CONCEPTUAL OUTLINE

Digest

Academic and professional background
- MAConference Interpreting from the University in Vienna
- 30 years as conference interpreter
- 20 years academic work:
  - lectureship in Italian Language, Italian Literature and Civilization at the University in Bergen (1998-99)
  - Training of public service interpreting students in simultaneous and consecutive interpreting, including issues of Mental Health (HiT, UiO, OsloMet 2004 – 2021)
- 15 years in upper secondary school
  - Introduced and managed the IB/Diploma Programme (DP) in the county of Telemark. Taught Theory of Knowledge in the DP (2010 – 2015).
  - Teacher of English (regular/vocational), German, Italian, French and Spanish
  - Support teacher for newly arrived students in Norwegian and English

Research areas:

- Functional language learning inspired by Halliday (1997)
- Efficient language learning inspired by Hattie (2023)
- Effect and use of *shadowing* in deep language learning, and to improve listening and pronunciation skills.
- *Shadowing* design:
  - longer sequences of different programs, news, movies, and debates on TV and YouTube.
  - Students record, listen, and analyze their performance to both improve their language awareness and their language skills
- Impact of affect on language learning in general and shadowing in particular:
  - Creative self-efficacy (as outlined by Lei & Lei, 2002)
  - Anxiety and language learning (Zheng, 2008)
  - Balancing between positive and negative anxiety (inspired by Moxnes, 2007)
- Defining a "parallel attention" in language learners to transfer utterances immediately between source language and target language in a way that everyone gains the same understanding.