

Achieving a Leap in Expertise in Interpreting -Research on a Learning Platform for Network Oriented Collaborative Interpretation Expertise Based on Deliberate Practice Strategy

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Abstract: The improvement of interpretation expertise has gone through the development stage from novice to expert. In the developmental process of expert interpreters, the key is to enhance the interpretation expertise through deliberate practice. Deliberate practice is a concept firstly put forward by Ericsson to answer the question of how genius excels. This paper discusses how to better the mental representation and adaptive mechanism of novice by introducing the IPTAM system, a collaborative interpretation learning platform. IPTAM (Interpreter Professional Training and Acquisition Module) for short. It is a modular interactive Online interpreting learning platform.

1. Introduction

The improvement of interpretation expertise goes through a developmental stage from novice to expert. In the process of novice interpreters growing into expert interpreters, the key is to improve interpreting expertise through the method of deliberate practice. Deliberate practice is a concept firstly introduced by Ericsson to address the question of how genius stands out. Deliberate practice is a special training activity carefully designed to improve an individual's competence over a long period of time. In this paper, we explore the use of the Interpreter Professional Training and Acquisition Module (IPTAM), a modular, networked, collaborative interpreter training and acquisition system, to improve the mental representations and adaptive mechanisms of learners. IPTAM is a modularized and networked collaborative interpretation learning platform, which can improve the interpretation expertise and achieve the leap from novice to expert through the IPTAM platform, and ultimately play a positive role in the development of interpretation expertise.

2. Review of Research on Interpretation Expertise

Expertise consists of the expert's mastery of outstanding skills that can only be achieved through years of purposeful and focused work and deliberate practice (Ericsson, Feltovich & Hoffman[10]). expertise can be further divided into adaptive professional competence and conventional professional competence Sonnentag, Niessen, & Volmer[7]. Interpretation expertise is defined

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in cognitive terms, is a coherent high level of competence in the field of interpreting work, which is demonstrated by expert interpreters in the course of their work and different contexts. According to Ericsson, expertise is a long-term developmental process that stems from a wealth of instrumental experience and extensive practice in the world[7]. Interpretation expertise is composed of interpreting output and the interpreter's processing, and the achievement of these expertise is achieved through countless hours of deliberate practice with clear goals. Interpreters must have extensive experience before they can become interpreting expert. According to Pöschhacker [3], interpretation expertise can be defined as the alignment of task demands and interpreter qualifications. Expert interpreters employ rich holistic knowledge representations and elaborate mental models that employ advanced reasoning processes in perceptual and problem-solving tasks. According to Gill's analysis of what constitutes interpreting expertise, interpreters need to have a good knowledge of passive language and active working language and sufficient knowledge of the subject of conference Minhua Liu defines expertise in interpreting as the result of applying strategies in the processes of comprehension, translation and output, and the interactions between these processes.

2.1. A study of the expert-novice paradigm in the study of interpreting expertise from the perspective of cognitive psychology

Since interpreting studies became an independent field of study in the mid-1970s, the complexity of the discipline has given rise to multidisciplinary and multiple paradigms, such as the expert-novice research paradigm, the psycholinguistic paradigm, and the cognitive

neuroscience paradigm[8].. The expert-novice research paradigm is the study of expert performance for interpreting expertise. An expert is considered as someone who has many years of experience and has achieved a high level of performance in a particular field. Novices are defined as those with little experience in a particular field. Moser-Mercer[3].found significant differences in reading ability between novice and expert interpreters with French-English as the language combination in the presence of delayed listening feedback, but insignificant differences in shadowing practice and language fluency tasks. In her study, Minhua Liu argues that expert interpreters do better in terms of selective coding , better monitoring of output, and more efficient allocation of working memory resources. Ericsson[11]. suggests a three-step approach to study expert performance in the field of interpreting. Thus, the key challenge is to find those representative real-time tasks that capture the essence of interpretation and highlight the superior performance of expert interpreters. Then, by having expert interpreters perform these types of tasks repeatedly, experimenters can use experimental and process-tracking techniques to identify those complex mechanisms that regulate their superior performance, i.e., the moderating mechanisms responsible for superior performance. By studying the cognitive processes of expert and novice interpreters at different levels of interpreting, researchers have identified behavioral and psychological characteristics that are stronger in expert than in novice interpreters, recognizing that the differences are due to the fact that expert interpreters have more automatic skills, require fewer cognitive resources, and are better at using limited cognitive resources. In a study that investigated how expert and novice interpreters cope with stress, Kurz concluded that expert interpreters already know how to use experience to deal with stage fright and can handle stress better than novice interpreters, who tend to be more prone to stress and anxiety. Ericsson [7].suggests that as our understanding of the expert-novice interpreter mechanism deepens, and as methods of assessing interpreter training mechanisms, interpreter education and training can become more individualized and efficient.

2.2. A study of interpretation expertise from the perspective of deliberate practice theory

Deliberate practice is one of the important research subject for expertise study. Deliberate practice is a form of goal-focused, highly conscious practice undertaken by expert performers in many domains to improve key skills and performance[7]. .Galton argues that genetic factors determine the level of behavior an individual can achieve. Ericsson firstly introduced the concept of deliberate practice in the early 1990s, which he considered as a deliberate practice method for training expertise, i.e. a specific long-term training activity specifically designed by a teacher, instructor, or individual to alter the individual's current level of behavior, which ultimately plays a decisive role for the individual Ericsson[9]. .

Shreve[3]. proposed a theoretical framework for the study of oral and written translation skills, of which deliberate practice is one of the cornerstones. In conclusion, studies have shown[6] that different ways of sustained expertise enhancement can lead to better performance. From a pedagogical perspective, Ericsson, Krampe[12].have defined the concept of deliberate practice and have gradually integrated the concept of deliberate practice into the curriculum of interpretation education The significance of all academic findings lies in the recognition that interpreter training needs to start with a solid foundation, just like sports and music training, followed by lifelong learning and goal-focused deliberate practice, as well as the need for universities to provide innovative ways of training interpreter trainees.

3. Background of IPTAM Interpreter Training System

With the increasing international exchanges, the need for interpreters is also picknig up. More and more universities are offering BTI (Bachelor of Interpretation and Translation) and MTI (Master of Interpretation and Translation) at the undergraduate and postgraduate levels. But the ensuing problem is the lack of translation teachers, especially qualified interpretation teachers[1]., and the teachers themselves lack relevant conference interpretation practices and understanding of interpretation theory. In addition, in order to meet the surging market demand, relevant institutions have started to expand their enrollment, and some interpretation classes have as many as 30 students. . the existing classroom hours are simply unable to fulfill the requirements of the amount of interpretation practice. In such a context, student-centered independent learning becomes necessary and may even take a dominant position.[1].In the context of student-centered independent learning, on the one hand, students should give full play to their own subjective initiative and carry out highly autonomous deliberate practice of interpretation expertise; on the other hand, they can also improve their own interpretation expertise with the help of interpretation expertise training system.

4. Part three Interpretation Expertise Training Approach: A Systematic Introduction Based on Interpretation Expertise Training

4.1 An Introduction to IPTAM (Interpreter Professional Training and Acquisition Module)

The leap from novice to expert interpreters can be achieved through IPTAM, which is an online and efficient training system.IPTAM is an online interpretation training system platform conceived by the author based on the concept of long-term personal training and deliberate practice, with the technical

support of Putclub.com, and can guide trainees to carry out efficient and scientific training of interpretation expertise. Through the six-step learning strategy of IPTAM, it cultivates students' translation awareness from the very beginning and guides them to understand and master the interpretation expertise necessary for conference interpreters, so as to lay a solid foundation for becoming a professional interpreter in the future. Since its birth in 2009, the system has had 300,000 hits and nearly 300,000 interpreting enthusiasts have used it for online self-study. The following is an introduction to the training process of IPTAM System:

The training process of IPTAM (Interpreter Professional Training and Acquisition Module) consists of six steps:

Step 1: Source Language Retelling (SL) A source language retelling of 3 minutes or less, designed to improve the trainees's short term memory.

Step 2: Interpreting notes training is designed to reinforce the interpreting notes skills that may be needed in long time interpreting and to emphasize the importance of structure and notetaking symbols.

Step 3: Ten times intensive listening training is essential to hone listening skills.

Step 4: Text sight translation training, reading and interpreting, simulating the real interpretation environment, requiring attention to your own wording and language output quality.

Step 5: Source language retelling (SL) to strengthen STM.

Step 6: TL Simultaneous interpretation training to enhance the application of simultaneous interpretation skills and techniques

4.2. A study of the teaching effect of the IPTAM system

IPTAM is an online collaborative interpreter training system, and since its launch in October 2009 to September 2014, an estimated total of 200,000-300,000 people have accessed or viewed the IPTAM system over a five-year period, which means 200,000-300,000 page views. The system is also used to reinforce interpretation skills after classroom instruction and self-training for trainees. In the 2011-14 academic year, the system was used for undergraduate students of English and translation majors at Chengdu College of UESTC, with a total of 200 participants in the IPTAM in their first year . In the spring semester of 2021, the system was promoted among the graduate students of MTI interpretation majors at Chengdu University of Technology. The effectiveness evaluation of using IPTAM system mainly includes the following aspects: the betterment of students' interpretation expertise, the interactive effect of IPTAM system, the content and quality of practice and the improvement of professional skills in interpretation. This paper takes the IPTAM Interpreter Training System as the research platform, and initiates the research from the anticipated target of training, the research objective, the research method and the research analysis respectively.

4.2.1 Anticipated objectives of IPTAM system training

IPTAM is the first online interpreting training system in China, which is developed based on combining the practice of simultaneous interpreters themselves. We hope that this system can achieve the following goals: through such a programmed practice mechanism, it can improve short-term memory, note-taking skills, listening for interpretation(LFI) and other core interpretation skills; using the IPTAM system can step up trainees' self-evaluation of interpretation expertise after class and also promote mutual evaluation among student interpreters; the IPTAM system is based on trainees self-training after class, which can deal with the contradiction between the insufficient time of the interpretation course and the need for more trainings. IPTAM not only creates a lot of training time for students, but also provides targeted training methods for different interpreting expertise modules, including short term memory, note-taking, listening and recognition, and split of attention. The system not only increases the amount of training for interpreting expertise, but also makes classroom teaching and after-class training become an integrated training system, thus greatly improving the training effect of trainees. In the process of using the system, trainees can be exposed to a wide range of audio training materials,, therefore they can figure out the gaps and strengthen their related expertise.

4.2.2 Research Subjects

For this study on the performance of the training system, the subjects of the study were mainly the graduate students of two classes of MTI conference interpretation at Chengdu University of Technology, and the simultaneous interpretation course was offered to the conference interpretation graduate students in the second semester of the first academic year. A comparative study was conducted.

Number of students: 25 students in Class 1; 23 students in Class 2

Duration: 2nd semester of academic year 2021-2022 (February 2022 - June 2022)

4.2.3 Research Method and Research Analysis

We conducted analysis through various dimensions such as the improvement of students' interpretation expertise, the interaction with IPTAM system, and the content and quality of practice. In terms of performance assessment, we conducted a comparative analysis of the semester stage examination and final interpretation expertise test scores of student interpreters in Class 2 and Class 1 who used IPTAM training and those who did not use IPTAM training. Questionnaires and oral interviews were used to investigate student interpreters' feedback on the use of the IPTAM system, and to analyze the effect of using the system for interpretation training. By analyzing the final test scores of Class 1 and Class 2 after using the IPTAM, the comparative test scores of

Conference Interpreting Class 1 and Class 2 are as follows

Table 1 Grade Ratio table

Grade Ratio					
class	pass rate	excellent	good	pass	fail
class 1	100%	2.8%	5.20%	18.72%	0
class 2	100%	6.26%	9.39%	8.34.7%	0

A total of 23 questionnaires were distributed to the MTI Conference Interpretation 2 class of 2020, and 23 questionnaires were returned with an efficiency rate of 100%. There were six questions in the questionnaire, and each item had five options from 1-5 points, and the higher the score, the higher the student satisfaction. The questionnaire information is:

- 1) Your interpretation learning experience?
- 2) What is the effect of using IPTAM?
- 3) What is the effect of your interaction with IPTAM?
- 4) what do you usually use regarding interpretation training methods?
- 5) Have you ever used online interpretation training system before using IPTAM?
- (6) Do you think your interpretation expertise has been improved through the IPTAM interpretation training system?

According to the statistics, the 6 questionnaire questions were generally scored 4-5, with the highest score selected by 15 people, reaching 65.2% of the total number. The statistical results show that the majority of student interpreters using the IPTAM system are satisfied with the effectiveness of the training system.

5. Conclusion

The analysis of the training effect questionnaire of IPTAM system verifies that IPTAM, as a high-performance interpreting skill training system, can indeed play an important role in the quality training, the improvement of students' interpreting professional ability, the interactive effect with the training system, the content and quality of practice, and the combination of the IPTAM system, a collaborative interpreting specialized learning platform, with deliberate practice strategies to improve interpreters' the mental representations and adaptation mechanisms of learners, improve the professional competence of novice interpreters, and ultimately enhance expertise of interpreters. Of course, during the research process, we also found that the IPTAM training system has problems in updating training materials, controlling the difficulty of training materials and human-computer interaction, all of which needs to be improved. We believe that as the research on the network collaborative interpretation skills training platform deepens in the future, more interpretation expertise-oriented training systems will emerge and make due contributions to the betterment of interpreters' interpretation skills.

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