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The utilization of the video essay in interpreting pedagogy

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1. INTRODUCTION

Interpreting pedagogy is a field within interpreting which has not obtained the attention it deserves, but fortunately “the last two decades have seen an increased interest in the field” (Colina & Angelelli, 2017, p. 1). Research into this area only began being conducted in the past few decades, due to the fact that when interpreting first evolved, it was out of necessity as a way of communication, rather than an area of study (Angelelli & Baer, 2016).

The discipline of Interpreting Studies consists of a combination of theoretical framework and interpreting practice. In order to gain a complete understanding of the two elements and become an expert in the field, a connection between the two has to be established in order to gain a clear understanding of this discipline. This connection can be difficult to achieve using conventional learning methods, due to the nature of interpreting pedagogy being practical oriented and conventional methods focusing more on that element and overlooking the theoretical aspect of interpreting.

This research paper will examine the video essay as a multimedia learning method that can achieve this bridge between the two elements. Álvarez López and Martin (2019, p.2), provide the following definition for the video essay:

“The audiovisual essay can be defined as a work of analysis or critique that mixes language (spoken or written) with images (in the form of re-edited clips or single-frame screenshots) and sounds (music, voices, sampling from film soundtracks).”

The video essay is a modern tool of assessment, which has gained popularity in the past few years, as technology has developed. Its incorporation into the curriculum has been a slow process, one which is still taking place, but academics have praised it for offering the opportunity to combine learning and creativity.

Although the video essay at first glance seems very different to a “traditional”, written essay, the structure and objectives are very much the same. Both include the following structure: introduction, main body and conclusion and aim to present and analyse an argument, but one includes more practical elements than the other.

Keeping in mind that interpreting embodies both theory and practice, the video essay could be a very suitable tool of assessment, when learning about interpreting theory. That is what

this research paper will be examining the extent to which the integration of the video essay as a learning tool in the interpreting classroom can be productive and effective to overcome. It is a current topic, which can assist in improving the quality of teaching and assessing interpreting and will hopefully encourage more research to be conducted in the field.

This research paper is organised as follows. The literature review explores a multitude of existing literature on the topic of interpreting pedagogy and the use of the video essay as an assessment method and identifies a gap in the research of interpreting pedagogy. The methodology and thought process behind the selection of data will also be presented, before analysing the actual data and explaining the graphs. Finally, the conclusion includes a summary of all the findings and suggestions for future research.

This study was conducted during a state of pandemic, which has undoubtedly influenced the outcome. The outbreak of the Coronavirus (COVID-19) put a halt to everyday life and normality. Social distancing measures were put into place, all households went into quarantine and universities and schools dismissed the students for the academic year with classes being resumed online and exams being taken via online communication platforms. It is an external element which ought to be mentioned, due to the impactful effect it had on society and in particular, the completion of the students' video essays.

2. OBJECTIVES

The aim of this study is to evaluate whether the utilization of the video essay as a form of assessment can enhance the learning process of interpreting theory and determine if this modern form of pedagogy can establish a bridge between theory and practice in interpreting. Analysis of the current methods employed in interpreting pedagogy, the emphasis put on the teaching of interpreting theory and finally, existing literature on the employment of the video essay as a form of assignment are aspects which will be assessed in order to gain a general overview of the interpreting field and gauge a well-rounded opinion on the utilization of this tool. These aspects in combination with the collected data analysed in this research paper will assist in coming to a valid conclusion.

3. LITERATURE REVIEW

3.1. Interpreting in the classroom: the link between theory and practice

In order to come to a valid conclusion as to whether the video essay is an adequate tool to bridge interpreting theory and practice, it is essential to study the current objectives and methods of interpreting pedagogy and the existing opinion on the use of the video essay as a tool of assessment.

Mahmood Yenkimaleki (2015, p. 53) in his paper *Pedagogy of interpreting reviewed: Some prominent issues* claims that:

“Research in the area of interpreting studies has not been enough and this field has not flourished the way it should. The curriculum of interpreting studies needs to be modified in order to meet the needs of students in this field so that it can make them qualified interpreters in their future job. Interpreting studies demand more attention and compared with translation studies, this field has been paid less attention.”

He goes on to criticize the methods used in the pedagogy of interpreting at the moment and claims not enough focus has been dedicated on further developing and researching how to improve interpreting pedagogy. Yenkimaleki studies various general elements of interpreting such as, the interpreting process, omission in interpreting, input and output in interpreting, the issue of culture in interpretation/translation and then focuses on the assessment of interpreting. He mentions that during the process of assessment the two most important aspects are the reliability and validity of the test. He mentions that Wu (2010; cited in Yenkimaleki, 2015, p.65) considers that further studies and research in the field of interpreting are still needed and refers to the field as a “new kid on the block”. Wu also claims that the assessment procedure of interpreting is difficult and complex due to the fact that unlike translation, interpreting cannot be assessed by written form and some fundamental concepts and necessary testing instruments have not been developed yet, which have caused a delay in the progress of assessment in the interpreting area. Yenkimaleki suggests that instructors should take into account studies that have been taken out by researchers in the field and put the results into practice, that way creating a bridge between the research and practice and assisting with the progression of research.

Training for the New Millennium: Pedagogies for Translation and Interpreting (Tennent,

2005) is a book for translators and interpreters, put together after a Forum on translation pedagogy held at the University of Vic's School of Translation and Interpreting, which presents a collection of essays derived from the Forum and discusses a plethora of elements related to the field of translation and interpreting studies, such as curricula and materials. It presents a combination of pedagogical strategies and theories around which practice can evolve. The changes in pedagogy and the new areas of translation and interpreting are examined. This volume provides a collection of practical presentations to help the translator and translator in training, but also mentions the importance of being aware of the technological innovations, which can facilitate the work of the translator/interpreter if utilized correctly. Emphasis was placed on the fact that theory is necessary for successful and effective training. Theory has often been overlooked and more weight has been put on practice, but Tennent supports that "theory provides a structure from which to analyse translations, whether written or oral – i.e. interpreting –, describe them and apply empirical data to strategies" (2005, p.xxi).

Fundamental Aspects of Interpreter Education: Curriculum and Assessment examines the assessment and curriculum in interpreter education programmes, a field which according to the author is "under-researched and under-studied" (Sawyer, 2004, p. xv). He mentions that not enough work has been done in order to link educational literature to the pedagogy of interpreting. Throughout the book he examines pre-existing curriculum frameworks and assessment procedures and also provides his personal viewpoint and suggestion with regard to the changes and improvements needed in interpreter education. The aim of the volume is to help professionals in the field of interpreter training and testing to progress within their field of expertise. Sawyer (2004, p. xv) states that "a leap of faith becomes a manageable step when goals are explicit, clear links between theory and practice are forged, and descriptions of how to apply theory and research in the classroom are provided", which can be interpreted as the necessity for more research to be conducted within the field of translation and interpreting studies, so as to provide educators, interpreters in training and other professionals with advice and guidance on how to progress effectively.

He presents a number of challenges within the field of interpreting training, which include the adaptation of training to practice, the correct utilization of sources, the increase in the specialization of each sector and the rise in demand for trained professionals in less commonly spoken languages. In addressing such challenges, he claims educators are faced

with three areas: the need for constant upgrades of the interpreting curricula and the use of appropriate and effective assessment. Sawyer (2004, p. 5) puts particular emphasis on the third area:

“Academic environments and instructional settings must be optimized through efficient syllabus design and lesson planning, the use of cutting-edge teaching methodology, innovative technology, proven classroom management techniques, and other pedagogically sound practices.”

He comes to the conclusion that challenges are very much familiar to the professionals within the area of interpreting training, who desire improved assessment methods, and points out that instructors in particular “want to know whether theoretical constructs are useful and specifically how theory can be applied in the classroom on the field” (Sawyer, 2004, p.8), a statement which ties in with the aim of this research paper.

In their book *Researching Translation and Interpreting*, Angelelli and Baer (2016) present a collection of research on translation and interpreting and in particular, research that links “theoretical concepts with research methodology”. They begin with looking at the rise of interpreting as a profession, mentioning that following World War II, communication across linguistic boundaries became essential and so did the need for interpreting within the international community (Angelelli, 2004; cited in Angelelli & Baer, 2016, p.111). Interpreting had to cater to a pragmatic need, so was introduced to academia out of necessity and not as an objective study, which explains why research into the field was delayed. Logistical questions about interpreting practice and training were prioritized over the theoretical framework and it was not until the 1990s and the beginning of the twenty-first century that an increase in research in the field with pedagogical implications was noted. This research continues on today. Later on, in chapter 8 *Translation and interpreting pedagogy* Colina and Angelelli (2015, p. 108-117) focus on the pedagogical area of translation and interpreting. They provide the reader with information about the methods used in class to learn about interpreting and they include “the use of role plays as learning activities that promote interaction and discussion” (Colina & Angelelli, 2015; cited in Angelelli & Baer, 2016, p.110). They address various elements surrounding pedagogy, but they point out the importance of learning theory, in order to be able to conduct valid research.

“In the realm of educational theory, translation and interpreting pedagogy research relies heavily on learning theory and on epistemological theories that debate the nature of knowledge,

ranging from objectivist, modernist theories to more recent postmodern, constructivist approaches, which see knowledge and learning as essentially dialogic, constructed in social interaction, rather than as an objective reality that can be transmitted” (Colina & Angelelli, 2015, p. 109).

This statement emphasizing theory as an essential aspect contradicts the situation back when interpreting first started gaining popularity and theory was overlooked. It could be possible to adapt the mentality behind this statement to interpreting training and practice and also “promote” the study of interpreting more, as gaining that knowledge would provide a more complete overview of what interpreting entails and can therefore educate better-rounded practitioners.

Another paper which emphasizes the importance of theory is *Teaching interpreting*, by Camelia Petrescu (2013). Petrescu (2013, p. 3270) claims that:

Interpreting teaching methods are inspired and generated by theory, theory is based on empirical evidence, theory and practice, formalization and intuition can hardly be separated in an activity as complex and challenging as interpretation.

She comes to this conclusion after having analysed the way interpreting should be taught: interpreting students should adopt the mindset that their main objective is to facilitate communication, they should be taught that the interpreting process could entail some manipulation and that they should take responsibility for their performance. In this sense, it is necessary to train reflective practitioners who can critically make decisions to accommodate the individual demands of interpreted communicative events.

During an interview for the volume *International Review of Studies in Applied Modern Languages* where Roderick Jones was discussing the practice and pedagogy of interpreting, when asked if he believed in formal theory of interpreting or whether he viewed the role as the interpreter as a more “hand-on” support, he said he believed both were necessary (Neagu, 2013). He claims that it is so much easier to acquire techniques if the theoretical framework has been understood. He points out that each interpreter develops their own, personal interpreting strategies at the end of their studies and knowledge of theory will assist them in developing it. Jones adds that trainers can also benefit from an understanding of theory, as they are able to assess a student’s performance better and offer adequate advice.

Colina and Angelelli (2017) have put together a selection of works which focus on a variety

of issues and questions raised in relation to the teaching of translation and interpreting. With regard to technologies and methods currently utilized within the field, both Donald Kiraly (2017, p.7-30) and Miguel Jiménez-Crespo (2017, p.31-54) support the use of more modern methods of teaching. Kiraly examines early teaching methods, but suggests that an Initial Postmodern Model, which links learning with experience is an effective way to upgrade translation and interpreting pedagogy. Jiménez-Crespo (2017) lists a variety of teaching methods using technology, such as TWITT model and Aula Int project. He claims that the role of technologies is progressing and must be considered in any translation or interpreting pedagogy. Kiraly (2017, p. 10) concludes that:

“In taking an initial step towards modernism, social constructivist principles began to permeate the air of many translation classrooms, where translation education is based on collaborative and authentic projects.”

3.2. The video essay as a learning tool

With regard to existing literature on the video essay, Fowler and Redmond (2019, p. 106), “argue that the video essay, offers students the opportunities to develop their own voices, analytical skills and creative practices”. In their article *Writing with Sound and Vision: the audiovisual essay in the classroom*, which presents an overview of findings from the 2018 symposium *Not Another Brick in the Wall; Teaching and Researching the Audio Video Essay*, they examine the positives of the video essay in pedagogy (Fowler & Redmond, 2019). They claim that the audiovisual essay has developed in the last five years “as both a form of creative-practice research for scholars and a learning tool for students” (Fowler & Redmond, 2019, p. 107). They add that teaching with the video essay can allow students to develop their creativity and critical thinking. They mention that its use has been adopted by a variety of universities in Australia and New Zealand, such as Deakin University and Monash University, as well as a large number of schools throughout the both countries, within English and Media Studies. They also mention that the video essay has been introduced into the International Baccalaureate as an assessment method. Fowler and Redmond quote Travis McKenzie, a teacher at Fitzroy High School, who says “the audiovisual essay can give authoritative and creative voice to students who normally do not speak up or out”. The appraisal of the essay continues throughout the article, concluding that the general opinion of the symposium attendees, was that the audiovisual essay is capable of “overcoming some of the restrictions and binaries that logocentric and goal-centred learning and teaching fosters

and valorises” (Fowler & Redmond, 2019).

Another source putting emphasis on the role of video essays within universities, is *Culture as Nature: Rethinking the Audiovisual Essay as Pedagogy* by Robert Letizi (2019). He focuses on digital culture and how nowadays, an image is perceived as an individual’s personal experience and how that can work in one’s favour, especially in the case of pedagogy. He describes how to young students who are accustomed to the image culture, the audiovisual essay may seem more familiar than a “traditional”, written essay. Letizi (2019, p. 1) states that the video essay is the perfect tool for universities looking to “embolden digital education practices”.

In *Authenticating Assessment through the Video Essay—A Pilot Case Study* Redmond and Tai (2019), also look at the video essay as an authentic assessment method. They argue that authenticity is related to an individual’s creative activity and criticality and that their imagination regulates what is learnt or assessed. They add that “the video essay can be argued to foster authenticity in both these senses, uneasy bedfellows as they are” (Redmond & Tai, 2019, p. 1). They argue that the video essay introduces students to creative and critical experimentation that were usually not included in the “traditional” essay. This research project proved to them that the students who had created video essays obtained a deeper more engaging learning experience.

Finally, in *The Audiovisual Research Essay as an Alternative to Text-Based Scholarship* Kiss (2014) examines the utilization of the video essay within the humanities. Kiss states that through the use of the audiovisual essay, humanities students are given the opportunity to express themselves and be seen and quotes Richard Mayer (2005; cited in Kiss, 2014, p. 1) who explains that “people learn better from words and pictures than from words alone”. He concludes by saying that “if the hierarchy between educators and learners was removed, videographic practice would transform the customary learning curve from knowledge-reproduction to active production” (Kiss, 2014, p. 2).

Overall, the conclusions drawn from the analysis of the theoretical framework are that interpreting theory is a vital and significant element of interpreting, which although at times is overlooked, it is essential to gain a complete and clear understanding of what interpreting entails. Unfortunately, interpreting classrooms tend to focus more on the practical side of the field and not a lot of emphasis is given to the theoretical side. This can be problematic, as

students may not necessarily be grasping the real notion of interpreting, which could lead to an incomplete understanding of interpreting and deep-rooted issues later on in a young interpreter's career. The utilization of the video essay allows teachers and students to follow a more creative and adventurous path of teaching and learning, while still achieving the adequate balance of theory and practice, and this way achieving a good balance between the two elements.

4. METHODOLOGY

4.1. Overview

Having examined literature calling for further inclusion of interpreting theory within interpreting pedagogy and the utilization of the video essay as a form of assessment, it is clear that whilst there are many papers and books written on these topics separately, no research has been conducted combining the two elements. This research paper will investigate this gap in the literature. The research will be focused on the students of an undergraduate level interpreting module at Pompeu Fabra University. This module focuses on the development of the oral discourse in one's own and foreign languages and aims to provide students with an introduction to the theory and practice of interpreting and the role of the interpreter in a wide range of domains. The course is a compulsory course, an introduction to interpreting techniques and theory. One of the assignments within this module, was a group assignment involving the creation of a video essay, which was analysed following a qualitative approach. The video essay covers the theoretical assessment portion of the course, that is 25% of the final grade, whereas the remaining 75% is practice-based seminar work. Data was collected using a questionnaire sent to the students in addition to example video essays from said module that were analysed using appropriate criteria.

Two types of data were collected through questionnaires, quantitative and qualitative. "In quantitative research, information is collected numerically or in the form of precoded categories" (Bamberger, 2000, p. 14). He claims the main advantage of such surveys is the ability to administer them to large numbers of individuals, which in the case of this research paper was essential, in order to be able to include as many students as possible and reach the number of participants required for a valid result. Bühler (1986; cited in Bartłomiejczyk, 2012, p. 4) states that "there are numerous studies employing questionnaires to investigate

attitudes to different aspects of interpreting”. Keeping this in mind, the use of the questionnaire was an effective way to gather data on students’ attitudes towards the video essay as a learning tool for interpreting theory. There were also certain questions in the questionnaire which had to be analysed in a qualitative way, which was by identifying and presenting common themes within the provided responses. “In qualitative studies, the data is usually in the form of descriptive textual reports, whose content can vary immensely” (Bamberger, 2000, p. 14). The analysis of the submitted video essays was also qualitative based. Each essay was viewed and evaluated depending on whether it met the corresponding criteria. With regard to the combination of both quantitative and qualitative research, a mixed method approach allowed the research to gain an in-depth understanding of the topic of research and corroboration of findings (Almalki, 2016). This kind of triangulation approach can reveal different dimensions of an area of interest and draw parallels between the various methods (Aguilar Solano, 2020, p. 32).

4.2. Participants

The participants were students enrolled on the “20234 Oral Expression Techniques Language” module, which is part of the bachelor’s degree in Translation and Interpreting studies. A total of 157 students were enrolled on the module. All 157 of them were contacted by email and requested to complete and send out the questionnaire. The mailing list was provided by the module instructor.

4.3. Method of data collection

The quantitative data was collected via an online questionnaire, whereas, qualitative data was collected via the analysis of submitted video essays, created by the students of the module and also the questionnaires. The combination of data was essential in order to be able to gauge both the students’ perspective, in the form of their responses to the questionnaire as well as the researcher’s, in the form of the video essay analysis and provide a general and complete overview of the topic.

The questionnaire is made up of 28 questions (see Appendix A for questionnaire questions). Each question was carefully thought out with the research objectives in mind as explained in section 1 above. Some key aspects to be addressed in the questions were the completion of the video essay, the effect of the outbreak of Coronavirus (COVID-19), the interpreting theory and the bridge between theory and practice. Some generic questions were asked to

begin with, to create an idea of the level of experience the participant had with regard to interpreting and video-making skills. Then the focus was transferred to the actual assignment. One of the most important aspects was recording the student's opinion on the video essay exercise and their thoughts on whether it can establish that bridge between theory and practice. Self-reflection was also essential in order to highlight what key skills the students were acquiring and improving through the creation of a video essay. The effect of the Coronavirus (COVID-19) had to be addressed, due to the fact that the assignment was done in groups and social distancing rules would have made the process slightly more complicated. Finally, it had to be established whether or not the students had managed to complete the assignment in a timely manner.

The other data set was composed of the students' submitted video essays. The instructions of the assignment, provided to students, requested that the video essays showcased an argument on a specific topic, analysed it and backed it up with corresponding references, such as the ones included in the syllabus and reading list of the module (see Appendices B and C for module syllabus and reading list). Students were also required to illustrate and/or exemplify the theory and analysis through the use of role plays, which according to Angelelli and Colina (2015; cited in Angelelli & Baer, 2016, p.110) is common in interpreting classrooms as they claim that "in interpreting classrooms we see the use of role plays as learning activities that promote interaction and discussion." The course leader's anonymised grades were used as a guideline when picking which examples to analyse. Six examples were picked in total, two from the top tier, two from the average tier and finally two from the lower tier, in order to be able to present the differences in quality in a clear way and better illustrate the different approaches taken by students to complete the assignment.

Taking into account the criteria used by the course leader (see Appendix D for instructor's video essay grading criteria), a new set of criteria was developed in order to meet the standards and requirements needed to address the research objectives of this paper. The criteria included eight aspects, some are the same as the original criteria used to grade the video essays, others altered in order to gain the right outcome. The criteria used were the following:

To what extent do analysed video essays

- Include theory discussed in lectures

- Mention corresponding bibliography
- Illustrate theory through role play practice
- Demonstrate a clear understanding of theory
- Analyse and explain role plays using adequate terminology
- Show creativity
- Have a clear and coherent structure
- Establish a connection between theory and practice

4.4. The video essay data set

The first essay (A) that was analysed was graded 98/100 and focused on court interpreting. The students presented the definitions and objectives of court interpreting as well as the role of a court interpreter. Moreover, it delved deeper into the subject and listed difficulties faced by court interpreters, which was accompanied by the use of various role plays presenting court setting interpretations.

The second top tier essay (B) was graded 97/100 and focused on Public Services Interpreting (PSI). The students examined the guidelines and ethical codes that public services interpreters work to abide by and mention the fact that unlike in the legal field where there is a set legislation, there is no official legislation in the medical field. Finally, they provide two role play examples for each setting.

The first middle tier essay (C) was graded 73/100 and the focal point was the various types of interpreting. The students define what an interpreter is and then go on to explain what each type of interpreting involves. They provide examples of each type of interpreting in the form of role plays.

The second middle tier essay (D) was graded 70/100. Presents a variety of issues that can occur within the medical setting and distinguishes the correct and incorrect interpretation method.

Moving on to the lower tier essays, the first one (E) was graded 62/100 and presented the theme of professionalism in conference interpreting. The main aspects the students examined were note-taking techniques, note organization, the importance of neutrality, formal dressing, body posture, improvisation, and finally tone and pronunciation.

In the second lower tier essay (F), it was rather difficult to distinguish the main themes and objectives of the essay. The students acted out a role play of an interpreting situation at an airport, with a passenger being accused of suffering from coronavirus and is then led to a police station where the interpreting takes place.

4.5. Limitations of the study

Due to the limited size of the data set it is important to bear in mind it cannot produce generalized findings from the data gathered, however it will form a good starting point for further research in the field and provide a good assessment of the appropriateness of this tool for this particular module. Although 157 students are enrolled on the module, only 36 students, that is 23% of the module responded to the questionnaire. It was sent out at three different times due to the fact that not enough responses were being recorded. It could be said that many factors caused that, but the pandemic definitely put a strain on people and students, who had to work from home and social distance.

5. DATA ANALYSIS & FINDINGS

5.1. Questionnaire results and analysis

The first question was designed to ensure that the participants were all enrolled on the 20234 Oral Expression Techniques Language module.

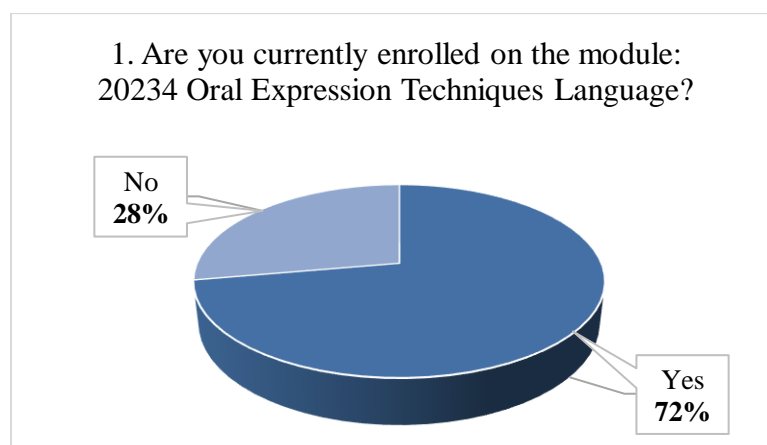


Figure 1.

The data from Figure 1 is problematic to an extent, as the recipients of the questionnaire were

all definite students enrolled on the module. The conclusion that is drawn, is that the language used in the first question may have been confusing to the participants and planted some doubt. That being said, the data is still considered valid after confirmation from the course leader that anyone included on the mailing list used to send out the questionnaire, was indeed enrolled on the module. Furthermore, those who responded “no” to this question did complete the remaining questions thus demonstrating that they had indeed completed the assignment for said module.

As Figure 2 shows, only 14% of the participants had any previous interpreting experience, unlike the 86% who responded they did not. If the answer was “Yes”, the participants were asked to specify what kind of interpreting experience they had by providing qualitative statements on said experience.

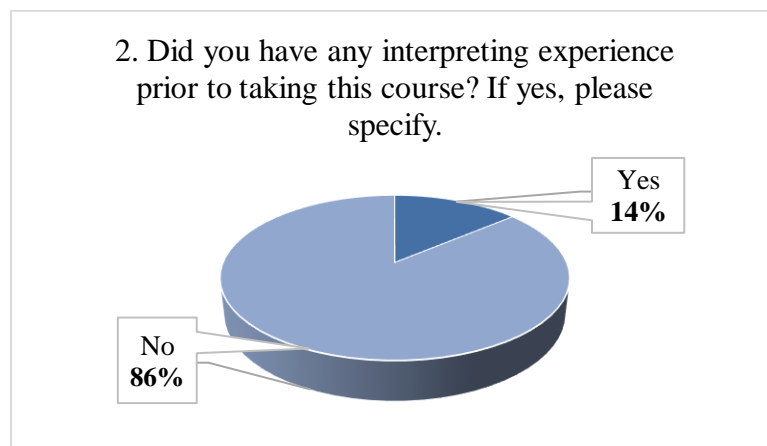


Figure 2.

The responses of those who responded “yes” varied. One participant commented that they had gained experience during police training, another from an interpreting internship and another had enrolled on an interpreting course during their Erasmus. The remainder claimed they had gained experience from studying other interpreting modules at university.

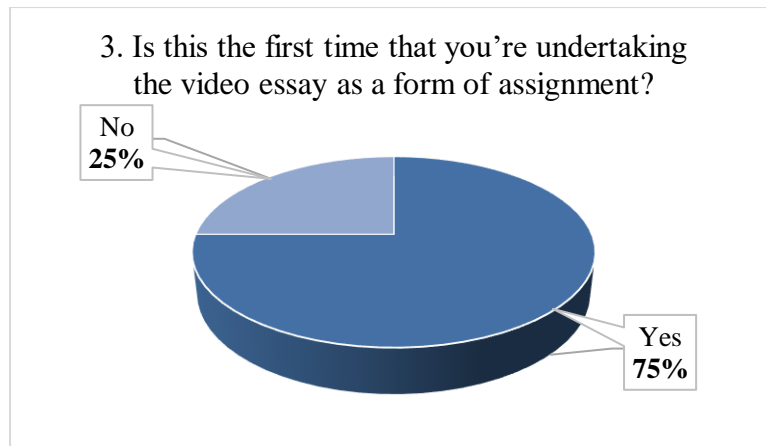


Figure 3.

As Figure 3 demonstrates, the percentage of participants with no experience on the video essay as a form of assessment, is triple the percentage of people who with previous experience are creating a video essay. A follow up question regarding the module for which they had to create a video essay, in order to gain more insight, would have been beneficial and provided additional useful data.

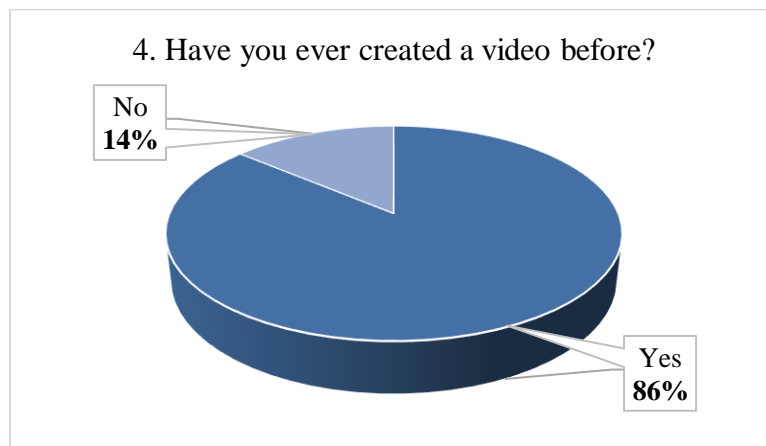


Figure 4.

Figure 4 shows that the majority of the students, in particular 86% have created a video before.

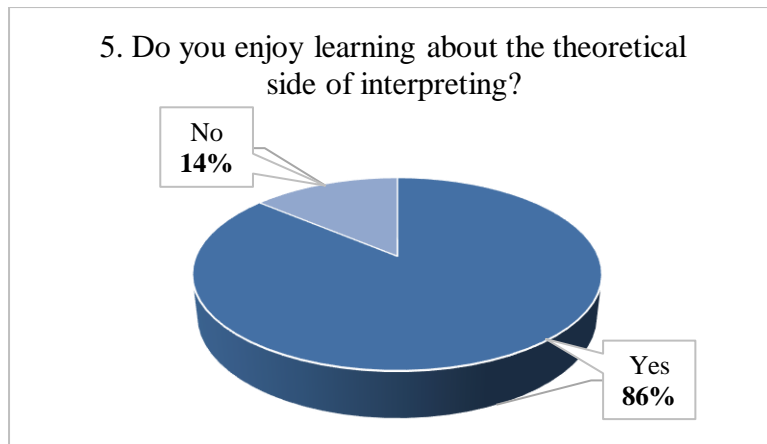


Figure 5.

The same percentage of participants that have already created a video before, also enjoy the process of learning about interpreting theory, as presented in Figure 5.

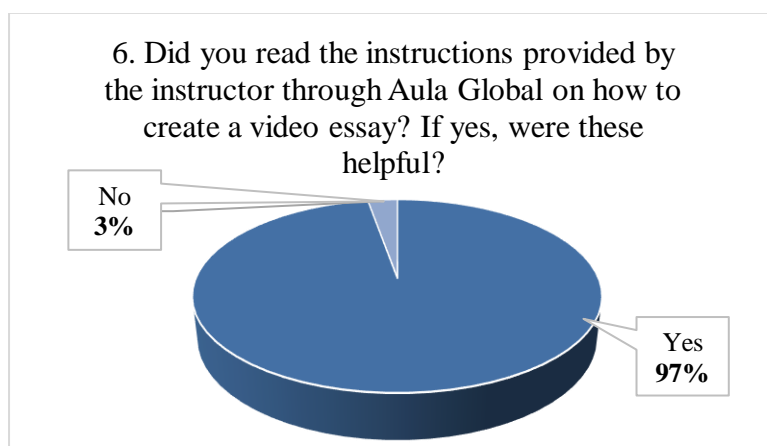


Figure 6.

Figure 6 shows that the vast majority, a 97% of participants read the instructions on how to create a video essay provided by the instructor. If they answered positively, the students were asked to give their opinion on whether the instructions were helpful. 54% responded with the word “yes”. 14% said they were clear, useful and easy to follow, whereas 6% claimed the instructions were not really helpful and presented aspects they were already familiar with. Certain participants gave more profound responses such as “Yes, because create a video can be much difficult than writing an essay. So, we needed to have clear instructions” and “They were useful to know what aspects the teacher wanted us to deal with and how to project them in the video”. One participant said: “Yes, they were helpful but maybe if they could've been a

little more precise, it would have been a little bit better. But overall, it was a good help.” The remaining participants did not provide their opinion.

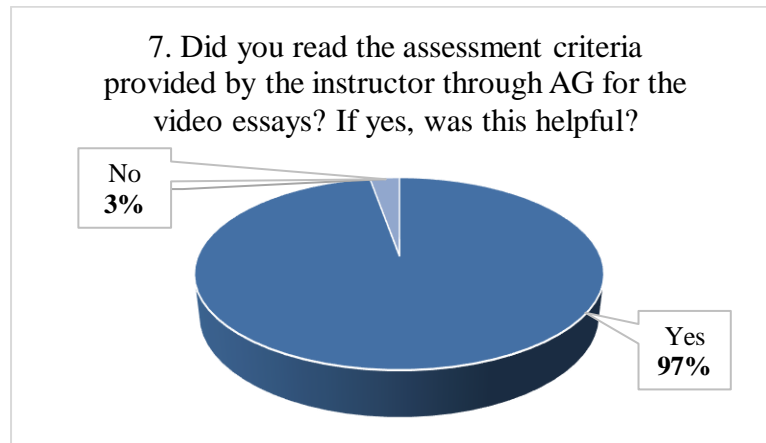


Figure 7.

Figure 7 showcases that the same percentage of students who read the instructions as demonstrated in Figure 6, also read the assessment criteria provided by the instructor. Similarly, to the previous figure, the participants who answered positively were asked to give their opinion with regard to the criteria’s help. 80% said the criteria was very helpful, unlike 6% who said it was not helpful enough. One participant responded with “Yes, kind of. They were a way to know what where the most important parts of the video-making process and what we needed to focus on the most.” Another said that they were as it helped them get a more global vision of how it had to be done. One participant claimed that keeping the assessment criteria in mind, they were able to correct some parts of their video.

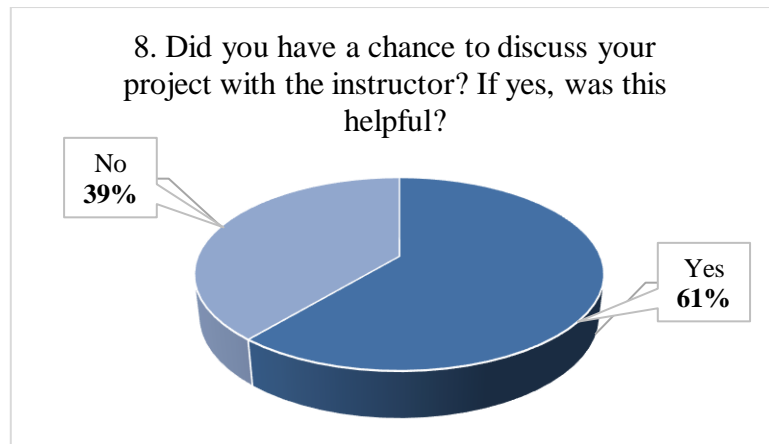


Figure 8.

As seen in Figure 8, 61% of participants did not get the opportunity to discuss their project with the instructor. The individuals that did, when asked if the discussion had been useful, 59% said it had been helpful. 23% claimed it was not helpful and that there was not enough time available to discuss the project. One participant said “Not really. She spent a class discussing our projects with us, but my group was one of the last ones that she spoke to, so we didn't really have time to comment on anything important.” The remaining 18% said they benefitted from the discussion, as they received feedback and they were able to discuss possible ideas and the structure of their project.

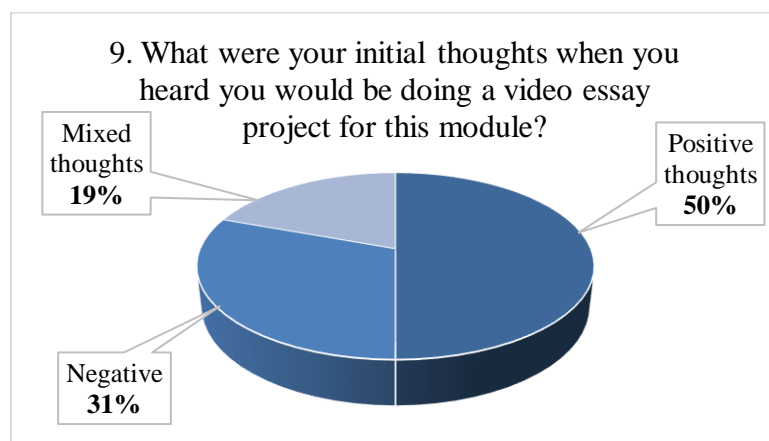


Figure 9.

Figure 9 demonstrates that when participants were asked for their initial thoughts on the video essay, 50% of the responses were positive, 31% were negative and 19% were a mixture of both. The most used adjectives to describe the participants' thoughts were different,

interesting, creative, fun, difficult and boring. One of the participants commented saying “At first I thought it would be a lot of work and I thought it would be hard to come up with a creative idea for the video. However, I ended up enjoying this format of essay, since each member of the group brought something different and the video kind of "built itself on its own" uniting everyone's ideas. It's definitely much more diverting to work on a video essay than on a written essay.” The common theme throughout the responses is that it was a vastly different form of assessment than what participants were used to, but the majority were enthusiastic about the creative opportunities it offered them. A few participants expected it to be more difficult than it ended up being, whereas others share that they underestimated the level of difficulty.

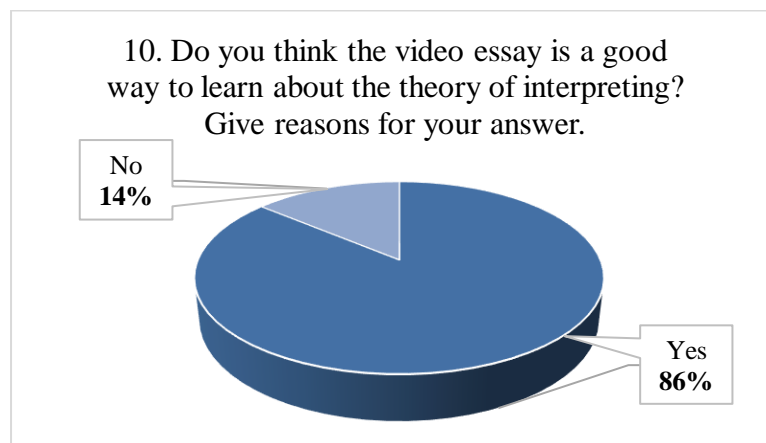


Figure 10.

As Figure 10 shows, 86% of the participants considered the video essay a good method to learn about interpreting theory, whereas 14% did not. Both groups were asked to justify their answers. The following themes were detected within the responses of the 86% of participants who answered positively: different way of learning/assessing, theory becomes more clear with the use of examples, opportunity to put into practice and explain what has been learnt, preparation for real life situations, chance to deeply analyse theory and gain a better understanding of it. Many participants used the adjectives creative, original, practical and useful to describe the video essay as a tool. Some of the responses that stood out were the following: “It's a good way to apply the theory learned in class to a more practical environment” and “It's a new method, it's entertaining and it combines theory with practice”. Said examples stood out, because what they are expressing backs up claims that the video

essay is an effective teaching method, which bridges theory and practice. Finally, one more that stood out due to its impactful message was the following: “I fell in love again with my career, we realized that you can enjoy and learn at the same time.” This response also paints the video essay in a good light, by implying it brings joy to the student while learning about their field of study. The 14% who responded negatively, claimed that by creating a video essay they did not gain a better understanding of interpreting theory, the process was too long, and the “traditional” essay is more effective.

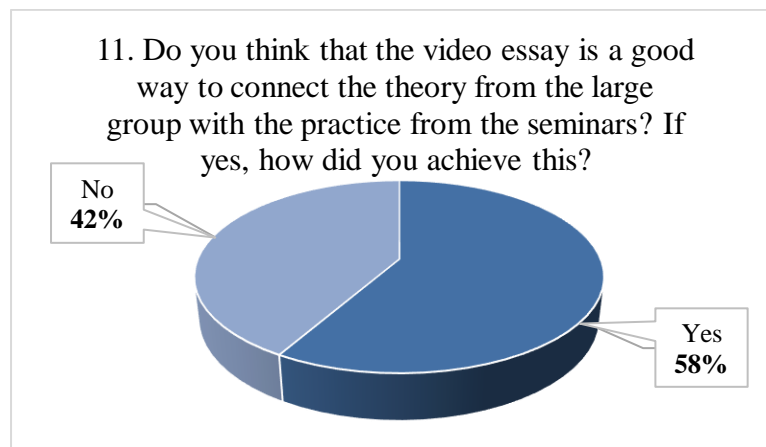


Figure 11.

Figure 11 demonstrates conflicting views on whether the video essay is an adequate tool to connect the theory studied in the lecture group with the practice from the seminars. 58% agreed that it was a good tool, whereas 42% claim it is not. When responding positively, the participants were asked to explain how they were able to achieve that connection. Various participants misinterpreted the question and only provided their opinion on whether the video essay is a good way to connect theory and practice. The remaining participants who understood the question mentioned that they achieved that connection by studying their past mistakes and then managed to produce a new correct interpretation and also by having the opportunity to exemplify the theory they had studied in the large group while using the skills acquired in the seminars. The participants who claimed that the connection between the two aspects was not achieved, mentioned that it was not due to the ineffectiveness of the video essay, but due to the fact that the content of the seminars and large groups, were too different and that did not allow them to establish that bridge between the two.

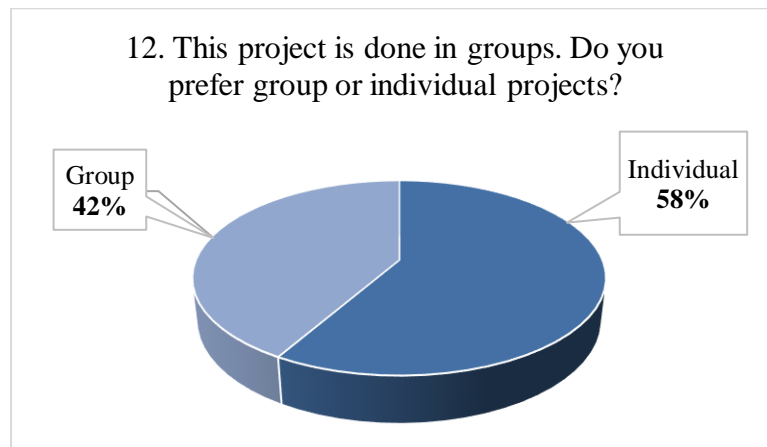


Figure 12.

Figure 12 shows that the majority of the participants, with 58%, prefer taking out individual projects unlike 42%, who prefer group projects.

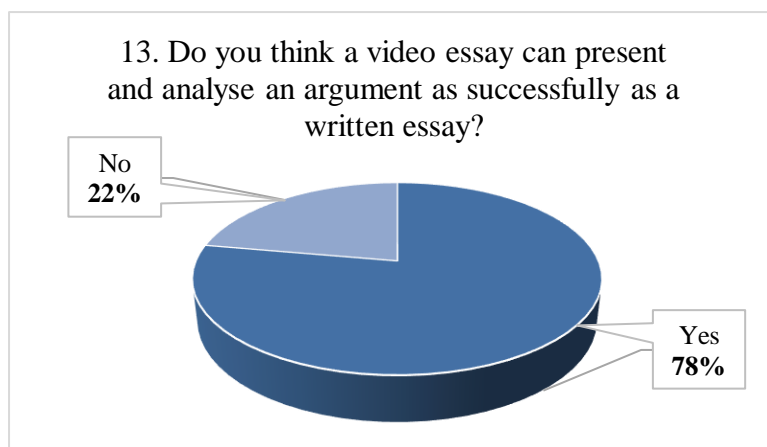


Figure 13.

As shown in Figure 13, 78% of the students on the module believe a video essay can be a successful method of presenting and analysing an argument.

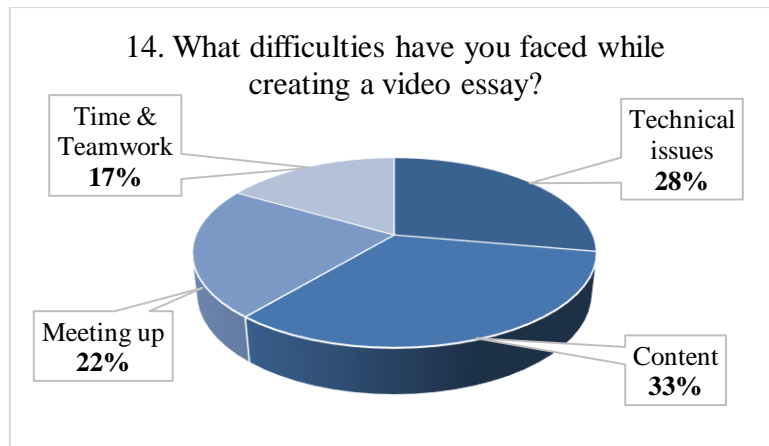


Figure 14.

Figure 14 showcases that when asked what difficulties were faced while creating the video essay, 28% of participants claimed that the technical side of the video essay was the most difficult part of the essay, unlike 33% who said the content, choosing what theory to include and creating a storyline were the hardest elements. Due to the social distancing measures put into place by the government, 22% claimed that being unable to meet with members of their group put a strain on their project. Finally, the remaining participants listed lack of time and teamwork as two factors which heavily influenced the progress of their assignments.

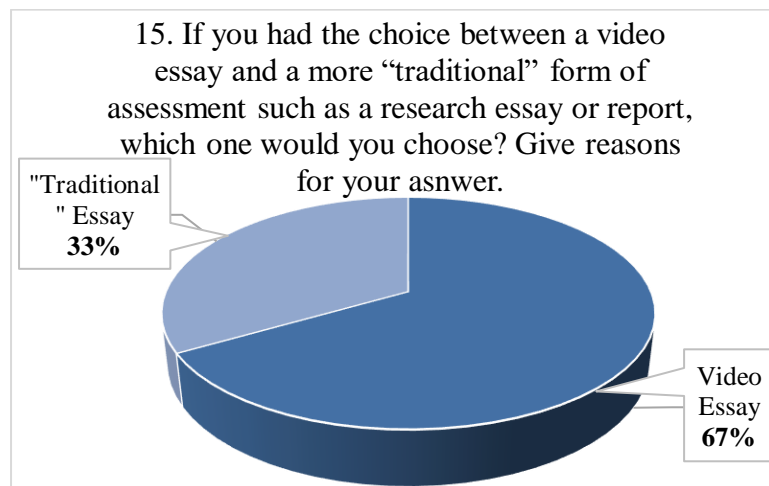


Figure 15.

The video essay resulted in being more popular than the “traditional essay” as shown in Figure 15, with 67% of the participants preferring it. The most obvious theme detected in the pro-video essay participants’ responses was that it is a new and fun way of learning. They

described the video essay as creative, original, easier, and better than the “traditional” essay, which was referred to as “ineffective” by one participant. Many stated that they prefer video essays because by creating them, they are able to express themselves easier, they are able to remember and learn the theory as they get the chance to put it into practice, the structure and making of it is interesting and they can develop their own ideas. The 33% who prefer the “traditional” essay, claimed they prefer it because they feel more comfortable writing in that style, as it is more common, the structure is more straightforward, they lack videomaking skills. Finally, some mentioned they really enjoy writing research essays. They also criticized video essays by saying they are more time-consuming, not very enjoyable if done individually and they require a lot of planning.

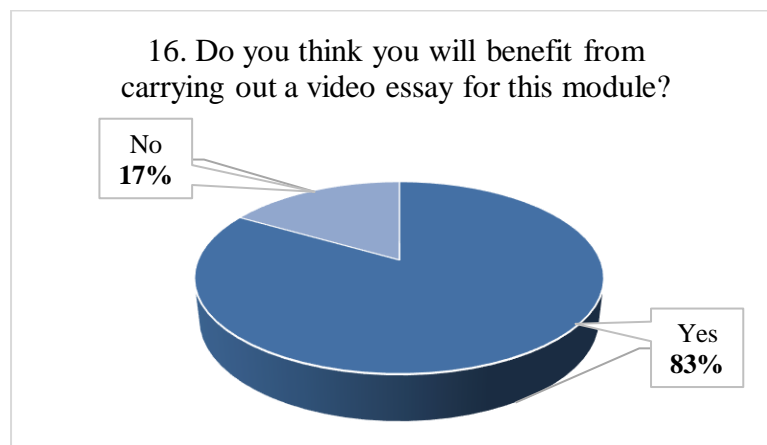


Figure 16.

Figure 16 demonstrates that the grand total of 83% of participants think that they would benefit from taking out the task of creating a video essay.

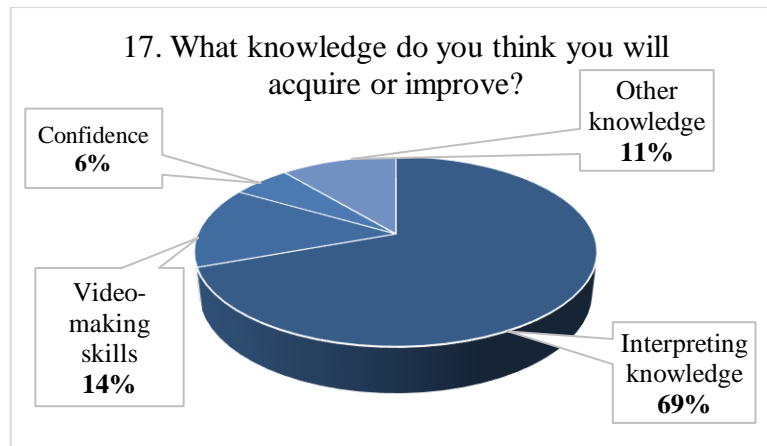


Figure 17.

As shown in Figure 17, participants provided a variety of responses when asked what knowledge they thought they would acquire or improve. The majority of participants mentioned they would gain knowledge of the interpreting field such as interpretation theory, learning about different situations an interpreter may face, ethical codes interpreters have to follow, possible errors in non-professional interpreting, interpreter roles, how to produce better quality interpretations and the different sectors of interpreting. They also mentioned that they would gain organizational skills, video essay-making skills and they would improve their confidence talking in front of the camera and people, memorization, creativity and language skills.

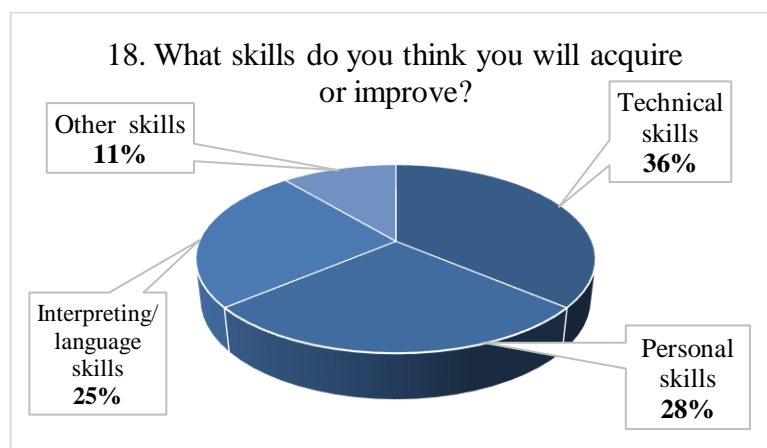


Figure 18.

As Figure 18 presents, when asked what skills the participants thought they would acquire or improve, their responses ranged from technical skills, to personal skills and interpreting skills. The participants provided an extensive list of skills they thought they would acquire or

improve: computer skills, editing skills, behavioural skills, memorization, acting skills, script writing, video-making skills, confidence, communication skills, adaptability to new situations, problem solving, digital competence, language skills, teamwork, public speaking, creativity, synthesis, pronunciation, interpreting skills.

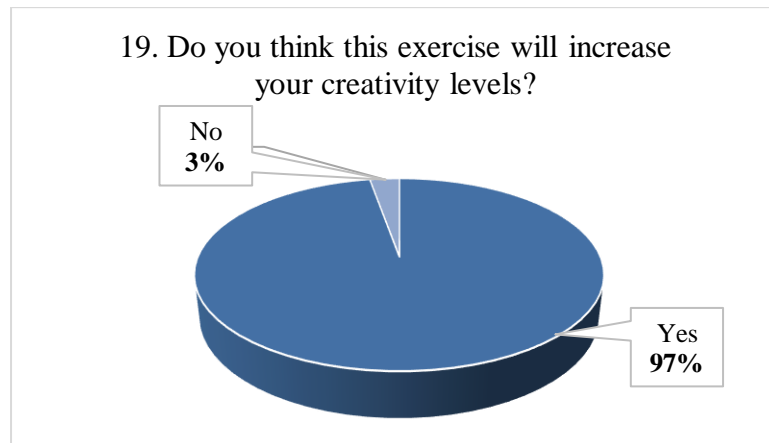


Figure 19.

A grand 97% believe that the realization of the video essay will increase their creativity levels, as shown in Figure 19.

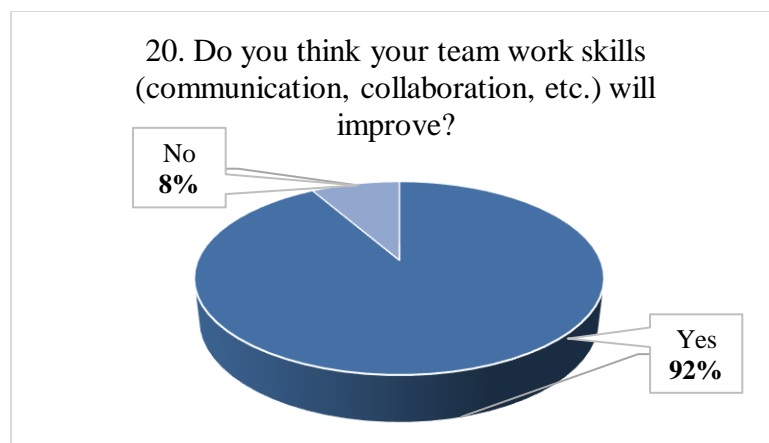


Figure 20.

As shown in Figure 20, 92% of participants believed that their teamwork skills, such as communication and collaboration, would improve with the creation of a video essay.

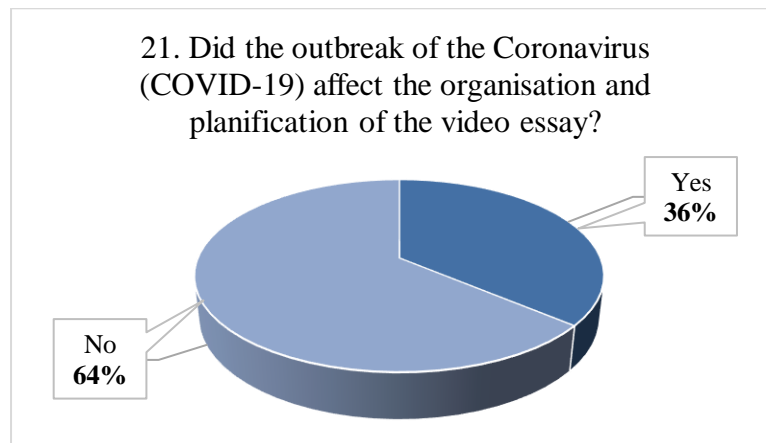


Figure 21.

According to Figure 21, only 36% of participants admitted that the outbreak of Coronavirus (COVID-19) affected the organization of their video essay. The participants who responded positively, were asked in what way the outbreak of the virus affected their work. The general themes throughout the responses were problems with recording the essay and not being able to meet up as groups due to the social distancing measures put in place by the government, and one participant was personally affected by the virus. 23% were unable to complete the video essay and had to switch to individual “traditional” essays. Another 23% claimed they had already finalized the project, when the state of emergency was announced. 31% had to come up with ways to record the video via Skype or with the help of their family. One participant said “We had already recorded more than a half of the video and the Friday we had to finish it all, I had symptoms of COVID-19 and I was advised not to leave home or to see any friends. Besides, the quarantine started, and we couldn't meet to record the rest of the video, so we had to do it with the help of our families, from home.” Another participant with regard to the quality of the video said “We had to film sooner than we had planned to because we weren't sure that we would be able to meet if the *estado de alarma* passed, and because of that, we had to rush the script-writing, since we hadn't finished writing our examples, so some of them weren't really good.”

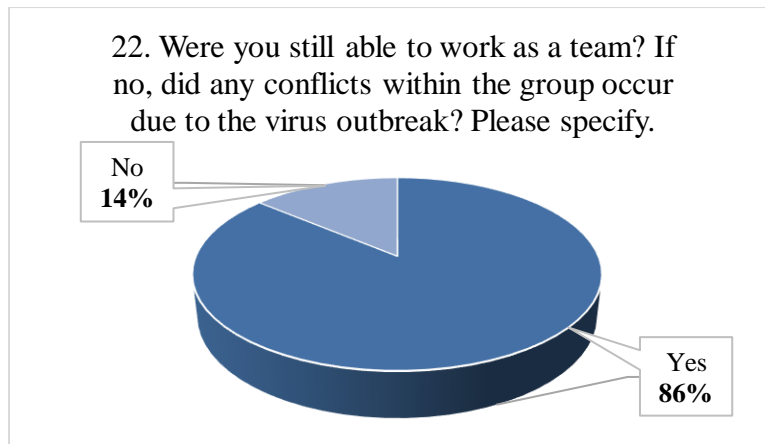


Figure 22.

As seen in Figure 22, 86% of participants claimed that they were still able to work as a team, unlike 14% who were not. The participants who responded negatively, were asked to specify whether any conflicts within the group occurred due to the virus outbreak. One participant described their experience: “Some people could meet before the alarm state, but since some people couldn't, we didn't meet earlier and when we set a date it was too late already. However, some people in the group didn't respect the internal deadlines and didn't do their part on time.” Another mentioned that due to the situation, “some of the group members acted as they were on vacation”. The other 40% mentioned that they were unable to continue to work as a team, not because of conflicts within the group, but due to the social distancing measures put in place, which did not permit social gatherings.

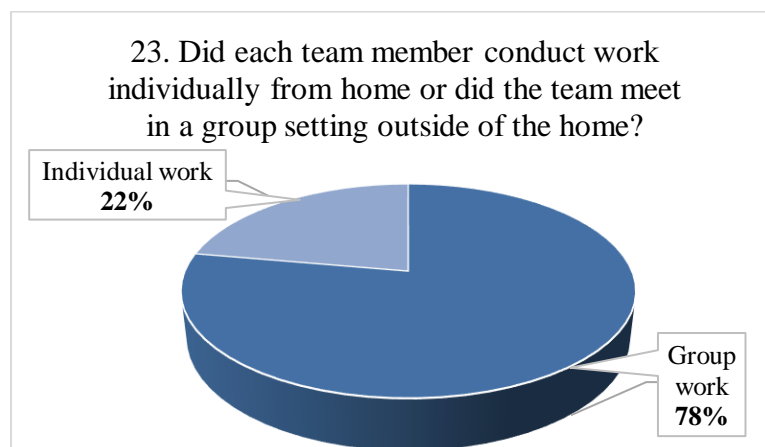


Figure 23.

With regard to conducting the necessary work to complete the video essay, despite the

current time, 78% of the students, were able to complete the group work, but 22% conducted individual work, as can be shown in Figure 23.

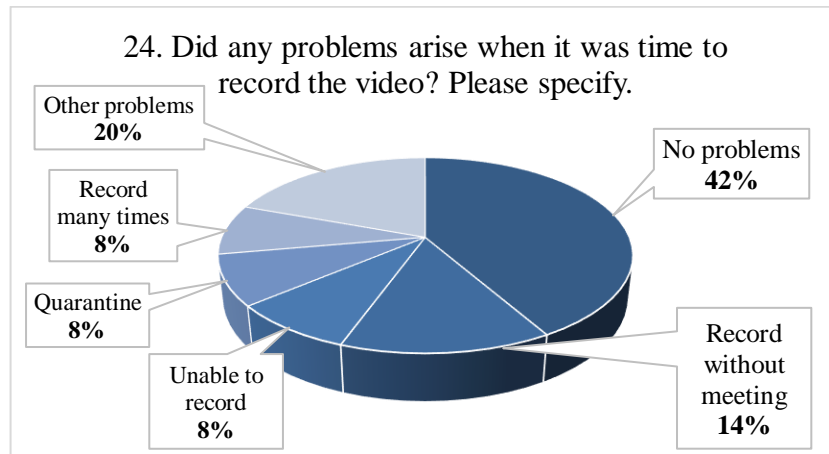


Figure 24.

When asked if any problems arose when it was time to record the video, 42% of participants claimed they did not face any problems when recording, whereas 8% said they could not complete the recording, as shown in Figure 24. The most common difficulties the participants mentioned were related to editing, meeting with group members to record the video, external noise during filming, lack of technical material, rerecording various parts of the video and remembering lines. Some participants also stated that due to the outbreak of Coronavirus (COVID-19), they could not meet to record in person, so had to resort to finding other methods to film from home, without meeting.

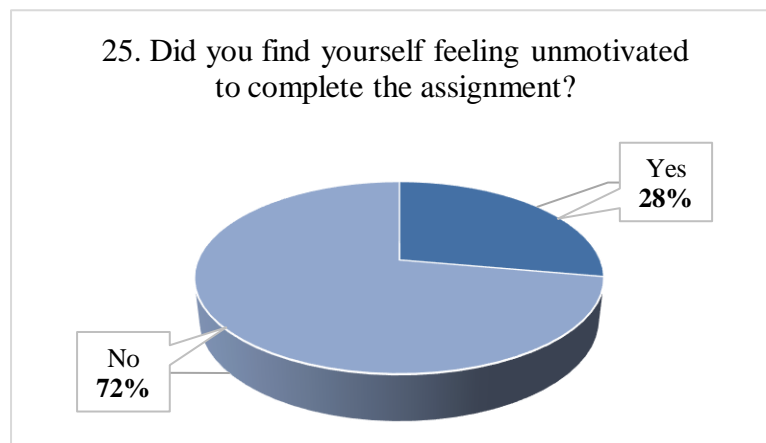


Figure 25.

As shown in Figure 25, 72% of participants did not feel unmotivated to complete the assignment, unlike 28% who said they did experience those feelings.

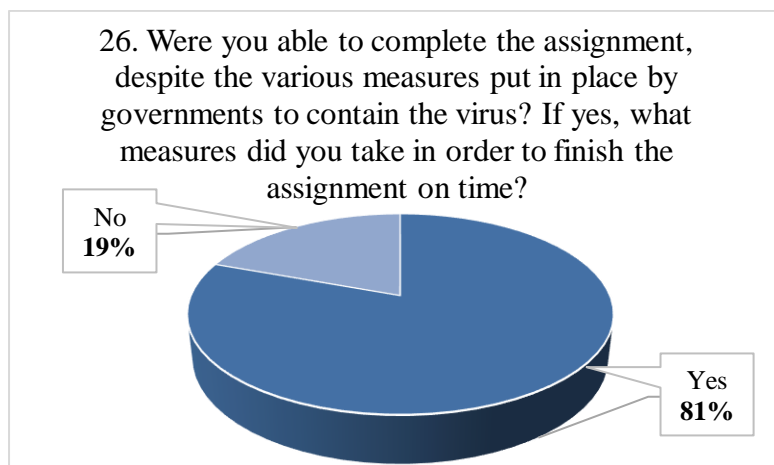


Figure 26.

Despite the fact the world was in the midst of a pandemic, 81% of the students were successful in completing the video essay, as can be shown in Figure 26. The participants who succeeded in submitting the video essay, were asked to share what measures they took in order to complete it. 45% said they were lucky enough to have finished the assignment before quarantine was enforced. 10% said they requested a different form of assessment, whereas another 10% made use of online platforms to communicate with members in their group. The common themes throughout the responses were the need for good organisation, working from home was necessary and most groups had already finished filming and only had to focus on editing.

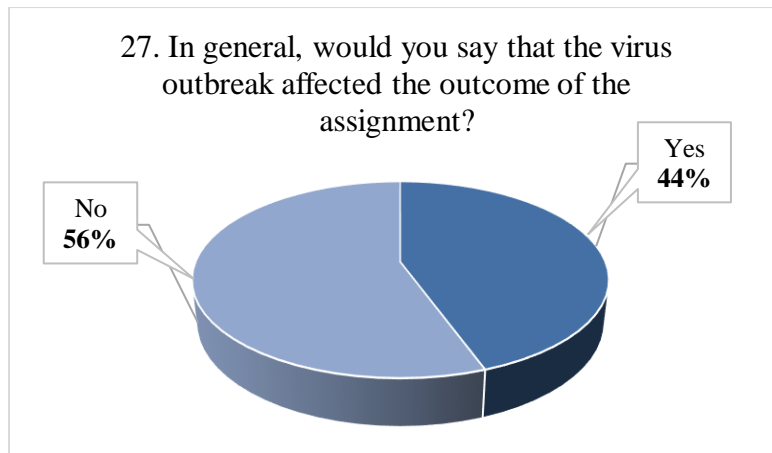


Figure 27.

As demonstrated in Figure 27, 56% claim that the outbreak of Coronavirus (COVID-19), did not affect the outcome of their assignment, whereas 44% suggested it did.

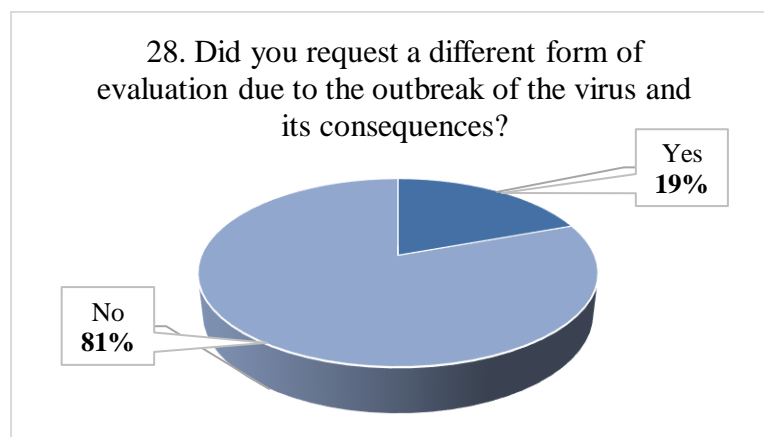


Figure 28.

Finally, only 19% of the participants claimed they had to request a different form of assessment, unlike 81% who did not request one, as seen in Figure 28.

To sum up, it is apparent that the video essay does not appear very much in pedagogy as the majority of students had never created one before. Many are the students who enjoy learning about interpreting theory and who consider the video essay a good way to learn about it. The video essay seems to be considered an efficient way to link theory and practice and many think it will increase their creativity and improve their teamwork skills. Finally, the pandemic most definitely impacted the process of creating the video essay, but not the result in most

cases.

5.2. Video essay analysis

Essay A met all the criteria listed above. It included a good introduction, which presented the definition and objectives of court interpreting as well as what the role of a court interpreter entailed. It listed the difficulties interpreters may face and backed them up by presenting role plays followed by a clear explanation of the situation. They focused on three specific elements: terminology, cultural differences, and ethical decision-making. They showcased the ability to point out mistakes during the example interpretations, demonstrating the understanding of the theory looked at in the module and providing references for their work, which include Mikkelsen's *Introduction to court interpreting*. The three role plays were analysed in depth and at the end of each one the students provided suggestions for the interpreter, which included remaining objective, not omitting any information from the interpretation, taking out the adequate research beforehand and being able to identify cultural differences which may affect the interpretation. The students also showed creativity with the editing of their video and the role play storylines and stuck to a clear and coherent structure, as their video included a good introduction and main body. It can be said that the students managed to establish a successful connection between theory and practice, as they managed to analyse and showcase what they have learnt in a clear manner, they have come to their own conclusions and even succeeded in providing advice for interpreters, in this way demonstrating a good understanding of the theory they have previously studied.

Essay B also meets the criteria to a satisfactory level. The students adhere to the required structure with the inclusion of a complete introduction, main body, and conclusion, in which the students provided suggestions for interpreters in the public services sectors. They began with a presentation of general guidelines which interpreters are meant to abide by while realising their interpretation and address their importance. They mentioned the three most important elements which interpreters ought to keep in mind: fidelity, impartiality and confidentiality. The students present two scenarios, one set in the medical sector and one in the legal sector. The presentation is precise and clear, the storyline is creative, and they explain the ethical code to which interpreters have to adhere to. There is use of good referencing, as the Spanish *Criminal Procedure Act*, is mentioned to back up their justification and the aspects presented in the essay show good understanding of Dam's *Interpreter Role, Ethics and Norms: Linking to Professionalization* and Garzone's *Quality*

and norms in interpretation. The theory looked at in class is presented clearly. The main focus is ethical codes which include ethics, quality, neutrality and fidelity and the fact that no such legislation exists in the medical field unlike the legal field is mentioned. Finally, the students provide suggestions for interpreters in these particular sectors in the conclusion. The bibliography includes several sources which the students have consulted in order to provide accurate information. The bridge between theory and practice has definitely been established, as the students have succeeded in providing a complete presentation of what public services interpreters to face and what ethical code has to be followed and their structure and creativity demonstrates a clear understanding of the theory.

Essay C met the criteria to an acceptable extent but lacked in certain areas. The students produced a highly creative essay which included the use of music and creative editing. The structure of the essay is complete and clear. The introduction includes the theoretical framework, the objectives, and the layout of the essay. The students provide the definitions of “types of interpreting”, while also mentioning their advantages and disadvantages. A slight confusion can be detected with regard to the understanding of the theory, as not all the mentioned “types of interpreting” are considered individual types, but rather subtypes of simultaneous and consecutive interpreting. Moreover, there are no theoretical sources supporting the facts presented, although ideas may have been taken from Mikkelsen’s *Interpreting is interpreting. Or is it?* but it cannot be said that a successful bridge between theory and practice has been established, as an incomplete understanding of the theory has been showcased. The essay does include a clear conclusion and the students do present good criticism of the interpreting types, which demonstrates their understanding to an extent, but the matter remains, and the lack of bibliography is problematic.

Essay D lacked in many of the criteria aspects. Firstly, although there is a very brief introduction to the essay, where the aim of the essay is presented, there is no presentation of explored theory and there is also no conclusion. The essay lacks creativity: there is only one role play used throughout, which causes the essay to feel quite repetitive. Although no references are presented throughout the essay nor in the bibliography, the students present two versions of interpretations, a correct and incorrect version and they managed to provide an acceptable explanation of the situations and the mistakes committed by the interpreter in the examples, which demonstrates a decent understanding of the interpreting errors and quality in interpreting. This essay in general, although it lacks in a variety of aspects, still

manages to show that the students are aware of the theory behind their justifications.

Essay E is incomplete and misses out vital information. There is no introduction, conclusion or bibliography, which makes for an inadequate structure. Similarly, to essay D, it is lacking in creativity, as the role plays are repetitive and does not demonstrate the student's creative abilities. Suggestions and corrections are provided after and before each example role play, but no theory is presented to back up these points. The role play analysis that is presented, does to an extent showcase some valid arguments, but the lack of referencing and inconsistent justifications demonstrates a possible misunderstanding of the theory. It is clear that the students have some understanding of what professionalism in conference interpreting entails and could be said that works such as Gillies' *Note-taking for consecutive interpreting* could have been studied in order to collect the facts presented, but the need to delve deeper and discover what professionalism really involves, is there.

Finally, essay F. Essay F just about meets the criteria. There is no clear or coherent structure as there is no introduction, no conclusion or bibliography. The students do not reference any kind of theory when analysing the role play in the essay and nor do they include any utilised sources in their bibliography. Errors made by the interpreter are distinguished throughout the role play, none of which are explained or justified adequately. The role play storyline is interesting and current to the times but is overshadowed by the lack of theory and terminology. In general, the essay showcases a lack of knowledge and understanding of the theory looked at in the module and most definitely does not establish a connection between theory and practice, due to the absence of theory.

To conclude, it can be said that four of the six analysed video essays met the criteria and delivered a successful video essay. Some students struggled when it came to understanding the theory on a deeper level and then analysing it, while others were able to present it in a very clear way and also provide references. Most students presented a creative and well organised video essay and were able to establish a connection between theory and practice.

6. CONCLUSION

In this research paper, the utilization and appropriateness of the video essay as a form of learning and assessment of interpreting theory in the interpreting classroom was investigated.

The literature review made it clear that although research on interpreting pedagogy has gained popularity, it is still in the process of development and progression. Professionals support the need for more research to be conducted, in order to be able to meet the adequate standard of teaching. Methods used for interpreting pedagogy are still underdeveloped with various academics challenging their effectiveness. Many are the supporters of the introduction of technology into the interpreting assessment, as moving with the times can have many benefits within pedagogy. This paper thus intended to identify and analyse the use of a multimedia tool in the interpreting classroom at Pompeu Fabra University to establish whether this learning and assessment tool is appropriate to acquire a familiarity with interpreting theory, and furthermore, the extent to which it allows students to connect theory and practice in order to educate reflective practitioners.

This research paper adopted a quantitative and qualitative research approach using questionnaires and a selection of students' video essays and revealed a multitude of opinions and thought processes on this learning tool in the interpreting classroom. The findings indicated that while the majority of participants benefited from creating a video essay, more research has to be conducted to fully understand how the use of video essays can facilitate knowledge on interpreting theory and be able to bridge theory and practice more clearly in a field considered highly practical where students' are mostly concerned with the practical skills they can acquire.

The research findings produced evidence that students enjoyed the process of learning about interpreting theory during the making of the video essay, a result which should encourage further research into this multimedia learning tool for teaching interpreting theory. They also showed, in the form of the video essays, that the majority of students were able to gain a sound understanding of, in accordance to the criteria used to analyse them, the interpreting theory studied in the module, as the theory presented in their video essays, was backed up by the corresponding theoretical framework. The data also showed that the majority of students considered a video essay a productive way of learning about the theory of interpreting, with many praising the combination of learning and being creative, which the video essay entailed.

With regard to the video essay establishing a bridge between theory and practice, the opinions were mixed. The general opinion was that the video essay allows the student to put into practice the theory they have studied in class, this way establishing the connection between theory and practice. When examining the video essay as a tool of assessment,

opinions were mostly positive. Many described the video essay as original and creative and was preferred to the use of the “traditional” essay. The analysis of the video essays showed that although many students were able to successfully link theory and practice through their role plays, others were not. This could be due to a lack of understanding of the theory studied in the module.

The skills and knowledge students thought they would acquire by creating an audiovisual essay were many and were very positive. The participants mentioned that creating this essay would provide them with new knowledge of the interpreting field, as well as a skill set including video making skills as well as a skill set including video making skills, improved language skills and confidence. Creativity and teamwork skills were two elements that the vast majority of participants believed would improve. Some of the submitted video essays were very creative, some included music and artwork, whereas others showcased very good editing skills. The majority of the video essays created by the students were well thought through, they showcased good video making skills and creativity.

Unfortunately, it was recorded that the outbreak of the coronavirus, did have an impact on the process of creating the video essay for many of the participants. Due to the social distancing put in place by the government some participants were unable to complete the video essay, whereas others were forced to make use of various technologies in order to be able to record their video. Having said that, the findings produced evidence that the participants were able to overcome any difficulties faced during the process and deliver a final product. This proves students’ resourcefulness and creativity since they are able to manipulate new technologies in their favour and deliver a creative and successful result. It demonstrates that technology if used correctly, can have beneficial outcomes and should be taken advantage of in classrooms. Students are accustomed to new and thriving modern technologies, so their integration into pedagogy would only enhance the learning process.

To summarise, the findings showcased that the video essay as a tool of assessment has many benefits and should be considered a useful method of assessment of the acquisition of interpreting theory and students’ ability to establish a link between theory and practice in the interpreting classroom. With regard to its effectiveness in bridging the theory and practice of interpreting theory, findings present that this has also been achieved to an extent, a result which could be improved if more research was carried out to discover the best to integrate this tool into the interpreting classroom, provide better instructions to students and allocate

more time to discuss individual projects with students. In other words, it could be considered that the objectives of this research paper have been achieved, in showing the adequacy of the utilization of the video essay during the process of learning about interpreting theory.

Looking to the future, conducting further research within the field of interpreting pedagogy, in order to develop a better understanding of what methods enhance the learning process of interpreting with a particular emphasis on video essays, is highly suggested, as that initiative can only be advantageous.

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APPENDIX

Appendix A

Questionnaire questions:

1. Are you currently enrolled on the module: 20234 Oral Expression Techniques Language?
2. Did you have any interpreting experience prior to taking this course? If yes, please specify.
3. Is this the first time that you're undertaking the video essay as a form of assignment?
4. Have you ever created a video before?
5. Do you enjoy learning about the theoretical side of interpreting?
6. Did you read the instructions provided by the instructor through Aula Global on how to create a video essay? If yes, were these helpful?
7. Did you read the assessment criteria provided by the instructor through AG for the video essays? If yes, were these helpful?
8. Did you have a chance to discuss your project with the instructor? If yes, was this helpful?
9. What were your initial thoughts when you heard you would be doing a video essay project for this module?
10. Do you think the video essay is a good way to learn about the theory of interpreting? Give reasons for your answer.
11. Do you think that the video essay is a good way to connect the theory from the large group with the practice from the seminars? If yes, how did you achieve this?
12. This project is done in groups. Do you prefer group or individual projects?
13. Do you think a video essay can present and analyse an argument as successfully as a written essay?
14. What difficulties have you faced while creating a video essay?
15. If you had the choice between a video essay and a more "traditional" form of assessment such as a research essay or report, which one would you choose? Give reasons for your answer.
16. Do you think you will benefit from carrying out a video essay for this module?
17. What knowledge do you think you will acquire or improve?

18. What skills do you think you will acquire or improve?
19. Do you think this exercise will increase your creativity levels?
20. Do you think your teamwork skills (communication, collaboration, etc.) will improve?
21. Did the outbreak of the Coronavirus (COVID-19) affect the organisation and planification of the video essay? If yes, in what way?
22. Were you still able to work as a team? If no, did any conflicts within the group occur due to the virus outbreak? Please specify.
23. Did each team member conduct work individually from home or did the team meet in a group setting outside of the home?
24. Did any problems arise when it was time to record the video? Please specify.
25. Did you find yourself feeling unmotivated to complete the assignment?
26. Were you able to complete the assignment, despite the various measures put in place by governments to contain the virus? If yes, what measures did you take in order to finish the assignment on time?
27. In general, would you say that the virus outbreak affected the outcome of the assignment?
28. Did you request a different form of evaluation due to the outbreak of the virus and its consequences?

Appendix B

20234 - Oral Expression Techniques Language module content:

Unit 1: Introduction to the course

Unit 2: Mikkelson (2009) “Interpreting is interpreting. Or is it?”

Unit 3: Dam (2017) “Interpreter Role, Ethics and Norms: Linking to Professionalization”

Unit 4: GG Evaluation: Video Essay Project

Unit 5: Pochhacker (2016) “Ch. 3: Concepts”

Unit 6: Truik (2010) “Strategies in Interpreting: Issues, Controversies, Solutions”

Unit 7: Garzone (2002) “Quality and norms in interpretation”

Unit 8: Discussion of Video Group Project Proposals

Unit 9: Bartlomiejczyk (2012) “Theory of interpreting”

Unit 10: Apostolou (2009) Mediation, manipulation, empowerment. Celebrating the complexity of the interpreter’s role (read the article and watch the film “The interpreter”)

Appendix C

20234 - Oral Expression Techniques Language module reading list:

Gillies, A. (2017) *Note-taking for consecutive interpreting: A short course*. London: Routledge.

Mason, I. (2014) *Triadic Exchanges: Studies in Dialogue Interpreting*. London: Routledge.

Mikkelsen, H. and Jourdenais R. (2015) *The Routledge Handbook of Interpreting*. London: Routledge-

Pöchhacker, F. (2016) *Introducing Interpreting Studies*. London: Routledge.

Tipton, R. and Furmanek, O. (2016) *Dialogue Interpreting: A Guide to Interpreting in Public Services and the Community*. London: Routledge.

Appendix D

Instructor's video essay grading criteria:

VIDEO ESSAY No.: TOPIC: GROUP MEMBERS: COMMENT S:					
Criteria	Excellent (20)	Very good (17)	Good (13)	Acceptable (10)	Poor (0-4)
Structure (intro, discussion, conclusion)	The video essay is complete and well structured. There is a perfect balance between the different sections. The intro and conclusion are very strong. The intro sets the background for the discussion, frames the essay from a theoretical standpoint and provides a clear description of the concepts to be analysed. There is a strong analytical section that discusses the concepts in relation to practice. The conclusion summarizes the content and clearly highlights the main concepts discussed and the theory behind them. Bibliography is correct.	The video essay is complete and well structured. There is a good balance between the different sections. There is an intro and a conclusion. The intro sets the background of the roleplay and provides a thorough discussion of the concepts analysed in the roleplay, but it may not introduce the wider theoretical framework. There is an analytical section that discusses the concepts in relation to practice. The conclusion presents a summary of the content and makes a reference to the concepts discussed without addressing the broader theoretical framework. Bibliography is correct.	The video essay may be incomplete. Intro, conclusion or bibliography may be missing. There is an unbalance between the different sections. The intro and/or conclusion are brief and lack detail. The intro sets the background for the roleplay but may not address the theoretical framework. Concepts may be broadly discussed. The analytical section is weak, and the discussion of concepts is scarce. The conclusion may present a summary of the content and provide a broad discussion of the main concepts, but it does not address the broader theoretical framework.	The video essay is incomplete. No introduction or conclusion. There may be an analytical element throughout the roleplay. No bibliography.	The essay is essentially a demo.
Theoretical framework	There is a clearly defined theoretical framework that guides the analysis and frames discussion of the main concepts.	There is an attempt at introducing a theoretical framework, but the essay doesn't establish how the theory frames the	The essay doesn't establish a clear theoretical framework that provides the basis for the analytical section. The	The essay doesn't establish a theoretical framework for the analysis. Concepts seem to be completely	The theoretical framework discussed is irrelevant to the setting and the concepts analyzed. Students have not

	There is a critical analysis of the theory of interpreting as demonstrated in the different sections. Students demonstrate an excellent understanding of the theory of interpreting.	concepts in the analytical section. There is a broad analysis of the theory of interpreting, but it lacks depth. Students demonstrate some knowledge of the theory of interpreting.	discussion of concepts appears disconnected from the theory of interpreting. However, the accuracy of the analysis and discussion of concepts demonstrates students have an awareness of the theory of interpreting.	disconnected from the theory of interpreting and only exists as a result of the practice of interpreting. Students don't demonstrate any awareness of the theory of interpreting.	understood the theory.
Analysis and discussion of concepts	There is a reflexive discussion of the concepts throughout the roleplay. There is a perfect balance between the discussion and the demonstration of practice. Concepts are described and analysed excellently and precisely using correct terminology. This section successfully establishes a strong connection between theory and practice.	There is a good discussion of concepts throughout the roleplay. There is a good balance between the discussion and the demonstration of practice with some unnecessarily long examples. Concepts are adequately described and analyzed using correct terminology for the most part with some generalization. This section demonstrates a connection between theory and practice.	The discussion of concepts throughout the roleplay is derivative of the practice rather than based on a theoretical framework. There may be a balance between the discussion and the demonstration of practice. Concepts are broadly described and analysed using adequate terminology for the most part. Some inaccuracies may be present. This section fails to establish a connection between interpreting theory and practice.	The discussion of concepts throughout the roleplay is brief and derivative of the practice rather than based on any theoretical framework. There is no balance between the discussion and the demonstration of practice. Concepts may be inadequately described and analysed using general language rather than the appropriate terminology. This section is mostly a demonstration of practice with little discussion.	There is no analysis or discussion of concepts. The essay is demonstration of interpreting practice. OR the concepts and terminology employed are for the most part incorrect.
Criteria	Excellent (10)	Very good (8)	Good (7)	Adequate (5)	Poor (0-4)
Adequacy and quality of the roleplay	The script is very well written. The theme and series of events in the roleplay have been skillfully chosen to provide evidence for the analysis and discussion of concepts. Students are very well prepared and play their part excellently.	The script is well written. The theme and series of events in the roleplay are adequately chosen to provide evidence for the analysis and discussion of concepts. Students are adequately prepared and correctly play their part.	The script is adequately written. The theme and/or series of events could have been better chosen to provide evidence for the analysis and discussion of concepts. In some cases, evidence may not be coherent with the discussion. Students could be better prepared.	The script is poorly written. The theme and/or series of events have been poorly chosen to provide evidence for the analysis and discussion of concepts. The evidence provided is not coherent with the discussion. Students play their part satisfactorily but there is	The script is poorly written. The evidence does not provide support for the theory as these are completely disconnected. Students are not well prepared and read off a script.

			They play their part satisfactorily. They may need the support of notes.	evidence of lack of preparation.	
Video/Audio production	This essay shows excellent video and audio quality. Shots frame the action adequately and contribute to build the argument. Transitions between sections are smooth. No background noise.	This essay shows very good video and audio quality. Shots frame the action adequately although these may be slightly off. Transitions between sections may not be smooth. No background noise.	This essay shows good video and audio quality. Shots do not frame the action adequately and may not contribute to achieve the intended goals. Transitions between sections are abrupt. Background noise may interfere with comprehensibility of the script.	This essay shows acceptable video and audio quality. Video is poorly shoot and audio quality may present several instances of incomprehensibility. No transition between sections. Background noise interferes with comprehensibility.	Production is very poor. Video and audio quality greatly affects comprehensibility.
Creativity (exploitation of video essay features)	This essay exploits all the features of the video essay and delivers a content that can only be achieved through the video essay format. Excellent use of headings, sounds, background music, transitions, etc. which contribute to achieve the goals of the essay. The essay credits the participants.	This essay exploits some of the features of the video essay and delivers some content that can only be achieved through the video essay format. Some use of headings, sounds, background music, transitions, etc. may help build the essay goals. The essay credits the participants.	This essay exploits a few features of the video essay but most of the content could have been presented as a traditional essay. The essay may not credit participants.	This essay does not exploit any of the features of the video essay and its content could have been presented through a traditional essay. No credits or special features may be used.	Poor design of the video essay. It is simply a role-play with no features of any kind that signals the brief of the video essay.
Mechanics (pronunciation, grammar & style)	Grammar, pronunciation and style are correct throughout.	Grammar, pronunciation and style are correct with some minor awkward expressions.	Grammar, pronunciation and style are adequate with some mispronunciations, but these don't affect comprehension.	Grammar, pronunciation and style are adequate overall with some instances where it is hard to understand what's being said.	Grammar, pronunciation and style need improvement.