TRAINING IN VIDEO-MEDIATED INTERPRETING IN LEGAL PROCEEDINGS: MODULES FOR INTERPRETING STUDENTS, LEGAL INTERPRETERS AND LEGAL PRACTITIONERS

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1   INTRODUCTION

Because of the scarcity of training opportunities in legal interpreting, and the non-existence of training in video-mediated legal interpreting *per se*, both from the point of view of the legal interpreters themselves, and that of the legal professionals who work with interpreters, the AVIDICUS Project included as one of its core objectives to devise and pilot three training modules on video-mediated interpreting: one for legal practitioners, including the police; one for interpreters working in the legal services; and one for interpreting students.

This chapter presents the three training modules, designed and developed by the AVIDICUS Project. Following a discussion of the background context to the need for training and the technological of such training, the module for student interpreters is presented, followed by the legal interpreters' module, and finally the module aimed at legal practitioners and police officers.

The modules cover two main settings of video-mediated interpreting. *Videoconference interpreting (VCI)* is used when the proceedings take place at two different locations, e.g. a court and a prison, that are linked via VC. The interpreter is situated either in the court or in the prison with the non-native speaker. *Remote interpreting (RI)* is used to provide timely access to qualified legal interpreters. In this case, the proceedings take place at a single location (e.g. a court room), but the interpreter is integrated via VC link from a remote location (e.g. at another court house).

There is currently very little pre-service and in-service training in legal interpreting, let alone in video-mediated forms of interpreting in this area.

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Higher education institutions in Europe have only recently begun to offer such training at undergraduate or postgraduate level[1,2] or short courses on legal interpreting for professional interpreters, as CPD or in-service training.[3] There is also very little provision in terms of certification or accreditation, with one of the few examples being the Diploma of Public Service Interpreting (DPSI), which has been offered by the Chartered Institute of Linguists in the UK since 1994. Even more precarious is the situation with regard to the training of legal practitioners and police officers regarding how to work with an interpreter.[4] A small but growing number of European initiatives, funded by the Criminal Justice Programme of the DG Justice, have begun to address the lack of training and training resources for legal interpreters and legal practitioners/police officers, especially the Building Mutual Trust 1 and 2 projects[5] and the TRAFUT project.[6]

The contribution made by the AVIDICUS project to the training of interpreters and legal practitioners is one further step in this direction, but two questions have emerged:

Firstly, given the scarcity of even the most basic training in legal interpreting, one might raise the question as to whether the integration of training in VCI and RI into such training is ahead of its time. However, as a crucial point, the various forms of video-mediated interpreting are likely to become more frequent, given the following developments:

- New EU legislation, especially the Directive of the European Parliament and of the Council on the rights to interpretation and translation in criminal proceedings (DIRECTIVE 2010/64/UE),

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[1] e.g. BA Legal Interpreting at the University of Applied Sciences Magdeburg-Stendal/ Germany; Masters in Intercultural Communication, Interpretation and Translation in Public Services at the University of Alcalá/Spain; binational Masters in Legal Translating and Interpreting offered by the Université de Bretagne-Sud in Lorient/France and the University of Applied Sciences Magdeburg-Stendal/Germany (2010/11); Masters in Legal Interpreting and Translation English-Italian at Luspio University Rome/Italy (2011), MA in Public Service Interpreting at the University of Surrey/UK (2009/10); Postgraduate Diploma in Legal Interpreting at London Metropolitan University/UK (2009/10).

[2] See also Lequy and Sander (2009).

[3] e.g. Certificate of Advanced Studies in Legal Interpreting, University of Applied Sciences Winterthur/Switzerland; Short course at the Universities of Applied Sciences Cologne/ Germany.

[4] One initiative has recently been developed by the Norwegian Directorate of Integration and Diversity (IMDi) to provide orientation seminars for judges on how to work with interpreters during court hearings. (Kolstad Zehouo and Fiva 2010 – abstract online); see also Corsellis (2008) on the importance of training legal practitioners.

[5] JLS/2007/JPEN/219, 2008-10 and JUST/2010/JPEN/AG/1566, 2011-13.

[6] JUST/2010/JPEN/AG/1549, 2011-13.

- The European effort to strengthen cooperation and mutual assistance in cross-border criminal proceedings as reflected in the *Green paper on obtaining evidence in criminal matters from one member state to another and securing its admissibility* (COM (2009) 624), and
- The Multi-annual European e-Justice Action Plan 2009-2013 of the Council (OJ No. C 75/01, 31-03-2009).

All of these initiatives provide for and/or encourage the use of videoconferencing in legal proceedings, including as a tool to deliver interpretation. A survey conducted in 2008 by the working party on legal data processing shows that videoconferencing is already widely used in criminal proceedings to speed up cross-border cooperation, reduce costs and increase security (15641/07 JURINFO 75 JUSTCIV 315 COPEN 176). The surveys conducted in the AVIDICUS Project in 2009-10 confirm that the practice of video-mediated *interpreting* in criminal proceedings is also expanding (see Braun & Taylor's report in this volume on the two surveys).

Secondly, the small body of research on video-mediated interpreting,[7] including the research conducted in the AVIDICUS Project (reported elsewhere in this volume) make it clear that video-mediated interpreting is especially challenging. From a purist's point of view, another key question would, therefore, be whether training should be offered for forms of interpreting whose viability is as yet undecided. The AVIDICUS Project has taken the cautious but pragmatic view that videoconference technology can *potentially* offer an effective solution to some of the current problems surrounding the provision of interpreting services, providing that relevant research is conducted to improve understanding of video-mediated interpreting and to enable mitigation of the challenges. As well as highlighting the limitations of video-mediated interpreting where applicable, research outcomes will help to shape the design of the solutions and interpreters' working conditions. The development of training is an integral part of such an approach.

It is against this background that the AVIDICUS Project aimed to develop a series of training modules in video-mediated interpreting, addressing different target groups – legal interpreters, interpreting students, and legal practitioners/police officers. Although in the long run it will be useful to train interpreters and legal practitioners/police officers together, this seemed less practicable at the outset of AVIDICUS, given the current state of the art in training. Also, due to the novelty of the forms of interpreting considered here, it was assumed that initial training would proceed more easily if it were group-specific. Accordingly, three training modules were devised.

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[7] See http://www.videoconference-interpreting.net/rPublications.html for a bibliography.

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The strength of the approach to training adopted in AVIDICUS is the combination of practical aspects with outcomes from the project research. **Research-led guidance** in the training will facilitate reflection upon practice and provide a sound basis for the discussion of appropriate solutions to problems arising.

All three modules are designed so that they can be adapted to local contexts. For example, different pieces of national legislation may be included. The focus may be on those settings of video-mediated interpreting that are most relevant in a particular national context, and different exercises may be included as appropriate.

Furthermore, the delivery of the modules is flexible. They can be delivered within a day or less, but can also be expanded into a small series of lessons to suit different needs. The module for interpreting students, for example, has been designed to become part of a broader module or course on legal interpreting, although feedback from the pilot of this module indicates that it may be desirable to devote a more substantial amount of time to the topic of video-mediated interpreting.

All three modules were **piloted** at least once, using the complementary types of expertise and access to target groups in the AVIDICUS consortium:

The *module for interpreting students* was piloted with two groups of Masters students (31 in total) undertaking the module entitled 'Public Service Interpreting – Trends and Issues' at the University of Surrey (UK), in the spring of 2010 and 2011. Each year, the module was delivered in three 2-hour sessions, and included the opportunity for students to practise VCI and RI in the University's videoconferencing suite. Feedback was collected by means of a questionnaire.

The *module for practising interpreters* was piloted in a two-day training session organised by TEPIS in Poland in January 2011 and in five half-day training sessions held for different groups of accredited interpreters of the London Metropolitan Police Service, in September 2010, and January and March 2011 organised by the Metropolitan Police Service's Language and Cultural Services department. A total of 41 interpreters attended these sessions and were invited to provide feedback in an evaluation questionnaire.

The *module for legal practitioners* is based on the results and observations of three full-day testing days of role plays hosted by the audio-visual centre of the University of Leuven, Leuven, Belgium, on 1st and 25th February 2010 and on 7th May 2010 in the Utrecht Court and Zeist Asylum Centre in The Netherlands. A training session for legal practitioners, in this case some 15 police officers, was piloted in Ghent in November 2010 and it is their recommendations, together with the observations of the police officers taking part in the role plays which form the backbone of the training module for legal practitioners outlined in section 5 below.

One important prerequisite concerns the technological basis required to run the training modules. This is described in section 2 below.

2   TECHNOLOGICAL BASIS

There are three important technological elements to consider for any
practice-based training module in video-mediated interpreting. The first is
the availability of at least two VC 'sites'. For the purposes of simulation and
training, it will be convenient if the two (or more) sites are co-located in the
same building to allow the course participants (and tutors) to change
locations easily within a training session. Alternatively, the training session
could be organised as a collaborative event between two institutions with
compatible VC equipment, e.g. between two universities or between a
university and a public service provider.

The other two crucial elements are the quality of the VC connection and
the quality of the equipment. **Minimum technical specifications** can be
derived from the Videoconferencing manual which was developed by the
European working party on legal data processing and which is available on
the European e-Justice portal (http://e-justice.europa.eu/ → Section on
videoconferencing → Manual → Annex II: Technical specifications). The
following list is a summary of these specifications:

- *VC system:* If possible, a dedicated 'room system' should be used.
  Alternatively, a PC-based system can be used, provided that the PC
  has an acceptable processing speed and that no other 'heavy'
  applications run on this PC while the VC session is in progress.
- *ISDN-based connections*: If an ISDN connection is used, a minimum
  of 6 channels (3 ISDN lines) should be available to achieve a
  bandwidth of 384 kbit/s and a transmission rate of 30 frames per
  second for the video image. If large screens are used, this may not be
  sufficient. In any case, the H.320 or H.310 standards for Video over
  ISDN should be used (H.310 provides a faster connection).
- *Internet-based connections* should use the H.323 standard for Video
  over Internet. A bandwidth of at least 1Mbit/s should be available.
- *Picture*: Systems should use the H.263 and H.264 standards for
  picture quality and a frame rate of 30 frames per second to ensure a
  picture quality that is as close to broadcast quality as possible.
- The most common *audio transmission* standards are G.711 and G.722,
  which provide 7 kHz audio-coding within 128 or 64 kbit/s
  respectively). It should be noted, however, that the International
  Association of Conference Interpreters (AIIC) deems a range of 7 kHz
  insufficient for remote conference interpreting.[8]

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[8]   See AIIC (2000). The sound problems for interpreters especially in ISDN-based videocon-
ferences have also been highlighted in various studies (e.g. Böcker & Anderson 1993,
Braun 2004, 2007, Mouzourakis 2006).

- *Screens*: good sized LCD screens should be used. They should be large enough for the recognition and identification of facial expressions and exhibits.
- *Microphones*: Echo cancellation microphones with full-duplex audio and audio muting should be used.
- *Cameras and lighting*: If possible, cameras which can be controlled remotely should be used. Light in the VC rooms should be such that a natural atmosphere is created and that especially facial expressions can be seen clearly and without shade.
- *Seating arrangements* should imitate real-life conditions as far as possible and should ensure an ergonomically appropriate seating for the interpreter.

In a training situation, some – but not all – of the above provisions may have to be adapted or foregone. With regard to seating arrangements, for example, it may not be possible or necessary to recreate a courtroom or custody suite in a training environment. Conditions should, however, be such that a useful training experience can be provided.

Regarding the quality of the equipment and the connection, a compromise seems less commendable, however. It could, of course, be argued that those who take the training modules could learn something from VC systems using a low-quality connection such as narrowband ISDN (2 to 6 channels, i.e. 128 to 384 kbps), Skype or similar Internet-based video telephone services for the home market, which may be readily available especially in some institutions. The use of low-quality connections as well as the experience of using low-quality peripheral equipment (screens, microphones and loudspeakers) in a training situation would certainly demonstrate to the course participants the problems and shortcomings of such equipment for the purposes of legal communication and interpreting. However, with high-quality equipment and connections becoming more affordable, the experience of 'bad' technology does not need to take place in a training situation; it could be left to observation of real-life proceedings using lower-quality technology.

Many magistrates courts in England, for example, are equipped with early VC systems for the so-called 'court-prison video links', which are mostly used for remand extension hearings. This equipment barely allows the participants at a remote site (i.e. in prison) to be seen (see Fowler 2007 for a discussion of some of the consequences). The observation of such low-quality video links will be a revealing experience for any interpreting student, practising legal interpreter and legal practitioner. Any training module dedicated to video-mediated interpreting in legal proceedings should, however, be based more appropriate equipment, assuming that outdated

technology in real-life courtrooms and other legal settings will be replaced
with more appropriate technology in the near future.[9]

Further details of the equipment required will depend on the mode of
interpreting (consecutive, simultaneous or whispered interpreting) that is
chosen for the training session and relevant to the country in which the
training takes place. The AVIDICUS surveys (see Braun & Taylor in this
volume) show that at least in Europe the current and emerging VCI and RI
settings are mostly based on consecutive interpreting, i.e. the mode in which
the interpreter renders short segments of speech after listening first. In this
mode of interpreting, no additional equipment is required, although the use
of headphones for the interpreters may be considered to reduce noise levels
(see Braun in this volume). However, the survey reveals that some countries
use simultaneous interpreting, i.e. the mode in which the interpreter relays
speech continuously while listening and without the speaker having to pause.
Simultaneous interpreting normally requires specific additional equipment,
especially a sound-proof booth for the interpreter which in a VC situation
needs to be connected to the VC system. By contrast, those situations in
which simultaneous interpreting is delivered in the form of 'whispered
interpreting', with the interpreter sitting or standing next to the person who
needs the interpretation, do not normally require additional equipment. It
should, however, be noted that in a VC situation, this mode of interpreting
can only be applied for participants who are co-located with the interpreter.

A training situation may have to cover different modes of interpreting so
that those participating in the training can form a realistic impression of the
specifics of each mode and are enabled to assess the suitability of different
modes of interpreting for a particular VC situation in a legal context. The
training modules are indifferent to the interpreting mode. Given the current
situation in most European countries, the AVIDICUS pilot courses focused
on consecutive interpreting.

3   THE MODULE FOR INTERPRETING STUDENTS

This section describes the details of the module for interpreting students,
which is aimed in particular at Masters-level students. It is assumed that
students undertaking the module have an appropriate level of linguistic
aptitude and at least initial experience of face-to-face interpreting to ensure
that they will be able to appreciate the challenges of VCI/RI and their
implications. It is also advisable (and assumed here) that students who
undergo this training have acquired a good understanding of legal

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[9]   In other settings, there may be good reasons for using lower-quality VC equipment and
connections, e.g. to ensure mobility, as discussed by Verrept (2011) in a healthcare setting.

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interpreting, including knowledge of the relevant legal systems and the ethical and practical problems and challenges commonly associated with it. It is therefore recommended that the module outlined here should not be offered in semester 1 of any Masters programme, irrespective of whether such programmes have a duration of one or two years.

3.1 Aims and Learning Outcomes

The specific **aims** of this module are:

- to raise awareness of the novel forms of video-mediated interpreting;
- to provide a detailed introduction to the various forms of video-conference and remote interpreting in legal proceedings, an overview of current practice and future trends;
- to enable students to explore the specific challenges of video-mediated interpreting in comparison with face-to-face interpreting (such as the perception of interlocutors via technical channels, absence of visual clues, problems with control over technical equipment and communication management);
- to instil in students a thorough understanding of the reasons for the implementation of video-based communication and interpreting solutions by the judicial services;
- to provide opportunities for hands-on practice of different forms of video-based interpreting;
- to encourage discussion and reflection upon practical experience;
- to provide a synopsis of new research questions arising from the introduction of video-mediated interpreting.

In terms of **learning outcomes**, it is expected that students who have completed this module will have a good insight into the communication technologies used in different forms of video-based interpreting, into the motivations of their use and into the specific challenges that these create for interpreting. Students will also have developed initial know-how to enable them to evaluate when videoconference/remote interpreting are appropriate working modes and when they are not. The syllabus described in Section 3.2 has been developed with these aims and learning outcomes in mind.

3.2 Syllabus

The syllabus for the module is divided up into six main **units**, which is reflected in the teaching material (see Section 3.3). The units are designed so that there is a mixture of teacher-led input, student exploration and discovery, and practical exercises for the students to undertake, either in class or in their own time. Additionally, students should be encouraged to engage in the discussion and ask questions at any time, to create an active learning environment.

Unit 1: Introduction
- The current situation
- Current EU legislation relating to VC use in legal proceedings
- Videoconferencing: definitions and key terms

The unit aims to give an overview of current developments leading to the use of VCI and RI in criminal proceedings, to introduce the emerging legal frameworks in Europe and their implications, and to explain the technological basis for videoconferencing.

The unit firstly highlights the motivations on the part of the judicial services for using these forms of interpreting, including the need to speed up legal proceedings, the pressure to save costs and the shortfall of qualified legal interpreters in some regions. It also draws students' attention to the current tensions between stakeholders regarding the use or non-use of VCI and RI, including the concerns voiced by interpreters that the use of VCI and RI may reduce the quality of interpreting and may have adverse effects on their working conditions. Secondly, the unit provides the students with information on current and emerging EU legislation which mentions and promotes the use of videoconferencing in criminal proceedings, especially the '*Procedural Rights Roadmap*' for strengthening procedural rights of suspected or accused persons in criminal proceedings (OJ No. C 295/01, 04-12-2009) and the ensuing Directives. This will help students understand the legislative and political background for using VCI and RI in criminal proceedings. Thirdly, the introductory unit provides definitions of the key terms associated with videoconferencing and makes reference to the diverse technologies that are used for videoconferencing, pointing to the differences in the appropriateness of these technologies.

The intended learning outcome of this unit is to raise students' awareness of the motivations behind using VCI and RI. By discussing the various technologies used for videoconferencing, the unit also makes students aware of the fact that each setting and potential interpreting assignment involving a VC is likely to be different and merits individual assessment.

Unit 2: Videoconferencing and Interpreting
- Emerging settings and their motivations
- Definitions
- Settings in detail: rationale and potential uses

Building on the basic insight gained in Unit 1 of the module, that future interpreters are likely to face a variety of settings, this unit provides an in-depth analysis of the various emerging settings and motivations behind them.

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The unit makes a basic distinction between videoconference interpreting and remote interpreting, as defined in the introduction to this chapter. It then explores the potential uses of each of these forms of video-mediated interpreting, comparing and contrasting them, and additionally looks at the utilisation of VCI in tandem with RI. Most importantly, it draws students' attention to the different distributions of participants and interpreter. The unit explains to students that the form of video-mediated interpreting which has been termed here videoconference interpreting (VCI) is employed when an interpreter needs to be integrated into a videoconference, e.g. to hear a remote witness who requires an interpreter, and that in VCI, the interpreter is normally co-located with some of the participants, i.e. either in the court room or with the witness. This setting is contrasted with remote interpreting (RI), which is mainly used to overcome local shortages of interpreters or to save interpreter travel costs and in which the interpreter is the only person who is in a different location.

As an outcome of this unit, students will be able to distinguish between different settings and understand their different motivations. This will help students realise that the different settings are not normally interchangeable and that each of them comes with their own challenges.

Unit 3: Current Practice
- Examples of current uses of VCI and RI in legal proceedings (based on the two surveys among legal practitioners and interpreters conducted in the EU project AVIDICUS)
- First hands-on practice session: VCI and RI

The aim of this unit is twofold. Firstly it intends to give an overview of current uses of VCI and RI in legal proceedings. Secondly, it integrates the first of two hands-on practice sessions in this module.

In the first part, the unit identifies examples of current real uses of VCI and RI in legal proceedings across Europe, based on the responses to the AVIDICUS project's EU surveys of legal practitioners and interpreters. The focus is on criminal proceedings, but some references to other settings, especially immigration, are also made. The unit shows where and how the different forms of video-mediated interpreting are used today, e.g. VCI in first hearings and remand extension hearings, or planned in the near future, e.g. RI in police interviews. Examples from different European countries are provided, highlighting similarities and differences in the emerging practices. This unit in particular can be adapted to local contexts by including additional material drawn from national or regional contexts as appropriate.

The second part of the unit consists of hands-on practice. This requires a group of at least three students, scripts of legal proceedings and access to VC technology (see Section 2). It is recommended that students get practice in

both VCI and RI to explore and apply what has been learned in the first part
of the unit and in previous units, but the hands-on part can be adapted to
local circumstances, relevance and time available. The following are two
examples of how to practice:

1. Practice of VCI: One student takes on the role of a prosecutor or judge
   and is in VC room 1. Another student takes on the role of a remote
   witness, speaking another language, and is in VC room 2. A third
   student, who speaks the language of the remote witness, is the
   interpreter and interprets for approximately 10 to 15 minutes at either
   side. The other students observe the VC. Then, roles can be swapped
   and the exercise can be repeated.
2. Practice of RI: One student takes the role of a police officer and
   another student the role of a suspect or victim, speaking in another
   language. They are in one room. A third student, who speaks the
   language of the suspect or victim, is the interpreter and is in another
   room. Here again, one student can practise interpreting for
   approximately 10 to 15 minutes, before roles are swapped to give
   another student a chance to practise. Students without active roles
   should observe the VC at the different sites.

These suggestions require at least two students who have the same working
languages. If this is not possible, the practice can take place in one language
only, and the interpretation can be simulated. (Suggestions for overcoming
problems with the availability of language pairs are outlined in Section 4). A
group discussion of the practical experience and observations should follow.
Students should be encouraged to compare the two settings with each other
and with face-to-face interpreting, to discuss the problems they encountered
or observed and to establish what would be required to resolve them.

   As an outcome, students will be able to appreciate the fact that VCI and
RI are different settings catering for different needs. Students should also be
able to understand that there is currently no commonly accepted or agreed
standard for the practice of VCI and RI. The hands-on session should enable
students to experience the differences between face-to-face and video-
mediated interpreting and to reflect on their own practice.

Unit 4: From Practice to Research
- Current insights: an overview of what has been learned from the
  current uses of VCI/RI in legal proceedings, with a focus on the
  evaluation methods used
- Summary of research findings in other areas of VCI and RI

The practical part of Unit 3 is likely to have raised a range of questions.
Given the lack of commonly accepted standards for VCI and RI, it is

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important for students to develop their own criteria for assessing VCI and RI situations, and hence methodological awareness is required. Similarly, graduates from interpreting programmes may in future be tasked with planning or overseeing the introduction of new forms of interpreting in an institution for which they work. In such a situation, evaluative skills are crucial, as well. Accordingly, Unit 4 familiarises students with the findings of studies that have examined different uses of video-mediated interpreting. The focus is on the research and evaluation methods that were employed in such studies.

As an outcome of this unit, students are expected to be able to distinguish different approaches to researching and evaluating VCI and RI. This will, in turn, raise the students' awareness of the links between a particular research/evaluation method and the research outcomes and will enable them to identify shortcomings in evaluation methods applied in some of the past studies. Along with their own initial practice of VCI and RI gained in Unit 3 of the module, the students will also be able to identify open questions for the practice of VCI and RI that would require further research. These will be summarised in Unit 5.

Unit 5: Implications for future research
- Areas and directions of future research on VCI/RI
- Questions arising from current practice for future research

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The aim of this unit is to identify research questions relating to VCI and RI. By doing so, it will also draw the students' attention to potential problems of VCI and RI in a more systematic way than previous units, in which students collected their own observations.

The unit firstly identifies the main areas of research for VCI and RI such as the impact of technology on an interpreter's performance, the impact of the socio-cultural specifics of legal interpreting on VCI/RI in legal proceedings and the impact of the video mediation on the communication management and rapport between the participants. It then gives an overview of some of the major questions arising in each of these areas.

After completing this unit, students are expected to have an increased awareness of potential problems in VCI and RI and have begun to reflect upon possible strategies that will help resolve such problems. The unit will also prepare the ground for the second hands-on practice, which forms part of unit 6 and in which students are actively encouraged to identify problems which can be resolved more easily and problems which are likely to persist even with training and familiarisation.

> ***Unit 6: Wrap-up***
> - Final practice session
> - Concluding remarks

The aim of this final unit is twofold. One the one hand, it incorporates a second practical session and on the other hand it draws conclusions regarding the current and emerging usage of VCI and RI in criminal proceedings.

The recommendation for the practical session is to repeat the interpreting practice exercise in Unit 3, using different legal settings and/or scripts. Students should be encouraged to think actively about

- the difficulties of VCI/RI that are easy to resolve through practice and familiarisation,
- the difficulties that are likely to remain and/or require specific interpreting/communication strategies,
- elements that further training in VCI/RI should include,
- possible guidelines and recommendations for interpreters and legal practitioners.

Finally, this last unit highlights the main points of the module and suggests some general solutions to begin to address these issues.

As a variant, the practical guidelines for VCI/RI which are part of the module for practising interpreters (see Section 4) could be included in the Wrap-up unit. In line with constructivist approaches to learning and teaching, which are common in higher education settings, tutors may, however, prefer to let students create their own guidelines first before presenting them with suggestions or a ready-made list.

Each unit of this syllabus is based on a set of teaching materials – PowerPoint slides, exercises and handouts. These are described in the next section.

3.3   Teaching Material

The teaching material for this module was developed in several iterations. Preliminary versions were discussed in the consortium and used in the two pilot courses (see Section 3.4). The final version of the teaching material, which is provided in the appendices, was produced after the completion of the second pilot, incorporating student feedback, the results of the discussions in the consortium and the final project results as at March 2011.

The final version aims to strike a balance between information about current practice in VCI and RI, trends and frequency of use on the one hand, and the need for updating of the teaching material to reflect changing practice, changing legal frameworks and new research insights on the other hand.

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The material includes:

- A PowerPoint presentation covering each unit of the syllabus (see appendix 1a),
- A set of exercises for each unit; the exercises are included in the PowerPoint presentation at the end of each unit,
- A handout providing a number of texts from the media relating to video-mediated interpreting, for discussion in Unit 1 (see appendix 2),
- A bibliography of VCI/RI, which is also available at the AVIDICUS website (www.videoconference-interpreting.net),
- Scripts for role-play sessions: role-plays should be based on real material where possible and appropriate.

Whilst the PowerPoint presentation provides a summary of the teacher-led input to the module, the teaching material and the module as a whole have been designed to encourage active student participation. The teaching style should be accordingly, allowing for interaction, reflection and discussion. The exercises included in each unit are intended to aid this process.

In the remainder of this Section, the main aspects of the teaching materials for each unit will be highlighted. Readers are, however, referred to the appendices, which provide the full set of the materials created for this module. A range of exercises has also been created for each unit.

Unit 1: Introduction

The PowerPoint slides for this unit provide an overview of the current situation, outline the main motivations behind the use of VCI and RI and give a list of the main legislative frameworks relating to the use of VCI and RI. The slides include links to the legislative texts for later reference.


Example of references to EU legislation relating to videoconferencing

The pilot courses have shown that an awareness-raising exercise at the beginning is a good way of achieving student participation from the outset. To this end, several press releases relating to the introduction of video-mediated interpreting in legal proceedings and also other settings were

collated into a handout (included in appendices). In the introductory unit, students can be asked to study these texts and to assess the attitude towards video-mediated interpreting they reflect. Students are likely to find that the media often report about the novel forms of interpreting in an enthusiastic but oversimplified way and that bold claims are made with regard to the viability of video-mediated interpreting, the advantages and the potential cost savings. This insight can be contrasted with the points made in Unit 1, especially the concerns raised by professional interpreters' regarding the drawbacks of VCI and RI. Such a discussion alerts students to the mixed reactions towards VCI and RI and creates a focus for the subsequent units. The other exercise in the introductory unit encourages students to research the legislative texts introduced with regard to the references such texts make to videoconferencing.

Unit 2: Videoconferencing and Interpreting

The slides for Unit 2 give graphic representations of the different settings and provides examples of their use.
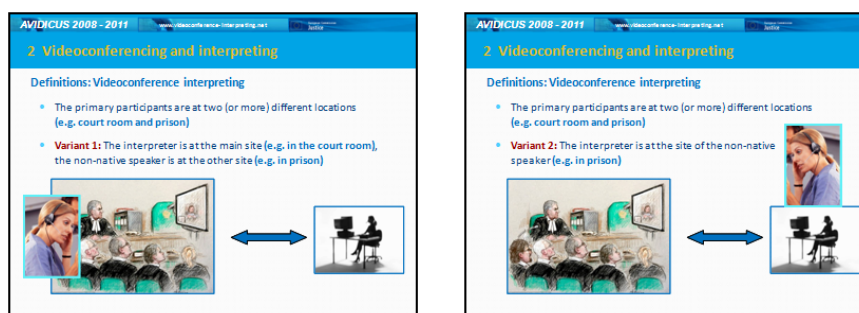
Example of illustration of VCI settings

The exercises ask students to find out which of the settings are used in their respective countries and then encourage them to think about the advantages and drawbacks of the different variants of VCI in court (interpreter co-located in court room vs. interpreter together with remote non-native speaker) from the point of view of the interpreter, the non-native speaker and the judge. This exercise requires students to transfer their knowledge about legal interpreting to the novel situation of VCI. It prepares students for Unit 3, the discussion of current practice of VCI and RI in Europe.

Unit 3: Current Practice

An effort has been made to include examples of current practice from different countries in this unit. For example, some of the slides in Unit 3 contrast the different practices of VCI in first hearings in England/Wales (interpreter normally in court), Belgium (interpreter normally co-located with

the judge), the Netherlands (interpreter can choose the location but is normally co-located with the non-native speaker; whispered interpreting is used) and Poland (location of the interpreter not regulated). The exercise in Unit 2 will have primed students to reflect critically on the differences, depending on the conclusion to which they came in Unit 2.

Slides contrasting the practice of first hearings across Europe

The remaining slides in Unit 3 present information gained in the AVIDICUS legal practitioners' survey regarding the frequency of use of VCI and RI across Europe, the reasons for use as stated by the respondents and other aspects. Unit 3 includes a wide range of exercises which mainly challenge students' evaluative skills. Students are, for example, asked to discuss controversial quotes from reports on current practice, interpreters' initial reactions to VCI and RI as well as to reflect upon seating arrangements in VCI/RI situations in court and at police stations.

Examples of exercises in Unit 3

The hands-on session should be based on scripts, as stated above. To make it realistic, scripts should reflect the national context. The students can act as role players, with some prior instruction. Alternatively, another tutor, legal practitioner or police officer volunteer could participate in the role play. However, using the students themselves has the advantage of helping them experience and engage with different roles, not just that of the interpreter.

Unit 4: From Practice to Research

The material in this unit provides an overview of the research on VCI/RI
conducted to date. It compares the research methods of studies conducted in
the EU/UN (with regard to remote conference interpreting), and in healthcare
and business settings. It also provides information about the research and
evaluation methods that were used in some of the reports on VCI/RI practice.
The associated exercises ask students to assess these research and evaluation
methods and to design their own methodological approach.

Unit 5: Implications for Future Research

The slides for this unit identify relevant areas for research and present a
range of research questions for each area. One of the exercises in this unit
invites students to think about how to research a chosen question. The other
exercises encourage students to discuss the impact of VCI/RI on various
aspects of the interpreting process including the role of the interpreter.

Examples of exercises for Unit 5

Unit 6: Wrap-up

This unit is designed to start with a second hands-on practice session, similar
to the first session in Unit 3. The slides for this unit focus on the concluding
remarks and provide a list of requirements for VCI and RI and problems that
need to be resolved in the future. As indicated in Section 3.2, the final unit
could be extended to include slides relating to practical guidelines for
VCI/RI, as is included in the module for practising interpreters. Alterna-
tively, students can be asked to come up with their own guidelines first.

3.4 The Pilot at the University of Surrey

The module for interpreting students was piloted with Masters students in the
Centre for Translation Studies at the University of Surrey. The pilot course
was held twice, in 2010 and 2011. It was integrated into a semester 2 module
entitled 'Public Service Interpreting – Trends and Issues'. The module was

attended by 9 students in 2010, and by 22 students in 2011. In 2010, an early version of the module and teaching material was piloted. In the 2011 version, more of the information emerging from the research conducted in AVIDICUS, especially information on current practice from the surveys, was integrated. The version of the teaching material used in the second pilot was thus very similar to the final version provided in the appendices. In the module run at the University of Surrey, the six units of the training module described above were covered in the course of three 2-hour sessions.

Session I

Unit 1 (Introduction) was delivered in lecture style, followed by the awareness raising exercise using the collection of press releases. Unit 2 (Videoconferencing and Interpreting) was presented in seminar-style allowing for discussion of the different configurations of VCI and RI. Most of the associated exercises became part of this discussion. Students were asked to think about the advantages and drawbacks of different VCI variants at home.

Session II

Firstly, the homework was discussed. Then Unit 3 (Current Practice) was presented in seminar style with time for discussion. Once again, the exercises for unit 3 were integrated in the discussion.

In the second part of this session, the students received hands-on experience of videoconference interpreting, with practice in both variations of this form of interpreting, but not in remote interpreting. This had to do with the timeframe and the group size, especially in year 2. Remote interpreting was practiced in Session III.

Before the actual interpreting practice, the students were given a brief introduction to the equipment. The videoconferencing suite used for the sessions is equipped with an Access Grid Node (http://www.accessgrid. org) which supports the standards for Internet-based videoconferencing outlined in section 2. Students were able to see the other room (overview picture and 2 close-ups from different angles) as well as a picture of their own room. The images were projected to a video wall.

In the role-play, a mock trial script involving the hearing of a remote witness was used. All roles involved – interpreter, legal professionals, non-native speaker – were played by the students. Legal practitioners were not involved, because it was felt that the students would gain more from the experience if they carried out the role plays themselves. However, the Surrey students had other opportunities to meet and talk to legal practitioners and legal interpreters in other parts of their MA programme.

All students received a briefing of the mock trial, and then some students were asked to adopt the various roles. They were given a script, except for the student who acted as the interpreter. The students had previously received introductions to the English/Welsh legal system and court interpreting and

had worked with similar scripts in prior classes, also in the form of a role-play. In the VCI session, one student took on the role of the magistrate (speaking in English), while a Polish student volunteered to go to the remote site (another room within the same building) to play the part of the witness. Other Polish students took turns at interpreting, both in the main VC room and at the remote site with the witness. Other languages utilised included Chinese, Greek and Italian. The session ended with a discussion of the students' observations.

Session III

Session III covered the remaining units of the module (Units 4, 5 and 6). Students also received further practical experience, this time in remote interpreting. Once more, the students played all the roles. In this session, the script of a police interview was used. Otherwise, the class was run on similar lines to the practical part in Session 2.

The final discussion drew together the students' observations from their own VCI and RI experiences from the 'hands-on' sessions; implications for future research (the direction of future research on VCI and RI and the questions arising); and concluding remarks on generic issues arising and potential solutions.

The students made numerous interesting observations which figured in the discussions after the practical sessions and also enriched the discussion of more 'theoretical' parts of the module. For example, some students who acted in the role of the interpreter noted difficulties with turn-taking ('I didn't know when to talk;' 'When should the interpreting begin?'). Other aspects that were noted included the difficulty of making eye contact with the interlocutors at the remote site and the problems with seating arrangements. One student commented, for example, that 'the interpreter should have visual contact with the witness – the prosecutor was hiding her'. Another student expressed the characteristic uncertainty of interlocutors in VC situations by saying, 'I didn't know where to look to begin with'. A student also raised the issue of the care of the technology and asked what would happen in court if the VC link or technology broke down. In the RI setting, one student admitted to feelings of isolation owning to being in a separate room ('You get the impression you are far away from them'). On the whole, students were, however, positive towards the novel forms of video-mediated interpreting. One student summarised the overall attitude thus: 'Because we're new to interpreting, we take to VCI/RI more easily. Someone who has done it for twenty years or more mightn't take to it so easily'. The attitude taken by the students is in stark contrast to the attitude expressed by some of the professional interpreters (see Section 4).

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3.5   Evaluation feedback from the pilot

An evaluation questionnaire was circulated at the conclusion of the final session in each of the two pilot courses. In total, 26 evaluation questionnaires were completed by students who participated in the module at Surrey. Not every respondent completed every question.

Surrey students are of different language backgrounds and different first degrees. The students' linguistic backgrounds include languages that are among the most frequently required in legal interpreting in England, e.g. Chinese, Polish, Russian and Turkish. Some of these students are UK residents who are likely to attempt to become public service interpreters in the UK. Others come to the University for the duration of their Masters degree and expect to return to their home countries after graduation. Depending on their country of origin, some aspects of legal interpreting may be more or less relevant to them. However, the innovative nature of the sessions on video-mediated interpreting in legal proceedings made the students reach beyond the immediate contexts of individual countries. The sessions were well attended and feedback was positive.

Students had varying levels of knowledge with regard to VCI and RI before enrolling on the MA and before commencing the module:

	Totally agree	Slightly agree	Neutral	Slightly disagree	Totally disagree
I knew about new forms of interpreting (VCI/RI) before I joined the MA programme.	3	8	1	9	5
I knew about new forms of interpreting (VCI/RI) before I started the module 'PSI Trends and Issues'.	7	7	3	8	1
I joined the module 'PSI Trends and Issues' because it offered an opportunity to learn about VCI/RI.	8	6	6	4	2

Total responses to each question: 26

Prior knowledge of the two forms of interpreting were reported as coming from a student's own 'general knowledge' (1 student), word of mouth (1), other courses (1), news (1), undergraduate degree (1) and the students' own research on the internet (4).

The majority of respondents felt that VCI and RI require some form of specialised training and that the VCI and RI sessions sat well within the PSI module. As to whether the VCI/RI sessions should be made into a stand-alone module, the response was less clear cut:

	Totally agree	Slightly agree	Neutral	Slightly disagree	Totally disagree
VCI/RI requires specific training.	16	7	2	0	1
The sessions on VCI/RI sit well within the wider context of the module 'PSI Trends and Issues'.	18	5	1	0	0
The VCI/RI sessions should be expanded to become a module in their own right.	8	6	9	2	0

Total responses: 26, 24 and 25 respectively.

Most participants also felt that the time dedicated to VCI and RI was
sufficient (16 students), with 7 feeling that the time was not sufficient and 2
holding the opinion that it was too much.

The impression of some students that the time was not sufficient was
particularly apparent in 2011, when the module was delivered for the second
time. The tutor had included additional information that had been gathered in
the AVIDICUS project, especially information about current practice that
emerged from the AVIDICUS surveys and this raises a wide range of new
practical and theoretical questions. It was felt that more time could have been
devoted to the discussion of this.

The students were then asked about the learning content of the VCI and
RI sessions:

	Totally agree	Slightly agree	Neutral	Slightly disagree	Totally disagree
The background information about VCI/RI (the forms, motivations for their uses, trends, etc.) provided a useful overview.	15	7	3	0	0
The relationship between the background information and the applications of VCI/RI (e.g. in legal settings) was made clear.	13	10	2	0	0
The examples of current practice and recent studies helped me to understand the advantages and problems of VCI/RI.	20	5	0	0	0
The hands-on practice provided a good opportunity to experience VCI/RI.	18	5	2	0	0
The hands-on practice illustrated a relevant range of settings.	9	15	1	0	0
The discussion/reflection covered my interests and questions.	12	9	4	0	0

Total responses: 25

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The participants were generally of the opinion that the course was well-balanced:

	Totally agree	Slightly agree	Neutral	Slightly disagree	Totally disagree
The weighting of background information on VCI/RI, examples of current practice and studies, hands-on practice and discussion/ reflection during the sessions was balanced.	11	10	4	0	0
More of the time available should have been spent on exploring background information on VCI/RI.	1	1	14	9	0
More of the time available should have been spent on exploring examples of current practice and recent studies of VCI/RI.	4	8	9	4	0
More of the time available should have been spent on hands-on practice in the videoconference room.	10	6	5	2	0
More time should have been spent on discussion/reflection on the advantages and challenges of VCI/RI.	3	4	13	5	0

Total responses: 25, 25, 25, 23 and 25 respectively.

However, the responses show that a significant number of respondents (16 out of 23) totally or slightly agreed that more time should have been spent gaining practical experience of VCI and RI. This is reflected by the free comments the students gave at the end of the evaluation. It is also consistent with the students' perception that the sessions on VCI and RI could have been expanded.

Materials provided during the sessions, including handouts and scripts, were deemed to be appropriate, both in content and amount:

	Totally agree	Slightly agree	Neutral	Slightly disagree	Totally disagree
The material provided was relevant to the topic.	16	9	0	0	0
The material was sufficient.	9	15	1	0	0
The material deepened my understanding of the topic	16	8	1	0	0

Total responses: 25

The students were then questioned about what they believed they had gained from the VCI and RI sessions, in terms of learning outcomes:

	Totally agree	Slightly agree	Neutral	Slightly disagree	Totally disagree
The sessions gave me the opportunity to learn about new forms of interpreting.	16	7	2	0	0
I feel I am familiar with the major differences between face-to-face, VCI, RI.	19	6	0	0	0
I feel I am familiar with the major advantages and challenges of VCI and RI.	17	7	0	0	0
I feel confident that I can carry out an interpreting assignment involving VCI/RI.	5	12	8	1	0
I feel I could explain the challenges of VCI/RI to a client	10	12	3	0	0
I feel I could advise clients on when VCI/RI can and cannot be used.	6	12	6	1	0

Total responses: 25, 25, 24, 26, 25 and 25 respectively.

The students were generally confident and positive about their learning experiences. They were, however, slightly less confident about using this knowledge in real interpreting situations. This result is consistent with the students' perception that they would like more practice. The overwhelming final response from the course participants was that the practical, hands-on sessions were the most useful part of the course, and that they were not long enough. In Surrey, the module was offered as a generic module with students of different language pairs in the same group, but in the allotted time, it was not possible for every student in the class to participate actively. Some students appreciated the opportunity to observe others carrying out VCI/RI, as it allowed them to see how to conduct themselves in a video link and how problems could be solved. However, as one participant stated, 'all language groups need the opportunity to practise this and experience the challenges.'

On the whole, then, the student feedback suggests that the time spent on the topic of VCI/RI could be expanded to provide more opportunities for a discussion of current trends and uses, and for hands-on practice. This constitutes an important difference to the pilot with practising legal interpreters, who were generally keen on a brief overview, limiting the amount of information that can be conveyed (see Section 4).

The expansion of video-based interpreting suggests that interpreter training programmes should spend more time on the practice of e.g. different configurations of interpreting in a videoconference (with the interpreter being in different locations), additional settings such as combinations of VCI and RI, relay interpreting using a video link and ultimately different modes of interpreting (simultaneous as well as consecutive). In view of likely developments, the tendency among students to welcome more information and practice is a positive outcome of the evaluation.

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4   THE MODULE FOR PRACTISING LEGAL INTERPRETERS

This section outlines the module aimed at practising interpreters. It is targeted at interpreters who have at least some experience in interpreting in criminal justice contexts. However, if appropriate, it can be adapted to the local situation (for example, if less experienced interpreters are involved). That said, it was assumed in the design of the module that participants are be familiar with the ethical and practical issues arising in legal interpreting.

4.1   Aims and Learning Outcomes

The aims of this module are:

- To increase interpreters' awareness of the motivation and rationale behind the use of video-mediated interpreting, including an introduction to European legislation;
- To give an overview of current and potential uses of videoconference and remote interpreting in various settings and countries;
- To enable discussion of the problems and challenges of video-conference and remote interpreting in legal settings;
- To provide an introduction to the technology and opportunities for hands-on practice of forms of video-mediated interpreting (particular to local contexts);
- To give guidelines on how to deal with various issues arising during a video-mediated interview;
- To provide a basis for further discussion and study.

Upon completion of the module, participants will have a sound understanding of different forms of video-mediated interpreting and the reasons behind employing these. They will be aware of potential difficulties and be equipped with solutions to such problems. Furthermore, they will be able to give advice on when video-based interpreting forms should and should not be used. As was the case for the student interpreter module, the syllabus outlined in the following section has been designed with these aims and learning outcomes in mind.

4.2   Syllabus

In contrast to the student interpreter module, the module for practising interpreters was designed to be delivered in one half-day session or, at most, one whole-day session. This was to allow the module to fit into interpreters' schedules without impacting significantly upon their livelihoods. It can stand alone as a course, or, depending on the local context, can be adapted into existing continuous professional development programmes.

    The interpreter module is comprised of five discrete sections. The teaching format is mixed method: lecture-style sections are combined with

platforms for discussion and practical sessions. Opportunities are also
provided for further study and discussion.

Unit 1: Introduction
- The current situation
- Current EU legislation relating to the use of videoconferencing in
  legal proceedings
- Videoconferencing: definitions and key terms

The module begins by giving background information on the different forms
of video-mediated interpreting and their uses. Firstly, the reasons often cited
for employing these forms of interpreting are outlined, such as the need to
cut delays in legal proceedings, the demand for qualified legal interpreters,
and the mounting pressure to save costs in the current economic climate. As
in the student interpreter module, participants are encouraged to reflect upon
the tensions that can arise between or from these requirements, for instance,
the need to save money while ensuring that the ends of justice are met.

The unit then defines key concepts and gives the technological basis for
VCI and RI, before introducing European legislation relating to VCI and RI
in legal proceedings. This includes older legislation allowing its use (e.g. the
European Convention on Mutual Assistance in Criminal Matters) as well as
more recent initiatives such as the Procedural Rights Roadmap and the
Directive on strengthening the rights of those suspected and accused of
crimes to translation and interpreting, the European effort to strengthen
cross-border judicial co-operation in criminal matters (e.g. the Green Paper
on obtaining evidence in criminal matters) and the European e-Justice
initiative to promote the use of electronic tools in criminal justice.

The aim of this section of the module is to increase interpreters'
awareness of the practical, economic, political and legal motivations behind
using video-mediated forms of interpreting.

The unit should be tailored to the local context in which it is provided,
e.g. by adding relevant national legislation, in order to heighten participants'
understanding of their own national legislation.

Unit 2: Videoconferencing and Interpreting
- Emerging settings and their motivations
- Definitions
- Rationale and potential uses

This unit looks specifically at emerging legal settings in which video-
mediated interpreting is used, as well as giving more in-depth definitions of
the different types of video based-interpreting.

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Firstly, the unit marks the distinction between *videoconference interpreting* and *remote interpreting*. It provides more detailed definitions for these and draws the participants' attention to the different motivations for using VCI and RI. The module makes it clear that VCI is a solution for integrating an interpreter in a videoconference situation, whilst RI is a solution for integrating interpreters remotely into an otherwise tradition communicative situation. VCI implies that the interpreter is co-located with some of the participants at one of the VC sites (e.g. in a courtroom or a prison), whilst RI entails that the interpreter is the only person who is physically separated from everyone else. The possibility of combining VCI and RI is also highlighted. The unit closes by outlining characteristic areas of application of each form. Discussion of the commonalities and differences of these situations, and the consequences, is encouraged.

By the end of this part of the module, participants will have acquired a solid understanding of the distinctions between the different types of video-mediated interpreting, the different settings in which they are employed, and the reasons for using them in these settings.

Unit 3: Current Practice
- Examples of current uses of videoconference interpreting (VCI) and remote interpreting (RI) in legal proceedings (based on the two surveys among legal practitioners and legal interpreters conducted in AVIDICUS)

This section provides an overview of current practice, describing actual uses of VCI and RI in legal proceedings. It gives a variety of examples of VCI and RI use across different European countries. The examples are based on the responses to the surveys among legal professionals and legal interpreters conducted by the AVIDICUS Project, and cover various stages of the criminal justice process.

The exemplification of current VCI and RI use across Europe serves two purposes. Firstly, the overview puts national developments in the area of video-based interpreting in a European context and thus helps interpreters to gauge potential uses in their respective countries. Secondly it provides further insight into how – and with what kind of variations – the prototypical settings introduced in unit 2 are implemented in practice. This is important given the observation that the interpreters are often focused on a particular setting of VCI or RI that they have encountered (see Section 4.4). The unit encourages interpreters to reflect on the advantages and drawbacks of different practical solutions, compared to face-to-face interpreting and alternative solutions of video-mediated interpreting. Discussion is invited regarding the appropriateness of the current solutions, e.g. with regard to the location of the interpreter in relation to the other participants, the impact of

the interpreter's location on such factors as the mode of interpreting, rapport
with the other participants, interpreter's working conditions and ultimately
the quality of interpreting and the overall the goal of delivering justice.

On completion of this unit, course participants will recognise that
different forms of face-to-face and video-mediated interpreting are appro-
priate for different circumstances, and that this depends on practical concerns
and national legislation as well as on the intrinsic challenges of interpreting.
This unit in particular will enable practising interpreters to advise judicial
services on the appropriateness of video-mediated interpreting solutions in a
given setting.

Unit 4: Practical Demonstration
- Live video link
- Role play centred around simulation
- Participation and observation

Here, course participants are offered an opportunity to practise either video-
conference or remote interpreting, or both, depending on the specific require-
ments of the audience. The form of video-mediated practised may also
depend on local availability of equipment, rooms and personnel, but an effort
should be made to include a live demonstration into the module. In order to
make the role plays as realistic as possible, they should, as far as possible,
involve real legal practitioners.

In role plays involving VCI, the legal professional (for example, a
prosecutor or judge) should be located in one of the VC rooms. One of the
course participants should take on the role of the other-language speaker, e.g.
performing the role of a witness in a criminal case, and be located in the
second VC second room. Other course participants who have the same
language combination as the 'witness' should interpret, first alongside the
legal professional, then being co-located with the 'witness'.

In role plays to practise RI, the legal professional (for example, a police
officer) should be located with someone acting as a suspect in one of the VC
rooms. Other participants, who have the same language as the 'suspect',
should interpret their conversation from the second VC room.

For those course participants who do not share the working languages of
the other-language speaker, the role play should be performed in one
language, e.g. both prosecutor and witness speaking in the language of the
country. The interpreters participating in the course should render the
utterances into their respective working languages. This will give them an
opportunity to gain some hands-on experience in video-mediated
interpreting. Given the anxieties of some interpreters with regard to VCI or
RI (see Section 4.4 and Braun & Taylor's report on the AVIDICUS surveys
in this volume), a practical demo should be an important element of any such

module, even if a full language match between the role players and the interpreters' working languages cannot be achieved.

In each interpreting scenario, the course participants who are not involved in the role play should observe and reflect on proceedings. In particular, consideration should be given to how video-mediated interpreting differs from face-to-face interpreting, any difficulties arising for the interpreter, and potential problem-solving strategies.

In connection with this, the following unit gives an opportunity to discuss such strategies and further the issues raised by the course participants.

Unit 5: Discussion and guidelines
- Communicating and interpreting in the videoconference situation
- Differences between face-to-face and video-mediated interpreting
- Challenges of video-mediated interpreting
- Initial guidelines for interpreters

The aim of the final unit is to allow the interpreters to reflect upon the role plays and their own experiences of VCI and RI in a systematic fashion, and to provide initial guidelines for interpreters on how to cope with various aspects of video-mediated situations, building on the insights gained in the AVIDICUS project.

The first part of the unit provides a platform for discussion by identifying the specific difficulties often encountered in video-based interpreting situations. Points of discussion include, for example, the difficulties with communication management and the co-ordination of talk, issues with the sound, visibility, gaze and eye contact, and problems with rapport and contextualisation (see also Braun 2006). Although the aim is to provide a systematic overview of such problems, it will be useful to allow some time for brainstorming at the beginning of the unit and let participants report on their own observations from the practical session (unit 4). The systematic overview of potential difficulties described above can then be presented as a summary of the discussion.

The final part of the unit builds on the recommendations for interpreters outlined in Braun (in this volume) and provides practical guidelines and suggestions for problem-solving strategies for the different phases of interpreting assignments that involve a video link. The guidelines refer to the booking phase, the stage immediately before the assignment starts, the assignment itself, especially the beginning and the post-assignment phase.

As an outcome of this section, the participants will be able to appreciate that VCI and RI often magnify or exacerbate existing interpreting problems, but that training and familiarisation may contribute to improving this situation to some extent in that they can help to develop strategies for coping with the specific challenges of video-based situations. On completion of this

final part of the module, the participants should also recognise that they have a significant role to play in improving VCI and RI use, by taking the initiative when they discover problems and by working together with the legal services to resolve them.

4.3   Teaching Material

The teaching material for this module has developed over time. At different stages of the piloting phase, it has been refined, based on the course tutor's observation and on the participants' feedback. It is not intended to be static, but should be adapted in the future to capture new developments and to fit local/national contexts. To illustrate the adaptation to a country's context, the PowerPoint slides presented in the module for interpreters make specific reference to the use of video-mediated interpreting in Poland. This can be replaced with other localised information as the need arises.

The materials detailed here are designed to strike a balance between lecture-style information providing definitions and overviews, and the opportunity for discussion, reflection and self study. This format, it is hoped, will maximise the learning experience for participants. The materials include the following:

- A PowerPoint presentation covering each unit of the syllabus (see appendix 1b);
- Questions for further study, included at the ends of units 1 and 2 in the PowerPoint slides;
- Scripts for the live demonstrations – these should be based on real material where possible and appropriate;
- Instructions for the role players.

The teaching material for each unit of the module is outlined below.

Unit 1: Introduction

The PowerPoint slides for this section describe the current problems in the judicial services for which videoconference technologies could be a potential solution. Some basic definitions and key concepts are introduced, in addition to different types of connection and hardware used for videoconferencing. European Union legislation relating to the use of videoconferencing in legal proceedings is then presented. Links to websites detailing the legislation are provided, to allow course participants to explore these further in their own time. Information about national legislation in Poland is included in this unit as an example of adapting the material to local contexts.

The final slide in this unit suggests topics for further study, specifically in relation to the EU legislation: participants are asked to examine the situations in which videoconferencing is allowed or recommended, and then to explore the extent to which the legislation is enacted in their own country.

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Examples of national legislation

Unit 2: Videoconferencing and Interpreting

As an aid to comprehension, the slides in unit 2 contain graphic representations of the differences between VCI and RI, the different motivations underlying their use and examples of criminal justice settings in which each of these forms of interpreting is characteristically used in Europe.

Graphic illustration of motivations and potential uses

On the final two slides, course participants are again encouraged to undertake further study: having ascertained which settings are used in their own countries, they are invited to reflect upon the advantages and disadvantages of the relevant settings from the point of view of the legal services and from the point of view of the interpreter. Furthermore, the interpreters are invited to examine the two variants of VCI for the purpose of hearing a remote witness in court, and to consider the advantages and disadvantages of the interpreter being in court versus being located with the remote witness.

Unit 3: Current Practice

In this section, the slides give examples of current uses of VCI and RI in different legal settings across Europe. The examples deliberately go beyond criminal justice settings so as to have a richer basis for discussion. The slides in this unit also contain photographs and graphics to illustrate and aid

comprehension. The illustrations allow those less familiar with the settings to
see aspects such as room configuration and location of participants.

Illustration of courtroom layout in Maastricht

This section of the module is particularly amenable to adaptation: instances
of VCI and RI use from the local or national context can be illustrated and
examined in more depth, as shown in the following slides, using the example
of Poland, where legal videoconferencing is a rather recent development.
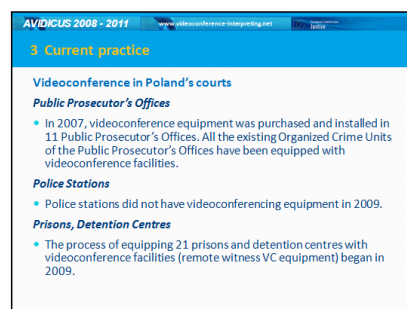
Example of national situation: Poland

Videoconferencing in Polish courts

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Unit 4: Live Demonstration

The hands-on practice in unit 4 should use role play scripts based on real material where possible and appropriate. To maintain the realistic aspect of the practical sessions, the scripts should reflect the national context and should involve, as far as possible, real legal practitioners. Any other roles can be taken by other course participants.

The slides relating to this section include questions for participants to keep in mind while observing or participating in the practical session. In particular, the participating interpreters are invited to reflect upon the following aspects:

- What is the most difficult aspect of video-mediated interpreting for the interpreter?
- What is more/less difficult than you would have expected?
- What good solutions do you observe?
- What could you have been handled differently?
- Where do you see potential problems (general problems of video-mediated interpreting or caused by the specific setting(s) practised in the session)?

These questions can be provided on a separate handout for the participants to make notes during the practical demonstration and observation.

Unit 5: Discussion and Guidelines

Here, the slides are intended as a summary of the brainstorming and discussion following the practical demonstration. The first slides summarise the potential problems of video-mediated communication and interpreting. The final slides provide initial guidelines for interpreters for each stage of the communication process. As stated above, this builds on the recommendations developed in the AVIDICUS Project (see Braun in this volume) and covers the time of booking an assignment, the phase immediately before the interpreted session begins, the session itself and the post-assignment phase.
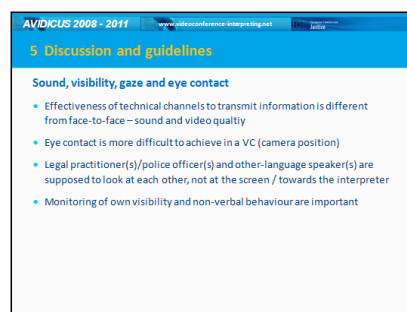
Summary of VCI/RI problems

The presentation concludes with a summary slide to remind participants of the essential points emerging from the current situation and the observations discussed during the session.

The module for practising interpreters was piloted in the UK and in Poland. The following two sections report on each of the pilots.

4.4 Training Sessions with Metropolitan Police certified interpreters (UK)

The sessions in the UK were organised by the London Metropolitan Police Service's Language and Cultural Services department, addressing Metropolitan Police certified interpreters and using the VC equipment that has been implemented in the Metropolitan Police Service in preparation of the force's remote interpreting pilot project.[10] The sessions were delivered by the University of Surrey project team.

The Metropolitan Police Service in London is currently in the process of implementing remote interpreting, whereby interpreters work from a number of central hubs to provide interpreting services for a range of police custody suites in the London area. The Metropolitan Police had decided, partially in consultation with the University of Surrey, that all interpreters on their list should have an opportunity to familiarise themselves with the technology and the concept of video-mediated interpreting before starting to work in via video link. The familiarisation was organised in two phases. Phase 1 provided an induction to the equipment and was carried out within the Metropolitan Police. Phase 2 covered the specifics of video-mediated interpreting, and it was decided that the AVIDICUS training module would be used to cover this phase. There was thus an imminent need for the interpreter training module in the Metropolitan Police Service at that time.

The pilot training sessions included five half-day sessions held at Hendon Police College in September 2010 and January and March 2011. A total of 41 Metropolitan Police certified interpreters participated. As was the case for the student interpreter module, the course and teaching material were refined each time the module was presented.[11]

In contrast to the pilot course for interpreting students described in section 3, the interpreter training sessions with the Metropolitan Police were fitted into a half-day, with the structure below. If local circumstances permit or demand, the module could, however, be expanded into a whole-day session or longer.

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[10] http://www.mpa.gov.uk/downloads/partnerships/icv/newsletter/2009-10.pdf, p. 3.

[11] The training continues to be delivered by the AVIDICUS team after the end of AVIDICUS 1 to cover all Met Police certified interpreters.

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1330	Welcome
1345	**Introduction**
	Context
1415	**Practical Demonstration**
	Live link to Charing Cross Police Station
	Role play centred around simulated police interview
	Participate and observe
1545	**Break**
1600	**Discussion**
	Discussion of experiences of practical demonstration
	Provision of Guidelines
	Dos & Don'ts
1700	**Close**

Units 1, 2 and 3 of the training module were mainly delivered in a lecture-style format; however, course participants were invited to ask questions at any time, and discussion of the various uses of VCI and RI was encouraged. Participants were keen to share their experiences with one another. As outlined in Braun & Taylor's report on the two AVIDICUS surveys (in this volume), interpreter attitudes to video-mediated interpreting vary widely, but in the UK, the majority of interpreters are suspicious about these forms of interpreting. Not surprisingly, therefore, some of the interpreters used the discussion to express their concern or discontent with the introduction of remote interpreting.

In unit 4, the practical session, participants were invited to interpret a simulated police interview of a suspect – in other words, a remote interpreting scenario. The role play involved a real police officer. The 'suspect' was played either by a colleague of the interviewing officer with appropriate language skills or by an interpreter. Both the police officer and the 'suspect' were situated in Charing Cross Police Station in Central London.

The participants who wished to practise interpreting took turns to interpret from the interpreting hub at Hendon Police College. Before starting the interpretation, the volunteers were given time to settle into the work space,[12] and were given a briefing by the interviewing officer (via video link).

All of the interpreters whose working language matched the language of the role player had some practice. However, the participants in all five sessions had a range of different working languages. To offer an opportunity to practise to the other interpreters in the group, the police officer and the

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[12] The interpreters who participated in the sessions had received an induction on operating the equipment so that they were in principle familiar with the VC station in the hub.

role player spoke in English, and the interpreters rendered everything from English into their working language. Some of course participants were content simply to observe the role play.

Unit 5 of the module was run as a discussion session, focusing on the interpreters' own prior experiences of VCI and RI and on the experiences gained in the practical session of unit 4. These discussions often went beyond the specifics of video-mediated interpreting and brought up basic issues of legal interpreting.[13] The final section of the unit returned to a lecture-style presentation of initial guidelines for interpreters, although discussion was still encouraged.

At the close of the module, the participants were asked to complete a feedback questionnaire. A summary of the feedback is given in Section 4.5.

4.5   Evaluation feedback from the MPS training sessions

An evaluation questionnaire was circulated to all participants at the end of the session. Participants were encouraged to complete this form immediately, while the module was still at the forefront of their memories. The questionnaire aimed to gather background information about the interpreters themselves, their interpreting experience, with particular emphasis on any video-mediated interpreting practice, as well as their feelings about the module, its structure and content.

The training workshops run for the Metropolitan Police Service yielded 41 questionnaire responses. Not every respondent answered every question on the form.

The interpreters on the course were firstly asked in the feedback form to give their approximate age:
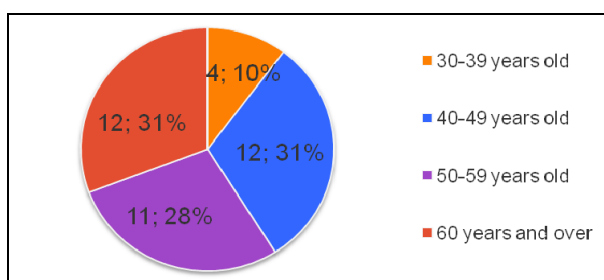
Age range: Total respondents to question: 39

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13   The most frequent point made by the participating interpreters was that in real life, interpreters are not always given a briefing regarding the case in question. At the same time, the discussion revealed that even in traditional interpreting situations, interpreting practices and the interpreters' approaches to resolving problems differ quite widely.

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None of the interpreters who attended the sessions run for the Metropolitan Police Service was under the age of 30, and only 4 were under 40. This may be because a certain amount of experience is necessary for membership of the official list of the Metropolitan Police, and experience is generally (though not exclusively) linked to age. The age figures broadly tally with the amount of interpreting experience the participants are reported as having acquired:

Hours of interpreting carried out	2000 or more	1000-2000	400-1000	Less than 400
Interpreting in general	31	3	1	0
Interpreting in criminal justice	32	3	1	1

Total responses: 35 and 37 respectively

The interpreters were then asked to give an impression of how these hours had been spent – in other words, where in the criminal justice services they had gained experience. Unsurprisingly, given that the training module was being run for the Metropolitan Police, all participants reported having carried out interpreting in a police context. All participants had also carried out some form of court interpreting. 39 respondents had interpreted for the Crown Prosecution Service, and 32 had done interpreting work for prisons. Participants also stated that they had interpreted in appeals tribunals (1), for the probation services (2), and for solicitors (3). Other types of interpreting experiences included 'other legal' (29), medical (16), conference (15), business (14), UKBA/ immigration (5), civil law (1), family law (1), social security (1), social services (1), mental health tribunals (1), Home Office (1), construction industry (1), oil industry (1), presentations (1) and maritime arbitration (1).

Most of the interpreters were of the opinion that they knew at least 'something' about videoconference and remote interpreting before they embarked on the module:

Very much	Much	Something	Very little	Nothing
4	12	22	2	1

Total responses: 41

The sources of this knowledge were varied. Fifteen respondents reported having learnt about video-mediated interpreting in courts and tribunals. Other sources included: conference interpreting (2), induction sessions at the

Metropolitan Police (5),[14] AVIDICUS tests (1),[15] EULITA (1), research (1),
university (1) and the AVIDICUS Symposium (1).[16]

Most participants had carried out some form of video-mediated interpreting prior to undertaking the training workshop:

How many times have you carried out VCI or RI in the following situation:	10 times or more	5 to 9 times	1 to 4 times	Never
VCI in the criminal justice system	20	11	7	1
RI in the criminal justice system	6	6	4	3
VCI in other contexts	4	3	5	2
RI in other contexts	2	1	4	4

Total responses: 39, 19, 14 and 11 respectively

The bias in the figures towards the criminal justice services can be explained by the fact that the module was run for legal interpreters.

Almost two-thirds of respondents 'totally agreed' with the premise that VCI and RI require specialised training (24 out of 39 respondents to the question). 10 said they 'slightly agreed', 4 described themselves as 'neutral', and one interpreter said they 'slightly disagreed' that specific training is necessary.

Having established background details about the interpreters' prior experience, the feedback questionnaire used in the Metropolitan Police sessions went on to elicit information and opinion on the training module *per se*.

Firstly, participants were asked about the length of the module. Almost all interpreters (36 out of 39 who answered the question) found that the length was appropriate for this training. One interpreter felt it was insufficient and two thought that the session was too long.

The majority were also satisfied with the quality of each section of the module. In relation to this question, participants were invited to suggest other aspects that they felt should be covered in the session. Two proposals were offered: 'the decreasing job opportunities for interpreters,' and a 'more practical approach to the deployment of interpreters'.

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[14] This refers to the induction that all participants received prior to the training module described here.

[15] The interpreter participated in the AVIDICUS comparative study.

[16] The interpreter attended the AVIDICUS Symposium in February 2011 before attending the training session in March 2011.

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Please indicate to what extent you agree with the following statements:	Totally agree	Slightly agree	Neutral	Slightly disagree	Totally disagree
The background information (legislation, different forms, their uses, current practice) provided a useful overview.	24	6	6	0	0
The overview of EU legislation helped me to understand the wider context.	23	6	8	0	0
The hands-on practice provided a good opportunity to experience RI.	27	7	4	1	0
The discussion covered my interests and questions.	26	6	3	2	1
The initial guidelines are a useful starting point for RI.	29	6	2	0	1

Total responses: 36, 37, 39, 38 and 38 respectively.

The balance among different components of the course content was also, as a general rule, considered to be satisfactory, although some participants felt that the weighting required alteration:

	Totally agree	Slightly agree	Neutral	Slightly disagree	Totally disagree
The weighting of background information, hands-on practice in the VC room and discussion/guidelines was balanced.	24	6	5	0	0
More of the time available should have been spent on exploring background information (legislation, forms, uses, current practice).	10	8	10	4	2
More of the time available should have been spent on hands-on practice in the videoconference room.	13	8	10	2	2
More time should have been spent on discussion/guidelines.	14	5	10	2	2

Total responses: 35, 34, 35 and 33 respectively.

However, the opinions on how the weight should be altered were divided. Eighteen of the participants (53% of 34 respondents) 'totally' or 'slightly' agreed that more time should have been dedicated to background information on VCI and RI; 21 (60% of 35 respondents) took the view that the practical aspect of the course should have had a bigger share of the available time; and 19 (57.6% of 33 respondents) felt that discussion and guidelines should have been given more prominence in the course timetable. On the whole it seems fair to say that the module catered for different needs and interests.

One point that requires highlighting is that although 60% of the inter-preters would have liked more time for the practical session, the majority were content simply to observe their colleagues rather than practise interpret-ing. This is also in stark contrast to the behaviour of the interpreting students, who were keen to practise (see section 3.5). It can be assumed that the stu-dents saw the sessions as an opportunity to gain additional general interpret-ing practice as well as experience in video-mediated interpreting. Practising interpreters are less likely to feel the need for additional practice. Moreover, the module for students offered a sheltered training environment, which seems to have encouraged students to interpret in front of their classmates. Professional interpreters are in a more competitive situation. They may, therefore, feel less comfortable interpreting in front of their colleagues.

The interpreters were also asked about the materials for the module. A majority considered the materials to be appropriate and sufficient:

	Totally agree	Slightly agree	Neutral	Slightly disagree	Totally disagree
The material was relevant to the topic.	29	4	5	0	0
The material was sufficient.	27	4	6	0	0
The material deepened my understanding of the subject.	25	3	7	1	0

Total responses: 38, 37 and 36 respectively.

The questionnaire then moved to focus on the interpreters' personal learning experiences and outcomes from the training. Interpreters' opinions on general outcomes of the session were sought:

	Totally agree	Slightly agree	Neutral	Slightly disagree	Totally disagree
The session gave me the opportunity to learn about RI.	27	9	2	0	0
I feel I am familiar with the major differences between face-to-face and RI.	30	8	0	0	0
I feel I am familiar with the major difficulties of RI.	25	10	3	0	0
I feel confident that I can carry out an interpreting assignment based on RI.	30	6	0	1	0
I feel I could explain the challenges of RI to a client.	25	8	4	0	0
I feel I could advise clients on when RI can and cannot be used.	21	11	4	0	0

Total responses: 38, 38, 38, 37, 37 and 36 respectively.

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The above set of questions provides the most feedback about the training module. Most of the participating interpreters seem to have felt that the course was helpful in preparing for using VCI/RI in real situations.

The evaluation form finished by allowing interpreters to offer free comments, with specific regard to the most and least successful aspects of the module, and to what they feel should be covered in future guidelines. The answers to the question what aspect of the session worked best and why, ranged from 'all of it' (3 respondents) to 'hands on experience and practice' (11), discussion (3), aspects regarding technology (1) and EU legislation (1).

The question what could be improved prompted responses ranging from 'successful and no improvement needed' to the suggestions that more 'individual interpreting problems' should be addressed, that the handouts could be improved and that more time should be spent to gain 'familiarity with adjusting volume and video settings in general'. However, these comments were only made by a small number of participants.

Other comments in relation to this question referred to the time available for practice, requesting 'more practice/hands-on experience' and that the interpreters should be 'given more time to learn the practical work so that [they] know how to use it properly'. These requests are interesting given the point made above that many interpreters preferred observing others to interpreting. However, some interpreters made more specific suggestions with regard to practical aspects, asking for an 'opportunity to practise in all languages', which was not possible in the mixed language groups, and a 'chance to start from the beginning of the process: arrive, place or accept the call, and use the controls'.

When asked about aspects that were not covered in the session and that should be covered in future guidelines, some interpreters responded that the session 'fully covered' everything. One interpreter asked for more coverage of 'potential problems with body language and facial expression'. Another interpreter felt that the chances of him/her focusing on the case during a video link 'could be made easier by a briefing – this is a must'.

Most other comments in relation to this question referred to aspects which were beyond the scope of this session, e.g. a comment that aspects of 'confidentiality in suspect-solicitor consultation' would have to be clarified when the interpretation is delivered via video link. Other interpreters used this comment field to state that interpreters who work in video-mediated situations 'should get a pay rise' and that 'the [interpreting] profession is shrinking at an alarming rate'. One interpreter phrased the same issue slightly differently, asking how video-mediated interpreting can 'keep the good interpreters if income and work volume keep falling'. Although not directly related to the aim of the training session, such comments are indicative of the anxieties in the interpreter community in relation to video-mediated interpreting and mirror some of the attitudes elicited in the AVIDICUS survey among legal interpreters, especially in the UK, where attitudes were

generally more negative than in other European countries (see Braun & Taylor's report on the two AVIDICUS surveys, in this volume).

The evaluation shows that most participants were happy with the pilot training courses, in terms of the course content and structure. One interpreter also commented on RI as such saying that it was 'much easier than expected, [with a] good picture [and] good voice quality from the remote end'. However, the responses also show that there are still some deep-seated concerns and fears on the part of the interpreters with regard to actual use of VCI and RI in the real world. It remains to be seen whether with increased training and education, some of these concerns can be put to rest.

4.6   Training Session with interpreters from TEPIS (Poland)

In addition to the training sessions run in conjunction with the Metropolitan Police Service, the module for practising interpreters was piloted in Poland by TEPIS, the Polish Society of Economic, Legal and Court Translators. TEPIS is one of the largest associations of legal translators (and interpreters) in Europe. The module was run as part of TEPIS' continuous professional development programme on the 28th and 29th January 2011 in the Videoconference suites of the two regional public prosecutors' offices in Warsaw.

Seven interpreters attended the course. Four were certified court interpreters, referred to as 'sworn translators' in Poland. This means that they hold the Polish equivalent of a Masters degree (as a minimum), have passed the State Examination for interpreters, and have thereby gained the right to practise interpreting and provide services for the police, public prosecutors' offices, and courts. The experience of these four participants as court interpreters ranged from two to four years. The remaining three participants were not certified interpreters at the time of the course; however, they all planned to attain certification. None of the course participants had any previous experience in video-mediated interpreting. The interpreters were split between the two course venues: five (three English interpreters and two Dutch) in one venue and two (Italian and Russian) in the other.

The Polish pilot of the module was run in two parts, over two days. Because the videoconference (VC) equipment was only available on the first day of the course, the practical session (unit 4, above) had to be run first, before the informative and theoretical sections. However, the pilot course showed that least some of the theoretical component should ideally be presented before the practical session, as planned in the module syllabus.

At the beginning of the practical session, time was given for the participants to familiarise themselves with the VC equipment. IT technicians from the two prosecutors' offices were on hand to present the equipment, answer any queries from the participants, and establish the video link. Prosecutors were present at the beginning of the session to provide information about current VC practice and the advantages and disadvantages of using VC technology as a means of obtaining evidence.

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The participants then had the opportunity to practise two variants of VCI: in the first case, the interpreter was located with the prosecutor, while the witness was at a second, remote, location; in the second case, the interpreter and the witness were together and the prosecutor was at the remote location. Real legal professionals were not available to participate in the practice interviews; instead, the roles of the prosecutor and witness were played by members of TEPIS for the English, Russian and Italian interpretation, and by the interpreters themselves for the Dutch interpretation. However, the scripts were drafted by prosecutors, and covered the pre-trial interviews of witnesses in drug-trafficking and car accident cases. Before the interviews commenced, the interpreters received a short briefing about the basics of the cases. The course organisers reported that the quality of the VC link was far from perfect; indeed at one point the connection broke completely. Additionally, there was a perceptible time lag at times between image and sound.

The theoretical part of the module was split into two main subsections, and was largely delivered in a lecture-style format. The first of these two subsections focused specifically on the current Polish legislation regarding certified court interpreters in legal proceedings, and included legal concepts, terminology and phraseology. The second part incorporated units 1-3 and 5 of the AVIDICUS training modules, as outlined in Sections 3.2 and 3.3, with specific emphasis on Polish legislation relating to video-mediated interpreting and current practice. The module ended with a discussion reflecting on the problems that had arisen during the hands-on session as well as practical issues relating to video-mediated interpreting in criminal proceedings.

To make the pilot run by TEPIS appeal to a wider audience, a lecture on stress management and workshop on note-taking were also included.

As was the case in the Metropolitan Police sessions, participants were invited to consider further the issues raised in their own time. They were also asked to complete an end-of-course questionnaire. For the most part, the participants commented that they found the training module very interesting (though some remarked that they had found the delay between image and sound in the practical session to be rather disturbing). The need for more hands-on experience, particularly language-specific training, was stressed.

Additionally, the theoretical section of the training module was presented as a *Repetitorium* (revision course), part of the TEPIS Continuous Professional Development programme, in March 2011. Around 80 translators and interpreters attended the course, which discussed the use of VCI in criminal proceedings, the European and Polish legal context of video-mediated forms of interpreting, and current European and global practice. The post-presentation discussion among participants revealed a real desire for specialised training in video-mediated forms of interpreting.

The repetitorium participants were invited to complete a questionnaire on their VCI experience. The questionnaire also sought answers on whether training is required for VCI, whether TEPIS should organise such training,

and, if so, whether VCI training should be coupled with any other practical classes or workshops.

In total, 37 participants completed the questionnaire. Of these, 25 are sworn interpreters/translators. Of this figure, only three reported having any previous VCI experience. In response to the question relating to factors potentially influencing the quality of the communication via VCI, one of the three, who had carried out one VCI assignment, cited the quality of the equipment and VC link, as well as human factors such as speech mannerism, accent, pronunciation and pace of speech. Another participant, who had experienced VCI twice, also stressed the importance of using high quality videoconference equipment. The third participant with VCI experience added that the quality of the interpretation could be affected by the interpreter's location and whether or not headphones are required. All 25 questionnaire respondents – including those with no experience of video-mediated inter-preting – stressed that some form of training in VCI is necessary, and that any training should include a session on familiarisation with the technology.

5   THE MODULE FOR LEGAL PRACTITIONERS

This section describes the module for Legal Practitioners or Professionals (LPs) such as police officers, investigative judges and lawyers.

Many legal practitioners do have considerable experience in working with interpreters in criminal proceedings. However, as yet very few are familiar with videoconferencing, let alone interpreted videoconferencing or remote interpreting in criminal proceedings. The extent of their experience may be determined by the nature of the legal system in which they work or the availability of these technologies, whereas their (pre-)disposition may well be coloured and shaped by their initial experiences with a technology either poorly mastered or inadequately appreciated. It seems, however, that once the legal provisions are in place in the legal system of the member state, LPs may have to come to terms with this technology and be prepared to use it to maximum efficiency.

5.1   Aims and Learning Outcomes

The aims of this module are:

- To increase legal practitioners' awareness of the motivation and rationale behind the use of video-mediated interpreting;
- To raise awareness of the novel forms of video-mediated interpreting;
- To provide a detailed introduction to the various forms of videocon-ference and remote interpreting in legal proceedings, an overview of current practice and future trends;
- To give an overview of current and potential uses of videoconference and remote interpreting in various settings and countries;

- To provide an introduction to the technology and opportunities for hands-on practice of forms of video-mediated interpreting (to be adapted to specific local contexts);
- To give guidelines on how to deal with various issues arising during a video-mediated interview;
- To provide opportunities for hands-on practice of different forms of video-based interpreting;
- To provide a basis for further discussion and reflection upon practical experience.

In terms of **learning outcomes**, it is expected that the LPs who have completed this module will have a good insight into the communication technologies and tools used in different forms of video-based interpreting, into the motivations of their use and into the specific challenges that these create for interpreting. Furthermore, the LPs will also have developed initial know-how to enable them to evaluate when videoconference/remote interpreting are appropriate working modes and when they are not. The syllabus described in the following section has been designed with these aims and learning outcomes in mind.

5.2   Syllabus

The syllabus for the training module for LPs is divided up into three **sessions** each consisting of two main **units**, i.e. six parts in all, which is reflected in the teaching material (see Section 5.3). To allow the module to fit into the LPs' schedules, the module is designed to be delivered in, ideally, three half-day sessions or one whole-day session followed by one half-day session. The module can stand alone as a specialised course, or, depending on the local context, can also be adapted into existing continuous professional development programmes. Broadly speaking, the training module is composed of a first theoretical part, followed by a second practical part, and a third part discussing observations, drawing conclusions and suggesting recommendations.

Unit 1: Introduction
- Videoconferencing: definitions and key terms
- Emerging settings: Rationale and potential uses
- Examples of current uses of VCI and RI in legal proceedings

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The unit aims to give an overview of current developments leading to the use of VCI and RI in criminal proceedings, to introduce the emerging legal frameworks in Europe and their implications, and to explain the definitions and key terms used in videoconferencing.

The unit starts by giving the LPs some background information on the definitions of the key terms associated with videoconferencing and makes reference to the diverse technologies that are used for videoconferencing, pointing to the differences in the appropriateness of these technologies. It also provides information on the different forms of interpreting (consecutive, simultaneous etc.), on the code of conduct and on guidelines for good practice for interpreters.

This unit marks the basic distinction between videoconference interpreting (VCI) and remote interpreting (RI), as defined in the introduction to this chapter. The unit explains that the form of video-mediated interpreting which has been termed VCI is employed when an interpreter needs to be integrated into a videoconference, e.g. to hear a remote witness who requires an interpreter. In VCI, the interpreter is normally co-located with some of the participants, i.e. either in the court room or prison, or with the witness.

This setting is contrasted with remote interpreting (RI), which is mainly used to overcome local shortages of interpreters or to save interpreter travel costs and in which the interpreter is the only person who is in a different location.

It explores the potential uses of each of these forms of video-mediated interpreting, comparing and contrasting them, and additionally looks at the utilisation of videoconference interpreting (VCI) in tandem with remote interpreting (RI).

Finally, the unit also gives a variety of examples of current uses of VCI and RI in different European countries. By the end of this unit, the legal practitioners will have acquired a solid understanding of the distinctions between the different types of video-mediated interpreting, the settings in which they are employed, and the reasons for using them in these settings.

Unit 2: Videoconferencing and Interpreting
- Current issues
- Current EU legislation relating to the use of videoconferencing in legal proceedings
- Surveys among LPs conducted in AVIDICUS

This unit highlights the motivations on the part of the EU and the legal systems of different EU-countries for adopting these forms of interpreting, i.e. the need to speed up national and international legal proceedings, cost efficiency, the lack of qualified legal interpreters in some languages or regions, and security reasons e.g. when transporting prisoners to and from court. This part also draws the attention of the LP to the current tensions between stakeholders regarding the use or non-use of VCI and RI, including for example the concerns of police officers regarding when to use such forms

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of interpreting, or the fears of interpreters with regard to safeguarding the quality of interpreting.

The unit refers to the current and emerging EU legislation which mentions and promotes the use of videoconferencing in criminal proceedings, especially the *'Procedural Rights Roadmap'* for strengthening the procedural rights of suspected or accused persons (OJ No. C 295/01, 04-12-2009) and the ensuing Directive on translation and interpreting in criminal proceedings, as well as the envisaged legislation relating to victims' rights, the right to information and so on. The unit should always be tailored to the national legislation in which it is provided.

Based on the responses to the AVIDICUS Project's EU surveys of legal practitioners and interpreters (see Braun 6 Taylor in this volume) the unit shows where and how the different forms of video-mediated interpreting are used today, for instance VCI in first hearings and remand extension hearings, or RI in police interviews. Examples from different European countries are provided, highlighting similarities and differences in emerging practices. The focus is on criminal proceedings, but some references to other settings, especially immigration, are also made. This part of the unit in particular can be adapted to local contexts by including additional material drawn from national or regional contexts as appropriate.

It is to be noted that, in light of the recent Salduz case and others before the ECtHR in Strasbourg, in future at least two legal practitioners will have to be present during VCI or RI, deciding that a lawyer not only has to be present in court but also during the police interview and before the investigating judge (see also the new proposal on this matter by the European Commission of 8th June 2011). Similarly, the guidelines of the Committee of Ministers of the Council of Europe on child friendly justice (17th November 2010) demand interdisciplinary communication training of all professionals working with minors, a development that also has to be taken into account in future VCI/RI training.

Units 3 and 4: Practical Demonstration
- Role plays centred around simulation
- Participation and observation

These units consist of hands-on practice, requiring a sufficiently large group of participants, realistic scenarios of legal proceedings and access to VC technology (see Section 2). It is recommended that the LPs get practice in both VCI and RI to explore and apply what has been learned in the first two units, but the hands-on part can be adapted to local circumstances, relevance and time available. An effort should be made to include some video illustrations and demonstrations into these units (as shown below), by way of comparison and to alternate with the role plays.

What follows is a brief summary of the role plays conducted in the course of this project and which may serve as a model for the training of LPs. The corpus consisted of sixteen role plays of about 25 to 30 minutes each, between Dutch-speaking officials (in this case police officers) and Hungarian-speaking suspects or witnesses. Four role plays were face to face (FF); four were of the videoconference A type (VCI A, i.e. the interpreter sits with the police while the suspect or defendant is in another location); four were videoconference B role plays (VCI B, i.e. the interpreter is in the same location as the other- language speaker while the police officer is in a different location); and four were RI settings (i.e. the interpreter is on his or her own, in a different location from the other participants, both the police officer and the suspect or witness).

Video illustrations: VCI A Leuven   *VCI B Utrecht Courtroom*

RI Antwerp Courtroom

The topics of the role plays were taken from real-life police materials and dealt with four situations: questioning by the police of a suspect of credit-card fraud; questioning of a suspect of human trafficking; interview of a witness to a hold-up in a hotel and, finally, questioning of a suspect of criminal conspiracy. The role plays were not scripted but the participants were briefed on the topic and on the general drift the interrogation or interview should pursue. Occasionally, specific instructions were given to one of the role players as to positioning, behaviour, body language,

coherence, register etc. to try and gauge the effect of these parameters on the overall interpreting performance.

The role plays were conducted in Dutch and Hungarian, the latter being a language completely unknown to the police officers which forced them to rely exclusively on the interpreting and prevent them from hazarding any guesses or 'establishing' confirmation of the interpreting on the basis of their proficiency in a more 'common' language. The participants in the role plays were, first of all, four Dutch-Hungarian interpreters, who had between five to fifteen years of interpreting experience, including experience in legal interpreting (though not in VCI or RI). The 'actors' playing the role of suspect or witness were all native speakers of Hungarian, with little or no Dutch at all. The two police officers (one chief inspector and one inspector, one of whom was male and the other female) had long-standing experience in interviewing and the use of legal interpreters though, again, not in VCI or RI. All role plays were video-recorded for later analysis and for the purpose of illustration in the training module.

It is important that in the course of these two units, the LPs get practice in both VCI and RI to explore and reflect on the advantages and drawbacks of different solutions, compared to face-to-face interpreting. An important aspect for later discussion and reflection is the technology as such, for example the quality of sound and image, the lighting and camera-angle, but also the flow and management of communication as it manifests itself in overlaps, hesitations, misunderstandings, eye contact and so on.

This unit in particular will enable LPs and judicial services to understand the appropriateness of video-mediated interpreting solutions in a given setting (inter alia goal of delivering justice, mode of interpreting, location and legislation).

As an outcome, LPs will be able to appreciate the fact that VCI and RI cater for different needs and that, currently, there is no commonly accepted or agreed standard for the practice of VCI and RI. The hands-on session should enable LPs to experience the differences between face-to-face and video-mediated interpreting and to reflect on their own practice.

Units 5 and 6: Discussion, Conclusions and Recommendations

The aim of these two units is to draw the LPs' attention to potential problems of VCI and RI in a more systematic way than previous units, in which LPs collected their own individual observations. Points which will certainly underline these discussions are issues of legislation and national practice in the light of EU Directives and recommendations, the impact of technology on the LPs and the interpreter's performance, the impact of the socio-cultural specifics of legal interpreting on VCI/RI in legal proceedings and the impact of video mediation on the communication management and rapport between

the participants. The units will allow the LPs to reflect upon the role plays
and their own experiences of VCI and RI in a systematic fashion, and to
come up with guidelines and recommendations on how to best cope with
various aspects of video-mediated situations.

5.3   Teaching Material

The materials are not intended to be static, but should be adapted further to
capture new developments and to fit local/national contexts of legislation and
practice. The materials should in any case contain:

- A PowerPoint presentation on VCI and RI, including illustrative links
  to and examples of VCI and RI, and an overview of national,
  European and international legislation on VCI and RI (see appendices
  1c)
- A handout providing a number of texts relating to VCI and RI (see
  appendix 2)
- A bibliography of VCI/RI, which is also available at the AVIDICUS
  website (www.videoconference-interpreting.net)
- Topics and scripts or instructions for role plays
- Instructions for role-play sessions
- Feedback forms and questionnaires.

Units 1 and 2: Introduction, Videoconferencing and Interpreting

The PowerPoint slides for this session provide an overview of the key
concepts and basic definitions in addition to different types of connection
and hardware in VCI and RI, the current situation, the main motivations
behind the use of VCI and RI, and a survey of the main EU legislative
frameworks relating to the use of VCI and RI. The slides include links to the
legislative texts for reference to allow course participants to explore these
further in their own time.

   An effort has been made to include examples of current practice from
different countries in this unit. For example, some of the slides contrast the
different practices of VCI in first hearings in England/Wales (interpreter
normally in court), Belgium (interpreter normally co-located with the judge),
the Netherlands (interpreter can choose the location but is normally co-
located with the non-native speaker and whispered interpreting is used) and
Poland (location of the interpreter not regulated). These illustrations allow
those less familiar with the settings to see aspects such as room configuration
and location of participants.

   This section of the module is particularly amenable to adaptation:
instances of VCI and RI use from the local or national context can be
illustrated and examined in more depth. The remaining slides present
information gained in the AVIDICUS legal practitioners' survey regarding

the frequency of use of VCI and RI across Europe, the reasons for use as stated by the respondents and other relevant aspects (see appendices).

Units 3 and 4: Role plays

The hands-on practice in these units should use role play scripts or scenarios based on real situations. To maintain the realistic aspect of the practical sessions, the scripts should reflect the national context and should involve active legal practitioners and legal interpreters. Any other roles –suspects, defendants, witnesses etc. – can be taken by other participants. While actively participating in the role plays or as observers, the LPs were invited to reflect upon the following aspects (exemplary selection only; see Units 5 and 6 above for further guidance on the observations):

- What is the most difficult aspect of video-mediated interpreting for the LP?
- What is more/less difficult than you would have expected?
- What good solutions do you observe?
- What could/should have been handled differently?
- Where do you see potential problems (general problems of video-based interpreting or caused by the specific setting(s) of the session)?
- Is a particular setting (FF, VCI A or VCI B, or RI) more conducive to the (legal) requirements of the procedure?
- To what extent is VCI or RI technology an asset or disadvantage? Which technological aspects could be adjusted or improved?
- Does the technology impact on the usual procedure or working arrangements?
- Which interpreting and general communication aspects need to be mastered and managed?

These questions can be provided on a separate handout for the main observers to make notes during the observation of the role plays.

Units 5 and 6: Discussion, Guidelines and Recommendations

Here, the slides are intended, first of all, as a set of general recommendations and, secondly, as a summary of the brainstorming and discussions which followed the role plays practical demonstration. These slides summarise the potential problems and areas of concern for the LPs of video-mediated communication and interpreting (see appendices).

   Upon completing the role plays with the LPs, the project team organised three de-briefing sessions, one eliciting written feedback from the police officers, the other a training session for LPs in Ghent in November 2010 and, finally, a general debriefing session of the LPs together with the interpreters and project partners. The following is a summary of the main observations. These may be useful as starting points for discussion.

Role play – screener LP				LAN-GUAGE	DATE	NAME
Conversion native -foreign language	Completeness	5 very good	4 good	3 sufficient	2 insufficient	1 totally inadequate
	Misunderstandings	not (absent)				yes (frequent)
Professionalism	Communication	5 very good	4 good	3 sufficient	2 insufficient	1 totally inadequate
	I-form					
	Attitude					
	Inspires confidence?					
Mother tongue	*Language*	5 rich/ very good	4 good	3 correct	2 poor	1 incomprehens.
	Terminology (specified)					
	Register					
	Macroniveau communication	5 rich/ very good	4 good	3 correct	2 poor	1 incomprehens.
	Pronunciation / intonation / fluency					
Audiovisual / non-verbal issues		not existing	correct	acceptable	disturbing	unaccept.
	Gaze of interpreter					
	Gaze of legal practitioner					
	Gaze suspect/ witness					
		excellent	correct	acceptable	disturbing	unaccept.
	Posture					
	Gesture					
	Facial expressions					
	Actions					
Technical issues		excellent	correct	acceptable	disturbing	unaccept.
	Being in shot					
	Sound					
	Inaudible					
Visual		excellent	correct	acceptable	disturbing	unaccept.
	Showing objects					
Comments:						

5.4   Training session

This section describes a pilot training session for Legal Practitioners (LPs) - police, investigating judges, public prosecutors and lawyers. The session took place at the University of Ghent on 8th November 2010. And included a number of Legal Practitioners: two investigating judges, a public prosecutor, police officer, and a chief superintendent and researcher at the University of Ghent (Criminology – 'police interviews project'). The other participants were role players (other language witness/suspect – native speakers of Hungarian) and an interpreter (native speaker Hungarian).

The training session consisted of three parts.

In the first part an introduction to VCI/RI was provided. VCI and RI were defined and the distinction between the various settings was explained, as were the aims of the AVIDICUS Project. Some of the Legal Practitioners already had some experience with interrogation interpreted videoconferencing interviews, others had heard about it and at the outset of the session were invited to outline their experiences, expectations, ideas and concerns about VCI/RI. The following are just a few of these initial views. Not surprisingly, the LPs expressed their preference for FtF settings and the legal instrument of the rogatory commission. They mentioned the importance of the quality of the interpreter and the awareness of the cultural context. They were concerned about the possible lack of control over the interpreter and suggested using two interpreters, one at each side. They also raised the question of whether VCI/RI could work in difficult and serious criminal cases because of the nature of these cases, the technical problems and the participants' lack of experience.

In the second part a number of VCI/RI role plays were offered for observation and analysis. Each role play took about 20 minutes. The topics were an interview of a witness and an interrogation of a suspect of credit-card fraud. The role pays offered the LPs the chance to have hands-on experience of VCI. After each role play and setting they were invited to formulate their initial reactions to the exercise. The following are some of the most relevant observations that were raised during the discussions.

VCI A (INTERPRETER TOGETHER WITH POLICE OFFICER)

The LPs expressed the need to have a close-up image and a full complete body image of the witness/suspect. The quality of the image was also very important to them as they wanted to see aspects such as facial expression, emotions, body language and eye movement. They complained that the presence of the camera and screen (the remoteness) made it was impossible for them to have eye contact, which was important for them. Concerning the interaction and flow of communication, they were more positive and commended the 'invisibility' of the interpreter. On the whole, the reaction to this setting seemed positive and appropriate for witness and victim interviews, but less so for suspects (and certainly not to be recommended in

difficult, sensitive and important cases). If there is not enough or limited control over the interaction and the setting it is difficult to build up confidence.

VCI B (INTERPRETER TOGETHER WITH WITNESS)

Again the need for a close-up and a complete view of the witness/suspect was stressed, and the need for overall quality of sound and image. To be able to see emotions is crucial, and, in particular, the lack of eye contact because of the camera and screen is disturbing.

In this set up a lack of interaction and a feeling of 'distance' were experienced. The LPs had the impression they only had limited control over the interaction and the setting, and hence felt that their interventions were limited because of insufficient non-verbal input from the witness/suspect.

Furthermore, the LPs felt they did not need an image of the interpreter and commented that the close relation (physical togetherness) of the interpreter and the witness/suspect raised issues of trust, reliability, impartiality and independence.

RI (POLICE OFFICER TOGETHER WITH SUSPECT)

Generally speaking, this was the setting preferred by the LPs. To them it was the most natural setting which allowed them more possibilities for direct interaction. Again, they felt the image of the interpreter was not required "because he/she is an instrument". They also discussed whether this setting was more or less difficult or even disturbing for the interpreter.

In part three of the session the experts formulated a number of observations and recommendations that they considered most important.

The interpreter is a neutral instrument as he or she does not belong to the police or court. Indeed, the LPs preferred not to see an image of the interpreter on the screen. This is also why, even though their preference is for FF interpreting, LPs are open to the RI setting with an 'invisible' interpreter.

To guarantee the flow of communication and interaction, the quality of the interpretation is very important. It is crucial that the interpreter does not take a leading role – this is the responsibility of the police or the court – and that they are trained in the specific terminology, strategies and procedures of the different legal settings, e.g. in the use of direct questioning or silences as part of specific interrogation techniques. It would additionally be helpful to have a reference in the register of legal interpreters to those with training in VCI and RI.

The LPs were positive about the usefulness of VCI/RI for the interview of a witness or victim, in 'small' cases involving a suspect (or possibly in case of a need for extra information in cases of a certain importance) but would not recommend the use of VCI/RI in serious, complex cases.

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The LPs mentioned their concerns about the technical quality of VCI/RI. They stressed the need for excellent quality equipment, including sound and image, which is tailored to their needs, e.g. the possibility of provision of a close-up or a whole body image.

It was generally felt that interpreters as well LPs (police, judges, prosecutors, court officials and lawyers) need training before using VCI/RI in addition to support and guidelines.

Following on from the Strasbourg ECtHR *Salduz*-case, the specific issue of the rights of the defence during VCI/RI-mediated police interviews (including the confidential contact between defendant/suspect and lawyer) was also raised and the extent to which this might complicate the use of VCI/RI and the role of the interpreter was discussed.

6   CONCLUSION

The main conclusion of the AVIDICUS partners upon completing and assessing the results and comments of the role plays in the project and the pilot training sessions is that there is an urgent need to understand better the mutual responsibilities and roles of the actors involved in criminal proceedings, i.e. both the concerns of the LPs as well as the role of the legal interpreter, in order to arrive at a fair and efficient criminal procedure. The lack of accurate understanding and appreciation of the role of the different parties involved in the procedure, bears a risk of leading to wrong assumptions and unrealistic expectations. This is the reason why Directive 2010/64/EU of the European Parliament and of the Council of 20 October 2010 on the right to interpretation and translation in criminal proceedings, in Article 6 on 'Training', states that:

> [W]ithout prejudice to judicial independence and differences in the organisation of the judiciary across the Union, Member States shall request those responsible for the training of judges, prosecutors and judicial staff involved in criminal proceedings to pay special attention to the particularities of communicating with the assistance of an interpreter so as to ensure efficient and effective communication.

This fundamental but general requirement will become all the more urgent as VCI and RI will become more prevalent in criminal proceedings throughout the EU, adding another layer of complexity to criminal proceedings that involve more than one language.

The training modules on video-mediated interpreting in criminal proceedings designed in AVIDICUS were a first step in offering training for the integration of these novel forms of interpreting for different target groups.

One important point is that the training material needs to be adaptable, allowing for different local and national contexts to be taken into account and allowing for updates, for instance on the legal situation, the technology, and

the further development of the guidelines. In AVIDICUS, this has been achieved by designing the training modules as a series of workshops, flexible in length, with PowerPoint and other teaching material as the core on which others can build.

Another crucial insight is that co-operation between legal practitioners and interpreters in terms of training should be increased and that both groups would benefit from joint training. The design of training joint training modules for legal practitioners and legal interpreters on video-mediated interpreting will be an important task in AVIDICUS 2.

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APPENDICES

All Appendices are available at the following website:

http://www.videoconference-interpreting.net/BraunTaylor2011.html

Appendix 1

PowerPoint presentations (including exercises):

1a. Student interpreter presentation

1b. Practising interpreter presentation

1c. Legal Practitioner presentation

Appendix 2

Student Handout