



LabInt for Teaching and Learning

Tools for vocabulary building ...and more

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Specific additions for building up vocabulary

- ❖ Glossary tool: interface for glossary creation
- ❖ Learning analytics dashboard: to view the students' interactions with the glossary tool and with the Internet
 - teacher dashboard
 - [student dashboard]
- ❖ WAPS tool: tracking and logging system that tracks student searches on the Internet



Rationale for these tools



Target population: students and teachers (of interpreting)

Specific aims:

- delegate terminology work to the students themselves
- engage students in active tasks (that mirror the working habits of professional interpreters)
- provide monitoring and self-monitoring tools.

Other possible pedagogical scenarios:

LSP

CLIL

language classes in general



Premises

- Deliberate study of lists of words triggers the acquisition of both representational and functional aspects of vocabulary knowledge (Elgort, 2011)
- Glossary creation:
 - supports learning of technical terms (Alic, 1999; Schmitt, 2000; Nation, 1982; Elgort, 2011);
 - fosters the acquisition of content knowledge (Gile, 2002).

The LearnWeb Glossary

Glossary interface – entering items

Edit Glossary

Topic 1 *	
Topic 2	
Topic 3	

Term	Language	Uses	Pronunciation	Acronym	Source	Phraseology		
<input type="text"/>	English ▾	Uses ▾	<input type="text"/>	<input type="text"/>	--select-- ▾	<input type="text"/>	<input type="text"/>	<input type="button" value="🗑"/>
<input type="text"/>	Italian ▾	Uses ▾	<input type="text"/>	<input type="text"/>	--select-- ▾	<input type="text"/>	<input type="text"/>	<input type="button" value="🗑"/>

Explanation of glossary interface






Our interface encourages the students to focus on the most important aspects of vocabulary knowledge that subsume lexical competence (Nation 2001):

- written form (Term boxes and Acronym box)
- spoken form (Pronunciation box)
- meaning (Description field)
- concept (Topic fields)
- associations (Synonym button)
- collocations (Phraseology box)
- register constraints (Uses drop down menu).

Glossary task activates a wide range of vocabulary learning strategies (Schmitt 2000):

- metacognitive learning strategies: students choose and add the words they want to the glossary
- determination strategies: students classify sources; browse the Internet for reference material and decide what is truly relevant for each field
- memory strategies: students classify their entries according to a logical and functional ontology; creating a definition; focus on phonological form

Glossary interface – final result

	Topic 1 ⇅	Topic 2 ⇅	Topic 3 ⇅	Definition ⇅	Term ⇅	Language Filter ▾	Uses	Pronunciation	Acronym	Source	Phraseology
	Medicine	Anatomy		long bone in the upper part of the leg,	femur	English	technical	fi:mə		Wikipedia	pl: femora head of the femur / body of the femur (shaft) / distal extremity
					thigh bone	English	popular	'θaɪ_bəʊn	Wikipedia		
					femore	Italian	technical, popular, informal		Wikipedia	testa del femore (epifisi prossimale) / corpo del femore (diafisi) / epifisi distale	
	MEDICINE	Institutions		institution for the treatment of tuberculosis	sanitorium	English		sæni'tɔ:riəm		monolingual dictionary	plural -riums or -ria (-riə), also spelled sanitarium and sanitarium); A distinction is sometimes made between "sanitarium" (a kind of health resort, as in the Battle Creek Sanitarium) and "sanatorium" (a hospital
					sanatorio	Italian			encyclopaedia	soppressi verso la fine degli anni settanta, con la creazione dei reparti infettivi	
	MEDICINE	Diseases and disorders	Signs and symptoms	patologie causate da agenti infettivi spread by being near to someone	infectious	English	technical	ɪnfekʃəs		other	i. disease; cfr.contageous
					infettivo/a	Italian	technical		other	malattia infettiva	
	MEDICINE	Diseases and disorders	Signs and symptoms	che si diffonde facilmente ad altri	contageous	English		kənteidʒəs			c. disease
					contagiosa	Italian				malattia c.	
	MEDICINE	Diseases and disorders		mental disorder that can develop after a person is exposed to a traumatic event	post-traumatic stress disorder	English	technical		PTSD	other	
					Disturbo Post Traumatico da Stress	Italian			DPTS	Linguee or Reverso	

Total Entries = 5



The Glossary Dashboard

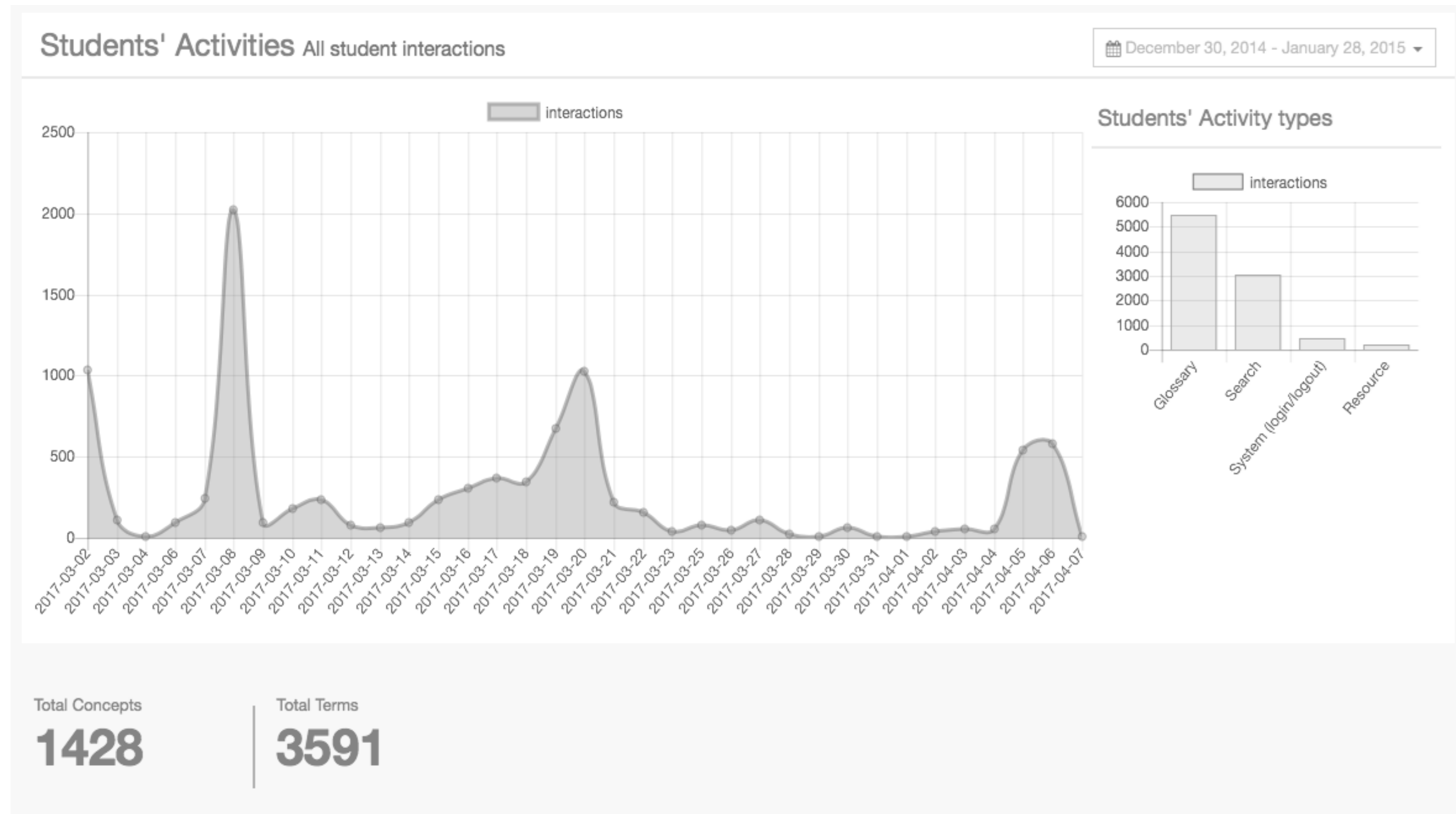
Dashboard

General activity on the glossary task: These data are provided both for individual students and for the whole class.

Aspects of vocabulary knowledge: These data are provided both for individual students and for the whole class.

Sources and reference materials: These data are provided for individual students only.

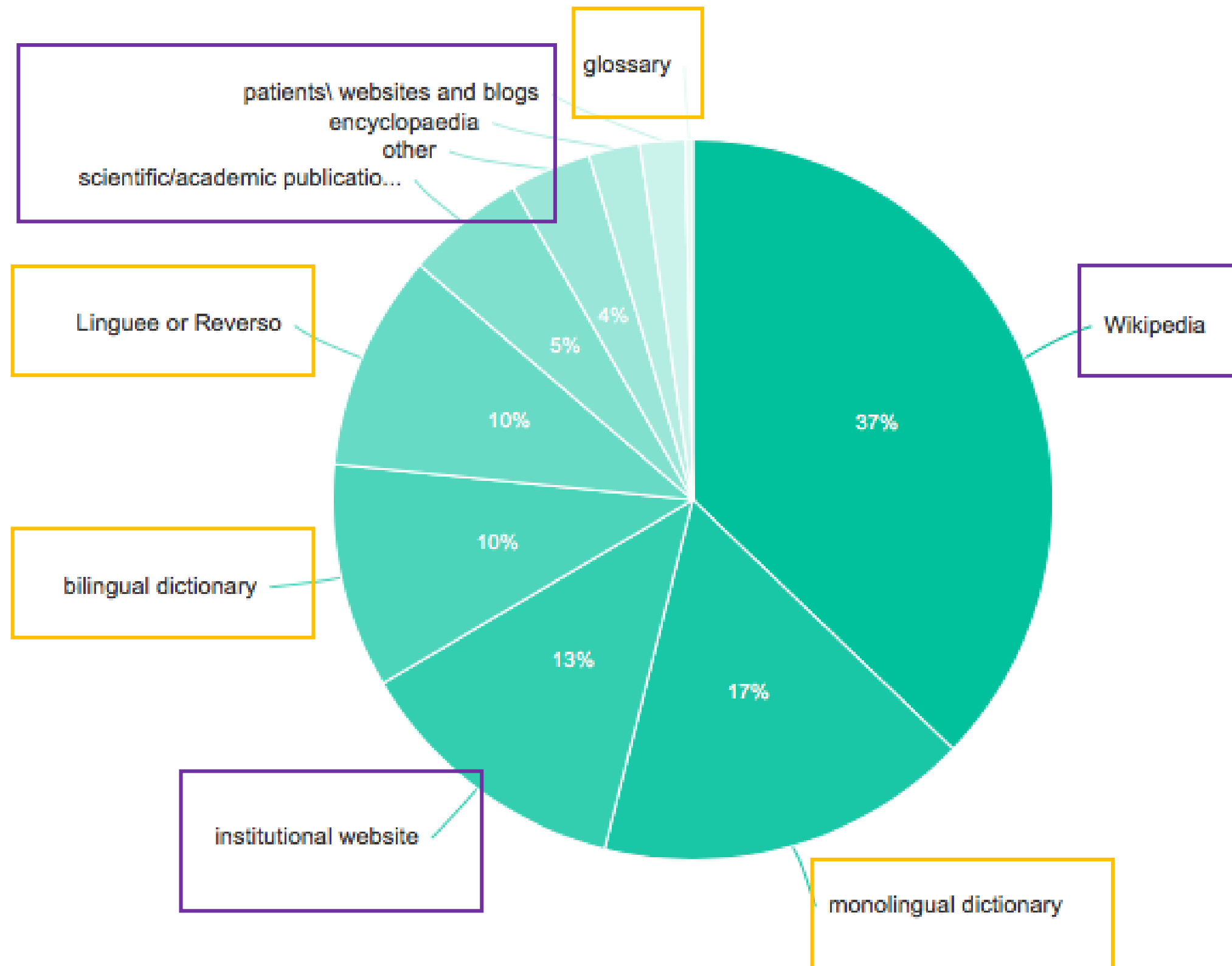
Dashboard – general activities (group view)



To monitor student commitment to the study of vocabulary.

E.g.: most of the students are not expanding their glossaries on a daily basis, as suggested by the teacher, but only when specifically spurred to do it.

Dashboard – general activities (group view)



Internet search strategies

e.g.: **Content-based resources** (62.9%), such as Wikipedia or other types of encyclopaedias, institutional websites and scientific publications, are preferred to **language-based resources** (37.1%), such as dictionaries and parallel corpora (Linguee and Reverso).

Dashboard - Aspects of vocabulary knowledge (group view)

Fields ^

	terms	pronunciation	acronym	phraseology	uses	source	AVG %
10110	211	27.49%	9.95%	30.81%	86.73%	59.24%	42.84%
10112	162	46.91%	4.32%	70.99%	96.91%	91.98%	62.22%
10113	228	35.09%	18.86%	69.30%	96.49%	97.37%	63.42%
10150	214	17.76%	12.15%	36.92%	86.45%	56.07%	41.87%
10410	243	4.12%	3.70%	1.23%	22.22%	41.15%	14.49%
10430	34	100.00%	0.00%	100.00%	100.00%	100.00%	80.00%

To monitor commitment and understanding of the importance of contextual information

High/Low

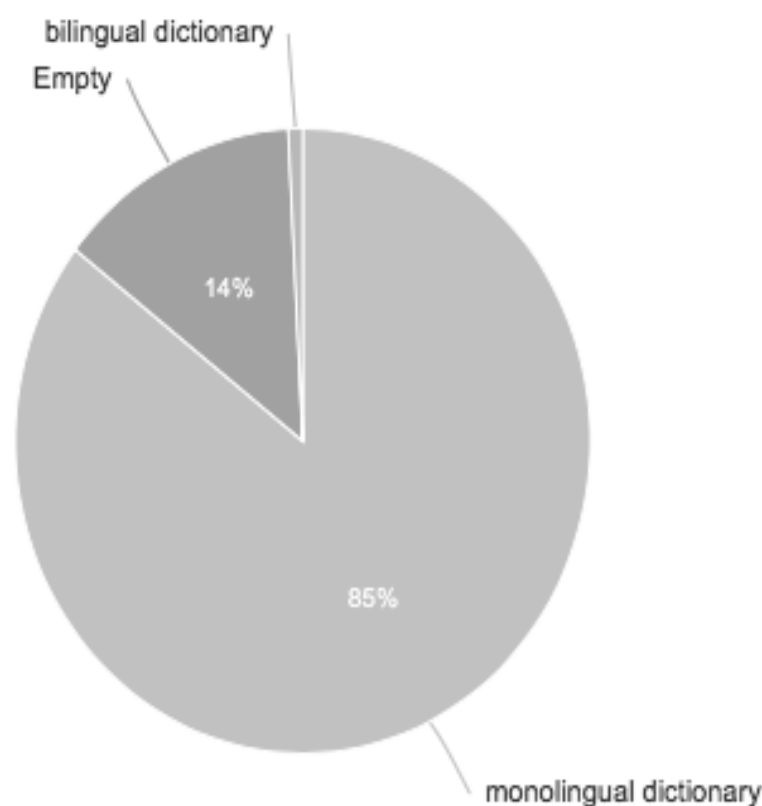
Dashboard - Aspects of vocabulary knowledge (group view)

Username ↕	Definition ↕	Word count ↕
Student 1	any substance that plants or animals need in order to live and grow	13
Student 1	a substance in food that plants, animals, and people need to live and grow	14
Student 2	a serious illness caused by a group of cells in the body increasing in an uncontrolled way. Cancer is often treated by chemotherapy (=special drugs) or by radiotherapy	28
Student 3	It's a long-term medical condition in which the blood pressure in the arteries is persistently elevated.	16
Student 4	The back posterior end of the foot	7
Student 4	The small animal with a spiral-shaped shell. Especially well-known in the French traditional food, it can be eaten.	18
Student 5	A nutrient is a substance used by an organism to survive, grow and reproduce.	14
Student 5	a unit for measuring how much energy you get from food.	11

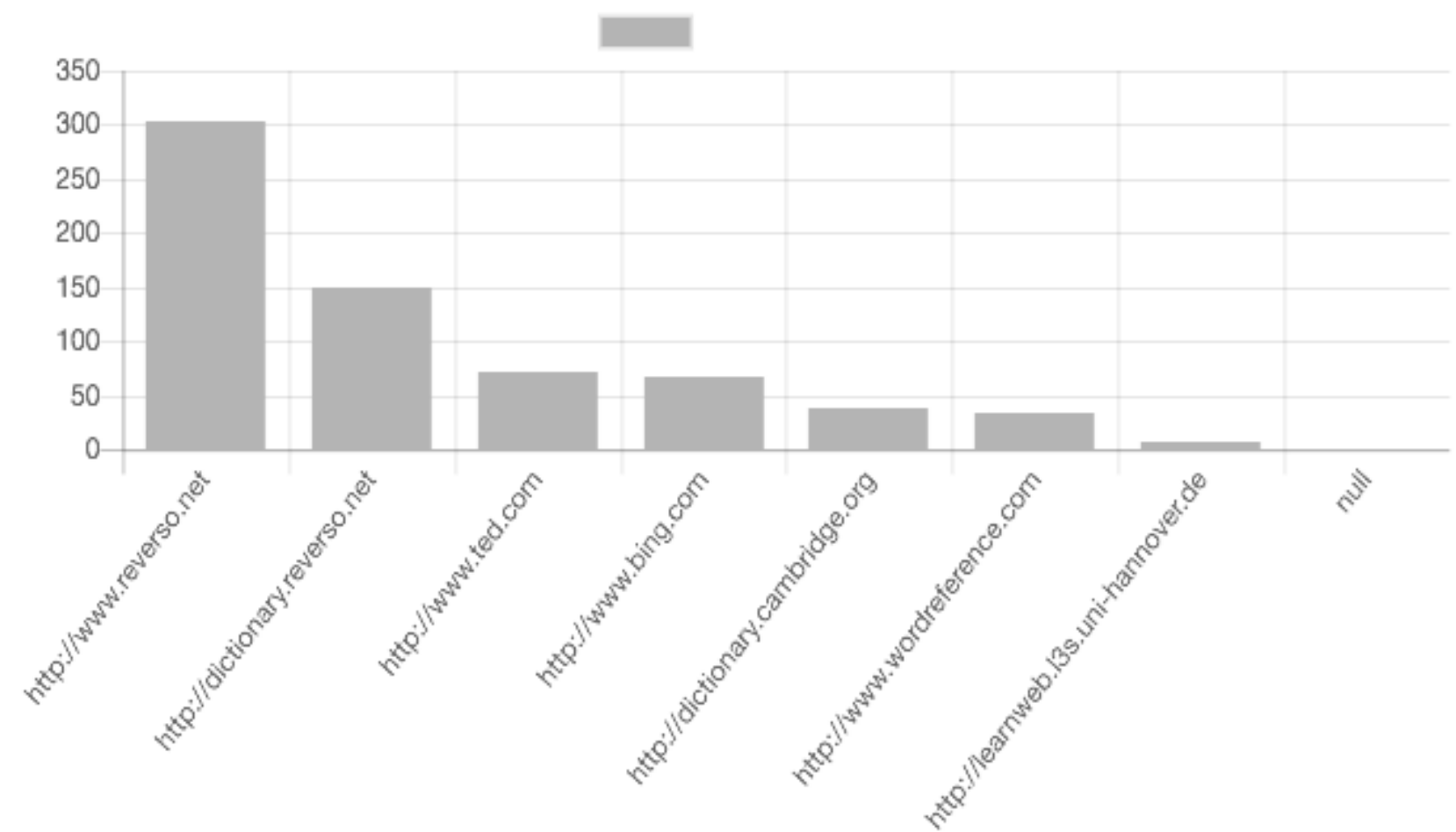
Dashboard – Sources and reference material (single student view)

Skill: Ability to search the Web for information

Sources



Student Proxy sources



Sources and reference material – The WAPS tool

Tracks Web searches outside LearnWeb and shows a list of the pages accessed by a student

Uri	Title	Total events	Created at 
http://it.wikipedia.org.secure.waps.io/wiki/Intestino_tenue	Intestino tenue - Wikipedia	203	2017-03-16 19:09:36.0
http://learnweb.l3s.uni-hannover.de/lw/showGlossary.jsf?resource_id=...	Glossario - Learnweb	3012	2017-03-16 19:08:17.0
http://www.linguee.com.waps.io/english-italian/search?query=small%2...	small intestine - Italian translation – Linguee	186	2017-03-16 19:06:26.0
http://www.linguee.com.waps.io/english-spanish/translation/small%20in...	small intestine - Spanish translation ? Linguee	38	2017-03-16 19:06:18.0
http://learnweb.l3s.uni-hannover.de/lw/search.jsf?query=small+intestin...	Cerca - Learnweb	84	2017-03-16 19:06:13.0

Tracks fine-grained information, such as:

- the user's mouse movements and keyboard inputs (scrolling, clicking and typing) on a Web page
- the time and position of these events on the page
- when the user actively interacted with a Web page
- saves the sequence of actions performed by the student (can be replayed!)

Can be used by the teacher to analyse how students use the Web



Main publications on the LearnWeb Glossary tool and dashboard

Taibi D., Bianchi F., Kemkes P., Marenzi I. (2019):
detailed description of the affordances and results of
experimentation of interface with BA and MA students of
interpreting and interview with teachers.

Bianchi F., Taibi D., Marenzi I., Kemkes P. (in press):
example of how the LearnWeb tools were integrated into class
activities and possible uses of these affordances for teaching
and research in interpreting

Other tools in LearnWeb

TED Talks in LearnWeb

[My resources](#)

[Group overview](#)

[Profile](#)

My resources
Add resource

[My resources](#) > [My Private Resources](#)

Eric Dishman: Health care sh...

+
×
✎

Video added by LabInt

The simple power of hand-washing

+
×
✎

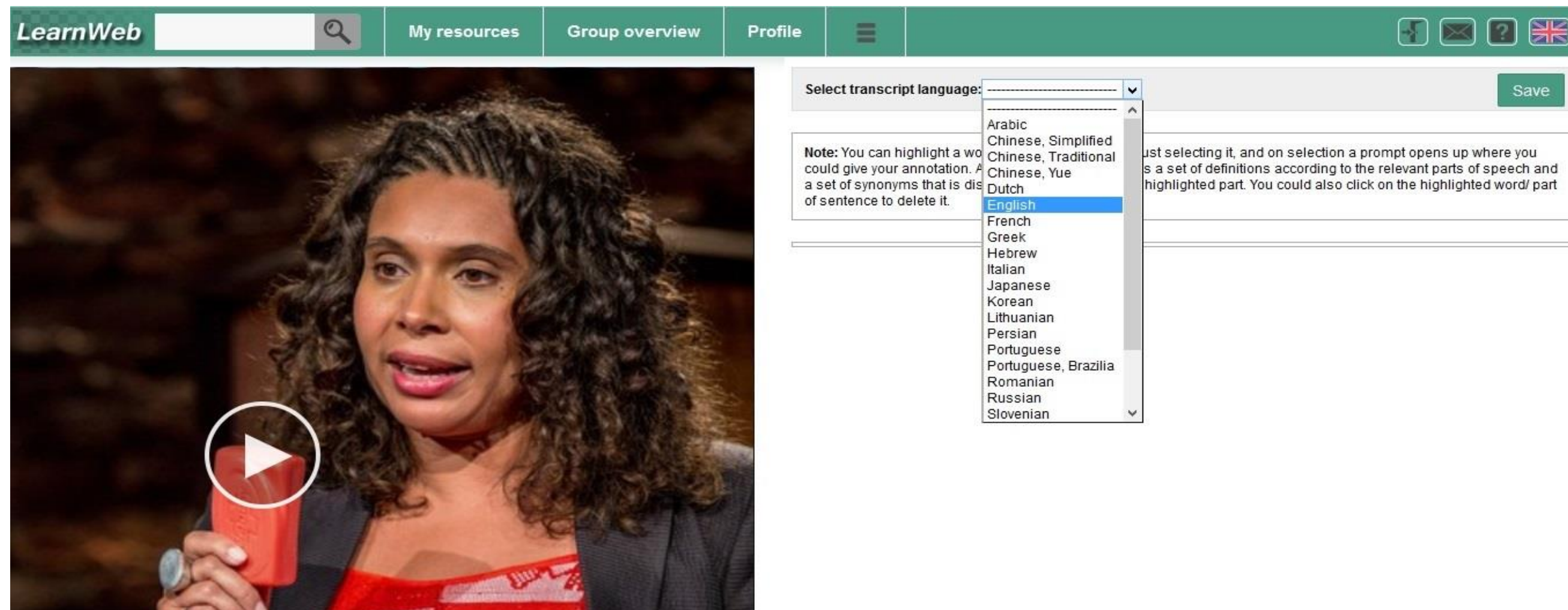
The simple power of hand-washing

Author:	Myriam Sidibe
Source:	TED
Copied from:	New group of sergej
Transcript:	Link to transcript

Description

Myriam Sidibe is a warrior in the fight against childhood disease. Her weapon of choice? A bar of soap. For cost-effective prevention against sickness, it's hard to beat soapy hand-washing, which

TED Talks transcripts



The screenshot displays the LearnWeb interface. At the top, there is a navigation bar with the following elements: the 'LearnWeb' logo, a search icon, and menu items for 'My resources', 'Group overview', and 'Profile'. On the right side of the navigation bar are icons for home, mail, help, and a language flag (UK).

The main content area is split into two sections. On the left is a video player showing a woman with curly hair speaking into a red microphone. A play button icon is overlaid on the video. On the right is a transcript control panel. It features a 'Select transcript language:' dropdown menu with a list of languages: Arabic, Chinese, Simplified, Chinese, Traditional, Chinese, Yue, Dutch, English (highlighted), French, Greek, Hebrew, Italian, Japanese, Korean, Lithuanian, Persian, Portuguese, Portuguese, Brazilia, Romanian, Russian, and Slovenian. Below the dropdown is a 'Save' button. A note is visible: 'Note: You can highlight a word in the transcript, and on selection a prompt opens up where you can give your annotation. A set of synonyms that is displayed according to the relevant parts of speech and highlighted part. You could also click on the highlighted word/ part of sentence to delete it.'

Transcript annotation




Seleziona la lingua della trascrizione: Opzioni Submit Salva

Owner of transcript: LabInt
Nota: E' possibile evidenziare e annotare tratti di testo (parole singole o frasi). Per fare cio' e' necessario selezionare il testo desiderato. Ad ogni selezione, si apre una nuova finestra in cui è possibile inserire un'annotazione. Per eliminare la selezione / annotazione, basta cliccare sul testo evidenziato. Se si seleziona una sola parola, quando il puntatore del mouse passa sopra la selezione, appare automaticamente un suggerimento di definizione della parola e un insieme di sinonimi (se disponibili).

0:12 So imagine that a plane is about to crash with 250 children and babies, and you?

0:24 Now imagine that 60 planes full of babies under five crash every single day. 6.6 million children never make it to their fifth birthday.

0:43 Most of these deaths are preventable, and that doesn't just make me sad. It's determined. Diarrhea and pneumonia are among the top two killers of children. The way to prevent these diseases isn't some smart, new technological innovations. It's a simple bar of soap. Washing hands with soap, a habit we all take for granted, can reduce the spread of respiratory infections by one third. Handwashing with soap can have an impact on the most recently in the case of cholera and Ebola outbreak, one of the key interventions. Handwashing with soap is one of the most cost-effective ways of saving children's lives. It can save over 600,000 children every year. That's the equivalent of stopping 10 jumbo jets full of babies and children from crashing every single day. I think you'll agree with me that that's a pretty useful public health intervention.



Transcript annotation



Seleziona la lingua della trascrizione:

Opzioni ▾

Submit

Salva

Owner of transcript: LabInt

Nota: E' possibile evidenziare e annotare tratti di testo (parole singole o frasi). Per fare cio' e' necessario selezionare il testo desiderato. Ad ogni selezione, si apre una nuova finestra in cui è possibile inserire un'annotazione. Per eliminare la selezione / annotazione, basta cliccare sul testo evidenziato. Se si seleziona una sola parola, quando il puntatore del mouse passa sopra la selezione, appare automaticamente un suggerimento che comprende una definizione della parola e un insieme di sinonimi (se disponibili).

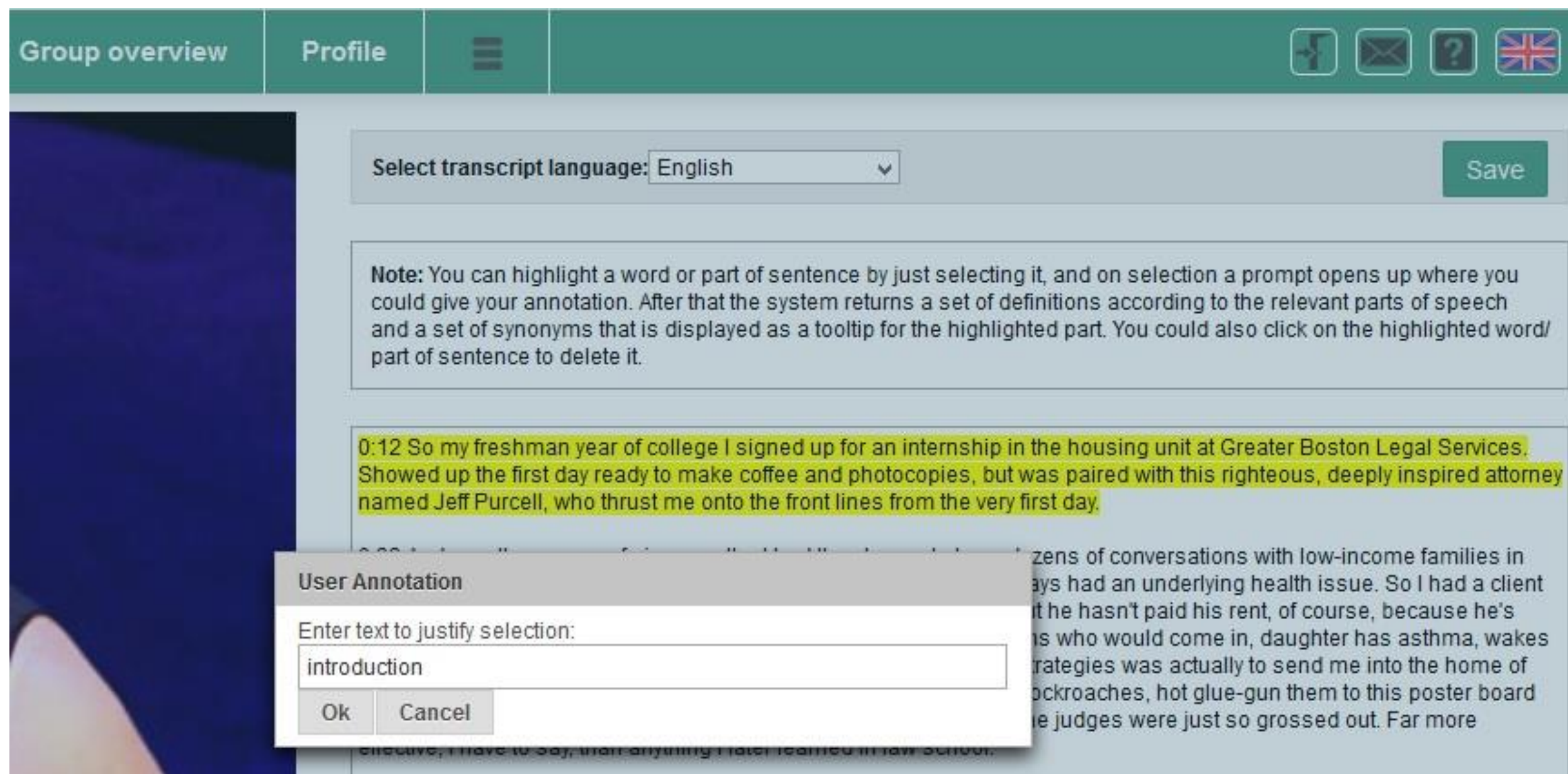
0:12 So imagine that a plane is about to crash with 250 children and babies, and if you knew how to stop that, would you?

0:24 Now imagine that 60 planes full of babies under five crash every single day. That's the number of kids that never make it to their fifth birthday. 6.6 million children never make it to their fifth birthday.

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- Add Annotation
- Edit Annotation
- Delete Annotation
- Add WordNet Definition
- Delete Selection
- Color:

Transcript annotation



The screenshot shows a web interface for transcript annotation. At the top, there is a navigation bar with 'Group overview' and 'Profile' tabs, and a hamburger menu icon. To the right of the navigation bar are icons for a home page, email, help, and a language selector showing the UK flag. Below the navigation bar, there is a form with a dropdown menu for 'Select transcript language:' set to 'English' and a 'Save' button. A note explains the annotation process: 'Note: You can highlight a word or part of sentence by just selecting it, and on selection a prompt opens up where you could give your annotation. After that the system returns a set of definitions according to the relevant parts of speech and a set of synonyms that is displayed as a tooltip for the highlighted part. You could also click on the highlighted word/ part of sentence to delete it.' Below the note, a transcript snippet is shown with a yellow highlight: '0:12 So my freshman year of college I signed up for an internship in the housing unit at Greater Boston Legal Services. Showed up the first day ready to make coffee and photocopies, but was paired with this righteous, deeply inspired attorney named Jeff Purcell, who thrust me onto the front lines from the very first day.' A 'User Annotation' dialog box is open over the transcript, with the text 'introduction' entered in the 'Enter text to justify selection:' field. The dialog has 'Ok' and 'Cancel' buttons.

Transcript annotation



Introduction

main point

Seleziona la lingua della trascrizione: Opzioni Submit Salva

Owner of transcript: LabInt
Nota: E' possibile evidenziare e annotare tratti di testo (parole singole o frasi). Per fare cio' e' necessario selezionare il testo desiderato. Ad ogni selezione, si apre una nuova finestra in cui è possibile inserire un'annotazione. Per eliminare la selezione / annotazione, basta cliccare sul testo evidenziato. Se si seleziona una sola parola, quando il puntatore del mouse passa sopra la selezione, appare automaticamente un suggerimento che comprende una definizione della parola e un insieme di sinonimi (se disponibili).

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Options

LearnWeb

Le mie risorse
Panoramica sui gruppi
Profilo
☰
🏠
✉
?
🇮🇹

MYRIAM SIDIBE
THE SIMPLE POWER OF HAND-WASHING

TED

Seleziona la lingua della trascrizione: Inglese

Opzioni
Submit
Salva

- ⬇ Show Summary
- ⬇ Show Tags
- ✂ Disable Editing

Owner of transcript: LabInt
Nota: E' possibile evidenziare e annotare tratti di testo (parole singole o frasi) nel testo desiderato. Ad ogni selezione, si apre una nuova finestra in cui è possibile eliminare la selezione / annotazione, basta cliccare sul testo evidenziato. Se il puntatore del mouse passa sopra la selezione, appare automaticamente un suggerimento che comprende una definizione della parola e un insieme di sinonimi (se disponibili).

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2:14 So now just take a minute. I think you need to get to know the person next to you. Why don't you just shake their hands. Please shake their hands. All right, get to know each other. They look really pretty. All right. So what if I told you that the person whose hands you just shook actually didn't wash their hands when they were coming out of the toilet? (Laughter) They don't look so pretty anymore, right? Pretty yucky, you would agree with me.

2:43 Well, statistics are actually showing that four people out of five don't wash their hands when they come out of the toilet, globally. And the same way, we don't do it when we've got fancy toilets, running water, and soap available, it's the same thing in the countries where child mortality is really high

Tag summary



Seleziona la lingua della trascrizione:

Opzioni

Submit

Salva

Owner of transcript: LabInt

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Tag Summary



Introduction

main point

Summary

LearnWeb

Le mie risorse | Panoramica sui gruppi | Profilo

Myriam Sidibe
The simple power of hand-washing

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Tag Summary

Write a brief summary

600 characters remaining

Submit

Write a slightly longer summary

1500 characters remaining

Submit

Write a detailed summary

Example: Exercise on higher-order comprehension tasks

Open your resource Task 1

Task 1:

Consider the first 6 minutes of the video (transcript up to 6:36).

This piece of text can be divided into 5 sections, marking the development of the argument.

Identify the five sections and give them a title.

...continue...

Now compare your sections/titles to the following ones, and modify your tagging accordingly, if necessary:

- Speaker's key point
- Current situation
- Reasons for current situation
- How can current situation be changed and by whom
- Evidence supporting this solution

Go back to the Search feature, find the same video and save it in your resources under the name Task 2

Task 2:

In the first 6 minutes of the text, distinguish:

Key points / assertions from exemplifications or other ancillary pieces of text

Using tags **KEY** vs. **EXEMPLIFICATION** vs. **ANCILLARY**

Go back to the Search feature, find the same video and save it in your resources under the name Task 3

Task 3:

In the first 3 minutes of speech, mark clauses according to their discourse function. Choose among the following:

- Assertion
- Exemplification
- Suggestion
- Invitation
- Request
- Apology
- Complaint
- Thank
- Compliment
- Rhetorical question
- Other (specify)



Transcript activity log

LearnWeb



My resources



Transcript Logs Choose Course: Show transcripts of deleted resources

(1 of 1)

30

Username	TED Talk	Selection Count	Deselection Count	User Annotation Count
LabInt	The simple power of hand-washing	4	2	3
LabInt	Myriam Sidibe: The simple power of hand-washing	6	0	3
LabInt	Task 3	51	9	22
LabInt	James A. White Sr.: The little problem I had renting a house	7	2	0
LabInt	The Afghan Girl 1985 - 2002	0	0	0
LabInt	Slide 1	0	0	0

(1 of 1)

30

Transcript activity log

LearnWeb <input type="text"/> <input type="button" value="Search"/>						
My resources Group overview Profile <input type="button" value="Menu"/> <input type="button" value="Home"/> <input type="button" value="Mail"/> <input type="button" value="Flag"/>						
Transcript Logs Choose Course: <input type="text" value="Labint2016"/> <input type="checkbox"/> Show transcripts of deleted resources						
(38 of 45) <input type="button" value="Previous"/> <input type="button" value="First"/> 33 34 35 36 37 38 39 40 41 42 <input type="button" value="Next"/> <input type="button" value="Last"/> 30 <input type="button" value="Close"/>						
Student Name <input type="button" value="Sort"/>	TED Talk <input type="button" value="Sort"/>	added by <input type="button" value="Sort"/>	Word/Words	User Annotation <input type="text"/>	Action <input type="button" value="Sort"/>	Time Stamp <input type="button" value="Sort"/>
gloria1	Task 3	gloria1	So imagine that a plane is about to crash with 250 children and babies, and if you knew how to stop that, would you? 0:24 Now imagine that 60 planes full of babies under five crash every single day. That's the number of kids that never make it to their fifth birthday. 6.6 million children never make it to their fifth birthday.	exemplification	selection	2016-05-02 12:33:14.0
LauraA	Task 2	LauraA	5:19 Big businesses and brands can change and shift those social norms and make a difference for those habits that are so stubborn.	key	selection	2016-05-02 12:33:16.0
LauraA	Task 2	LauraA	Think about it. Marketeers spend all their time making us switch from one brand to the other. And actually, they know how to transform science and facts into compelling messages. Just for a minute, imagine when they put all their forces behind a message as powerful as handwashing with soap	ancillary	selection	2016-05-02 12:33:35.0

Analysis of the logs - RQs

- **RQ1:** Was any of the tasks perceived as difficult by the students?
- **RQ2:** How was each task faced by the students?
- **RQ3:** How did the logs contribute to an understanding of the students' approaches to the tasks?

Analysis of the logs - Findings

- felt confident of their analyses in Task 2 (few or no changes), but not on Tasks 1 and Task 3 (constant changes of idea).
- BUT many of the students made gross mistakes in Task 2, and Task 3 (adopted, either systematically or sporadically, unsuitable selection spans).

This suggests that:

- a large number of the students in this group had good summarising abilities (Task 1) but little awareness of the strategies and skills they automatically apply in the reading process (Tasks 2 and 3).
- not aware of their limited metacognitive and analytical abilities (no changes in Task 2).

Main publications on the LearnWeb TED features

Bianchi F., Marenzi I. (2016):

description of TED-related features and investigation of how a group of MA students of interpreting performed higher-order comprehension tasks using TED talks in LearnWeb

To sum up

Glossary tool + dashboard:

focused, easy-to-use tool for student autonomous work on vocabulary

TED-related tools + activity logs:

readily-available, but open-ended; requires creativity on part of the teacher

LearnWeb-related References

Taibi D., Bianchi F., Kemkes P., Marenzi I. 2019. A Learning Analytics Dashboard to Analyse Learning Activities in Interpreter Training Courses. In McLaren B.M., Reilly R., Zvacek S., Uhomobhi J. (Eds.), *Computer Supported Education*, Communications in Computer and Information Science 1022, Springer Nature Switzerland, Cham, pp. 268-286.

Bianchi F., Taibi D., Marenzi I., Kemkes P. (in press), “Learning analytics at the service of interpreter’s training in academic curricula”, in Stefania Maci and Michele Sala (eds.), *Corpus Linguistics and Translation Tools for Digital Humanities: Research Methods and Applications*, Bloomsbury.

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Thank you!



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