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SHIFT PROJECT

Summer School Report

August 2018

General information

The SHIFT Summer School was held in Forlì from June 11th to 16th, hosted by Unibo.

It saw the participation of 24 students coming from the 4 partner HEIs (Unibo, Surrey, UPO, UGR) and 18 trainers from the 4 HEIs and two partner companies involved (Dualia, VEASYT).

External observers also participated in some classes; 2 were students from Unibo, and 2 were interpreter trainers from another European University who had shown interest in the project and event after having received notice of the Summer School.

It was an intensive week, with 8 hours of tuition per day. During the first two days of the Summer School, training focused on technological tools for preparing relevant terminology for an assignment, on vocal hygiene and on the main theoretical underpinnings of remote (telephone and video) interpreting.

After this, students and trainers started working in groups (divided based on their language combinations) with preparatory activities and roleplays of remote interpreting. For this practical part, three different interpreting labs equipped with several soundproof booths were used in parallel, one lab per group (EN/ES; ES/IT; IT/EN). In each lab, different booths would represent different locations in a remote interpreting simulation: two booths would be connected for two-way call and three booths for a three-way call. Booths relatively far from one another were selected for the purpose of the simulations. Each booth used for the purpose of the simulation was visually isolated from the rest of the class by covering the glass window.

The format implemented for the Summer School has proven to be successful and was appreciated by participants (average satisfaction rate of students and trainers: 96,7%); the Summer School enabled the SHIFT partners to test one possible format in which the training materials can be used (i.e. an intensive Summer School, with 6-day tuition). However, the materials (IO5) as well as the Handbook (IO4) created within the project are also targeted to other categories, such as interpreting professionals looking for lifelong learning opportunities. The core model tested within the Summer School, therefore, can be adjusted and 'customized' to suit different needs and target different audiences (e.g. in the form of three-day course for professionals, or a less intensive 10-days long Summer School for students).

Pillars

Theoretical background

As mentioned above, the first two days of the Summer School were devoted to theoretical classes.

The lessons held during these first two days were:

- **Documentation:** theory and hands-on (instructions and hands-on practice on how to build and use terminological resources for preparing assignments)
- **Vocal Hygiene:** guidelines on how to use your voice professionally and avoid strain/fatigue
- **Preliminaries**
 - o Theoretical underpinnings and features of telephone interpreting (with observation of problems and solutions)
 - o Theoretical underpinnings and features of video remote interpreting (with observation of problems and solutions)
 - o Presentation of data from SHIFT market survey (IO3) and presentation of SHIFT glossary and how to use/improve it (IO6)

Practical sessions

As mentioned above, practical sessions were held in the laboratories, with language combination groups.

They involved two main types of activities:

- **Preparatory exercises.** They were designed to be carried out before role-play simulations. However, they were not developed solely for the purpose of preparing students to deal with the (linguistic and terminological) content of specific role-play scenarios. They were linked to the broad topic covered

by each role-play scenario, but they were prepared with the purpose of training remote interpreters in mind. For instance, cloze tests were selected as activities to prepare students for challenges such as conversational cut-offs due to poor connection and train students' ability to find a potentially suitable solution on the spot, etc.

- **Video:** these were monolingual videos that can be used in class for listening, memorization and reformulation, both intralingual (e.g. from English into English) and interlingual (e.g. from English into Spanish), with or without taking notes, with chunks of various lengths. They were proposed in all languages (EN, IT, ES) and could be used in multiple language combinations (e.g., the video in English could be used for the EN/ES and EN/IT language combination)
 - **Sight translation:** these were monolingual written texts to be used in class for sight translation. They could be used as a "steady" or "scrolling" text. Again, they were proposed in all three languages (EN, IT, ES) which could be used in and adjusted to multiple language combinations.
 - **Sight translation with cloze:** these were monolingual written texts with cloze to be used in class for sight translation. Again, they were proposed in all three languages (EN, IT, ES) and could be used in multiple language combinations.
 - **Q/A video:** These were monolingual videos that had been divided into content-chunks. Questions in another language had been elaborated for each content-chunk, in order to simulate a sort of bilingual interview, in which the trainer asks a question (e.g. in English) and the person in the video answers that question (e.g. in Italian).
 - **Bilingual sight translation:** these were bilingual written texts for sight translation in which each paragraph was in a different language. So, in the case of the ES/EN combination, you had the first paragraph in Spanish, the Second in English, the third in Spanish, etc. They were designed to train bidirectionality and constant language switching.
- **Role-play simulations**
- **Scripted role- plays:** with a full detailed script for roleplayers, they were enacted in class by two roleplaying trainers.
 - **Non-scripted role-plays:** did not have a full script, but an overview of contents to be covered by each participant in the conversation. More specifically, they presented: scenario, roles of each speaker, purposes of the conversation. They were given out in advance and performed by students on the last day, when they had acquired a certain familiarity with the simulations, in a student-led training session, with the supervision of a trainer.

Concluding remarks

After the Summer School, and building both on the trainers' experience and on the feedback received in the evaluation questionnaires administered to students and trainers (overall satisfaction rate 97.6%), a few concluding remarks can be made.

- The Summer School was perceived both by students and trainers as very engaging, useful and as a great chance for learning. However, some found it a little bit too intensive; this was due to the need to fit the training into one week, as it was impossible for all partners (students and trainers) to be abroad for longer during exam sessions. In future editions, organisers might take these elements into account when planning the timing; in case it was planned out of exam and lecturing seasons, its duration could be even extended to 10 days or 2 weeks.
- As mentioned in the first paragraph containing general information, the format of the Summer School could be adjusted and adapted to suit different needs; for example, shorter weekend modules could be organized for lifelong learning purposes both by HEIs and companies, or through a collaboration of both, to train interpreting professionals who wish to expand their portfolio and for whom less preparatory activities would probably be needed, given their expertise and competence. Through this first Summer School experience, the partnership has therefore elaborated a core model that can be further developed, expanded upon and adjusted to different situations, i.e., as

mentioned, training professionals (requiring a shorter and more compact type of training), combined training with clients, training within companies, longer and less intensive training for HE students, etc.