

Translation and Interpreting in the Language Classroom – Friends or Foes?

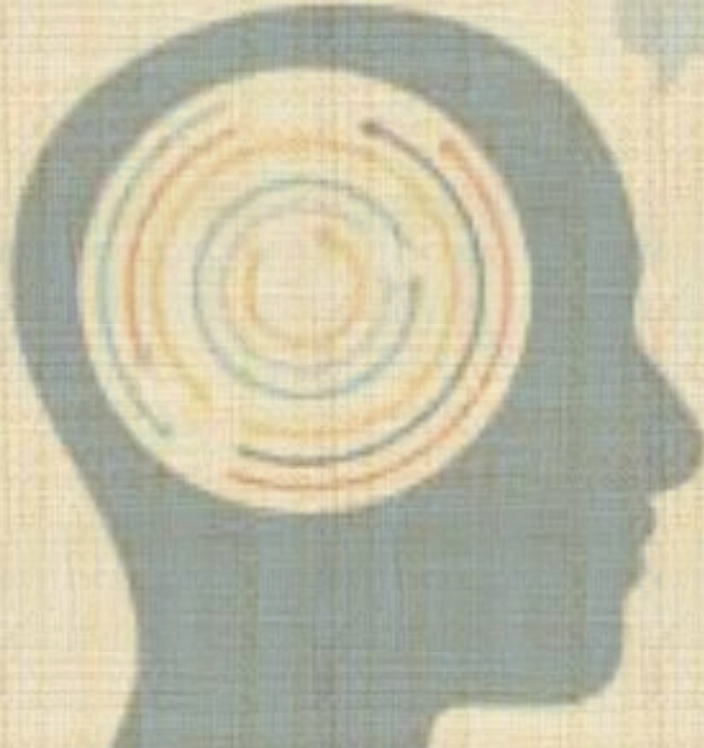
Language Teaching Forum, 19 December 2023
Language and Linguistic Science Department

About me

Mediation in LT T&I Pedagogy

T&I as mediation
in LT

Q&A



Session Outline

About me

Translation & Interpreting

- Practitioner (BA, MA)
- Trainer & Researcher (PhD)

Language Pedagogy

- MA in Teaching Spanish as a Foreign Language (2011)
- DELE Examiner
- Spanish
 - 1-to-1 private tuition & evening courses
 - Spanish for SP:
 - Business
 - T&I
 - Legal
 - Heritage Speakers
 - Language enhancement for Spanish A conference interpreting trainees

Translation & Interpreting



Translation (+) – key concepts

Revision (ST-TT) *bilingual examination of target language content against source language content for its suitability for the agreed purpose.*

Editing/review: *(the) monolingual examination of target language content for its suitability for the agreed purpose.*

Proofreading: *(to) examine the revised target language content and applying corrections before printing.*

Post-editing or MTPE: *revision and review of MT output by a human post-editor (definition: my own!)*

Interpreting

Consecutive
Simultaneous **demo** (relay, whispered)
Liaison
Sight translation



Conference
Public Service Settings
Business Settings



On-site vs remote (telephone, video)

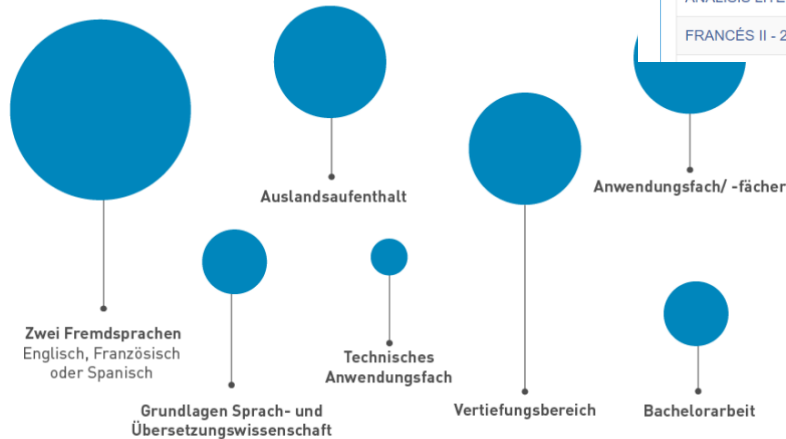
Language proficiency: key in T&

[Level A \(HE Entry Level\) Chinese I](#)

[Level A \(HE Entry Level\) Chinese II](#)

Im Studium

Studieninhalte im Überblick Internationale Kommunikation und Übersetzen (I Variante A (Zwei Fremdsprachen)



Subject (Code)	Teaching	Program	Credits	Type
1er CUATRIMESTRE				
ALEMÁN I - 251000	ALEMÁN		8	TRONCAL/F.BÁSICA
FRANCÉS I - 251001	FRANCÉS		8	TRONCAL/F.BÁSICA
HISTORIA DE LOS PAÍSES DE HABLA INGLESA - 251002	INGLÉS		6	TRONCAL/F.BÁSICA
INGLÉS I - 251003	INGLÉS		8	TRONCAL/F.BÁSICA
LENGUA ESPAÑOLA - 251004	CASTELLANO		8	TRONCAL/F.BÁSICA
2º CUATRIMESTRE				
Subject (Code)	Teaching	Program	Credits	Type
ALEMÁN II - 251006	ALEMÁN		8	TRONCAL/F.BÁSICA
ANÁLISIS LITERARIO DE TEXTOS EN LENGUA INGLESA - 251005	INGLÉS		8	TRONCAL/F.BÁSICA
FRANCÉS II - 251007	FRANCÉS		8	TRONCAL/F.BÁSICA

aching the Translator's Professional Environment (core, 15 credits)	+
nslator and Specialisation (core, 15 credits)	+
ical Aspects of Translation (core, 15 credits)	+
tion Project (core, 30 credits)	+
lacement (core, 15 credits)	+
ting Skills (option, 15 credits)	+
ge Module (Arabic, French, Spanish or English) (option, 15 credits)	+
ge Module (Arabic, French, Spanish or English) (option, 15 credits)	+
tion Dissertation (option, 15 credits)	+

What about the other way around?

Translation = grammar-translation method

Translation = use of L1 (not welcome)

Translation = questionable Duolingo method

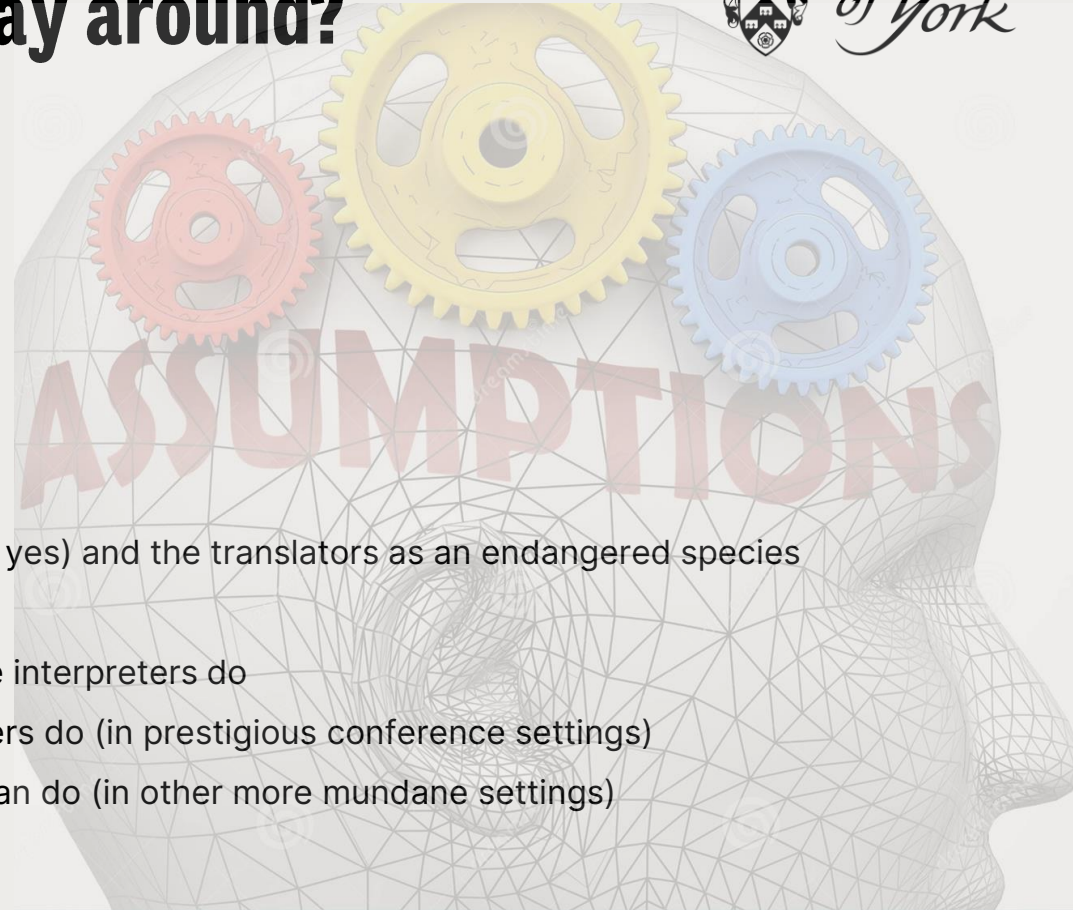
Translation = 'an art'

Translation = something machines do (they can, yes) and the translators as an endangered species

Interpreting = something cool that sign language interpreters do

Interpreting = something people with superpowers do (in prestigious conference settings)

Interpreting = something any 'bilingual' person can do (in other more mundane settings)



What about the other way around?



'Some' research

- Using the L1 in to provide scaffolding for students to help each other (Cook 2001)
- Learners' production ability in their L2 can be 'stretched' by using translation (Tudor 1987)
- Translation encourages learners to use language more creatively (Uzawa 1997)
- Benefits of learning advanced-level Japanese through T&i (Takimoto and Hashimoto 2008, 2010)
 - T&i activate more lively and meaningful interactions
 - Students perceive materials in T&i activities as more relevant – increased motivation
 - The 'third place'

Translation & Interpreting as mediation activities





Mediation

Mediation is one of the four modes in which the CEFR model organizes communication. Learners seen as social agents engage in receptive, productive, interactive or mediation activities or, more frequently, in a combination of two or more of them. While interaction stresses the social use of language, mediation encompasses and goes beyond that by focusing on making meaning and/or enabling communication beyond linguistic or cultural barriers. Both types of mediation rely on collaborative processes.

When learners/social agents engage in mediation activities they create the space and conditions for communicating and/or learning, (co)construct new meaning, collaborate to make sense of a text, or convey ideas and information to others. Mediation happens across languages or varieties (cross-linguistic mediation) or within the same language or variety.

Mediation is a strategic process which requires agency at every stage, develops linguistic and cultural awareness, and highlights the developmental nature of linguistic repertoires. Mediation plays a crucial role in successful plurilingual/pluricultural encounters and in distance communication.

[Ideas for implementation >>](#)

Videos

Watch [Mediation](#) (2022: Council of Europe) (06:01)

Watch [The CEFR descriptors for mediation and the dynamic nature of language learning](#) (2020: Enrica Piccardo) (14:49)



KEY CONCEPTS

[Transparency and coherence](#)

[The user/learners as a social agent](#)

[The action-oriented approach](#)

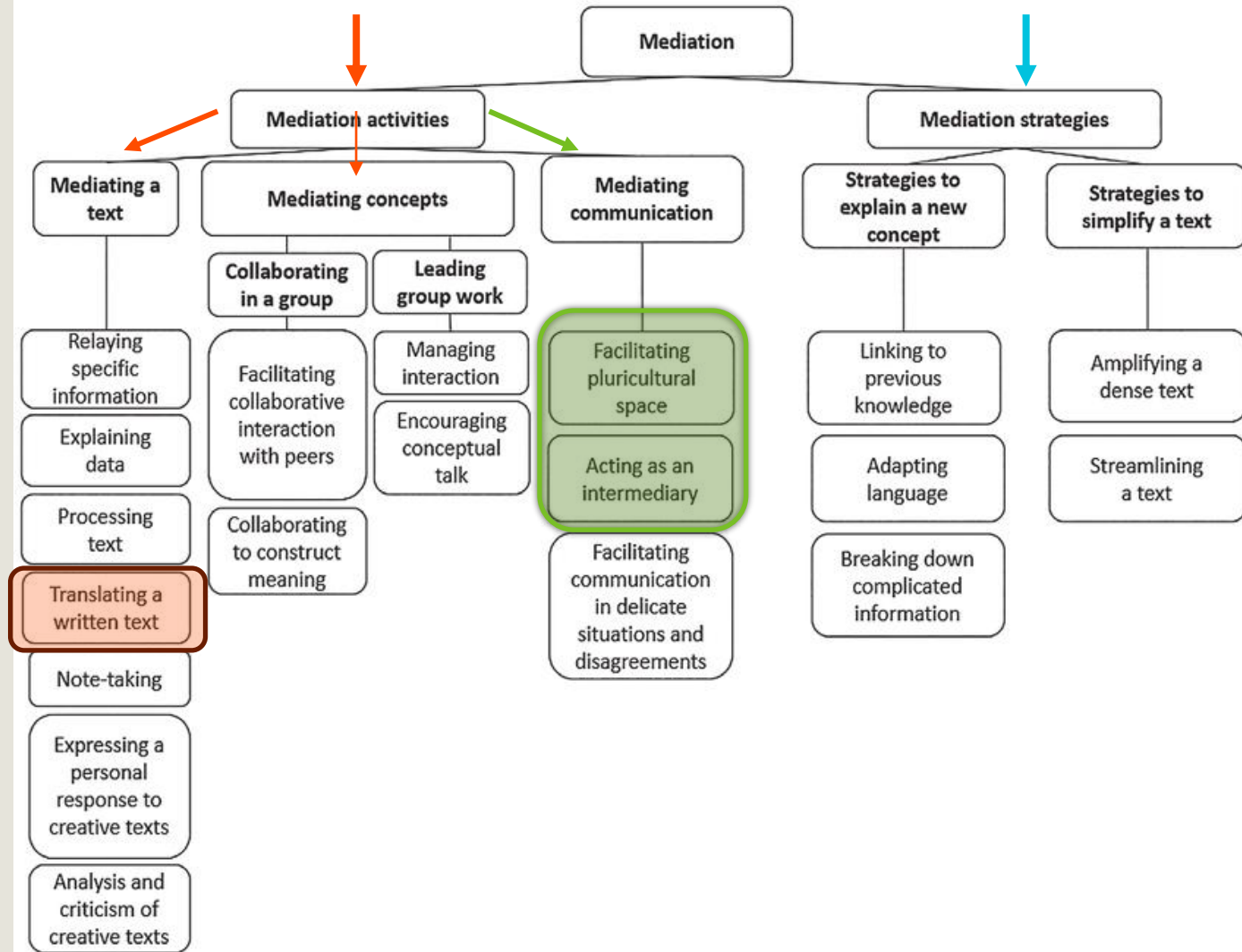
[Plurilingual and pluricultural competence](#)

Mediation in LT

CEFR 2001, CEFR Companion Volume 2020 (prov 2018)

- Updates and completes the CEFR ([descriptors](#))
- Broadens mediation concept
- Refines pedagogical vision:

learner/user as a social agent, learning as a dynamic process, learning through action, pedagogical value of mediation (Piccardo 2018, 2023)



Translating a written text		
	Translating a written text in speech or sign	Translating a written text in writing
C2	Can provide fluent oral translation (into Language B) of abstract texts (written in Language A) on a wide range of subjects of personal, academic and professional interest, successfully conveying evaluative aspects and arguments, including the nuances and implications associated with them.	Can translate (into Language B) technical material outside their field of specialisation (written in Language A), provided subject matter accuracy is checked by a specialist in the field concerned.
C1	Can provide fluent oral translation (into Language B) of complex texts (written in Language A) on a wide range of general and specialised topics, capturing most nuances.	Can translate (into Language B) abstract texts on social, academic and professional subjects in their field (written in Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be over-influenced by the original.
B2	Can provide oral translation (into Language B) of complex texts (written in Language A) containing information and arguments on subjects within their fields of professional, academic and personal interest.	Can produce clearly organised translations (from Language A into Language B) that reflect normal language usage but may be over-influenced by the order, paragraphing, punctuation and particular formulations of the original.
		Can produce translations (into Language B) that closely follow the sentence and paragraph structure of the original text (in Language A), conveying the main points of the source text accurately, though the translation may read awkwardly.

Translating a written text		
	Translating a written text in speech or sign	Translating a written text in writing
	Can provide an approximate oral translation (into Language B) of short, simple, everyday texts (e.g. brochure entries, notices, instructions, letters or e-mails) (written in Language A).	
A2	<p>Can provide a simple, rough oral translation (into Language B) of short, simple texts (e.g. notices on familiar subjects) (written in Language A), capturing the most essential point.</p> <p>Can provide a simple, rough oral translation (into Language B) of routine information on familiar everyday subjects that is written in simple sentences (in Language A) (e.g. personal news, short narratives, directions, notices or instructions).</p>	Can use simple language to provide an approximate translation (from Language A into Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.
A1	Can provide a simple, rough oral translation (into Language B) of simple everyday words/signs and phrases (written in Language A) that are encountered on signs and notices, posters, programmes, leaflets, etc.	Can, with the help of a dictionary, translate simple words/signs and phrases (from Language A into Language B), but may not always select the appropriate meaning.
Pre-A1	<i>No descriptors available</i>	<i>No descriptors available</i>

Acting as an intermediary in informal situations (with friends and colleagues)

C2

Can communicate in a clear, fluent, well-structured way (in Language B) the sense of what is said (in Language A) on a wide range of general and specialised topics, maintaining appropriate style and register, conveying finer shades of meaning and elaborating on sociocultural implications.

C1

Can communicate fluently (in Language B) the sense of what is said (in Language A) on a wide range of subjects of personal, academic and professional interest, conveying significant information clearly and concisely as well as explaining cultural references.

B2

Can mediate (between Language A and Language B) conveying detailed information, drawing the attention of both sides to background information and sociocultural cues, and posing clarification and follow-up questions or statements as necessary.

Can communicate (in Language B) the sense of what is said in a welcome address, anecdote or presentation in their field (given in Language A), interpreting cultural cues appropriately and giving additional explanations when necessary, provided the presenter stops frequently in order to allow time for them to do so.

Can communicate (in Language B) the sense of what is said (in Language A) on subjects within their fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided the interlocutors give clarifications if needed.

B1

Can communicate (in Language B) the main sense of what is said (in Language A) on subjects within their fields of interest, conveying straightforward factual information and explicit cultural references, provided they can prepare beforehand and that the interlocutors articulate clearly in everyday language.

Can communicate (in Language B) the main sense of what is said (in Language A) on subjects of personal interest, while following important politeness conventions, provided the interlocutors articulate clearly and they can ask for clarification and pause to plan how to express things.

A2

Can communicate (in Language B) the overall sense of what is said (in Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided this is articulated clearly and they can ask for repetition and clarification.

Can communicate (in Language B) the main point of what is said (in Language A) in predictable everyday situations, conveying back and forth information about personal wants and needs, provided other people help with formulation.

A1

Can communicate (in Language B) other people's personal details and very simple, predictable information (in Language A), provided other people help with formulation.

Pre-A1

No descriptors available

QAA Subject Benchmark Statement for Languages, Cultures and Societies – Statement for LCS

Under Language Proficiency

translate complex texts on a wide range of general and specialised subjects from the target language(s), capturing nuances and implications

Under Intercultural awareness and pluricultural competence

deal with ambiguity in cross-cultural communication

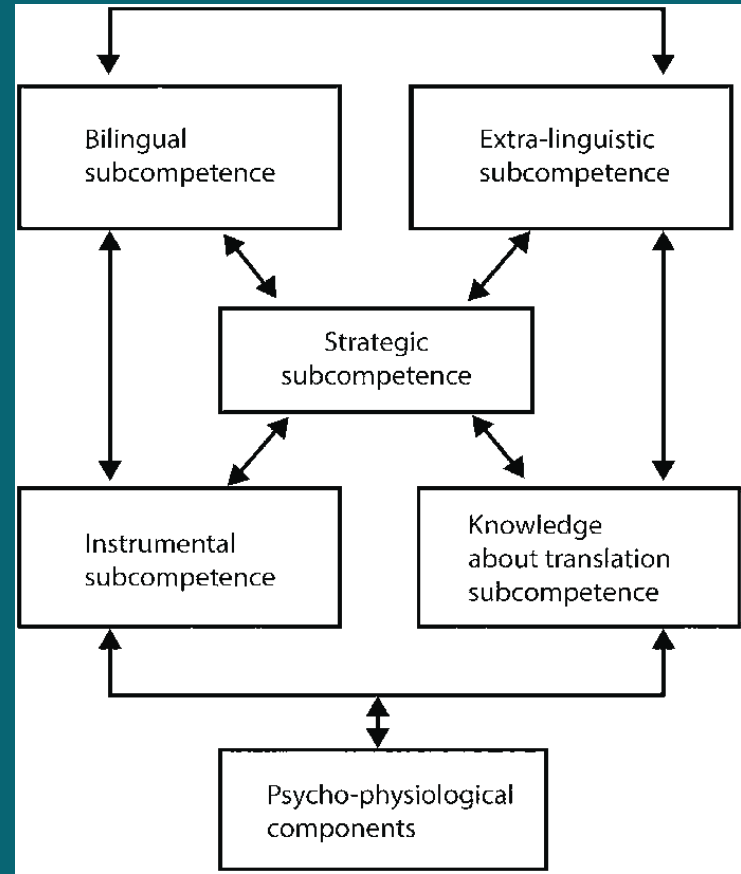
act effectively as intercultural mediators, helping to maintain positive interaction by interpreting different perspectives and managing ambiguity

Under Subject-specific skills

mediate between languages, demonstrating cultural and plurilinguistic competence

Translation Competence

(**PACTE** - since 1997)



Translation Quality

Product:

- Accuracy: ST and TT
- Quality of expression: TT
- Quality of transfer – function

Interpreting Competence

Linguistic skills: emphasis on listening and speaking

Extralinguistic subcompetence: general world knowledge, setting-specific knowledge, assignment-specific knowledge

Key skills

- Analytical skills
- Memory
- Active listening
- Synthesis and reformulation
- Note-taking skills (consecutive)
- Décalage or voice span
- Split attention (simultaneous interpreting)

Knowledge of the profession: ethics and best practices

ORCIT

Online Resources for Conference Interpreter Training

Resources

EN CS DE EL ES FR LT SL

Welcome to ORCIT. We hope you find our resources engaging and instructive.

ORCIT EXPLAINED [\(Open downloadable PDF\)](#)

ORCIT materials are intended to introduce and allow for basic practice in interpreting skills and techniques. Use the icon below to go straight to the training materials, or click on the menus to the right to find out more about the project.



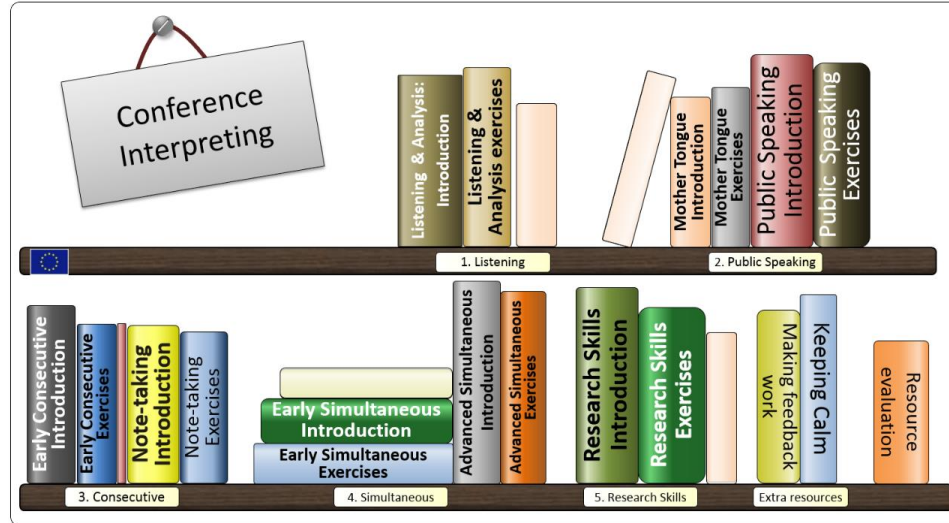
Some examples and exercises are presented in monolingual form for clarity; you should adapt these to your own source and target languages.

We would like to thank our student volunteers for helping act out our examples, including some illustrations of "bad practice". All classroom scenes are of course entirely fictional!

Information and materials from the 2016 ORCIT conference are available at the conference home page.



[Resources](#)
[About](#)
[Partners](#)
[Contact](#)
[Evaluation](#)



DPSI (UK)



- The DPSI is an Ofqual-regulated, nationally recognised qualification

What format does the exam take?

The qualification is composed of five units:

- **Unit 01:** Interpret consecutively and simultaneously
- **Unit 02:** Provide a sight translation into English
- **Unit 03:** Provide a sight translation from English
- **Unit 04:** Translate into English
- **Unit 05:** Translate from English

For detailed information on the content and format of the qualification please refer to the [DPSI Qualification Specification](#).

<https://www.ciol.org.uk/dpsi>

Recognised qualification

- **Unit 05:** Translate from

For detailed information on the
refer to the [DPSI Qualification](#)

<https://www.ciol.org.uk/dpsi>



Interpreting Quality

Product:

- **Accuracy: SS and TS**
- **Quality of expression: TS**
- **Presentation, demeanour, interactional flow**

CONTEXT



Translation Pedagogy

- Discussion of translation and tr strategies
- Parallel texts and research
- Increasingly based around translation projects and collaborative learning
- Digitised practices
 - Research (terminological, conceptual)
 - Collaboration
 - CAT Tools
- Professional aspects

Interpreting Pedagogy

- Focus on 'know-how': skills
- Extensive practice
 - Isolated speeches
 - Mock events
 - Role-plays
- Setting/specialist knowledge
- Preparation
- Ethics

**Translation and interpreting by definition
involve using several languages**

= a foe?

Yes

No

It Depends



Think for 30 seconds
Please use the chat

In your classes:
Translation? Interpreting? Why (not)?

The 'magic' of T&I in the language classroom

BRIEF

CONTEXT
PURPOSE

KEY

SKILLS

RECEPTION
PRODUCTION / INTERACTION
RESEARCH/PREPARATION

PLURI-

LINGUALISM
CULTURALISM

Translation in the language classroom: higher levels

T&I in the B(+)

LOWER LEVELS

- It happens naturally
 - Risk of operating exclusively at word or sentence levels
 - Insufficient resources: risk of excessive frustration
 - Strategic competence: limited by resources
- + Plurilingual and pluricultural competence welcome: draw comparisons, to feel 'safe', to understand similarities and differences

T&I in the B(+)

AT HIGHER LEVELS

- + **Context and focused tasks:** enabling communication
- + Potential of mobilizing **strategic competence:** reformulation, simplification, expansion (...)
- + Raise awareness of **what you can do with your languages** – and of what you can't do (or not yet)
- + Allow students to engage with **differences and similarities between languages** at a deeper level
- + Allowing other languages in the classroom = **safe space** and acknowledgement for some?
- + Visibilize language users as **social agents:** applied nature and social function of T&I
- + **T&I as professions:** not known to everyone!

Some suggested activities



Translation

- Translation per se
- Analysis of ST and TT
- Analysis of different TTs – including MT-outputs
- Summary
- Review
- Postediting
- Subtitling

Interpreting

- Liaison interpreting: role-play based
- Consecutive interpreting subskills:
 - Active listening
 - Identification of key ideas
 - Summarising
 - Public speaking
- Listening to interpreters
- Sight translation

In the LC, not professionally(!)

ACTIVITY 1: THE BRIEF – C1/C2 Chinese in an English-speaking context

We have translated the website below (EDI information UoY) with Google Translate into Mandarin Chinese for our international students and we would like you to review it before it is published next Friday.

Could you please check it against the English version and make any necessary changes to ensure the quality of expression in Chinese? Also, if there is anything that you think may lead to misunderstandings (cultural or other), could you make sure any necessary adjustments are made?

Equality, Diversity and Inclusion

[Equality, Diversity and Inclusion Strategy](#)

[Let's talk about race and racism](#)

[Gender and gender identity](#)

[Information for students](#)

[University](#) > [Equality, Diversity and Inclusion](#) > [Information for students](#)

Information for students

Options

[Equality and Inclusion](#)

[Let's talk about race and racism](#)

[Gender and gender identity](#)

[For staff](#)

[Policies](#)

[Pages](#)



Information for students

THE BRIEF: CONTEXT & PURPOSE

We have **translated the website below (EDI information UoY) with Google Translate** into Mandarin Chinese for our international students and we would like you to **review** it before it is published it next Friday.



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Context: what and what for

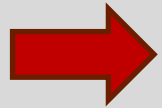
Action: review

Target audience: Chinese-speaking international students

Deadline

SKILLS students mobilise?

SKILLS students mobilise?



It is not about them, it is about someone else

ACTIVITY 2: THE BRIEF – WHOLE CLASS (B2+?)

A translation agency has requested a translation into English of an informative leaflet written in French on the Sustainable Development Goals for one of their clients, who is based in the UK.

Each team will translate the information about one of the goals but you need to make sure that there is consistency across sections in the final version of the leaflet.

Context: what and what for

Action: translation

Target audience: English-speaking audience

SKILLS students mobilise

- **Written comprehension (English), written production (MC)**
- **Research (genre, terminological, conceptual)**
- **Pluricultural awareness**
- **Critical thinking, discusión, problem-solving**
- **Team work, project management**

Known topic - final activity? Add glossary creation?

Audiovisual Translation for LT

English classroom into several languages (students' languages)?

- Subtitling
- Dubbing
- Audio description



[pluriTAV](#)

Audiovisual Translation for LT

English classroom into several languages (students' languages)?

- Engage with students' interests
- Address humour, nuance, cultural aspects
- Acknowledges students' repertoires
- Pose 'different' challenges – multimodality
- Prompt discussions around accessibility
- 'Tangible' product
- Bring some safety into the LC – their first language

It requires:

- Analysis and comprehension (En)
- Transcription (En)
- Translation & problem-solving (En-)
- Recording/role-playing/using subtitling software (other languages)
- Adaptation (synchronisation, multimodality)
- Discussion (En)

Interpreting in the language classroom

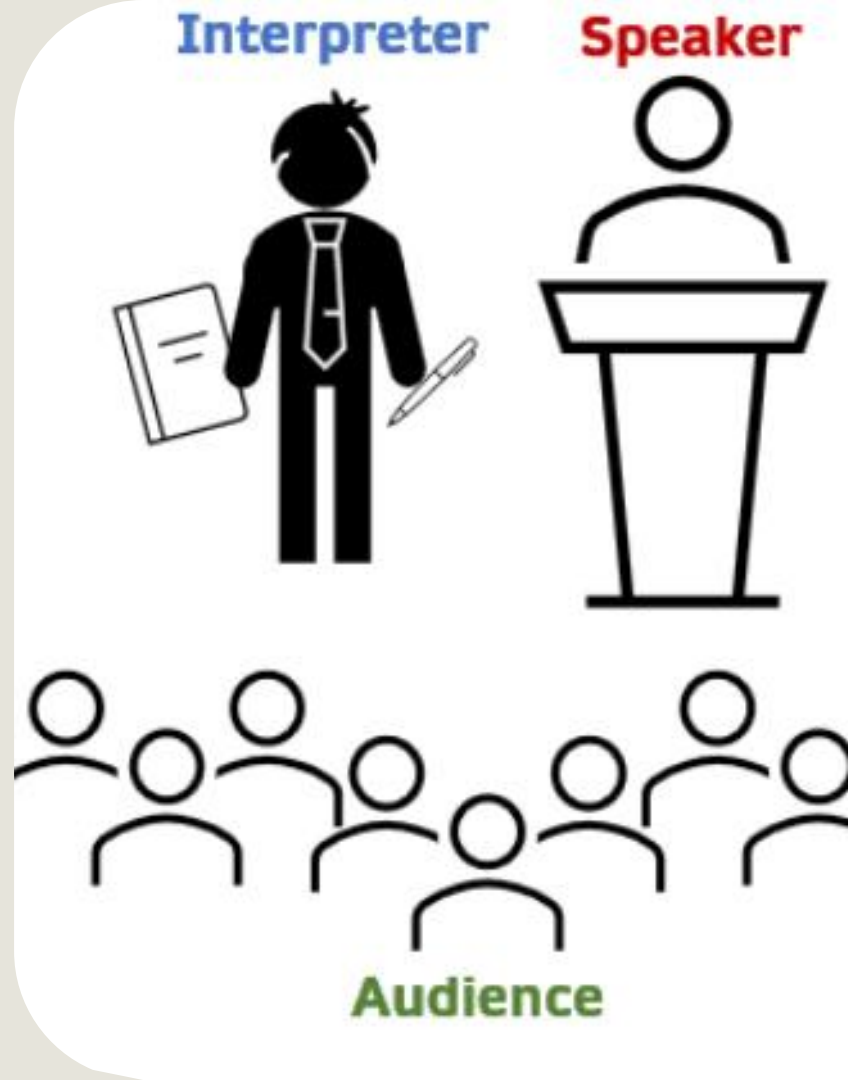
Some suggested activities

Interpreting

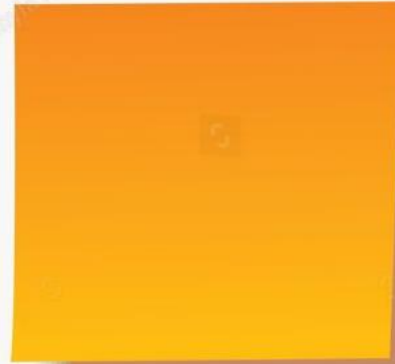
- Liaison interpreting: role-play based
- Consecutive interpreting subskills:
 - Active listening
 - Identification of key ideas
 - Summarising
 - Public speaking
- Listening to interpreters
- Sight translation

Which modes - and why?

- Liaison interpreting
- Consecutive interpreting
- Simultaneous interpreting



Liaison Interpreting



Sample brief (known topic area):

Your neighbours' cousin and their family are visiting the city. They are experiencing some issues with the heating and with noise at the AirBnB where they are staying and they can hardly speak English.

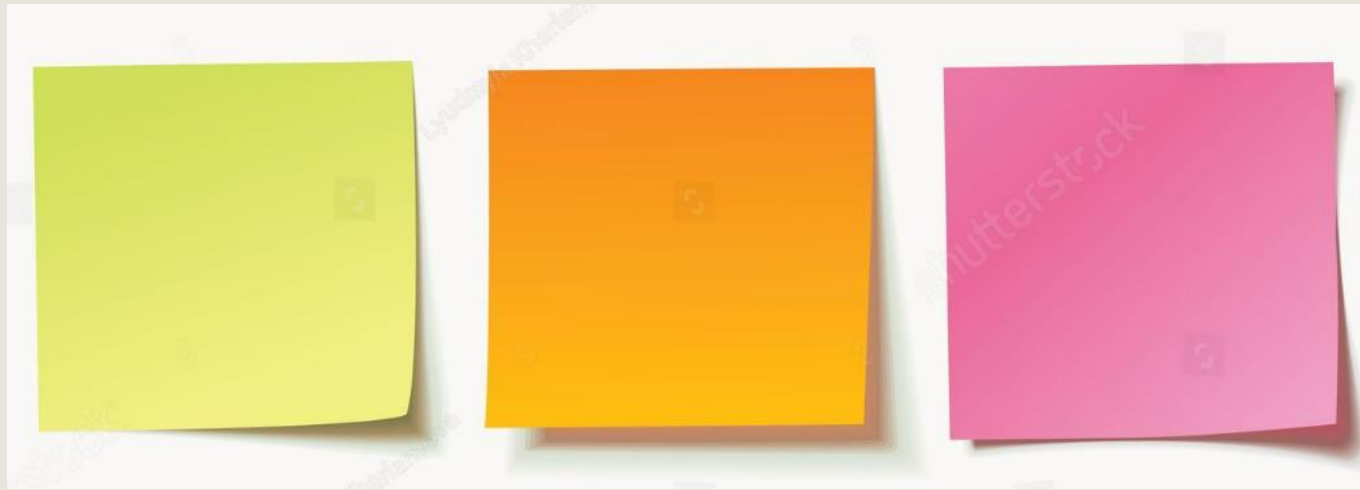
You have agreed to interpret between their host (English-speaking) and your neighbour's cousin (X-speaking) later today.

Liaison Interpreting



CONTEXT?
PRE-TASK?
TASK?
POST-TASK?

Liaison Interpreting



- Liaison interpreting: mediated or 'triadic' dialogues
 - Ideal for practice through role-plays: situated - ++LSP
 - Pre-task: brief analysis
 - Preparation:
 - Interpreting users: content creation (not written down in full) or analysis (if script provided)
 - Interpreter: assignment preparation
 - Requires empathy and focus on other people's communicative needs
 - Every participant develops a range of skills
 - Value language in use – and difficulties around it!
 - *At least two speakers of the same language required (ideal if only two!)

Consecutive interpreting

- Higher levels:

- Ideal for developing active listening, comprehension and summarising skills
- 2-3 minutes max - initially
- **Applied example into target language:** students identify audiovisual resources in their own language(s) and summarise them for their peers or deliver short presentations in their own language and a peer summarises them

Consecutive interpreting

Where to find speeches

TED Talks

[Speech Repository](#)

Pre-task: anticipation, preparation

Task(s):

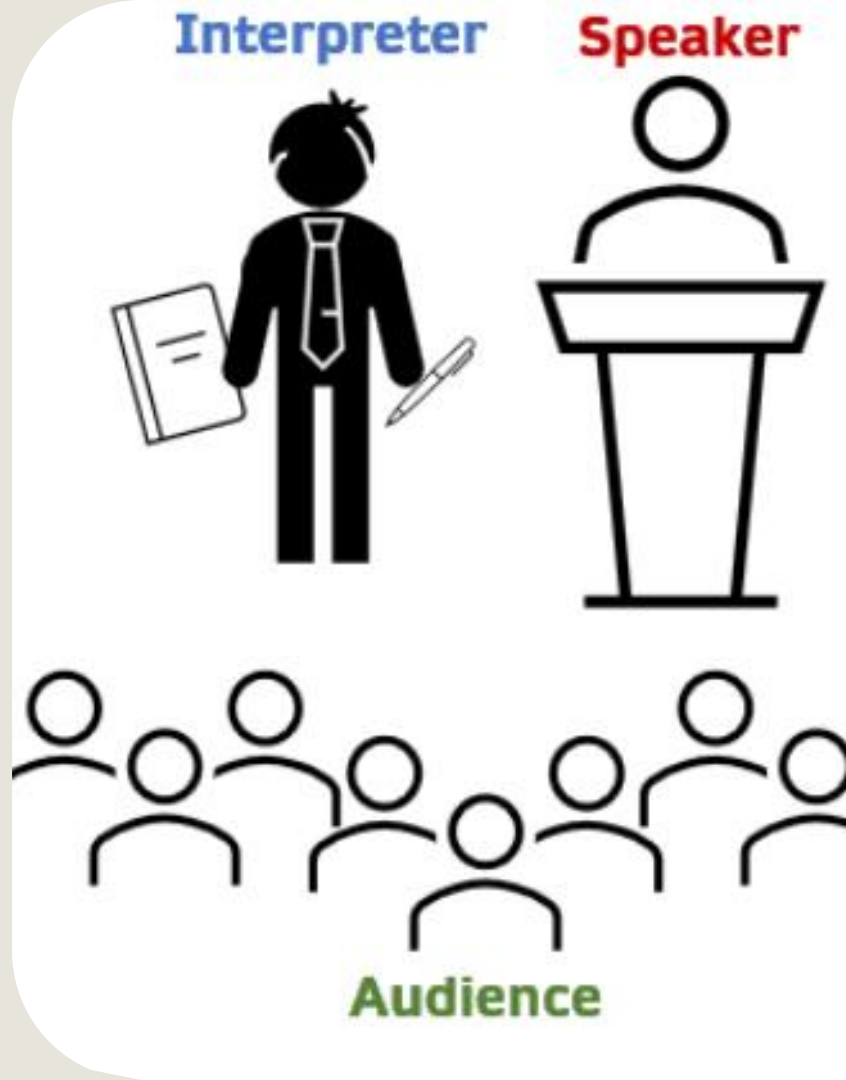
Listen + analyse (= language)

Listen + summarise (≠ language)

- Written bullet points + oral rendition
- Oral summary

Post-task(s):

- Discuss performance and strategies
- Expand: use information for something else?



Simultaneous interpreting

Cautiously and maybe just for fun?

1. Chuchotage
2. Sight translation
3. Shadowing +



My summary

- T&I in the LT classroom:
 - Context and purpose can increase learning opportunities
 - Both the process (including pre-tasks) and the product can add value
 - Emphasis on applied language use and language users as social agents

 - Friendlier for higher levels
 - Determined by the languages and the linguistic repertoires in the classroom
 - Requires planning and careful design

**Your questions and
takeaways?**

תודה
Dankie Gracias
Спасибо شكراً
Merci Takk
Köszönjük Terima kasih
Grazie Dziękujemy Děkoja
Ďakujeme Vielen Dank Palom
Kiitos Täname teid
Thank You
感謝您 Obrigado Teşekkür E
Σας Ευχαριστούμ 감사합니
Bedankt Дěkujeme vám
ありがとうございます
Tack



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