

## **Evaluation of training materials, designed as part of the TRAMIG: *Training newly arrived migrants for community interpreting and intercultural mediation* project**

The evaluation is given in two parts, the first part focuses on the contents of the *Teacher Education for Community Interpreting and Intercultural Mediation* monograph, while part two reviews the training materials, published on the TRAMIG project website available at <http://tramig.eu/outcomes/>.

In 11 chapters (Introduction and 10 chapters), **the *Teacher Education for Community Interpreting and Intercultural Mediation* monograph** offers different perspectives on community interpreting and intercultural mediation to shed light on relevant topics from the two fields. First, the discussions focus on the profile of a community interpreter, on the one hand, and that of an intercultural mediator, on the other hand, and then concentrate on the teacher profile required for the educational purposes of both professions, followed by an overview of different approaches to teacher education. The monograph systematically underlines ideas on how to empower the newly arrived migrants, i.e. how to provide adequate training with clearly defined competences when migrants are included in the educational system as trainers in community interpreting and/or intercultural mediation programmes. This is based on the assumption that entering the labour market of the host country is an important step towards their economic and social inclusion in the host country where their competitive advantages can be employed, in particular their familiarity with at least two languages and cultures. The book provides concrete guidelines on how to train the future trainers of community interpreting and/or intercultural mediation, bringing to the fore a didactic dimension of the book. It is this segment of the monograph that provides an invaluable contribution to reaching the set goals: how to systematically integrate the newly arrived migrants into the educational system as competent trainers.

The introductory chapter, ***Why This Book and How to Use It***, outlines the contents of the TRAMIG project and the project goals. The introduction is particularly valuable as it provides helpful guidelines to the end-users on how to employ the present monograph (K. Pokorn).

**Chapter one, *The Profiles of a Community Interpreter and of an Intercultural Mediator in Greece, Italy, Norway and Slovenia***, focuses on the state of the art, offering an overview of the current situation regarding the profiles of community interpreters and intercultural

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mediators in different countries (Greece, Italy, Norway and Slovenia), based on the competences of community interpreters as related to those of intercultural mediators. It is a valuable contribution to a better understanding these two profiles within the European context, their roles and, consequently, their expected competences. An important role played by both profiles in the increasingly multicultural and multilingual European societies is also highlighted. A particularly valuable part of the chapter is the appendix, offering a solution to a systematic approach to defining professional profiles of community interpreters (for the Albanian language) and intercultural mediators in Slovenia; it outlines official occupational standards and professional qualifications defining the two professions, their competence framework, assessment and certification (K. Pokorn et al.).

**Chapter two, *The Community Interpreter and/or Intercultural Mediator Teacher Profile*** (K. Pokorn and Mikolič Južnič), outlines a set of competences required for community interpreting trainers and for trainers of intercultural mediation. A proposal for the competence framework of the two profiles, as developed within the TRAMIG project, is provided. Within a comprehensive set of competences, a distinction is made between the competences of community interpreting trainers and those of intercultural mediation trainers, offering grounds for the design of training materials in the chapters that follow.

The next two chapters describe two practical approaches to education. Based on practical experience in working on the BA programme in Public Service Interpreting at OsloMet – Oslo Metropolitan University, **chapter three, *Tandem Teaching in the Education of Public Service Interpreters*** (Felberg and Skaaden), describes the application of tandem teaching in the training of interpreters in the public sector. Following the outline of the tandem model of education, basic ideas and goals of collaborative teaching are provided and explained. The model is based on the training in real-life settings, which includes seminars and face-to-face sessions both onsite and online, to obtain feedback and (self)evaluation of groupwork as well as individual output. The chapter concludes with a reflection on the advantages and challenges of the approach described.

**Chapter four, *A Blended Approach to Interpreter Education: Online and Onsite Learning Activities in Concert*** (Felberg and Skaaden), describes how a blended approach to education can be implemented in interpreter training and how learning activities both online and onsite can be effectively combined. An efficient and effective application of individual learning activities while working online and onsite is assessed via the analysis of didactic experiences in selected learning activities, foregrounding the need for a constant assessment of the effectiveness of different approaches to working face-to-face and/or online. Although the chapter focuses primarily on interpreting studies, this approach can be considered as highly

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relevant in a broader context, in particular at a time when, due to the current epidemiological situation, much of the study process has been moved to the Internet. The approach described is far from the non-systematic *ad hoc* implementation of the study process currently witnessed in European university settings; this it is a well-conceived and evaluated blended work with an established tradition.

**Chapter five, *Rules of Professional Conduct*** (Viezzi) is based on the analysis of deontological documents by professional associations of interpreters and various institutions employing interpreters. The documents cover the codes of ethics and codes of professional standards of practice governing activities of professional interpreters. Most of the rules and principles in these codes are simple and unambiguous; however, there are also some with fairly loose wording in particular when it comes to confidentiality or impartiality. The analysis of the most loosely defined principles supported by a commentary gives grounds to the formation of a proposal outlining the rules and principles to be included in the training of community interpreters, outlining also how this can be achieved. This offers a framework of professional activities with which all community interpreters should be familiar and which they ought to follow.

The next few chapters focus on the training for and in real-life settings. **Chapter six, *Project-Based Learning through Simulation: How to Run a Training Session Using Role Plays as Learning Tools*** (Falbo), presents a project-based educational approach and the application of role-playing as a learning technique. The chapter describes how to design, organise and implement different simulations of real-life assignments in the classroom. The aim of such work is to bring education closer to the real-life professional settings of interpreters. Due to the specific nature of work (asylum procedures, health care, etc.), education with practical training is often impossible to achieve, thus underlining an urgent need for simulation of real-life professional work settings. The approach described enables interpreters to actively engage in simulations of different settings in which they will eventually work as professionals.

**Chapter seven, *Authentic Mediated Interactions for Training Healthcare Mediators*** (Baraldi and Gavioli), describes the model of education based on real-life interpreting interactions. Learning is based on the study of transcriptions of authentic mediated encounters to better understand the roles of mediators or interpreters enabling communication between the speakers coming from different linguistic backgrounds. Authentic materials are used as the basis for observation on how a dialogue is created in interpreted situations and how interpreters or mediators are engaged in such interactions.



**Chapter eight, *Practice-Based Training for Intercultural Mediators in the Healthcare Services***

(Chiarenza), describes the role and impact of practical training. Work placement and internship in healthcare organisations in Italy, engaging intercultural mediators, are extremely valuable for future intercultural mediators; yet, in many cases, practical training is quite a challenge to organise. The chapter outlines and evaluates the organisational structure of practical training, main stakeholders, their roles and assignments, as well as the methods for the assessment of practical training and final outcomes.

The book concludes with chapters nine and ten on assessment and testing. **Chapter nine, *Final Assessment and Testing for Community Interpreter Trainers: A Theoretical Approach*** (Venturi and Lopuaki), places assessment in community interpreter training within the general framework of assessment as one of the key elements of any educational settings. The chapter describes assessment both from the point of having control over the knowledge acquired in educational settings, as well as from the point of training programme evaluation. **Chapter ten, *Testing Techniques and Quality Control Practices for the Examination of Community Interpreter Trainers*** (Wiedenmayer and Grammenidis), outlines a set of analytical tools and techniques developed for the final assessment of community interpreter trainers. The testing framework is based on the competences of community interpreters and covers the competence of using different interpreting techniques (consecutive, simultaneous, sight translation and remote interpreting), the competence in discourse management and familiarity with the professional codes of ethics and codes of conduct. An overview of testing different competences of community interpreters nicely rounds up the contents of the monograph, initially introduced with the very definitions of the competences of community interpreters and intercultural mediators.

The book addresses highly relevant and pertinent social issues that have to be faced within all European language and cultural settings where migrants, bilingual family members, professionals and bi- or multi-lingual speakers assist in overcoming language and cultural barriers. They appear in different contexts, wherever speakers who do not speak the language of their host country need assistance. The monograph is particularly valuable as it offers solutions to these challenges by providing training to those who are already integrated in the local settings, yet had not been given a chance to obtain adequate education. The approach described seeks to empower them to become more self-assured in their engagement, while also providing them with an opportunity to have their position formally settled and gradually have their status raised. As these are individuals with vast personal experience who, with adequate support of the educational process, could become key players in the education and training of new community interpreters and intercultural mediators, the present monograph

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also offers a plethora of different approaches to the training of community interpreters and multicultural mediators.

The editors made sure that the monograph is coherent both in content and terminology, which is extremely important in multi-author volumes with international teams of authors participating. The monograph also offers a significant contribution to relevant terminology since, based on the presentation of the profiles of community interpreter on the one hand, and intercultural mediator on the other hand, it draws a line between the two professions, which is crucial for the fields it presents; in different European settings, the two are used in very different contexts. As a result, we are faced not only with terminological ambiguities, but also ambiguities related to the profile and the necessary competences of the two professions described; this may lead to inadequate planning of their placement and activities within different social and cultural settings. Such an approach is of vital importance for the inclusion of community interpreters and intercultural mediators in different policies – from migration and integration to language policies of different settings – since only a clearly defined profile and its related competences can enable a successful planning of their social role and activities.

**Training materials available on the project website at <http://tramig.eu/outcomes/>** include presentations and recordings of the planned and implemented project workshops organised as part of the TRAMIG project. Over five hours of video recordings, where the authors address the same topics as the book reviewed above, offer complementary materials to the monograph. Due to the specific public that the materials address, it is of vital importance to have audio-visual materials also available; over half of the materials (53%) available on the project website is in fact audio-visual.

The materials on the website are presented systematically, making it easy to access for those who wish to find specific topics.

After the publication of the book, it would be sensible to have an electronic version of its chapters also available on the website, making the complementary nature of the materials even more useful and relevant.

## **Conclusion**

All those involved in the TRAMIG project have achieved all the set goals and designed the planned materials. Therefore extensive materials of exceptional quality have been created as part of the project, which shall be of vital importance in the implementation of the project





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ideas into practice in the training of newly-arrived migrants as the trainers of community interpreting and intercultural mediation. The materials are also valuable in a broader context, in particular to policy makers addressing the challenges of the increasingly multi-cultural and multi-lingual European societies.

