

## **PEDAGOGICAL ASSISTANCE and VIRTUAL CLASSES: HOW TO APPLY?**

The periods for pedagogical assistance and virtual classes coincide with academic semesters:  
– for the academic semester September-January the deadline for receipt of applications is 1 May of the same year.  
– for the academic semester February-August the deadline for receipt of applications is 1 November of the year before.

All applications for pedagogical assistance and virtual classes are reviewed by an Evaluation Committee in order to ensure the most appropriate allocation of our resources. When you fill in the application form below, clearly specify your training needs and the nature of your request for assistance. Be sure to indicate your priorities as DG Interpretation will not necessarily be able to meet all training requests.

Below you will find the revised Pedagogical Assistance Menu, which explains the different modules you can ask for, as well as the Training Menu for virtual classes.

### **PEDAGOGICAL ASSISTANCE MENU**

#### **Training**

This Training menu comprises a range of core and ancillary modules proposed by SCIC for students and interpreter trainers and is designed to provide targeted assistance to meet your needs and make our contribution as effective as possible.

You must choose at least one (or more) core module(s). These can be accompanied by one or more ancillary modules, if so wished. Please note that some modules are ‘master classes’, usually led by our trainers (M), for all others your trainers will be in charge.

We would also urge you to liaise closely in advance: firstly with the Head of the Interpreting Unit responsible for your language area to ensure the most appropriate use of the support available and subsequently with our trainers so that the training sessions are as beneficial as possible. For the CONS and SIM core modules you will let the trainer know what the level of the students is (beginner, intermediate, advanced).

Please note in particular the new nomenclature – P1-13 are for PA missions for students, T1 is training for trainers and E1-3 for examinations.

#### ***CORE modules for students: (you must choose at least one)***

**P1. *FIRST STEPS IN INTERPRETING***: the first stage in the training process. This involves learning active listening, concentration and memory exercises, developing analytical skills.

**P2. *INTRODUCTION TO NOTE-TAKING (M)***: a presentation of note-taking technique for consecutive interpretation focussing on identification of main ideas and the importance of links.

**P3. *CONSECUTIVE***: standard training in consecutive at any level.

P4. **INTRODUCTION TO SIMULTANEOUS (M)**: how to facilitate the transition from consecutive to simultaneous, looking at the types of speeches for simultaneous, the importance of getting away from the words and how to work in a booth.

P5. **SIMULTANEOUS**: standard training in simultaneous at any level.

**ANCILLARY modules for students: (if these are chosen, it must be in conjunction with a core module)**

P6. **RETOUR/RELAY TRAINING**: how to work in relay and as a retour, with exercises.

P7. **EU TOPICS (M)**: a training session centred on a theme i.e. EU issues, environment, agriculture. Students would be expected to prepare for the session in advance by reading up on the theme, making glossaries, preparing speeches etc.

P8. **MEETING PREPARATION (M)**: a training session on how to prepare for and work at meetings, including meeting procedures, documentation search etc.

P9. **MOCK CONFERENCES**: participation in and guidance on how to organise successful mock conferences.

P10. **PROFESSIONAL ETHICS AND PRACTICAL ASPECTS OF THE PROFESSION (M)**: Rights and obligations of a professional interpreter; the interpreter as a service provider from an EU employer's point of view.

P11. **WORKING WITH TEXTS IN SIMULTANEOUS (M)**: how to work with texts when speeches are read out.

P12. **SELF-TRAINING(M)**: this module is intended to provide guidance to students on how to organise their out-of classroom practice sessions and other aspects of self-training, such as speech-making and

P13. **PREPARATION FOR TESTS (M)**: working with students in the final stages of the interpreting course and preparing them for the EU accreditation test.

**Module for trainers: (core or ancillary)**

T1. **TRAINING FOR TRAINERS**: length and content to be discussed with HoIU and trainer (could include e.g. speech-making, first steps, consecutive, simultaneous, testing, how to organise a training session etc)

## **Examinations**

You can request the presence of a trainer/examiner at your university exams:

E1. Aptitude tests

E2. Mid-term tests

E3. Final exams

## ***I. SEMINARS***

### ***1. SELF-TRAINING, including speechmaking and giving useful feedback***

This practical module is intended to provide guidance to students on how to organise their out-of classroom practice sessions and other aspects of self-training.

### ***2. TRAINING FOR TRAINERS /HOW TO GIVE GOOD FEEDBACK***

This practical and interactive virtual training session is intended for university trainers.

### ***3. USE OF DOCUMENTS AND TABLETS IN THE BOOTH***

## ***II. PRACTICAL TRAINING SESSIONS***

*(consecutive interpretation exercises)*

### ***1. BASIC CONSECUTIVE***

This is the first stage in the training process which is dedicated to consecutive interpretation without notes. The exercises should focus on concentration and memory, active listening and developing analytical skills.

Duration of speeches: around 3 min

### ***2. BEGINNER CONSECUTIVE***

First steps in note-taking in view of developing good practices.

Students should focus on the identification of main ideas and the importance of links.

Duration of speeches: around 4 min

### ***3. INTERMEDIATE CONSECUTIVE***

In this phase the consolidation of note-taking techniques should allow students to get more detailed information.

Students should convey a structured message respecting as much as possible the register and style of the original.

Duration of speeches: around 5 min

### ***4. ADVANCED CONSECUTIVE***

This training session should occur at an advanced stage of the course when students have developed a solid note-taking technique allowing them to approach the professional level. Students should be able to convey a full message while respecting the intent and style of the original. This can be part of the preparation for final exams.

Duration of speeches: around 6 min

## ***II. PRACTICAL TRAINING SESSIONS (cont.)***

*(simultaneous interpretation exercises)*

### **5. BEGINNER SIMULTANEOUS**

First steps in simultaneous.

Particular focus on delivering the main ideas in an intelligible and fluid way while avoiding word-for-word.

Duration of speeches: 7-8 min

### **6. INTERMEDIATE SIMULTANEOUS**

In this phase the consolidation of the simultaneous interpretation technique should allow students to convey a more detailed and fluid message while respecting as much as possible the register and intent of the original.

Duration of speeches: 8-9 min

### **7. ADVANCED SIMULTANEOUS**

This training session should occur at the final stage of the course when students approach the professional level. Students should concentrate on the quality and fluidity of delivery, and faithfulness of the message while respecting the style and register of the original. This can be part of the preparation for final exams.

Duration of speeches: around 10 min

### **8. THEMED TRAINING SESSION**

These training sessions are centred on a specific theme such as EU issues, environment, agriculture, international trade, technology, etc.

Students are expected to prepare for the session in advance by reading up on the theme, making glossaries, preparing speeches etc.

### **9. RETOUR**

Interpretation exercises into the B language.

### **10. TRILATERAL VIRTUAL CLASS**

Virtual training session between two partner universities and DG SCIC or between other international organisations, one partner university and DG SCIC.

## **III. MOCK TEST**

Simulation of an inter-institutional ACI test.

How do panels deliberate? Questions and Answers.

## **IV. VIRTUAL VISIT**

A trainer from DG SCIC is connected through videoconference to a scheduled class at the partner university.

**NEW!**

## **V. THE EUROPEAN COURT OF JUSTICE/ LEGAL FRENCH**

Trilateral virtual class including presentations on ECJ and consecutive interpretation exercises on legal matters.



## Application for **PEDAGOGICAL ASSISTANCE**

**[Please ensure that requests are discussed in advance with the Head of the relevant Interpretation Unit]**

Please use a separate form for **each** request

**University/Institution:**

Name:

Address:

Country:

Name of Director:

Contact person:

Phone:

Fax:

E-mail:

**Nature of Request for Assistance:**

**Training**

**Examinations**

(double-click on the appropriate checkbox)

**Training:**

**Student Support:**

**Core module(s) (P1-P5): N°(s) P.....**

**Ancillary module(s) (P6-P13): N°(s) P.....**

**Trainer Support:**

**Training for Trainers T1**

**Examinations:** aptitude test  mid-term test  final exams

**Virtual classes:**  Specific training module N° .....

**Languages required:**

Active:

Passive:

**Reason** / Justification / If more than one request is made, please indicate your order of priorities. [DG Interpretation cannot always respond favourably to all your requests; detailed information on your needs will allow us to find a balance between our available resources and your priorities]

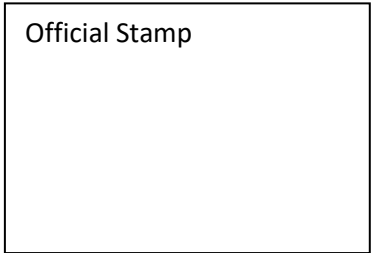
Order of priority:

**Times and dates requested\*:**

From: ...h... a.m./p.m. on ... / ... /201.. to ...h... a.m./p.m. on ... /... /201..

Number of days:

Date and Place:



Signature: .....

\* In principle, our Pedagogical Assistant should be able to return to Brussels on the evening of the (last) day; the time-schedule should be programmed accordingly.

**Please scan this form** (duly completed, signed and stamped) **and send it electronically to:** [scic-assistance-pedagogique@ec.europa.eu](mailto:scic-assistance-pedagogique@ec.europa.eu), with a copy to the Head of Interpretation Unit responsible for co-operation with your university.

It is no longer necessary to send 'original' paper copies via regular mail or fax.

*Co-ordination of the applications is carried out by:*

*European Commission  
DG Interpretation – Head of Department I  
Office CCAB – 06/6  
B-1049 Brussels*

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