

## PEDAGOGICAL ASSISTANCE : HOW TO APPLY ?

All requests should first be discussed with the Head of Interpreting Unit responsible for your language area in DG Interpretation.

The periods for pedagogical assistance coincide with academic semesters: September-January, February-August.

– 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 are reviewed by an Evaluation Committee in order to ensure the most appropriate allocation of our resources. When you fill in the application form, 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 Training Menu, which explains the different modules you can ask for. The modules are designed to make the assistance more targeted and as effective as possible, but you are not obliged to select a specific module if you prefer standard assistance.

Below that you will find the form that you need to fill in and send. **Please scan the form** (duly completed, signed and stamped) **and send it electronically** to: [scic-assistance-pedagogique@ec.europa.eu](mailto:scic-assistance-pedagogique@ec.europa.eu).

## PEDAGOGICAL ASSISTANCE TRAINING MENU

### *For students:*

Modules S1-S13 are training modules for students. Each module would take approximately one day, unless otherwise specified.

**S1. FIRST STEPS IN INTERPRETING:** the first stage in the training process. This involves learning active listening, concentration and memory exercises, developing analytical skills.

**S2. INTRODUCTION TO NOTE-TAKING:** about 6-8 weeks into the course, a presentation of note-taking technique for consecutive interpretation focussing on identification of main ideas and the importance of links.

**S3. INTRODUCTION TO SIMULTANEOUS:** 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.

**S4. RETOUR/RELAY TRAINING:** how to work in relay and as a retour, with exercises.

**S5. THEMED MASTER CLASS:** 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.

**S6. MEETING PREPARATION:** a training session on how to prepare for and work at meetings, including meeting procedures, documentation search etc.

**S7. ADVANCED CONSECUTIVE:** a training session at an advanced stage of the course when students have developed a solid note-taking technique, with a particular focus on structure and links.

**S8. ADVANCED SIMULTANEOUS:** a training session in the latter part of the course when students have mastered the basic technique of simultaneous: exercises with meeting-style and test-style speeches.

**S9. MOCK CONFERENCES:** guidance on how to organise successful mock conferences considering the value of mock conferences in the training process: choosing the subject and type of meeting, how to chair it, role of trainees, role of trainers.

**S10. PROFESSIONAL ETHICS AND PRACTICAL ASPECTS OF THE PROFESSION:** Rights and obligations of a professional interpreter; the interpreter as a service provider from an EU employer's point of view.

**S11. WORKING WITH TEXTS IN SIMULTANEOUS:** how to work with texts when speeches are read out.

**S12. SELF-TRAINING** (*including speechmaking and giving useful feedback*): 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.

**S13. PREPARATION FOR TESTS:** working with students in the final stages of the interpreting course and preparing them for the EU accreditation test.

***For trainers and auxiliary trainers:***

T1-T4 are training modules for interpreter trainers which could also be applied for as Pedagogical Assistance. Such training seminars could be organised jointly with participants from other schools and universities.

**T1. TRAINING FOR TRAINERS:** (max.12 interpreter trainers) covers speech-making, nonotes, consecutive, simultaneous, testing including practical role-plays. (3-4 days)

**T2. TRAINING FOR SPEAKERS:** (max. 12) a training course in speech-making including speech preparation and delivery, how to oralise a message, how to adapt to different levels of difficulty, with practical exercises. As it is important to expose students to different speakers, any potential speakers, including non-interpreters, should be encouraged to attend this module. (1 day)

**T3. TESTING:** (max.12) covers composition of juries, role of the chairman, assessment criteria for aptitude and final exams in consecutive and simultaneous with role plays (1 day)

**T4. HOW TO ORGANISE A TRAINING SESSION:**

(max.12) planning and coordination, setting objectives, progression, logbook, evaluation and feedback during training exercises (1/2 day)

# 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:

Standard teaching assistance (*e.g. participation in exercises*)

Specific training module\* N° S...

#### Trainer Support:

Specific training module\* N° T...

**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:

\* see '[Training menu](#)'

**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:

Official Stamp

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*