

## **Session: Web based, assessment and interpreting**

### **Abstracts**

#### **1. Introduction Assessti**

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Overview of the challenges/targets. Results and future developments of support systems for Assessment of interpreters: general features and specific characteristics.

How to overcome the challenge of the personalization of the assessment with the crucial issue of standardization, and elaborating of references, without becoming irrelevant.

#### **2. Students assessing their own interpretations**

Sonia Vandepitte, Leen Spiessens, Rita Godijns, Mike Vandamme and Peter Kaczmarski  
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In this presentation, an electronic website tool will be presented that can be used by f.i. student interpreters to assess their own interpretations. ASSESSTI is the result of a European Commission Project LEONARDO DA VINCI within the Community Vocational Training Action Program for Language competences, Priority 1: Valuing learning. By means of visual graphs produced by ASSESSTI, students will be able to see how their own speech progresses towards its end: depending on the prior input into the tool, their own pauses and loudness features can be compared with those of professional performers or of fellow students. With the input of thesauri, a grammar module, and transcriptions of performances, ASSESSTI also visualizes some of the lexical and grammatical features of the interpreting performances. While explaining the architecture of the tool, the presentation will also point out some of the future challenges.

#### **3. Assessti life demonstration**

Mike Vandamme, Peter Kaczmarski, Rita Godijns, Vladimir Dochev  
Vartec, Bikit, Hogeschool Gent, University of Rouse

Presentation of a semi-automatic assessment system f.i. for interpreters. The workflow of the teacher/trainer, the trainee, student as well as the level of development (beginner, advanced, professional) has to be taken into account.

Moreover the assessment has a lot of different features, which dependent on the targets, environment, language, type, style and culture can become more or less important. Elaboration and presentation of case study.

#### **4. Assessment of non typical phases**

J. Gonzalez, University of Madrid

In the assessment of speech, grammaticality is not the issue. Grammaticality is more related to writing. Some authors even argue that grammatically is more to do with social power than with assessment of speech. In speech, the degree of typicality or not typicality is much more relevant, or in other words deviance (deviant). Still to be deviant can be positive as well as negative. Deviance can be related to originality, creativity,... in this perspective it can become highly positive f.i. in poetry. In other environment it can be very badly assessed.

#### **5. - Assessment workflow & options**

F. Vandamme et al.

Assessment can be very strong satisfied, by diffracting a lot of parameters which can even be weight. It can be automatic, that is entirely system drive. It can be entirely human drive, or a combination of both. In this case the human assessor, can f.i. weight the parameters, can overrule, correct, change the values suggested, change the parameters, change the measurement system depended on the education target, the type of trainees, the environment, the selection perspective of the assessment; the catharsis versus empowering need motivating function of the assessment.