Telephonic dialogue interpreting: A short teaching course

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Telephonic dialogue interpreting

A short teaching course

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The use of telephone interpreting (TI) is becoming increasingly popular in both the public and private sectors. Dialogue interpreting (DI) carried out over the telephone is an extremely complex interpreting mode, which requires an in-depth knowledge of the dynamics of communication and of the techniques used in "traditional" DI; only with these foundations, will students be able to develop the skills that are specifically required for TI. With this in mind, we propose a specific short teaching course for telephone interpreters, where prospective stu-dents have already received teaching in dialogue (and, if possible, consecutive) interpreting, or have practical experience in these fields. After describing the un-derlying principles of our work, we present five practical units in growing order of difficulty, which can be used for various language combinations.

Keywords: telephone interpreting, dialogue interpreting, interpreter teaching

1. Introduction

The evolution of the interpreting market towards an ever-increasing use of infor-mation and communication technologies is an inevitable consequence of the con-tinuous improvement in the capacities of such technologies on the one hand, and of the globalizing socioeconomic context on the other (see, among others, Riccardi 2000; Andres and Falk 2009; Korak 2012).

Although not all scholars agree that TI is an ideal procedure (Gracia-García 2002), its use is becoming increasingly common in both the private and public sectors, being used in police and judicial settings (Balogh and Hertog 2012; Braun 2012), in healthcare (Andres and Falk 2009; Azarmina and Wallace 2005), as well as in business and public services (tourist information, etc.), where one advert for the Milan Expo in 2015 offers "a free interpreter by phone".

According to Heh and Qian's early account (1997, 51), TI "is a real-time lan-guage service that enables speakers of different languages to communicate by

telephone with the assistance of an interpreter via a three-way conference call". Kelly (2007, xii) notes that a two-way channel may also be involved, stating that a "remote interpreter provides interpretation from a physical location that is different from the location of one or more of the other participants of the conversation". Andres and Falk (2009,16) come closer to what we believe should be the focus of research on TI, which they define as "bilateral interpreting over the phone", thereby including not only the context but also the communication process involved.

With the aim of partly filling this gap, we here present some thoughts on the workings of a TI service, so as to draft a methodological framework that might be used in TI teaching. We will propose an itinerary that could be of interest for university interpreting courses on the one hand, and for TI companies wishing to improve their services on the other.

We will start by briefly discussing the reasons for the existence of TI and by analysing data provided by a TI company operating in Spain. We will move on to analyse the skills and procedures required in such work. The subsequent step will be to introduce a teaching itinerary which can be adjusted for different language combinations, cultures and countries. We will illustrate five teaching units based on role-play (RP); for each we offer a description and an outline of the RP, as well as notes on its use in class.

2. Telephone interpreting today

The interpreting market is constantly evolving as a result of the growing multilingualism and multiculturalism of society (García Luque 2009). Such evolution implies an increasingly varied demand for language combinations, and an ever greater use of remote interpreting, via telephone or videoconference links, in order to cover a variety of language combinations that no interpreter in person could realistically offer. Against this backdrop, TI is understandably being employed in many countries as a cost-effective solution (Ozolins *et al.* 1999; Rosenberg 2005; Kelly 2007; García Luque 2009; Murgu and Jiménez 2009), and is starting to be offered in others.

Although it might seem reasonable, in the mid-term, to see TI substituted by video relay interpreting (VRI), TI is still being widely used in many sectors, and might still be more effective in some contexts, especially public service, emergency calls and calls from locations with limited connection.

To better and more realistically depict the variety of TI's possible fields of application, we will illustrate the services offered by one of the main TI companies in Spain. Table 1 shows the domains for which interpreting was carried out in the year 2013.

Table 1. Domains of application (2013)

Field	No. of calls	Minutes	Average duration of call (minutes)	% of use
Health	14,268	153,568	10.7	70.60%
Emergencies	3,048	24,260	7.9	11.10%
Social Services	969	20,562	21.2	9.40%
Municipalities	941	17,164	18.2	7.90%
Business	138	1,520	11	0.70%
Education	7	175	25	0.08%
Total	19,371	217,249	11.2	100%

The predominant domain was in this case healthcare, followed by emergency and social services. The calls with the highest average length occurred in the domain of education (where there were however very few calls), followed by social services and municipalities. Not surprisingly, the shortest calls were those to emergency services.

As for the languages required, while over 60% of use is for English and standard Arabic, no fewer than 46 other languages and varieties make up the remaining near-40%, ranging from Wolof to Amharic. While we should bear in mind that these data refer to a company on the Spanish market, and may vary significantly for other countries, these figures clearly show the variability in domains, clients (the institutions purchasing the interpreting service), times, and above all languages.

3. A teaching need

What emerges from this discussion is that TI is a phenomenon whose magnitude and complexity deserves to be exhaustively analysed in interpreting studies research. Moreover, to guarantee quality in the profession, the sector should also be adequately represented in interpreter education institutions. This is especially true when we consider the responsibilities attached to providing TI, which often constitutes the "access key" to public services, sometimes in extremely serious situations (e.g. emergencies).

As Hlavac (2013b) states:

> Telephone interpreting requires particular protocols, relies on different oral/aural input and output from the interpreter in the absence of visual information, requires extra checks from all participants in terms of confidentiality, and has different interpersonal and stress management dynamics to manage both source speech […] and technical features.
> (Hlavac 2013b, 47)

Although there are laudable experiences of training courses provided within TI companies for their own interpreters (e.g. Murgu and Jiménez 2011), we agree with García Luque (2009) on the wider need to adjust *curricula* for student-interpreters in higher education, in order to prepare them for the new interpreting modes they will probably have to deal with on the market. Believing that academic institutions and TI companies deserved to meet and acknowledge each other's work, the authors acted as trainers in two multi-language TI workshops organized by the University of Bologna together with a TI company. A recent development in this respect is the *SHIFT in Orality* project,[1] an Erasmus+ funded 3-year project whose purpose is that of outlining a teaching solution for remote interpreting in Higher Education.

Talking about Italy, it might be useful to strengthen teaching activities in DI at the BA level, and add specialized courses focusing on new interpreting modes like TI at the MA level. Before taking this step, however, we need to understand what TI is, how it is done, how it differs from face-to-face DI and, as a consequence, how the activities proposed for TI should differ from those proposed for DI.

4. Methodological premises

Many authors (among others, Wadensjö 1999; Collados Aís and Fernández Sánchez 2001; Hale 2010; Valero Garcés and Dergam 2003; Russo and Mack 2005; González Rodríguez 2014b) have studied the main elements that characterize DI, the skills required and procedures employed, the contexts of use, etc.

When we talk about DI, we usually refer to oral translation involving only one interpreter working from and into the two languages spoken by the interlocutors in a face-to-face situation. It is a triadic communicative event, with characterizing elements such as direct contact in a variety of shared settings, inherent bidirectionality, various situations, topics, styles, and registers, with frequent appearance of the phatic function and other interpersonal aspects, as well as management of asymmetries (Giménez Romero 2001; González Rodríguez 2014a).

In TI, the methodology used is still that of DI, although with some peculiarities which make it a particular interpreting mode (see also Fernández Pérez 2015). First, interpreters are carrying out their job "blindly", as their only input is what they hear over the telephone (this blindness is not necessarily shared by the primary parties: when the latter share the same space, strategies may change compared to when they are in different places; see Rosenberg 2005). This condition significantly limits non-verbal communication. These limits can be compensated for in TI

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by exploiting the primary qualities of the voice (Poyatos 1994, 25–49), voice-type qualifiers (*ibid.*, 49–82), and non-vocal behavioural gestures (*ibid.*, 235–262). In the "blindness" of TI, this becomes a fundamental tool of understanding, allowing the interpreter to re-adjust working strategies *in itinere* (Collados Aís *et al.* 2013). Furthermore, this blindness can partially be compensated by taking notes to focus on and, somehow, "visualize" the conversation (according to Mikkelson 2003, 260, telephone interpreters "need to make sure their consecutive note-taking skills are highly developed"). The aspect of non-presence requires us to treat TI differently from face-to-face DI. Wadensjö (1999, 254) explains how this represents a disadvantage for the interpreter, who may have a hard time in "capturing the communicative cues provided by interlocutors' gestures, posture, mimics, and other non-verbal behaviour, all of which have a role in guiding the interpretation". As Rosenberg (2005) points out, TI has two possible spatial configurations: one in which the primary participants share the same space, but the interpreter does not (e.g. a doctor/patient interaction during an examination); and one in which none of the participants share the same space (e.g. a tourist telephoning to an information office). Rosenberg underlines that these configurations require different management of the interaction by the interpreter, and that where the same space is shared by the other speakers but not by the interpreter, misunderstandings and confusion are more likely to occur.

Second, to the professional expert, the audio of TI may seem unacceptable, being at times intermittent, and with strange background noises. Voices are not always clear, and participants are not always experienced speakers. We find different kinds of voices in different situations, and with different emotional statuses. In their first TI sessions, interpreters usually feel uncomfortable, which does not make their job any easier. However, "dirty" audio input should not only be seen as an obstacle, but as a stimulus for the interpreter to make strategic choices which can facilitate communication, as well as to infer the nature of the situation of the other participants. Telephone interpreters will also need to focus on and strengthen their listening skills (Collados Aís *et al.* 2013). They have to rely on the voices to infer profiles of the people they belong to, and therefore need to pay particular attention to their linguistic and paralinguistic components. Through the former, they can identify diatopic, diastratic and diaphasic traits, such as the area of origin, the cultural level, the register, etc.; through the latter, they can obtain information about kinesic behaviours and emotional reactions.

Third, a telephone interpreter usually has to work with a wide array of topics, situations, clients/users (the client being the institution/company paying for the service and the user being the citizen who gets in contact with it), and conversational goals, in calls that may last only few minutes. In DI, the interpreter makes strategic decisions during the assignment concerning register, use of first or third person,

pauses, reformulations, explanations, etc. However, the nature of TI is so fast that the main goal of the call, the communicative situation and the parties involved, with their voices and their profiles, need to be identified immediately on taking the call.

Fourth, in TI, we often find situations (e.g. accidents, thefts, health problems) where one of the two parties is particularly fragile, with significant differences in the roles and in the power relationships of the parties involved (police/suspect, paramedic/accident victim, etc.). Although not all TI sessions present such asymmetries, we believe that TI professionals should be trained and prepared to face the difficulties posed by this variable, which can generate serious problems and even conflicts between the parties (see also Merlini and Favaron 2003).

Fifth, because they often do not know what awaits them until they accept the call, talk to the parties involved, and are told the reason why the clients are calling, telephone interpreters should be prepared for anything, from a simple bureaucratic procedure to a serious accident or a case of gender violence. This unpredictability produces a tension and anxiety which TI professionals need to get used to and manage; to this, the tension generated by situations of conflict and emergency should be added (Handi and Ortigosa 2011). This is why we propose the use of RPs which we see as creating progressively increasing tension.

Overall, while TI can be considered a form of DI, its professional exercise presents significant peculiarities.

Although it is important for a telephone interpreter to have experience of and/or preparation in DI, not all dialogue interpreters can be automatically considered ready for TI. The peculiarities of the latter require interpreters to be able to (a) maximize the use of all available resources (e.g. voice, paralinguistic information); (b) make particularly quick decisions; (c) have solid note-taking techniques (see Mikkelson 2003). A case-study carried out by Ko (2006) shows that the specific features of TI can lead to more stress and fatigue for the interpreter but that, on the other hand, these can decrease over time with practice.

The course described in the next section aims to enhance the above-mentioned three main skills required for TI, as well as to offer students an as-realistic-as-possible experience of TI.

5. A short teaching course

In the light of the data presented in Section 2, a teaching course in TI needs to be applicable to a wide variety of language combinations and spheres of activity.

Another 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 RPs, 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.[2]

Part 1 (10 hours) introduces five domains with preparatory activities aimed at training fast decision-making procedures. The materials (audio, video, written) should be prepared by teachers according to the host country and language, serving as an introduction to the tourist, business, health, legal and emergency systems of the country, and be used for preparatory activities such as sight translation, memorization, intra- and inter-linguistic reformulation, note-taking and short consecutives. Part 2 (10 hours) is outlined in Section 5.1 and presents five RPs of increasing difficulty in the various domains listed. These are proposed to students without prior notice as to the domain involved, so as to realistically reproduce the situation of the interpreter who, in most cases, does not know the subject of the telephone call until this begins.

Figure 1 shows a scheme for working with RPs. In the main room, the teachers acting as client and user perform these roles in front of a shared telephone, being watched by the rest of the class. The student who is acting as interpreter, and who may be video-recorded for further analysis and debriefing, goes to a separate room with a telephone (and a headset if possible, for easier note-taking and better sound quality).The earphone socket on the telephone in the main room is connected to loudspeakers to allow the observers to hear the interpreter's contributions, and to a recorder to allow replay (the record function of a mobile phone may also be used for this purpose). Figure 1 shows a suitable arrangement of the various participants and equipment.

Teacher-led debriefings are extremely important, especially if they are based on a problem-based learning approach (Barrows 1996; see also Huang and Wang 2012); they should involve first the student who has acted as the interpreter, and then the other students, who must take note of the methodological, strategic, communicative and linguistic issues that have arisen during the RP. The debriefing should be structured as a dialogic learning session (Flecha 2000) and start by asking the student who interpreted the RP to reflect on her/his performance and describe the problems and difficulties encountered, the solutions found and the strategies employed. The word then goes to the rest of the class, to discuss further issues not raised by the student-interpreter. Finally, teachers complete the analysis and suggest strategies and best practices. If the RP has been recorded, the students may re-listen to it and discuss alternative strategies and solutions.

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2. See also Fernández Pérez (2015) for suggestions on how to use RPs with students acting as primary participants.
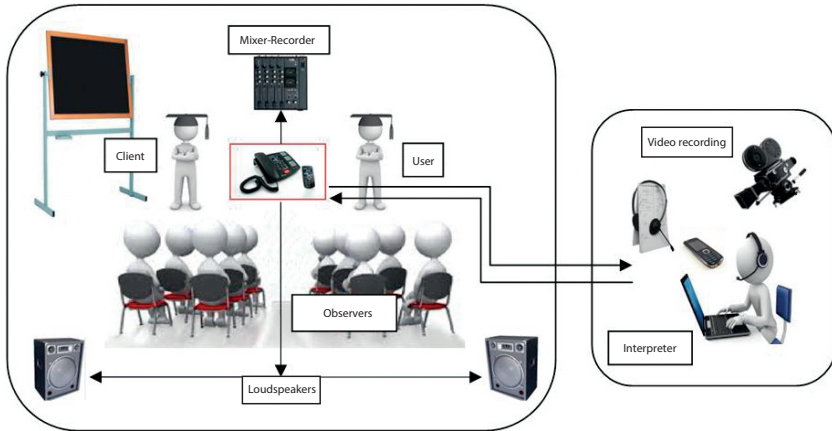
5.1 Role-plays

RPs should be prepared carefully and as realistically as possible. It may be advisable to create some background noise (e.g. recordings of traffic, office sounds) to make them more realistic.

The RPs are presented not as detailed scripts, but rather as scenarios which can be adapted to different language combinations and to different student abilities. The use of a scenario format, rather than a detailed script, will allow teachers to adapt the actual interaction to the student's performance; given that the dialogue interpreter plays a pivotal role not only as a relayer, but also as a gatekeeper in the interaction (Wadensjö 2002[1993]), and since her/his performance cannot be predicted, part of the RP will have to be improvised based precisely on her/his contribution. This is why the best practice would be, whenever possible, to have two teachers and experienced interpreters act as primary participants, rather than students (see Section 5).

RP 1 is classified as "very easy". The domain is tourism, and the context is characterized by participants' desire to cooperate both with each other and with the interpreter. There are no technical difficulties, the sound quality is good, and there are no major terminological problems. This RP should be used as a first "soft" approach to TI, to practice skills such as note-taking while on the phone, experiencing the "blindness" of TI and turn-management in absence of visual clues (see Section 4).

Table 2. RP 1

Level of difficulty:		Problems	
very easy		*Extra-situational (technical)*: none	*Intra-situational*: none
Participants:	**Configuration:**	**Phases:**	**Duration:**
2 + 1 interpreter	client and user share the same space	5	10 minutes
Topic: Request for information at Tourist Information Office			
Description:A foreign tourist enters a Tourist Information Office to ask about monuments, transport, events and tourist materials. In general, the operator should aim to be convincing and captivating, and so should the interpreter.			
PHASES			
Contents		**Variations/Possible added difficulties**	
1. Greetings. Participants' short introduction to each other.		Keep it simple.	
2. Tourist asks about the main monuments and opening times. Operator provides information.		Tourist asks for addresses.	
3. Tourist thanks and asks about transport. Operator provides information.		Operator shows tourist a map (which the interpreter cannot obviously see) of the transport network, marking public transport locations.	

(*continued*)

Table 2. (*continued*)

4. Tourist asks about current events. Operator provides programmes and other materials (maps, brochures).

5. Thanks and greetings

NOTE: In phase 2, the interpreter can deal with names and addresses by spelling them or by asking the operator to write them down / indicate them on a map or in a brochure.

RP 2 is classified as "easy". The domain is business, and each primary participant pursues her/his own interests; both want to communicate, but tension increases slightly while the two are negotiating. There is also a technical difficulty: halfway through the call, the line drops and all the participants, including the interpreter, have to pick up the thread of the conversation again. With this RP, a few complications are introduced to practice the skills introduced with RP 1 and others such as managing slight tension, negotiation and interruptions due to technical issues. Furthermore, the interaction is slightly longer and more dynamic than that of RP 1.

Table 3. RP 2

Level of difficulty:		Problems	
easy		*Extra-situational (technical)*: line drops halfway through the call	*Intra-situational*: some tension when negotiating prices
Participants:	**Configuration:**	**Phases:**	**Duration:**
2 + 1 interpreter	Client and user do <u>not</u> share the same space	7	15 minutes

Topic: negotiation between importer of food products (e.g. oil, cheese, wine, depending on typical products of countries involved) and producer/exporter.

Description: Two entrepreneurs, who have already had telephone and email contacts, have a telephone meeting to arrange the terms of a purchase.

PHASES

Contents	Variations/Possible added difficulties
1. Greetings. Short introduction of participants to interpreter.	At the beginning, strong will to collaborate from both parties; both want to come to an agreement.
2. Importer tells exporter that s/he received the former's information about the price (X €/$/etc. for Y units of product), and that s/he has discussed it with her/his partners. Exporter asks what they thought about it, hinting at the fact that there is still room for negotiation.	Exporter is willing to negotiate a discount, provided that a larger order is made. Line drops towards the end of the phase.

Table 3. (*continued*)

3. New call. Short summary of previous call. Importer explains that s/he appreciates the quality of the product, but that her/his company, unfortunately, has budget difficulties. S/he asks the exporter, given their longstanding business relationship, which will certainly continue in future, to review the proposal. The exporter does not want to be the first to propose a price, and asks the importer to be more explicit about the desired discount.	This is where tension between speakers starts to increase, and where they take up less flexible positions in the communication; tones and voices are less warm and relaxed, although formal and kind: nobody wants to be the first to propose a price that is too high/low. It will be the importer, i.e. the one who first asked for a discount, who will make the first move in the following stage.
4. The importer makes the first move, and requests a 15% reduction on the proposed price. The exporter becomes nervous: it is a significant discount. S/he explains that production has its costs, taxes are heavy, and deliveries have always been punctual.	Tension increases, especially on the exporter's side; her/his tone gets a little more annoyed.
5. The importer asks the exporter to make a proposal. The latter proposes a 10% discount, specifying that this would be applied exceptionally in the name of their longstanding business relationship.	
6. The importer thanks the exporter for this offer, but explains that it is not as large a discount as expected. It may be acceptable, but must first be discussed with the importer's partners. The exporter shows understanding and thanks the importer.	Tension starts to ease, as parties now share the same goal: making the partners accept a 10% discount.
7. The two thank the interpreter, say goodbye and agree to talk again a few days later.	

NOTES: To simulate the fact that the primary participants do not share the same space, they should not face each other. It will be interesting to see the strategies applied by the interpreter to manage tension. Does s/he convey the irritated tones? Does s/he try to mitigate them? Does s/he use the first or the third person?

RP 3 is classified as "medium" difficulty; the domain is health, and the primary participants are a hurried operator and a very meticulous and emotionally involved patient. The specific skills practiced here, besides the ones mentioned above, are fast note-taking and management of long and dense turns (strategies for chunking, latching, etc.), identification and management of different emotional statuses, terminological and domain-specific competence (especially at phase 5).

Table 4. RP 3

Level of difficulty:			Problems	
medium	*Extra-situational (technical)*: none		*Intra-situational*: operator wants to end call as soon as possible	
Participants:	Configuration:		Phases:	Duration:
2 + 1 interpreter	users do <u>not</u> share the same space		8	15–20 minutes

Topic: The operator of a private fertility clinic calls a patient living in another country.

Short description: The operator of a private fertility clinic calls a patient abroad to fix an appointment for the first consultation to examine the possibility of *in vitro* fertilization. S/he also gives her a list of the preliminary tests she needs to bring with her.

PHASES

Contents	Variations/Possible added difficulties
1. Greetings. Short introduction of participants to interpreter. Operator introduces herself/himself and explains that s/he is calling to fix the first appointment. The patient gets a little emotional and thanks for the call.	First call after a long exchange of emails. Operator speaks fast: for them, it is just a routine call; for the patient, it is a life-changing one.
2. Operator tells patient that her appointment will be two weeks later. Patient kindly explains that notice is too short, and she is afraid she will not be able to take days off work.	Operator sounds cold and unwilling to offer other dates. Patient is surprised by short notice.
3. Operator explains that the clinic is very busy, and it is not easy to change an appointment. Patient gets nervous: they know that she lives abroad and needs time to organize the trip.	Tension increases both for operator, who would like to close the call, and patient, for whom this is an extremely important appointment.
4. Operator agrees to double-check and proposes a second date, a month later. Patient happily accepts and thanks.	
5. Operator explains that patient will have to bring results of a series of preliminary tests that she can carry out in her country of origin; operator reads list:	Operator reads routine list very quickly.

For her:

– blood tests (blood type, karyotype, FSH and LH hormone concentrations, screening for HIV, Hepatitis B and C)
– hysterosalpingogramme (HSG) or sonohysterogramme
– smear test
– cervical and vaginal swabs (screening for chlamydia, mycoplasma, trichomonas)

For partner:

– blood tests (blood type, karyotype, screening for HIV, Hepatitis B and C)
– semen analysis

Patient takes note of everything.

(continued)

Table 4. (*continued*)

6. Operator asks patient if she has any doubts or questions. Patient asks about hotels near the clinic.	Operator knows that call is about to end and sounds less hurried.
7. Operator explains that they have an agreement with a hotel 200 metres from the clinic. Gives patient name and URL. Patient thanks.	
8. Greetings.	

NOTES: Phase 5 is particularly long; interpreter's difficulties and strategic choices will depend mainly on note-taking skills and management of fast list-reading by the operator. Will interpreter ask the operator to stop/reread/slow down? Or will s/he manage to follow and take note of everything?

Will the interpreter imitate the operator's haste or will s/he try to read out the list slowly? Will the patient manage to follow? Will they read the list at all, or will they opt for another means of transmission, such as e-mail?

During phase 7, patient might not understand the hotel name at first. As speakers do not share the same space, the client cannot write it down for the user, and the interpreter may have to spell it.

RP 4 is a judicial interaction and is classified as "difficult". Its main features are an asymmetry of power and language register between the main speakers (judge and accused), lack of cooperation by the accused, and the presence of more than two interlocutors. Some details (laws, rules and procedures) will need to be adapted to the host country. The specific skills practiced with this RP are management of different emotional statuses and power asymmetry in the conversation, management of interaction with more than two primary participants and management of lack of cooperation from one of the primary parties.

Table 5. RP 4

Level of difficulty:		Problems	
difficult	*Extra-situational (technical)*: none	*Intra-situational*: non-collaboration, worry, nerves, lack of patience (judge). Multiple interlocutors.	
Participants:	**Configuration:**	**Phases:**	**Duration:**
4 (one of whom does not speak) + 1 interpreter	users share the same space	9	18–20 minutes
Topic: Questioning after an arrest for drug trafficking			
Short description: A traveller has been arrested at the airport for carrying 500 grams of cocaine in her/his suitcase, hidden in shampoo bottles. S/he is questioned by the judge in front of her/his defence lawyer and the police inspector who carried out the arrest.			

Table 5. (*continued*)

PHASES	
Contents	**Variations/Possible added difficulties**

1. Greetings. The judge describes the situation for the records: s/he explains to the accused that s/he has been arrested because Inspector X found 500 gr of cocaine in her/his suitcase, hidden in 100 little bags in shampoo bottles. Due to the large amount, s/he will be charged with drug trafficking. Inspector X and defence lawyer Z are present during the questioning. The accused is scared and confused.

From the start, great asymmetry in register, tone and power between the judge and the traveller. The judge is very formal, complying with the procedures, while the traveller is very emotional.

2. The judge asks the accused for her/his personal details and notes them down: name, surname, citizenship, date and place of birth.

3. The actual questioning begins: the judge asks the accused how s/he came into possession of the cocaine. Instead of answering the question, the accused starts telling the story of her/his life: unemployment, poverty, children left in home country.

When listening to the answer, the judge remains silent for a few seconds, being so surprised at the answer that s/he is not sure whether the interpreter asked the question correctly, and may even ask the interpreter whether the translation was accurate.

4. The judge repeats the question, asking the accused to answer only the questions asked. The accused says s/he does not know the person who gave her/his the cocaine.

The judge gets nervous.

5. The judge insists that the accused answers the questions asked: s/he cannot have received the cocaine from people s/he does not know. The defence lawyer intervenes to say that her/his client is not going to answer now, preferring to wait for the trial.

The judge is getting more and more nervous. In the background, the inspector comments with remarks such as "it is unbelievable"; "of course s/he won't tell", etc.

6. The judge asks the accused if this was all the cocaine s/he was given. The accused says it was.

7. The judge asks who the contacts of the accused in the country of arrival are. The accused remains silent.

The question is asked fast: the judge and inspector realise no answer will be given and want to end the questioning quickly.

8. The judge insists on receiving an answer from the accused. The defence lawyer again says they will await the trial.

The judge is very irritated.

9. The judge closes the questioning and fixes the trial for the following week. Meanwhile, the accused will remain in custody. Greetings.

The inspector handcuffs the accused as soon as the judge finishes speaking, and before the interpreter has finished explaining. The accused does not understand and is very scared. The judge leaves before the interpreter has finished.

(*continued*)

Table 5. (*continued*)

NOTES: At stage 2, the interpreter can either ask the accused to either write her/his details or to show her/his papers. In the latter case, the judge will ask if the papers are authentic or false. At stage 3, how will the interpreter make the judge understand that what s/he has translated is the suspect's actual answer? Will s/he use the first or the third person?

At stage 9, the interpreter will probably have to repeat, as the traveller will not understand at first and will nervously ask what is going on.

In general, in a situation with more than 2 speakers, the interpreter will have to find ways to verbally mark the turns of each participant in the conversation.

RP5 is classified as "very difficult". The conversation is very fast, and turn-taking and information exchange need to be extremely efficient, while two primary participants (accident victims) are in a situation of panic and confusion. Tension is very high. This RP is designed to practice multiple skills: fast note-taking and decision-making, management of the presence of more than two primary participants, interaction with very emotional primary participants, a very fast rhythm in the conversation, technical problems and poor audio quality.

Table 6. RP 5

Level of difficulty:		Problems	
very difficult	*Extra-situational (technical)*: disturbed line, background noises (traffic, ambulance, cries)	*Intra-situational*: preponderance of emotional factors (anxiety, worry) and the emergency factor (call centre operator needs fast and efficient information)	
Participants:	**Configuration:**	**Phases:**	**Duration:**
3 + 1 interpreter	two users share the same space, the third (call centre operator) does not.	9 (short and fast)	6–7 minutes

Topic: Car accident; call to emergency number.

Short description: Two foreign tourists have a car accident and call the emergency services.

PHASES

Contents	Variations/Possible added difficulties
1. Immediate presentation of the situation. The speaker who is calling the emergency number immediately explains that they have had a car accident. The operator asks what language they speak and puts the interpreter on the line. The operator then asks for their exact location.	The speaker is worried and confused, and stammers. The operator is calm and keeps the situation under control.
2. The operator checks the number from which the speaker is calling. The latter confirms.	A possible added difficulty is the tourist not understanding the need to provide their telephone number; the operator explains that it is important for a correct and complete localization of the accident.

(*continued*)

Table 6. (*continued*)

3. The operator asks if any other people are involved and if there are flames or smoke. The tourist says her/his spouse is involved, but they cannot see any flames or smoke.	The tourist gets more and more nervous and anguished.
4. The operator asks how the spouse is. The latter seems to be in pain, and her/his head is bleeding. In an obvious state of panic, the tourist asks her/his spouse how s/he feels.	
5. Realizing that the caller is extremely nervous, the operator asks her/him to pass the phone to her/his spouse.	The tourist will need to somehow 'verbalize' the passing of the phone to her/his spouse (i.e. "Ok, now s/he can hear you", "s/he's on the line now", etc.).
6. The operator asks the spouse if s/he hit their head and how. Her/his head hit the steering wheel and then the airbag deployed.	The spouse's voice is feeble and not clear, as s/he is in pain. A possible added difficulty is that s/he is too weak to speak properly; in that case, the operator will use only yes/no questions.
7. The operator tells the spouse not to move and to try and stay awake. The operator then asks to speak to the caller again.	
8. The operator asks the caller how the accident happened. After driving for many hours, the spouse fell asleep.	The caller might get angry with the operator, telling her/him to stop asking so many questions and send an ambulance at once. The operator will patiently explain that the ambulance has already left and will arrive soon. The questions are designed to better present the situation to the doctors and paramedics when they arrive.
9. The operator says that the ambulance should be arriving; the caller confirms that s/he can see it. Greetings and thanks.	

NOTES: /

6. Conclusions

TI is clearly a specialized mode of DI. Its particular features are: monomodality (only audio, which is often "dirty"); no sharing of physical space; multiple fields of application; asymmetry of roles/registers; and various degrees of tension.

That is why, before undertaking this teaching module, students should ideally already be familiar with DI and note-taking. In addition, the teaching materials should be adjusted to the institutions of the host country and to the specific needs

of the students. Special attention should be paid to extra-linguistic difficulties, the description of unseen events, and culture-specific issues, as well as to turn-taking and the management of conflict and emotional factors.

This teaching module and the RPs proposed here are possible indications for teachers who want to introduce students to TI. The module should ideally be preceded by an introduction to the particular difficulties and best practices of TI, as well as training in fast decision-making. The RPs outlined are proposed not as detailed scripts but rather as guides which can be adapted to different language combinations, cultures and contexts, allowing for variations which respond to the performance of the interpreter.

The authors hope that this contribution can provide a series of ideas for the integration of TI into interpreter teaching, in response to the expanding demand for TI in the language services market.

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