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Metacognitive Tools In Interpreting Training: A Pilot Study

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Abstract

Interpreting is a complex process which challenges the brain by memory-intense processes, necessitating immediate proper response to unexpected situations, in which a vast number of cognitive, affective and psychomotor skills function almost simultaneously; thus, its training requires peculiar practices. The success of the interpreting performance depends upon the realization of higher level immediate mental processes in the best way; and an individual can accomplish this by learning to carry out self-monitoring, self-regulation operations in the brain at the immediate time. Therefore, it is considered that awareness-raising about the metacognitive tools and facilitating what is learnt about these tools during the interpreting performance will help the students in their performance both during the training process and at a later stage during the professional interpreting process. The purpose of this pilot study is to investigate the function, necessity and use of metacognitive tools in interpreting training, to introduce and develop some tools that may facilitate interpreting training, and pave the way to quantitative studies to find the most effective use of metacognitive tools in interpreting. To this end, three types of metacognitive tools are developed and applied: 1. a self-assessment checklist facilitating the data from the students' retrospective interviews, self-reports and academic literature, aiming to show the students that their thoughts and inner-talks about their performances during interpreting is of value and a manifestation of metacognition operating in them unconsciously and to enable them make use of it consciously; 2. a portfolio with a tutorial preparation guide, comprised of various support materials, aiming to enable the students to have regular self-control over their performances and to give them reflective information about their competencies; 3. a journal, covering emotional, methodological, technical aspects and feedback, aiming to voice the teacher's reflective views on the students' journals and the

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experiences in the teaching/learning environment, to finally help improve the environment. In conclusion, the self-evaluation reports and feedback received from the students have demonstrated that such tools may foster students' class involvement, help them gain effective study skills, providing valuable information about their strengths and weaknesses, manage their learning, time and stress, develop self-monitoring, self-assessment, self-regulation skills; help teachers be more proactive, develop understanding about the student's situation, resulting in betterment in the teaching strategies and design their syllabus more realistically. Some of the common shortcomings encountered during their application is that their preparation, application, and evaluation require the allocation of some time on the part of the teacher. It is recommended that metacognitive tools be integrated into the teaching/learning environment and quantitative studies be conducted.

Keywords: metacognition, interpreting, metacognitive tools, self-assessment checklist, portfolio, journal

Öz

Sözlü çeviri, beklenmedik durumlara anında doğru tepkiyi gerektiren ve birçok bilişsel, devinsel ve duyuşsal becerinin hemen hemen aynı anlarda işe koşulduğu, zihni fazla zorlayan ve bellek yükü yoğun oldukça karmaşık bir süreçtir ve eğitimi kendine özgü uygulamalar gerektirir. Sözlü çeviri edincinin başarısı, kişinin anlık zihinsel süreçlerinin en üst düzeyde gerçekleştirilebilmesine bağlıdır; birey bunu en iyi kendini izleme, düzeltme işlemlerini zihninde anında yapmayı öğrenerek gerçekleştirebilir. Bu nedenle, yürütücü biliş ve araçları konusunda farkındalık geliştirmiş olmanın ve çeviri edimi sırasında yürütücü biliş araçlarından öğrendiklerini uygulayabiliyor olmanın hem öğrenme sürecinde hem de daha sonraki profesyonel çeviri sürecinde kolaylık sağlayacağı düşünülmüştür. Bu pilot çalışmanın amacı, yürütücü biliş araçlarının sözlü çevirmen eğitimindeki işlevini, gerekliliğini ve kullanımını araştırmak, geliştirmek, denemek, sunmak ve böylece yürütücü biliş araçlarının sözlü çevirmen eğitimindeki en etkili kullanımını olanaklı kılacak daha ileriki nicel çalışmalara yol açmaktır. Bu doğrultuda üç farklı yürütücü biliş aracı geliştirilmiş ve işe koşulmuştur: 1. Öz-değerlendirme ölçeği, öğrencilerin kendi performanslarını değerlendirdiği görüşmeler, raporlar ve akademik kaynaklara dayalı olarak geliştirilmiş ve uygulanmıştır; amacı, öğrencilerin çeviri sırasında kendi edimleri üzerindeki düşüncelerinin ve iç konuşmalarının aslında bir değeri olduğunu ve bilinçsizce işleyen yürütücü bilişin bir göstergesi olduğunu göstermek ve andaş çeviri sırasında bilinçli olarak uygulayabilmelerini sağlamaktır. 2. Ürün dosyası, birebir öğretim hazırlık kılavuzu ile birlikte çeşitli destek malzemelerle hazırlanmış ve uygulanmıştır; amacı, öğrenme süreçlerinde ilerleme kaydedebilmek için öğrencilerin edimleri üzerinde düzenli olarak öz-kontrol sağlamak ve ulaştıkları edinç düzeyi hakkında onlara yansıtıcı bilgi vermektir; 3. Eğitmen günlüğü, duyuşsal, yöntemsel, teknik parametreler ve dönüt boyutlarında tutulmuştur; amacı, öğretmenin, öğrencinin tuttuğu günlükle ilgili yansıtıcı görüşlerine ve öğrenme/öğretme ortamındaki yaşantılarına ses kazandırmak ve bunun sonucunda ortamın iyileştirilmesini sağlamaktır. Sonuçta, öğrencilerden alınan dönütler ve kendini değerlendirme raporları göstermiştir ki, bu araçlar derse katılımı arttırmakta, öğrenciye zayıf ve güçlü yönleri hakkında nitelikli bilgi vererek etkin çalışma becerileri kazandırmakta; öğrenme, zaman ve stres yönetimi, kendini izleme, değerlendirme ve düzeltme becerilerini geliştirmelerine olanak tanımaktadır; ayrıca, eğitmenlere daha proaktif olmalarında, öğrencinin durumunu daha iyi anlamalarında ve nihayet öğretim stratejilerini geliştirip, öğretim planlarını daha gerçekçi tasarımlamalarında yardımcı olmaktadır. Araçların uygulanmasında göze çarpan bazı ortak olumsuz yönler ise, öğretmen açısından hazırlama, uygulama ve değerlendirme aşamalarının

biraz zaman alıcı olması şeklinde ifade edilebilir. Yürütücü biliş araçlarının öğrenme/öğretme ortamıyla bütünleştirilmesi ve bu araçların etkililik derecelerinin hesaplanması ve araçlara daha fazla işlerlik kazandırılabilmesi için nicel araştırmalar önerilmiştir.

Anahtar sözcükler: yürütücü biliş, sözlü çeviri, yürütücü biliş araçları, öz-değerlendirme ölçeği, ürün dosyası, günlük

Introduction

Interpreting is a process in which a vast number of cognitive, affective and psychomotor processes run almost simultaneously creating lots of challenges for the interpreter to cope with. Metacognition is considered to mitigate the adverse effects as a means to self-learning, self-monitoring and self-regulating methods. This pilot study aims at exploring and presenting the use of metacognitive tools in interpreting training, providing some experiential data on three examples, namely a self-checklist, a portfolio and a journal. The study will pave the way to quantitative studies to finally help enhance autonomy in the learner and the practitioner, ultimately enabling quality in the training of expert interpreters.

Metacognition And Interpreting

Metacognition

Metacognition, which was described as cognition on cognition, came into being in the 1970s as a revolutionary perspective of Flavell (1978, 1979) and his colleagues, who made a distinction between the terms "metacognitive knowledge" to refer to explicit knowledge about our own cognitive strengths and weaknesses, and "metacognitive awaress" to refer to feelings and experiences we have when we engage in cognitive processes (Perfect and Scwarts 2002:5). Flavell's model (1981, 1987) highlights the interaction among four components: a) Knowledge of people: information we store about human beings as cognitive bodies (affective, motivational, perceptual, etc). b) Knowledge of tasks: knowing how the nature of the information we manage affects and limits the way of representing it and of operating with it. c) Knowledge of strategies: learning skills or procedures to reach our targets. Metacognition is a strategic behaviour which people are usually unaware of (Paris 2002:107). So it is important to distinguish between cognitive and metacognitive strategies. A cognitive strategy aims at a cognitive target, whereas a metacognitive strategy allows us to choose the ideal cognitive strategy and to check whether we are reaching our target. d) Metacognitive experiences: comprise metacognitive feelings, judgments and estimates evoked during cognition. Metacognitive experiences can be regarded as metacognition in progress whereas metacognitive knowledge is what is retrieved in working memory (Efklides 2002).

The concept of metacognition is the result of a historical evolution and encompasses the different perspectives from which it has been studied. The philosophers of the mind speak about reflective introspection (Churchland, 1994); pedagogues refer to the reflection during and about action (Schön, 1992); behaviourists and cognitivists mention

self-observation (Bandura, 1989). Educational researchers have studied metacognition in relation with educational concerns or teaching and learning environments (Senemoğlu 2007: 336); educational psychologists have focused on its role in facilitating learning and teaching and finally within the context of information processing models of memory (Paris 2002:106-107). It is described as an integral part of the theory of monitoring and control by Nelson and Narens (1990), where metacognitive monitoring is the process which allowed the individual to observe, reflect on or experience his or her own cognitive processes; and metacognitive control is the conscious and non-conscious decisions made on the output of monitoring process (Perfect and Schwarts 2002:4). Metacognition encompasses three dimensions: Stable and conscious knowledge people have about cognition, themselves as learners, the resources they have and about the structure of knowledge in the areas they work in; self-regulation, control and orchestration by learners of their cognitive abilities; capacity to reflect both on their knowledge and on the processes for mastering this knowledge (Campione, Brown and Connell 1989: 102).

Several authors have studied these aspects, such as: Antonijevick and Chadwick (1995), Garcia Madruga and La Casa (1990), Haller, Child and Walberg (1988), Nickerson (1988), Otero (1990), Swanson (1990), Weinstein and Mayer (1986) and Yussen (1985). From their work, we can deduce the following:

a. There are two clear-cut approaches: firstly, from an evolutionary viewpoint, metacognition is assimilated to the general knowledge students have about their own cognition; secondly, from an educational viewpoint, metacognition is related to students' self-regulation of their mental operations.

b. Metacognition refers to a series of cognitive operations of an internalized group of mechanisms. They allow the compilation, production and evaluation of the information as well as the control and the self-regulation of one's own intellectual functioning.

c. Metacognition is a tridimensional construct that encompasses: 1) consciousness 2) monitoring, control and regulation, and 3) assessment of one's own cognitive processes.

Thus, metacognition implies awareness as well as explicit, conscious, deliberate and measurable processes; learners themselves can also proactively select more learning-enabling environments, and the form and the quantity of the training (Zimmerman and Schunk, 1989) and make use of informative self-oriented feedback allowing their control over the process (Mayor *et al*. 1993: 31).

The process involved in transforming social activities or phenomena into psychological phenomena is called "interiorization" or "internalization". As Kiraly (2000: 38, 39) puts it, learning entails the idea of "appropriation", i.e. internalizing sociocultural knowledge. For Vygotsky (1978), "internalization" means that some structural aspects of an activity, previously managed, externally get to be managed internally. The move towards self-regulation is not spontaneous but rather the result of a socially mediated process in which some external tools encouraging mediation and the internal dialogue (with oneself) play an important role. In this study the external tools chosen are the self-checklist, the portfolio, and the journal.

Interpreting

Interpreting is a unique process which depends on a great number of mental processes, "overwhelming the interpreter by the pressure of professional competence at all levels simultaneously" (Russo 1995:83). The interpreter has to struggle with the predominance of sudden and unexpected situations and discourse that challenges the already overloaded processing capacity. Thus, the interpreter should be trained to internalize a vast number of cognitive, affective and psychomotor skills, as listed in Doğan (2008:83). The "immediacy", "simultaneity" and "incrementality" features of the interpreting process necessitates high level mental immediate processing. This is why it is so important that during the training period future interpreters develop life-long strategies of self-monitoring, self-assessment and planning and even managing emotions: for example, how to handle interpreting related stress. Yet, the interpreter can only do these at the immediate time during the interpreting on condition that they become habitual and they are processed in the cerebellum, automatically (Doğan 2009:117-166). The interpreters or the interpreting students should be able to process cognition on their own cognition to achieve the best performance.

Importance of metacognition for interpreter training

Some authors of interpreting have referred to the relationship between metacognitive practices and interpreting teaching (Moser-Mercer 2000a, 2000b, Ficchi 1999), and they suggest that reflective thinking can be the key in the progression from novice to expert level. According to Moser-Mercer "*novices need to engage in tactical learning whereby they learn specific rules for solving specific problems, such as how to convert particular syntactic constructions in the incoming message to matching constructions in the outgoing language. This tactical knowledge then becomes increasingly well organized and the novice develops a set of strategies (monitoring strategies, workload management strategies, etc.) designed to optimally solve the problems he encounters*" (2000a: 340; 200b:105). Hoffman (1997: 196) also refers to the influence of social and personality factors in cognitive processes. Being conscious of one's learning should, thus, constitute the basis for autonomous learning in the field of interpreting. Arumí (2006) says metacognitive tools leave the control and consciousness of educational activities in the hands of students, without losing the external perspective provided by the teacher or other learners.

Greater responsibility, accountability and autonomy in learning must, therefore, be transferred to students, which finally leads to academic success (Perry et al. 2006). In such a learning environment, students face difficulties at the beginning in managing their learning by themselves as they are more accustomed to a conventional, teacher-centered classroom environment, where they develop deep-rooted habits (Sainz 1997:135). Thus, teacher's role in the class should somehow move from a "transmissionist" perspective, in which the teacher transmits knowledge and students work alone, to a "transformation perspective", where learning is a construction process with teachers and students working as collaborators in a "community of knowledge builders" (Kiraly 2000: 33).

Metacognitive Tools in Interpreting

Use of Tools And Metacognitive Tools

It is important to conceptualize learning as a semiotic mediation process (Lantolf, 2000). Indeed, Vygotsky describes human activity as a phenomenon mediated by signs and tools. "*The tool mediates activity and thus connects humans not only with the world of objects but also with other people. Higher psychological processes unique to humans can be acquired only through interaction with others that is, through interpsychological processes that only later will begin to be carried out independently by the individual"* (Leontiev 1981:55). To achieve the maximum level of self-regulation, we need a sign system of a social origin. This system transforms speech, thought and, in general, human action (Wertsch, 1988). There are several metacognitive tools to establish connection between humans and the world of as well as other people. In spite of the different terminology used by different authors, such as self-assessment, peer-assessment, tutor moderation, tutor guidance, autonomous learning, self-management and self-directed work, all tools focus on the active role of learners to be adequately prepared for the professional world, as Ficchi explains (1999:204).

In this study we will try to present three of these mediation tools, namely a self-assessment checklist, a journal and a portfolio. A *self-assessment checklist* is a tool to facilitate introspective judgment, achieved through self-awareness and made by the student, in the form of a probable inner speech on one's own knowledge and performance. The content of it depends on various common parameters: the level of the student, interpreting mode, stage of skill acquisition, directionality, timing of the assessment, as well as on the level of personal competence (see Moser-Mercer 2000a). A *journal* is a kind of diary where students regularly verbalize all their experiences, difficulties and feelings, occurring both inside and outside the classroom, as long as they consider them relevant in their learning process. A *portfolio* is a tool which comprises all the training-related materials about a student, such as reports, diaries, self-assessment reports, tutorial evaluations.

Examples of Metacognitive Tools For Interpreting Classroom

In this section first, the process of designing a self-assessment sheet is presented, second, an experience with portfolios, and finally a teacher's journal on her teaching experience.

Self-assessment Checklist

The checklist is designed by Aymil Doğan to create awareness of "feeling of knowing, feeling of familiarity, feeling of difficulty, feeling of correctness and feeling of satisfaction" as stated in Efklides (2002) and is expected to foster a conscious mental state that enables thinking about thinking (Dienes and Perner 2002:177).

Twenty-five novice interpreters studying their final year at Hacettepe University, Translation and Interpretation Department in Ankara, taking their first simultaneous

interpreting course between Turkish and English, following one semester of Introduction to Interpreting, Consecutive Interpreting and Sight Interpreting were chosen as subjects of this study.

First to see if and how their metacognition is at work and to raise awareness, the students are asked to jot down mnemonic notes to remind them of their self-talk during their interpreting practices in class as inspired from Think Aloud Protocols. The study covered 8 class hours in total (two weeks with 4 hrs a week and two hrs a day). At the end of each daily practice, they underwent retrospective interviews to convey their experience to their teacher, making use of the notes they had jotted down. During this interview, the teacher played the speech on the tape for each student and their interpretation simultaneously to enable them to remember what they had experienced. The students commented on their taped performance retrospectively and the teacher took notes from their self-reports, providing feedback as well. The teacher then went over the notes taken, classified the self-reports and identified them as indicative of self-assessment expressions. Here are two examples of their remarks: "*I thought I had known what the speaker was talking about but I was not sure*", referring to the feeling of knowing and familiarity*; "I got frustrated when I felt overwhelmed by the difficulty. I didn't like seeing myself in such a difficult position*", referring to the feeling of difficulty.

These remarks are grouped into bigger categories of parameters and some guidelines are developed, also drawing inspiration from the categories mentioned in Moser-Mercer (2000a,b). The aim was to provide them with more concrete labels to the different difficulties they have been facing and to help them develop their metalanguage.

Comprehension, discourse, multi-tasking, strategies, re-expression in the target language constitute the parameters under which is written the sub-parameters and examples of inner-speech.

Table 1. Self-Assessment Checklist*

Some parameters and examples of probable inner speech
Comprehension
1. Concentration *Probable inner speech: "I can concentrate on the topic"*
2. Background knowledge *Probable inner speech: "I am able to fill in the gaps with my general knowledge"*
3. Comprehension *Probable inner speech: "I understand what the speaker means"*
4. Fear of forgetting *Probable inner speech: "I have enough experience and knowledge to connect ideas if I forget; no need to fear"*
Analysis of the original discourse
5. Structure/red thread *Probable inner speech: "I can detect and convey the red thread"*

Multi-tasking
6. Listening and speaking *Probable inner speech: "I can listen and speak at the same time"*
7. Reading, listening and speaking *Probable inner speech: "I can integrate the information I need from the text into my interpreting process"*
Strategies
8. Anticipation *Probable inner speech: "I know what will follow"*
9. Décalage *Probable inner speech: "I am following the speaker at an appropriate distance to allow full comprehension and anticipation"*
10. Skipping information *Probable inner speech:* "I can make this loose speech more comprehensible to the audience"
Re-expression in the target language
11. Finding equivalents *Probable inner speech: "I can use another word or expression to replace it or paraphrase if I can't find the exact equivalent"*
12. Register/style *Probable inner speech: "I can reflect the register/style"*
13. Sentence beginning *Probable inner speech: "I have tokens in my mind to cope with this sentence beginning"*
14. Prosody *Probable inner speech: "I can conceal my hesitations and instil confidence in the audience"*
15. Grammatical agreement *Probable inner speech:* "*I am careful and capable enough to construct grammatically correct and comprehendible statements"*
16. Clarity *Probable inner speech:* "What I say is comprehensible and clear to the audience"
Affective effects
17. Coping with stress *Probable inner speech:* "Stress helps flow of adrenalin that leads to success. I am able to cope with the adverse effects of it"
18. Stamina *Probable inner speech:* "I can do it by taking a deep breath and concentrating on the task"

Portfolio

The working experience with the portfolio took place within two simultaneous interpretation courses of the Translation and Interpretation Undergraduate Program at

Pompeu Fabra University, in Barcelona, during the Summer Semester 2007 with a group of 20 students.

The study was conducted by Marta Arumi Ribas. Her goal in using the portfolio was two-fold: first, to help students evaluate themselves on a regular basis, reflecting on the learning process itself; second, as a means of providing a reflection or evidence of the levels of competency they were reaching. In practical activities such as interpreting, which are so highly characterised by the oral component, there is a risk of losing information due to the immediacy and the speed at which it must be performed. The portfolio was designed to enable the effective collection of all the information generated in the classroom and from students' individual and autonomous work.

Contextualization of the experience

The courses of German-Spanish/Catalan Simultaneous Interpretation I and II of the 3rd and 4th course year are core subjects in the Undergraduate Program, whose aim is to introduce simultaneous interpreting to students. Students with widely varying interests, motivations and abilities enroll in these courses. The fact that these two courses are given by the same teacher allows them to be perceived as a continuum extending over two 3-month terms. Students, therefore, work with their portfolios longitudinally, for a period of six months.

Students are given a weekly self-assessment sheet by the teacher at the beginning of the course. This sheet divides interpreting practice into four main skills, which are; a) comprehension of the original speech, b) content and information, c) reproduction of the speech and d) application of techniques and strategies. Likewise, each of these skills is made up of sub-skills such as, the existence of omissions and changes in content; intonation and vocalization; linguistic expression and grammatical correctness or proper coordination of listening, verbal reformulation and short-term memory retention skills for the outgoing message. The correction diary is the least guided document of all. Students are instructed to include in it the ideas, corrections, remarks and suggestions that they get from their professors and other students. They are also asked to jot down personal ideas, reminders, etc. The final report is written by the students at the end of the semester on their thoughts as to whether they have reached the goals and if so, how, on their own performance and results of the work done.

Educators' mediating role, enabling a gradual transfer of the control and awareness of each students' educational activities, facilitating their internalization and ownership of the meaning behind curricular content and allowing them to use it independently is considered important (Monereo, 1995). Besides, Ericsson (2000) underscores the importance of social and personal factors for the development of expertise and how teachers play an important role in guiding the future experts to acquire superior performance levels. Students are given a template which helps them to prepare and structure the tutorial. Tutorials always consist of a first part in which student and teacher discuss the evaluation results from a single interpreting performance that each has drawn up independently, using the self-assessment grid. In the second part, they discuss more general issues such as goal achievement, planning of new challenges, questions.

Tutorial Preparation Guide consists of the following questions: 1. Which sample should I select for the self-evaluation? This will be the sample that I send to the teacher for our joint evaluation. Remember to notify the teacher of the selected interpreting performance by e-mail. 2. Why did I select this sample? 3. Identify three aspects in which you think you have made progress since the last tutorial. 4. Did I have any trouble completing the self-evaluation? 5. Identify three aspects which you think need more work. 6. Am I reaching the goals that I set at the beginning? 7. If this is the first tutorial, what objective should I set for the next one based on the goals established, the analysis of my progress and my own ideas?

Table 2. Proof of process

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<tr><td colspan="3">PROOF OF PROCESS</td></tr>
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I</td><td>1. Simultaneous Interpretation I course syllabus.
2. Personal goals sheet.
3. Weekly interpreting performance self-corrections (from the self-assessment grid and tutorial preparation guide)
4. CD with digital oral interpretation files
5. In-class correction diary
6. Sheets featuring results from tutorials with professor
7. Oral presentations to class
8. Final report with: a) thoughts on whether they have reached the official program objectives and personal goals, and if so, how; b) evaluation of own performance and results of the work done.
9. Exam</td><td>Between weeks 2 and 3 of the three-month term: Initial tutorial

Between weeks 2 and 3 of the three-month term: Initial tutorial

Between weeks 2 and 3 of the three-month term: Initial tutorial</td></tr>
<tr><td>S
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II</td><td>During this second stage of the process, the students gather the same examples as in the prior stage, with only the following changes:
• At the beginning of this second stage the self-evaluation grid is revised again, and the necessary changes are introduced. The students now work from the new grid.
• This second stage includes peer correction experiences, the results of which are included in each of their portfolios. Peer correction usually takes place in activities such as mock conferences.
• They include the summary of one or more readings from articles on any given theoretical aspect of interpretation.
• The final report is more extensive, as it is a revision of the entire process. It is drawn up based on the Portfolio evidence.</td><td>Between weeks 2 and 3 of the three-month term: Initial second stage tutorial

Between weeks 6 and 7 of the term:
Follow-up tutorial

After the exam: Final Process Tutorial</td></tr>
</table>

Journal

The study was conducted by Begonya Mora-Rubio to determine if journal is an appropriate metacognitive tool in teaching interpreting. In order to give a concrete application to the journal, a diary is kept by the teacher on all aspects, considered relevant to interpreting teaching. The course was Consecutive Interpreting from Italian into Spanish, second semester (of a total of three) at ETI in Geneva, between March and June 2007. There was only one regular student registered who had already attained a reasonable level in her note-taking technique and prosody.

This journal was a place for the student to verbalize, freely and in writing, all of the ideas, worries, projects and feelings related to the teaching activity. The entries were, therefore, the result of the teacher's reflective thinking about different events occurring both inside and outside the classroom. The analysis was organized around four themes that seem predominant in the journal: a. emotional aspects, b. methodological aspects, c. technical aspects; d. feedback.

Emotional aspects

The journal seemed mainly the place to evoke a variety of emotional and affective aspects, going from enthusiasm to frustration or anxiety. The teacher spoke of her enthusiasm about the new position ("I am looking forward to starting this new job. I always wanted to be a teacher and I feel like this is a dream coming true", 28th March 2007) and, at the same time, about her insecurity due to her lack of experience and her worry "about not being up to the standards" (28th March 2007).

One of the main fears, especially at the beginning, was encountering something unexpected that could be destabilizing. Once she had recognized this fear, she thought that a way to offset her inexperience in finding quick solutions was to "over-prepare".

In our opinion, teacher's emotions and the teaching method can also be conditioned by interpersonal relations. At the beginning, she felt insecure about her class management, but having just one student, described as "nice and receptive" by the teacher (4th April 2007), contributed to creating a good atmosphere and certainly helped the teacher to feel more at ease and gain confidence after a few classes.

Towards the end, a different feeling seemed to emerge, similar to pre-exam anxiety when one starts worrying not only about the learning process, but also about the results: *Now that the end of the year approaches (...). I know that as a teacher, I don't have a proper examination to take, but I still wonder if I have done my job properly, if I have been of help for C...* (19th May 2007)

Reflective thinking leads to a better identification of problems and difficulties, which facilitates finding the right solutions, rather than doubling efforts in the wrong direction.

Methodological aspects

Many hours of the teaching activity are devoted to preparing the classes, as a way to compensate for her lack of experience and gain confidence. The fact of having just one

student allows the teacher to prepare her material according to the particular needs of the learner. For example, since one of the main problems was A-language style, the teacher introduced specific exercises (clozing and synonyms exercises; 3rd May 2007) rather than doing just interpreting.

The idea was to suggest some activities to try out autonomously, for example, lessening the inference of Catalan that the student was deeply concerned about: *I suggested she try out something that could be amusing and she could do at home: listen to theatre plays, or poetry or audio-books recorded by people whose accent seemed beautiful to her and try and imitate ("shadow") them. (...) it could be a way of gaining confidence in herself (...) Moreover, this could help her acquire some fluency and nice expressions in Spanish (...)* (16th May 2007)

The teacher was concerned also about creating interpreting situations that were potentially close to real-life: *(...) the speech I had chosen today (...) could easily be seen as a real working situation. It was a real radio interview to a footballer, Carlo Petrini. I wanted the student to imagine that someone had called her to interpret in a press conference: how does she prepare? Which are the strategies?* (3rd May 2007)

The journal doesn't have to limit itself to what happens in her class and can include a reference to anything having an influence on her learning as a teacher, for instance a joint class organized with a colleague. (10th May 2007).

Technical aspects

There are many technical aspects that can be a source of stress. As the teacher writes in her journal, "having all the technical aspects under control and all the documents ready and well prepared gave me self-confidence" (4th April 2007). Nevertheless, after some classes she had some problems with the computer, and she realized that what really stressed her was losing face in front of students, that they see her as "technologically challenged" (9th May 2007). We can interpret this as another example of her insecurity: she is afraid of the student's perception of a "bad class" due to a technological problem.

Feedback

In her teaching style and class structure, feedback seems to play a predominant role. Initially, she felt frustrated because she was not satisfied with her feedback (4th April 2007). Nevertheless, after some classes, she started to feel more confident and giving a more structured and balanced feedback: firstly, the strengths (prosody, good memory, red thread...), afterwards the mistakes. She tried to be encouraging and reassure the student (16th May 2007)

Some consideration is also given to the two different contexts in which feedback is given: the class and the Student Tracking Tool at the ETI portal. For the teacher, this virtual environment offers a "second chance" to complete the feedback given in class and to suggest some "voluntary homework", as well as to post the subject for the following class or to reinforce some comments in class. Nevertheless, the teacher also sees some

drawbacks: *"...it's quite difficult to be complete and concise at the same time. One of the problems of giving feedback via portal is that you can't refer to very concrete things (a particular sentence or word). I think that outside context, it doesn't help much. I rather made very general comments: nice prosody, slow sight translation... I wonder how helpful this is for the student."* (4th April 2007).

Finally, the student gave feedback about the class, which was quite positive, and which certainly helped the teacher gain some self-confidence, although she was aware of the fact that even if she wanted to create a cordial atmosphere, the student would always feel a bit uneasy about saying frankly what she thought of a class: *"I have the feeling she enjoyed the exercise, but you never know. Even if you try to be cordial and close to the student, there is never symmetry and I don't think she would ever say: this exercise was totally useless, even if she thought so."* (26th April)

Conclusion

Immediacy, simultaneity and incrementality factors make the interpreting process hard. Rendering the optimum performance requires fast thinking abilities. Training the mind of the interpreter to overcome unexpected inputs as soon as they occur can be a solution by means of metacognition, which seems to create awareness on these processes.

More specifically, self-assessment checklist seems to provide the students with the knowledge that their probable inner speech and feelings have a metacognitive value, and that their metacognition is at work; helps them develop control over their performance, which makes them feel more confident; enables self-reporting and receiving feedback from the teacher; may be a part of distant learning/teaching environment as it is enjoyed in the mind; can be used not only at school but also during the work. Yet, the drawbacks are: It is time-consuming to deal with each student's performance; a lot depends on the teacher's skill to make the student talk and clarify the expressions of self-report; the statements in the checklists may be language-dependent, such as décalage in our case, where the statements refer to the difficulty in Turkish-English language pair.

Regarding the portfolio, the teachers expressed that it is a useful exercise as it helps the selective compilation of documents that show every student's competency development and the related reflection; gets students involved in the evaluation process; has an easy-to-use, manageable structure; provides a framework for the student's reflection process with guidelines and other instruments such as the self-assessment sheet or the tutorial; involves the teacher through personalized tutorials. Teachers follow the entire experience closely through: a) the answers given to the students while checking the documents that make up the portfolio; b) the tutorials. Students were given a questionnaire on portfolio use to evaluate their experience. According to them, the portfolio reinforces a more active in-class attitude for students; helps become aware of the points to work on to improve; is a useful way to communication with the teacher; helps get organized and realize the importance of organization; facilitates the planning of autonomous practice sessions; yet, may take up a lot of time.

As for the journal, notwithstanding its limitations, it can still be useful as it promotes reflection about difficulties and possible reasons and solutions; allows verbalizing, and therefore recognizing, feelings and opinions that could otherwise be overseen and are highly influential in the cognitive advancement, such as stress, fear or insecurity; traces the evolution in the learning process and records useful information for future reference, for instance, the activities that were found useful or how to handle stressful situations. We have also found some drawbacks: It is a time-consuming exercise. From the research viewpoint, it seems difficult to assess the metacognitive usefulness of such a tool; yet, it can be interesting to analyse the teaching log of different teachers.

Suggestions

Students should be given a detailed, student-centred information about metacognition and metacognitive tools and made to use these during their learning process and profession. Self-assessment checklist can further be developed to encompass more skills and problematic situations. Total and correlated effects of all metacognitive tools on the enhancement of interpreting skills can be researched in the experimental design, which was actually the reason why we conducted the present study.

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