

Dissemination of TRAMIG results:

OsloMet's dissemination following the Trieste workshop

OsloMet's dissemination from the October Trieste workshop was, due to the Corona pandemic, organized as an online webinar in Zoom on June 26th between the hours 1200-1300 pm. Altogether, 45 representatives were invited from the following target groups:

Target groups: *learning facilitators/teachers and administrators* of OsloMet and other educational institutions along with *stakeholders'* representatives from the public sector, including both health care and judicial sector, e.g., Oslo University Hospital; Immigration Authorities (UDI); Directorate of Integration and Diversity (IMDI); and Police Academy, in addition to *practicing interpreters, students, PhD students and trainees*.

Organizing committee: The organizing committee were TRAMIG trainees Fardin Roostami and Tonje Raddum Hitching, TRAMIG representatives Tatjana R. Felberg and Hanne Skaaden with their OsloMet co-workers Antra Prāne and Aurore Haugneland Lévequê.

The webinar, hosted in Zoom by Felberg and Skaaden, was carried out in Norwegian with the following program:

Program

- A brief introduction about TRAMIG by Hanne Skaaden and Tatjana R. Felberg
- Report from the TRAMIG workshop in Italy, University of Trieste, by trainee Fardin Roostami
- A critical approach to language and teaching methodologies, based on experiences from the Trieste workshop by trainee Tonje Raddum Hitching
- Comments and discussion

During the presentation part of the program, the aims and activities of the TRAMIG project were first presented. They were followed by the presentations of the takeaways from the Trieste workshop. The focus of the presentations was on the teaching and learning activities and the different methodologies, as well as societal aspects. In particular, the specific situations of the Mediterranean countries, especially Greece and Italy, due to the evolving refugee crisis were addressed. The teaching and learning activities were critically assessed and compared to approaches and learning activities taking place at OsloMet.

During the presentations, the attendees posted questions and comments in the chat. After the presentations, the Zoom "floor" was open to oral comments and discussions.

Some main points from comments and following discussion: The presentations were a subject of a lively discussion, touching – in particular – upon the different perspectives taken as to the issue "who needs an interpreter" in the Norwegian policy and the TRAMIG project, respectively. Where the Norwegian stance is that *interpreting in the public sectors serves to enable professionals of the public sector, such as lawyers and doctors, to hear, inform and guide their clients and patients in cases of language barrier*, the TRAMIG project, as quoted

in the introductory presentation, tends to *see the migrant speaker as the party primarily in need of the interpreter's services*. The discussion concluded that although the perspective taken by the Norwegian policy planners has put interpreting on the agenda of politicians and has given Norway a university level education for interpreters of diverse languages, it is still a way to go before interpreting in the public sector reaches the level of professionalization and status of those professions that interpreters serve daily, e.g. doctors and lawyers.

Secondly, TRAMIG's subtitle and the concept "newly arrived migrant" was discussed. Since a migrant obviously needs to live for some time in the new country to acquire the majority language before s/he can serve as an interpreter or 'cultural mediator', some participants pointed to the fact that "newly arrived" is somewhat misleading.

A final issue raised, was the project's TRAMIG's differentiation between European and "exotic" languages, as manifested by its selection of languages for trainees. For instance, why could French not be chosen as a language of "newly arrived migrants" – as it is obviously the language of many a newly arrived migrant from Africa? Moreover, trainee Tonje, a speaker of Arabic, referred to someone asking her how she could be a trainee since she "looks" European. The illustrations draw attention to essential aspects of the field of interpreting in the public sector and cultural mediation and resulted in interesting discussions.

Altogether, the organizing committee was satisfied with the webinar's outcome, as illustrated by the screenshot from the debriefing session following in Zoom immediately after the webinar.

Screenshot illustration from webinar organizers' debrief



The Zoom webinar was recorded in its entirety, but due to GDPR regulations we do not enclose it. The PowerPoint of Hitching's presentation and Skaaden's introduction are attached for illustration, however.