Educational Innovation

DIALOGOS: an Erasmus+ project to train EMT students from two universities

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Translation

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Overview

PART 1

- Programme presentation

PART 2

- Innovative educational activities presentation

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The **first landing context** for migrants are very frequently Southern Mediterranean countries, which are regarded as gateways into the EU

Communication barriers
which hinder integration and equal access to services for migrants

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Speakers of **Languages of Lesser Diffusion** (LLDs) face grater challenges given the lack of support in the form of written information materials, mediation resources, interpreters, etc.

NGOs, associations and administrations normally turn to *ad hoc* **non-professionals** who are **not trained** in intercultural communication, mediation, translation and interpreting

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- **Objective:** to develop a Public Service Interpreting and Translation (PSIT) training course for LLD speakers, for which there are no training options at present, following EU basic principles regarding diversity and inclusion.

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The dialogos project

Identify and map the communication needs of migrants arriving to Southern European countries (Spain, Italy, and Greece).

Suveys & interviews with stakeholders

Material creation
Course design
Pilot course

Online open-access online training course in translation and interpreting in Public Services for LLD speakers who typically act as non-professional interpreters
www.dialogoserasmus.eu

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Mapping

Networking

Between DIALOGOS' partners and other strategic stakeholders

Mapping

Programmes & materials currently used for PSIT or CI training in Spain, Italy, and Greece

Surveys & interviews

Information about LLD needs, PSIT and CI practices

18-35 LLD speakers working or training

165 students

171 professionals

24 interviews conducted to students & professionals

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Mapping Results

LLD ➡ ad hoc interpreting is very common

Most professionals from different public services stated having **frequent or daily contact** with LLD speakers
They find trained mediators, interpreters and translators as an effective strategy and desired option to enable communication
However, 45.7% in Greece and 57.9% of the respondents in Spain declared that there is no form of mediation services available in their **workplace**.

High percentage of Public Service translation and interpreting professionals not trained in intercultural communication

Underrepresentation of LLDs in training programmes

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Material & Course Development and Piloting

Material analysis

Selection of resources, materials, programmes, etc.

Analysis and classification

Course design & material creation
Determine the final contents, making use of some of the materials gathered from the previous task and producing new ones

Piloting & results
Analysis and assessment of the effectivity and usefulness of the materials and methodologies

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Material analysis, course design & material creation, piloting & results

a) promoting **interaction** with trainees
b) developing **practical activities** and
c) creating an engaging, **hands-on learning experience** for our PSIT students.

• Students' profile: **bilingual and bicultural** students that are proficient in at least two languages, one of them being an **LLD**, and that do not necessarily have university level education, nor a **previous background in PSIT.**

• **EMT Competence framework**

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Material analysis, course design & material creation, piloting & results

Examples of activities

Interpreting practice

Reflection activities

Roleplays

Sight translation

¿Verdadero o falso?

...aductor/intérprete únicamente debe...
...cer los aspectos culturales de una de...
...ras (por ejemplo, solo la del trabajado...
...ervicios públicos).

FALSO

Assessment

Cooperative glossary

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Open access course: www.dialogoserasmus.eu

- Theoretical content is presented interactively by **virtual avatars** that guide trainees through each module.
- Information is presented visually.
- Direct access to **audiovisual resources** is provided to enhance comprehension and achieve **meaningful and dynamic learning.**
- Each lesson is accompanied by **interactive activities** such as roleplays, quizzes and case studies, and a test is included at the end of each lesson to assess competence acquisition.

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Presentation of innovative educational activities in the two universities

1. Piloting activities

2. Translation activities

3. Localization activities

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Piloting activities with the participation of EMT students at the Alcala university

Competence-based learning:

Understanding **context**: crucial for interpreters to convey messages accurately and appropriately between providers and users.

Understanding the specific **setting.**

Understanding the details of **procedures and protocols**.

Being aware of the importance of cultural background to avoid misunderstandings and ensure **culturally sensitive communication**

Recognizing the **ethical implications** within public service settings ensures that interpreters act within **professional standards** and safeguard users' rights and dignity.

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Piloting activities with the participation of EMT students at Alcala university

Piloting & results

• The objective of the piloting was to **test** the materials and methodologies developed and to test if it could easily be applicable in **crisis situations** that urgently require the use of trained interpreters.

Participants selection

• A total of **74** institutions were contacted (they stated that there is a **critical need** for trained translators and interpreters in Wolof, Bambara, Fula, Swahili, Hausa, Somali, Kinyarwanda, Soninke, Yoruba, Farsi, Armenian and Azari).

• **17 students** that could speak, among others: Amazigh, Arabic (Hasania, Darija), Armenian, Bambara, Bassa, Diula, Chinese (Mandarin + Wu and Northern Eastern dialects), Ewondo, Persian, Poular, Russian, Somali, Swahili and Tamazigh

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6 Modules:

1 **What is PSIT?**

Public service translators and interpreters as a bridge between cultures and languages.
Intercultural competence and LLD.
Being bilingual ≠ being an interpreter.
Different contexts and settings involved.

2 **Who will I be helping?**

- Fields and settings.
- Different roles for different situations: intercultural mediator, translator and interpreter.
- Protocols and guidelines.

3 **What will I do as an interpreter/mediator/translator?**

- Interpreting modalities: bilateral interpreting, sight translation, *chuchotage* and consecutive interpreting with note taking.
- Remote interpreting.
- Translation.
- Intercultural mediation.
- Phycological issues, vicarious trauma, emotional impact, work risks and self-care.

4 **What do I need to know to be able to work as an interpreter/translator/mediator?**

- Basic human rights.
- Migrants' rights and access to public services in Spain.
- The Spanish healthcare system (assistance, emergencies, resources...).
- Interpreting in healthcare: characteristics, situations and code of ethics.
- Asylum procedure in Spain: characteristics, stages, figures and institutions and the asylum interview.
- Useful resources.

5 **What do I need to know to be able to work as an interpreter/translator/mediator?**

- Law enforcement in Spain: police corps.
- The Spanish legal system: main characteristics, types of courts and figures and institutions involved.
- Interpreting in police and court settings: characteristics, strategies, situations (gender-based violence) and code of ethics.
- Useful resources.

6 **What do I need to know next?**

- Real-life practice: examples of good practices and ethical dilemmas.
- Strategies to research and keep learning.
- Interpersonal skills and networking.

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Piloting activities with the participation of EMT students at the Alcala university

5 MODULES:

➢ **Modules 1 and 2**
- mainly theoretical.

➢ **Modules 3, 4, 5 & 6:**
- mainly practical.
- focused on the development of interpreting techniques.
- including specific information and vocabulary of the different public services in Spain.

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Results of the piloting

- Students in the onsite pilot course provided **very positive feedback**.

- Trainees found the material very useful, especially the **audiovisual resources (this gave way to choosing iSpring as didactic tool).**

- Concerning the specific thematic modules, 4 (healthcare) and 5 (legal-administrative), they found it difficult to understand specialised terms and concepts.

- These thematic modules would need further work.

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Piloting activities with the participation of EMT students at the Aristotle University of Thessaloniki

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Piloting activities with the participation of EMT students at the Aristotle University of Thessaloniki

Μπορείτε να σκεφτείτε κάποια **χειρονομία** π[ου]
[εί]ναι κατανοητή από όλους στη γλώσσα σας α[λλά]
στην Ελλάδα δεν χρησιμοποιείται;

[Light]s act!

'SIT MODES
[Ε]ΙΔΗ ΜΕΤΑΦΡΑΣΗΣ/ΔΙΕΡΜΗΝΕΙΑΣ ΣΕ ΔΗΜΟΣΙΕΣ ΥΠ[

- Translation/Μετάφραση
- Bilateral interpreting/Consecuti[ve] interpreting/Διαδοχική Διερμην[εία]
- Simultaneous interpreting/Ταυ[τόχρονη] Διερμηνεία
- Whisper interpreting (Chuchotage)/Ψιθυριστή Διερμ[ηνεία]
- Sight interpreting/translation/Δ[ιερμηνεία] όψεως
- Remote interpreting/Διερμηνεί[α εξ] αποστάσεως
- Intercultural mediation/Διαπολ[ιτισμική] μεσολάβηση

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Participants:

- Research Group

- Master Students

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Piloting activities with the participation of EMT students at the Aristotle University of Thessaloniki

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Piloting results

- Enhancing awareness of the critical role of terminology in contexts of humanitarian crisis

- Introducing the significance of Public Service Interpreting and Translation (PSIT) in multilingual service provision

- Familiarizing participants with emerging tools and resources relevant to professional translation practice

- Reinforcing existing knowledge of established translation technologies and methodologies

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Translation activities

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Localization workflow

- Verbal content translation
- Interactive content creation in Greek
- e-learning localization
- Revision
- Import of verbal content to the e-learning design tool
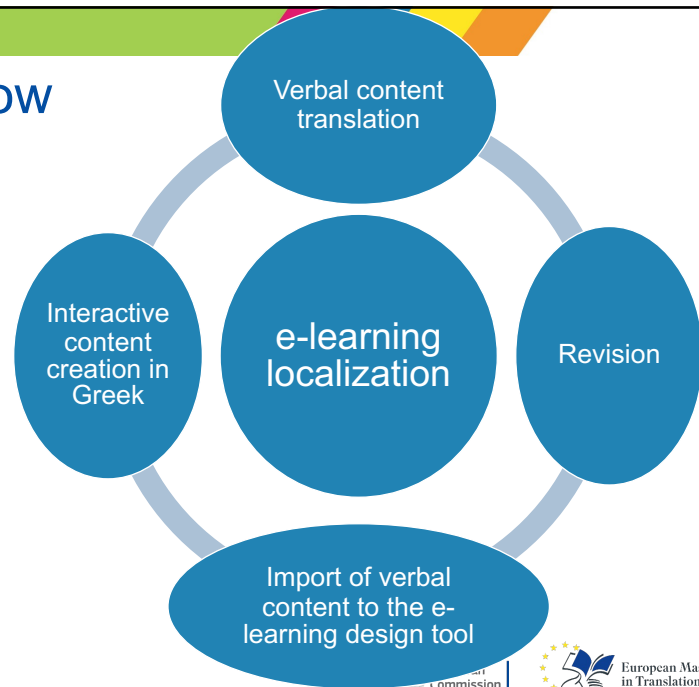
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Educational goals

- Translation competence

- Personal and interpersonal competence

- Language and culture competence (transcultural and sociolinguistic awareness)

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Translation Competence

The translation you have been assigned is part of the research conducted in the context of the *Dialogos project: Communication in Public Sevice interpreting and Translating with Languages of Lesser Diffusion*.

More specifically, the text that you have to translate is going to be incorporated in a self-training video for migrants and refugees who do not necessarily have Greek as their mother tongue. In order to familiarise yourself with the rationale and aims of the project, you are invited to consult the programme's official website.

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Η μετάφραση που σας έχει ανατεθεί αποτελεί τμήμα έρευνας στο πλαίσιο του προγράμματος Dialogos: Επικοινωνία στη Διερμηνεία και Μετάφραση στις δημόσιες υπηρεσίες για Γλώσσες Μικρότερης Διάδοσης. Συγκεκριμένα, το κείμενο που εσείς μεταφράζετε πρόκειται να ενσωματωθεί σε βίντεο αυτοεπιμόρφωσης μεταναστών και προσφύγων που δεν έχουν απαραίτητα την ελληνική ως μητρική γλώσσα.

Προκειμένου να εξοικειωθείτε με το σκεπτικό και τους σκοπούς του προγράμματος σας καλούμε να συμβουλευτείτε τη σελίδα

https://dialogoserasmus.eu/el/presentation-%CE%B5%CE%BB%CE%BB%CE%B7%CE%BD%CE%B9%CE%BA%CE%AC/

Μπορείτε, επίσης, να συμβουλευτείτε τη μετάφραση του μαθήματος 1, το οποίο προηγείται του μαθήματος 2, το οποίο σας έχει ανατεθεί να μεταφράσετε.

Dos and Don'ts

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Translation Competence

1. Analyse a source document, identify potential textual and cognitive difficulties and assess the strategies and resources needed to reformulate it in line with communicative needs

2 Summarise, rephrase, restructure, and shorten a message and adapt it to market needs rapidly and accurately in Greek, using written and/or spoken communication

3 Carry out research to evaluate the relevance and reliability of information sources with regard to translation needs

4. Draft texts for specific purposes in Greek, taking into account specific situations, recipients and constraints

5. Analyse and justify their translation solutions and choices, using the appropriate metalanguage and applying appropriate theoretical approaches

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Personal and Interpersonal competence

1. Plan and manage time (including complying with deadlines)

2. Manage workload, cognitive load, stress and critical professional situations

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Language and culture competence

Do's	Don'ts
When we translate the term 'Public Service Interpreting and Translation' (PSIT) in Greek, Interpreting should be first and not second as is often the case (Διερμηνεία και Μετάφραση) – It's the same case for its derivatives, e.g. noun = Public Service Interpreter and Translator (Διερμηνέας και Μεταφραστής)	NOT: Translation and Interpreting (normally useΔ in Greek)
When we translate the English term 'minority languages' we render it as Γλώσσες Μικρότερης Διάδοσης (ΓΜΔ)	NOT: Μειονοτικές Γλώσσες
When addressing the user to 'teach' them use first plural pronoun	NOT: Second plural/singular pronoun
When addressing the user e.g. to 'ask' them something use second plural pronoun NOTE: When it is a general, non-negotiable truth (e.g. legislation) we write in the passive third person.	NOT: Second singular pronoun
Use simple and clear language	Do not use scholarly register
Prefer verbs	Avoid too many nouns

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Language and culture competence

1. Understand the function of language variations, mainly social ones, and use the appropriate grammatical, lexical and idiomatic structures in Greek.

2. Identify cultural elements, values and references in the written or oral text (including presuppositions, allusions and stereotypes) and write in accordance with the cultural conventions, and conventions of genre and rhetorical standards.

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Future educational activities

E-learning content loclization

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E-learning content Localization

1. Technology competence

- CAT tools

- Management tools

- Synthetic Voices

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E-learning content Localization

2. Service Provision competence

- Interact at all stages with the client (negotiate deadlines, rates/invoicing, access to information, responsibilities, language service specifications, offer feedback etc.)

- Organise, budget and manage translation projects involving single or multiple translators and/or other service providers

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Conclusions

- Students acquired basic but fundamental PSIT indications and practices through their participation in piloting courses. Proof of this is that some students who participated in the Alcala pilot course have already been **hired** as PSIT in different language service companies.

- The Erasmus+ Programme, DIALOGOS constituted the basis for the involvement of translation students in real life translation assignments.

- Research programmes can be integrated in the classroom and contribute to the development of the competences defined in the EMT competence framework such as language and culture competence, translation competence, technology competence, personal and interpersonal competence, service provision competence.

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Future plans

-Mixing students from both universities (online at a first stage, possibly onsite later)

- Greek students participating in the EMT University of Alcalá MA in Public Service Intercultural Communication, Translation and Interpreting

Localization into further languages and contexts

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Thank you

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