups on the communicative dynamics of RI and will draw conclusions on the kind of participation frameworks they seem to promote.

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[1] Assessment of Videoconference Interpreting in the Criminal Justice Services, JLS/2008/JPEN/037 (2008-11), JUST/2010/JPEN/AG/1558 (2011-13).

❯ PAPER SESSION ABSTRACTS

Camilla Warnicke, The Swedish Institute for Disability Research, and Centre for Rehabilitation Research, Faculty of Medicine and Health, School of Health and Medical Sciences, Örebro University, Sweden and Charlotta Plejert, Department of Culture and Communication, Linköping University, Sweden

The headset as a communicative affordance in a Video Relay Interpreting (VRI) service setting

Video Relay Interpreting (VRI) services facilitate phone calls between people who use signed languages and those who use spoken languages. The interaction is mediated by an interpreter, who works in a studio. Specific for the VRI service is that all participants in the call are physically separated from each other. The setting is dependent on technical devices, such as video phones, phones, computers, a headset, and software. By means of detailed analyses of interaction between the interpreter and the users of the service, this study explores how the interpreter orients to her/his headset during the call. Three specific practices are identified: pointing towards, navigating towards, and holding the headset. These practices influence the interaction in different ways, e.g. in terms of establishing reference, for repair, and for turn-allocation. The study offers implications for interpreters and service providers. A raised awareness in interpreters, and others dependent on technology for social interaction, of how a device such as a headset may impact the organization of talk, is important in order to know how to most effectively make use of it in the management of a specific service, such as the VRI service. The study draws upon dialogical theory (Linell 1998), Conversation Analysis (Sidnell & Stivers 2013), and a multimodal approach towards action in interaction (Mondada 2006, 2014).

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❯ PAPER SESSION ABSTRACTS

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Exploring interaction in a 3D virtual learning environment for teaching dialogue interpreting

This presentation is based on the outcomes of the European EVIVA project[1], which evaluated the educational affordances of three types of virtual learning environments (VLEs) - a video-based, videoconference-based and 3D virtual environment - for the training of interpreters and professionals in business and public service contexts who work with interpreters in their daily lives. The various VLEs evaluated in EVIVA have specific features which allow students to achieve different types and levels of interaction, both with other speakers and with the technology itself. The EVIVA pedagogical material opens up the possibility for students to train their coordination skills progressively, thus becoming gradually more aware of the multifaceted reality of interpreting practice while improving their oral translation skills. The multimodal complexity of the selected VLEs calls for a multimodal framework for the analysis of student activity. This presentation applies a multimodal approach to investigating the role of the VLEs and their technological features specifically in the development of interpreting skills that are related to the interactional management of the interpreter-mediated encounter, which are normally difficult to train in the traditional classroom environment. Examples from the dataset will be used to illustrate what a multimodal analysis can reveal about how specific interactional challenges are handled, for example by analysing actual student reactions to increasingly complex VLEs and the coping strategies students use when working in them. The presentation will highlight the influence of the different VLEs on interpreting performance and triangulate findings from empirical observation with student feedback provided during reflective sessions. The analysis shows that the different scenarios offered by the VLEs - ranging from learning with prepared dialogue material to using free role play - can be used to encourage trainees to be increasingly in charge of the interpreting session, thus making them aware of potential issues that can arise from contextual factors external to the linguistic delivery and heightening their understanding of interpreting as an activity requiring enhanced multitasking skills.

[1] Evaluating the Education of Interpreters and their Clients through Virtual Learning Activities (531140-LLP-1-2012-1-UK-KA3-KA3MP, 2013-14).

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