

FRAMEWORK STRUCTURE PACI –
PROFESSIONAL AND ACCESSIBLE
COMMUNITY INTERPRETING:
A GATEWAY TO MIGRANT'S
INTEGRATION

HANDBOOK

FOR USERS OF THE
TRAININGMODEL

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(eds.)



UNIVERZITA KOMENSKÉHO V BRATISLAVE

**PACI – Professional and Accessible Community Interpreting: a Gateway to Migrant's
Integration**

A handbook for users of PACI's training model

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1. PACI – Professional and Accessible Community Interpreting: a Gateway to Migrant's Integration. Project description.

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The Project PACI – Professional and Accessible Community Interpreting, a Gateway to Migrant's Integration, provides a unique approach to one of the biggest challenges of language professionals and their education: providing well-developed background education materials for community interpreting and institutional translation. PACI offers a model for public service interpreters and translators' training, combining the independent study of on-line learning materials with on-site training.

The design of this training model follows a former analysis about the needs of the market of language services in the partner countries, and this in the specific language combinations the market does not provide a fair amount of qualified translators and interpreters. There is no presence of such high qualified education of their competences. They are going to be developed in the scope of this project for our language combinations of the project partners.

The small and specifically profiled filological departments of languages of limited diffusion can not provide all aspects and competences of education of community interpreting and translation in the classical curriculum. Therefore it is essential to cooperate on the supra national level within the Erasmus+ framework sharing know-how, research and hardware. In combinations of Languages of lesser diffusion, the number of participants of this kind special education is rather limited, this is why it is better concerning the effectivity and sharing finances to organise a summer course on international level.

After a thorough analysis of the needs of the labour market and starting from our year-long experiences in education of students of Dutch studies within a translation studies curriculum, the Dutch department at the Comenius University together with the Department at the Palacky University in Olomouc and the University of Wroclaw, and with their long-time partner VUB, Free University of Brussels decided to create this partnership, each partner in the project chosen so as to contribute with their own specialisations, therefore we are able to develop a highly intensive and professional firm education programme focused on the needs and competences of the translator and interpreter in practice.

We offer in our project basic theories of community interpreting and institutional translation in the form of online courses and blended learning, as well as fully specified guest lectures from our partner universities, resulting in a summer school and an accessible comprehensive terminological database.

Impact will be multiplied through scientific conferences, intellectual output in articles and conference proceedings, as well as a website of the coordinator. We focus the intensive dissemination of the education model in relevant groups of specific audiences, who are able to apply this model into other language combinations, which will ensure the endurance, stability of the intellectual outputs and enhance the effectiveness of the functioning of state and public institutions and the integration of migrants who are entitled to use the services of community interpreters and institutional translators.

2. Objectives, aims and scope of the PACI – trajectory

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The project is focused on training of interpreters in the field of community interpreting in lesser diffused language combinations Dutch language and the Central European languages; in particular Czech, Slovak and Polish, which up to now have been lacking relevant higher education. Interpretation of the state administration, police, and justice, social and health care for migrants is an essential tool in the integration process. Practice-oriented studies of interpreting show that this area represents the largest volume of interpretation contracts on the interpreting market. Štefková's (2014) survey, for example, shows that the Dutch language stands in Slovakia on the 5th place in the volume of legal interpretation, while there are only four interpreters for a language combination Dutch-Slovak registered in the list of legal interpreters of the Ministry of Justice. The situation in the Czech Republic and Poland is comparable.

A lack of qualified interpreters causes communication in these areas often through a third language, creating communication problems, misunderstandings, which can have crucial impact on the quality of life, safety and the level of integration in the destination country. Especially interpreting in the area of the law enforcement authorities, and of social security and health care, are in spite of solid third language (English) knowledge extremely difficult for terminological precision, therefore the communication participants in this communication contexts necessarily need an interpreter to their mother language. In the case of the criminal proceedings and other kinds of law enforcement the presence of an interpreter into their mother language is even mandatory according to law and to corresponding European directives (e.g. EUROPEAN PARLIAMENT AND OF THE COUNCIL 2010/64 / EU of 20 October 2010 on the right to interpretation and translation in criminal proceedings).

In order to build up the interpreting competence in field of community interpreting, training is required and aimed at various kinds of interpretation techniques, such as consecutive, simultaneous, whisper interpretation and letter interpreting. The interpreter has to be capable of effective preparation for the act of interpreting by applying the knowledge and strategic skills, while efficiently estimating their reliability and relevance. In the search for equivalents to the law, social and health care and government terms, which are connected to the state systems, the terminological procedures for assessing the degree of equivalence and to create equivalent alternative of the translation process necessarily have to be applied, as the equivalents for those Dutch terms are not consistently available in the common translation tools.

According to the mentioned situation the project intends to improve expert knowledge and to develop practical skills of the graduates with focus on Dutch, so that the combination of excellent knowledge of the Dutch language, the mother tongue, and the acquired knowledge and skills can help them to fill in the hole in the market of language services for migrants and to contribute to the smooth course of the actions of the state bodies, problem-free providing of social services, health care, and thus to the integration of migrants into the labour market and in their private life as well.

In order to obtain the mentioned knowledge and skills, the materials effectively aimed directly at terminological areas relevant to the CI have to be created; at the same time, necessary interpreting equipment, the communication context, the actors of the CI and the existing terminology resources have to be introduced to the students. This knowledge have to be practically strengthened by practical exercises using trainings and applying the available language technologies such as translation software, the terminology management software, the corpus-based terminology tools and so on.

The small and specifically profiled Dutch departments in Central Europe do not provide all mentioned aspects of education of the CI. Therefore, they have for decades been cooperating within the Erasmus+ framework with the renowned translatology institutes in Dutch-speaking countries sharing their know-how, research and hardware in favour of their students. In combinations of LLD's is the number of this kind of special education rather limited, this is why it is better concerning the effectivity and sharing finances to organise this course at international level. Under these circumstances the Dutch department at the Comenius University together with the Department at the Palacky University in Olomouc and the University of Wroclaw, and with their long-time partner Erasmus University College Brussels, now part of the VUB – Vrije Universiteit Brussels decided to create this partnership.

The project aims to establish a universal model of intensive education in the form of six intellectual outputs to obtain the theoretical basis of public service interpreting and translation and to develop students' practical skills.

This syllabus as a key to the whole trajectory, ending in the summer school will be written as an interactive online document, useful as a vademecum for potential future organisers of an analogue education form in other language combinations and will at the same time serve as a basic didactic source of materials for the participants of the summer school. It will therefore have an impact not only on the participants of the school, but also on other future organisers of similar summer schools, which will be presented through the dissemination activities in the scope of our project.

The project PACI aims in relation to the Erasmus+ priority: Achievement of relevant and high quality skills and competences to create a generally applicable model of intensive training of high quality skills in the field of intercultural competences of community interpreting and institutional translation, apart from the language combination and the philological education

background of the student of the course. Community interpreting and institutional translation is a concept including interpreting and translation in the context of law, social security and healthcare situations. In these given contexts we would like to focus our didactical and training activities of the project, in the language combinations of the Central European region (Slovak, Czech, Polish) and Dutch, as a pilot project model, also suitable for other language combinations, since until now no such specialized model exists. We would therefore encourage to disseminate this handbook of the PACI – trajectory and encourage interested partners to broaden the scope and language combinations.

The given skills and competences for the students are in relation to another highly current didactical objective: open and innovative practices in a digital era. The courses of project PACI are to be taught through innovative digital learning materials and didactical tools, such as e-learning courses (on the Moodle platform), translation technologies, systems to process terminology, which are to be developed in the scope of this project for our language combinations (Dutch vs. Slovak, Czech, Polish). Chosen themes of terminology can easily serve as a model and template for other language combinations. We would like to support and develop the competences in the given translation technologies in practice as well as its further development through knowledge management in the field of the first higher education priority, in the field of international interaction with colleagues from our partner institutions and sharing specialized competences and the specialization of the coordinators from the partner institutions in the Central European Region. The digital shape of our output assures its maintenance, flexibility in actualisations and an easy access for a broader public as well as people interested in this special kind of education. The fact that we can organise these courses online and offer them through blended learning didactics is, especially in unsure pandemic times, a welcome advantage of the trajectory.

3. Project Outputs – description and learning activities

The Project PACI consists of seven intellectual outputs, of which output O7 is this syllabus, serving as a vademecum describing all our outputs linked together in one didactical trajectory, aiming for partners wishing to organise a similar preparation of translation and interpreting techniques with a summer school in other language combinations. O4 is a terminological database, serving as a tool regarded to support course unit O1 and the students are using this database in their exercises during their Summer school activities.

In what follows, each project partner will describe their intellectual outputs: each online course with the general learning objectives, an output overview and a more detailed course outline.

3.1. PACI - course unit O1: Terminography and Translation Technology in the Practice of Public Service Interpreting and Translation (O1)

Prof. dr. Koen Kerremans & Mathieu Van Obberghen

(Brussels Institute for Applied Linguistics, Vrije Universiteit Brussel, Belgium)

3.1.1. Introduction

This course focuses on terminology (management) and translation technology tools in the practice of public service interpreting and translation (PSIT). Throughout the various chapters in this course, students will acquire theoretical knowledge and practical skills related to terminography and different tools supporting terminology, translation, or interpreting tasks.

The **general learning objectives** are as follows:

1. Students will understand the difference between *terms* and *words* and between *terminography* and (*specialised*) *lexicography*.
2. Students will understand different *theoretical views or approaches* in the study of terminology and are aware of the impact of these views on terminographical practice.
3. Students will know what *terminography* involves and why it is crucial for public service interpreters and translators. They will be able to put theoretical insights into practice. For instance: they will be able to search for relevant textual material, identify relevant concepts in texts or create different types of glossaries.
4. Students will be aware of and know how to work with (*semi-*)*automatic tools* that support the development and management of terminological products: e.g. terminology management systems, corpus analysis tools, alignment tools and term extraction tools.
5. Students will know how to work with computer-assisted translation (CAT) or interpreting (CAI) tools.

Knowledge and skills related to terminology (management) and digital tools supporting translators and interpreters are relevant competencies for PSITs to acquire, as can be inferred from the competence profile for Public Service Interpreters (PSIs) of the European Network for Public Service Interpreting and Translation.¹ This competence profile explicitly refers to the importance of having "thorough subject-area knowledge relevant to the assignment". It also emphasises the importance of having "excellent command of relevant terminology and its functional equivalents in the working languages" and having "excellent

¹ <http://www.enspit.org/>

knowledge of the existence and availability of research and terminology management tools" (p. 2).²

The competencies mentioned above are also essential for (public service) translators. The competence profile of the European Master's in Translation (EMT Board, 2017)³ refers, among other things, to subject-area knowledge as part of a cluster of translation competences:

"Develop and use knowledge in specialist fields relevant to translation (mastering conceptual systems, methods of reasoning, presentation standards, terminology and phraseology, specialised sources etc.)" (p. 8)

Apart from subject-area knowledge, the EMT competence model also dedicates a separate cluster to translators' technological competences. This cluster includes all knowledge and skills used to implement translation technology (including machine translation technology).

3.1.2. Course overview

The course comprises ten chapters of e-learning, followed by a face-to-face session.

- Chapter 1 – Introduction to terminology practice
- Chapter 2 – Terminographic working method: theory and practice
- Chapter 3 – Terminological resources
- Chapter 4 – Terminology management systems
- Chapter 5 – Corpora and corpus analysis tools
- Chapter 6 – Translation memories and alignment tools
- Chapter 7 – Automatic term extraction
- Chapter 8 – Terminology and computer-assisted translation (CAT)
- Chapter 9 – Terminology and computer-assisted interpreting (CAI)
- Chapter 10 – Conclusion

The general structure of the course is further outlined in the following subsections.

The exercises and assignments that students will need to make throughout the different e-learning chapters tie in with the practice of public service translation and interpreting. The assignments will be discussed during a final face-to-face training session. During this face-to-

² The entire document can be viewed here: <http://www.enpsit.org/training--accreditation.html> (last visited February 2020).

³ EMT Board. 2017. 'European Master's in Translation Competence Framework'. European Commission.

face training, students will also need to work on a small-scale terminology project for PSIT, relying on technological knowledge and skills acquired throughout the different e-learning chapters.

In addition to various content pages with text and images, exercises and assignments, the course also contains links to external sources.

Moreover, this course uses three terminological databases that have been created as part of the PACI project. These databases contain Dutch, Polish, Slovak and Czech words/terms from three communicative contexts or domains relevant to public service interpreters and public service translators:

1. Medical context⁴
2. Police context⁵
3. School context⁶

These databases also form the basis for translation and interpreting exercises during the PACI training week workshops.

3.1.3. Course outline (per chapter)

Chapter 1 – Introduction to terminology practice

This chapter provides an introduction to key concepts related to the terminology practice.

Chapter-specific learning result(s):

(1) Students are aware of the distinction between terms and words, between specialised language and general language and between specialised (communicative) registers and everyday registers.

Overview of learning/assessment activities:

Students go through 8 different **content pages** on Moodle, starting with an introduction and description of the chapter-specific learning results, followed by specific content pages (including demos) and a conclusion. References are shown separately.

⁴ <https://www.terminologue.org/paci-medical/>

⁵ <https://www.terminologue.org/paci-police/>

⁶ <https://www.terminologue.org/paci-school>

(2) Students understand why subject-specific knowledge is essential in the practice of public service translation and interpreting.

Overview of learning/assessment activities:

Students need to submit an **assignment**: i.e. they need to recognise (and manually extract) terms in a given text and motivate their term choices.

(3) Students can name and recognise different types of terms.

Overview of learning/assessment activities:

Students need to answer a **quiz** at the end of the chapter.

Chapter 2 – Terminographic working method: theory and practice

This chapter explores prescriptive and descriptive theoretical approaches or concepts in terminology studies and their impact on terminographic working methods in translation and interpreting practices.

Chapter-specific learning result(s):

(1) Students understand what is meant by the terms terminography and (specialised) lexicography.

Overview of learning/assessment activities:

Students go through 12 different **content pages** on Moodle, starting with an introduction and description of the chapter-specific learning results, followed by specific content pages (including demos) and a conclusion. References are shown separately.

(2) Students know different theoretical views or approaches in studying terminology and are aware of its impact on terminographic practice.

Overview of learning/assessment activities:

Students need to submit an **assignment**: i.e. they need to reflect on an appropriate terminographic working method.

(3) Students know the general principles that determine which terminographic working method(s) they can choose as a public service translator or interpreter.

(4) Students are familiar with terminographic working methods for translators/interpreters and tools supporting these working methods.

Overview of learning/assessment activities for the learning results 3-4:

Students need to answer a **quiz** at the end of the chapters.

Chapter 3 – Terminological resources

This chapter looks at different terminological resources (e.g. glossaries, thesauri), focusing on the structure and design of terminological databases and glossary entries for public service translators and interpreters.

Chapter-specific learning result(s):

(1) Students can recognise different kinds of terminological products or reference works.

Overview of learning/assessment activities:

Students go through 11 different **content pages** on Moodle, starting with an introduction and description of the chapter-specific learning results, followed by specific content pages (including demos) and a conclusion. References are shown separately.

(2) Students understand how theoretical concepts in terminology studies impact the structure of a glossary.

Overview of learning/assessment activities:

Students need to submit an **assignment**: i.e. they need to search for terminological resources related to PSIT.

(3) Students can identify terminological reference works in their working languages relevant for public service translation and interpreting.

Overview of learning/assessment activities:

Students need to answer a **quiz** at the end of the chapter.

Chapter 4 – Terminology management systems

This chapter discusses examples of systems or platforms that have been developed for (multilingual) terminological database management. Also, students will learn to work with a specific terminology management system.

Chapter-specific learning result(s):

(1) Students can name different types of terminology management systems.

Overview of learning/assessment activities:

Students go through 6 different **content pages** on Moodle, starting with an introduction and description of the chapter-specific learning results, followed by specific content pages (including demos) and a conclusion. References are shown separately.

(2) Students know the advantages and disadvantages of different types of terminology management systems.

Overview of learning/assessment activities:

Students need to submit an **assignment**: i.e. they need to learn how to work with the *Terminologue* terminology management system.

(3) Students can give examples of terminology management systems.

(4) Students understand that translators and interpreters' needs regarding efficient terminology management systems are different.

(5) Students can set up a terminology project in the *Terminologue* terminology management system.

Overview of learning/assessment activities for the learning results 3-5:

Students need to answer a **quiz** at the end of the chapters.

Chapter 5 – Corpora and corpus analysis tools

This chapter addresses how text corpora (i.e. collections of specific texts) and corpus analysis tools can help translators and interpreters create monolingual or multilingual terminological reference works.

Chapter-specific learning result(s):

(1) Students know what corpora are and how they can be used in translation-oriented terminographic research.

Overview of learning/assessment activities:

Students go through 14 different **content pages** on Moodle, starting with an introduction and description of the chapter-specific learning results, followed by

specific content pages (including demos) and a conclusion. References are shown separately.

(2) Students can give examples of existing (ready-made) reference corpora.

Overview of learning/assessment activities:

Students need to submit an **assignment**: i.e. they need to carry out a small-scale terminological analysis using the *AntConc* corpus analysis tool.

(3) Students know what they have to look out for when compiling corpora focused on terminographic research.

(4) Students are familiar with search strategies they can use as a translator or interpreter to search through corpora in different ways.

(5) Students are familiar with corpus analysis software and essential functions supported by these software tools, such as compiling frequency lists and concordances and generating collocations and clusters.

Overview of learning/assessment activities for the learning results 3-5:

Students need to answer a **quiz** at the end of the chapter.

Chapter 6 – Translation memories and alignment tools

In this chapter, students will learn more about translation memories, their relevance for public service translation, and how they can create their translation memories based on parallel text corpora and alignment tools.

Chapter-specific learning result(s):

(1) Students know what a translation memory is and what it is used for.

Overview of learning/assessment activities:

Students go through 10 different **content pages** on Moodle, starting with an introduction and description of the chapter-specific learning results, followed by specific content pages (including demos) and a conclusion. References are shown separately.

(2) Students know the difference between a bitext, a parallel corpus and a translation memory.

Overview of learning/assessment activities:

Students need to submit an **assignment**: i.e. they need to work with the following alignment tools: *OmegaT*, *YouAlign* and *WordFast Anywhere*.

(3) Students know how to create translation memories.

(4) Students can align source and target texts by using automatic alignment tools.

Overview of learning/assessment activities for the learning results 3-4:

Students need to answer a **quiz** at the end of the chapter.

Chapter 7 – Automatic term extraction

In this chapter, students will learn to work with automatic term extraction tools. They will gain insights into different approaches and learn how to evaluate the output of such tools and integrate them into terminological databases.

(1) Students know which different approaches can be distinguished in (monolingual) automatic term extraction.

Overview of learning/assessment activities:

Students go through 7 different **content pages** on Moodle, starting with an introduction and chapter-specific learning results, followed by specific content pages (including demos) and a conclusion. References are shown separately.

(2) Students know the limitations of automatic term extraction.

Students need to submit an **assignment**: i.e. they need to reflect on the use of (automatic) term extraction tools.

(3) Students know how to evaluate the output of automatic term extraction.

(4) Students know examples of automatic term extraction tools.

Overview of learning/assessment activities for the learning results 3-4:

Students need to answer a **quiz** at the end of the chapter.

Chapter 8 – Terminology and computer-assisted translation (CAT)

After discussing various tools for creating terminological resources in the previous chapters, this chapter explains how translators can integrate terminology into so-called 'computer-assisted translation' (CAT) tools during translation projects.

Chapter-specific learning result(s):

(1) Students know what a CAT tool is and can give examples of such systems.

Overview of learning/assessment activities:

Students go through 19 different **content pages** on Moodle, starting with an introduction and description of chapter-specific learning results, followed by specific content pages (including demos) and a conclusion. References are shown separately.

(2) Students can initiate a translation project in *Wordfast Anywhere*.

Overview of learning/assessment activities:

Students need to submit an **assignment**: i.e. they learn how to use the *Wordfast Anywhere* CAT tool for completing a specific translation project.

(3) Students know how to enable machine translation in translation projects in *WFA* and how to use other translation tools such as translation memories and glossaries.

(4) Students can create translation memories in *WFA* and know how they can be viewed (via concordance searches) and expanded.

(5) Students can create glossaries in *WFA*, add existing ones and know how to view and edit self-loaded glossaries.

(6) Students know how to revise translations offline and then reload them in *WFA*.

Overview of learning/assessment activities for the learning results 3-6:

Students need to answer a **quiz** at the end of the chapter.

Chapter 9 – Terminology and computer-assisted interpreting (CAT)

There are also so-called 'computer-assisted interpreting' (CAI) tools for interpreters in addition to CAT tools for translators. In this chapter, students will learn more about this technology and how it can be used in the practice of public service interpreting.

Chapter-specific learning result(s):

(1) Students can tell which different interpreting-related technologies can be used and will be particularly familiar with the most common applications of computer-assisted interpreting (CAI).

Overview of learning/assessment activities:

Students go through 13 different **content pages** on Moodle, starting with an introduction and chapter-specific learning results, followed by specific content pages (including demos) and a conclusion. References are shown separately.

(2) Students know examples of CAI tools.

Overview of learning/assessment activities:

Students need to submit an **assignment**: i.e. they need to work with the *InterpretBank* CAI tool and reflect on the use of CAI in the context of PSI.

(3) Students can carry out basic tasks in *InterpretBank*.

(4) Students can reflect critically on the impact of various CAI tools on the practice of (public service) interpreting.

(5) Students can point out the advantages/possibilities as well as the limitations of CAI tools.

Overview of learning/assessment activities for the learning results 3-5:

Students need to answer a **quiz** at the end of the chapter.

Chapter 10 – Conclusion

In this final chapter, essential points from all previous chapters (1-9) are summarised once again and students are asked to hand in a reflective report of this course.

Chapter-specific learning result(s):

(1) Students can grasp the essence of this complete course.

Overview of learning/assessment activities:

Students go through 8 different **content pages** on Moodle, starting with an introduction and description of chapter-specific learning results, followed by each general learning result being discussed separately.

(2) Students can reflect on the impact of terminography and language (and translation) technology on the practice of PSIT.

Overview of learning/assessment activities:

Students need to submit an **assignment**: i.e. they need to write a short paper in which they reflect on competencies they have personally acquired throughout the course and also pay special attention to the importance and possible impact of terminography and (translation) technology on the specific practice of PSIT.

3.2. PACI - course unit O2: Community/Institutional Translation: Context and Techniques (O2)

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3.2.1. Introduction

This course focuses on Public service translation (PST), starting from the definition of the field and elaborating on translation techniques and basic skills the students need to develop to achieve translation competence. Students acquire theoretical knowledge about translations and practical text assignments in three domains to exercise and apply their newly acquired translation competence in PST. This knowledge and skills related to the translation process, translation procedures, equivalence, interpretation and translation tools are relevant competencies for PSITs, as inferred from the competence profile for PST of the European Network for Public Service Interpreting and Translation (see reference 3, chapter 3.1) and also the competence profile of the European Master's in translation (see reference 2, chapter 3.1) .

According to this competence profile, students are confronted with the different domain-specific and situation-specific types of public service translation: the strategic, methodological and thematic competencies that come into play before, during and following the transfer phase per se – from document analysis to final quality control procedures. This competence also includes basic knowledge of machine translation technologies and the ability to implement machine translation according to potential needs within PST.

The **general learning objectives** are as follows:

1. The students gain insight into the communicative context in which translation in the public sector originates and is used from the perspective of the client, translator, recipient and the product - the translation
2. The students gain insight into the translation process-problems and choices the translator is faced with, translation procedures, equivalence and interpretation, tools for the translators in the public sector
3. The students gain insight into translation technology such as machine translation and computer-assisted translation
4. The students gain practical experience in translating exemplary texts from the public sector and so-called social translation

3.2.2. Course overview

The course comprises ten chapters of e-learning, followed by a face-to-face session. The first nine chapters provide information and knowledge, the last one is a revision of the covered topics with some practical tips and references to the entire course content.

Chapter 1 – Introduction Public service Translation

Chapter 2 – PST as a particular type of domain-specific translation

Chapter 3 – Translation competence and translation strategy

Chapter 4 – Translation process step by step

Chapter 5 – Types of Translation issues

Chapter 6 – Typology of Translation procedures

Chapter 7 – Translator's Tools

Chapter 8 – Translation Technology - Computer-Assisted Tools (CAT)

Chapter 9 – Machine Translation

Chapter 10 – To conclude

Each chapter consists of the **explanation part**, presented in slides with texts, images, links to external sources and audio explanations. In addition to these materials, the lessons also contain reading, analysing and search assignments, which must be submitted before the end of the e-learning course, after which students receive brief feedback. Additionally, the e-learning part contains three translation assignments. Most lessons finish with multiple-choice **tests**. Each student must pass all the tests (min. 60% per test) as a prerequisite for passing the e-learning course.

The submitted assignments will be discussed in detail during the face-to-face session at the Summer School. During the face-to-face sessions, students will provide their translations of the translation assignments in the workshops. The tutors will assist them in language-specific groups for translation. For the common discussion issues concerning the explanation part and the reading, analysing and search assignments, they are divided into mixed groups.

3.2.3. Course outline (per chapter)

Chapter 1 – Introduction Public service Translation

This chapter introduces key concepts related to PST, with a specific focus on the so-called „social translation“ as defined and institutionalised in Belgium.

Chapter-specific learning result(s):

- (1) Students get an introduction to basic introductory concepts on public service translation, which are to be defined more precisely. The second part of the chapter focuses on the concept of “translation”.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- submit **assignments**: two practical assignments and participation on the forum about their encounters with translation as a phenomenon is required
- do the **test** at the end of the chapter

Chapter 2 – PST as a particular type of domain-specific translation

The chapter focuses on public service translation as a specific type of specialised translation. The characteristics of business texts, the jargon and terminology are elaborated.

Chapter-specific learning result(s):

- (1) Students are getting acquainted with the jargon, terminology of specialised translation. They get to know public service translation as a specific kind of specialised translation.
- (2) Students learn to define the basics of notion/concepts and cope with some frequently asked questions in specialized translations.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- submit **assignments**: there are two searching assignments, allowing the students to look for appropriate terminology and one reading assignment.
- do the **test** at the end of the chapter

Chapter 3 – Translation competence and translation strategy

In this chapter, students deal with the translation skills needed to translate. An overview of the translator's necessary knowledge and skills will help evaluate which ones are already acquainted and which ones need to be further developed.

Chapter-specific learning result(s):

- (1) Students learn how to deal with lifelong learning. They are given the tools for self-coaching.
- (2) Students gain insight into their basic skills and in more common translation strategies and skills.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- submit **assignments**: one audiovisual assignment and one reading assignment
- do the **test** at the end of the chapter

Chapter 4 – Translation process step by step

In this chapter, the students are introduced to the steps the translator has to take to deliver the translation as a product to his client.

Chapter-specific learning result(s):

- (1) Students get to know the translator's micro strategic actions to solve specific translation problems in the context of his macro strategy.
- (2) They learn the most important theories about the translation process.
- (3) They learn how to motivate their translation choices, learn about the relation between the source and target text, and get acquainted with the tools for revising the translation.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- submit **assignments**: there are two reading assignments and one analysis assignment

- do the **test** at the end of the chapter

Chapter 5 – Types of Translation issues

This chapter provides a series of objective and subjective translation issues. Students learn how to deal with practical translation issues, culture-specific translation issues and language-specific translation issues.

Chapter-specific learning result(s):

- (1) Students can distinguish the different types of translation issues, learn how to argue about them, and learn how to develop a strategy to tackle them.
- (2) Students get to know some solutions to tackle equivalence, a common translation issue encountered in any type of translation, but quite frequently in public service translation due to the specific target audience and the specific characteristics of the target texts.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- submit **assignments**: one analysis translation and participate in the forum to report their encounters with flaws in translation.

Chapter 6 – Typology of Translation procedures

In this chapter, students get to know specific language translation procedures, on a microlevel, they learn how to cope with culture-bound elements and specific language bound issues.

Chapter-specific learning result(s):

- (1) Students learn how to deal with transfers and shifts in their translations. They get to know issues of semantic differences, realia, fixed formulas, word order problems and polite forms.
- (2) Students get to know a code of conduct on applying these translation procedures consistently in their whole text. Students are taught strategies on how to tackle these translation procedure issues successfully.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- submit **assignments**: one reading assignment and two small procedure assignments
- do the **test** at the end of the chapter

Chapter 7 – Translator’s Tools

This chapter focuses on the translator’s tools to produce a good translation target text and the following two chapters. Chapter 7 introduces some tools to enhance research competences.

Chapter-specific learning result(s):

- (1) Students learn how to search for domain-specific parallel texts in order to provide better target translations. They learn how to differentiate between encyclopaediae, thesauri, ontologies, dictionaries and term collections.
- (2) Students are stimulated to try out some of these research tools.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- submit **assignments**: in this chapter, there are four small practical research assignments
- do the **test** at the end of the chapter
- provide a **first translation assignment**, either in medical, police or educational domains.

Chapter 8 – Translation Technology - Computer-Assisted Tools (CAT)

This chapter focuses on the translator’s tools to produce a good translation target text and the previous and the next chapters. Chapter 8 introduces some tools and theoretical insights to enhance the student’s knowledge in Translation technology and how to deal with computer-assisted translation principles.

Chapter-specific learning result(s):

- (1) Students learn about the definitions of the primary translation technology tools. They can distinguish CAT-tools, Translation memory manager-tools, speech recognition tools and Terminology management.

(2) Students learn how to deal with quality assurance.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- submit **assignments**: one video assignment and one combined assignment.
- provide a **second translation assignment** in the medical, police or educational domains.

Chapter 9 – Machine Translation

This chapter focuses on the translator's tools to produce a good translation target text and the two previous chapters. Chapter 9 introduces some tools and theoretical insights to enhance the students knowledge in Translation technology and how to deal with Machine translation.

Chapter-specific learning result(s):

- (1) Students learn how to deal with simple machine translation tools and get insights into machine translation's basic concepts.
- (2) Students can distinguish the differences in editing and post-editing translations.
- (3) Students are invited to try out basic post-editing tasks.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- submit **assignments**: one analysis assignment, providing insight into a machine translation output, and two reading assignments.
- provide a **third translation assignment** (a translation in the medical, police or educational context).

Chapter 10 – To conclude

This chapter summarises several essential elements which the translator in the public sector should keep in mind during his work. Special attention is paid to quality control. In this last chapter, we come back to certain elements that have already been discussed and give some tips for the future.

Chapter-specific learning result(s):

- (1) Students know how to summarize their acquired knowledge. They repeat the basic concepts of this course. Students learn how to think and argue about some hot issues during translation practice and in the context of community and institutional translation.

Overview of learning/assessment activities:

There are two reading assignments, and some important slides are repeated, so the students can use them in their translation practice.

3.3. PACI - course unit O3: Praxeological, Institutional and Ethics Aspects of Community Interpreting and Translation (O3)

dr. Małgorzata Dowlaszewicz & dr. habil. Agata Kowalska-Szubert
(Erasmus Chair of Dutch Philology, University of Wrocław)

3.3.1. Introduction

This course focuses on general information about public service interpreting and translation, emphasising the practical side of the profession. Throughout the various chapters in this course, the focus shall be on the work situations, conditions, rules that apply before, during and after the assignments, etc.

The general learning objectives are as follows:

1. Students will understand the social importance of public service interpreters and translators.
2. Students will be aware of the various rules for public service interpreting and translations depending on the country, region, and social situation.
3. Students will know the rules for public service interpreters and translators in Flanders and refer to them as an example.
4. Students will know where to look for advice and information on public service interpreting and translations.
5. Students will be aware of the position of public service interpreters and translators in the country (region) they work in.

The practical elements of public service interpreting and translation discussed in this course are more locally bound than other elements of the programme. That is why, on the one hand, a lot of general factors are mentioned that may not apply everywhere. On the other hand, very often, the example of Belgium and even more often of Flanders is used as a starting point. This is to refer more specifically to the aspects discussed here. Flanders was chosen as an example because legislation, regulations, and the practice of public service interpreting and translation are regulated well and can serve as an example for these places where this is not yet the case.

3.3.2. Course overview

The course comprises ten chapters of e-learning, followed by a face-to-face session. The first nine chapters provide information and knowledge, the last one is a revision of the covered topics with some practical tips and references to the assignments of the whole course. The assignments that students need to make throughout the different e-learning chapters relate mainly to local conditions of public service translation and interpreting in different regions. The assignments are discussed during a final face-to-face training session. In addition to various content pages with text and images, exercises and assignments, the course also

contains references (where possible with links) to primary and secondary sources (articles, documents, video's, etc.).

3.3.3. Course outline (per chapter)

Chapter 1- Introduction

This chapter provides a general introduction to what public service interpreting and public service translation are and creates a broader perspective on all important aspects of these challenging professions. This information can also be found in different modules of several courses.

Chapter-specific learning result(s):

- (1) Students know the differences in terminology concerning public service interpreting in different cultures;
- (2) Students know the differences between public service interpreters and intercultural mediators.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- answer a **quiz** at the end of the chapter.
- submit two **assignments**:

In the first one, they are asked to investigate how the terms "community interpreting" and "community translation" are translated into other languages and whether its coverage corresponds to the English terms. Students need to submit their answers in the form of a short written report.

In the second one they are asked to explain in their own words what it means to call public service interpreting a hybrid profession (based on reading given by the lesson). Students need to submit their answers in the form of a short written report.

Chapter 2- Interpreter? Or rather not? The psychological characteristics of public service interpreting

This chapter provides insight into interpreters' intrinsic personality traits and social skills that play a role in the profession. It discusses the recruiting and training for public service interpreters, the different conditions that can be detrimental to the interpreter's emotional and psychological well-being and their consequences.

Chapter-specific learning result(s):

- (1) Students know the professional skills of public service interpreters;
- (2) Students know the psychological challenges of public service interpreters.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- answer a **quiz** at the end of the chapter.
- submit two **assignments**:

In the first one, they are asked to critically evaluate their own skills attributed to a public service interpreter's professional competences and suggest ways of dealing with possible shortcomings. Students need to submit their answers in the form of a short written report.

In the second one, they are asked to rethink the non-professional interpreters' situation, especially for children (based on reading given by the lesson). Students need to submit their answers in the form of a short written report.

Chapter 3 - The roles in the interpreting process

This chapter provides a categorisation of the roles the attendees of and interpreting assignment need to fulfil. Special attention is given to the so-called triadic setup with the interpreter at the top of the triangle and the service provider and client, each at the end of one leg of the triangle.

Chapter-specific learning result(s):

- (3) Students can name and define the three roles in a triadic setup;
- (4) Students can name the benefits of the triadic setup;
- (5) Students can name the interpreting service providers' rights and duties derived from the ISO standard.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- answer a **quiz** at the end of the chapter.
- submit two **assignments**:

In the first one, they are asked to develop different methods of recognising a language that they could recommend to the social services. Students need to submit their answers in the form of a short written report.

- answer a **quiz** at the end of the chapter.
- participate in a forum discussion where they discuss the influence that cultural elements have on the conversation flow between client and service provider. They do that in relation to their own culture and compare their experiences with those of the students from other cultures. This assignment can be adjusted to a discussion of foreign cultures in a monocultural group of students.

Chapter 4 - The rules of the interpreting process

This chapter discusses multiple elements of the interpreting process regarding the rules that are in effect. Many of these rules are culturally dependent, which means they can change depending on the participants' country of origin. Others are general and apply in (almost) all interpreting situations.

Chapter-specific learning result(s):

- (6) Students can name the culturally dependent elements of the interpreting process.
- (7) Students can name the rules that apply when handling sensitive information.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- answer a **quiz** at the end of the chapter.
- participate in a forum discussion where they talk about the influence cultural elements have on the conversation flow between client and service provider. They do that in relation to their own culture but also compare their experiences with those of the students from other cultures. (in a monocultural group of students this assignment can be adjusted to a query and discussion of foreign cultures).
- submit two **assignments**:
in the first one, they investigate how and to what extent reading and learning codes of conduct can be beneficial for them as future professionals. Students need to submit their answers in the form of a short written report.
in the second one, they research what codes for translators and interpreters exist in their country, for whom are they intended. Students need to submit their results in the form of a short written report.

Chapter 5 - Professional associations and societies

This chapter provides information about the professional associations for translators and interpreters. It gives general information on the kinds of associations, the advantages of membership and their legal status. It also provides information on some international associations both general and specialised.

Chapter-specific learning result(s):

- (8) Students can name the advantages and disadvantages of professional associations for translators and interpreters;
- (9) Students can explain the need to certify translators and interpreters;
- (10) Students can identify different types of professional associations for translators and interpreters and provide examples.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- answer a **quiz** at the end of the chapter.
- submit one **assignment** where they are asked to write down (based on reading given by the lesson) what ENPSIT does for social translators and interpreters, the advantages of a membership. Students need to submit their answers in the form of a short written report.

Chapter 6 - Public service interpreting and translation in Belgium

This chapter provides information on public service interpreters and translators in Belgium (the Belgian very structured situation is presented as a model). It focuses on the practical side (organization, rules, etc.) of the work of a public service interpreter in Belgium, especially in Flanders.

Chapter-specific learning result(s):

- (1) Student can explain the definition of public service interpreting in Belgian law,
- (2) Students can name the external independent agencies that are active in Flanders.

Students can name the requirements a public service interpreter in Belgium must meet.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- answer a **quiz** at the end of the chapter.

- submit one **assignment** where they describe the different ways in which people from different language backgrounds can communicate with each other in a social context with the remarks of the advantages and disadvantages of each of those ways. Students need to submit their answers in the form of a short written report.

Chapter 7 - Code of conduct

This chapter provides general information on “codes of conduct” and “codes of ethics” with respect to their particular application to the conduct and ethics of public service translators and interpreters.

Chapter-specific learning result(s):

- (1) Students know the difference between the code of conduct and the code of ethics;
- (2) Students know the main principles included in the code of ethics for interpreters.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- answer a **quiz** at the end of the chapter.
- submit two **assignments**:

In the first one, they investigate how and to what extent reading and learning codes of conduct can be beneficial for them as future professionals. Students need to submit their answers in the form of a short written report.

In the second one, they are asked to draw up a list with at least two social institutions per category in their country of residence, including the name of the institution, the possible “call name”, abbreviations, and a possible translation - in Dutch for Central European countries and in English for the Netherlands and Belgium. Students need to submit their answers in the form of a short written report.

Chapter 8- The deontological code for public service interpreters in Flanders

There are various codes of conduct that apply during the interpreter’s work in Flanders. In this chapter we discuss the deontological code for public service interpreters formulated by the Flemish Agency for Integration and Civic Integration (AGII) that applies to the training of candidates for the position of public service interpreters and registered public service interpreters.

Chapter-specific learning result(s):

(1) Students can name and define the five principles of the deontological code for public service interpreters in Flanders,

(2) Students can link the principles of the deontological code for public service interpreters in Flanders to examples.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- answer a **quiz** at the end of the chapter.
- submit one **assignment** where they point to the deontological mistakes in a simulated interpreting situation. Students need to submit their answers in the form of a short written report.

Chapter 9 - Public service interpreting in Europe

In this chapter, we give an overall picture of the international position of public service interpreters and translators, the requirements professionals have to meet, etc. with Emphasis is placed on the situation in Europe.

Chapter-specific learning result(s):

(1) Students can name the main provisions of European legislation applicable to public service interpreters and translators;

(2) Students can name organisations that work on a European level for (public service) translators and interpreters;

(3) Students can indicate (online) locations where a public service interpreter/translator could find support.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to:

- answer a **quiz** at the end of the chapter.
- submit one **assignment** where they explore for the country they live (or work) which legislation applies to the of public service interpreter's activities. Students need to submit their answers in the form of a short written report.

Chapter 10 - Revision

In this last chapter we come back to certain elements that have already been discussed in this course. We discuss some aspects of the assignments and give some tips for the future.

Chapter-specific learning result(s):

- (1) Students can see the practical application of the knowledge acquired in the whole course.

Overview of learning/assessment activities:

In order to assess whether students have acquired the chapter-specific learning results, students need to submit one **assignment** where they write a letter to the government of their country (or another country where the situation of public service interpreting is not laid down in the legislation) in which they explain the importance of public service interpreting and request that the position of public service interpreting will be regulated in the legislation.

3.4. PACI – course unit O5: Community Interpreting: context and techniques (O5)

Mgr. Pavlína Knap-Dlouhá, Ph.D. and Mgr. Kateřina Křížová, Ph.D.

(Faculty of Arts Palacký University, Olomouc)

3.4.1. Introduction

The course provides an overview of the relevant procedural steps required to perform an interpreting assignment in public service, administration and government communication with foreign-speaking citizens. In the beginning, this course provides an insight into the basic concepts of public service interpreting, especially in the view of the unclear demarcation of this concept in the theory of interpreting studies. This concept's definition is problematic when comparing the context of public service interpreting and the interpreter's position in this sector in the Low Countries and Central Europe.

The course guides students in the interpreter's position and of the practical implementation of interpreting services within this sector. That is why we focus our attention on the interpreting techniques and contexts we encounter within the field of public service interpreting. Special attention is paid to the theory and practical exercises of the note-taking technique. Three different case studies are elaborated regarding the most common situations applicable within public service interpreting (education, medical sector and police).

The general learning objectives are as follows:

- The student is introduced to the most important characteristics of public service interpreting.
- The student is able to use various interpreting techniques in public service interpreting.
- The student gets to know three different domains with specific terminology, where public service interpreting is common.
- The student gets acquainted with the theory and practice of the note-taking technique.
- The student learns to work with available tools and glossaries.
- The student develops strategies to evaluate their interpretation performance critically.
- The course is gradually complemented with relevant literature that extends understanding of the topics discussed.

3.4.2. Course overview

The course comprises ten chapters of e-learning, followed by a face-to-face session.

- Chapter 1 – What is community interpreting?
- Chapter 2 – Communicative context and community interpreting techniques
- Chapter 3 – Interpreting types in the context of community interpreting
- Chapter 4 – Note-taking
- Chapter 5 – Interpreting skills and strategies
- Chapter 6 – Consecutive interpreting versus simultaneous interpreting
- Chapter 7 – Case study 1 – medical sector
- Chapter 8 – Case study 2 – education
- Chapter 9 – Case study 3 – police
- Chapter 10 – Recapitulation and quality evaluation

Each chapter consists of three elements. In the **explanation**, which is mainly in the form of a text, students receive information on a certain subject. In addition to the explanation, some lessons also contain videos and texts - scientific articles. These articles form together with the explanation of the course materials.

Additionally, all lessons include various **assignments** which must be submitted before the end of the e-learning course. Students receive brief feedback (points/percentages), and the submitted assignments are discussed in detail during the face-to-face session at the Summer School. The course follows the trajectory from the theory to the practice, so chapters 7-9 include exercises for bidirectional consecutive interpreting. These exercises involve interpreting short interviews from three domains (medical sector, education and police). Students have the opportunity to choose the interview in one of the four language combinations (Dutch-Polish, Dutch-Slovak, Dutch-Czech or Dutch-English), and they are obliged to save the recordings of their interpreting in Moodle.

Most lessons finish with a **test**. These tests cover the whole range of the course material (the explanation and the additional literature). Each student must pass all the tests (min. 50% per test) as a prerequisite for passing the e-learning course.

3.4.3. Course outline (per chapter)

Chapter 1 - What is community interpreting?

Chapter 1 provides an introduction to the field of community interpreting. The concept of community interpreting and the difference between community interpreting and conference interpreting are explained. Additionally, other basic concepts are defined. The history of community interpreting is briefly discussed, too. At the end of the class, the students have to do an assignment. The class ends with a test.

Chapter-specific learning result(s):

- (1) Awareness of the concept of community interpreting
- (2) The distinction between community interpreting and conference interpreting
- (3) Awareness of the history of community interpreting

Overview of learning/assessment activities:

Submitting **Assignment 1** (a short written report about the situation regarding community interpreting in the countries of students' origin)

Doing the **test** at the end of the chapter

Chapter 2 - Communicative context and community interpreting techniques

Chapter 2 discusses the communicative context of community interpreting. It also introduces various interpreting techniques used by community interpreters. Attention is paid to the basic domains, where community interpreting is common, and to community interpreters' position and role. Reading the Dutch text "*Hoe verloopt een goed tolkgesprek*" is an obligatory part of this chapter. The students submit an assignment based on the text. This class also includes a test.

Chapter-specific learning result(s):

- (1) Awareness of the communicative context of community interpreting
- (2) Awareness of the basic interpreting techniques used by community interpreters
- (3) Knowledge of basic domains, where community interpreting is common
- (4) Awareness of the role of community interpreters

Overview of learning/assessment activities:

Submitting **Assignment 2**: "When is the interpreted conversation successful?" (based on the reading of the text "*Hoe verloopt een goed tolkgesprek?*" and answering questions)

Doing the **test** at the end of the chapter

Chapter 3- Interpreting types in the context of community interpreting

Chapter 3 provides a brief description of the strategy of the interpreting types used in the context of community interpreting. The differences between community face-to-face interpreting and distance interpreting are explained here. Special attention is paid to over-the-phone interpreting (OPI) and video remote interpreting (VRI). The different types of interpretation are demonstrated through tutorials. The class ends with a test.

Chapter-specific learning result(s):

- (1) Awareness of the differences between community face-to-face interpreting and distance interpreting
- (2) Understanding of the benefits and disadvantages of the over-the-phone interpreting (OPI) and of the video remote interpreting (VRI)

Overview of learning/assessment activities:

Submitting **Assignment 3A: Tutorials**

(Watching the tutorials about the *face-to-face community interpreting* and the *over the phone interpreting*, answering the questions)

Submitting **Assignment 3B: Face-to-face interpreting vs. distance interpreting**

(Worksheet: What are the main benefits and disadvantages of face-to-face interpreting and of distance interpreting?)

Doing the **test** at the end of the chapter

Chapter 4 - Note-taking

Chapter 4 provides a short introduction to the note-taking techniques that help interpreters convey all utterances accurately and entirely in another language. Students are provided with various tips on taking notes efficiently to improve their interpreting performance and reduce the memory strain.

Chapter-specific learning result(s):

- (1) Becoming aware of the basic principles of the note-taking techniques
- (2) Applying theoretical knowledge of note-taking within the practice of the community interpreter
- (3) Working on a personal system of abbreviations, symbols and signs, focusing on terms and concepts often used in community interpreting.

Overview of learning/assessment activities:

Submitting **Assignment 4A: Abbreviations, symbols and signs** (Worksheet)

Submitting the **Assignment 4B: Note-taking** (Watching a video recording, note-taking and interpreting to the student's native language)

Doing the **test** at the end of the chapter

Chapter 5 - Interpreting skills and strategies

In chapter 5, both interpreting skills and strategies are discussed in a broader context and with the theoretical introduction about Gile's Effort Models. There is an overview of various interpreting techniques used by community interpreters, too. The class ends with a test (quiz).

Chapter-specific learning result(s):

- (1) A better understanding of the mental operations during the interpreting process
- (2) Extending knowledge of the interpreting skills and strategies
- (3) Getting an overview of the most important interpreting techniques used by the community interpreting

Overview of learning/assessment activities:

Submitting **Assignment 5A: Worksheet** (exercises to practise certain interpreting techniques)

Submitting the **Assignment 5B: Recount and interpret a story** (memory training, note-taking)

Doing the **test** at the end of the chapter

Chapter 6 - Consecutive interpreting versus simultaneous interpreting

Chapter 6 pays attention to the two basic forms of interpreting: consecutive and simultaneous interpreting. This chapter provides primarily additional information on simultaneous interpreting. Moreover, other interpreting types, which can be distinguished on the basis of the chosen language regime, are also being discussed. Various terms related mainly to simultaneous interpreting are also discussed. Students are provided with various practical tips useful for interpreters and are introduced to specific interpreting requirements. The class is concluded with a test and an assignment.

Chapter-specific learning result(s):

- (1) Awareness of the concepts of consecutive and simultaneous interpreting
- (2) Awareness of other interpreting types (chosen language regime)

(3) Introduction to certain interpreting requirements

Overview of learning/assessment activities:

Submitting **Assignment 6** based on reading the text *“Learn good booth behaviour”*

Doing the **test** at the end of the chapter

Chapter 7 - Case study 1 – medical sector

In chapter 7, we focus on the medical domain, in which public service interpreting often occurs. We first provide a general introduction and then focus on a more concrete domain description. Subsequently, we supplement the information with practical tips for interpreters in the medical field. This chapter also includes two interpreting assignments.

Chapter-specific learning result(s):

- (1) General and concrete (medical) domain description
- (2) Awareness of practical tips for interpreters in the medical field
- (3) Working with available tools and glossaries

Overview of learning/assessment activities:

Submitting interpreting **Assignments 7A** and **7B** - (these include two doctor-patient conversations) These conversations are recorded in 4 language versions. The students choose their language combination and interpret both dialogues (consecutive, bidirectional). Then are the students obliged to upload the recordings of their interpreting performances in Moodle.

Chapter 8 - Case study 2 – education

Chapter 8 focuses on public service interpreting within the educational domain. First, we provide a short introduction and general characteristics of this domain. Then we discuss various specific characteristics and pitfalls of interpreting in education. We also give various practical tips to students. This chapter includes two interpreting assignments concerning conversations between a teacher and a parent.

Chapter-specific learning result(s):

- (1) Basic overview of the public service interpreting within the educational context and the domain specifics
- (2) Knowledge of the practical tips for public service interpreters working within the educational context
- (3) Awareness of the differences in the meaning and use of some terms in the Netherlands and in Flanders
- (4) Working with available glossaries

Overview of learning/assessment activities:

Submitting interpreting **Assignments 8A** and **8B** (these include two parent-teacher conversations). The students choose their language combination and interpret both dialogues (consecutive, bidirectional). Then are the students obliged to upload the recordings of their interpreting performances in Moodle.

Chapter 9 - Case study 3 – police

In chapter 9, we discuss public service interpreting in the police context. First, we give a short introduction and a domain description. Subsequently, we focus on this domain's specific characteristics and some practical tips for public service interpreters. This class includes two interpreting assignments, too.

Chapter-specific learning result(s):

- (1) Introduction and domain description of the public service interpreting in the police context
- (2) Awareness of the specific characteristics of this domain and practical tips for public service interpreters
- (3) Working with available glossaries

Overview of learning/assessment activities:

Submitting interpreting **Assignments 9A** and **9B** (conversations in the police context). The students choose their language combination and interpret two conversations (consecutive, bidirectional). Then are the students obliged to upload the recordings of their interpreting performances in Moodle.

Chapter 10 - Recapitulation and quality evaluation

Chapter 10 summarises several essential elements which public service interpreters need to keep in mind before, during and after their work. Special attention is paid to the self-evaluation of the public service interpreters. Students are given final assignments, incl. reading an article on the current state of the art concerning public service interpreting in the Netherlands.

Chapter-specific learning result(s):

- (1) Knowledge of the most important practical tips for public service interpreters before, during and after their work
- (2) Awareness of the role of self-evaluation.
- (3) Developing a strategy to evaluate an interpreting session critically

Overview of learning/assessment activities:

Submitting **Assignment 10A**: Introduction of the interpreter (recording of the introduction in Dutch and the native language of the student)

Submitting **Assignment 10B**: Self-evaluation (of interpreting assignments 7A and 7B, 8A and 8B, 9A and 9B.) The students listen to their recordings uploaded in Moodle again and assess them using the enclosed evaluation form (worksheet).

Submitting **Assignment 10C**: Reading assignment (an article about the public service interpreting in the Netherlands)

4. Evaluation of the PACI courses O1, O2, O3 and O5

Mgr. Pavlína Knap-Dlouhá, Ph.D. and Mgr. Kateřina Křížová, Ph.D.

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4.1. Introduction

The evaluation included three assessments of each course. The courses were assessed by experts from the field didactics of the interpreting science, by practitioners - experienced interpreters who are actively engaged in this profession and by students who have followed the PACI courses and actively participated at the final training week.

The evaluation forms were very similar to each other, differing only in the last section which in the case of the didacticians was dedicated to the didactic approach, while in the case of the practitioners it included the link to the practical implementation of the subject. This part was excluded for the student evaluation. In the student evaluation, there was also the additional assessment of the morning session.

The way of answering the questions for the didacticians and practitioners consisted of statements with which the evaluators could agree or disagree. Furthermore, a comment field was added where the evaluator could comment on his/her answer. For the student evaluation, questions could be answered with a rating in the range of 1 to 5, where 5 was the highest score. The students also had the opportunity to make comments per question.

The analysis of the results per course gathered within these three types of evaluation is in more detail to be found below.

4.2. Evaluation by the didacticians

The four courses were assessed by didacticians working at universities in Poland, the Czech Republic, Slovakia and Belgium. In general, all courses scored very well; for more details see the assessments below. The focus is on notable strengths and weaknesses as mentioned by the didacticians. Specific particularly useful remarks/comments are also included.

Name of the course:		
O1: Terminography and Translation Technology in the Practice of Public Service Interpreting and Translation		
Weaknesses:	Strengths:	Suggestions, comments:
Language use, language errors redundancy		Corrections suggested
	Motivating assignments	
	Content	
	Interactive elements	

Name course:		
O2: Public Service/Institutional Translation: Context and Techniques		
Weaknesses:	Strengths:	Suggestions, comments:
	The course contains terminology lists	
	Chat sessions	
	Graphic part of the course	
Course structure		<i>"The only thing that bothers me is that whereas in some lessons the test is placed first and then come the assignments, in other lessons it is the other way round."</i>
	Didactic approach - coherent	<i>"At the end of each lesson there is a complete presentation of the teaching material, which is very clear."</i>
Interface sometimes in English instead of Dutch		

Name course:		
O3: Praxeological, Institutional and Ethics Aspects of Public Service Interpreting and Translation		
Weaknesses:	Strengths:	Suggestions, comments:
	Clear structure	
	Motivating assignments	
	Awareness of own skills	
	Well structured evaluation	

Name course:		
O5: Public Service Interpreting: Context and Techniques		
Weaknesses:	Strengths:	Suggestions, comments:
Additional information in the introduction would be useful		Information concerning the workload, the summer school and the required language level should be added
	Motivating assignments	<i>"Certainly. The assignments give the student the opportunity</i>

		<i>to gain practical interpreting experience."</i>
	Didactic approach	<i>"The didactic approach is appropriate. The course is of a very high level."</i>
Interface sometimes in English instead of Dutch		
		The <i>Padlet</i> tool (for assignment discussion) recommended for the use during the summer school
		<i>"In Lesson 5, students are introduced to tips for interpreters such as working on their voice and breathing technique. I would like to recommend the book: Klink klaar by Bernadette Timmermans (Standard Publishers, 2013)."</i>
		<i>"It would be desirable to offer a better copy of the symbols of De Keyser in the self-evaluation." (Lesson 9)</i> <i>"Furthermore, I would present De Keyser's system in a pdf and provide better quality of the copy." (Lesson 4)</i>

4.3. Evaluation by the practitioners

The four courses were also assessed by the practitioners working as active interpreters in Poland, the Czech Republic, Slovakia and Belgium. In general, all courses gained once again very high scores; a more detailed description of the assessments is provided below. The focus here is also on the notable strengths and weaknesses as mentioned by the practitioners.

Name course:		
O1: Terminography and Translation Technology in the Practice of Public Service Interpreting and Translation		
Weaknesses:	Strengths:	Suggestions, comments:
Interaction within the group		Organise an online lesson where questions can be asked
Too small number of images		
Layout		<i>..."Personally, I would prefer that each component is on a separate page...."</i>
	Link to practical implementation of the subject	
Learning form		Use less text, but more videos
	Asylum and medical fields well represented	

Name course:
O2: Public Service/Institutional Translation: Context and Techniques

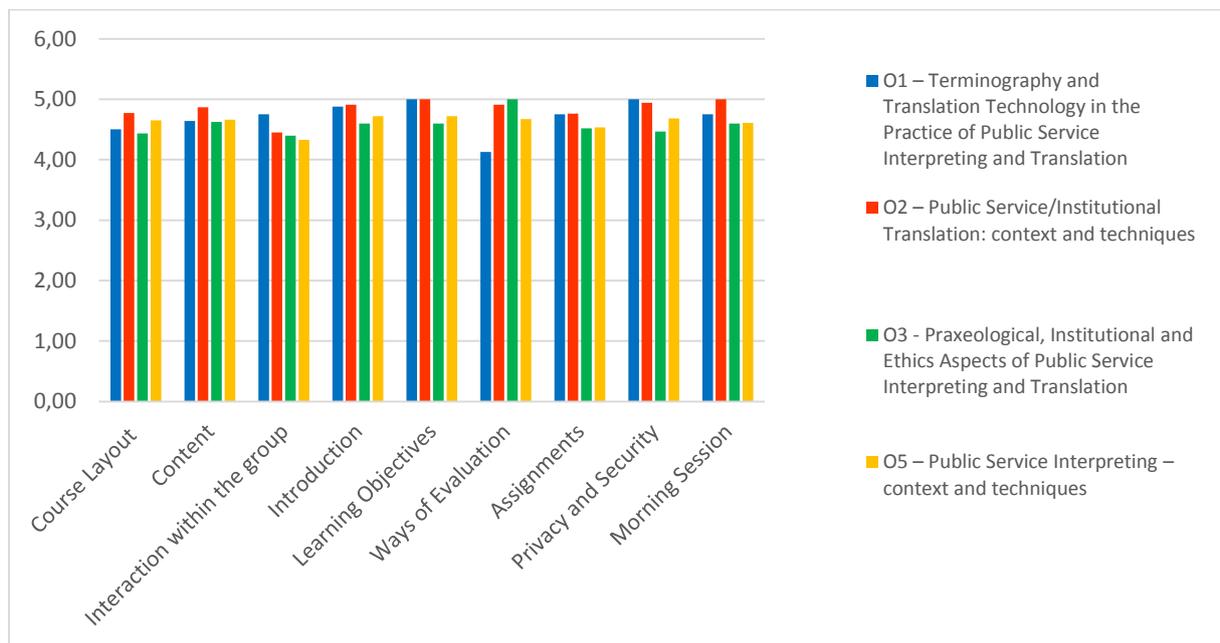
Weaknesses:	Strengths:	Suggestions, comments:
	Motivating assignments	<i>"The assignments are linked to practice, well done."</i>
	Practical nature of the exercises	<i>"Especially the part of typology of translation procedures, translation problems, translator's tools."</i>
Appropriate learning form?		<i>"Sure, but the condition is the (self) motivation of the student."</i>
Name course:		
O3: Praxeological, Institutional and Ethics Aspects of Public Service Interpreting and Translation		
Weaknesses:	Strengths:	Suggestions, comments:
	Clear structure	
	Type of tests	
	Appropriate workload	
	Motivating assignments	
	Course is practice-oriented	<i>"The knowledge is mainly linked to the practical aspects that are rarely discussed within the interpretation and translation courses. I think, for example, of the discussion of appropriate clothing during interpreting assignments."</i>
Online learning form		<i>... "For me, the ideal teaching form is face-to-face. During the Corona-time, such a learning process is more than welcome."</i>

Name course:		
O5: Public Service Interpreting: Context and Techniques		
Weaknesses:	Strengths:	Suggestions, comments:
	Motivating assignments	<i>"E.g. Assignment 1 - Research on the field of the public service interpreting in the home country - interesting and useful."</i>
Interaction within the group		<i>"There is the student-teacher contact, but less interaction among the students (in the group)."</i>
	Clear course structure	Even more pictures, charts, photos, ... could be added
	Link to practical implementation of the subject	
Appropriate learning form (online)		<i>"Partially - practice is indispensable for interpreting. Personal contact can be partially replaced by video calls. Attention must be paid to feedback. The theory can also be studied online. But in general, this form of study is a solution especially for small and less widespread languages."</i>

4.4. Evaluation by the students

The four e-learning courses were also evaluated in detail by the students from Poland, the Czech Republic and Slovakia which participated at the final training week. This evaluation was focused on the following nine fields: course layout, content of the course, learning objectives, introduction of the course, interaction within the group, ways of evaluation, assignments, privacy and security and the morning session during the final training week. The students were asked to answer the questions through rating in the range of 1 to 5, where 5 was the highest score. They also had the opportunity to make comments.

In general, all the four e-learning courses were evaluated very positively - see the charts and the brief comments below.



As far as the layout and the questions of the content of the course are concerned, the students gave the highest scores to the course O2. However, the differences among the courses were not substantial and the students were predominantly positive about the good orientation within the texts of the particular lessons:

Everything was legible, important things were in "italics" or "bold", which also helped me to orientate myself well in the texts.

For the detailed evaluation of all the questions concerning the layout and content, see the tables below:

Average Score	Course					Grand Total
	O1	O2	O3	O5		
Area	O1	O2	O3	O5	Grand Total	
Contents	4.64	4.87	4.63	4.66	4.70	
All materials used in the lessons are placed on the platform in the form of files or links.	5.00	5.00	4.60	4.72	4.83	
It is possible for people with disabilities to use the course content.	3.50	4.36	4.50	4.38	4.19	
The commands are described in such a way that it is easy to use them.	4.00	4.85	4.60	4.50	4.49	
The content of the course corresponds to the course description.	5.00	5.00	4.60	4.67	4.82	
The content of the lessons offers sufficient variation, is interesting and motivates to further self-study.	5.00	5.00	4.50	4.67	4.79	
The course components are relevant for the development of knowledge and skills of social translators and interpreters.	5.00	5.00	4.60	4.67	4.82	
The external content does not require additional user accounts to be created by the participants.		4.73	5.00	5.00	4.91	
The topic of the course is relevant to the learning process of social translation and interpreting.	5.00	5.00	4.60	4.67	4.82	

Average Score	Course					Grand Total
	O1	O2	O3	O5		
Area	O1	O2	O3	O5	Grand Total	
Course Layout	4.50	4.78	4.44	4.65	4.59	
Size and font facilitate the use of the posted material (at least 12pt)	4.63	4.82	4.44	4.61	4.63	
The course structure is arranged in a coherent and logical manner.	4.50	4.82	4.50	4.67	4.62	
The images, font, colours and navigation in the course are technically sound, readable/intelligible, clear and understandable.	4.50	4.64	4.40	4.67	4.55	
The names of the course components are unambiguous and the structure is clear.	4.38	4.82	4.40	4.65	4.56	

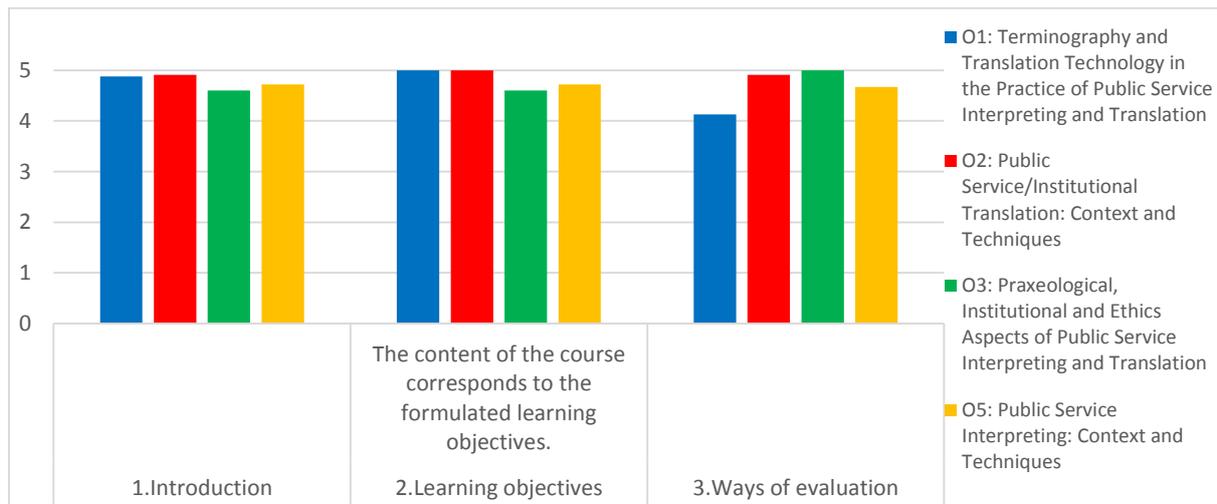
The best evaluation regarding the interaction within the group received the course O1. However, with regard to all the courses the students stated in their comments that they lacked more interaction among the students and also contact with students from other countries.

There are few interactive elements, maybe there should be more specific deadlines for posting on the forum, or a specific day for discussion on the forum for all students.

On the other hand, the interaction between teachers and students was perceived positively and students were pleased when the teacher addressed them by name.

I like that the teachers also remember the names and assignments of their students.

The majority of students found the introductions to the courses clear enough and stated that the contents of the courses corresponded with the formulated learning objectives. In these two categories the courses O1 and O2 achieved the highest scores – see the chart:



On the other hand, the students also saw room for improvement with respect to the ongoing, personal evaluation of student performance. As for the ways of evaluation, the O3 course obtained the highest scores. A number of positive responses also concerned the provision of personal feedback in the O5 course but there was also an opinion, that some tests in the O5 course were too simple. Additionally, certain critical comments referred to the O1 course:

I would like to have received an evaluation of some assignments during the course.

The remaining three categories were also evaluated positively for all the courses. The assignments were considered interesting, practical and useful. However, the students had to occasionally deal with technical problems in solving them. This was the case e.g. by the O1 course.

I appreciate that there were various practical exercises and we could try to exercise our theoretical knowledge.

Some programs were difficult to download or had formats which my laptop did not support.

The interactive assignments, kahoot and also interpreting assignments in the O5 course had positive responses.

Kahoot and other interactive exercises are what I like best.

The assignments were the most interesting element of the whole course. It was a great opportunity to practice interpreting.

According to the evaluations, the privacy and security were well protected in the courses and the morning sessions during the final training week were very beneficial for the students. There was a clear link to the e-learning course and the opportunity for feedback was provided. The best evaluation was given to the O2 course. Moreover, the students added the following comment to the O5 course:

The morning session was very well prepared! Interactive and interesting.

Personally, I found the workshop very engaging, interactive and not boring at all. Possibly there wasn't only enough time to discuss the feedback on all the assignments of each participant.

Global results concerning the nine evaluated areas are to be found in the table below:

PACI courses	
Areas	Average Score
1. Course Layout	4.59
2. Contents	4.70
3. Interaction in the group	4.48
4. Introduction	4.78
5. Learning objectives	4.83
6. Ways of evaluation	4.68
7. Assignments	4.64
8. Privacy and security	4.77
9. Morning session	4.74
Grand Total	4.68

As already mentioned, it was also possible to make a comment in the evaluation forms. Even though the students added the highest number of comments to the O5 course, very positive responses appeared with regard to all courses, e.g.:

O1

- *Generally speaking, I found this course to be very practical and engaging! Thank you very much.*

- *I love all the assignments within this course. They were interactive and my knowledge of this area has deepened thanks to this course.*

O2

- *Well prepared course, both theoretical and practical and a good introduction to the other modules.*
- *I would like to thank for all the information and tips that I can use in the future.*

O3

- *The course was very well prepared in terms of content and exercises.*
- *In my view, we've got good feedback during the class.*

O5

- *It was a really nice course, especially practice-oriented and I appreciate that. Making recordings during the interpreting assignments was a bit stressful at first, but now I find that a really good assignment. One can clearly hear mistakes on the recordings and then correct them. The only thing I would like to improve is the active participation of the students on a forum or something, which facilitates the interaction between the students.*
- *I found the course really interesting and learned many new things about social interpreting. What I also find very positive are the practical exercises (memory training, interpreting assignments, note-taking technique) that we did.*
- *For me it was one of the nicest courses.... Clear structure and great assignments! Chapeau :-)*
- *I am very grateful for this course. It was not only very interesting but also useful. The course gave me an idea of what I could do in my career in the future.*

5. Conclusion/Final remarks

All the three evaluations underline a clear positive effect of the courses. To summarize, various repeatedly mentioned general remarks can be named.

To the strengths of the courses belonged: a clear structure, useful and instructive content and motivating assignments. Some students even indicated that after taking these courses they were considering working as a public service interpreter in their future careers. The didacticians and practitioners also regarded the above points as useful and positive.

As the weaker points of the courses were identified the insufficient interaction among the students on one hand and the insufficient amount of continuous feedback provided by the teachers on the other hand. The fact that the students considered this as a noticeable lack has presumably to a high extent to do with the ongoing Covid-19 pandemic. Due to this

unexpected element were the courses, which were officially presented as blended learning courses, at the end inevitably functioning primarily as e-learning courses.

That is why in the future even more attention should be paid to providing feedback and stimulating intensive interaction among all the people involved.

5. PACI – Summer school: objectives, aims and scope, organizational details

dr. Małgorzata Dowlaszewicz

(Erasmus Chair of Dutch Philology, University of Wrocław)

5.4. Introduction

After the four online courses, a training cycle is planned. During this training, some aspects of the courses are discussed and repeated. Also, practical assignments are carried out in monolingual groups. The Training Week(s) ' general learning objectives are the same as all online courses' objectives. During this period, the content discussed during the courses is reviewed, and some of the assignments of the particular courses are analysed.

It is recommended that these meetings are held over two weeks. However, classes can also be condensed into one more intensive week. The best choice is to do this during the university break when students can focus only on this subject and possibly prepare extra assignments. Although it would be perfect for introducing some contact moments already during the online courses, so that students (from various groups) could get acquainted with each other, this training period can be possibly the chance to make them work together, introduce real teamwork and prepare group assignments. This aspect of the Training Week(s) has been appreciated the most by the test group students.

5.5. Week overview

The Training Week comprises three modules:

- The first one is the discussion of the four online courses. In four sessions, the courses are reviewed, the most important issues are repeated, and the most important, problematic or difficult assignments are discussed.
- The second module is the most practical one, where translation and interpretation exercises are being conducted.
- The third module aims primarily at providing students with an introduction to best practices. It includes meetings with professionals, representatives of institutions that offer community interpreting and translation services and practitioners.

5.6. Module 1: Review of courses and assignments

This module may vary depending on the composition of the group.

In the case of mixed groups (from different language regions), the students will have the opportunity to talk about differences between countries or regions, to compare some assignments (especially those in which they referred to experiences from their own region) and to discuss together the possibilities of transnational cooperation. As some assignments that students need to make throughout the different e-learning modules relate to local conditions of public service translation and interpreting, they must also learn about the conditions in other regions represented in their group.

In the case of a homogeneous group (coming from one region and/or using the same language pair in translation), this module must be organised differently. Here there will be no more space for considering and comparing local differences, but more space can be devoted to deepening the knowledge of the specific region. The idea could be to compile all the information gathered by the individual students. For example, in the course “Praxeological, Institutional and Ethics Aspects of Community Interpreting and Translation” many assignments refer to the profession of community interpreters and translators in each country or region. In this module of the Training Week(s), the information found by individual students can be collated, compared, and integrated to create a common knowledge base about the position of community interpreters and translators in a given country or region. Another practical assignment example is a role play where the deontological code for public service interpreters in Flanders can be discussed in practice.

It is also recommended to do some practical assignments regarding the terminology management technology that is discussed within the course “Terminography and Translation Technology in the Practice of Public Service Interpreting and Translation”. Within the Training Week(s), students can work on constructing terminological lists and use in practice the knowledge acquired in the online course. For the courses “Community/Institutional Translation: Context and Techniques” and “Community Interpreting: Context and Techniques”, this module of the Training Week(s) should mainly focus on the techniques as the practice of translating and interpreting shall be trained in Module 2.

The evaluation of the test group has shown that the most important part was the repetition of the essential issues from the online courses. Students have acquired a lot of knowledge on different subjects, and a revision helped them see the most important parts of each course subject.

5.7. Module 2: Translation and interpreting practice

This module should be organized within a monolingual group. If the group is mixed, it is recommended to split it into different language groups. For this module's content, the three focus subject discussed in the online courses form the basis of the practice: police, medical,

and education. This module should include analysing the translation and interpretation assignments from the courses “Community/Institutional Translation: Context and Techniques” and “Community Interpreting: Context and Techniques”. Although the online courses allow commenting on students’ work, it is recommended to discuss them with the group within the training week.

Besides the assignments that were already given, new texts (both written and oral) can be prepared that cover the three main subjects of the courses: police, medical, and education. The test group very much appreciated this element as it allowed them to practice their previously acquired knowledge throughout the courses in new, real tasks. Students should receive more feedback on their performance both in translations and interpretation.

5.8. Module 3: Proposed complementary activities

This module should be filled with content relevant to community translators and interpreters in a specific region. Students should get acquainted with the way professionals work and the institutions that offer community interpreting and translation services function. Possible complementary activities are:

A meeting with the representatives of interpreting service providers or other external independent agencies (EIAs)

As the Flemish model of community translations and interpreting was set as an example in the online courses, one could think of a discussion with representatives from various EIAs (such as Brussel onthaal). Students can get to know how the practical organization of community translation and interpreting jobs is organized, what requirements there are, and ask questions about specific matters that interest them.

A meeting with representatives of certification institutions

Again for the Flemish example, the Agency for Integration and Civic Integration would be the perfect answer to that subject. This agency is active all over Flanders, offering training for public service interpreters (especially preparation for the certification) and organising the certification tests, which allow official registration as a public service interpreter. Students can gain specific information on the course of the examination, the typical mistakes or ways to prepare for it.

A meeting with a practicing community translator/interpreter

Inviting practicing professionals is always a good idea when it comes to courses that prepare for a specific professional career. As each student has different needs and future plans, it is important to give them space to ask questions about the job. Those questions may relate to

the organizations matters, the necessary preparations, the position on the job market or the most interesting, scary or difficult assignments.

5.9. Final remarks

The Training Week of the test group proved to be a very appreciated part of the whole programme. The most important value was direct contact with other students and the possibility to talk to the teachers on a regular basis. The students appreciated especially the meeting with the representative of an interpreting service provider, which gave them a glimpse of community interpreting in Belgium.

The best option is to organize this Training Week(s) in a face-to-face form, but if necessary, online live meeting sessions can be seen as a replacement. In that last case, it is important to ensure a communication programme that allows splitting students into smaller groups, especially during the online interpreting session. A special online application for interpreters would be the most suitable option in that case.

6. Conclusion - Final Remarks

Experiences, best practices and challenges -

Prof. dr. Koen Kerremans & Mathieu Van Obberghen

Brussels Institute for Applied Linguistics

(Vrije Universiteit Brussel)

In this final chapter, we will summarise the various experiences, best practices and challenges that the PACI partners identified for their courses. In the end, these reflections might prove useful for prospective consortia planning to embark on a similar venture.

For all partners, the e-learning course was embedded in their MA study programme of Dutch Philology (PUO⁷, UW⁸) or Interpreting / Translation (CUB⁹, VUB¹⁰). PUO offered the course to their final-year BA students as well. The course was either elective (PUO-MA level, UW, VUB) or compulsory (CUB, PUO-BA level). Students following the course voluntarily needed to complete all modules.

Even though enrolled in a study programme of Dutch Philology, most students who followed the e-learning course already had some prior knowledge related to translation studies or had already followed practical translation/interpreting courses. However, their knowledge of translation theory and practise was still relatively basic, especially when it comes to the specific field of PSIT. This was not the case for the VUB master students, who had already acquired more advanced knowledge in the area of Translation Studies, giving them a considerable advantage.

One of the strengths of the PACI e-learning programme is that different partners – each with its own expertise – have contributed to creating the e-learning content. This ensures that students get a more comprehensive view of various aspects related to PSIT (ranging from theoretical considerations in translation/interpreting studies to the acquisition of technological skills). Secondly, the fact that variation can be observed in the way the e-learning courses have been implemented is also considered a strength, as it allows students to get familiar with different didactic methods and forms of evaluation. A third advantage of the PACI approach is the fact that students are taught by lecturers from different countries. This allows students to strengthen their intercultural awareness. A fourth advantage of the PACI programme is the fact that students are able to follow the various e-learning courses independently and at their own pace. Moreover, the online courses proved to be very helpful during the COVID-19 pandemic, requiring no 'live' interaction between students and lecturers.

⁷ Palacky University in Olomouc (CZ)

⁸ University of Wrocław (PL)

⁹ Comenius University in Bratislava (SK)

¹⁰ Vrije Universiteit Brussel (BE)

Besides the many advantages, there are also specific concerns associated with offering online courses. One important concern, for instance, appeared to be the challenge of keeping students motivated throughout the e-learning trajectory. To overcome this challenge and motivate students, possible solutions could be to provide more frequent and faster personal feedback (at regular intervals) or organising live (on-site or online) 'meet-up' sessions for lecturers and students at the start of the e-learning course. By making the course compulsory for all and assigning binding ECTS credits to its modules, students would be required to invest more time and effort.

Most partners are committed to reusing (selected parts of) the e-learning course or even plan to integrate it into their regular MA or BA study programmes as an elective course. One partner, in particular, would like to continue to offer the course – spread across multiple semesters – with greater flexibility for students so they would be more inclined to finish their 'custom-made' trajectory.

The *Moodle* platform, which was used for the PACI e-learning course, proved to be an intuitive and transparent learning environment. Both CUB and PUO had prior experience with the system as it is the standard tool used at their universities. UW and VUB did not encounter any significant practical or technical issues in *Moodle*. Some minor considerations: adding images/pictures to content pages was very time-consuming; student and lecturer accounts could not be managed by partners individually; there were no universal guidelines for how assignments should be assessed (every partner used its own set of criteria to give gradings, which – ideally speaking – should have been harmonised).

The e-learning course was supposed to offer a varied and balanced mix of learning activities. Nearly all partners indicated they had been able to do so (to a certain extent) by alternating different tasks (reading assignments, written assignments, quizzes, self-assessments, reflective reports, etc.). Others would have liked to alternate more, but as the students were from different countries (with different language backgrounds), it was challenging to organise e.g. language-specific assignments (other than Dutch, which was used as a 'lingua franca').

As soon as the e-learning course was officially completed (June 2020), several students, lecturers and people from the professional field were asked to assess the course (using an evaluation form, previously elaborated). Each partner was responsible for managing the evaluations of his module. The evaluations proved to be a very effective way to correct the very last mistakes or typos and to clarify or adjust specific fragments where it was deemed necessary.

Finally, as the summer school (planned for May 2020) was cancelled due to the COVID-19 outbreak, the PACI partners agreed to organise a virtual winter school where students and lecturers are able to meet one another and have discussions on the completed e-learning assignments.

7. Addendum: Roleplaying workshops of the PACI Training week (English – Dutch versions)

Appendix: Roleplaying workshops of the PACI Training week¹¹

prof. dr. Erik Hertog

(KULeuven University, Campus Antwerp)

Scenario remarks

In all role plays, the healthcare professional (doctor, physiotherapist, psychologist...) is the speaker of the regional or national language, and the patient or client is the non-native speaker.

The role-players must be preferably professionals for the roles of doctor, therapist, psychologist, etc. If not, the substitutes (teachers) present their roles as professionally as possible. The non-native speakers can be teachers, students or 'volunteers', but they also have to prepare their roles thoroughly. Both role-players will, of course, receive the script in advance. Still, it is important to communicate as spontaneously and naturally as possible, so misunderstandings, clarifications, repetitions etc. that do not occur in the script will have to be taken into account by both speakers.

Therefore, it is essential that the role-players can rehearse and practice the text in advance so that the communicational situation is as spontaneous and realistic as possible. It is important NOT to read (it would seem too fast and unnatural) but to debit the text as a natural, colloquial speech. In the scenarios, suggestions are given for a sometimes informal colloquial language.

The scenarios can also be prepared in advance by the whole group, just as you would accept an interpreting assignment by announcing the subject. Alternatively, you can first analyze them together in a practicum in terms of subject, terminology, etc.

Some role-plays are also suitable for practising whisper interpreting in the longer passages, and others can be useful for video interpreting situations.

¹¹ These roleplays are translated from the syllabus materials working with interpreters in medical context, written by prof.dr. Erik Hertog (KU Leuven University, Campus Antwerp)

Consecutive interpreting: shorter role-plays

1. Colorectal cancer

HA (General practitioner): Madam, tell me: have you noticed any blood in your stool in the last week?

P (Patient): Yes daily.

HA: And how can you be so sure that it is blood? Sometimes bowel movements can also turn red by eating certain foods, such as red beets.

P: Anyway, I never eat red beets so I really think it is blood.

HA: Okay. So have you lost weight in the last week?

P: Not really, no

HA: But do you still suffer from that abdominal pain

HA: Now blood in your bowel movement may indicate something serious.

P: How serious?

HA: Well, blood in the bowel movement may indicate polyps in the intestines.

If these polyps are malignant there may be colorectal cancer.

2. Education

HV(Counselor): Good morning, Mrs. X.

Patient: Good morning sir/mrs.

HV: We have invited you to this meeting today because we want to talk with you about 'name child' his/her performance at school, his health, and his behavior at home.

Pat: Yes.

HV: Mrs X, how long have you been living in Belgium?

Pat: We have only been here for a year. That's why we don't know much about Belgium yet.

HV: Are you satisfied with the changed situation, with the fact that you now live in our country?

Pat: No, not really, but it's better here than in our country. At least we have work and food here, we won't starve to death here.

HV: Madam, your child did not pass the reading test. He doesn't recognize the letters. He has really fallen behind in class. I'm really worried about him.

Pat: How's he behaving in class?

HV: That's another difficult point. He doesn't make friends and he refuses to talk to his classmates. He only answers yes or no, and on the playground he plays all by himself.

Pat: Ah, that's not good!

HV: Madam, can you tell me more about your child's health problems?

Pat: He has a lot of problems.

HV: What kind of health problems does he have?

Pat: Let me first tell you something about his birth. He was born at 7 months.

HV: It was a premature birth?

Pat: I don't know what that is, but he almost died then. He had to stay in the hospital for two months because he couldn't breathe.

HV: Premature means born too early. But do you know why he couldn't breathe?

Pat: Yeah, the doctor said his lungs weren't fully developed yet. And that's why he had to stay in the hospital.

HV: OK. Now I'd like to hear from you how your son is behaving at home towards his brothers and sisters.

Pat: Not so good actually. He sits in a corner of the room all day, and nobody gets him out.

HV: Why do you think that is?

Pat: I don't know. I already wanted to go to the doctor with him, but that's very expensive. My husband and I both work, but we don't earn enough. We don't have health insurance, so we don't really know what's going on with him. His brothers and sisters don't want to play with him because he cries so much and doesn't want to say anything.

HV: We noticed that at school as well. He can't make friends.

Pat: What can I do? I worry a lot, but I have to work. I can't stay at home to take care of him, because then there's nothing to eat.

HV: I'm going to find out what we can do for him here at school. I am sure we will find a solution.

Pat: That God bless you.

HV: Thank you. How are your other children doing at school.

Pat: My other children are doing well. Only X has problems, and that is very hard for me.

HV: Is he your youngest son?

Pat: Yes, he's the smallest.

HV: Madam, I will first talk to the teacher responsible for catching up school assignments. He helps children with learning difficulties with their homework after school.

Pat: Thank you very much.

HV: I will then talk further with my colleagues and find out what kind of help he needs. And we will also refer him to the health center of the school group, which is free of charge.

Pat: OK. Thank you very much;

HV: Do you have any other questions, ma'am?

Pat: Yes, I wanted to ask you what we can do at home to help X.

HV: You and your family need to have a lot of patience with him and give him a lot of love. It is a long process, and we are all going to work together to make X a healthy and happy boy.

Pat: Thank you very much. I am happy to hear that X will get better.

HV: Yes, don't worry. It will be all right. As soon as I have talked to my colleagues, I will call you.

Pat: Thank you. I will wait for your call. I don't know how to thank you.

HV: You're welcome, madam.

Pat: Thank you very much.

HV: Goodbye.

Pat: Goodbye.

3. hoarseness and sore throat

Doctor: Tell me madam, what is the problem?

Patient: I have been suffering from hoarseness for a long time. Sometimes I can hardly talk anymore.

Doctor: When did these complaints start?

Patient: It has been like that for a few months now anyway.

Doctor: And do you constantly suffer from that hoarseness? Or do you sometimes not bother with it for a while?

Patient: It bothers me all the time. Sometimes it's better like today, but it's been months now that I've always suffered from it.

Doctor: Did you have a cold in that time, or did you have the flu?

Patient: I had a cold a month ago, but it was quickly gone.

Doctor: Do you have to cough a lot?

Patient: No.

Doctor: Do you have a sore throat?

Patient: Yes, I do. Actually, I've had a sore throat all that time.

Doctor: Do you smoke?

Patient: No, not anymore. But I used to smoke.

Doctor: How long? And how much?

Patient: I've smoked for 24 years and still 20 to 25 cigarettes a day.

Doctor: If you cough and some mucus comes up, what color is that? Is there a bit of blood with that?

Patient: I don't know. I don't look at it. I just swallow that.

Doctor: What kind of work do you do?

Patient: I am a teacher, I am in front of the class.

Doctor: Then you have to talk all day. That's exhausting for the voice. That could be the cause of your hoarseness.

Patient: Yes, but it doesn't get better during the vacations.

Doctor: Are you tired more often lately than before?

Patient: Yes, I am very tired. I can hardly get out of bed in the morning. I didn't have that before.

Doctor: And how is your weight? Have you lost weight lately?

Patient: Yes, I have. I'm a bit worried about that. I used to weigh 66 kg, and now I only weigh 54 kg.

Doctor: Yes, that's strange. We'll take a look at your throat.

Note-taking exercises

1 Hearing test

The nurse performs the hearing test when the baby is 2 to 4 weeks old. This test can be done up to 4 months for full-born babies and up to 6 months for babies who stayed in an intensive care unit due to premature birth. The hearing test is a very reliable test to detect inborn moderate to severe hearing disorders. The test is safe, painless, reliable and free of charge.

How does the hearing test work?

An ear cap is attached to both ears. Through small speakerphones, the baby will hear soft clicking sounds. Electrodes, attached to the head, register the changes in brain activity and the device assesses whether the child can hear sufficiently. The test only takes a few minutes. The calmer the baby is, the quicker the test proceeds. If the baby is asleep, the test proceeds very smoothly.

The result of the test

PASS means that the baby currently does not suffer from a hearing loss that normal speech and language development can be expected.

REFER means that the device is not currently able to demonstrate normal hearing with certainty. The nurse repeats the test a few days later together with the doctor at the clinic. The doctor also immediately does a nose, throat and ear test and goes over a risk list that can lead to hearing abnormalities.

In case of an abnormal result, the nurse and doctor refer the baby to a center specializing in hearing problems in very young children. Even if the result is not clear, the test will be repeated and possibly referred.

2 migraine

Madam, I will try to explain the normal way of working. First of all, you can also get a prescription from your doctor, also in the future. It is not necessary to make an appointment for a prescription here and come to the University Hospital. Secondly, it is necessary that you come to me for consultation for your further treatment. Only then can I draw up a report. You need this report for the reimbursement of your medication.

You also said last year that our medication Sumatriptan is not sufficient. In the meantime, a year has passed and we are not a step further. It may well be that Sumatriptan is not enough as that drug can only suppress or weaken the attack at the moment of the attack itself. If you regularly have severe attacks, we have to look for additional medication to avoid the attacks. I can only do this if I have a view on your migraine attacks. Last year, I asked you to keep a migraine calendar for 8 weeks. After those eight weeks, we would discuss the calendar during a second appointment. You never made a second appointment.

Migraines can be triggered by certain foods such as chocolate, cheese or alcohol. Or by hormonal changes, such as when you are mentoring. Or when you lead an irregular life, for example after too much or too little sleep. So I am going to ask you again to keep a calendar or an agenda for 8 weeks and then make a new appointment to discuss everything.

I will give you a prescription but I want to warn you to be careful with Sumatriptan. Any drug that works directly on the brain has side effects. In fact, with excessive use, it can even, strangely but true, cause headaches. In a migraine attack, the blood vessels in the brain are dilated. Sumatriptan indeed causes them to constrict again. It is a medicine that you can only take on prescription. The organisation RIZIV reimburses a maximum of 12 tablets per 6 months. This is a measure to protect you

3 Respiratory tract

Patient: If I go to the couch, for example, that's twenty-five minutes on foot, it already starts, pfff, pfff, not enough air. And then also with my legs, because I should actually go for my veins. And then I'll walk a bit slower, and then I'll do better. And when I am finished in the couch, I go into a café, to have a drink, then I am okay again

Maybe it's because of smoking. I used to smoke a pack a day anyway. But in the end not so much anymore. And then I had an operation, from a thrombosis in my veins. That doctor who used to sit on my bed every day chatting. And then he said to me: how do you feel? I said well, only when I cough, it pulls a little bit on my groin. And the doctor said 'if you don't want to see me anymore, stop smoking'. And then I quit.

I've always worked at General Motors, so to speak, working on the assembly line, tuning motors. After that I did the covering of the cars. After that I worked at Atlas Copco. And the last 25 years I worked somewhere else, I was shift foreman there, I've always worked in metal. What I had a lot in those days is a headache. In those days the engines were running all the time and there were no extractors installed at that time. Then I came home in the

evening and I always had a headache. And from the moment I was on early retirement, that was over.

Consecutive dialogue interpreting

1 Migraine

N: It's been over a year since I've seen you here, ma'am. Are you suffering from migraines again?

P: Yes, I have been suffering from migraines for the past few months. I have several attacks per week. I don't know if those tablets still help me. Maybe I need another medicine.

N: So you still take Sumatriptan with every attack?

P: Yes. But when I take Sumatriptan, I always get a strange feeling afterwards. I have to lie down or sit down because I get dizzy. Maybe you can prescribe me something else? Sumatriptan is also so expensive.

N: Sumatriptan is a generic medicine. I would like to prescribe you a branded drug, but branded drugs contain the same ingredients and have exactly the same effect. Moreover, it will be even more expensive.

P: Even more expensive? It couldn't be possible, it's already costing me a lot of money! I pay more than 20 euros for a box! By the way, I still need a prescription for my pharmacist. Then at least I'll get a refund from the healthcare insurer!

N: The only way you will get Sumatriptan refunded is with a report from the doctor who treats you, me that is.

P: Can you give me a report and a prescription now?

Madam, I will try to explain the normal way of working. First of all, you can also get a prescription from your general practitioner, also in the future. It is not necessary to make an appointment for a prescription here and come to the University Hospital.

Secondly, it is necessary that you come to me for consultation for your further treatment. Only then can I draw up a report. You need this report for the reimbursement of your medication.

Last year I asked you to keep a migraine calendar for 8 weeks. After those eight weeks we would discuss the calendar during a second appointment. You never made a second appointment.

You also said last year that Sumatriptan is not enough. In the meantime, a year has passed and we are not one step further. It may well be that Sumatriptan is not enough since that drug can only suppress or weaken the attack at the moment of the attack itself. If you regularly have severe attacks, we have to look for additional medication to avoid the attacks.

I can only do this if I have a view on your migraine attacks. That is why I asked you to keep a calendar.

Migraines can be triggered by certain foods such as chocolate, cheese or alcohol. Or hormone changes, such as when you are mentoring. Or when you lead an irregular life, for example after too much or too little sleep. So I am going to ask you again to keep a calendar or an agenda for 8 weeks and then make a new appointment to discuss everything.

P: I have noted here in my diary what I ate last week. I can't write in Dutch, it is written in (Foreign language supplement).

N/ This information does not help me much. I really need the data of a longer period and information like when you went to sleep or when you got up.

P: Okay, I understand, I will write everything down in my diary. In the meantime I do need prescriptions because my tablets are almost finished.

N: I will give you a prescription but I want to warn you to be careful with Sumatriptan. Any drug that works directly on the brain has side effects. Excessive use can even, strangely but true, cause headaches.

P: I'm worried about that too but I don't take it for fun. I just can't live a normal life anymore. My husband doesn't like it, I spend whole days in bed with the curtains closed. I can't live without it but I'm afraid it makes me less alert at work. My general practitioner told me that it narrows the blood vessels in the brain. Isn't that dangerous?

N: In a migraine attack, the blood vessels in the brain are dilated. Sumatriptan does indeed cause them to constrict again. It is a medicine that you may only take on prescription. The organisation RIZIV reimburses a maximum of 12 tablets per 6 months. This is a measure to protect you.

P: It is not normal that I have to pay the rest myself, is it?

N: That is normal. This is just to avoid taking the medicine too often without seeking further treatment.

Good. I really have to finish this because my next patient is waiting. Here is the prescription for the Sumatriptan.

P: Okay, thank you.

2 Colorectal cancer

A: Madam, tell me: have you noticed any blood in your stool in the last week?

P: Yes daily.

A: And how can you be so sure that it is blood? Sometimes bowel movements can also turn red by eating certain foods, such as red beets.

P: In any case, I never eat red beets, so I really think it is blood.

A: Okay. So have you lost weight in the last week?

P: Not really, no

A: But do you still suffer from this abdominal pain?

A: Now that blood in your stool can indicate something serious.

P: How severe?

A: Well, blood in the bowel movement may indicate polyps in the intestines. If these polyps are malignant there may be colorectal cancer. But blood in the stool can also have an innocent cause, such as hemorrhoids. We can trace the cause in two ways. We will start with an analysis of your bowel movement. And if necessary, we will perform a colonoscopy afterwards.

P: (ANGRY) Pardon me? Do you really want me to have my big bowel movement tested? That is embarrassing! And that second test, can you explain that to me so that I can understand that?!

A: You will get a jar from me today to put in a sample of your stool at home. Then send the jar to the Lab. The lab will then send me the results. If something is not right, you are going to have to undergo a colonoscopy in a hospital. This is a visual examination in which we insert a tube along the anus. In this way we can see the inside of your intestine and see if there are polyps present. The examination is painless in itself, but rather uncomfortable. You need to be sober for this. It takes about a whole day, but you don't have to spend the night in the hospital.

If there are polyps present in the intestine, they will be removed during the examination to microscopically examine whether they are malignant. After one week we will know the result. If the polyps are malignant, then there is bowel cancer and then we must start a suitable treatment.

If there are no polyps present, it is possible that there are cracks in the intestinal walls which also causes blood to end up in the bowel movement. There are also other possibilities, but let's rule that out for now.

So we first start with an analysis of your bowel movement and then look further. Let's not fear the worst.

Madam, as already said, let's not think the worst right now. We can also take a CT scan of your intestines, but then the picture will be less complete and it will be more difficult to draw conclusions.

P: But how does someone get bowel cancer?

A: It is still not entirely clear what the causes are. What we do know is that colorectal cancer is more common in people who have had little exercise and are overweight. We also suspect that smoking and alcohol increase the chances. Nutrition also plays a role. In addition, inheritance can also be a possibility.

P: But no one in my family has had bowel cancer. I've always been healthy too.

A: It's not always hereditary either. Thirteen to fourteen percent of the population will experience it sooner or later, usually after the age of 50. But again, let's not assume the worst.

P: Can you at least tell me what will happen to me if I still have bowel cancer?

A: If the cancer is discovered at an early stage, it is curable. It is also very important that you lead a healthy lifestyle.

P: What do you mean by this?

A: You should eat a lot of fruit and vegetables, not red meat and always drink enough. It is also important that you exercise regularly. This has a beneficial effect on your whole body, including your intestines.

3 TBC

A: Hello madam, yesterday you had to go to a medical checkup. An X-ray of your lungs was taken and it was determined that you are infected with tuberculosis, also called TBC.

PA: TBC? What kind of thing is that? Besides, I don't feel sick at all.

A: Didn't you tell us yesterday that you feel tired lately and that you often have cough symptoms?

A: Yes, I cough sometimes, but that's normal. Now it's winter in Belgium and I've been living outside for the last few weeks. I just caught a cold, that will go away.

A: However, coughing and tiredness are one of the symptoms of TBC. Tuberculosis is a very contagious and dangerous disease, caused by a bacteria. You need to go to a hospital as soon as possible to start the right treatment.

PA: But I don't want to go to the hospital at all because I cough a bit more than normal.

A: I just want to say that it is really important to start treatment as soon as the diagnosis is made, because this can end badly. Without treatment almost half of all patients die. Fortunately, tuberculosis can be cured today if you take the right combination of different antibiotics. If you don't follow this treatment as it should, chances are that the tuberculosis will reappear later on.

PA: But how did I get the disease? Did you get it by eating something wrong?

A: No, tuberculosis is almost exclusively transmitted by air, for example by coughing. That is why all people around you, with whom you have had close contact in the last few days, have to undergo an examination. This is to check whether they are also infected with the disease. Do your family members stay at the shelter and have you had a lot of contact with certain people?

PA: Yes, I arrived here together with my 2 children. I haven't really had much contact with other people.

A: And how old are your children?

PA: They are only 5 and 7 years old. That's why I don't like leaving them here alone. They have already lost their daddy last year and I am the only one they have left. I will tell you otherwise what we have been through the last year.

My husband became ill 2 years ago. Then we still lived in X.

From one day to the next we were told that she was terminally ill. The doctors said that my husband had prostate cancer. You should know, in X there is no social security and the medical care is so primitive that my husband couldn't get chemotherapy.

So the disease could not be cured. After a year of suffering, he finally died. I didn't have much time to mourn because barely 1 month after my husband's funeral, I was told I was unemployed.

There I stood, as a single parent of 2 children without support.

I want to offer my children a better future and therefore I decided to flee our country together with my children and come to a developed country. But when we arrived here, there was nowhere for us. All the shelters were full.

We had no choice but to sleep on the streets. In the end, last week we were able to go to a tent camp in Brussels that had been set up by Doctors Without Borders. In our tent there were 2 other families. One family came from Russia, another from Iraq, I believe. But I don't know more about them. We didn't really have much contact, they spoke a different language. Fortunately, after a few days a place for us became available in this shelter. You hear, my children have been through far too much lately. I certainly don't want to leave them alone now, I can't do that to them.

A: Madam, we understand your situation, we do not want to separate you from your children at all. I suggest that you and your children go to the hospital tomorrow; to have them tested and also to start your treatment. Afterwards, we will discuss together where you can stay with your children afterwards.

PA: OK, that is a relief anyway. As long as we stay together and I get better soon, that is the most important thing. Thank you for your help.

Longer, more complex role-plays

1 Cerebral Infarction

Doctor.: Hello madam, the results of the MRI scan of your brain and the holter examination are in. I will take the results, then I can go over with you where the problems are.

PTN: Wait a minute, a holter examination, did that happen as well? What is it? Was that necessary?

Doctor.: A holter examination is a registration of the heart rhythm by means of a heart rhythm film (ECG), usually for 12 to 24 hours. A holter registration tells us how the heart behaves over a longer period of time. The measuring equipment records the heartbeat continuously, detecting irregularities in the heart rhythm.

PTN: It's not going well, huh? My symptoms don't improve and I'm always tired.

Doctor.: As I said and thought last time, we can now clearly state that you have had several minor brain infarcts. The consequences of these cerebral infarcts depend on where the infarction occurred in the brain and how much brain tissue was damaged.

PTN: What? That's terrible. Is my brain damaged?

Doctor.: Listen madam, a brain infarction occurs as a result of a closure of the arteries that supply blood to the brain, usually in the branches of the jugular arteries. A TIA

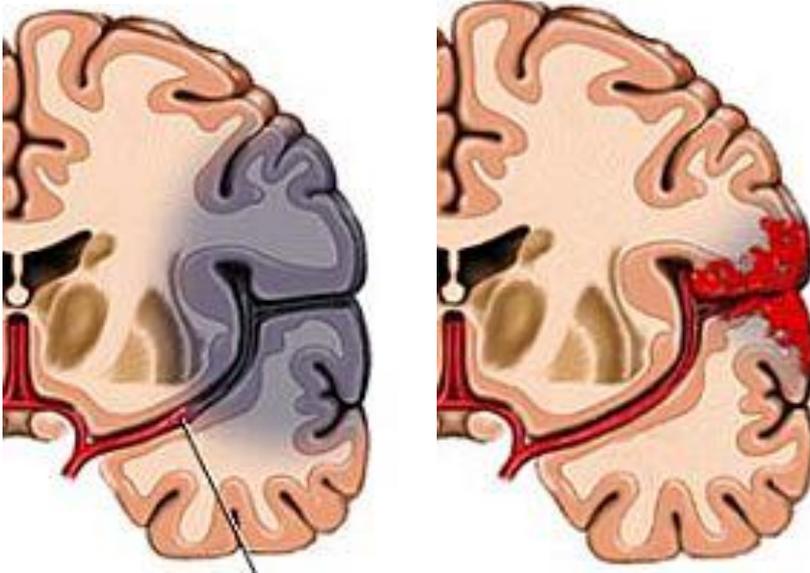
PTN: What is a TIA?

Doctor.: A TIA is a transient ischemic attack (TIA). It is a transient period of local neurological failure that can last from a few minutes to several hours. It is a non-invalidating - so you don't suffer from it directly - transient ischemia, i.e. a temporary lack of oxygen in a part of the brain. This shortage is caused by a short partial or total closure of one of the blood vessels in or to the brain, as a result of which the blood supply is considerably reduced or completely interrupted. The occlusion is usually caused by an embolism, a piece of calcium or blood clot from a blood vessel with arteriosclerosis. The occlusion usually occurs when a piece of a blood clot or fatty calcium layer due to arteriosclerosis comes loose. We call this an 'embolus'. When it is carried along with the blood flow and then gets stuck in an artery to the brain, it leads to a TIA. Voilà; that's the explanation of what happened to you.

PTN: That doesn't sound good.

Doctor.: No, that's true, but you have to realize that it's still something other than a brain infarction. A TIA is not yet a thrombosis or a cerebral hemorrhage.

Look, it looks like this: on the left here you see a thrombosis, on the right a cerebral haemorrhage. These are much more serious situations, situations in which part of the brain no longer gets blood and then you run much more risk of permanent brain damage.



However, a TIA is an important risk factor for developing a stroke, so we need to pay close attention and keep an eye on your situation. Quite a few patients develop a stroke later if the TIA is not treated. Tell me, what complaints have you had lately?

PTN: Oh, a whole series, to get depressed about. My complaints, well, blurred vision, trouble in my right leg and arm, dizziness, headache sometimes for 3 days, balance disorders, speech disorders - as you can hear - , forgetfulness, sometimes not knowing where I am at all anymore, muscle weakness. Actually too much to mention, and then heart palpitations once in a while. Is that all of my heart, doctor? Do I have something on my heart?

Doctor: That's why I had that holter examination done as an additional examination to get a clear picture of your disease. The purpose of the holter examination was to exclude possible dysrhythmia. Some abnormalities in the electrical activity of the heart muscle only occur occasionally and at other times the ECG is normal again. Therefore, it was important to keep a diary in which you had to write down when you felt something unusual. This way we can relate any abnormalities during registration to the complaints you noted.

PTN: Sorry but I didn't do that, everything is too much for me now and at home I don't feel like talking about it. I even argue with my husband; he thinks I am exaggerating.

Doctor: Most patients suffer from cognitive, emotional and behavioral problems after a brain infarction, so it is quite normal what you feel. A lot of patients also suffer from their daily activities, so your husband shouldn't get angry if something goes too slow or doesn't work out. Because even minor infarcts can lead to depression or make it difficult to control

your feelings - do you have to cry a lot? - it's good that you talk about this with your husband, about how you feel and how he feels about this situation. Because in the end, you are the one who has changed.

PTN: Yes, that's right, my husband now usually has to do the shopping or cook after work and also vacuum clean and do the dishes in the evening. Our lives have changed completely.

Doctor: What your body is going through is a process, it probably won't improve much in your case but we can stabilize it. I'll say, I can't promise anything! We can at least tackle and suppress the causes but that will have to be done by taking lifelong medication. What I expect from you is that you take your medication regularly. Your husband can always contact me, or he can come with you next time you come back. Look, I will give you some information leaflets with some practical information about general precepts that can positively affect your health.

PTN: Lifelong medication, but why?

Doctor: As I said, I expect you to take your medication regularly! All patients who have had a cerebral infarction receive preventive treatment to prevent a new CVA. The intention is that you will live a healthier life. I am thinking of losing weight, healthy diet, exercise, quitting smoking and not taking too much alcohol. I will also prescribe medication such as blood thinners and medication to lower blood pressure and cholesterol levels.

PTN: Doctor I can't believe what I'm hearing. My life has changed so much, I'm afraid it will suddenly be over with me.

Doctor: Again, I can't promise anything. In your case, there are already so many different symptoms - blurred vision, sensory disturbances and weakness on one side of the body, to name but a few - and the arteries that branch off from the vertebral arteries at the back of the brain are affected - by the way, it is that problem that leads to dizziness and vertigo and other symptoms, such as difficulty speaking and loss of coordination. So I would like to emphasize again, please take it seriously.

Do you have any further questions or is it clear for the time being?

PTN: I think so, what medication are you going to prescribe me?

Doctor: Blood thinners, and medication to lower your blood pressure and cholesterol levels. I would like to see you in three weeks. If you have any doubts or concerns, feel free to call me. Until then, and give my regards to your husband, tell him to come with me next time.

PTN: Then you doctor, see you in three weeks. I hope he wants to come then;

2 Implantation pacemaker

Doctor: Hello sir.....(Name). I am glad to see you back. You look good, a little brown, a little more relaxed exactly. All right, let's get started. I see we have to do it again with an interpreter. Doctor addresses (Mrs.....) the interpreter: today I am going to have to explain to the gentleman what a pacemaker is. It is rather complicated maybe, now and then, but you can summarize that, as long as he understands the main thing, when he has to be in the hospital and what he is allowed to do and what he has to do.

So sir (Name) have you been able to rest a bit more since the last time?

Patient: Yes doctor, I am doing it much calmer now than before. Since I have the results of the tests and know I have to get a pacemaker, I make sure I get some rest every day. No more heavy exertion because that unpleasant feeling in the chest area, that feeling of constriction that remains anyway. And it makes me very nervous and scared when I think about it, that's why I force myself to rest, to walk, to change my mind. Such a oppressive feeling in the chest, it is really frightening, you know.

Doctor: Now I think you are doing a good job. But before we start talking about the pacemaker, when do you feel that oppression the most? And where exactly do you feel that constriction?

Patient: I notice it most when I have to stand for a long time. Or when I walk up the stairs when I go to sleep. It's a compressive feeling behind my breastbone and on top of that, sometimes it really hurts, sometimes for fifteen minutes, before it passes. That scares me and I wouldn't like to suffer from that for a long time, I actually want to continue what you suggested the last time, that pacemaker. Will it stay that way, or have you changed your mind?

Doctor: No, I don't think so, I think we should continue with a pacemaker as a solution to your problem. Still this: do you still have those swollen feet or legs in the evening?

Patient: Yes, I do, exactly as if there is water in my feet and legs.

Doctor: And problems with breathing?

Patient: Yes, when I have that oppressive feeling, I don't get air that easily.

Doctor: You told me last time that you sometimes lost consciousness? Has that happened since your last visit here?

Patient: Yes, last week. I was sitting on the couch and I didn't feel well. And afterwards my wife told me that I had been unconscious for a while. She put me on the floor and then I regained consciousness.

Doctor: Well, let's take your blood pressure first.

Doctor: Hmm..., 18 over 12. That remains on the high side. Have you taken your medication carefully?

Patient: To be honest, I only took it for a few days because I didn't feel well.

Doctor: Well, in your case we have to implant a pacemaker because we cannot solve your cardiac dysrhythmia with drugs, which are only temporarily effective. In your case there is clearly something wrong with the rhythm or tempo, more precisely, your heart is beating too slowly, and we speak of a bradycardia. I am convinced that it is necessary to place a pacemaker so that the heart pumps back to its normal pace and rhythm.

Patient: How does this happen, how should I imagine it?

Doctor: The procedure is done under local anesthesia, is virtually painless and normally takes about 1 hour. Look, a pacemaker looks like this.



One little thing, really. Each pacemaker consists of two parts: the pulse generator (actually a battery-powered computer) that delivers stimulation stimuli, and one or more electrodes that conduct these stimuli to the heart. These electrodes also carry the signals from the heart back to the pacemaker. By "reading" these signals, the pacemaker monitors the heart's functioning and then responds appropriately.

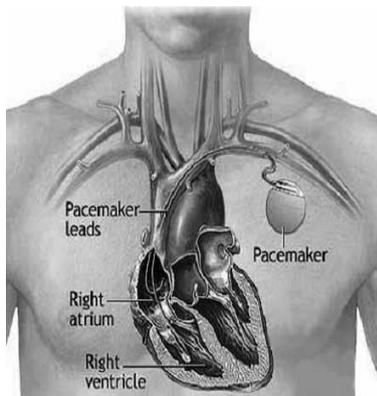
In fact, the pacemaker is always on standby until the natural rhythm in the heart becomes lower than the rhythm at which the pacemaker is set and that rhythm, which is something I will set based on what your heart needs in your situation.

Patient: Those batteries, do they need to be replaced regularly, is that a new operation each time?

Doctor: The battery of a pacemaker has a lifespan of 5 to 12 years, depending on the amount and intensity with which it needs to be stimulated. So you can go on with that for a while. We do a 6-monthly check-up, even if you feel good, so that a good estimation of the remaining pacemaker capacity can be made in time. With a programming device we can accurately estimate the pacemaker's energy flow. If a check reveals that the battery is low, an appointment is made to replace the pacemaker.

Patient: And the implantation itself, how does this happen exactly?

Doctor: As with any surgery, because it is of course an operation, the skin where the incision is made is shaved and disinfected to prevent infections. The pacemaker is almost always placed on the left side, through a short incision just below the collarbone. Through a vein, the electrodes are shifted to the right antechamber and/or the right ventricle of your heart. Then the function and position of the electrodes are tested with a pacemaker programmer and if everything works properly and is in place, the electrodes are firmly attached to the underlying tissue to prevent shifting. The pacemaker itself is attached to the electrodes and placed in the cavity under the skin. Everything is then thoroughly disinfected, the skin is sutured and a bandage is made. Look, here on this print you can clearly see how this works.



Patient: And, doctor, should I do anything special in preparation for the operation?

Doctor: We have already done the blood test, which is of course important to know the degree of blood clotting, because in your case you take a blood thinning drug, Marevan, and the picture of the heart and lungs that we also have, so that's what happened. I'm going to give you a leaflet in preparation for the recording itself, but it actually contains the usual things: you need to be sober for the examination, so don't eat or drink anything, go to the toilet before the examination, and you will be given a pill shortly before the examination to relax completely. Nothing special, it's really not something to worry about.

Patient: And after that, do I have to keep calm or am I going to be able to do just about everything I used to do, before I got all those problems?

Doctor: If the pacemaker is set correctly and your health is evolving well, you will be able to do just about anything you did before the implantation. The pacemaker is almost never a hindrance. The electrodes may be felt for a while with certain movements - it is wise to be careful with extreme movements, especially on the left shoulder, because the pacemaker is under there somewhere and not to make too much effort in the beginning - but none of that is so bad. Most patients get completely used to a pacemaker after about half a year and usually this happens without any problems.

Patient: But when I go back to work, I need a car. I can't get to work by public transport. Can I drive straight away?

Doctor: After the implantation of the pacemaker or later if a pacemaker electrode should be replaced, you can drive the car at the earliest after 1 month, and then you have to check with me, I have to write you a proof. If only the pacemaker should ever need to be replaced, you may drive the car again immediately, but I suggest you still come to me for a check, to make sure everything is okay. Do you take colleagues to work or do you sometimes take the children to school?

Patient: I always take the children to school on the way to work.

Doctor: You will have to find a solution for this, because if you take third parties in the car, you will only be declared fit to drive after 3 months.

Patient: And sports, is that allowed?

Doctor: Quiet sports such as hiking, biking, swimming, of course, there is no danger of contact. I don't think you do a lot of other sports if I'm right, but it's clear that contact sports, I'm thinking of judo, karate, ...are a problem, but I suspect that at your age you won't start with them anymore. And also all sports where you have to stretch your arms high can be a problem, especially in the beginning, and I'm thinking of tennis, but in your case maybe more like a game of volleyball on the beach. But seriously now, a slap or a kick on the spot where the pacemaker is sitting can be very painful, so watch out for a game of soccer or wrestling with the grandchildren. The pacemaker can withstand that, but the connection with the electrodes is vulnerable.

Patient: One last question, because I don't want to hold you up any longer. My wife thought it might be a good idea to take a vacation after the operation, take a trip to Romania or Turkey or something like that. Is that possible, is that dangerous?

Patient to the interpreter: Do you have any idea how much such a pacemaker will actually cost? You have probably done this before and know how much it will cost me. It's not going very well financially at the moment, and I don't want to ask the doctor, and then my wife who is starting that trip, do you know how much it will cost? Tell the doctor that I didn't understand what he said.

Doctor: No, it's not dangerous, once we see that everything went well, there is no reason not to go on vacation. I suppose you want to go by plane, so soon after the operation? You will have to live with the fact that your pacemaker will be able to trigger the metal detector alarm at the airport. But after the procedure, I will give you your pacemaker identification card and then show it to the security staff. And then ask for a manual search instead of examination with the sensor rod because that rod should not be held above the pacemaker.

Doctor: So, everything clear? Then I will see you next Thursday at the hospital. Keep calm, it really is a routine procedure with no risk involved and you will see, after that you will feel much better and more at ease. The nurse will give you the leaflet so you can read everything again. Are you okay? Until then, and the best. And greetings to your wife, tell her not to worry.

Patient: Thank you, and see you next time.

3 Migraine

Doctor: Good morning, madam. Didn't have to wait too long? It's usually a bit busier on Mondays, but I have the impression that today is not too bad. What can I help you with, what's bothering you?

Patient: I actually have had a headache for quite some time now. It's becoming more frequent and severe and at the moment I have a headache almost every week, not a terrible headache, but one that lasts a day or two. It's also so quick and easy to set up. When I'm tired too, and when I have to visit my family I'm sure to have a headache the next day.

Doctor: Yes, a normal headache that everyone has sometimes seems to me not to be in your case, it happens a bit too much and too often.

Patient: Yes, and that's not all. Besides the weekly headaches I have a different kind of headache every few weeks, a kind of severe headache. It's really strange, I could expect it exactly, and because of the date, those four weeks, I suddenly noticed it once and saw the regularity: four weeks? It must have something to do with my menstrual cycle, don't you think? That heavy main cycle would take about three or four days.

Doctor: That may be true. A lot of women suffer from headaches just before or during menstruation, but the headache you describe, which is often so severe, I think that in your case we should no longer speak of ordinary headaches but of migraine attacks. Indeed, menstrual migraines usually start on the first day of menstruation or up to 2 days before or after and these types of migraine attacks are often accompanied by nausea and vomiting. Is this also the case in your case, that vomiting?

Patient: Yes, vomiting, I already do that in other circumstances, and I was afraid of what you were going to say, because somehow I got used to that common headache during the week, but that migraine, and I'm sure it will be, every few weeks, that's to go crazy.

Doctor: Could you describe what happens then, what you've already experienced?

Patient: The annoying thing during that migraine attack is that my head doesn't function anymore. As soon as an attack announces itself, I can think worse and worse. It makes me very stupid and sluggish, I can't decide anymore and I forget everything.

Doctor: And have you already taken medication for this?

Patient: Visiting friends once, I had a headache but I didn't realize how bad it was. Until the visit said that my face was hanging crooked. Then the friend gave me one of her own painkillers, very heavy ones that are only available on prescription. The friends turned off all the lights and music to spare me, and I tried to talk to the company while I waited for the pills to take effect. That took three quarters of an hour! Afterwards I took a lot of valerian for a while to prevent headaches.

Doctor: And does that help?

Patient: Valerian helps me against stress. In case of an attack, lying in bed at home is best, but the situation doesn't always allow it. I work in a clothes store in the village, and sometimes I'm the only one in the store. What do you do at three o'clock when you have an attack? Do I close the store or not? A customer once said to me: "Madam, you look sick to death, go home". Sometimes I would do that, then I would waver and my vision would be bad. Walking home is really a torture. Everyone on the street checks you if you are drunk. At home I usually grab a bowl for vomiting and then I crawl under the blankets sick to death.

Doctor: Your balance and vision disorders during a migraine attack are an indication of what we call an 'aura'. This occurs in 15-25% of people with migraines. A typical aura is a neurological symptom that can manifest itself in one or more symptoms such as facial disturbances (e.g. flickering), tingling or a feeling of death in the lips, face or hand, muscle weakness, or even disturbed speech. Do you sometimes know if migraines also occur in your family?

Patient: My parents both suffered from headaches. As a child, I always had the feeling that I was a big exception without headaches and that I could be very happy about that. My mother regularly had very severe headaches and moved around the house like a bunch of misery. My father had headaches that apparently were more bearable, but he had more migraine-like symptoms, such as seeing flashes of light. Maybe I inherited the predisposition from one of them, I have no idea if that's possible.

Doctor: It is indeed true that first-degree relatives of a migraine patient with aura, and according to what you tell me, that seems to have been certainly the case with your father, that they indeed have an increased risk of getting migraine with aura.

Patient: In any case, I don't want to continue living like this, I can't take it anymore, that's why I'm here, to see if there is still a solution to be found.

Doctor: Well, it's no real comfort of course, but maybe it helps to get a better view of it. Migraine occurs at about 5 and 25% of the time between women, which is about three times as common as men. As you have experienced yourself, migraine is characterized by repeated attacks from moderate to severe, usually unilateral, throbbing headaches with nausea

and/or vomiting. In addition, there is often light and sound hypersensitivity. The duration of a headache attack is between 4 and 72 hours. If the attacks are shorter than 4 hours or longer than 72 hours, migraine is excluded. Other common symptoms are sensory disorders. Sometimes a tingling or dull sensation spreads on one side of the body, e.g. from the hand over the arm, shoulder and so on to the face and tongue. A tingling sensation around the mouth is a typical migraine symptom. A mild form of one-sided paralysis is also not exceptional.

The headache usually builds up after the disappearance of the aura or sensory disturbances. In 2 out of 3 cases, it affects only one side of the head (in some people it is always the same side). It can vary from mild discomfort to intense and crippling pain. It is typically throbbing. It often diminishes when you lie down or sit still and becomes more intense during physical activities or movements of the head. It can last from a few hours to days. After the attack most people feel limp, tired and irritable and have difficulty concentrating. This feeling can last from a few hours to days.

Patient: But, that aura you are talking about, what exactly is it?

Doctor: Migraine is actually a neurovascular headache. It is a condition in which neural stimulation causes dilation of the blood vessels. This gives rise to pain and further stimulation of the central nervous system. Research with scanning has shown that the brain stem is activated during a migraine attack. However, there is no convincing explanation for how exactly the pain occurs, because brain tissue itself gives virtually no pain sensations.

Patient: For some time now, I've also had the feeling that the stress I'm under, which I think could also be a cause of my headaches, might also be caused by the quarrel I always had with my family because they wouldn't accept my new husband.

Turn to the interpreter: Mr/Mrs. the interpreter, it is a pity that you are so far away now, but do you know a center where I can go, where I can explain my problem with my husband in our language and they might be able to help me, because I can't hold out much longer. You don't have to tell this to the doctor, but if you know an address, can you give it to me, maybe at the end?

Doctor: In your case, the cause is certainly clearly linked, firstly to the menstrual cycle, your attacks are very regular, but secondly, of the following factors, there are also very strong indications that they can provoke a migraine attack: stress, coffee, visual stimuli (such as flashes of light) and weather changes, and based on what I hear, stress is a clear cause in your case. There are still a lot of factors that can trigger an attack, but I don't believe in that very much, I'm thinking: fasting, glutamic acid (that's in Chinese food and in many ready meals), wine (sulphite in wine especially), and smoking or chocolate hasn't been proven at all to trigger a migraine attack.

Patient: And what do I have to do to get rid of this migraine?

Doctor: Migraines can be treated in two ways. Firstly, the attack itself can be treated and secondly, an attempt can be made to prevent subsequent attacks. People who often have migraine attacks and for whom the treatment of the individual attacks does not work properly can take daily medication. In that case, my starting point is always to prescribe medication step by step, starting with medication that is proven to work, has few side effects and is relatively inexpensive. In case of insufficient effect, we can then switch to more specific drugs that often cause more side effects - such as gastrointestinal complaints - and are also more expensive. Step 3, if we would still not achieve a sufficient effect, a triptane is prescribed, but these are only indicated - partly because of the cost price - in case of insufficient effect of ordinary painkillers. Sumatriptan, you have probably already heard of it, is the best studied triptane and turns out to be as effective as the other products, but here there are often important unpleasant side effects such as nausea, vomiting, fatigue, dizziness and a depressing feeling on the chest.

Patient: But is there no other way. Is there really nothing else but taking medication for the rest of my life? You mentioned a second possibility, to possibly learn to prevent attacks?

Doctor: You are right, in your case, in addition to the menstrual factor, there is the problem of stress and sleep deprivation. Treatment of migraine is also possible with certain relaxation techniques, with relaxation therapy. This therapy to better cope with stress has about as much effect on the frequency of migraine attacks as medication and relaxation therapy turned out to be cheaper and faster. So it is definitely something to try out in your case. If we were to take a short stress test, we might know a little more. What do you think?

Patient: Okay for me, if it would help not to have to take medication all my life, okay for me.

Doctor: Well, I will ask the nurse to take the test right now. It's only 6 questions with three possible answers each. I will call the nurse, then you can do the test with the interpreter here in my office, in the meantime I will go to the next patient and come back to you later to see the results and agree how we will start the treatment. Agreed? See you later.