



SHIFT in Orality observation sheet – Intellectual Output 5

SHIFT in Orality Summer School of Remote Interpreting – Forlì, June 11th-16th, 2018

Hands-on session 1: Remote Interpreting in business settings (phone)

1. *Job interview*: interviewer and interviewee in the office; interpreter connected via telephone (two-point call)
2. *Trade fair*: marketing director and trade fair representative; interpreter connected via telephone (three-point call)
3. *Setting up a business*: businessman and company owner; interpreter connected via telephone (three-point call)

Note your observations for each role-play here

(Note good strategies as well as issues that require discussion/improvement in relation to the phenomena listed below)

Managing the opening

E.g. how is the initial 'meet and greet' phase handled? Is the suitability of the set-up checked? Are any ground rules for communication management established? Do you think a different way of handling this phase could have improved communication?

Managing spatial organisation

E.g. how is the participants' (seating) arrangement in relation to the camera/microphones? Does the interpreter make adjustments to their own positioning? Does the interpreter try to get participants to make adjustments? Do you think a different configuration would have improved the communication?

Managing turns

E.g. how is turn-taking handled? Are there any instances of long, multi-unit turns? If so, what resources are used for chunking? Are there any instances of overlapping talk? If so, how are they handled? Are there any instances of dyadic sequences?

Reference to primary participants

E.g. are there any shifts in the use of pronouns? Does the use of pronouns and other ways to address participants cause any disruption or ambiguity?



SHIFT in Orality observation sheet – Intellectual Output 5

SHIFT in Orality Summer School of Remote Interpreting – Forlì, June 11th-16th, 2018

Prosodic resources

E.g. are there any instances of over-emphasis or voice modulation? Do you notice any marked use of prosodic resources? If so, what do you think is their function and impact on the communication?

Embodied resources

E.g. are all the participants audible? Is the way in which they are positioned in relation to the equipment conducive to acoustic clarity and to a smooth unfolding of the interaction? Are any adjustments being made and, if so, are they successful?

Comprehension problems

E.g. are any resources used by the interpreter to signal potential problems? How do participants react to it? Are there any 'marked' sequences characterised by impoliteness, tension, disagreement, expression of concerns? If so, how are they handled? To what extent do you think remoteness may be a factor contributing to mishearing, affecting understanding and hindering comprehension?

Handling objects/artefacts/unexpected events

E.g. how are objects handled during the simulation? Does any problem or unexpected challenge seem to emerge in relation to this? If so, how does the interpreter cope with it? What are the implications of these choices for the unfolding of the interaction?



SHIFT in Orality observation sheet – Intellectual Output 5

SHIFT in Orality Summer School of Remote Interpreting – Forlì, June 11th-16th, 2018

Cognitive resources

E.g. do you notice any problems which may be related to reduced sense of presence and remoteness of the situation? For instance, is there a tendency to elaborate on the part of the interpreter/the participants? Do you notice any instances of lack of self-monitoring or signs of stress and fatigue (e.g. lapses, blackouts, inaccuracies, hesitations)?

Managing closing

E.g. how is the final phase handled? Do you think a different way of handling this phase could have improved communication?