

## The pedagogy of online interpreter training resources

Matthew Perret, University of Leeds, UK

One of the keys to the success of interpreter training is the sequential nature of the pedagogical structure. “Learning to walk before you can run” is at the heart of SCIC’s approach to interpreter training (from the “stage”, through to modern-day Pedagogical Assistance missions).

An example would be the isolation of listening and analysis skills in performing “Consecutive without notes” exercises before the introduction of note-taking.

This creates a paradox for open-access online resources which can be used selectively (and theoretically, in any order) by trainers and students. They can be an invaluable complement to face-to-face training, by offering international best practice in each specific area, but open access can also present certain dangers.

The Orcit bookshelf, and the modules themselves, include clear sequential structures and guidance as to what to attempt when, as well as advice on how to adapt source speeches (either by trainers or students) to suit particular pedagogical objectives at different stages on the course. Nonetheless, beginner trainees will, by definition, require flesh-and-blood trainers’ guidance on how to get the most out of different online resources, and especially, how to avoid counter-productive practice such as attempting demoralisingly challenging tasks too soon, cultivating complacency by failing to introduce new skills at the right time, or even reinforcing bad habits, by failing to get targeted feedback on one’s work.