

## **Information on the tutors**

### **Inga Opitz**

- Degree in Latin American Studies, German Literature and German as a Foreign Language
- 2006 – ongoing: Teacher of German as a Foreign Language
- 2007 – ongoing: Teacher of German as a Foreign Language at iberika & part of iberika's EU project department
- experience in development of curricula and course material
- speaks German, Spanish, English and some French and Turkish

### **Monica Seemann**

- Degree in Intercultural Communication (English/French)
- 2010 – ongoing: office manager at iberika
- 2013 – ongoing: part of iberika's EU project department (translations for various projects)
- voluntary work as translator for a German NGO

## **Adaptation & Research undertaken until May 2013**

Our main work prior to the second partners meeting and training of the future course tutors consisted mainly in doing research as to what agencies and services are part of the public sector in Germany and which languages were most important to recruit. The people involved in this phase were the project coordinator, as well as the two future trainers. One of the trainers is an interpreter herself and could thus contribute her knowledge from the very beginning and also give her opinion as to what ideas were realistic for a 36-hour course.

In order to find out which languages were needed most, the trainers and coordinator contacted organisations working with migrants to ask what their experience was and where they saw the greatest need. Their input was considered later on when selecting the students for the first pilot course.

During our research we found out that only sworn interpreters have the right to interpret for the police and in court. We therefore decided not to include these two areas in the pilot course. During the first pilot course, we decided to cover three areas of the public sector and picked those we considered the most important for migrants in Germany. In the end we agreed on health, Jobcenter and the health insurance and adult care services.

## **Adaptations made between May and August 2013**

This was the most important phase. The two trainers were involved in every part and took all decisions together.

Shortly after the second partners meeting, the trainers and project coordinator met and agreed the conditions for the students to be admitted to the course (language level, educational background, importance of attitude towards impartiality and confidentiality, etc.) and also designed the enrolment form to get as much information as possible about the candidates. They also agreed on the dates and schedule for the training course and organised a venue.

The trainers also informed possible target groups about the course via e-mail, on the phone and face-to-face.

At this stage, the trainers also examined the course material they had received from Dacorum CVS. They found the material referring to theoretic questions such as boundaries of the interpreter's job, ethical questions to consider, instructions on how to take notes, work with glossaries and do sight translations very useful. Since none of this material is country-specific, it was not necessary to adapt these materials. For this reason, these materials were translated into German by one of the trainers. However, the trainers found that the role plays, sight translations and interpreting exercises were very specific and did not fit into the German context.

Since only a small part of the exercises could be adapted, the trainers created new role plays specific to the topics identified for the course and reflecting typical situations that a migrant might find himself in. Texts that could be adapted to the German context included part of the little note taking exercises and the "Tourist information center" exercise. For this text, the trainers decided to keep the main idea of a person stranded in an unfamiliar town on her way to a big city and coming to the tourist information center for help. The text was set in a small town northwest of Berlin with a person on her way to Berlin. The trainers rewrote the whole text so it fits into this part of the country and even included names of authentic streets, bus lines, timetables and train connections to Berlin and ticket prices.

All sight translation exercises, role plays and also part of the note taking exercises were created anew by the trainers or, in case of some little note taking exercises, taken from internet pages of public service agencies in Germany.

Prior to creating the role play, the trainers had already recruited three guest speakers (Ms. Trinh Tran – a doctor from a hospital in Berlin, Ms. Ina Gorzolka – a representative of the Jobcenter and Ms. Marion Geßner – a woman working for a health insurance company). The

trainers presented the project to the guest speakers and asked them which situations occur most frequently in their daily work with migrant clients. The guest speakers described the situations and provided information and material to help the trainers create role plays. The trainers also encouraged the guest speakers to bring authentic material as far as their confidentiality policy allowed. The trainers received some forms that are handed out to clients, leaflets with information about surgeries handed out to patients at the hospital as well as sample letters from the Jobcenter and the health insurance. In order to keep client data contained in some letters confidential, the trainers were requested to make the client's names illegible or omit the logo or reference numbers used by the health insurance. Apart from that, all texts used for sight translations were authentic texts.

### **Adaptations made in September 2013 prior to the start of the course**

In this phase, only the two trainers were involved. After the deadline for the enrolments, the trainers went through the application forms to select the students for the first pilot course. They also called the candidates and did a short interview with them on the phone to find out how they thought about the principles of confidentiality and impartiality and to further assess their German skills.

At this stage the trainers realised that most of their future students would have only little or no experience as interpreters. For this reason they decided to add some material containing definitions of basic terms (such as interpreting and translation) and interpreting and translation techniques and prepared material on how to prepare for an interpreting assignment. Since one of the trainers is an interpreter herself she also provided an overview of some note taking symbols that come up most frequently and created some exercises to train the student's memories.

She also created a document containing some information on glossaries available online that she finds useful for her work and that she could recommend to the students.

### **Adaptations made in September and October 2013**

The pilot course took place in Germany from Sept. 20<sup>th</sup> to Oct. 25<sup>th</sup>. During the course the students expressed a strong interest in continuing their education as an interpreter and to work as a sworn interpreter in court one day. Even though this was not part of the original course material, the trainers decided to include it in the German course and do some research on education opportunities for interpreters and on the requirements to become a sworn interpreter and presented these in the final session.