

“CHALLENGED, BUT IN A POSITIVE WAY” The experience of a multilingual summer school of remote dialogue interpreting¹

NICOLETTA SPINOLO, MARÍA JESÚS GONZÁLEZ RODRÍGUEZ
UNIVERSITÀ DI BOLOGNA

Abstract – Remote dialogue interpreting, via both telephone and videoconference, is rapidly becoming a standard procedure in the provision of language services for the business, social, health and administrative sectors. This calls for a revision of interpreter training practice in order to include remote interpreting abilities in the curriculum. This was the primary goal of the *SHIFT in Orality* Erasmus+ project, funded by the European Commission, which aimed at producing a comprehensive and research-based training solution on remote interpreting. The training materials produced within the project were tested for the first time during a multilingual summer school organised in June 2018 within the framework of the project with students from the four SHIFT partner Universities (University of Bologna, Italy; University of Granada, Spain; Pablo de Olavide University of Seville, Spain; University of Surrey, UK), and trainers from the same universities and the two remote interpreting companies in the partnership, Dualia SL (Spain) and VEASYT Srl (Italy). In this paper, the design of the summer school, the infrastructure used and the technological tools employed will be described, as well as the activities carried out with the students. The main results of the evaluation questionnaires and focus groups will also be presented.

Keywords: remote interpreting; telephone interpreting; videoconference interpreting, interpreter training.

1. Introduction and overview

In recent years, remote interpreting, defined by Braun (2015, p. 346) as "the use of communication technology for gaining access to an interpreter who is in another room, building, city or country and who is linked to the primary participants by telephone or videoconference", has gained the attention of interpreters, researchers and trainers alike. While it was already a widespread practice before (SHIFT Group, 2018), it has literally exploded with the COVID-19 pandemic of 2020.

Over the past years, research has shown how substantially remote dialogue interpreting differs from face-to-face in terms of communication management (Braun 2014, Russo *et al.*, 2019, De Boe 2020) and how it can influence the quality and effectiveness of communication (De Boe 2020, Braun, Taylor, 2012). In remote communication, and therefore in remotely interpreted communication in general, central stage is taken by the concept of social presence, that is the feeling of being present with interlocutors in a technology-mediated communicative event, and especially of how participants convey and have access to each other's feelings and emotions (Short *et al.* 1976, Bull, Rumsey 1988, Fägersten 2010, Oh *et al.*, 2018). The degree to which primary participants and the interpreter feel that they are part of the interaction, although located differently, will determine how communication is managed and achieved. Being located

¹ Although this paper is the result of a joint effort, Spinolo drafted sections 1, 4 and 6, while González Rodríguez drafted sections 2, 3, 5 and 7.

remotely from all participants, or being co-located with one or some of them, the interpreter will need to implement specific strategies for communication management; such strategies shall also vary depending on the context and on users' needs.

When interpreting remotely, a dialogue interpreter will always face a situation of reduced visual input. In telephone interpreting, visual input is completely absent, and the interpreter will only have to rely on the audio input not only to listen to and interpret conversational turns, but also to infer information on the context through background sounds and noises, as well as from the voices of primary participants, who might even find themselves in a situation of emotional distress or serious health issues, for instance in the case of emergency calls and interactions in the health setting. In videoconference interpreting, too, the visual input will always and necessarily be partial, and the interpreter's view will be limited to what the participants' cameras are showing.

Remote dialogue interpreting is also characterised by a wide spectrum of settings and situations that range from the legal, to the social, health and business sectors. In some cases, more often in telephone interpreting, where sessions are rarely pre-booked, the interpreter will find out about the context and situation only when the call has begun, and will have to very quickly adapt and “enter” that specific conversational situation in a matter of seconds.

Because of this, remote dialogue interpreters should be solidly trained professionals with a thorough knowledge of the characteristics of remote, interpreter-mediated communication and with an available range of strategies and techniques to operate in this mode; these include solid note-taking skills, but also knowledge and mastery of interpreting strategies that can be successfully applied to remote dialogue interpreting.

Against this backdrop, the SHIFT in Orality Erasmus+ project² (2015-2018), funded by the European Commission within *Key Action 2: Strategic Partnership in Higher Education*, aimed at developing a comprehensive solution for training in remote dialogue interpreting, through a European network of universities offering interpreting programmes and interpreting service providers coordinated by the Department of Interpreting and Translation of the University of Bologna (F. San Vicente). The solution was based on a thorough study of orality in remote monolingual communication (San Vicente *et al.* 2017) and remote, interpreter-mediated multilingual communication (Russo *et al.* 2019). A market analysis (SHIFT Group, 2018) was also carried out to gain an insight of the current and future demand for remote interpreting and understand its educational implications.

In the final stage of the SHIFT project, the pedagogical solution created by the project consortium (namely, a handbook, teaching materials and a glossary) was tested by a group of interpreter trainees and trainers during a six-day summer school, “SHIFT Summer School of Remote Interpreting” hosted by the Department of Interpreting and Translation of the University of Bologna at Forlì in June 2018.

In past decades, short courses, seminars and workshops on remote interpreting have been held in Spain, Italy and the UK, organised mainly by interpreting and translation agencies or other language service providers. The SHIFT Summer School is therefore one of the first examples of specific training for remote interpreting held in a Higher Education Institution (HEI). The training provided at the summer school focused only on remote (telephone and videoconference) dialogue interpreting, and the target students were interpreter trainees at the final stage of their training.

² www.shiftinorality.eu.

The main aim of the summer school was to test the teaching solution developed within the project on an international group of students and trainers, and to explore different approaches towards the application of the materials created. It offered training in 3 language pairs: Italian/English, English/Spanish, Italian/Spanish. The expected learning outcomes were, firstly, to offer students the necessary theoretical background on remote monolingual and bilingual and interpreter-mediated conversation and, therefore, the specific skills and strategies needed to interpret these kinds of interaction. Secondly, but equally important, it aimed at helping students put into practice the knowledge acquired in the theoretical classes through hands-on, practical sessions.

The summer school will be presented in seven sections of this paper. After this introduction, the second section provides a general overview of this pilot course and its main underpinnings, and the third illustrates how it was designed. The fourth section describes the subjects involved in the organisation and the participants in the school, while the infrastructure (laboratories and equipment) is described in the fifth. The sixth section presents the main data obtained from the evaluation made by the participants. Finally, the seventh presents some conclusions and best practices drawn from this pilot experience.

The summer school offered a total of 48 hours of tuition and 6 ECTS credits for participating students. It was an intensive training week, with eight hours of tuition per day over six days.

Table 1 (in the Appendix) provides an overview of the summer school timetable. As can be seen in the table (and as will be further illustrated in section 3), on the first two days of the summer school, training focused on the technological tools required for documentation before an assignment, vocal hygiene and the main theoretical underpinnings of remote –telephone and video– interpreting. On the following days, the students and trainers practiced in group based on their language combinations. On the last day, two sessions were devoted to the organisation of trial calls with remote interpreting companies and to the evaluation of the summer school by means of questionnaires and a focus group (see section 6).

2. Background

Numerous authors have underlined the need to innovate training in the interpreting discipline, among them Moser-Mercer (2011), Kelly (2008), Hlavac (2013), Cruz and Dann (2009), Torres Díaz (2014), and many others. These scholars agree that remote interpreting must be both researched and included into specialised academic offerings, such as postgraduate training schemes or master’s degrees (del Pozo Triviño, Campillo Rey 2016). The SHIFT Summer School aimed to cover this need:

Otro motivo por el que consideramos que es preciso profundizar en la investigación en esta área es la falta de formación para interpretación telefónica en los actuales Grados en Traducción e Interpretación. [...] Que sepamos, tampoco existe en España formación de posgrado que incluya formación en interpretación telefónica. (Another reason why we believe it is necessary to conduct further research in this area is the lack of telephone interpreting training in the current translation and interpreting degree programmes. [...] To the best of our knowledge, there is no postgraduate training in Spain that includes telephone interpreting training.) (del Pozo Triviño, Campillo Rey 2016, p. 74)

In a similar line, we also coincide with García Luque (2009, p. 27) in that HEIs should train future interpreters not only in conference interpreting, but also in other interpreting modes to reflect professional and market evolutions. In fact, it seems that much remains to

be said and done in remote interpreting, since “the study of telephone interpreting is still in its infancy, particularly with regard to the development of pedagogical methodology for professional training” (Fernández Pérez 2017, p. 115). Therefore, the summer school was conceived and designed not only as an opportunity to test the outputs of the SHIFT project in which it was framed, but also as a proposal for developing specialised courses that can be integrated into the higher education training curricula at the postgraduate and master’s levels, as well as in lifelong learning schemes (García Luque 2009):

El concepto de aprendizaje permanente o ‘Lifelong learning’ del Nuevo Espacio Europeo de Educación Superior nos parece el marco adecuado para adquirir todas las competencias necesarias de cara al ejercicio de la profesión [interpretación a distancia] y a la necesaria actualización de conocimientos. (The concept of lifelong learning in the new European Higher Education Area seems to be the appropriate framework for acquiring all the skills required in [the] professional practice [of remote interpreting] and the necessary updating of knowledge.) (García Luque 2009, p. 28)

In the last 20 years there have been laudable attempts to fill the gap in remote interpreter training, with training schemes (seminars, workshops or modules integrated into short courses) mainly offered by translation and interpreting agencies, professional associations, private training centres or language service providers.³ In recent years, however, universities have gradually taken the lead in remote interpreter training, by organising workshops and seminars with companies in the sector⁴ or by research groups (Vargas-Urpi 2016, p. 96) such that remote interpreting now forms part of courses in interpreting master’s degrees.⁵ In this line, it is worth mentioning the contribution of the University of Surrey,⁶ unquestionably a pioneer in research and training initiatives, and which also has taken part in numerous research projects in this field. Although the prospects are good, we are still a long way from seeing the implementation of remote interpreting in university curricula as a course of study in its own right.

3. SHIFT Summer School pilot course: an experience in highly specialised training

³ Some examples in the UK, Italy and Spain:

<https://dpsionline.co.uk/courses/community-interpreting/>,
<http://www.marywardcentre.ac.uk/course/telephone-interpreting-in-the-public-services/>,
<http://www.globallanguage.co.uk/interpreters-courses#currentcourses>,
https://www.absolute-interpreting.co.uk/interpreters_translators_recruitment_process.php,
<https://liguria.aiti.org/news-formazione-eventi/corsi-eventi/genova-9-giugno-2018-interpretazione-telefonica-sfide-strategie>,
<https://voze.es/la-interpretacion-telefonica-don-preparacion/>

⁴ An example in Italy of a teaching-business collaboration:

<https://corsi.unibo.it/laurea/MediazioneLinguisticaInterculturale/bacheca/laboratorio-interpretazione-telefonica.htm> and in Spain: <https://bootheando.com/2010/01/26/cursos-de-interpretacion-en-los-servicios-publicos-en-alcala/>.

⁵ Examples of short remote interpreting modules integrated into courses of the Master’s Degree in Conference Interpreting at the University of Bologna

(<https://www.unibo.it/it/didattica/insegnamenti/insegnamento/2018/433343>) and the University of La Laguna, Tenerife (<https://drive.google.com/file/d/1S18OJYGv11TjKAYlqczi1DhWMxreHI/view>).

⁶ <https://www.surrey.ac.uk/postgraduate/interpreting-ma-2019>.

The SHIFT Summer School constituted one of the most important phases of the project for two reasons: a) it was the scenario for testing the theoretical and methodological framework of the SHIFT project elaborated in the early stages of the project and put into practice in the *Handbook of Remote Interpreting*, the teaching materials and the glossary; and b) it represented the essence and ultimate purpose of the project.

The teaching methods and mode, as well as the structure of the contents and activities, were conceived by the whole SHIFT partnership, and were mainly based on the structure devised for two of the project outputs: the handbook and the teaching materials. As Table 1 showed, the first two days of training were delivered in plenary sessions and were devoted to: introduction of technological tools for managing information and terminology; vocal hygiene applied to remote interpreting; theoretical and methodological foundations for telephone and video interaction (monolingual and bilingual and interpreter-mediated) and, finally, current professional trends through the presentation of a market survey carried out within the project.

After this theoretical introduction, students were divided into groups for language-pair specific activities, the practical part of the course: preparatory exercises and role-play sessions.

The former had the purpose of familiarising the students with the topic matter of the scheduled role-plays, as well as serving as a ‘warm-up’ for the different skills they would need for the role-plays and to anticipate the communicative behaviours that could foreseeably occur between the interlocutors. During preparatory sessions, students worked with only one trainer with different kinds of materials, as explained below in an extract from the summary on the training materials:⁷

Video: these are 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. [...]

Sight translation: these are monolingual written texts to be used in class for sight translation. You can decide to use them as a “steady” or “scrolling” text. [...]

Sight translation with cloze: these are monolingual written texts with cloze to be used in class for sight translation. [...]

Q/A video: These are monolingual videos that have been divided into content-chunks. Questions in another language have 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).

During role-plays, instead, students worked with two trainers (each of them a speaker of one of the two languages in the language pair, as explained below). Trainers always acted as role-players, while students always acted as interpreters. Role-plays were prepared for two constellations (two-point call and three point-call; Spinolo *et al.* 2018, p. 73) and in two formats: scripted and non-scripted.

Scripted roleplays (example in Fig. 1) had a full detailed script to be used in class with two roleplaying trainers. Non-scripted roleplays (example in Fig. 2) were used at the end of the training. They did not have a full script, but an overview of contents for each participant in the conversation. They were enacted by students, supervised by a trainer.

The thematic areas presented through preparatory materials and role-plays had a strong market orientation and were aligned with the guidelines suggested by the project’s partner companies and the audio and video materials they provided.

⁷ All SHIFT outputs (theoretical frameworks, Handbook, training materials) can be accessed freely from the project website (www.shiftinorality.eu/en/resources).



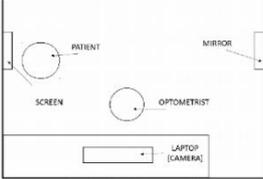
SHIFT in Orality preparatory materials – Intellectual Output 5
SHIFT in Orality Summer School of Remote Interpreting – Fall, June 11th-16th, 2018

SCRIPTED ROLE-PLAY: ADVANCED

Role play: eye test

Scenario description

An Italian patient who has recently moved to the UK is going for a routine eye check. The optometrist carries out a set of tests and finds out more about any potential discomfort that the patient may have experienced. The dialogue takes place in the optometrist's office as the patient has only recently moved to the UK, he/she does not understand English very well and does not feel comfortable expressing himself/herself. An interpreter is therefore connected remotely via video-link. The set up of the office is reproduced in the image below:



Ruota layout (right): representation

Script

Optometrist: Good morning, my name is [INSERT NAME]. I'm going to be your optometrist today ok? So my receptionist has told me that you don't speak English very well so we organised for an interpreter to be connected remotely to help with the examination okay?

[to the interpreter on screen] Hello? Hello can you hear me? Is the connection ok? [wait for interpreter response]

Ok so we have a patient here today, do you want to introduce yourself? Tell him/her what I just said?

[to the patient] so first of all [PATIENT'S NAME] what's - what's the reason for coming to have your eyes tested today?



SHIFT in Orality preparatory materials – Intellectual Output 5
SHIFT in Orality Summer School of Remote Interpreting – Fall, June 11th-16th, 2018

SCRIPTED ROLE-PLAY: ADVANCED

Patient:	De un po' di tempo me sono accorto/a di non vedere molto bene, vedo un po' sfocato.
Optometrist:	And how long has it been blurred for do you think?
Patient:	De un po' di tempo, non so un mese/dici, due che so?/meh.
Optometrist:	Ok... is it more blurred in the distance or for things up close?
Patient:	De lontano.
Optometrist:	Okay and when was the last time you had a sight test?
Patient:	Tanto tempo fa, cioè cinque anni fa... in Italia.
Optometrist:	Ok and in terms of general health at the moment, how is your health generally?
Patient:	Beh in generale tutto bene, niente di particolare.
Optometrist:	Do you take any medication?
Patient:	No, niente medicine.
Optometrist:	And have you ever been to the hospital about your eyes before?
Patient:	No, mai.
Optometrist:	And do you know if anyone in your family has any relative ever had anything called glaucoma which is an eye disease?
Patient:	No, non c'ho lo zoppo.
Optometrist:	Do you drive?
Patient:	Sì, me ne guido in Inghilterra.
Optometrist:	So you can drive but not right now?
Patient:	Esatto.
Optometrist:	Okay so what I'd like you to do is I want you to look at the letters in the mirror [use prop 1] and I'm gonna show you some letters and I want you to tell me if you can read them, okay?
Patient:	Ok.
Optometrist:	So I'll look at the right eye first and I'm just gonna cover the left okay? So looking at the letters in the mirror... can you read any of those letters?
Patient:	Devo dire che non vedo molto bene, ma ci provo... vedo molto sfocato.
Optometrist:	Ok, can you tell me what that letter is? Second letter, fifth row from the top is V?
Optometrist:	Very good... Now the row below? Any of those letters?
Patient:	R di Roma, K, Ed di Empoli, K, non sono sicuro/a però.
Optometrist:	Ok... I can show you with the left eye row... can you read that letter?
Patient:	Ed di Empoli.
Optometrist:	Ok, continue reading on the same row...
Patient:	Sì allora... E... X di nuovo, credo... quella dopo non la vedo bene, è sfocata.
Optometrist:	Okay, fine... now if I can get you to look at the green circles please... look straight to the green circles [use prop 2].
Patient:	Ok.
Optometrist:	Okay so I'm just gonna put some glasses on now so that we can have a look with some lenses okay? [puts glasses on].
Patient:	Perfetto.
Optometrist:	Ok so, do they feel ok?



SHIFT in Orality preparatory materials – Intellectual Output 5
SHIFT in Orality Summer School of Remote Interpreting – Fall, June 11th-16th, 2018

SCRIPTED ROLE-PLAY: ADVANCED

Patient:	Sì sì.
Optometrist:	So I'm gonna dim the lights a little bit and I want you to just look straight towards the green okay?
Patient:	Ok, devo guardare sempre il colore verde?
Optometrist:	Yes yes.
Patient:	Ok.
Optometrist:	Great... now I am about to check the left eye...
Patient:	Ok.
Optometrist:	Ok so that's just given me a rough idea of the prescription for your glasses ok? Let's look at the smaller letters now... what do you see? Let's start without lens first... now look at them with the lens... so looking at those letters are they clearer with the lens or without?
Patient:	Con le lenti decisamente, così a volte vedo molto meglio.
Optometrist:	Ok, now read the letters in the last row for me please.
Patient:	Sì... V... come Venezia... X... P come Palermo, B come Bologna, Z... S... U.
Optometrist:	Very good... let's try with the lens now [changes lens] any clearer with this one?
Patient:	Certo... non lo so, non sono sicuro/a... vedo bene con entrambi... forse un po' meglio con la prima.
Optometrist:	Ok now look with both eyes together... are the circles clearer on the red? Or are the circles clearer on the green... so do they look the same?
Patient:	Vedo abbastanza bene in entrambi i casi ma meglio il verde direi.
Optometrist:	Ok, now I'm gonna pop this and I want you to tell me... there are two lines above and below the cross in the middle... I want you to tell me whether one of those lines looks off to the side or whether they look like they're going in a straight line [use prop 3].
Patient:	Sono allineate.
Optometrist:	Ok now... looking at the prescription of your eyes... can I tell you that you do need glasses for the distance, ok?
Patient:	Ok.
Optometrist:	So these are glasses to wear when watching the television or while driving.
Patient:	Ok.
Optometrist:	You could wear them all the time if you wanted to and it would benefit you if you wore the glasses all the time.
Patient:	Ok sì bene.
Optometrist:	What these glasses are doing is changing where the light focuses at the back of your eye, so that it makes a clearer image for you to see better.
Patient:	Capisco ok.
Optometrist:	In terms of frame, we have two main types, a metal or a plastic frame, you can try them... I'll get you a mirror.
Patient:	[tries both types on] In effetti sono occhiali molto belli... se devo scegliere, direi i primi, quelli in metallo.
Optometrist:	The prescription that you have is quite a strong prescription, so it would benefit from going choosing this lens which is designed to be slightly thinner and it's designed to be lighter.



SHIFT in Orality preparatory materials – Intellectual Output 5
SHIFT in Orality Summer School of Remote Interpreting – Fall, June 11th-16th, 2018

SCRIPTED ROLE-PLAY: ADVANCED

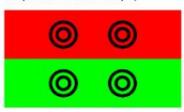
Patient:	Ok.
Optometrist:	Ok? so we can make these glasses up to your prescription and I'll take about seven to ten days to do that and then we can give you a telephone call as soon as they're ready.
Patient:	Perfetto, va benissimo, grazie.
Optometrist:	Well, let's do you have any questions for me?
Patient:	Ma a questo caso, tutto bene, grazie.
Optometrist:	My pleasure, very nice to meet you... Bye.
Patient:	A rivederci.

Props (can be printed out and used during simulation)

Prop 1: Visual acuity test



Prop 2: The Duochrome Test prop



Prop 3: Fixation disparity test prop



Figure 1
 Scripted roleplay (4 pages).

The image shows two pages of a document titled "SHFT in Orality preparatory materials – Intellectual Output 5". The document is for a "NON-SCRIPTED ROLE PLAY" scenario involving a bag-snatching crime. The left page is for Speaker 1 (the victim) and the right page is for Speaker 2 (the policeman). Both pages include a scenario description, a brief for the speaker, and a list of points to discuss or general information.

Scenario description: A foreign couple from country of language B visit the police station of country of language A, where they are on holiday, to report a stolen bag. Speaker 1 (the wife) has been a victim of bag-snatching. Speaker 2 (the policeman) needs to ask a series of questions to the couple related to the contents of the bag and to the bag thief in order to gather as much information as possible that can help the investigation. The meeting takes place in the local police station. An interpreter has been contacted to enable the lady and the policeman to communicate, as they do not speak the same language. The victim of the theft and the policeman meet at the police station, and the interpreter is not physically present but contacted by telephone/video.

Brief for Speaker 1: Bag-snatching victim

Your role: You are a tourist visiting a city of the country of language A who has been a victim of a bag snatching. Fortunately, no injuries were inflicted to you during the assault. You can remember the physical appearance and the clothes of the thief, and you could also see how he ran off with a man who was waiting for him in a scooter as they drove away.

General purpose and content of the meeting/encounter: You are reporting a theft at a local police station in a city of the country of language A. You are meeting a policeman who needs you to answer questions as to what has happened, how the bag-snatching happened, whether you were injured during the assault as well as questions related to the physical appearance of the bag-snatcher. In addition, you will be requested to answer questions related to the bag and purse snatched such as the brand, the price, and the content of the bag and purse (personal items, documents, bank cards, passport, tickets to a historic monument).

Information about your interlocutor: Your interlocutor is a local policeman.

Aspects / questions that should be addressed:

- Details of the bag-snatching crime (location, cause, outcome)
- Physical appearance of the bag-snatcher (approximate age, height, weight, colour of eyes, hair, complexion, description of his clothes, etc.)
- Any particular item of clothing or feature in his physical complexion to draw a mental picture of the bag-snatcher
- Use of a car or scooter (model, colour, number plate)
- Possible injuries of the victim

Brief for Speaker 2: Policeman

Your role: You are a policeman with a long experience in theft, mugging, and snatching.

General purpose and content of the meeting: Your role is to ask a series of questions with the aim to identify the bag thief, as well as to describe the contents of the stolen bag, and determine the total cost of the theft.

Information about your interlocutor: A foreign couple, Speaker 1, is a victim of a bag-snatching crime while walking and sightseeing in the country of language A's old quarter.

Aspects / questions that should be addressed:

Greet your interlocutor and calm her down.

Points to discuss:

- Details of the bag-snatching crime (location, cause, outcome)
- Physical appearance of the bag-snatcher (approximate age, height, weight, colour of eyes, hair, complexion, description of his clothes, etc.)
- Any particular item of clothing or feature in his physical complexion to draw a mental picture of the bag-snatcher
- Use of a car or scooter (model, colour, number plate)
- Possible injuries of the victim
- Description of the bag, purse and contents of the bag (personal items, credit cards, bank cards, passport, identification cards)
- Recommended medical tests
- Estimate value of the stolen items
- Victim's signature of the police report

Brief for the interpreter

General information: You have no previous information about this call, as it is an unplanned one.

Figure 2
Non-scripted roleplay (two pages).

The theoretical framework and types of activity proposed were based on the partners' previous experience in teaching face-to-face and remote interpreting. From this perspective, and with regard to the teaching modality employed:

[a] fundamental requirement is the availability of at least two teachers with solid teaching and professional experience: in order to act as users and clients in the role-plays, they must be ready to improvise based on the student interpreter's performance, and, ideally, should cover a variety of languages. For languages that cannot be covered by the teachers, there should be at least two students per language, so that after proper instruction on how to use the scripts, one of them can act as the user while the other as the interpreter. (González Rodríguez and Spinolo 2017, pp. 246–247)

The teaching mode for role-plays was therefore of the dual teaching type with the co-presence of two trainers in the classroom. In addition to managing possible variables that may arise in role-plays, a dual teaching method also allows the *in itinere* modification or calibration of difficulties depending on which aspects are to be subsequently evaluated.

Once a telephone interpreting (TI) or videoconference interpreting (VCI) role-play had concluded, it was jointly evaluated in class through a reflective session, and the following role-play was performed. The reflective session was usually guided to follow this order:

- self-assessment, in which the student commented on and analysed his/her own performance
- group assessment, in which observations were made by other students

- trainer assessment, in which communicative aspects, fluency and turn-taking management, the appropriateness of contents and, finally, linguistic and pragmatic issues were analysed and evaluated.

4. Participants and parties involved

Several stakeholders were involved in organising and holding the SHIFT Summer School, as the organisation of the summer school required the involvement of administrative, technical and teaching staff. The administrative staff was responsible for tasks such as enrolment procedures, managing costs, obtaining ECTS accreditation. The technical staff was in charge of testing the classroom and interpreting laboratory configuration, together with the teaching staff, while the teaching staff planned teaching activities and organised them in the intensive timetable.

4.1 Participants

There were two groups of participants in the teaching and training activities: students and trainers. These groups also included four observers (two students and two trainers).

4.1.1 Students

Twenty-four students from the four HEIs involved in the project participated in the summer school (six from the University of Bologna - Unibo, six from the University of Surrey - Surrey, six from the University of Granada - UGR and six from the Pablo de Olavide University of Seville - UPO).

The six student participants were selected by each partner university based on their language combination, motivation and academic record.

Although the student's previous knowledge and background varied due to the fact that they came from different institutions with different curricula (with consequent variability in their knowledge of their foreign languages, depending on the B and C languages), they were all towards the end of their training, and therefore already had knowledge and skills in dialogue interpreting, consecutive interpreting and note-taking. This was a fundamental prerequisite for participating in the summer school, where, given time restraints, these basic skills could not be taught from scratch.

As mentioned above, the final group comprised 24 students, all of whom attended the plenary class sessions together, and who worked in groups for language-pair practical sessions. This led to a certain degree of 'imbalance' in group sizes, as the English/Spanish group was the most numerous (Table 2).

Language combination	Number of students
English/Spanish	12
Spanish/Italian	6
English/Italian	6

Table 2
Number of students per language combination

4.1.2 Trainers

The trainers came from both the four SHIFT partner HEIs (Unibo, Surrey, UGR, UPO) and the two SHIFT partner companies (Dualia and VEASYT). This lent the summer school a special added value, as it provided students insight into the remote interpreting market and the viewpoint of remote interpreting service providers.

A total of 18 trainers (Table 3) were involved in the summer school. Twelve were directly involved in the SHIFT project and had collaborated in developing the materials being tested, while six came from SHIFT member institutions but were not directly involved in the project, and therefore tested the material for the first time on this occasion.

Partner institution	Number of trainers
Unibo	9
Surrey	1
UGR	2
UPO	2
Dualia	2
VEASYT	2
Total	18

Table 3
Number of trainers per partner institution.

Not only did the trainers come from different institutions, but they also had different backgrounds and, of course, language combinations. The teaching staff included interpreter trainers, linguists and language teachers, professional interpreters and company managers. This diversity of backgrounds was considered an important asset by the organisers. In fact, when preparing the timetable, the trainers were paired up on the basis of their language combinations and different backgrounds. Whenever possible, the teaching pairs included an interpreter trainer and another participant with a different background with the aim to offer students a different perspective on their performance: one coming from an expert in interpreting and one from someone who could be compared to a ‘pure user’ of the interpreting service.

4.1.3 Observers

As mentioned above, four observers participated in the summer school, two students and two trainers. The two student observers were interpreting students at Forlì who were not able to enrol in the summer school and who attended some of the classes, while attendance was compulsory for participants. The two trainer observers, on the other hand, came from a European university that was not involved in the SHIFT project. They could not attend the full week of training, but were able to attend a few classes, and were also asked to evaluate them.

5. Classrooms, laboratories and equipment

The course was held at facilities of the Department of Interpreting and Translation (DITLab), which already had the suitable laboratories, equipment, and technical assistance (for a detailed report of classroom and equipment setup, see González Rodríguez 2020). The practical sessions were carried out in three simultaneous interpreting laboratories, each with eight booths for the performances, and a central room for group work. The plenary classes were held in classrooms with personal computers and a projector (terminology and final evaluation sessions) and in traditional classrooms with a projector (vocal hygiene and plenaries on methodology).

From the outset, the technical staff deliberated at length on how to adapt TI and VCI teaching methods to the available facilities, which were originally set up for conference interpreting (CI) and face-to-face dialogue interpreting (DI). The main and primary objective was to bring the real professional life to the classroom, in situations where the interpreters were located remotely from the interaction in a two-point or three-point call scenario. After considering several options, it was decided that the CI laboratories would be used and the booth windows covered to prevent visual contact. The booths were already completely soundproofed, thus closely simulating a real-life situation for both the students and the trainers.

Each booth in the DITLab is equipped with a full PC and headsets with a microphone run by the Sanako operating system software and hardware.⁸ This solution provided several important advantages:

- High audio and video quality in the laboratory room for the group to closely follow role-plays (2 or 3 booths functioning at the same time).
- High audio and video quality in the booths where the trainers and students performed role-plays.
- Recording of all roleplays.
- The audio/video problems that usually arise in the practice of TI/VCI could be recreated by the trainers themselves.⁹

To facilitate the class work, trainers were provided with instructions for the TI or VCI sessions (Fig. 3):

⁸ <https://sanako.co.uk/products/conference-interpreting-system>.

⁹ These include both audio problems (volume, intermittent sound problems, ambient noise, overlapping voices, momentary loss of audio when covering the trainer's microphone) and video problems (partial framing of parties, momentary loss of image, blocked video, etc.).

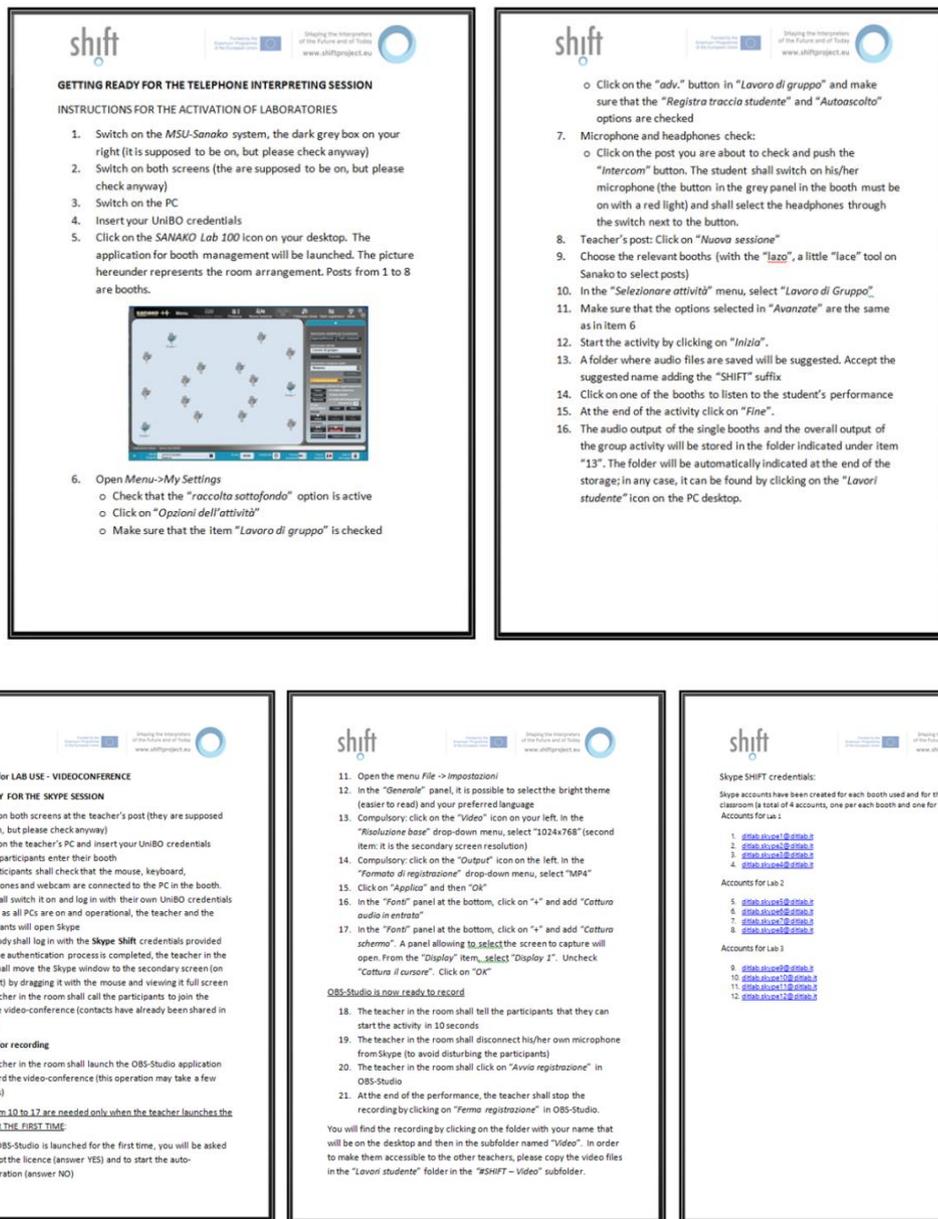


Figure 1
Instructions for Lab use (5 pages).

6. Participants' evaluation

The final session was devoted to evaluating the summer school by means of a focus group with students and questionnaires that were administered to both students and trainers.

Questionnaires were administered to participants in printed form; they were administered to trainers as part of their set of materials handed in at the beginning of the summer school, and were then returned by them at the end of their training experience, while students filled them on the last day, during the evaluative focus group.

Questionnaires aimed at evaluating various aspects both on the organisation and on the contents and training materials used during the summer school. In terms of organisation, participants were asked to rate duration, dates, support from sending and host institution, accommodation and infrastructure, credit recognition, expenses covered. In terms of content, they were asked to provide feedback on the teaching materials used

(handbook, training materials, glossary) and on: learning and personal outcomes, problems encountered, pedagogical features (see sections 6.1 and 6.2), overall evaluation of the summer school. These aspects were rated on a 5-point Likert scale. In a second part of the questionnaire, participants were asked open-ended questions on the differences found in teaching/learning remote interpreting versus face-to-face, on how it made them feel, the possible difficulties encountered and on general suggestions for organisers.

The main and most significant results of the evaluation, some suggestions made by students during the focus group session and comments from observers are presented below.

6.1 Trainers' evaluation

All 18 trainers (see Table 3 above) completed the evaluation questionnaire.

Table 4 below summarises their evaluation regarding general organisational aspects, such as course duration, dates, facilities; as illustrated above, the evaluation was carried out on a 5-point Likert-scale, where 5 was 'extremely satisfied', 4 was 'very satisfied', 3 was 'moderately satisfied', 2 'slightly satisfied' and 1 'not at all satisfied'.

	1	2	3	4	5
Satisfaction with the duration	0	0	0	4	14
Satisfaction with the dates	0	1	3	3	11
Satisfaction with facilities	0	0	0	4	14

Table 4
Trainers' evaluation: general aspects.

While all of them seemed satisfied with the duration, not all of them were satisfied with the dates. This is probably due to the fact that the course was held in June, coinciding with the exam sessions at some of the HEIs involved. The decision of when to organise the summer school was not an easy one precisely because it involved such a large number of trainers from different countries and institutions. As regards the facilities provided, that is, the classrooms and laboratories described above, all the trainers seemed to be satisfied.

As far as the actual SHIFT project outputs are concerned, they were all evaluated with items related to the specific features of each output. The evaluation scale used was the same described above.

The first SHIFT output to be evaluated was the *Handbook of Remote Interpreting – SHIFT in Orality* (Amato et al. 2018), which included a theoretical background and practical suggestions and tips for teaching and practising remote dialogue interpreting.

	1	2	3	4	5
General structure	0	0	0	3	15
Contents	0	0	0	4	14
User-friendliness	0	0	0	6	12
Usefulness	0	0	0	5	13
Completeness	0	0	0	6	12
Learning-effect	0	0	0	6	12

Table 5
Trainers' evaluation: Handbook.

As Table 5 shows, the general satisfaction for the handbook was quite good. It should be noticed, however, that not all trainers were fully satisfied with its contents. While it is

perfectly possible and acceptable that some did not agree with the selection of contents made for the handbook, it should also be noticed that they probably would have needed more time to analyse its content (they received it on the first day of the summer school). Despite this partial dissatisfaction with the contents, they all seemed very/extremely satisfied with all other aspects (structure, user-friendliness, usefulness, completeness, learning-effect).

The second project output evaluated were the teaching materials, which included a mini-guide on tools and term banks for remote interpreters; guidelines for vocal hygiene for remote interpreters; a theoretical framework (slides) for teaching remote interpreting (with sample transcriptions and clips); preparatory activities for practising remote interpreting; role-plays and observation sheets.

	1	2	3	4	5
Completeness	0	0	1	4	13
Accuracy	0	1	1	5	11
Usefulness	0	0	1	2	15
Learning-effect	0	0	1	2	15

Table 6
Trainers' evaluation: Teaching materials.

While trainers seemed mostly satisfied with the overall quality of the teaching materials, a couple of them did not seem completely satisfied with their accuracy (Tab.6). The preparation of teaching materials was a joint effort of the project partnership, and required a demanding coordination effort, as they were prepared for different language pairs and then translated and localised to be adapted to other language pairs and cultural settings. Although all materials were checked afterwards for consistency and accuracy, the involvement of different subjects in their preparation might have led to slight problems with consistency, which may be solved through another thorough revision before another edition of the summer school and/or before using them in other settings.

The third and last project output evaluated was a wiki glossary of terms in English, Spanish and Italian related to remote interpreting. The glossary was presented to the students during the summer school as a tool to solve doubts on the main concepts revolving around remote interpreting. In this case, only 10 trainers responded to the questions regarding the glossary, as not all of them participated in its presentation.

	1	2	3	4	5
Completeness	0	0	2	4	4
Accuracy	0	0	1	5	4
Usefulness	0	0	0	4	6
Learning-effect	0	0	1	4	5

Table 7
Trainers' evaluation: Glossary.

Although not completely satisfactory, the trainers' evaluation was positive overall (Tab. 7). The lowest score was attributed to completeness: it should be noticed, however, that the glossary, as a wiki resource, was not actually complete, but included the main concepts related to remote interpreting, which could (and still can) then be completed and expanded by external volunteer contributors.

Finally, trainers were asked to evaluate the overall summer school experience (Tab. 8).

	1	2	3	4	5
Learning outcomes	0	0	0	4	14
No. of hours taught	0	0	2	6	10
Equipment	0	0	2	6	10
Quality of teaching	0	0	0	1	17

Table 8
Trainers' evaluation: Summer school experience.

As Table 8 shows, trainers were in general happy with the summer school, especially its learning outcomes and, above all, the quality of teaching. As a matter of fact, some specified in the open-ended questions that they had found it enriching to draw inspiration from other trainers' teaching styles and to learn from colleagues from different countries, institutions and backgrounds.

As regards the overall evaluation of the summer school, 16 stated that it was excellent, while 2 said it was very good (Figure 4).

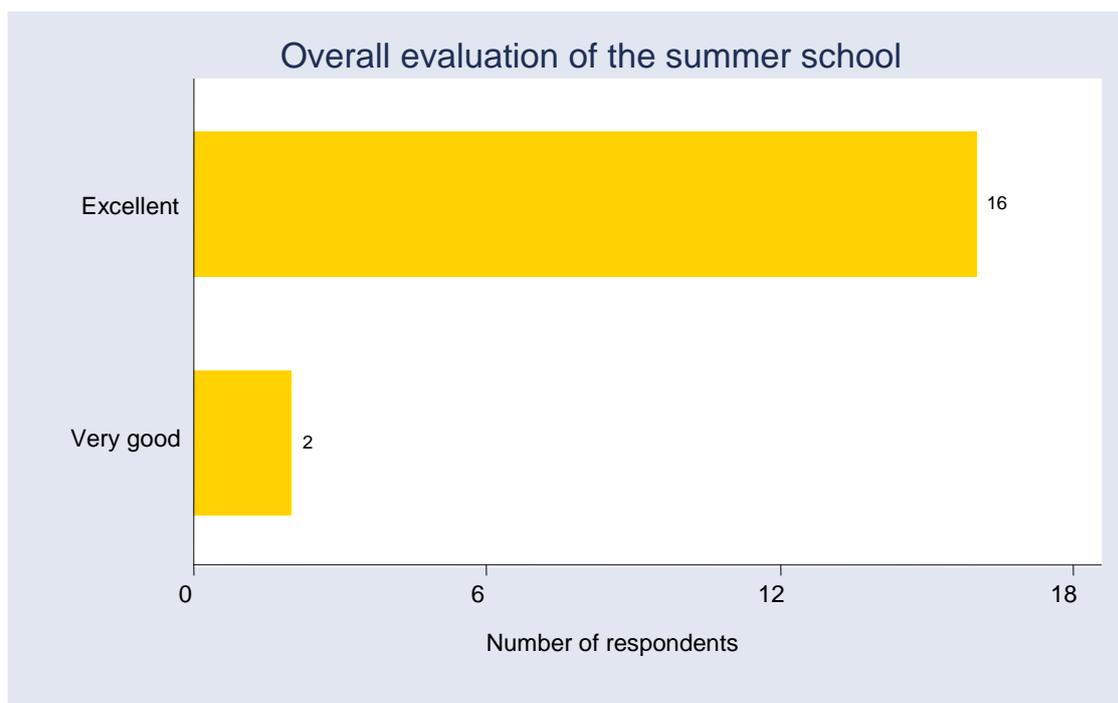


Figure 4
Trainers' overall evaluation of the summer school.

Finally, in the open questions section, trainers were asked to state their opinion on the differences they had found in teaching remote versus face-to-face interpreting. Some of the responses provide extremely valuable insight on the need for specific training for these interpreting modes. More than one highlighted the need to draw the students' attention on how the mechanics of discourse (turn-taking, openings and closings, rapport building, etc.) differ in remote interpreting and how to manage them, as well as on the importance of voice management and embodied resources. Several also underlined the importance of working with students on how to use technology to their advantage, and stated that it was very interesting to attempt to find solutions to problems that are not so pertinent in face-to-

face interpreting. For instance, one of the trainer observers wrote: “you need to keep in mind that remote interpreting takes away a lot of the non-verbal cues. We should also be aware of the technological difficulties remote interpreting might entail”.

Very interestingly, one of the trainers stated that “trainers should resist the temptation to focus (only) on the linguistic aspects of students’ performance and start the feedback/reflective session with those aspects related to the specificities of remote interpreting. Linguistic aspects should obviously be taken into account, but not be the primary focus”. Others said that it was hard to make the role-play feel realistic in some cases: “sometimes it was hard to make students understand that although we were all present, we were supposed to be very far from one another”; “the trainer has to make a lot of effort to make role-plays realistic”. However, they seemed to find it instructive and enriching to work with a group of motivated students who tangibly improved their performance throughout the course. In this regard, one stated “I have learned a lot from my colleagues and I have gained insights about feedback and teaching strategies”. Another said “I enjoyed trying out new material and working with a mixed classroom, with students from my own and other institutions. It was an enriching experience both for us, as trainers, and for students to have access to different approaches, teaching styles and ways of providing feedback. Being paired up with a tutor from another institution was a very successful idea”. Yet another commented “I got insight and inspiration on how to help interpreters working in our company and to improve our service”. Regarding teaching with two trainers at the same time, yet another interesting observation came from a trainer observer, who said that when having two different trainers at the same time it is necessary to “align the feedback of different teachers and give the same guidelines (about do’s and don’ts)”.

Finally, trainers were asked to provide advice and recommendations to organisers for future editions of the summer school. The main comment (which also emerged in the students’ evaluation, as we will see below) was that it was very intensive, with many hours of tuition per day, which left students with little time to study, prepare assignments for the following day or rest. By having more time, some remarked, students would also have had more opportunity to practise in class and it would have even been possible to go through the recordings of the students’ performances during the feedback/reflective session. Some also called for better coordination among trainers prior to the summer school regarding the teaching materials and how to use them in class.

6.2 Students’ evaluation

All 24 students (see Table 2 in section 4.2.1) completed the survey.

Like trainers, they were first asked to evaluate general aspects of the summer school (Table 9).

	1	2	3	4	5
Satisfaction with the duration	0	0	0	13	11
Satisfaction with the dates	2	0	1	12	9
Satisfaction with facilities	0	0	0	6	18

Table 9
Students’ evaluation: general aspects.

As shown in the table, and somehow similarly to trainers, not all students were satisfied with the dates. This result might be explained by some comments collected during the focus group and in the questionnaires: some said that the summer school was too

intensive, and that it should have lasted two or three more days or be held over two full weeks with classes only in the mornings. Furthermore, as explained above, it coincided with the exam sessions at some of the HEIs involved. As for the infrastructure provided, the good evaluation of students matches good results obtained in the trainers' evaluations.

The results of the students' evaluation of the handbook are very similar to those of the trainers (Table 10).

	1	2	3	4	5
General structure	0	0	1	7	16
Contents	0	0	1	3	20
User-friendliness	0	1	4	8	11
Usefulness	1	2	3	4	14
Completeness	0	0	3	5	16
Learning-effect	1	1	3	10	9

Table 10
Students' evaluation: Handbook.

The result on the learning-effect, although good, could have probably been improved by giving students more time to actually work on the handbook, which they received on the first day of the summer school.

Table 11 illustrates the students' evaluation of the training materials, while table 12 reports their evaluation of the glossary.

	1	2	3	4	5
Completeness	0	0	1	11	12
Accuracy	0	0	2	13	9
Usefulness	0	0	2	4	18
Learning-effect	0	0	1	7	16

Table 11
Students' evaluation: training materials.

	1	2	3	4	5
Completeness	0	0	11	7	6
Accuracy	0	1	9	10	4
Usefulness	0	3	10	9	2
Learning-effect	1	1	12	8	2

Table 12
Students' evaluation: glossary.

The results regarding completeness may be partially explained by the fact that, as explained above in the trainers' evaluation, the glossary was not actually complete, but aimed at presenting the main concepts related to remote interpreting, which can then be completed and expanded by the wiki users. As far as accuracy is concerned, although the evaluation is not bad in general, it could probably have been better if more attention had been paid to the pedagogical purpose of the glossary during the drafting stage in order to make it more useful and relevant for interpreter trainees. This is also reflected in the evaluation of its usefulness and learning effect.

Regarding the summer school experience as a whole, the results of the students' evaluation are reported in Table 13.

	1	2	3	4	5
Learning outcomes	0	0	0	2	22
No. of hours taught	0	0	4	16	4
Equipment	0	0	1	8	15
Quality of teaching	0	0	1	7	16

Table 13
Students’ evaluation: Summer school experience.

The evaluation regarding the number of hours taught can be explained by the fact that the students would have preferred a longer course rather than a shorter, more intensive one. They seemed satisfied with the equipment used, as well as with the overall quality of teaching.

Furthermore, 11 believed that participating in the summer school would help them very much in finding a job in the future, 9 thought it would help them much and 4 only moderately (Figure 5).

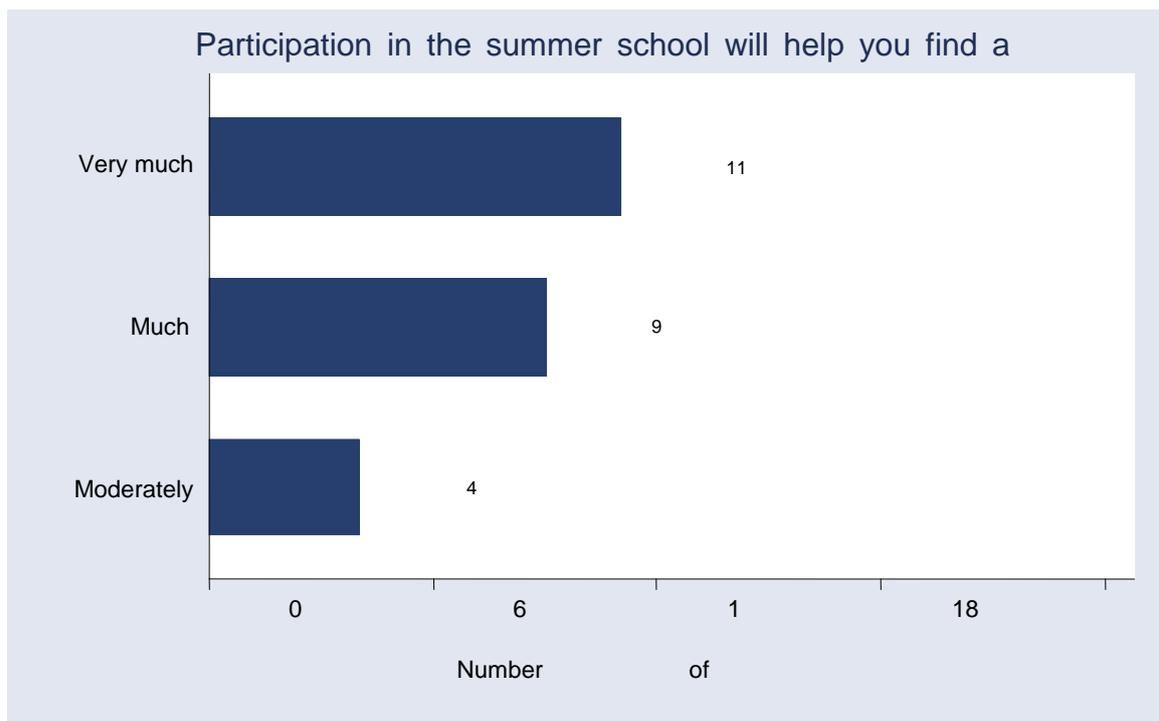


Figure 5
Will participation in the summer school help you find a job? (students).

The students’ overall evaluation of the summer school was very positive, since 19 stated it was excellent and 5 said it was very good (Figure 6).

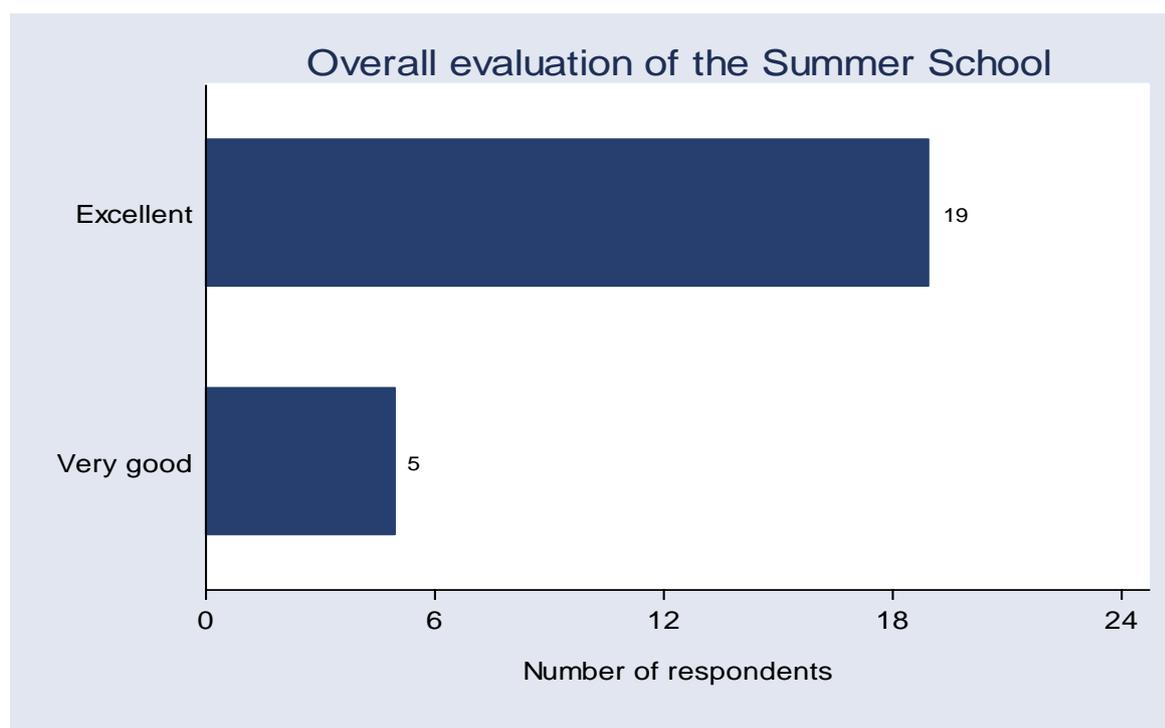


Figure 6
Students' overall evaluation of the summer school.

Finally, they were asked what differences they had found between remote and face-to-face interpreting, and what specific difficulties they had found in telephone and video-remote interpreting.

In terms of the differences between these two interpreting modes, most stated that they had found it harder to manage turns, openings and closings in remote interpreting as they could rely on less nonverbal resources. An obvious difference between the two was the physical distribution of participants. One said that they felt more distant from primary participants when they (the primary participants) were together, while another stated that it was especially complicated when participants were handling artefacts or objects (e.g. a spirometer in a medical examination). Some also specifically highlighted the different use of the first/third person in remote and face-to-face interpreting and found that in remote interpreting, and especially telephone interpreting, the use of the third person can help in most cases "to contextualise interaction and differentiate between speakers". Many of them found it interesting to learn how to use technology to their advantage and to provide this new language service mode. Finally, regarding stress management, one of them stated that remote interpreting made them feel nervous, especially during the emergency call role-play, but was also useful, especially in some contexts. Others said that they felt "challenged, but in a positive way". Interestingly, more than one stated that remote interpreting was more tiring, especially TI where none of the primary participants could see the interpreter, and vice versa.

With respect to the main difficulties encountered in TI, students listed: not being able to see the primary participants, problematic rapport building, communication issues caused by technical problems (bad connection, line drops), managing emotions (especially during emergency calls), turn management (overlapping, difficult to interrupt when necessary), ambiguity in the use of deictics and in reference to primary participants, difficulties in deciding what was relevant for interpreting in emergency calls, and what

information they could leave out to speed up the service. Interestingly, and as mentioned above, some of them said that telephone interpreting made them feel safe and protected, while some others stated that they found it easier to interpret over the phone rather than via videoconference as they only had the sound input to focus on.

In terms of the difficulties encountered with video-remote interpreting, they mentioned the importance of taking into account the video dimension as an additional element (seating arrangement, use of the camera that needs to be adjusted or moved in some cases such as in medical examinations, the need to self-monitor body language and posture); in this respect, one of the student observers interestingly pointed out that “you need to learn how to use it to your advantage”. As in TI, many referred to the difficulties in establishing a rapport with the primary participant and in managing turns, especially when participants were not looking at the camera. More than one stressed the importance of having a good connection and hence a good sound and video quality and, interestingly once again, while some of them reported that video-remote interpreting made them feel alienated and that they felt uncomfortable being seen by primary participants, other said that having the video input was very helpful to contextualise and retain information as opposed to having the audio input only (a series of best practices and suggestions on how to tackle these specific difficulties can be found in González Rodríguez 2018).

Furthermore, in the questionnaire and during the focus group, several valuable suggestions were gathered from students. While they all expressed their appreciation for the summer school and what they had learned, many said (as mentioned above) that it was too short and too intensive, and suggested a longer duration with less hours of tuition per day and longer breaks.

Finally, they highlighted the importance of receiving as many materials as possible ahead of time to prepare for role-plays, and of trainers not focusing their feedback primarily on language and lexico-semantic issues (as also emerged from trainers’ comments and student observers), but on the specific features and dynamics of remote interpreting and ways to tackle them.

7. Conclusion and good practices

In what follows, we will focus exclusively on a series of good practices for the creation and implementation of a specific remote interpreting course.¹⁰

As we have discussed above, the mechanics of co-teaching largely favours the didactics of remote interpreting in the classroom. When working in spaces in which the TI/VCI interlocutors and interpreters are separated, the role-plays can be managed more effectively by interpreting trainers and experts. When it is possible to combine trainers and experts who master different language pairs, a further enriching element is achieved: the ‘pure user’ effect (see section 4.2.2). In contrast, if students act as interlocutors in all the role-plays planned for a TI/VCI course, we run the risk of creating an unnatural communicative situation due to their isolation and lack of experience in interpreted conversations or the (direct) reading of scripts, thus losing much of the didactic value of these exercises. Moreover, students are not always ready to improvise when having to present information not covered or modified in previous turns by the interpreter; speed up the discourse to check memorisation or note-taking skills; intensify the information flow

¹⁰ For detailed indications of good practices in professional TI / VCI: (González Rodríguez 2018, pp. 138-141).

to determine the extent of the trainee interpreter's capacity to structure and manage the information; or to create 'made-to-measure' difficulties for each interpreter in the role-plays, such as environmental noise (computer clicks), momentary loss of audio, partial loss of images, occasional overlapping of voices, and so on. Here we are referring to the *in itinere* calibration or modification of difficulties mentioned above. A didactically valid option is to dedicate the last class(es) of the course to the use of non-scripted role-plays. This task can be carried out in groups so that the role-plays can be interpreted by other colleagues. An exercise of this kind allows the trainer to verify if the students have assimilated the fundamental aspects of TI/VCI and if they are able to foresee possible difficulties and develop strategies to overcome them.

Another key factor is to correctly identify the target students. In this regard, while the choice of language pairs is important, an even more important factor is the students' knowledge of interpreting techniques and their background knowledge. When faced with target students of different levels, the success of the course may be compromised. In these circumstances, it is preferable to design and offer several courses according to the students' level of knowledge or expertise.

Another important point is to decide whether to include TI and VCI in a remote interpreting course, or to opt for one or the other of these interpreting modes. Although both are considered remote interpreting, they are two different worlds, albeit with many elements in common. Bringing TI and VCI together in the classroom entails an enormous effort in terms of teaching. For this reason, it is advisable to involve professionals from each sector to illustrate the different techniques and work strategies. At the same time, it is interesting to capitalise on the numerous points TI and VCI share in common in order to design a methodology that can be applied to both interpreting modes. In a hypothetical scenario where these interpreting modes are included in master's or postgraduate curricula, the ideal option would be a combination of both.

The learning outcomes of a course will obviously depend on its duration. Our experience has shown that a scheme similar to that of the summer school described above (48 hours of tuition and a maximum of 12 students per group) where students' profiles are as homogenous as possible, the following objectives can be established (not necessarily in the same order):

- Become aware of the dynamics of remote interaction and possible cultural variants (González Rodríguez, Spinolo 2017, pp. 212-217)
- Become aware of the mechanisms of interpreted TI/VCI interaction
 - Turn-taking management
 - Control of conversation openings and closings
 - Management of deictics, control of direct/indirect style
- Understand the importance of non-verbal communication (TI/VCI)
 - Importance of voice
 - Paralinguistic elements
 - Kinesic elements
- Become aware of the differences between face-to-face interpreting and remote interpreting, especially with regard to:
 - Communicative behaviour of/between the parties
 - Communicative behaviour of the interpreter
 - Influence and incidence of ICTs in TI/VCI

- Be able to discern different levels or ‘layers’ of difficulty (content, form, techniques)
- Become aware of the need for briefing and prior collaboration with the parties involved and during the interaction
- Understand the importance of suggesting improvements/solutions when faced with certain difficulties (webcam orientation, raising the microphone volume, etc.)
- Familiarize with deontological principles
- Be able to handle uncertainty or tension (González Rodríguez 2018, p. 139)
- Manage data in notes: spelling, repeating, checking numerical or nominal data
- Become aware of the variability of communication between parties according to:
 - the context
 - the situation
 - the purpose
 - the parties involved
- Avoid communicative and behavioural asymmetries
- Remember that the interpreter is a ‘communication facilitator’
- Foster self-evaluation (debriefing, self-reflective evaluation)

Based on the trainers and students’ suggestions reflected in the evaluation of the summer school, a few recommendations are in order. Firstly, where possible, contact hours in class should be less intensive, so as to allow students to have time to prepare assignments and to practise on their own, thus consolidating what they have learnt. Secondly, whenever possible, working groups should be formed based not only on the language combination, but also on the students’ language competence in order to minimise differences in proficiency levels. Finally, trainers’ feedback should focus more on the specific dynamics and difficulties of remote interpreting and how to tackle them and only secondarily on other aspects, such as linguistic or lexical ones, and involve students in a peer-to-peer and self-evaluation exercise that would be useful in their future student and professional experience.

Regardless of the thematic areas covered in the course, the language pairs involved or the levels of difficulty established for TI or VCI, we believe that this list contains some of the most important and characteristic concepts of remote interpreter training. If we can achieve this goal, that is, if the students are capable of assimilating the points on this list, then the course will have been successful, and the students will have strong pillars on which to build their future as remote interpreters.

Bionotes: Nicoletta Spinolo, PhD, is an assistant professor at the Department of Interpreting and Translation, University of Bologna. She is a member of the Laboratory for Multilectal Mediated Communication and Cognition (MC2Lab). She got her PhD in Translation, Interpreting and Intercultural Studies at the same University. Her academic activity (research and teaching) focuses on interpreting between Italian and Spanish, and in particular on the management of figurative language in interpreting, on technologies and methods for remote interpreting and on cognitive friction in remote interpreting. She has been and is involved in international projects such as: *SHIFT in Orality: SHaping the Interpreters of the Future, and of Today*, 3-year project, Key Action 2: Strategic Partnership in Higher Education (2015-2018); *SmartTerp-Smarter Interpreting*, Enterprise Europe Network project, 2021; *Inside the virtual booth: the impact of remote interpreting settings on interpreter experience and performance*. The project has won the AIIC Research Grant (coordinators: Nicoletta Spinolo and Agnieszka Chmiel).

María Jesús González Rodríguez is research fellow and senior lecturer at the Department of Interpreting and Translation (DIT) of Bologna University (Campus Forlì), where she teaches interpreting between Spanish and Italian. Her main research interests include: interpreter education and training, dialogue interpreting, remote interpreting (telephone interpreting), dialogue interpreting in legal setting and humanitarian interpreting. She is currently focusing her research on telephone interpreting and on the interpreting of wiretapped conversations interpreter training in police settings. She works as professional interpreter and is author of numerous publications. She has been and is involved in national and international research projects such as: *ImPLI* “*Improving Police and Legal Interpreting*”: European research project funded by the Directorate-General for Justice of the European Commission (Grant agreement JUST/2010/JPEN/1562/AG) (2011-2012); *SHIFT in Orality* “*SHaping the Interpreters of the Future, and of Today*” -Erasmus+, 3-year project funded by the European Commission in 2015, within Key Action 2: Strategic Partnership in Higher Education (2015-2018); “*L’intercomprensione per la mobilità internazionale: strategie per insegnare e comprendere i linguaggi specialistici in intercomprensione*” - Progetti innovativi nell’ambito degli Accordi di Cooperazione internazionale (2020-2022).

Authors’ addresses: nicoletta.spinolo@unibo.it; maria.gonzalez@unibo.it

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Appendix

	MON	TUE	WED	THU	FRI	SAT
9.00-10.00	Opening	Preliminaries Telephone PLENARY	Preliminaries Video Observation of interaction PLENARY	Preparatory exercises + Documentation [2] HEALTHCARE IN GROUPS (language pairs)	Role-play (video) ADMIN/LEGAL IN GROUPS (language pairs)	Role-play (telephone) MIXED (STUD-LED) IN GROUPS (language pairs)
10.30-11.00	Documentation theory+hands-on PLENARY					
11.00-13.00	Documentation theory+hands-on PLENARY	Preliminaries Video PLENARY	Preparatory exercises + Documentation [1] BUSINESS IN GROUPS (language pairs)	Role-play (video) HEALTHCARE IN GROUPS (language pairs)	Role-play (telephone) ADMIN/LEGAL IN GROUPS (language pairs)	Role-play (video) MIXED (STUD-LED) IN GROUPS (language pairs)
14.00-16.00	Documentation theory+hands-on PLENARY	Preliminaries Telephone observation of interaction PLENARY	Role-play (telephone) BUSINESS IN GROUPS (language pairs)	Preparatory exercises + Documentation [3] ADMIN/LEGAL IN GROUPS (language pairs)	Role-play (video) HEALTHCARE IN GROUPS (language pairs)	Organisation of calendar of trial-calls with companies PLENARY
16.15-18.00	Preliminaries (Vocal hygiene) PLENARY	Market survey+ descript. of VEASYT platform Glossary+ descript. of DUALIA platform PLENARY	Role-play (video) BUSINESS IN GROUPS (language pairs)	Role-play (telephone) HEALTHCARE IN GROUPS (language pairs)	Role-play (telephone) HEALTHCARE IN GROUPS (language pairs)	Evaluation questionnaires and discussion PLENARY

Table 1
 SHIFT Summer School Timetable.