

EVIVA

Evaluating the Education of Interpreters and their Clients through Virtual Learning Activities

Report to accompany Deliverable 5.3
Material for role play in live interactions

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SUMMARY

The objective of workpackage 5.3 is to create role play outlines for role-play simulations of interpreter-mediated interactions in the 3D virtual world of SecondLife and via videoconference.

The present report briefly outlines the approach taken; it also includes the created role play outlines along with general guidelines for role players and interpreters accompanying the role play outlines.

APPROACH

Instead of creating only five role plays in different language combinations (as specified in the proposal), it was agreed to offer students a broader choice of topics and provide them with a greater variety of interactive situations. This became possible by creating role play outlines that were neutral with regard to language and culture characteristics and suitable for adaptation to new language combinations and corresponding cultural settings.

To cater for different types of interpreting challenges, it was decided to create outlines for three different types of role plays:

- **information oriented** role plays – one role player asks questions while the other role player provides the answers (e.g. job interview),
- **topic oriented** role plays – debates on topics that can be viewed from different perspectives and thus facilitate discussions about pro and cons,
- **problem oriented** role plays – critical incident discussions in which participants explore a problem and try to find a solution.

Each role play outline consists of a general description of the situation, briefs for the speakers including descriptions of their roles, the purpose and content of the meeting or encounter, and suggestions for what should be addressed or points that should be raised. Topic oriented role play outlines also provide background information about the topic and links to resources for a more thorough preparation. It was considered important to provide enough information for substantial and challenging role plays while at the same time being careful not to make the students' own research or preparation superfluous. The role play outlines also provide a short brief for the interpreter; it is part of the preparatory tasks for of the role players to set up a more detailed brief for the interpreter.

Role play outlines are supplemented by general guidelines for role players and interpreters (cf. pp 79-86) with detailed information on how to prepare for the assignment. The guidelines also include suggestions for developing role play variations and for making the task content and/or delivery more challenging for the interpreter. In addition, the role play outlines include resources in all four partner languages (English, German, Greek and Polish) to help role players working in these languages to research and prepare appropriately for the role play and to situate it in an authentic context.

To allow students to engage in natural interactions, the topics are primarily based on current affairs and the students' personal experience. Particular attention is given to topics the students have some awareness and knowledge of or can be expected to research successfully.

In addition, there is a set of **role plays outlines for the interpreting sessions with potential client** based on the expertise of real speakers from China, Germany, Greece, Poland and Uruguay from different professional fields.

OVERVIEW OF CREATED ROLE PLAYS

A total of 25 role play outlines were created including 6 information oriented, 5 topic oriented, 5 problem oriented role plays and 9 role play outlines designed for interpreting sessions with potential clients.

Information oriented role play outlines:

RP_I1_Community of the Year	A interview between a journalist a member of a city council
RP_I2_DoctorPatient	Doctor-patient communication abroad
RP_I3_Immigration	A dentist is looking to immigrate to Manitoba, Canada.
RP_I4_JobInterview	A Job interview between a personnel manager and an applicant
RP_I5_UniversityVisitor	A meeting between a long-term visitor to the University and a local lettings agent
RP_I6_WebDesigner	Formal interview between a web designer and a client

Topic oriented role play outlines:

RP_T1_ClimateChange	A formal interview between a journalist and a Professor of Climatology
RP_T2_DownloadingMusic	Illegal downloading of music: pros & cons
RP_T3_OnlineLearning	A semi-formal debate about online learning
RP_T4_StudentInternships	Student Internships - Opportunity or Exploitation?
RP_T5_TuitionFees	An informal discussion between the representatives of two students' unions about the pros and cons of tuition fees

Problem oriented role play outlines:

RP_P1_CriticalIncident	A discussion between two managers of different subsidiaries of the same company regarding the problems arising from faulty soldering in the company's intercom units
RP_P2_CustomerService	A conversation between a customer and a customer service representative
RP_P3_GalaDinner	A meeting between an event manager and the manager of a Convention Centre
RP_P4_HotelTourRep	A discussion between a travel company representative and a hotel manager
RP_P5_Subtenancy	A conversation between a tenant and his/her landlord

Outlines for role plays with clients:	
RP_CL1_DE_EN_HospitalManagement	Meeting between a NHS manager from a hospital in the UK and a manager from a hospital in Germany
RP_CL2_DE_EN_Bodenseewoche	Meeting between Sarah and one of the organisers of the <i>Bodenseewoche</i> , an event which is held at Lake Constance in Germany.
RP_CL3_ES_EN_Nanomedicine	Interview with Gabriel Cavalli for Heart Matters magazine.
RP_CL4_ES_EN_BrightClub	A marketing and publicity assistant at the University of Surrey is talking to a Chemistry lecturer and researcher about his involvement with the Bright Club.
RP_CL5_ZH_EN_Bangor_research	A meeting about research and inter-university collaboration
RP_CL6_ZH_EN_China-Wales	A Q&A session at the West Cheshire and North Wales Chamber of Commerce.
RP_CL7_GR_EN_Kindergarten	A meeting between a mother from the UK with the owner of a Kindergarten in Greece.
RP_CL8_PL_EN_automotive_industry	A meeting between a journalist and a TV producer of an automotive show in Poland.
RP_CL9_PL_EN_travel	Interview with the employee of a travel agency in Poland.

ROLE PLAY OUTLINES

Information Oriented Role Plays

Role Play I 1: Community of the Year

General description

Richmond – a town with approximately 130,000 inhabitants – has just won the national award and title “Community of the Year” for its flourishing community work. This has also drawn the attention of Richmond’s sister towns in other countries and a journalist of one of these town’s local newspapers has travelled to Richmond to interview a member of Richmond’s city council. The Interview addresses the new schemes, which have been developed with regard to different issues, such as community safety, youth work, or the integration of elderly people in Richmond. The journalist’s aim is to write an article about Richmond having won the title “Community of the Year” and in this way encourage the city council of his/her hometown to invest more money and thought in becoming a better and safer community, taking Richmond as an example.

The interviewee is a member of the city council and part of a task group which has been appointed to deal with community issues in Richmond. It consists of other members of the city council, representatives of the police, and volunteering citizens. The team’s intention was to deliver local solutions to local issues.

The interviewee emphasises that a close cooperation between the community, the council, and the police is the basis for a safe and liveable community. He is of the opinion that the mentioned issues are part of the community’s responsibility and that every citizen can assist in crime prevention and community work. Despite having won the award, the task group is planning to address even more issues to further improve the community.

The following initiatives have been developed for the community:

- Neighbourhood watch: A program which is designed to encourage neighbours to protect each others' homes by keeping an open eye and working with the police to ensure safety in their streets.
- Cooperation between schools: Workshops in schools offered by the police department of Richmond concerning crime prevention, internet safety, a “say-no-to-drugs“-campaign and other issues.
- Integration of elderly people: Various courses and activities offered especially for elderly people but also to interested citizens of all age at the local community centre. Furthermore, different volunteer positions are offered to interested senior citizens (e.g. in the local library, at the city council, in environmental initiatives).
- Environmental education: Workshops and information material offered by the city council to help citizens save energy at home.
- Other issues which are currently investigated include: affordable housing, public transport, recreation, child care, unemployment, poverty and immigration.

The journalist is interested in the various issues and community engagement initiatives which were debated and put into practice by the task group. He asks questions about the community work in Richmond but also talks about problems in his/her home town which concern similar issues as are addressed by the member of Richmond's city council in order to help make his/her own hometown a more active and in this way safer community.

An interpreter has been invited to interpret the interview.

Brief for Speaker 1: Journalist from one of Richmond's twin towns

Your role	You are a journalist from one of Richmond's sister towns interviewing a member of the city council of Richmond about community issues and different community engagement initiatives which were developed by his team.
General purpose and content of the meeting/encounter	The purpose of the interview is to find out more about the issues Richmond had to face and the community engagement initiatives which have been developed accordingly. You also want to know more about the issues which are still debated and hope to get a better idea of what could be done to improve your own community.
Information about your interlocutor	A member of the city council of Richmond who is part of the team which developed community engagement initiatives to make Richmond a safer and more liveable community.
Aspects that should be addressed	<ul style="list-style-type: none"> • Congratulate the interviewee (as representative of his team) for having earned Richmond the title "Community of the Year" • Find out how this was achieved • Ask about the initiatives which have been developed so far: <ul style="list-style-type: none"> - Neighbourhood watch - Cooperation between school - Integration of elderly people - Environmental education • Ask about other issues which were and are addressed by the task group and which also are issues which concern your own home town: <ul style="list-style-type: none"> - affordable housing - public transport - recreation - child care - unemployment - poverty - immigration • Ask for suggestions about how to encourage more community work in your home town. • Enquire about what it means for Richmond to have won the "Community of the Year" award.

Brief for Speaker 2: Member of the city council and task group

Your role	You are a member of the city council of Richmond who is part of the team which developed community engagement initiatives to make Richmond a safer and more liveable community. You are interviewed by a journalist.
General purpose and content of the meeting/encounter	The purpose of the interview is to inform the journalist about the new community engagement initiatives which have been put into practice in Richmond and in this way encourage other communities to develop their community work.
Information about your interlocutor	A journalist from one of Richmond's sister towns who wants to find out more about the community issues which have been addressed by the task group and the solutions which have been developed.
Aspects that should be addressed	<ul style="list-style-type: none"> • Emphasize the importance of a dynamic cooperation between the city council, police, and citizens of Richmond. • Present the initiatives which have been developed so far: <ul style="list-style-type: none"> - Neighbourhood watch - Cooperation between schools - Integration of elderly people - Environmental education • Talk about other issues which were and are addressed by the task group: <ul style="list-style-type: none"> - affordable housing - public transport - recreation - child care - unemployment - poverty - immigration • Encourage more citizens to participate in community work. • Talk about what it means for Richmond to have won the "Community of the Year" award.

Brief for the interpreter

General information	You have been booked by a member of the city council of Richmond to interpret at his meeting with a journalist from one of the Richmond's sister towns. You have been informed that the journalist will interview the member of the city council and that they will talk about the community engagement initiatives which have been developed to make Richmond a safer and more liveable community.
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Planning for your assignment

Use of general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none">• general guidelines for role players• general guidelines for interpreters• guidelines for the virtual/online environments
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Localising the role play

Adaptation of role play to your language combination	<p>If none of the languages you will be using in your role play is English, adapt the role play to the language pair you will be working in; you will, for instance, have to replace the town with a town from the corresponding country.</p>
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Role play I 2: Doctor – Patient Interview

Scenario description

A doctor is interviewing a patient who suffered in a ski accident involving somersaulting down a steep slope. The patient has multiple displaced and comminuted fractures of the femur, patella, and humerus. The patient has been treated in a local hospital and is stable but reports pains in several locations and is recovering too slowly. The doctor, who is an international expert on orthopaedic surgery needs to ask a series of questions to determine the scale and the scope of the patient's injuries and plan the treatment. The doctor must also make sure that the patient's insurance covers the necessary treatment. The patient does not speak the same language as the doctor.

Brief for Speaker 1: Doctor

Your role	You are a renowned orthopaedic surgeon
General purpose and content of the meeting/encounter	You are a doctor internationally known for your expertise in multiple and complex fractures. Your role is to consult on the injuries the patient suffered from and the treatment proposed at the hospital, suggest what medical tests need to be done and decide on the final treatment. You also need to find out whether patient's insurance covers the proposed treatment.
Information about your interlocutor	A foreign patient, who suffered in an accident on a ski slope and has been so far treated at the local hospital, with unsatisfactory effects.
Aspects that should be addressed	<p>Greet your interlocutor and calm him/her down.</p> <p>Points to discuss:</p> <ul style="list-style-type: none"> • past medical history, e.g. chronic illnesses, diseases that run in the family (e.g. blood coagulation disorders) • drug allergies and previous injuries (e.g. fractures) • details of the accident (e.g. location, cause, other casualties, witnesses) • patient's symptoms, such as pain in different locations, etc. • current treatment at the local hospital and its effects • recommended medical tests • available treatment options (e.g. splints, crotches, plate and screws) • medications, painkillers • date for the surgery • rehabilitation

Brief for Speaker 2: Client

Your role	You are a patient, who suffered in a ski accident involving somersaulting down a steep slope. You have multiple displaced and comminuted fractures of the femur, patella, and humerus. You have been treated in a local hospital and your state is stable but you have reported pains in several locations and the recovery seems too slow.
General purpose and content of the meeting/encounter	You are meeting a doctor who is an international expert on multiple and complex fractures. The doctor will consult you on the injuries you suffered in the accident and the treatment proposed at the hospital, suggest what medical tests need to be done and decide on the final treatment.
Information about your interlocutor	Your interlocutor is a renowned orthopaedic surgeon.
Aspects that will be addressed	<p>Points to discuss:</p> <ul style="list-style-type: none"> • past medical history: chronic illnesses, diseases that run in the family (e.g. blood coagulation disorders), etc. • drug allergies and previous injuries (e.g. fractures) • details of the accident: location, cause, other casualties, witnesses, etc. • your symptoms, e.g. pain in different locations • current treatment at the local hospital and its effects • recommended medical tests • available treatment options: splints, crutches, plate and screws, etc. • medications, painkillers • date for the surgery • rehabilitation options

Brief for the Interpreter

Brief	You have been booked as an interpreter by a local hospital (you have already done similar assignments). The hospital told you that you would have to interpret at a meeting between a doctor and a patient who suffered in a ski accident involving somersaulting down a steep slope. The patient has multiple displaced and comminuted fractures of the femur, patella, and humerus. The patient has been treated in a local hospital and is stable but reports pains in several locations and is recovering too slowly. The doctor, who is an international expert on orthopaedic surgery, needs to ask a series
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of questions to determine the scale and the scope of the patient's injuries and plan the treatment. The doctor must also make sure that the patient's insurance covers the necessary treatment. The patient does not speak the same language as the doctor.

Planning for your assignment

A resource for background research	<p>To prepare for your role as a doctor or for your assignment as an interpreter, work with Internet resources to visualise the parts of the body you will be talking about and learn the necessary terminology.</p> <ul style="list-style-type: none"> • To learn more about the skeletal system you can go to: http://www.innerbody.com/image/skelfov.html • To learn about different types of fractures you can go to: http://en.wikipedia.org/wiki/Bone_fracture <p>Preparation for the interpreting assignment:</p> <ul style="list-style-type: none"> • try to identify the terminology useful in the description of fractures and other medical conditions that you expect to be discussed during the meeting. You can use online dictionaries of medical terms to help you: http://www2.merriam-webster.com/cgi-bin/mwmedsamp?va=sample or http://www.medterms.com/script/main/hp.asp • if you will be using Polish, you can also consult the following online dictionary: http://www.bioling.com/pl/slownik.php
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Planning for your assignment

Use of general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none"> • general guidelines for role players • general guidelines for interpreters • guidelines for the virtual/online environments
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Localising the role play

Adaptation of role play to your language combination	<p>If your language pair is not Polish and English, please replace the languages and countries with countries where the languages you will be working in are spoken.</p>
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Role-play I 3: Immigration

Scenario description

A dentist wants to apply for a skilled worker visa to the Manitoba Provincial Nominee Program (MPNP). The MPNP seeks skilled workers and their families who want and are able to successfully settle in Winnipeg, the capital city of Manitoba, Canada, as permanent residents. As part of the pre-selection process, s/he has an interview with an immigration officer. To avoid communication problems, the office of the MPNP has booked interpreters to help immigration officers with the interviews.

Brief for Speaker 1: Immigration officer

Your role	You are an immigration officer interviewing professionals from various European countries who wish to settle in Manitoba, Canada, through the Manitoba Provincial Nominee Program (MPNP - http://www.immigratemanitoba.com).
General purpose and content of the meeting/encounter	You have an interview with a dentist from abroad who wishes to immigrate to Manitoba, Canada. You want to find out whether the applicant has the qualifications and expertise to apply under the skilled worker stream. To avoid communication problems, your department has booked an interpreter. This interview is part of the pre-selection process.
Information about your interlocutor	The applicant is a dentist currently working in a small dental clinic in his/her home country.
Aspects / questions that should be addressed	<p>Questions regarding the applicant's work history. Ask the applicant</p> <ul style="list-style-type: none"> • where he/she is currently working; • what his/her qualifications are (degree, foreign language skills); • what his/her current responsibilities are. <p>Questions about the applicant's character and motivation. Ask the applicant</p> <ul style="list-style-type: none"> • about his/her weaknesses and strengths; • whether he/she prefers to work independently or in a team; • what motivates him/her; • what type of work environment he/she prefers. <p>Questions concerning the advertised opportunity. Ask the applicant</p> <ul style="list-style-type: none"> • what he/she knows about Winnipeg and Manitoba; • why he/she wants to immigrate to Canada; • whether he/she has thought about how he/she will achieve his/her

	<p>short- and long-term settlement and employment goals, such as becoming licensed to work in Manitoba;</p> <ul style="list-style-type: none"> • whether there is anything else he/she would like to know about the application process. <p>To prepare for the role-play, also look at the MPNP advertisement in the section “Planning for your assignment” (below).</p>
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Brief for Speaker 2: Applicant

Your role	You are a dentist currently working in a small dental clinic in your country who wishes to apply for a skilled worker visa via the Manitoba Provincial Nominee Program (MPNP).
General purpose and content of the meeting/encounter	You have been invited for a pre-selection interview by the office of the Manitoba Provincial Nominee Program. You want to present yourself in a positive light and you also want to get more information about the application process.
Information about your interlocutor	Your interlocutor is an immigration officer employed by the office of MPNP, which currently seeks skilled workers and their families who want and are able to successfully settle in Winnipeg, the capital city of Manitoba, Canada as permanent residents.
Aspects / questions that should be addressed	<p>You will have to answer questions about your work history, e.g.</p> <ul style="list-style-type: none"> • where you are currently working; • what your qualifications are (degree, foreign language skills); • what your current responsibilities are. <p>You will have to answer questions about yourself, e.g.</p> <ul style="list-style-type: none"> • about your weaknesses and strengths; • whether you prefer to work independently or in a team; • what motivates you; • what type of work environment you prefer. <p>You will have to answer questions concerning the advertised opportunity, e.g.</p> <ul style="list-style-type: none"> • what you know about Winnipeg and Manitoba; • why you want to immigrate in Canada (e.g. the economy in your country is in decline, you already have family in Canada, you find the employment opportunities/way of life in Canada attractive); • whether you have thought about how you will achieve your short- and long-term settlement and employment goals, such as becoming licensed to work in Manitoba; • whether there is anything else you would like to know about the

	<p>application process.</p> <p>To prepare for the role-play, look at the MPNP advertisement in the section “Planning for your assignment” (below).</p>
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Brief for the interpreter

General information	<p>The office of the Manitoba Provincial Nominee Program (MPNP) is interviewing an applicant who wants settle in Winnipeg, the capital city of Manitoba, Canada, as permanent resident. The applicant is currently working at a small dental clinic in his/her country.</p>
Aspects / questions that might be addressed	<p>Questions regarding the applicant’s work history.</p> <ul style="list-style-type: none"> • where he/she is currently working; • what his/her qualifications are (degree, foreign language skills); • what his/her current responsibilities are. <p>Questions about the applicant’s character and motivation.</p> <ul style="list-style-type: none"> • about his/her weaknesses and strengths; • whether he/she prefers to work independently or in a team; • what motivates him/her; • what type of work environment he/she prefers. <p>Questions concerning the advertised opportunity.</p> <ul style="list-style-type: none"> • what he/she knows about Winnipeg and Manitoba; • why he/she wants to immigrate to Canada; • whether he/she has thought about how he/she will achieve his/her short- and long-term settlement and employment goals, such as becoming licensed to work in in Manitoba; • whether there is anything else he/she would like to know about the application process. <p>To prepare for the assignment, look at the MPNP advertisement in the section “Planning for your assignment” (below).</p>

Planning for your assignment

Study advertisement for Program	<p>Use the advertisement below to prepare for the role-play.</p> <p>Advertisement: Provincial government invites skilled workers and families from around the world to make Manitoba your new home</p> <p>The Canadian province of Manitoba has one of the strongest and most</p>
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stable economies in the world.

Manitoba's attractions are the natural beauty of the land, the friendliness of our cities and towns, our generous public health and education systems – and the economic diversity that keeps our unemployment rate among the lowest in the country.

Winnipeg (population 750,000) is a world-class city where a house or apartment is affordable, where commuting to work by car or bus takes a half-hour at most, and a drive to the beach or to a quiet, countryside retreat is just an hour or two away.

The consistently strong economy, low unemployment rate, affordable cost of living and high quality of life in Manitoba, Canada, make the province very attractive to immigrants.

Get the facts by reading the PDF <http://www.gov.mb.ca/finance/pdf/highlights.pdf>, and visit the website <http://www.economicdevelopmentwinnipeg.com/live-in-winnipeg>

The continued prosperity of the Canadian province of Manitoba (pop. 1.3 million) depends on the success of the people who choose to immigrate to work and live here as permanent residents.

"Friendly Manitoba" actively seeks immigration applications from educated and experienced workers because our province is facing a shortage of skilled workers.

The Government of Manitoba has its own immigration program that selects skilled workers and fast-tracks them to receive Canadian Permanent Resident Status.

If you're interested in learning how to move to Manitoba, read about the Manitoba Provincial Nominee Program (MPNP) here: <http://www.immigratemanitoba.com/how-to-immigrate/>.

Are you a qualified skilled worker who wants to make Manitoba your new home?

The Government of Manitoba looks forward to receiving your MPNP application.

Planning for your assignment

Use of general	Before you start planning your role play, consult the following guidelines:
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guidelines

- general guidelines for role players
- general guidelines for interpreters
- guidelines for the virtual/online environments

Localising the role play

Adapt the role play to your language combination

If none of the languages you will be using in your role play is English, adapt the role play to the language pair you will be working in; you will, for instance, have to replace Manitoba with a relevant area in a country where Speaker 1's language is spoken.

Role play I 4: Job Interview – Software Engineer

Scenario description

A technology developer for the global PayTV market has advertised vacancies for software engineers. Many of the applicants come from abroad. To avoid communication problems, the company has booked interpreters for the interviews with applicants from other countries.

Brief for Speaker 1: Personnel manager

Your role	You are a human resources (HR) manager of a technology development company active in the global PayTV market and you are currently interviewing a number of applicants from various European countries.
General purpose and content of the meeting/encounter	You have an interview with an applicant from abroad for the position of a software engineer. You want to find out whether the applicant has the qualifications and expertise required for the job. To avoid communication problems, you have booked an interpreter.
Information about your interlocutor	The applicant is currently working in a small software company in his/her home country.
Aspects / questions that should be addressed	<p>Questions regarding the applicants work history. Ask the applicant</p> <ul style="list-style-type: none"> • where he/she is currently working • what his/her current responsibilities are • to give an example of when s/he had to handle any major challenges or problems how he/she handled them • why he/she is looking for a new position <p>Questions about the applicant's strength, expectations, working style etc. Ask the applicant</p> <ul style="list-style-type: none"> • about his/her weaknesses and strengths • his/her work style • whether he/she prefers to work independently or on a team • how he/she handles stress and pressure • what motivates him/her • what type of work environment he/she prefers • what his/her salary expectations are <p>Questions concerning the advertised job Ask the applicant</p> <ul style="list-style-type: none"> • what he/she knows about this company • why he/she wants to work here • what applicable skills and experience he/she has • what he/she could do for this company

	<ul style="list-style-type: none"> • why you should hire him/her • how long he/she expects to remain employed with this company • whether there anything he/she would like to know about the job or company <p>To prepare for the role play, also look at the job advertisement in the section “Planning for your assignment” (below).</p>
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Brief for Speaker 2: Applicant

Your role	You are a software engineer currently working in a small software company in your country. Since you would like to work in a larger company with better career opportunities, you have applied for the position of a software engineer at a technology development company active in the global PayTV market in (see the job advertisement below).
General purpose and content of the meeting/encounter	You have been invited for a job interview. You want to present yourself in a positive light and you also want to get more information about the job and whether it offers the career opportunities you are looking for.
Information about your interlocutor	Your interlocutor is the company’s personnel manager. The company offers opportunities for software engineers to join their development teams.
Aspects / questions that should be addressed	<p>You will have to answer questions about your work history, e.g.</p> <ul style="list-style-type: none"> • the jobs you have held, including your current employment, • your responsibilities at the current job, • any major challenges or problems you faced in your current position and how you handled them, • why you looking for a new position <p>You will have to answer questions about yourself, e.g.</p> <ul style="list-style-type: none"> • about your weaknesses and strengths, • your work style, • whether you prefer to work independently or on a team, • how you handle stress and pressure, • what motivates you, • what type of work environment you prefer, and • what your salary expectations are <p>You will have to answer questions concerning the advertised job, e.g.</p> <ul style="list-style-type: none"> • what you know about the company, • why you want to work there, • what applicable skills and experience you have, • what you could do for this company, • why they should hire you • how long you expect to remain employed with this company, • whether there anything you would like to know about the job or

	<p>company</p> <p>To prepare for the role play, also look at the job advertisement in the section “Planning for your assignment” (below).</p>
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Brief for the interpreter

General information	<p>The HR manager at a technology developer for the global PayTV market is interviewing an applicant for the position of a software engineer. The applicant is currently working at a small software company and he is trying to find a position in a larger company.</p>
Aspects / questions that might be addressed	<p>Questions regarding the applicant’s work history.</p> <ul style="list-style-type: none"> • where he/she is currently working • what his/her responsibilities are • whether he/she faced any major challenges or problems in his/her current position and if so how he/she handled them • why he/she is looking for a new position <p>Questions about the applicant’s strength, expectations, working style etc</p> <ul style="list-style-type: none"> • about his/her weaknesses and strengths • his/her work style • whether he/she prefers to work independently or on a team • how he/she handles stress and pressure • what motivates him/her • what type of work environment he/she prefers • what his/her salary expectations are <p>Questions concerning the advertised job</p> <ul style="list-style-type: none"> • what he/she knows about this company • why he/she want to work here • what applicable skills and experience he/she has • what he/she could do for this company • why you should hire him/her • how long he/she expects to remain employed with this company • whether there anything he/she would like to know about the job or company <p>To prepare for the assignment, also look at the job advertisement in the section “Planning for your assignment” (below).</p>

Planning for your assignment

Study job advertisement	<p>Use the job advertisement below to prepare for the role play.</p>
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Job Advertisement: Software Engineer

Due to significant investment in our headquarters we have opportunities for software engineers to join our development teams.

Latens is a member of the Pace group of companies. Pace is a leading technology developer for the global PayTV market and was recently recognised as the world's largest developer of digital set-top box technology.

The Group develops and delivers innovative technologies, products and services for world leading operators that enable entertainment and converged communication services inside, outside and around the digital home.

Latens offers a comprehensive benefits and reward package along with extensive learning and development resources providing many opportunities to expand your experience and develop new skills. Latens is a leader in its sector and as a result has won a number of business and technology awards.

Job Purpose / Principal Accountabilities

This position will provide you with the opportunity to:

- Work within a team of engineers to develop software to protect the content of PayTV operators worldwide. Collaborate with world leading partners to perform third party software integrations.
- Design and develop software to run on diverse platforms including servers, desktop PCs, set top boxes, smartphones and other devices
- Develop programming skills in C, C++, C#, Objective-C, Java or SQL (Postgres or Oracle) depending on project
- Collaborate with other development teams, support engineers and test engineers
- Perform third party software integrations with our world leading partners
- Be involved in developing pioneering technology for the global television industry

Qualifications, Skills and Experience

Essential criteria:

- A degree in Software Engineering, Electrical/Electronic Engineering, Computer Science/another relevant computing or engineering discipline or equivalent experience and skills
- Will demonstrate at least one years Post-Graduate experience working on software development projects

	<p>Desirable criteria:</p> <ul style="list-style-type: none"> • Development experience on Android and iOS would be advantageous. <p>Competencies and Special Aptitudes</p> <ul style="list-style-type: none"> • Effective communication and teamwork skills • Initiative, analytical skills and drive when faced with challenging tasks
Search the internet	<p>You can also use alternative job ads for your role play, see e.g.</p> <ul style="list-style-type: none"> • English website http://jobs.guardian.co.uk • German website http://www.jobware.de • Greek websites http://www.careerjet.gr http://gr.indeed.com http://www.skywalker.gr/Default.aspx http://www.kariera.gr • Polish website http://pracuj.pl

Role play 1 5: A meeting between a long-term visitor to the University and a local lettings agent

Scenario description

This dialogue takes place between a visiting lecturer (**Speaker 1**) and a local lettings agent (**Speaker 2**). The lecturer is visiting the University on a six-month teaching and research exchange. For the past two weeks, the lecturer has been living in temporary University accommodation and is now looking to rent a flat or house near the University where s/he can stay for the remainder of the visit. The local lettings agent is trying to find out the lecturer's requirements and use this information to suggest suitable options.

The University has arranged for an interpreter to be available to accompany the lecturer while s/he is settling into the area.

Brief for Speaker 1: Lettings agent

Your role	You are a local lettings agent. Your next appointment has been arranged by the local University's accommodation office.
General purpose and content of the meeting/encounter	You are meeting with a visiting lecturer to discuss his/her accommodation requirements with a view to suggesting possible options.
Information about your interlocutor	You have been told that the person coming to see you is visiting the University and requires longer-term accommodation but have no further details.
Aspects / questions that should be addressed	<p>Greet the lecturer and invite him/her to take a seat.</p> <p><i>Basic requirements of the property</i></p> <p>Find out from the lecturer:</p> <ul style="list-style-type: none"> • Where he/she is based at the University • What kind of accommodation s/he is looking for <ul style="list-style-type: none"> ➤ Whether he/she is looking for a house/flat/studio and what kind of building ➤ Whether s/he is on his/her own or with a spouse/partner/children ➤ Whether s/he is willing to share a property with staff/students ➤ Whether s/he would like a furnished or unfurnished property ➤ What length of lease is required ➤ Whether s/he has a preferred area in the town ➤ Whether s/he would like any outside space ➤ Whether s/he needs parking (off-road/on-road) <p><i>Other requirements of the property</i></p>

	<p>Ask the lecturer:</p> <ul style="list-style-type: none"> • Whether s/he has any further requirements <p>Be prepared to respond to the lecturer's questions/request for information.</p> <p><i>Questions about the lecturer's rent expectations</i></p> <p>Ask the applicant:</p> <ul style="list-style-type: none"> • What his/her upper/lower rent limits are <p>Be prepared to respond to the lecturer's questions.</p> <p>Make sure you take down the lecturer's details (name, current/temporary address, contact phone number and email address)</p>
<p>Finding options</p> <p>suitable</p>	<p>Say that you have a couple of possible options:</p> <ul style="list-style-type: none"> • Say that you have three properties that meet his/her criteria • Have a map of the town/city ready to show the lecturer where the properties are and whether these properties fulfil the lecturer's criteria • Discuss the process for renting accommodation in your country/city (e.g. viewing properties, deciding on a property and paying a deposit, arranging references, arranging how and when rent will be paid, signing a tenancy agreement, moving in and arranging the inventory, period of tenancy, landlord visits, maintenance issues, leaving the property at the end of the tenancy period) • Tell the lecturer how much the rent is per month for each property • Ask the lecturer if s/he would like to arrange viewings • Arrange a day and time for the viewings and give the lecturer the address of the first property where you will meet • Thank the lecturer for coming to the appointment and hand over your business card.

Brief for Speaker 2: Visiting lecturer

Your role	You are a lecturer visiting a University on a six-month teaching and research exchange. For the past two weeks, you have been living in temporary University accommodation and you are now looking to rent a flat or house near the University where you can stay for the remainder of the visit. You intend to bring your family over to join you and therefore need space for them.
General purpose and	You are visiting a local lettings agent to discuss your accommodation

content of the meeting/encounter	requirements. You would like to find out what is available and would like to make some appointments to view suitable properties at the end of the meeting.
Information about your interlocutor	Your interlocutor is a local lettings agent who has been recommended by the University accommodation office.
Aspects / questions that should be addressed	<p><i>Basic requirements of the property</i></p> <p>You are looking for a property which meets the following key requirements:</p> <ul style="list-style-type: none"> • A furnished house that is in walking distance to the University, not shared with others • A minimum of two bedrooms and some outside space • Parking space for one car • Six-month lease <p><i>Other requirements of the property</i></p> <p>State whether you have any further requirements</p> <ul style="list-style-type: none"> • You would ideally like to be within walking distance of a good school for your children to attend. <p>Add any other requirements you may have (e.g. whether you need to be near public transport/local amenities, whether you want to live on a main road or a quieter street, etc.).</p> <p><i>Rent expectations</i></p> <p>The lettings agent asks you about your rent expectations.</p> <ul style="list-style-type: none"> • State your upper/lower rent limits per month <p><i>Suggesting options and arranging property viewings</i></p> <p>The lettings agent provides a couple of possible options.</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> • Whether this rent is inclusive of utilities/charges • What the deposit is • Who is responsible for managing the property in the event of any problems • Any further questions relating to the rent • About the process for renting accommodation in this country/city (e.g. viewing properties, deciding on a property and paying a deposit, arranging references, arranging how and when rent will be paid, signing a tenancy agreement, moving in and arranging the inventory, period of tenancy, landlord visits, maintenance issues, leaving the property at the end of the tenancy period) <p>Arrange a day and time to view the suggested properties with the lettings</p>

agent. Make sure you find out where to meet the agent.

Thank the lettings agent for his/her help and conclude the meeting appropriately.

Brief for the interpreter

General information	You have been asked to interpret for a lecturer visiting the University while s/he is settling into the area. You have interpreted for the lecturer before but have never met the lettings agent. Today you are interpreting a meeting between the lecturer and a local lettings agent because the lecturer wants to move out of temporary University accommodation into a more permanent home.
Aspects / questions that might be addressed	<ul style="list-style-type: none"> • Property and location requirements • Rent, deposit and fees • Appointments to view properties • Process for renting accommodation (e.g. viewing properties, deciding on a property and paying a deposit, arranging references, arranging how and when rent will be paid, signing a tenancy agreement, moving in and arranging the inventory, period of tenancy, landlord visits, maintenance issues, leaving the property at the end of the tenancy period).

Planning for your assignment

Use the general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none"> • general guidelines for role players • general guidelines for interpreters • guidelines for the virtual/online environments
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Localising the role play

Adapt the role play to your language combination	If the resources are not in the language(s) you are using, the role players will need to find equivalent resources to research information and facts about tuition fees in the countries where the role play languages are spoken.
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Role play I 6: Web Designer

Scenario description

The Head of Marketing of a >German< company is looking for a web designer for their new website and the development of a new brand image. He/She has a meeting with the owner of a small web design company from the >UK< who is visiting him/her in his/her office. The Head of Marketing wants to talk about his/her company's needs regarding the development and management of a website and to assess whether the web design company has the required expertise and services he/she is looking for.

The Head of Marketing does not feel confident enough to speak English and decides to book an interpreter.

Brief for Speaker 1: Client

Your role	You are the Head of Marketing of a medium sized expanding company in >Germany<.
General purpose and content of the meeting/encounter	Your company wants to create a website in >English< for the global market and you are meeting with the manager of a small web design company. You want to talk about your company's needs and assess whether the web design company has the required expertise and services you are looking for.
Information about your interlocutor	The manager of a small web design company from the >UK< that has been recommended to you.
Aspects that should be addressed	<p>Greet your visitor and thank him/her for coming to see you and invite him/her to take a seat.</p> <p>What you want to discuss and find out:</p> <ul style="list-style-type: none"> • How the web designer got involved in web design and what his/her professional background is • Why he/she decided to set up his/her own company and how he/she went about finding clients • Which services his/her company would be able to offer – only website design and website management or also other services like print media etc. • How he/she usually works with clients, how much input clients have in terms of branding, and what his preferences are regarding collaboration • How he/she keeps his/her skills and knowledge up to date so that he/she can give clients the best possible advice and product

- What kind of follow-up care and client support he/she offers once the website has been launched
- What his/her vision is on trends in web design and how design interacts with the purpose of the website.
- Whether you would be dealing with him/her directly or whether he/she has other employees who would take over the work.
- Thank your visitor for taking the time to talk these things through. Say that you will be in a position to make a decision by the end of the week and that you will be in touch with him/her by Monday at the latest.

Brief for Speaker 2: Web Designer

Your role	You are the owner of a small web design company from the >UK<.
General purpose and content of the meeting/encounter	You are meeting a potential client who is looking for a web designer to create and service their website.
Information about your interlocutor	The client you are meeting is Head of Marketing of a medium sized expanding company in >Germany<
Aspects that will be addressed	<p>You will talk about your business and the services that you provide.</p> <p>To prepare for the role play, listen to a video interview with a web designer referred to in the section "Planning for your assignment" (below).</p>

Brief for the Interpreter

Brief	<p>You have been booked by the PA of a company you have occasionally worked for. The PA told you that you will have to interpret at a meeting between the Head of Marketing and the owner of a small web design company. The Head of Marketing wants to talk about his/her company's needs regarding the development and management of a website and to assess whether the web design company has the required expertise and services he/she is looking for.</p>
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Planning for your assignment

A resource for	To prepare for your role as a web designer or for your assignment as an
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background research	<p>interpreter, work with the interview “Web designer” of the English Corpus in the BACKBONE video corpora.</p> <ul style="list-style-type: none"> Go the BACKBONE corpus search interface http://purl.org/backbone/searchtool Select the “English Corpus” and click on “Load selected corpus” and look for the interview Web Designer. <p>Preparation for role as web designer:</p> <ul style="list-style-type: none"> Watch the video by clicking on ‘Play video’ and take notes to prepare for your role as web designer. <p>Preparation for interpreting assignment:</p> <ul style="list-style-type: none"> Watch the video by clicking on ‘Play video’ and find out what kind of vocabulary and background knowledge might be relevant for your interpreting assignment. <p>If none of your working languages is English and if you do not understand the English video interview, you can also do the role play without this resource.</p>
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Planning for your assignment

Use of general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none"> general guidelines for role players general guidelines for interpreters guidelines for the virtual/online environments
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Localising the role play

Adaptation of role play to your language combination	<p>If your language pair is not German and English then replace the languages and countries with countries where the languages you will be working in are spoken.</p>
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Topic Oriented Role Plays

Role play T 1: A semi-formal debate about climate change

Scenario description

This interview is taking place as part of a documentary series that aims to highlight the key arguments in the debate on whether human-related CO₂ emissions are responsible for the rising temperature of Earth. The interview takes place between a Professor of Climatology who argues that global warming is having a damaging effect on the ecosystems in the Arctic Circle, and an interviewer who will ask questions from the point of view of someone who is sceptical about global warming. The journalist and professor have never met before but have exchanged emails to discuss the nature of the interview. The professor is based in a research facility, located 100 miles south of the North Pole and you wish to gain about 30minutes of footage for the documentary.

The main objective of this interview is to question the professor about how he feels the human-related CO₂ emissions are affecting wildlife – both terrestrial and aquatic – in and around the Arctic Circle. In order to explain his/her position, the professor (**Speaker 1**) will discuss climate change, the greenhouse effect, climate models, the CO₂ cycle, fossil fuels, solar rays, polar melt, water levels and national CO₂ emission caps. In order to present a balanced debate, the interviewer (**Speaker 2**) will ask questions from the position of a sceptic and so will present the professor with examples of why people may be sceptical about climate change and its effects.

Brief for Speaker 1

Your role	You are a Professor of Climatology. You have mainly been involved in researching the area of climatology with a particular research focus on the wildlife around the Arctic Circle. Your research has been published in numerous peer-reviewed journals and has assisted government policy making. You also are an avid campaigner for changes to national CO ₂ limits, whilst also assisting charity groups in their production of public information.
General purpose and content of the meeting/encounter	The aim of the encounter is to explore the 'for' and 'against' arguments regarding climate change in order to explain to the effects of global warming in the Arctic Circle.
Information about your interlocutor	Speaker 2 is a journalist and documentary filmmaker who has contacted you over email to ask you to take part in a documentary looking into the effects of global warming in different areas of the world. The filmmaker has told you that he will be voicing the view of sceptics in order to create a lively debate.

Points to raise	<p>You will be explaining to the documentary filmmaker the effect global warming has had on wildlife and habitat within the Arctic Circle. You will be particularly keen to focus on:</p> <ul style="list-style-type: none"> • Melting ice caps • Solar rays • Fossil fuels • The Greenhouse effect • Arctic vegetation • Near-extinction of certain species • Rising sea levels • Rising sea temperatures effect on aquatic life • Entire restricting of complex ecosystems • Dwindling polar bear numbers • Black carbon • Changes in seasonal cycles
Facts and stats	<p>Here are some facts and statistics that you could use to support your argument:</p> <ul style="list-style-type: none"> • Of the 12 populations of polar bear that data has been kept on, 8 are in decline. • Arctic vegetation is used to being exposed to extreme weather conditions, with the earth's temperature increasing; the plants and flowers cannot adapt to the seasonal change and therefore cannot survive. • With the ice caps melting, animals like the Great Empire penguin has less space to breed. The Emperor penguin colony at Terra Adelie in Antarctica could decline by 95% before the end of the century, if sea-ice continues to decline at the current rate.

Brief for Speaker 2

Your role	<p>You are a journalist and documentary filmmaker and have been making documentaries concerning global issues and conspiracy theories for about six years. Prior to this, you worked in local government where you worked in the energy department. Although you remain neutral on the climate change debate, your documentaries aim to seek out the truth behind contentious and divisive issues in the media and so you tend to play 'devil's advocate' in order to ensure that your interviews contain healthy, balanced debates.</p>
General purpose and content of the meeting/encounter	<p>The aim of the encounter is to explore the 'for' and 'against' arguments regarding climate change in order to explain to the effects of global warming in the Arctic Circle.</p>
Information about	<p>Your interlocutor is a Professor of Climatology who has been involved in researching the effects of climate change in the Arctic Circle. You have</p>

your interlocutor	decided to interview him/her as he/she has outspoken views about the effects of climate change and you feel that a lively debate could be captured.
Points to raise	<p>You will be voicing the scepticisms that some people have regarding the causes of climate change, such as:</p> <ul style="list-style-type: none"> • The climate changing naturally • Climate models being unreliable • A lack of consensus amongst scientists • Climate and temperature records only accounting for the last 100 years • Temperature and sea-level rises have been over-exaggerated • Climates are cyclical • Climate change is a conspiracy to justify high fossil fuel taxation • The earth is actually cooling
Facts and stats	<ul style="list-style-type: none"> • Polar bear numbers have actually increased by 15,000 since 1966. • Recent technology has discovered double the amount of Emperor Penguins living in the Antarctic • Global Warming will enhance plant growth on The Tundra and give animals and insects more food and chance for pollination. • The western Arctic may be getting somewhat warmer, due to unrelated cyclic events in the Pacific Ocean, but the Eastern Arctic and Greenland are getting colder.

Brief for the interpreter

General information	<p>You have been brought to a research facility 100 miles south of the North Pole in order to interpret between a documentary filmmaker, who is the interviewer, and a Professor of Climatology, who will be the interviewee. You have worked as an interpreter for documentary makers before but you do not know the speakers or participants in this interview. The dialogue you are about to interpret takes place between two people who have corresponded over email but otherwise have not met before and are from two countries that do not share a language.</p>
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Planning for the assignment

Use the general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none"> • general guidelines for role players • general guidelines for interpreters • guidelines for the virtual/online environments
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Search the internet	<p>Start by looking at the websites below for information regarding the different sides of the debate regarding climate change as well as some of the science behind the theory. Here are some websites that may help you:</p> <p>https://www.gov.uk/government/organisations/department-of-energy-climate-change</p> <p>http://climatedebatedaily.com/</p> <p>http://www.climate-skeptic.com/</p> <p>http://royalsociety.org/policy/publications/2010/climate-change-summary-science/</p> <p>http://www.epa.gov/climatechange/science/</p> <p>You can also enter search words in a search engine (e.g. Google) to find resources relating to the topic (e.g. further information regarding Climate Change, The Science behind the theory etc.).</p> <ul style="list-style-type: none"> • Look for corresponding websites in your other working language. • Not every website you find will provide information that is relevant to your chosen interpreting assignment. How do you assess the usefulness of a website? How can you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment?
Using other resources for background research	<p>This task involves searching other resources for information about the topic given to help you prepare for the interpreting assignment.</p> <p>Start by searching other forms of media that may help you during the interpreting assignment. Below are a few suggestions that could help you:</p>
English resources	<ul style="list-style-type: none"> • Books <ul style="list-style-type: none"> ◦ Arctic Climate Change • Research articles <ul style="list-style-type: none"> ◦ http://link.springer.com/article/10.1007/s00382-012-1512-z#page-1 • Newspaper/Magazine articles <ul style="list-style-type: none"> ◦ http://www.theguardian.com/environment/climate-consensus-97-per-cent/2013/sep/09/climate-change-arctic-sea-ice-delusions ◦ http://www.telegraph.co.uk/earth/environment/climatechange/10294082/Global-warming-No-actually-were-cooling-claim-scientists.html • Podcasts <ul style="list-style-type: none"> ◦ http://science.psu.edu/news-and-events/video-and-audio/podcasts/arctic-sea-ice-loss-has-widespread-effects-on-wildlife-podcast/view • Videos

German resources

- http://www.ted.com/talks/al_gore_s_new_thinking_on_the_climate_crisis.html
- Press releases from energy companies
 - <http://www.bp.com/en/global/corporate/sustainability/environment/case-studies/working-in-the-arctic.html>
- Press releases/projects from charities/NPOs
 - http://wwf.panda.org/what_we_do/where_we_work/arctic/

What other resources could you use? Why are they appropriate resources for researching the topic of the interpreting assignment?

Use these resources to prepare the topic of the interpreting assignment. Now summarise what you have learnt about the topic. You could write down your summary, talk to a partner, or work in small groups.

- „Klimaschutz, Klimawandel, Klima, Klimaveränderung & Erderwärmung: Eine umfassende BUND-Information“
<http://vorort.bund.net/suedlicher-oberrhein/energie-klimaschutz.html>
- „Dossier – Klimawandel“
<http://www.bpb.de/gesellschaft/umwelt/klimawandel/>
- „Zehn Thesen der Klimaskeptiker“:
http://www.focus.de/wissen/klima/tid-8638/diskussion_aid_234319.html
- „Treibhauseffekt: Neue Argumente für Klimawandel von Menschenhand“
<http://www.spiegel.de/wissenschaft/natur/treibhauseffekt-neue-argumente-fuer-klimawandel-von-menschenhand-a-369440.html>
- „Kontroverse um die globale Erwärmung“
http://de.wikipedia.org/wiki/Kontroverse_um_die_globale_Erw%C3%A4rmung

Look for additional resources using the following search words:

Klimawechsel, Klimawandel, Klimaveränderung, Argumente für/gegen Klimawandel

Greek resources

Research

- <http://www.physics.uoi.gr/seci/clim1.pdf>
- http://climate.wwf.gr/index.php?option=com_content&task=view&id=171
- http://www.bankofgreece.gr/BogEkdoseis/Πληρης_Εκθεση.pdf
- <http://itia.ntua.gr/g/subareas/1/3/>

Polish resources	<p>Newspaper/Magazine articles</p> <p>http://www.naftemporiki.gr/tag/386</p> <p>http://news.kathimerini.gr/archive-editions/article/oiko/2011/01/1294630.html</p> <p>Online articles</p> <p>http://ziemianarozdrozu.pl/artykuly/zmiany-klimatu</p> <p>http://www.eea.europa.eu/pl/pressroom/newsreleases/zmiany-klimatu-widoczne-w-europie</p> <p>http://losyziemi.pl/tag/zmiana-klimatu</p> <p>http://miazio.salon24.pl/499012,dlaczego-wildstein-nie-wierzy-w-zmiany-klimatu</p> <p>http://nauka.money.pl/artykul/zmiany-klimatyczne-komisarz-ue-zapowiada-nowe-cele,152,0,1390488.html</p>
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Localising the role play

Adapt the role play to your language combination	If the resources are not in the language(s) you are using, the role players will need to find equivalent resources to research information and facts about tuition fees in the countries where the role play languages are spoken.
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Role play T 2: An interview about illegal downloading of music

Scenario description

The two speakers in this interview are a pop singer from abroad and a journalist from your home country. They will talk about the illegal downloading of music and the impact of such practices on the music industry. The singer is a young artist who has mixed views on this issue: on the one hand his/her records are made accessible to a wider audience at little or no cost, on the other hand s/he is concerned with making profits in his/her profession and getting paid for his hard work. The journalist is working for a student magazine. He will be asking the artist's opinions and relating them to the opinions of his readers who tweeted them before the interview. The speakers will discuss arguments for and against illegal downloading of music. The interview will be published in the print and online version of the magazine next week. The interlocutors have never met before.

Brief for Speaker 1

Your role	You are a journalist working for a student magazine. You are about to interview a young pop singer who is gaining popularity quite fast thanks to the illegal downloading of his records by fans from around the world.
General purpose and content of the meeting/encounter	You agree that downloading music illegally is unethical but you also understand and defend the people who do so. You are trying to find out the artist's view on illegal downloading of music in general and then relate this issue to his/her growing popularity. You also want to play the devil's advocate and argue in favour of illegal downloading by presenting your readers' opinions. In your discussion, you will focus not only on ethical and legal aspects but also on the impact of such practices on the music industry. At the end of the interview, you want to encourage your readers to purchase music legally.
Information about your interlocutor	Speaker 2 is a young pop singer whose popularity has been increasing thanks to fans who download his/her music illegally all around the world.
Points to raise	<ul style="list-style-type: none"> • Illegal downloading is free: it helps fans who have little money and would otherwise have limited access to culture • copyright issues are treated differently around the world: less affluent societies tend to be more lenient with regard to piracy and they do not recognize piracy as an illegal act • the money people pay for legal records/downloads does not go directly to the artist anyway, it is the record companies who profit the most • sometimes it's impossible to access certain music or films in a country legally because these items are not legally distributed there
Facts and stats	- Emily [...] revealed that she has some 11,000 songs in her music library, though she is paid for just 15 CDs' worth. She says, "I honestly don't think my peers and I will ever pay for albums. I do think we will pay for convenience (Daily Finance

	<p>http://tinyurl.com/cvmjttq date of access: 18.09.2013)</p> <ul style="list-style-type: none"> - a new report commissioned by the Swiss government finds that people who download things online without paying for them actually end up spending more money than people who do not. This applies to consumers of music, television, and video games (Forbes http://www.forbes.com/sites/erikkain/2011/12/05/swiss-government-study-finds-internet-downloads-increase-sales/ date of access: 30.09.2013)
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Brief for Speaker 2

Your role	You are a young pop singer whose popularity has been increasing thanks to fans who download your music illegally all around the world. Although your songs are at the top of the music charts, this has no direct bearing on your sales records (the illegally downloaded records do not translate directly into your profits).
General purpose and content of the meeting/encounter	You remember that you used to download music illegally when you were at school, but you want to convince your fans that such practices are unethical and detrimental to the music industry in general, not to mention the fact that the illegal downloads prevent you from earning your well-deserved money. You would like to review and authorize the interview before it is published.
Information about your interlocutor	Your interlocutor is a journalist working for a student magazine. S/he will want to play the devil's advocate and argue in favour of illegal downloading by presenting his/her readers' opinions.
Points to raise	<ul style="list-style-type: none"> - it is true that the money people pay for legal records/downloads does not go directly to the artist but to record companies, the authors only get a fraction of the profits; however, the money supports the music industry as such and in the end everybody profits according their position in the pecking order - illegal downloads can be tracked down and offenders charged and arrested for intellectual property theft when they are caught downloading copyright protected material - artists never know how popular they are as official record sales don't tell them much - the cost of downloading music e.g. from iTunes is relatively low and fans can buy single songs (don't have to buy the whole CDs); music downloaded in this way has usually a more convenient form (mp3 files with cover artwork) and can be managed more conveniently and synced across your mobile devices - downloading illegal music might pose a threat to your computer or mobile devices (viruses, illegal music is usually available from suspicious websites)

Facts and stats	<p>- streaming services (such as Spotify) are mushrooming, they offer free access or subscriptions to large collections of music</p> <p>- Royalties are paid to artists for each song purchase. When we steal an artist's work, neither the record company nor the artist receives compensation (Daily Finance http://tinyurl.com/cvmijtq date of access: 18.09.2013)</p> <p>- In the US \$12.5 billion in economic losses each year due to Piracy in the music industry, 71,060 jobs lost in the United States every year due to Online Piracy, \$2.7 billion in workers' earnings are lost each year due to Online Piracy, 95% of music downloaded online is illegal, An average iPod contains pirated music of \$800 (Go gulf com http://tinyurl.com/b3qt48q date of access: 18.09.2013)</p> <p>- True pop culture story depicted in the documentary "Searching for Sugarman", which "also brings up the decidedly unpopular topic of music industry piracy and the cost to an artist when their music is pirated. Even as the film 'follows the money', there are still questions of who ultimately is legally responsible for leaving the artist unpaid and unaware of his success for decades" (Sassytidbits http://tinyurl.com/nznxsry date of access 18.09.2013)</p>
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Brief for the interpreter

General information	Your colleague, a journalist working for a student magazine, asked you to interpret an interview with a pop singer from abroad. You have never met the young pop singer. The interview you are about to interpret will be published in the print and online version of the magazine.
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Planning for the assignment

Use the general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none"> • general guidelines for role players • general guidelines for interpreters • guidelines for the virtual/online environments
Search the internet	<p>Search the web and other available resources for information about the topic(s) given in the brief to help you prepare the role play (e.g. finding arguments for and against illegal and legal downloading of music).</p> <p>Here are some websites that may help you to get started: http://www.debate.org/debates/it-is-not-inherently-unethical-to-download-music-illegally/1/</p>

	<p>http://www.helium.com/items/1178975-is-downloading-internet-music-theft</p> <p>You can also read about the legal and economic aspects of illegal downloading of music:</p> <p>http://www.rightsdirect.com/content/rd/en/toolbar/copyright_education/International_Copyright_Basics.html</p> <p>http://www.copyrightcode.eu/ http://www.copyrightcode.eu/index.php?websiteid=3 http://ec.europa.eu/internal_market/copyright/index_en.htm</p> <p>You can even research the website of the World Intellectual Property Organisation:</p> <p>http://www.wipo.int/copyright/en/ http://en.wikipedia.org/wiki/World_Intellectual_Property_Organization</p>
Using other resources for background research	<p>This task involves searching other resources for information about the topic given to help you prepare for the interpreting assignment.</p> <p>Start by searching other forms of media that may help you during the interpreting assignment. Below are a few suggestions that could help you:</p> <ul style="list-style-type: none"> • Newspaper/Magazine articles http://www.theguardian.com/media/2010/dec/16/illegal-music-downloading-online-piracy • Videos http://www.ted.com/talks/defend_our_freedom_to_share_or_why_sopa_is_a_bad_idea.html http://www.ted.com/talks/margaret_stewart_how_youtube_thinks_about_copyright.html <p>What other resources could you use? Why are they appropriate resources for researching the topic of the interpreting assignment?</p> <p>Use these resources to prepare the topic of the interpreting assignment. Now summarise what you have learnt about the topic. You could write down your summary, talk to a partner, or work in small groups.</p>
Resources in other languages	
German resources	<ul style="list-style-type: none"> • „Pro und Contra - Musik aus dem Netz“ http://www.derwesten.de/zeusmedienwelten/zeuspower/zeus-

	<p>reporter/musik-aus-dem-netz-id3352934.html</p> <ul style="list-style-type: none"> „Wer verdient an der Musik im Internet?“ <p>Audio: http://www.prosieben.de/tv/galileo/zusatzinfos/galileo-themen-31-januar-2013-1.3495612/tab-rechercheise-mp3</p> <p>Video: http://www.prosieben.de/tv/galileo/videos/wer-verdient-an-mp3-aus-dem-web-clip</p> <p>Pro & Contra Urheberrecht</p> <ul style="list-style-type: none"> „Ist das Urheberrecht noch zeitgemäß?“ http://www.stern.de/kultur/musik/pro-contra-ist-das-urheberrecht-noch-zeitgemaess-1503756.html „Gehört das Urheberrecht abgeschafft?“ http://www.taz.de/!87233/ <p>You can also use the following search words to look for additional resources:</p> <p>Musik im Netz pro und contra</p> <p>Musik Urheberrecht</p>
Greek resources	<ul style="list-style-type: none"> Newspaper/Magazine articles http://www.enet.gr/?i=news.el.ellada&id=145734 http://www.newstime.gr/?i=nt.el.article&id=27366 Blogs http://blog.isotopon.com/tag/πειρατεία/ Organisations/Groups http://www.eratospe.org/about.asp
Polish resources	<p>You can then read about copyright protection in Poland. For example, the policy in Poland is explained here: http://www.poland.gov.pl/Ochrona,praw,wlasnosci,intelektualnej,6321.html</p> <p>and here you can read about the Polish Copyright Law and related regulations: http://isap.sejm.gov.pl/DetailsServlet?id=WDU19940240083 http://www.prawoautorskie.gov.pl/pages/strona-glowna/obowiazujace-prawo/prawo-autorskie/przepisy-krajowe.php http://www.debatingeurope.eu/2013/05/14/should-internships-be-</p>

better-regulated-in-europe/ - .UjlpBsa-3Zk

Localising the role play

Adapt the role play to your language combination

If the resources are not in the language(s) you are using, the role players will need to find equivalent resources to research information and facts about tuition fees in the countries where the role play languages are spoken.

Role play T 3: A semi-formal debate about online learning

Scenario description

The two speakers in this conversation are colleagues who work for the same multinational corporation but in offices in different countries. They are at a meeting and this conversation takes place after the morning session of the meeting, when the two colleagues were asked to look into pros and cons of online learning and to present their thoughts to the group in the afternoon. The two colleagues have both been at the company for a couple of years and have only met once before at an international conference.

As part of the company's Human Resources policy, staff members are encouraged to undertake continuing professional development (CPD) activities. These activities range from online modules on staff management and health and safety to live webinars on intercultural competence and professional ethics. There are also face-to-face training lectures, workshops and residential courses that the staff can attend as part of their CPD activities.

The two speakers in this role play have recently taken part in CPD activities. **Speaker 1** has attended a two-day residential course on team building that took place at a conference centre in the countryside, away from the company's offices. **Speaker 2** has completed online modules that s/he was asked to complete at his/her last annual performance appraisal. They will use their experiences and existing knowledge to build arguments both for and against online learning before coming to a conclusion at the end.

Brief for Speaker 1

Your role	You are a businessperson who works for a large multinational corporation. You manage a small team in the sales department of the company. You have been at the company for just a couple of years, although you have had significant experience working in sales in other companies. You started your first job straight from school and your knowledge of the industry has been built up 'on-the-job'. You are very supportive of the move towards online training but feel that some courses are better taught and learnt when participants are physically in the same place and so you are cautious about the use of online learning within the company.
General purpose and content of the meeting/encounter	The aim of the encounter is to explore the pros and cons of online learning with a view to drawing an overall conclusion about online learning.
Information about your interlocutor	Speaker 2 has a degree in business management and now works in one of the company's small sales teams. S/he has extensive use of online training resources and would like to come to see an increase in the use of online training within the company.

Points to raise	<p>You will primarily address the disadvantages of online learning, such as:</p> <ul style="list-style-type: none"> • Online training modules not all high quality and/or of the same standard • Content may be relevant and/or applicable to a greater or lesser extent • Quality of online learning can depend on who the content provider is and who delivers the training • Not all learning objectives or skills can be learnt or mastered successfully online • Learners do not have direct contact with tutors and/or other learners • Learners do not get the social benefits of learning with others or benefitting from input or discussion with other learners • Training modules might not be as detailed or as in depth as those given in person • Online learning can be perceived as less valuable than traditional learning methods and environments
Facts and stats	<p>Here are some facts and statistics that you could use to support your argument:</p> <ul style="list-style-type: none"> • Research has typically shown that dropout rates are often 10-20% higher for online courses than for traditional, face-to-face classrooms (Holder, 2007). • 55% of employers still prefer traditional degrees • More than half (55%) of all U.S. degree-granting institutions offer no fully online courses.

Brief for Speaker 2

Your role	<p>You are a businessperson who works for a large multinational corporation. You graduated from university with a degree in business management. When you were at university, you used a number of ICT- and technology-based resources, such as online course management systems, took part in webinars and used online discussion forums to share views with other students. You work in a sales team of 12 people. You are very keen to encourage your colleagues to use online training and would like to come to see an increase in the use of online training within the company.</p>
General purpose and content of the meeting/encounter	<p>The aim of the encounter is to explore the pros and cons of online learning with a view to drawing an overall conclusion about online learning.</p>
Information about	<p>Your interlocutor manages a small team in the sales department of the company and much of his/her knowledge about the industry has been</p>

your interlocutor	gained working 'on the job'. S/he is keen to explore the possibilities of online learning but feels that hands-on experience is often more valuable and more appropriate than passively receiving content from an online module.
Points to raise	<p>You will primarily address the advantages of online learning, such as:</p> <ul style="list-style-type: none"> • Learners can learn from anywhere and at any time that suits them • It is cost efficient for companies/training providers • It is efficient as many participants can receive the training at the same time • It is environmentally friendly as they reduce or eliminate travel and travel times • Some courses enable learners to interact with tutors/other learners via web chat, online discussion forums, Skype, email • Online learning offers flexibility for different types of learners (e.g. those with family commitments, those who do not live near the training centre, those who do not have access to face-to-face training) • Online learning can open up access to many learning and training opportunities for career and personal development • Prestigious universities such as Yale and Harvard offer online degree courses • Degree courses with online components offered by some companies in partnership with universities (e.g. supermarkets offering degrees in retail), strengthening the link between learning and industry
Facts and stats	<p>Here are some facts and statistics that you could use to support your argument:</p> <ul style="list-style-type: none"> • In 2011 77% of American Corporations were using online learning (in 1995 this number was only 4%). • Corporate training alone is a \$200 billion industry. eLearning represents \$56.2 billion of this. This will grow into a \$107 billion market by 2015. • eLearning is generally shorter than classroom training on the same subject by up to 25-60%. • 85% of every dollar spent on classroom training is spent delivering it (instructor time, travel, etc). • eLearning is proven to increase knowledge retention by 25% to 60%.

Brief for the interpreter

General information	You have been asked to interpret for a one-day meeting between the sales teams of a large multinational corporation. You are also asked to interpret as necessary during the main meeting and the breakout sessions. This discussion takes place during a breakout session where two delegates are
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discussing the pros and cons of online learning. You have worked as an interpreter for the company before but do not know the speakers or participants at this meeting. The dialogue you are about to interpret takes place between two colleagues who work for the same multinational corporation but in offices in different countries

Planning for the assignment

Use the general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none"> • general guidelines for role players • general guidelines for interpreters • guidelines for the virtual/online environments
Research background information	<p>Start by looking at the websites below for information regarding the different forms the online learning can take. Also consider which kind of institutions would be most likely to use an online learning platform.</p> <p>Here are some websites that may help you to get started in general and especially for the English role:</p> <p>http://www.elearnuk.co.uk/</p> <p>http://www.open.ac.uk/</p> <p>https://education.skype.com/</p> <p>http://alison.com/</p> <p>http://mprcenter.org/mpr/index.php?option=com_content&view=article&id=209&Itemid=165</p> <p>http://www.debate.org/opinions/is-online-education-as-effective-as-traditional-on-campus-schooling</p> <p>One of you will need to prepare the role in your other working language. To do so, look for corresponding websites in your other working language.</p> <p>Remember that not every website you find will provide information that is relevant to your chosen interpreting assignment. Make sure you assess the usefulness of each website you consult and that you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment.</p>
Other resources	<p>English</p> <p>Search for other resources for information about the topic given to help you prepare the role play. Start by searching resources such as:</p>

	<ul style="list-style-type: none"> • Books <ul style="list-style-type: none"> ◦ IBMs Corporate E-learning Tai (2008) • Research articles <ul style="list-style-type: none"> ◦ http://www.irrodl.org/index.php/irrodl/article/view/83/160 • Magazine articles about online learning <ul style="list-style-type: none"> ◦ http://www.timeshighereducation.co.uk/406838.article • Business online learning strategies <ul style="list-style-type: none"> ◦ The eLearning Guild's Handbook of e-Learning Strategy • Information on use of e-learning in universities <ul style="list-style-type: none"> ◦ http://www.kineo.com/e-learning-trends/future-of-e-learning-in-universities.html • Downloadable learning content <ul style="list-style-type: none"> ◦ http://www.harvard.edu/itunes • Podcasts <ul style="list-style-type: none"> ◦ JISC e-learning podcast <p>Consider other resources that you could use and assess them to ensure that they are both appropriate and relevant for researching the topic of the interpreting assignment.</p> <p>Use these resources to prepare the topic of the interpreting assignment. Now summarise what you have learnt about the topic. You could write down your summary, talk to a partner, or work in small groups.</p>
German resources	<ul style="list-style-type: none"> • „Mediendidaktik 2012: E-Learning“ http://mediendidaktik2012.blogspot.de/p/e-learning.html • „Pro und Kontra E-Learning“ http://www.computerwoche.de/a/it-wissen-auf-der-digitalen-schulbank-bueffeln,1883830 • „E-Learning Vor- und Nachteile“ http://www.elearningtipps.de/E-Learning/Vorteile-Nachteile/ <p>You can also use the following search words to look for additional resources:</p> <p>E-Learning Pro und Contra, E-Learning Vor- und Nachteile</p>
Greek resources	<p>Newspaper/Magazine articles</p> <p>http://reviews.in.gr/greece/elearning/article/?aid=1231108811</p> <p>Websites</p> <p>http://mathisimeswypol2011.wikispaces.com/Πλεονεκτήματα+και+μειονεκτήματα+μάθησης+μέσω+υπολογιστή</p> <p>http://www.ebusinessforum.gr/teams/teamsall/view/index.php?ctn=87&la</p>

	nguage=el http://www.anadrassi.gr/index.php?option=com_content&view=article&id=282%3A2013-08-08-09-25-07&catid=43%3A2009-09-02-15-51-17&Itemid=81&lang=el
Polish resources	Online articles: http://www.dobra-rada.pl/nauka-online-zalety-i-wady_2816 http://www.netakademia.pl/artyk-e-learning-nauka-online.php

Localising the role play

Adapt the role play to your language combination	If the resources are not in the language(s) you are using, the role players will need to find equivalent resources to research information and facts about tuition fees in the countries where the role play languages are spoken.
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EXAMPLE: ROLE PLAY

Here is an example of what a role play might look like. It becomes less scripted as it progresses, encouraging greater spontaneity and authenticity of speech.

S1: Hi, it's nice to see you again. I think we met at the conference last year.

S2: Hello, yes. It's very nice to see you. How are you?

S1: Very well, thank you. And you?

S2: I'm fine, thanks. I'm actually really pleased to be here because I wasn't sure I'd be able to make it; something came up at the last minute at work last night, but I managed to get someone in the office to deal with it.

S1: Ah, that's good. So how are things with you and your team? Did you find the presentation useful this morning?

S2: Yes, everything is fine, I think. A couple of my team left at the end of the year so we've been recruiting and the new people are more or less up to speed now.

S1: Yes, we've had the same issues in our office with people leaving and new people joining. It can disrupt the balance of the team a bit, I find, when people come and go.

S2: I know, it can be a bit unsettling when there's a lot of changes to the team and it often means that people end up covering other people's work, so it must be quite challenging to manage teams when all that's going on around them.

S1: That's actually why I found this presentation useful. I think he's got some good ideas about how to deal with changing structures of the team. I also went to a team-building course not so long ago that I thought was really helpful in terms of the day-to-day dynamic of the team.

S2: Ah, really? That sounds really interesting. Was that part of the new CPD programme? I read something about all the different activities on the intranet the other day.

S1: Yes, I've done a few of the courses now. Some of them are a bit hit-and-miss and it does depend on who is delivering the training but on the whole I've found them useful.

OK, so what about online learning then, we've got to look into the pros and cons and I must confess that I'm a bit wary of it myself. Is it something you've tried out at all?

S2: Well, yes. I actually prefer doing the online modules and the webinars so I've done a few of those. I did one module on our new sales software which was recommended for me at my last annual review, and I did that online.

S1: That sounds good. I can imagine taking an IT course online would work quite well. At the moment I'm just not too sure about the wisdom of moving all in-house training to online platforms. Obviously I think that there are courses which lend themselves to being delivered online, like IT ones, but there are other courses which need people to be in the same place for you to talk together and get feedback in person.

(From this point you will just be given prompts as to the direction the role play could go in. These prompts are there to serve as a guide but also think about adding some more opinions you may have on the topic of the role play and try to keep the conversation going for as long as possible. Try to think about other directions this role play could go in.)

S2: [Disagree and proffer example of a course that had a component using Skype so that you could talk directly to the tutor.]

S1: [Accept this proposition, but argue that sometimes it's better to have discussions with other people on the same course.]

S2: [Emphasise that this discussion can be done in different ways online e.g. discussion forums, text chat.]

S1: [Say that you feel you need to explore the technology more but that you like the idea of online learning in principle.]

S2: [Say that university a number of the courses had online elements to them (expand).]

S1: [Agree: definite advantages of delivering training online, e.g. cost efficient, reduced travel time.]

S2: [State that you like the fact that you can have access to training anywhere and at any time (expand).]

S1: [Agree but also point out advantages of being physically present at a training course. Refer to recent face to face workshop – expand on learning, development and social benefits]

S2: [Yes, but suggest that cost is prohibitive. Say that you have heard of some companies using virtual worlds to train staff now.]

S1: [Express uncertainty about virtual worlds but add that you feel that some meetings have been held with videoconference technology which worked quite well.]

S2: [Agree about videoconferencing but state that such virtual worlds can be better for the environment and that you can get more out of them than simply being on a conference telephone call.]

S1: [Note that you find it interesting to see whether or not all training provision is moved online. Express concern that some online training modules do not go in to as much detail or depth as they would if delivered in person (give example).]

S2: [Point out that many universities are now offering complete online courses which must be effective. Online courses offered by US universities such as Yale, Harvard, and UCLA.]

S1: [Agree but call attention to the social aspect of going to university and doing a course? I think it's a shame to miss out on that personal development side of university.]

S2: [Highlight that this OK for younger people but access to online education good for those who still want to work, have families, or don't live near the university they want to go to.]

S1: [Accept this point. Point out that you learned and were trained on-the-job and found that you knew as much as others of your age who had come from university and you feel this shows that learning-by-doing is important]

S2: [Accept and state there is definitely a place for both online and face-to-face learning.]

S1: [Agree.]

Now try and collate your views and decide on the pros and cons of online learning as per scenario description and additional information. What conclusion(s) will you come to? Will you recommend a move to increase, decrease or maintain the current provision of online learning?

Role play T 4: A semi-formal discussion on student internships

Scenario description

The two speakers in this conversation are university students from different countries. Their universities encourage them to take up internships to earn professional experience and increase their value on the job market. The two students are active members of AIESEC who have had different experience with doing unpaid jobs in general. They want to brainstorm their ideas about the pros and cons of unpaid internships before they co-chair a panel session entitled “Student internships: Opportunity or exploitation?” which will take place at the annual meeting of AIESEC in three days’ time. The students will use their past experiences to build arguments both for and against unpaid internships before presenting a balanced picture at the meeting. The students have never met in person but they have held a few meetings online together.

Brief for Speaker 1

Your role	You are an accomplished student in the final year of the Translation Programme at your university. You are disenchanted with unpaid internships after your experience in a translation agency last summer. You spent most of your four-week internship correcting entries in the agency's terminological database and, although you did a few translations, you were never given feedback. You also felt that you were not treated on equal terms with other employees, for example you often had to prepare coffee and clean mugs. This is why you are cautious about the issue of unpaid internships and you are going to argue strongly in favour of regulating student internships with an agreement which could include e.g.: reimbursement of travel expenses, obligatory insurance package covered by the company taking on the intern, etc.
General purpose and content of the meeting/encounter	You and your interlocutor have agreed to co-chair a panel session “Student internships: Opportunity or exploitation?” which will take place in three days’ time at the annual meeting of AIESEC. You arranged a meeting in order to arrive at a balanced picture of pros and cons of unpaid internships which you will present to your fellow students at the start of the panel session.
Information about your interlocutor	Speaker 2 completed half of the Interpreting Programme at his/her home institution and has a very enthusiastic approach towards internships.
Points to raise	<p>You will focus on the negative aspects of unpaid student internships. In particular, you will emphasise that they are:</p> <ul style="list-style-type: none"> • an academically irrelevant component of the learning process • a source of cheap labour for employers (interns do work that employees of a particular company are not willing to do) • practically inaccessible for economically disadvantaged students

Facts and stats	<p>who would have to do additional paid work to make ends meet</p> <ul style="list-style-type: none"> • not a guarantee of employment in the same company • often ill-structured, not following any planned methodology • not providing feedback concerning the work performed • the main reason for students neglecting their academic duties (internships often mean staggering workload and sleep deprivation) • unfair as interns are not treated equally • frustrating as it is difficult to negotiate and enforce the terms and conditions of the internship agreement (interns have no or little bargaining power) <p>Here are some facts and statistics that you could use to support your argument:</p> <ul style="list-style-type: none"> • Unpaid internships exclude those of lower economic status. • In the US unpaid internships may soon become a thing of the past as disenchanted interns start to sue their former employers (Is The Unpaid Internship Dead?, Forbes 14/06/2013, , http://tinyurl.com/m2suedj, date of access: 18.09.2013) • NGO employers certainly stand to save money and to capitalise on enthusiastic young talent though the use of unsalaried intern labour – while at the same time ensure that what paid jobs there are go to the Right Sort of Person. (Experience Development http://tinyurl.com/pjslwed date of access 18.09.2013)
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Brief for Speaker 2

Your role	<p>You have completed half of the Interpreting Programme at your home institution and you have a very enthusiastic approach towards internships. Although you have never been an intern before, you used to volunteer a lot in your home country, e.g. at film festivals, local charity events, you even did some odd interpreting jobs for international NGOs. You are always full of energy and eager to help. You believe every experience is valuable and counts towards your future career. It is not a problem for you to work extra hours for free. Therefore, you will argue that unpaid internships are a great opportunity to gain professional experience and establish contacts in your desired field.</p>
General purpose and content of the meeting/encounter	<p>You and your interlocutor have agreed to co-chair a panel session “Student internships: Opportunity or exploitation?” which will take place in three days at the annual meeting of AIESEC. You arranged a meeting in order to arrive at a balanced picture of pros and cons of unpaid internships, which you will present to your fellow students at the start of the panel session.</p>
Information about your interlocutor	<p>Speaker 1 is in the final year of the Translation Programme at his/her university and has a negative opinion about unpaid internships</p>

Points to raise	<p>You will be keen to emphasise the positive aspects of unpaid internships. You think that they are:</p> <ul style="list-style-type: none"> • an element of professional orientation and a stage in career development • an opportunity to learn from professionals (learn tricks of the trade, get feedback) • an opportunity to work with clients and get to know their expectations • an opportunity to see how the market works • an opportunity to see how a corporation functions • an opportunity to work with professional IT tools • a way to access/ evaluate the professional and usually expensive databases, literature, subscriptions, etc. • an opportunity to develop the professional ethics: • an ideal environment to learn how to working under pressure • an opportunity for full-time employment/contract for particularly dedicated interns • a reality check: they're a reliable way of finding out whether this is going to be your intended career or not
Facts and stats	<ul style="list-style-type: none"> • There are some higher education institutions, organizations and foundations who have launched special programs or provide grants to help students who want to pursue an unpaid internship in their field of study while they are students. • In the UK, the minimum wage is being undermined because young people are so desperate for experience that they are prepared to work for free. Careers services tell them that unpaid internships are the only way into certain sectors. (The Guardian http://tinyurl.com/osgvxps, date of access 18.09.2013) • Also in the UK, new research from Interns Anonymous shows that 26% of interns have done three or more placements and 39% of internships last three months or longer. Campaigners estimate at least 100,000 young people will work as an unpaid intern this year (The Guardian, "How to make the most of an unpaid internship", http://tinyurl.com/os2zswk)

Brief for the interpreter

General information	<p>You have been asked to interpret a meeting between university students from different countries who are preparing to co-chair a panel entitled "Unpaid Internships – an Opportunity or Exploitation?" at the annual meeting of AIESEC.</p> <p>You have volunteered to work as an interpreter for AIESEC before but you have never met the students that will chair the panel. You only know that one of them studies translation and the other studies interpreting.</p>
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Planning for the assignment

Use the general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none"> • general guidelines for role players • general guidelines for interpreters • guidelines for the virtual/online environments
Search the internet	<p>Start by looking at the websites below for information regarding the different forms the student internships can take. Also consider which kind of companies, organisations, etc. would be most likely to take on interns. Here are some websites that may help you:</p> <p>http://www.careerchange pathways.com/work-experience/</p> <p>http://targetjobs.co.uk/work-experience/work-experience-and-internships-advice/274691-getting-work-experience-after-graduation</p> <p>http://education-portal.com/articles/10_Ways_for_New_College_Graduates_to_Gain_Job_Experience.html</p> <p>http://www.youtern.com/thesavvyintern/index.php/tag/intern-advice/</p> <p>http://internships.about.com/od/internshiptip1/a/insandoutsinter.htm</p> <p>http://www.cvtips.com/job-search/advantages-and-disadvantages-of-internships.html</p> <p>http://international.ulster.ac.uk/our-programmes/documents/training_agreement.pdf</p> <p>http://www.debatingeurope.eu/2013/05/14/should-internships-be-better-regulated-in-europe/#.UjlpBsa-3Zk</p> <ul style="list-style-type: none"> • Look for corresponding websites in your other working language. Note that some articles about internships are available in multiple languages: <p>https://ec.europa.eu/eures/main.jsp?lang=en&acro=job&catId=7576&parentId=52&langChanged=true (information available in all official EU languages)</p> <p>http://europa.eu/youth/article/practical-training-and-placements-or-how-successfully-enter-labour-market_en (information available in English and Polish)</p> <p>http://www.euroalter.com/2011/european-parliament-proposes-better-regulations-for-internships/ (information available in English, French and Italian)</p> • You can also research the topic of paid internships. Have a look at some of the offers available at EU institutions: <p>http://europa.eu/about-eu/working-eu-institutions/students/index_en.htm</p> <p>http://europa.eu/about-eu/working-eu-institutions/students/index_pl.htm</p> • Not every website you find will provide information that is relevant to your chosen interpreting assignment. How do you assess the usefulness of a website? How can you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment?

Other English
resources for
background research

This task involves searching other resources for information about the topic given to help you prepare for the interpreting assignment. Below are a few suggestions that could help you:

- Try to look for information about student internship offers at your university's website or read articles about students' experience in unpaid internships in your home country. For example, Polish students can read this article: "Bezpłatne staże to forma wyzysku studentów czy szansa na zdobycie praktyki? (OPINIE ŻAKÓW)" at <http://tinyurl.com/odzke2t> or look for links to Polish regulations about internships (e.g. "Praktyki absolwenckie na podstawie ustawy z dnia 17 lipca 2009 roku", <http://tinyurl.com/q7owzfu>).

- Search other forms of media that may help you during the interpreting assignment:

- Podcasts:
<http://s3.amazonaws.com/CareerCentralPodcast/Internships-FreeOrFairLabor.mp3>
- Videos:
http://video.search.yahoo.com/search/video;_ylt=A2KLqIBwTElSSCQAoQr6w8QF?p=internships&ei=utf-8&fr=sfp-vid&fr2=&y=Search

What other resources could you use? Why are they appropriate resources for researching the topic of the interpreting assignment?

Use these resources to prepare the topic of the interpreting assignment. Now summarise what you have learnt about the topic. You could write down your summary, talk to a partner, or work in small groups.

German resources

- „Wie finde ich einen guten Praktikumsplatz?“
<http://www.zeit.de/studium/uni-leben/2013-04/studentenfragen-praktikum>
- „Pro und Contra Praktika - Fair oder Prekär?“
<http://www.taz.de/!41944/>
- „Praktika – Nutzen für Praktikanten und Unternehmen (Bundesministerium für Arbeit und Soziales)“
http://www.bmas.de/SharedDocs/Downloads/DE/PDF-Publikationen/a742-praktikanten.pdf?__blob=publicationFile
- „Am Online-Pranger: Praktikanten outen Ausbeuterfirmen“
<http://www.spiegel.de/unispiegel/jobundberuf/am-online-pranger-praktikanten-outen-ausbeuterfirmen-a-712676.html>

You can also use the following search words to look for additional resources:

Praktika für Studenten; Vorteile eines Praktikums; pro und contra Praktika

Greek resources	<ul style="list-style-type: none"> • Books http://www.edc.uoc.gr/~vasoikon/docs/14.Οι%20φοιτητές%20κρίνουν%20την%20Πρακτική%20Άσκηση.%20Μελέτη%20περίπτωσης.pdf • Websites http://praktiki.uop.gr/content/συχνές-ερωτήσεις • Presentations http://www.esfhellas.gr/userfiles/Koronaioi.ppt • Research http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2013:0151:FIN:EL:HTML • Blogs http://www.smed.gr/2012/02/blog-post.html
Polish resources	<ul style="list-style-type: none"> • Bezpłatne praktyki. Wyzysk czy inwestycja? http://praca.wp.pl/title,Bezplatne-praktyki-Wyzysk-czy-inwestycja,wid,8556977,wiadomosc.html • Zdobywanie doświadczenia, czyli wyzysk na stażu http://www.dziennikpolski24.pl/pl/magazyny/kariera/1282377-zdobywanie-doswiadczenia-czyli-wyzysk-na-stazu.html • Odbyc staż – warto czy nie? http://zwierciadlo.pl/2013/praca-i-finanse/praca-praca-i-finanse/odbyc-staz-warto-czy-nie

Localising the role play

Adapt the role play to your language combination	If the resources are not in the language(s) you are using, the role players will need to find equivalent resources to research information and facts about tuition fees in the countries where the role play languages are spoken.
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Role-play T 5: A semi-formal discussion on the advantages and disadvantages of tuition fees

Scenario description

The speakers in this conversation are representing the student unions of two universities from different countries. The students have been invited by the European Students' Union (ESU-<http://www.esu-online.org>) to give the plenary speech at a workshop on the question of tuition fees that will take place later this year. They meet prior to their joint presentation to brainstorm and share their views on the pros and cons of tuition fees.

Brief for Speaker 1

Your role	You are an economics student in your final undergraduate year. Your university requires students to pay tuition fees for both their undergraduate and their postgraduate studies. Being a student yourself, you have first-hand experience not only of the advantages but also of the disadvantages of having to pay tuition fees. Your department, for example, was recently able to hire two exceptional academics, both of whom were nominated for the Nobel Memorial Prize in Economic Sciences. One of them has in fact already agreed to act as your supervisor for your thesis. On the other hand, the recent decision of the university to raise the tuition fees for postgraduate studies will make it extremely difficult for you to pursue an MSc in Economics. You are supportive of tuition fees but feel that universities need to offer more financial support packages (tuition fee loans and maintenance grants) and scholarships (both for full-time and for part-time students) and come up with a better income-based repayment plan.
General purpose and content of the meeting/encounter	<p>The aim of the encounter is to explore the pros and cons of tuition fees. You have already agreed on the format of your discussion:</p> <ul style="list-style-type: none"> a) Each of you will give a short account of his/her own experience(s) and first thoughts on the issue (Opening Statement). b) After both presentations have finished, each of you will point out what you think are the 3 main points your interlocutor has made (Main Points). c) These 6 points will then be discussed with the aim to reach an agreement on what the biggest advantages and the biggest disadvantages of tuition fees are (Discussion and Conclusions).
Information about your interlocutor	Speaker 2 studies mechanical engineering at a university that requires students to pay tuition fees for their postgraduate studies and is currently considering introducing them for undergraduate studies.

Points to raise	<p>You will primarily address the advantages of tuition fees, such as:</p> <ul style="list-style-type: none"> • Tuition fees increase the university's overall revenues, which could in turn be used for a variety of purposes (hiring staff and faculty, improving infrastructure, etc.); • Tuition fees could function as an incentive for students to work harder; • The less dependent universities are on the state, the more they are forced to look for other sources of private funding, and thus creating stronger links with businesses and the economy.
Facts and stats	<p>Here are some facts and statistics that you could use to support your argument:</p> <ul style="list-style-type: none"> • According to recent studies, 85% of new jobs created require graduate-level skills. • The Independent Institute of Fiscal Studies (IFS - http://www.ifs.org.uk/aboutIFS) estimates that 48% of graduates will have some of their debt written off while all outstanding contributions will be written off after thirty years. • There will be more support for students on low incomes. In the UK, for example, there will be a new £150 million National Scholarships Programme to help the poorest students into the top universities.

Brief for Speaker 2

Your role	<p>You are studying mechanical engineering at a university that requires students to pay tuition fees at postgraduate level only. Being a student yourself, you have experienced not only the advantages but also the disadvantages of having to pay tuition fees. Although you were not required to pay tuition fees for your undergraduate studies, your department faces serious infrastructure problems (lack of equipment in the laboratories, no halls of residence for students, etc.). Furthermore, it has limited connections with the job market and is comprised of underpaid faculty and staff. Although you admit that the situation may seem much better at institutions that have more sources of income and are free to manage their own budget, you feel that tuition fees are likely to do more harm than good in an academic environment.</p>
General purpose and content of the meeting/encounter	<p>The aim of the encounter is to explore the pros and cons of tuition fees. You have already agreed on the format of your discussion:</p> <ol style="list-style-type: none"> a) Each of you will give a short account of his/her own experience(s) and first thoughts on the issue (Opening Statement). b) After both presentations have finished, each of you will point out what

	<p>you think are the 3 main points your interlocutor has made (Main Points).</p> <p>c) These 6 points will then be discussed with the aim to reach an agreement on what the biggest advantages and the biggest disadvantages of tuition fees are (Discussion and Conclusions).</p>
Information about your interlocutor	Your interlocutor studies abroad at a university that requires students to pay tuition both for their undergraduate and their postgraduate studies. S/he is also in his/her senior year and is studying economics.
Points to raise	<p>You will primarily address the disadvantages of tuition fees, such as:</p> <ul style="list-style-type: none"> • Discouragement from seeking a degree for fear of getting into debt; • Access to education is effectively denied to students coming from low-income families; • Money does not necessarily guarantee quality nor does it necessarily reach the classroom; • The financial burden of tuition fees pushes people to seek apprenticeships rather than a university degree.
Facts and stats	<p>Here are some facts and statistics that you could use to support your argument:</p> <ul style="list-style-type: none"> • One way of measuring a university's commitment to quality is faculty salary expenditure. However, a recent study in Canada's 25 largest universities showed that only 57.6% of teaching and non-sponsored research budgets goes to academic salaries. The remaining 42.4% is used to cover administrative costs, salaries of non-academic staff, travel benefits, professional fees, etc. • According to the Universities and Colleges Admissions Service (UCAS - http://www.ucas.com), the total number of applicants to all British universities has fallen by 7.7% (with a 10% drop in the number of English applicants) due to the government's recent decision to allow universities to raise their annual tuition fees for undergraduate studies from £7000 to £9000 from September 2012.

Brief for the interpreter

General information	<p>You have been asked to interpret for a meeting between the representatives of two students' unions from different countries. Their discussion takes place prior to their joint presentation at a workshop organised by the European Students' Union (ESU) on the question of tuition fees. You have worked as an interpreter for the ESU before but do not know the participants at this meeting. The dialogue you are about to interpret takes place between two undergraduate students in their final undergraduate year, one studying economics and one studying mechanical engineering. The two speakers have already agreed on the format of their</p>
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discussion:

- a) Each of them will give a short account of his/her own experience(s) and first thoughts on the issue (Opening Statement).
- b) After both presentations have finished, each of them will point out what he/she thinks are the 3 main points his/her interlocutor has made (Main Points).
- c) These 6 points will then be discussed with the aim to reach an agreement on what the biggest advantages and the biggest disadvantages of tuition fees are (Discussion and Conclusions).

Planning for the assignment

Use the general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none"> • general guidelines for role players • general guidelines for interpreters • guidelines for the virtual/online environments
Research background information	<p>Start by looking at the websites below for information regarding the reasoning behind different views on the question of tuition fees.</p> <p>Remember that not every website you find will provide information that is relevant to your chosen interpreting assignment. Make sure you assess the usefulness of each website you consult and that you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment.</p>
English resources	<ul style="list-style-type: none"> • Books <ul style="list-style-type: none"> http://books.google.com/books/about/Financing_Higher_Education_Worldwide.html?id=DtafVAI7S1kC&redir_esc=y • Research articles <ul style="list-style-type: none"> http://jsi.sagepub.com/content/15/5/429.abstract http://gse.buffalo.edu/org/inthigheredfinance/files/Publications/foundation_papers/(2009)_Financing_Higher_Education.pdf http://www.tandfonline.com/doi/abs/10.1080/09645292.2013.818104 • Magazine/Newspaper articles about tuition fees <ul style="list-style-type: none"> http://www.timeshighereducation.co.uk/comment/opinion/tuition-fees-a-human-rights-issue/2003381.article http://www.bbc.co.uk/news/education-11483638 • Websites <ul style="list-style-type: none"> http://tl.hku.hk/higher-education-reform-in-united-kingdom/ http://www.studyineurope.eu/tuition-fees http://www.mastersportal.eu/articles/405/tuition-fees-at-universities-in-europe-overview-and-comparison.html • Podcasts <ul style="list-style-type: none"> http://www.mixcloud.com/guardianpoliticsweekly/politics-weekly-lib-dem-meltdown-over-tuition-fees/

German resources	<ul style="list-style-type: none"> • Links to websites discussing the pros and cons of the introduction of tuition fees at German universities http://www.sueddeutsche.de/karriere/pro-und-contre-studiengebuehren-gerechter-beitrag-oder-unnoetige-huerde-1.1182517 http://www.sueddeutsche.de/karriere/pro-und-contre-studiengebuehren-gerechter-beitrag-oder-unnoetige-huerde-1.1182517-2 http://argumentia.de/thema/studiengebuehren-pro-contre http://asta.uni-goettingen.de/137 http://www.studentenpilot.de/studium/studiengebuehren/contre-studiengebuehren.html • Tuition fees outside Germany http://www.bachelor-and-more.de/studiengebuehren-ausland/ <p>You can also use the following search words to look for additional resources:</p> <p>Studiengebühren, Pro und contra Studiengebühren</p>
Greek resources	<ul style="list-style-type: none"> • Magazine/Newspaper articles about tuition fees http://rbth.gr/articles/2012/08/03/ta_yper_kai_ta_kata_toy_rosikoy_p_anepistimioy_16075.html http://www.imerisia.gr/article.asp?catid=26510&subid=2&pubid=112991047 http://www.enet.gr/?i=news.el.article&id=232045 • Research articles and reports http://www.nb.org/blog/wp-content/uploads/2013/04/Δίδακτρα-στα-προγράμματα-μεταπτυχιακών-σπουδών.pdf http://europa.eu/rapid/press-release_IP-12-947_el.htm http://ec.europa.eu/education/pub/pdf/higher/move_el.pdf http://europa.eu/youreurope/citizens/education/university/fees-and-financial-help/index_el.htm
Polish resources	<p>Online articles:</p> http://poznan.gazeta.pl/poznan/1,36037,14798286,Rektor_UEP_studia_powinny_byc_platne.html http://www.przegląd-tygodnik.pl/pl/artykul/czy-studia-powinny-byc-platne

<http://bankier.tv/studia-powinny-byc-platne-5958.html>

Localising the role play

Adapt the role play to your language combination

If the resources are not in the language(s) you are using, the role players will need to find equivalent resources to research information and facts about tuition fees in the countries where the role play languages are spoken.

Problem Oriented Role Plays

Role Play P 1: A Critical Incident Discussion about a Problem at Midwestern

Scenario description

The “Midwestern” company produces intercom units (= interphone) that are used for a variety of purposes. Sales figures are very positive; last year the company sold 200,000 intercom units.

“BabyCare” is a separate company. They developed a special sensor that can be used in combination with Midwestern’s intercom unit to monitor a sleeping baby’s pulse rate. This application is strongly recommended by paediatricians to prevent sudden infant death syndrome (SIDS).

In a recent quality check, Midwestern found out that the intercom unit has a minor soldering defect although this does not affect the quality of the intercom unit when used on its own.

It now turns out, however, that in some cases the intercom’s soldering defect may interfere with BabyCare’s sensor so that the alarm sound does not work properly.

Midwestern is planning to launch an IPO (Initial Public Offering), i.e. they are planning to go public. As part of the preparation procedures, they discuss how the company should deal with the soldering defect and BabyCare’s sensor problem. They do not know how many intercom units are being used in connection with BabyCare’s sensor, but they know that 10,000 sensors have been sold.

The *DIRECTOR OF SALES & MARKETING* from Midwestern headquarters is having a meeting with a colleague from a Midwestern subsidiary abroad. During a coffee break, they have an informal discussion about the sensor problem.

Brief for speaker 1: Director of Sales and Marketing at Midwestern headquarters

Your role	You are the <i>DIRECTOR OF SALES & MARKETING</i> at the Midwestern headquarters.
General purpose and content of the discussion	During a coffee break of a business meeting, the two colleagues have an informal discussion about the problem that faulty soldering in the intercom unit may sometimes prevent the intercom from sounding an alert when used with the sensor developed by “BabyCare”. They discuss their personal views on the issue.
Information about your interlocutor	Sales manager at a Midwestern subsidiary.
Aspects that could be addressed	You do not have a clear view on how the problem could be solved and you are very keen to discuss the issue with your colleague. In your discussion you address economical, technical, legal, and ethical aspects of the

problem, e.g.

- Number of intercoms sold and number of intercoms that might be used with the sensor (you do not know how many intercom units are being used in connection with BabyCare's sensor but you know that 10,000 sensors have been sold);
- Probability of malfunction of Baby Care intercom units and its consequences;
- Technical issues and of the possibility to check the functionality of the device;
- Procedure and consequences of a product recall;
- Possible impact on the planned IPO launch.

Brief for speaker 2: Manager of a Midwestern subsidiary

Your role	You are the sales manager at a Midwestern subsidiary.
General purpose and content of the discussion	During a coffee break of a business meeting, the two colleagues have an informal discussion about the problem that faulty soldering in the intercom unit may sometimes prevent the intercom from sounding an alert when used with the BabyCare sensor. They discuss their personal views on the issue.
Information about your interlocutor	The <i>DIRECTOR OF SALES & MARKETING</i> at the Midwestern headquarters
Aspects that could be addressed	<p>You do not have a clear view on how the problem could be solved and you are very keen to discuss the issue with your colleague. In your discussion you address economical, technical, legal, and ethical aspects of the problem, e.g.</p> <ul style="list-style-type: none"> • Number of intercoms sold and number of intercoms that might be used with the sensor (you do not know how many intercom units are being used in connection with BabyCare's sensor but you know that 10,000 sensors have been sold); • Probability of malfunction of BabyCare intercom units and its consequences; • Technical issues and of the possibility that functionality of the device could be checked; • Procedure and consequences of a product recall; • Possible impact on the planned IPO launch.

Brief for the interpreter

Brief	You have been booked by the Midwestern company to interpret at a meeting between the <i>DIRECTOR OF SALES & MARKETING</i> at the Midwestern headquarters and a colleague from a Midwestern subsidiary.
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During the coffee break the two continue discussing a problem that was raised in connection with an intercom unit produced by Midwestern. Faulty soldering may sometimes prevent the intercom from sounding an alert when used in connection with a sensor developed by “BabyCare”. They have asked you to interpret during the coffee break.

Planning for your assignment

Use of general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none"> • general guidelines for role players • general guidelines for interpreters • guidelines for the virtual/online environments
Amend the role play content	<p>The open version of the role play offers the option to express and discuss your personal views on the issue without any further guidelines or restrictions. In addition, it would be possible for you to decide that each role player adopts a more specific perspective.</p> <p>Speaker 1 could, for instance, be in favour of a full product recall whilst speaker 2 would prefer to investigate the problem further to find a way in which a full product recall could be avoided without a loss in safety. He would, for instance, consider the investigation of technological solutions and measures like at-home testing and advice leaflets.</p> <p>Role players with a specific professional or study background could tackle the issue from different angles depending on their field of expertise, e.g. analyse the problem from a legal, economic or technical perspective.</p>
Time	The conversation will last about 20 minutes.

Reference:

The Midwestern topic has been adapted from: Wurzel, J., N. K. Fischman and S. Mayo (2002). *The cross-cultural conference room*. Intercultural Resource Corporation: Newton, MA.

Role Play P 2: Customer service

General description

This is a conversation between a customer and a customer service representative. The customer bought an mp3 player on the internet with built-in support for optional wireless Bluetooth headphones and Wi-Fi capability for downloading music directly from online stores and browsing the internet.

However, he/she has been experiencing many problems both with the Bluetooth (the connection with his/her headphones keeps dropping unexpectedly) and with browsing the web (it takes too long to load a page).

He/she contacts the customer service department of the eShop he/she bought the unit from and talks online with the help of an interpreter with a customer service representative.

He/she explains the problem to the representative who in turn tries to find out whether the customer has used the right settings.

Having established that the right settings were entered, the representative advises the customer to do a reset that will bring the system back to its original factory settings and then upgrade its firmware by visiting the manufacturer's website.

The customer wishes to know whether he/she could return the unit and request a refund in order to buy a new player.

The representative argues that although the manufacturer's two-year guarantee has expired, this particular mp3 player comes with an additional six-month seller's guarantee.

This means that provided the customer can return the device to the eShop in its original packaging there should be no problem getting a refund.

Brief for Speaker 1: Customer

Your role	You are a customer who has bought an mp3 player on the internet with built-in support for wireless Bluetooth headphones and Wi-Fi capability for downloading music directly from online stores and browsing the internet.
General purpose and content of the meeting/encounter	The aim of this discussion is to find out why the Bluetooth connection keeps dropping when connecting your headphones and why it takes so long for the device to load a page. Although it was quite a lot of money, the player does not perform as advertised. Your aim is to try to find out whether there is something you could do to fix these problems. If not, you would like to return the player to the eShop and get a refund.
Information about your interlocutor	Speaker 2 is the customer service representative of the eShop you bought the mp3 player from.

Aspects that should be addressed	<ul style="list-style-type: none"> • Tell the customer service representative that you are dissatisfied with the performance of the player although you have paid a lot of money for it. • Explain to the representative the problems you have experienced using examples. You have a problem with: <ul style="list-style-type: none"> – Connecting your Bluetooth headset to the player – Webpages taking too long to load – Downloading music from online stores • Follow the representative's instructions in order to confirm that you have entered the right settings both for the Bluetooth connection and the internet service. • Agree to perform a reset and to upgrade the firmware of the device by visiting the manufacturer's webpage. • Ask the representative whether you could return the device and get a refund in case there is no improvement in the performance of the mp3 player. • Inform the representative that the manufacturer's two-year guarantee has expired.
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Brief for Speaker 2: Customer service representative

Your role	You work as customer service representative at an eShop.
General purpose and content of the meeting/encounter	The customer who is contacting the customer service has bought an mp3 player on the internet with built-in support for optional wireless Bluetooth headphones and Wi-Fi capability for downloading music directly from online stores and browsing the Web. He/She has been experiencing many problems both with the Bluetooth (the connection with his/her headphones keeps dropping unexpectedly) and with browsing the web (it takes too long to load a page).
Information about your interlocutor	Speaker 1 is a customer who has bought an mp3 player. He/She is experiencing some problems with its Bluetooth and the Wi-Fi capability. From your experience, such problems are caused either because the client has not entered the Bluetooth/Wi-Fi settings correctly or because there is some kind of bug in the software that the manufacturing company has fixed by releasing a software update, which can be obtained from its website.
Aspects that will be addressed	<ul style="list-style-type: none"> • Find out what the problem with the device is. • Reassure the customer that you will do your best to solve the problem. • Ask the customer to perform the following actions in order to verify that he/she has entered the right settings both for the Bluetooth connection and the web service. • For the Bluetooth, the customer should go to "Menu", then "Settings",

then “General”, then “Connectivity” and:

- Check if the Bluetooth setting is turned to “ON”. If not, he/she should turn it on
- Check if it is set to discoverable. If, not he/she should turn it on
- Check if there is a light blinking on the top of the device. If not, there is probably a problem with the Bluetooth transmitter.
- For the internet service, the customer should go to “Menu”, then “Settings”, then “General”, then “Browser” and:
 - Check if “Wi-Fi connection” is turned to “ON”. If not, he/she should turn it on.
 - Check how strong the signal is. If it is less than two bars, then the customer should move closer to his/her router.
 - Check if the player has got an IP address. If not, there is probably something wrong with the antenna.
- Since there is a problem with both the Wi-Fi reception and the Bluetooth connection, it is probably a problem with the chip that handles both frequencies. To avoid blocking each other, when a Bluetooth packet is being transmitted, a Wi-Fi packet may be delayed to wait for the Bluetooth to complete. Although this coexistence is handled automatically by the hardware, sometimes the system needs to be reset to factory settings so that any pending errors are cleared.
- Ask the customer to perform a reset by pressing and holding the “ON” button for 10 seconds and to check the manufacturer’s website to see whether there is a firmware upgrade.
- Inform the customer that, if all else fails, he/she can always return the player to the store and get a refund provided he/she still has the original packaging the player came in.
- Inform the customer that it does not matter that the manufacturer’s two-year guarantee has expired because this particular mp3 player comes with an additional six-month seller’s guarantee.

Brief for the interpreter

Brief	<p>A customer is experiencing some problems with an mp3 player he/she bought that has built-in support for optional wireless Bluetooth headphones and Wi-Fi capability for downloading music directly from online stores and browsing the Web. He/She is contacting customer service to ask for help. The usual procedure followed in such cases is for the customer service representative to verify that the customer has entered the settings correctly and, if that does not solve the problem, to inform him/her about repair, replacement and/or refund options.</p> <p>You have worked for this eShop’s customer services team before and have been given access to documentation referring to common electronic problems caused by similar products, to EU-wide consumer rights (guarantees, repairs, replacements, etc) as well as to terminology resources.</p>
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Consumer rights:

http://ec.europa.eu/consumers/ecc/consumer_topics/buying_goods_services_en.htm

http://europa.eu/youreurope/citizens/shopping/shopping-abroad/index_en.htm

Common electronic problems:

<http://technology.solveyourproblem.com/bluetooth/bluetooth-problems.shtml>

<http://smallbusiness.chron.com/signal-interference-issues-bluetooth-technology-58273.html>

Terminology:

<http://www.techterms.com/definition/bluetooth>

<http://searchmobilecomputing.techtarget.com/definition/Wi-Fi>

Planning for your assignment

Use the general guidelines	Before you start planning your role play, consult the following guidelines: <ul style="list-style-type: none"> • general guidelines for role players • general guidelines for interpreters • guidelines for the virtual/online environments
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Localising the role play

Adapt the role play to your language combination	If the resources are not in the language(s) you are using, the role players will need to find equivalent resources to research information and facts about tuition fees in the countries where the role play languages are spoken.
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Role Play P 3: Gala dinner

General description

This is a conversation between an event manager and the manager of a Convention Centre. The event manager's current job is to organise a gala dinner for approximately 200 people hosted by a bank. The gala dinner will take place in a different country, as the bank is planning to win new clients abroad. Among the guests will be several CEOs of major businesses and other influential men and women.

The event manager has chosen a Convention Centre as the location and has been planning the dinner for the last four months. The dinner is now only two days away and the event manager has travelled to the location to see whether everything has been carried out the way he planned it and to make final preparations.

- On arrival, however, he finds more and more problems, including:
- Insufficient chairs (more chairs available but in different design)
- Old technology (data projector, microphones, sound system)
- Decoration not completed (make sure that flowers will be delivered in time)
- A building site next to the Convention Centre's entrance (noise, first impression, not enough space for cars)
- The catering company not having enough vegetarian options on the menu

The manager of the Convention Centre has only held the position of manager for one year. The Convention Centre is facing financial problems and the new manager has been appointed to improve the situation. However, this is a difficult task, as the facilities are quite old and a lot of work and money needs to be put into the Convention Centre. Therefore, it is most important to get as many clients as possible to book the Centre, even though the facilities and catering company might be overstrained.

The event manager has now asked for a meeting with the manager of the Convention Centre to discuss the problems and renegotiate the conditions of their cooperation (discount). The manager of the Convention Centre will use this opportunity to apologize, to explain his situation and to find solutions for the problems. However, he will try to make as few financial concessions as possible as he is dependent on the income.

An interpreter will be present at the meeting.

Brief for speaker A: Event manager

Your role	You are an event manager organising an important gala dinner in a different country.
General purpose and content of the	The aim of this meeting is to address several problems you got aware of when you reviewed what has been prepared on site two days before the

meeting/encounter	gala dinner will take place. You want to talk to the manager of the Convention Center to find out why things have not been carried out as planned and what he/she is planning to do to cope with the problems in time. You are upset because you feel that you were not informed properly in advance and you want to renegotiate the terms of the arrangement.
Information about your interlocutor	The manager of the Convention Centre where the dinner will take place.
Aspects that should be addressed	<ul style="list-style-type: none"> • When inspecting the dinner location you encountered the following problems: <ul style="list-style-type: none"> – Insufficient chairs (more chairs available but in different design) – Old technology (data projector, microphones, sound system) – A building site next to the Convention Centre's entrance (noise, first impression, not enough space for cars) – Decoration not completed (make sure that flowers will be delivered in time) • You compared the present menu with what has been planned and found that the catering company which works in cooperation with the Convention Centre does not have enough vegetarian options on the menu • Complain that you were not informed properly • Find out what options there are to solve the problems (different catering, different entrance, hire technology externally,...) • Emphasize the importance of the gala dinner to make sure that the manager of the Convention Centre will make an effort to improve the situation • Tell the manager that you are dissatisfied with the cooperation and negotiate the costs which were agreed on in the contract • Ask the manager why the plans were not executed properly.

Brief for speaker B: Manager of the Convention Centre

Your role	You are the manager of a Convention Centre that has been booked for a gala dinner that will take place in four days.
General purpose and content of the meeting/encounter	The event manager who has been planning the gala dinner from abroad is not satisfied with the way you executed his plans on site. He told you that he has several issues to address with you. You want to explain your situation to him and find solutions for his problems. However, you are trying not to make big financial concessions, as you need the money to renovate the Convention Centre.
Information about your interlocutor	An event manager who has booked and organised a gala dinner in the Convention Centre you are managing.
Aspects that will be	<ul style="list-style-type: none"> • Inquire why the event manager is dissatisfied with what has been prepared by you

addressed	<ul style="list-style-type: none"> • Apologize for the inconveniences and problems • Explain that some of the issues are not your fault and were not foreseeable (e.g. building site next door) • Explain that there has been a change in management and that things will be improved as soon as possible. In this way, you hope to keep him as a future client • Try to find solutions for the problems which the event manager encountered • Try to make as few financial concessions as possible but make an effort to improve the situation in order to keep the event manager as a future client.
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Brief for the interpreter

Brief	<p>You have been booked to interpret a meeting between an event manager and the manager of a Convention Centre.</p> <p>The purpose of the meeting is to address problems that concern a gala dinner, which will be held in the Convention Centre in four days' time. Furthermore, the event manager wants to renegotiate the terms of the agreement with the Convention Centre.</p>
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Planning for your assignment

Use the general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none"> • general guidelines for role players • general guidelines for interpreters • guidelines for the virtual/online environments
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Role play P 4: A discussion between a travel company representative and a hotel manager

Scenario description

This is a conversation between a travel company representative and a hotel manager. The representative is accompanying a party of tourists staying at the hotel and some of the guests have complained to the representative about the hotel. The representative has arranged a meeting with the manager to inform him/her of the guests' dissatisfaction and to try to resolve the issues.

Speaker 1 (the travel company representative) has been bringing guests to this hotel for the last three years and knows the hotel manager relatively well. There have never been any issues with the hotel in the past, and the representative is keen to maintain a good working relationship with the hotel and the manager. **Speaker 2** (the hotel manager) is proud of the hotel's attention to detail and prides himself that guest satisfaction has improved since s/he took over as manager five years ago. The hotel's reputation is very important to the hotel manager and s/he is keen to rectify any problems as soon as they arise.

The meeting takes place in the hotel manager's office and has been scheduled to last for 30 minutes. When the meeting was set up, the hotel receptionist arranged for an interpreter to be present.

Brief for Speaker 1

Your role	You have been working for a small, independent travel company which specialises in hand-picked holidays for the past 10 years. You accompany the guests on their holiday and your job is to ensure that their holidays are as enjoyable as possible. The hotel that you are currently staying at is one that you recommended to your employer as you had identified the hotel's excellent customer service and attention to detail.
General purpose and content of the meeting	The aim of this meeting is to inform the hotel manager of the complaints that some of the guests have brought to you and to try to find ways to resolve the issues to the satisfaction of all involved. You are keen to maintain a good working relationship with the hotel manager, particularly since you found the hotel and suggested to the travel company that you work for that it would be a positive addition to their selection of hotels.
Information about your interlocutor	The hotel manager took over the management of this hotel 5 years ago and since then has significantly improved the hotel's customer service and the hotel's reputation. S/he is very aware of the impact of social media on the travel industry and how online recommendations can boost the hotel's profile while negative comments can also affect the hotel's business.
Aspects / questions	<ul style="list-style-type: none"> • Stress your intention to maintain a good working relationship

that should be addressed	<ul style="list-style-type: none"> • Indicate what the guests' complaints are <ul style="list-style-type: none"> ➤ These might include, for example: the swimming pool not being cleaned regularly; noise in the evenings from the bar opposite the hotel; air conditioning units only working intermittently in some guest rooms; some of the excursions listed on the hotel website are not being offered at the time of the stay. • Ask what the hotel manager can do about these issues and what you can tell the guests in the meantime • Find out when the hotel manager expects these issues to have been resolved • Find out whether the guests can receive any compensation for the inconvenience caused
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Brief for Speaker 2

Your role	You have been the manager of this hotel for the past five years and in that time have significantly improved the customer service offered by the hotel staff. You are very proud of the hotel's reputation and are keen to improve it even further. You are very loyal to your staff and always give any member of your staff an opportunity to give their side of the story if a complaint is made against them.
General purpose and content of the meeting/encounter	The travel company representative has asked to talk to you about a number of issues but you do not know what issues these are before the meeting. You would like to find out what these issues are so that you can address them if necessary.
Information about your interlocutor	Your interlocutor is a representative of a small travel company that brings guests regularly to your hotel. Although the numbers of guests are not large, bookings from this travel company are lucrative for your hotel because the guests are often financially well-off and spend extra money while staying at the hotel via excursions and food and beverages. You like working with the travel representative, although s/he sometimes has unrealistic expectations of your hotel, which you simply cannot meet given that your hotel is relatively small.
Aspects / questions that should be addressed	<ul style="list-style-type: none"> • Find out what issues the guests have with their stay at the hotel • Address these points as necessary • Stress that customer satisfaction is your highest priority but do not accept that everything the representative says to you is fact • Offer solutions as to how these issues may be resolved, where necessary • Give an indication of timeframe for these issues to be resolved • If the representative raises the issue of compensation for the

	guests, negotiate with the representative in accordance with your normal hotel policy.
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Role Play P 5: Subtenancy - Waste Separation

General description

This is a conversation between a tenant and his/her landlord/landlady. The landlord/landlady is subletting a small flat in his/her house via an agency which helps businesses provide short term living space to professionals from other countries (who for example visit to work on a project for a limited amount of time). The landlord is very happy with this option as the agency takes care of everything. Also, the landlord prefers renting out his/her flat for a limited time as opposed to having long-term contracts. Until now, he/she has only had positive experiences and he/she likes having tenants from all over the world in his/her house. It is also a comfortable option for the tenants as the rooms are furnished and the internet, waste, electricity and water charges are organised by the landlord and included in the rent.

Currently, a tenant has been living in the flat for two months and will be staying for four more months before he/she will leave the country again. So far, the relationship between the landlord and the tenant has been quite pleasant. Recently, however, the landlord has had problems fitting his rubbish into the shared rubbish bin, as the tenant does not separate his/her waste but disposes of everything in the general waste.

The landlord has explained the waste separation system to the tenant before; now he/she is not sure whether the tenant does not know how to separate his/her waste according to the local waste separation guidelines or whether he/she does not care sufficiently about it. The landlord/landlady has now contacted the agency and asked if it were possible to have an informal meeting with his/her tenant at the agency's office, and whether an interpreter could be present.

The tenant has been told that the landlord has something to discuss with him/her. The tenant does not yet know what it is about but he/she wants to use this opportunity to tell the landlord that he/she and his/her family are often quite loud in the evenings and that this is a problem for him/her having to get up early every morning and facing a long day at work.

Brief for Speaker 1: Landlord

Your role	You are a landlord/landlady renting out a flat in your house to international professionals via an agency.
General purpose and content of the meeting/encounter	The aim of this meeting is to find out why the tenant does not separate his/her waste although he/she has been asked to do so, to explain the waste separation system to him/her once again and to emphasize that the separation of waste is important to you due to several reasons (see below). Despite having to talk to your tenant about this rather unpleasant issue, you make an effort to keep up a good relationship with him/her.

Information about your interlocutor	Your tenant: a professional from abroad working for a business for six months. He/she has been living in your house for two months.
Aspects that should be addressed	<ul style="list-style-type: none"> • Tell the tenant that you are dissatisfied with the rubbish situation as you have troubles fitting your rubbish into the rubbish bin due to him/her disposing of everything in the bin for general waste • Find out why the tenant does not separate his/her waste • Explain the local waste separation system to your tenant, using helpful examples. There are different containers for: <ul style="list-style-type: none"> – General waste – Organic waste – Recycling – Paper – Glass • Emphasize why waste separation is important to you: <ul style="list-style-type: none"> – Limited size of the shared bin for general waste – Additional costs for having to dispose of larger amounts of general waste every month – Environmental aspect of waste separation & recycling – The tenant being expected to adhere to certain “rules” to maintain a positive relationship which is very important to you • Ask the tenant whether he/she also has issues that he/she would like to address.

Brief for Speaker 2: Tenant

Your role	You are staying in a different country for six months to work on a project. Via an agency, you found a flat in a house that you share with your landlord.
General purpose and content of the meeting/encounter	The landlord has told you that he/she has something to discuss with you. You hope that it is not a serious issue and that you and the landlord can maintain the pleasant relationship. However, you want to use this opportunity to tell the landlord that the noise level in the house is quite high in the evenings and that this is a problem for you, as you have to work a lot and get up early every day.
Information about your interlocutor	Your landlord/landlady who is renting out a flat in his/her house to you
Aspects that will be addressed	<ul style="list-style-type: none"> • Find out why the landlord/landlady wants to talk to you • Enquire about the waste separation system in detail • Explain why you have not separated your waste so far: <ul style="list-style-type: none"> – You think that the system is confusing and you don't know how to distinguish for example recycling from general waste – You are working hard and often don't have the time to separate your waste

- You are not sure why separating your waste is of any use at all
- You paid your rent and assumed that what is in your rubbish is your private business
- Try to find out why waste separation is so important to your landlord
- Tell the landlord that you have trouble going to sleep in the evenings, as the noise level in the house is very high. Tell him/her that this is a problem for you, as you need to get up early and work hard.
- Try to cooperate with your landlord as you want to maintain a good relationship and as you know that you are in a different country where things might be handled differently.

Brief for the interpreter

Brief	<p>You have been booked by an agency that helps businesses provide short-term living space. You have been asked to interpret at an informal meeting between a landlord/landlady, who is subletting a small flat in his/her house via the agency, and his/her tenant.</p> <p>The purpose of the meeting is to find out why the tenant is not separating his/her waste although he has been asked to do so, to explain the waste separation system to him/her in detail and to ask whether there are any issues which he/she would like to address.</p>
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Planning for your assignment

Use the general guidelines	<p>Before you start planning your role play, consult the following guidelines:</p> <ul style="list-style-type: none"> • general guidelines for role players • general guidelines for interpreters • guidelines for the virtual/online environments
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Brief for the interpreter

General information

Two days ago you received a telephone call from the receptionist at a local hotel asking you to interpret a meeting between the hotel manager and one of the travel company representatives staying at the hotel. You have not been given any further details about the meeting. You have interpreted for the hotel manager many times before, but you have never met the travel company representative. You have been booked to interpret for a 30-minute meeting.

Role Plays with Clients

Role Play CL 1: Hospital management

General description

Laura is an NHS manager from a hospital in the UK. She is carrying out research into best practice in hospital management and is talking to hospital managers from other EU countries to get examples and see what lessons can be learned from other hospital contexts. She has received funding for this research and some of the money has been allocated to interpreting and translation services so that she can interview her European counterparts and so that she will have translated examples to include in her written report. The focus of her interviews is therefore on how healthcare is delivered in the other country.

Brief for the interpreter

General information	Today Laura, an NHS manager from a hospital in the UK, is talking to Timm, a German hospital manager who manages a hospital in Constance (Germany). This is the first time she has spoken to Timm, although they have had email correspondence which has mainly been to set up the interview.
Aspects/questions that might be addressed	<ul style="list-style-type: none"> • The type of hospital in Germany and the kind of healthcare that is provided at this hospital • Timm's job and his role at the hospital • The key elements in ensuring that a hospital runs smoothly and efficiently; the main challenges in the job/faced by the hospital • How the German healthcare systems works: the fact that patients are privately insured and how this may impact on how healthcare can be delivered • The future of the hospital: thoughts about how the hospital will evolve in the shorter and longer term; any projects or developments happening that will see changes to how the hospital is organised or run <p>To prepare for the assignment, refer to the section "Planning for your assignment" (below).</p>

Planning for your assignment

Search the internet	<ul style="list-style-type: none"> Start by looking at the websites below for information regarding the healthcare system in England, how it works and what managers in the NHS do: <p>http://www.nhs.uk/NHSEngland/thenhs/about/Pages/overview.aspx</p> <p>http://www.nhscareers.nhs.uk/explore-by-career/management/</p> <ul style="list-style-type: none"> You can also enter search words in a search engine (e.g. Google) to research concepts and terminology in more depth. Look for corresponding websites in your other working language. <p>Note: Not every website you find will provide information that is relevant to your chosen interpreting assignment. How do you assess the usefulness of a website? How can you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment?</p>
Browse and explore the BACKBONE website	<p>Go to http://purl.org/backbone/searchtool and select the German corpus.</p> <ul style="list-style-type: none"> Click on the 'Browse' tab and scroll down to find the 'Klinikmanagement' interview. Watch the interview. Use the Section search, Lexical lists, Concordance and Co-occurrence features on the BACKBONE search site as appropriate to assist with your preparation. <p>Then select the English corpus and IVY English corpus and carry out a Section search to find relevant sections (e.g. by selecting the 'healthcare' category).</p> <p>If you need more information on how to use the different BACKBONE search tools, please consult the following document:</p> <p>"How to use the video interview corpus BACKBONE and the Interpreting mode in the EVIVA Evaluation Centre".</p>

Role Play CL 2: Bodenseewoche

General description

Sarah works for the West Somerset Council and is leading a project which aims to address the downturn in tourism following the flooding earlier in 2014, which had a devastating impact on tourism in Somerset and in the South-West more generally. Building on the natural resources of the area, one aspect of the project looks to exploit the coast and the marina at Watchet in West Somerset. One suggestion is to develop a water sports and entertainment weekend which will involve water sport races and displays, family activities, local community activities and trade. In addition to generating tourism to the area, an anticipated by-product is a renewed interest in water sports and the facilities in the area as a way of promoting beach safety, health and fitness, and community awareness. She has been asked to see how other towns and cities have put on such events to explore the feasibility of hosting the event in Watchet.

Brief for the interpreter

General information	You have been booked to interpret between Sarah and Timm, one of the organisers of the <i>Bodenseewoche</i> , an event which is held at Lake Constance in Germany. Today Sarah has arranged a virtual meeting with him to find out about the event. This is the first time she has spoken in person with Timm, although they have had email communication to set up the meeting. The interpreting agency that booked you has provided you with a list of questions/topics that Sarah indicated she would like to discuss with Timm.
Aspects/questions that might be addressed	<ul style="list-style-type: none"> • Why Sarah wants to talk to Timm and what information she will be looking to elicit as part of their conversation • Events that took place during the <i>Bodenseewoche</i>; how these events were chosen; who the organisers consulted in making these decisions • Facts and figures: tourists/visitor numbers • How the <i>Bodenseewoche</i> was marketed • Engagement with the local community: purposes of the <i>Bodenseewoche</i> (e.g. encouraging water sports; engaging with the local community, etc.) and how this was achieved • Beach and water safety: whether Timm has any ideas about how promoting beach and water safety could be managed as part of the proposed event in Somerset <p>To prepare for the assignment, refer to the section “Planning for your assignment” (below).</p>

Planning for your assignment

Search the internet	<ul style="list-style-type: none"> Start by looking at the websites below for information regarding the <i>Bodenseewoche</i>. You can use the following website as a starting point: http://www.bodenseewoche.com/main.php <p>Pay particular attention to:</p> <ul style="list-style-type: none"> the kinds of activities held during the event why Lake Constance is an attractive place to host the event <ul style="list-style-type: none"> Look at the website of the West Somerset Council and find out about the area around Watchet, the location for the proposed event. Start by using the following websites: http://www.westsomersetonline.gov.uk/Council---Democracy/About-Your-Council http://www.wboa.co.uk/history.html You can also enter search words in a search engine (e.g. Google) to research places, concepts and terminology in more depth. <p>Note: Not every website you find will provide information that is relevant to your chosen interpreting assignment. How do you assess the usefulness of a website? How can you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment?</p>
Browse and explore the BACKBONE website	<p>Go to http://purl.org/backbone/searchtool and select the German corpus.</p> <ul style="list-style-type: none"> Click on the 'Browse' tab and scroll down to find the 'Rudern in Lüneburg und am Bodensee' interview. Watch the interview and make notes of any useful information or terminology. Browse or search the corpus for further sections relating to Konstanz and the Reichenau. Use the Section search, Lexical lists, Concordance and Co-occurrence features on the BACKBONE search site as appropriate to assist with your preparation. You could, for example, use the communicative functions category to see how different speakers talk about e.g. making plans (<i>Über Pläne sprechen</i>) as this may be helpful when talking about organising an event. <p>If you need more information on how to use the different BACKBONE search tools, please consult the following document:</p> <p>"How to use the video interview corpus BACKBONE and the Interpreting mode in the EVIVA Evaluation Centre".</p>

Role Play CL 3: Interview with Gabriel Cavalli for Heart Matters magazine

General description

Laura is a journalist who writes for the British Heart Foundation's *Heart Matters* magazine. She is preparing a special feature on research and development in heart disease treatment and is interviewing a number of researchers, pharmaceutical companies and doctors to explore the progress being made, and how research is translated into treatments for patients with heart disease. Today she is interviewing Gabriel Cavalli, a researcher and lecturer in the Chemistry department at the University of Surrey, who came to her attention through his being awarded a departmental Researcher of the Year award.

Brief for the interpreter

General information	Today Gabriel is being interviewed by a journalist from the British Heart Foundation's <i>Heart Matters</i> magazine for an article on current research into heart disease and drug developments. The interviewer, Laura, wants to find out about Gabriel's research and what this could mean in terms of treating heart disease.
Aspects/questions that might be addressed	<ul style="list-style-type: none"> • Gabriel's FEPS Researcher of the Year award • Nanomedicine – what this is and other therapeutic areas where nanomedicine is or might be used • How Gabriel's research could be applied to treat patients with heart disease • The advantages of nanomedicine over traditional therapeutic approaches and its suitability for patients with different types of heart disease • How close are we to nanomedicine being used as standard treatment • The stages involved in developing research into a treatment that is authorised for use <p>To prepare for the assignment, refer to the section "Planning for your assignment" (below).</p>

Planning for your assignment

Search the internet	<ul style="list-style-type: none"> • Start by looking at the websites below for information regarding Gabriel's research, the <i>Heart Matters</i> magazine and nanomedicine: http://www.surrey.ac.uk/features/dr-gabriel-cavalli-named-feps-researcher-year http://www.bhf.org.uk/heart-matters-online/july-august-2014.aspx http://www.britishsocietynanomedicine.org/what-is-nanomedicine.html • You can also enter search words in a search engine (e.g. Google) to research
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concepts and terminology in more depth.

- Look for corresponding websites in your other working language.

Note: Not every website you find will provide information that is relevant to your chosen interpreting assignment. How do you assess the usefulness of a website? How can you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment?

Role Play CL 4: Bright Club

General description

Helen is a marketing and publicity assistant at the University of Surrey. One of her current tasks is to explore ways in which members of academic staff make their research known to a broader public (e.g. via the media, public outreach programmes, subject-specific days, visits to schools, etc.). She will put together a document that will show members of staff what options are available to them and how to get involved. This is part of the University's wider commitment to public engagement and encouraging more members of academic staff to take part in initiatives that will inform the public.

Brief for the interpreter

General information	Today Helen is talking to Gabriel, a Chemistry lecturer and researcher about his involvement with the Bright Club. She wants to find out what the Bright Club is exactly, why Gabriel wanted to get involved with it and what qualities academics need to make their research fun and appealing to audiences who may not know much about the subject matter.
Aspects/questions that might be addressed	<ul style="list-style-type: none"> • What the Bright Club is exactly (what, where, who, when, why) • What inspired him to try stand-up and whether he has any background/interest in performing • The qualities academics or researchers need to have in order to do well at Bright Club • Whether the Bright Club was a good way to disseminate information about his research to people outside the university setting • Whether the Bright Club has led to any opportunities for further networking/collaboration • His approach to making research funny • Whether he has any advice for other researchers who may be considering taking part in Bright Club <p>To prepare for the assignment, refer to the section "Planning for your assignment" (below).</p>

Planning for your assignment

Search the internet

- Start by looking at the websites below for information regarding Bright Club and other ways researchers can engage with the public:

<http://www.brightclub.org/>

<http://www.publicengagement.ac.uk/case-studies/bright-club>

<http://www.abdn.ac.uk/engage/staff-students/bright-club-training-242.php>

- You can also enter search words in a search engine (e.g. Google) to research concepts and terminology in more depth.
- Look for corresponding websites in your other working language.

Note: Not every website you find will provide information that is relevant to your chosen interpreting assignment. How do you assess the usefulness of a website? How can you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment?

Role Play CL 5: A meeting about research and inter-university collaboration

General description

Rhiannon Lewis works for Bangor University's Research and Enterprise Office. Today she has arranged to talk to Professor Liying Zhang, Co-Director of the Confucius Institute in Bangor, North Wales, and Professor of Law at the China University of Political Science and Law (CUPL), Beijing. Rhiannon wants to talk to Professor Zhang about her research so that she can understand more about the work carried out by the Confucius Institute, with a view to developing more links with other departments across the university and preparing collaborative research funding applications.

Brief for the interpreter

General information	<p>The two participants have not met before, but they have communicated via email. The meeting takes place in Rhiannon Lewis' office. When you were booked by the interpreting agency to interpret this meeting, the agency forwarded you the following email (from Rhiannon Lewis to Professor Zhang), which indicates the aspects of Professor Zhang's work that Rhiannon would like to talk about.</p>
Aspects/questions that might be addressed	<p>From: Ms R. Lewis (Research & Enterprise Office)</p> <p>To: Prof. L. Zhang</p> <p>Date: 15 July 2013, 12:38</p> <p>Subject: Meeting, Thursday 31 July</p> <p>-----</p> <p>Dear Professor Zhang</p> <p>Many thanks for agreeing to meet with me on Thursday 31 July; I look forward to meeting you in person then.</p> <p>As we discussed on the phone, I would like to talk to you about your own research interests, your role at CUPL and the area of law you specialise in, before we go on to talk more about existing research carried out by the Confucius Institute and other departments at Bangor, and any inter-university collaborations (e.g. with universities in China). I am aware of the BICC project and would be interested to hear whether we could consider reaching out to other universities to discuss a similar project (for a specific research purpose/purposes). I would also be pleased to hear about any future collaborations or research projects that you might be interested in developing with the support of the Research and Enterprise team.</p> <p>Also as discussed, I will arrange for an interpreter to be present to facilitate our meeting.</p> <p>I look forward to seeing you on Thursday.</p> <p>Kind regards</p> <p>Rhiannon</p>

Planning for your assignment

Search the internet

- Start by looking at the websites below for information regarding Bangor University's research and enterprise office, the CUPL, research carried out at the Confucius Institute and the BICC project:
<http://www.bangor.ac.uk/research/>
<http://www.lawschoolchina.com/>
<http://www.bangor.ac.uk/confucius-institute/research.php.en>
<http://www.bicc.ac.uk/>
<http://www.ccs.humanities.manchester.ac.uk/research/bicc.html>
- You can also enter search words in a search engine (e.g. Google) to research concepts and terminology in more depth.
- Look for corresponding websites in your other working language.

Note: Not every website you find will provide information that is relevant to your chosen interpreting assignment. How do you assess the usefulness of a website? How can you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment?

Role Play CL 6: A Q&A session at the West Cheshire and North Wales Chamber of Commerce

General description

Professor Liying Zhang is Co-Director of the Confucius Institute in Bangor, North Wales, and is Professor of Law at the China University of Political Science and Law (CUPL), Beijing. Today she is taking part in an event organised by the West Cheshire and North Wales Chamber of Commerce. The event has been organised for local business people who may be interested to find out more about the work of the Confucius Institute and how it may be able to help create or strengthen links between the UK and China.

Professor Zhang is taking part in a Q&A session, which starts with Helen Jones, a representative from the Chamber of Commerce, asking her questions about the Confucius Institute, before opening the session up to questions from the floor.

Brief for the interpreter

General information	The Q&A session takes place at a town council hall. Professor Zhang and Helen Jones are sitting in at the front of the hall, facing the other event participants. There are approximately 50 participants who want to find out about opportunities and ideas for doing business with Chinese markets.
Aspects/questions that might be addressed	<ul style="list-style-type: none"> • What the Confucius Institute is, what its aims are and what activities it engages in • Connection with Hanban, the Chinese agency for the promotion of Chinese language and culture • How the Confucius Institute connects with this particular region of the UK • What role the Confucius Institute has or could have for the business community in the North-West of England and N Wales • How the Institute collaborates with departments at Bangor University • Whether Professor Zhang has any advice for business people who are looking to China as a potential market <p>To prepare for the assignment, refer to the section “Planning for your assignment” (below).</p>

Planning for your assignment

Search the internet	<ul style="list-style-type: none"> • Start by looking at the websites below for information regarding the Confucius Institute, Hanban and the West Cheshire and North Wales Chamber of Commerce: http://www.bangor.ac.uk/confucius-institute/team.php.en http://english.hanban.org/node_7719.htm http://www.wcnwchamber.org.uk/
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- You can also enter search words in a search engine (e.g. Google) to research concepts and terminology in more depth.
- Look for corresponding websites in your other working language.

Note: Not every website you find will provide information that is relevant to your chosen interpreting assignment. How do you assess the usefulness of a website? How can you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment?

Role Play CL 7: Finding the right kindergarten

General description

Bob, an IT professional, and Alice, a freelance translator, are planning to move to Greece, as Bob will be taking over the Balkan branch of the company he works for. They are looking for a kindergarten for their three-year old son, Frank, who suffers from speech and hearing impairments. They have hired an agency to assist them in finding the right kindergarten for their son in Greece. This will be their first discussion with Anna, the owner of an English-Greek kindergarten for children with special needs. The agency has set up the interview and provided Bob and Alice with an interpreter.

Brief for the interpreter

General information	Bob, an IT professional, and Alice, a freelance translator, are talking to Anna, a kindergarten owner. This is the first time Bob and Alice have spoken to Anna, although they have had email correspondence via an agency to set up the interview.
Aspects/questions that might be addressed	<ul style="list-style-type: none"> • How the education and early education/care system in Greece works • Provisions of the particular kindergarten with regard to the Integration of children with special needs • Curriculum, extracurricular activities, and foreign language learning at the particular kindergarten • Meal plan at the particular kindergarten • Parent-teacher and parent-child psychologist meetings • Provisions of the particular kindergarten with regard to speech therapy <p>To prepare for the assignment, refer to the section “Planning for your assignment” (below).</p>

Planning for your assignment

Search the internet	<ul style="list-style-type: none"> Start by looking at the websites below for information regarding the education and early education/care system in Greece and how it works: http://www.dynot.net/index.php?option=com_content&task=view&id=45&lang=en http://www.ifp.bayern.de/imperia/md/content/stmas/ifp/commissioned_report_greece.pdf You can also enter search words in a search engine (e.g. Google) to research concepts and terminology in more depth. Look for corresponding websites in your other working language. <p>Note: Not every website you find will provide information that is relevant to your chosen interpreting assignment. How do you assess the usefulness of a website? How can you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment?</p>
Browse and explore the BACKBONE website	<p>Go to http://purl.org/backbone/searchtool and select the IVY Greek corpus.</p> <ul style="list-style-type: none"> Click on the 'Browse' tab and scroll down to find the Ένας δίγλωσσος βρεφονηπιακός σταθμός interview. Watch the interview. Use the Section search, Lexical lists, Concordance and Co-occurrence features on the BACKBONE search site as appropriate to assist with your preparation. <p>Then select the English corpus and IVY English corpus and carry out a Section search to find relevant sections (e.g. by selecting the 'education' category).</p> <p>If you need more information on how to use the different BACKBONE search tools, please consult the following document:</p> <p>"How to use the video interview corpus BACKBONE and the Interpreting mode in the EVIVA Evaluation Centre".</p>

Role Play CL 8: The automotive industry and environmental protection

General description

Susan is a journalist interested in environmental protection in the context of the automotive industry and she works for a leading automotive magazine in the UK. She runs a series of interviews with people across Europe who deal with different aspects of environmental protection in this industry. She is interested in finding out ways of handling sustainability issues in the automotive industry. Her interviews focus on discussing possible ways in which the automotive industry can be more environmentally friendly, for example by using hybrid car engines.

Brief for the interpreter

General information	Today Susan, a journalist from the UK interested in environmental protection in the automotive industry, is interviewing Marcin who works in television and produces an automotive show in Poland. The discussion pertains to some sustainability issues in the context of the automotive industry. This is the first time she has spoken to Marcin (she corresponded with Marcin's assistant to set up the interview).
Aspects/questions that might be addressed	<ul style="list-style-type: none"> • sustainability issues in the context of the automotive industry in Poland and abroad • examples of environmentally-friendly products that are being manufactured and implemented on a mass scale in Poland and abroad • types of engines that combine traditional fuels with more renewable sources of energy • using renewable sources of energy • projections for the future: thoughts about when environment-friendly solutions will become a standard for the car manufacturing industry (e.g. electric cars) • alternative, environment-friendly ways of commuting <p>To prepare for the assignment, refer to the section "Planning for your assignment" (below).</p>

Planning for your assignment

Search the internet	<p>Start by looking at the websites below for information regarding the sustainability issues in the automotive industry in Poland</p> <p>to learn about the automotive industry in Poland go to http://www.ey.com/GL/en/Industries/Automotive/The-Central-and-Eastern-European-automotive-market---Country-profile--Poland</p> <p>to learn about sustainability go to http://ec.europa.eu/environment/eussd/</p> <p>to learn about environmental issues in automotive industry go to https://books.google.pl/books?id=3Uq9BAAQBAJ&pg=PR5&dq=Environmental+Issues+in+Automotive+Industry&hl=en&sa=X&ei=32zHVNxxCMKtPJ2mgDA&ved=0CCgQ6AEwAQ#v=onepage&q=Environmental%20Issues%20in%20Automotive%20Industry&f=false</p> <p>You can also enter search words in a search engine (e.g. Google) to research concepts and terminology in more depth.</p> <p>Look for corresponding websites in your other working language.</p> <p>Note: Not every website you find will provide information that is relevant to your chosen interpreting assignment. How do you assess the usefulness of a website? How can you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment?</p>
Browse and explore the BACKBONE website	<p>Go to http://purl.org/backbone/searchtool and select the Polish corpus.</p> <p>Click on the 'Browse' tab and scroll down to find the 'Środowisko. Ruch uliczny a zanieczyszczenia' interview. Watch the interview.</p> <p>Use the Section search, Lexical lists, Concordance and Co-occurrence features on the BACKBONE search site as appropriate to assist with your preparation.</p> <p>Then select the English corpus and IVY English corpus and carry out a Section search to find relevant sections (e.g. by selecting the 'environment' category).</p> <p>If you need more information on how to use the different BACKBONE search tools, please consult the following document:</p> <p>"How to use the video interview corpus BACKBONE and the Interpreting mode in the EVIVA Evaluation Centre".</p>

Role Play CL 9: Travel ideas

General description

Anna works in a tourist office in Poland and travel is her passion. She writes a blog about travelling where she recounts details of her many journeys abroad and shares ideas about how to travel on a budget to see the world. Anna agreed to an interview for an international backpackers' magazine based in the UK. In the interview she will say how to travel low cost based on examples of her own travel experiences. She will be interviewed by Kate who is writing an article about 10 most influential travel bloggers in Central and Eastern Europe.

Brief for the interpreter

General information	<p>You have been booked to interpret between Anna, a travel blogger, and Kate, an international backpackers' magazine. Today Kate has arranged a virtual meeting with Anna to find out about her blog in which she presents ways of travelling on a budget. This is the first time she has met Anna, although they have had email correspondence to set up the meeting. The interpreting agency that booked you has provided you with a list of questions/topics that Kate indicated she would like to discuss with Anna.</p>
Aspects/questions that might be addressed	<ul style="list-style-type: none"> ● possible ways to travel on a budget and visit interesting places around the world ● package holidays vs. travelling on your own ● cheap and cheerful holiday destinations vs. traditional ones ● work and travel programmes ● affordable means of transport/ ways to travel ● couch surfing ● possible pitfalls ● favourite travel destinations <p>To prepare for the assignment, refer to the section "Planning for your assignment" (below).</p>

Planning for your assignment

Search the internet	<p>Start by looking at the websites below for information regarding travel on a budget. You can use the following websites as a starting point:</p> <p>http://www.budgettravel.com/feature/budget-travel-vacation-ideas-how-to-travel-the-world-for-free,14967/</p> <p>http://www.hospitalityclub.org/</p> <p>http://about.couchsurfing.com/about/</p> <p>Pay particular attention to ideas how to travel on a budget favourite travel destinations for backpackers.</p> <p>You can also enter search words in a search engine (e.g. Google) to research places, concepts and terminology in more depth.</p> <p>Note: Not every website you find will provide information that is relevant to your chosen interpreting assignment. How do you assess the usefulness of a website? How can you filter your search results to focus on information and ideas that you think will be useful for the interpreting assignment?</p>
Browse and explore the BACKBONE website	<p>Go to http://purl.org/backbone/searchtool and select the Polish corpus.</p> <p>Click on the 'Browse' tab and scroll down to find the 'Turystyka. Pomysły na podróż' interview. Watch the interview and make notes of any useful information or terminology.</p> <p>Browse or search the corpus for further information. Use the Section search, Lexical lists, Concordance and Co-occurrence features on the BACKBONE search site as appropriate to assist with your preparation.</p> <p>If you need more information on how to use the different BACKBONE search tools, please consult the following document:</p> <p>"How to use the video interview corpus BACKBONE and the Interpreting mode in the EVIVA Evaluation Centre".</p>

GUIDELINES FOR ROLE PLAYERS AND INTERPRETERS

Guidelines for Role Players

These Guidelines are designed to help you plan and implement your role play, and can be used with any role play outline.

Planning for the assignment

Decide on a role play and language pair

This section gives you ideas for creating the content of the role play and gives you guidance on how to write the brief for the interpreter. As a first step, decide which role play outline you are going to work with and decide which role player is going to play which speaker (Speaker 1/Speaker 2). Identify a third person who will interpret your role play. Decide which language pair you will use for your dialogue.

Localise the role play

All the role play outlines have been created so they are neutral in terms of language/culture/area. You will therefore need to adapt and localise the content of the outline to your own lingua-cultural context.

Then, using the role play outline, consider the language/culture-specific concepts and terminology that may be used and adapt the content to your own context.

Decide on the specifics of your role play

Then consider:

- Who the speakers are: names, job titles, background (based on the scenario description), the relationship between the two speakers and how language will be used to reflect this relationship (i.e. register, level of formality, etc.)
- When and where the role play is taking place and how long the dialogue is expected to last
- What the purpose of the communication is (based on the information provided in the role play outline)
- How the interpreted role play will take place (e.g. face-to-face dialogue, via videoconferencing tools (e.g. Google Hangout, Skype, in the IVY environment in Second Life, etc.)
- What the role play will be about

Create content for your role play

Using the role play outline, think about:

- How the dialogue is going to start (e.g. greetings, pleasantries)
- How the dialogue will move towards the topic of role play
- How the two speakers will interact with each other
- What conclusion(s) the dialogue will come to
- What arguments can be used to support your argument (if appropriate)
- What arguments can be used against your argument (if appropriate)

Based on the specific information and resources in the scenario outline, prepare your part of the role play. Try to anticipate what the other speaker might say (e.g. as answers to your questions, as counter-arguments) and how this will affect the direction your role play goes in.

Create an interpreting brief	<p>Based on your preparation for the role play, write a brief for the interpreter. Consider what and how much information you are going to give the interpreter. Consider what information a client is likely to be able to give the interpreter in advance. What information would be essential for the interpreter and what would be helpful for him/her to know in advance? Consider how the information you provide could be used by the interpreter to prepare for the assignment.</p> <p>Make sure you give the interpreting brief to the interpreter at least 48 hours before the interpreting assignment.</p>
Act out your role play	<p>If you are acting out your role play face-to-face, decide where you are going to perform your role play. Consider in particular how the encounter will begin (e.g. how the interpreter will be introduced to the two role players) and appropriate seating/positioning arrangements (for both role players and the interpreter).</p> <p>If you are doing your role play in Second Life or via videoconference (e.g. Google Hangout), make sure you know when and where your role play is taking place and that you have tested your equipment, connections and settings (refer to Technical Instructions if necessary).</p> <p>Note: We strongly recommend that you record (audio/video) the role play and watch the recording afterwards (with all role players present, if possible). This could help you to analyse the communication and how successful it was, as well as providing an opportunity for the interpreter to reflect on his/her performance. To record your role play you could use a Smartphone, a video camera or screen recording software such as Audacity.</p>
<p>Variation for role plays</p> <p>Because the role play outlines are non-specific and are not scripted, you can re-use the role play outlines to create different ones. Here are some suggestions to help you vary the role plays.</p>	
Amend the role play content and/or delivery of the role play	<p>You could talk to the interpreter and find out if s/he wants to practise something specific. For example, if the interpreter wants to practise note-taking, you could amend the role play so that the speaker turns are longer. If the interpreter needs specific practice with certain source text features (e.g. culture-specific items; numbers; subject-specific terminology; particular communicative functions, forms of address), you could amend the role play to incorporate more of these features.</p> <p>Alternatively, you – the role players – could decide to make the content more challenging for the interpreter, either by making the content more complex (e.g. add more complex structures or ideas, add more content-specific terminology) or by making the delivery more challenging for the interpreter (e.g. increase the pace of the speech and/or the length of your speaking turns, add hesitations).</p>
Use a different medium of interaction for the role play	<p>If you have already created a role play to be used for face-to-face interaction, consider doing the same role play remotely, e.g. using videoconferencing tools (such as Skype, Google Hangout) or in a virtual environment such as the IVY environment in Second Life. Decide whether you would need to make any changes to your role play for the communication to be successful, and consider whether you would need to amend the brief for the interpreter and, if so, how.</p> <p>If your role play takes place in the IVY environment, the assumption is that each participant is in a separate location. If you use videoconferencing tools, think about the location of the interpreter. Decide whether you want the interpreter to be co-located with one of the participants or in his/her own location. Try different configurations, bearing in mind that in practice there may be a good reason for each.</p>

Add additional role players	<p>Consider how the role play could be adapted to include more role players, e.g.</p> <p>What role is/are the additional speaker(s) playing in the role play? How might they interact with the existing role players? Would you need to adapt the interpreting brief to incorporate information about the extra speakers and, if so, how? How might having more speakers affect the dynamic of the communication (e.g. face-to-face interpreting, remote interpreting)?</p>
Rotate roles	<p>Remember to give everyone involved in the role play a chance to play each role. This will mean ensuring that the same person is not always the same role and everyone gets a chance to experience being one of the speakers or the interpreter.</p>

Reflecting on the assignment

Reflect on the planning of the role play	<p>Consider:</p> <ul style="list-style-type: none"> • How successful was your background research in planning the role play? Was everything you said relevant? • Did the role play last as long as you expected? Did you have enough to say? • How helpful was the brief for the interpreter? Do you think you gave the interpreter enough information about the content of the role play and was this the right information? What else could you have added to the brief? • How could you have improved the planning of the role play?
Reflect on the medium of interaction	<p>Think about the mode of interpreting (i.e. whether the communication was interpreted face-to-face or remotely). If face-to-face, consider:</p> <ul style="list-style-type: none"> • The configuration of participants, e.g. where each of the role play participants sat, the extent to which this affected the dynamics of the communication, whether this was successful, whether any changes would be needed to improve the communication. • Whether all the participants were visible/audible. <p>If you carried out the dialogue in a virtual environment such as the IVY environment or via videoconferencing tools, consider:</p> <ul style="list-style-type: none"> • The configuration of the participants e.g. where the interpreter was in relation to the other role players. How successful was this configuration for the communication? Do you think a different configuration would have improved the communication? • Where the participants sat in relation to the camera/microphones (in the case of videoconferencing tools). • How successful was the communication using this technology? Were all participants audible? • How did interpreting remotely affect the communication, if at all? • Did you have to adapt your speech to accommodate the technology? If so, how?

Guidelines for Interpreters

These Guidelines are designed to help you prepare to interpret the bilingual dialogue that will be acted out by the role players.

Planning for the assignment

Use the brief for preparation Once you have received the interpreting brief from the role players, consider what additional information you now have about the interpreting assignment and whether you can revise or add to the background research you have already carried out.

You could, for example, consider:

- Information relating to companies or organisations that might be mentioned in the interpreting brief
- Events that might be mentioned in the interpreting brief
- Proper names (places/people) that might be mentioned in the interpreting brief

The brief should also indicate whether the assignment will take place face-to-face or remotely. If technology is going to be used for the assignment (e.g. videoconferencing tools, Second Life), consider how this could affect the communication and your delivery.

Note: We strongly recommend that you record (audio/video) the role play and watch it afterwards, together with the role players if possible. This could help you to analyse the communication and how successful it was, as well as providing an opportunity for you to reflect on your interpreting performance.

Variation for role plays

Because the role play outlines are non-specific and are not scripted, you can re-use the role play outlines to create different ones. Here are some suggestions to help you vary the role plays.

Amend the content and/or delivery of the role play

For example:

Tell the role players if you, as the interpreter, want to practise something specific. For example, if you want to practise note-taking, ask the role players to ensure that the speaker turns are longer. If you would like specific practice with certain source text features (e.g. culture-specific items; numbers; subject-specific terminology; particular communicative functions, forms of address), ask the role players to incorporate more of these features in the role play.

If you would like a more challenging interpreting task, ask the role players to make the content more challenging, e.g. by making the content more complex (e.g. adding more complex structures or ideas, adding more content-specific terminology) or by making the delivery more challenging (e.g. increasing the pace of the speech and/or the length of your speaking turns, hesitating more).

Use a different medium of If you have interpreted the role play as face-to-face interaction, consider doing the same role play remotely, e.g. using videoconferencing tools (such as Skype, Google Hangout) or

interaction for the role play	<p>in a virtual environment such as the IVY environment in Second Life. Consider how this may affect your role as the interpreter and your interpreting performance. You may receive a new brief from the role players that will give you more information about how the interaction will take place remotely.</p> <p>If your role play takes place in the IVY environment or using videoconferencing tools, the assumption is that each participant is in a separate location. If you use videoconferencing tools, think about whether you want to be located with one of the role players or at a separate location. You may want to try out different configurations, bearing in mind that in practice there may be a good reason for each.</p>
Add additional role players	<p>The role players might decide to add additional role players to the dialogue. Consider what the implications of this might be for you as an interpreter (e.g. whether you will need a different brief which gives you information about these new participants, whether this will affect where you position yourself in the interaction, whether you can still see and hear all the role players properly, whether you will need to manage the communication more proactively, whether you will need to implement certain strategies to facilitate turn-taking, etc.)</p>
Rotate roles	<p>Remember to give everyone involved in the role play a chance to play each role. This will mean ensuring that the same person is not always the same role and everyone gets a chance to experience being one of the speakers or the interpreter.</p>

Reflecting on the assignment

Reflect on your preparation	<p>Thinking about how you prepared for an assignment and how this helped (or otherwise) during the assignment can help you see to what extent your preparation was effective and how you could improve your preparation for your next assignment.</p>
Reflect on how you worked with the scenario description and the brief	<p>Once you have finished interpreting, go back to the scenario description and the brief and consider whether there was any information that you missed or that could have been useful to prepare in advance. You could consider whether you had prepared effectively in terms of:</p> <ul style="list-style-type: none"> • The participants and their background • The relationship between the participants • The purpose of the communication • The kind of language the speakers used • The kinds of communicative functions used in the role play • Topic and subject-specific knowledge (see also below) • Subject-specific terms and phrases (see also below) <p>If you researched any names of companies/organisations, places, people or events mentioned in the interpreting brief, did your research help you during the assignment? If so, how? If not, why not (e.g. they were not mentioned during the assignment, they were not the focus of the assignment)?</p> <p>Would your reflections on how you prepared for this assignment change the way you carry out research for future assignments?</p>

Reflect on how you prepared the topic	<p>Look back at the research you carried out to prepare the topic and consider the following:</p> <ul style="list-style-type: none"> • How prepared you felt before carrying out the interpreting assignment (e.g. whether you felt confident that you were well prepared). • How effective your research was (e.g. whether your research helped you with the assignment; whether you felt confident with your knowledge of the topic; whether there were any ideas that you could have explored in more depth during your preparation for the assignment). • Whether there were any topics or subject matters that came up in the interpreting assignment that you had not prepared. If so, was there anything in the brief that could have given you a clue that this topic would come up? <p>Would your reflections on how you prepared the topic for this assignment change the way you carry out research for future assignments?</p>
Reflect on how you prepared words, terms and phrases	<p>Look back at the research you carried out to prepare words, terms and phrases for the interpreting assignment and consider the following:</p> <ul style="list-style-type: none"> • How effective your research was (e.g. whether your research helped you with the assignment; whether you felt confident that you were able to grasp/retrieve the meaning of key words, terms and phrases, and that you knew how to use them appropriately in the given context). • Whether any words, terms or phrases came up in the interpreting assignment that you did not know. If so, add them to your glossary and research their meaning and usage for future reference. • Whether the words, terms and phrases that were used in this assignment were used in the same way(s) as you had found in your research. If there were new uses, different contexts or useful collocations, add this information to your glossary. <p>Would your reflections on how you prepared the words, terms and phrases for this assignment change the way you carry out research for future assignments?</p>
Reflect on your interpreting performance	<p>Think about the strengths and weaknesses of your interpreting performance and how your proficiency in the different skills involved in interpreting shaped your performance. Reflect on what you feel confident about, what you found difficult or challenging about the assignment, and what you could do to improve your interpreting performance.</p>
Reflect on source text comprehension	<p>Think about the interpreting assignment you have just carried out in terms of how easy or difficult it was for you to understand the speaker, and the factors that affected your understanding.</p> <ul style="list-style-type: none"> • Think about the speed of the speech, the language used, how the idea(s) were presented (e.g. whether they were logically arranged, whether the speaker used connectors to link the main ideas). Were your strategies for coping with these aspects of the source text appropriate? What could you improve? • Were the ideas or concepts the speakers referred to simple or complex to grasp, and was the density of information low or high? How did you cope with concepts that were more complex to understand and with a higher density of information (e.g. by taking notes, asking for repetition)? Would you do the same again or would you use different strategies to understand more complex ideas and

		<p>concepts?</p> <ul style="list-style-type: none"> Was there anything in that the speakers said that you did not understand at all? If so, what were the reasons that you were not able to understand what was said (e.g. the ideas were too complex; there were words and terms you did not know; the speech was too quiet/mumbled)? How did you cope with this in your interpretation? Would you do the same in a future interpreting assignment or would you use a different strategy?
Reflect on anticipation	on	<p>Think about how you tried to anticipate what the speakers were going to say next.</p> <p>- Were you usually right about what the speaker was going to say next?</p> <p>- If so, what helped you to anticipate what was coming next (e.g. certain words, certain communicative functions, your general knowledge)? If not, can you identify why you were not able to anticipate correctly (e.g. illogical order of information, unexpected items in the speech)?</p>
Reflect on your note-taking	on	<p>If you took notes during the interpreting assignment, look back at these notes now. Think about the following:</p> <ul style="list-style-type: none"> Whether you can still make sense of your notes now. If so, what features of your notes help you to make sense of your notes (e.g. your symbols/abbreviations are familiar to you; you know why you have laid out your notes the way you have; the links between ideas/sections of text are clear to you)? If not, what is it about your notes that make them difficult to use now (e.g. you have used symbols/abbreviations that you made up during the assignment; you cannot read your writing; the links between ideas are not clear)? Whether you took too many notes or not enough notes. How long it took you to make the notes and whether this slowed down your target text production. Whether you could have omitted anything in your notes. How can you justify omitting this from your notes? Whether you should have made a note of something that you did not note during the interpreting assignment. What was the effect of not noting this during the assignment (e.g. did you forget to render it in the target language; did you get the information wrong in your interpretation)? Which language(s) you made your notes in. Think about whether this is the most effective way of taking notes for you. <p>Based on your observations and reflections, assess your overall note-taking skill. Is there anything you would change for future interpreting assignments? If so, how are you going to practise this change so that you are familiar with it before your next interpreting assignment?</p>
Reflect on your target text production	on	<p>Think back to your interpretation of the assignment. Consider:</p> <p>- What you felt confident about and what you found difficult (e.g. finding appropriate words, terms or phrases in the target language, expressing ideas or concepts in the target language).</p> <p>- How your target text production in one language compared to your production in the other language. If you felt less comfortable in one language than in the other, how could</p>

	<p>you improve your performance (e.g. by working on grammar, vocabulary, communicative functions)?</p> <ul style="list-style-type: none"> - Whether you used an appropriate register and style for the target audience and for the situation. - Whether you felt that your delivery was appropriate (e.g. whether you felt you spoke at an appropriate pace or too fast/slowly; too quietly/too loud; fluently/too hesitantly). <p>Based on these reflections, how do feel you could improve your interpreting performance?</p>
<p>Reflect on the medium of interaction</p>	<p>Think about the mode of interpreting (i.e. whether you interpreted face-to-face or remotely). If you interpreted in a face-to-face situation, consider:</p> <ul style="list-style-type: none"> • The configuration of participants, e.g. where each of the role play participants sat, the extent to which this affected the dynamics of the communication, whether this was successful, whether any changes would be needed to improve the communication. <p>If you interpreted remotely (e.g. with videoconferencing technology, Skype, Google Hangout), consider:</p> <ul style="list-style-type: none"> • The configuration of the participants e.g. where you (as the interpreter) were in relation to the other role players. How successful was this configuration for the communication? Do you think a different configuration would have improved the communication? • Where the participants sat in relation to the camera/microphones. Were all the participants visible/audible? • How did interpreting remotely affect the communication, if at all? • Did you have to adapt your interpreting style to accommodate the technology? If so, how? <p>If you interpreted using a virtual environment such as the IVY Live mode, consider:</p> <ul style="list-style-type: none"> • How successful was the communication using this technology? Were all participants audible? • How did interpreting remotely affect the communication, if at all? • Did you have to adapt your interpreting style to accommodate the technology? If so, how?