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SIMULATING COMMUNICATION WITH THE CLIENT IN AN UNDERGRADUATE TRANSLATION COURSE – STUDENT PERFORMANCE AND PERCEPTIONS

This paper reports on how simulated communication with the client via different channels has been integrated into a general translation course. It examines the results of two studies conducted during a course offered to Polish students doing a Bachelor's degree in Applied Linguistics and specialising in translation. The aim of the first study, in which the students communicated with a simulated client (the instructor) using individual e-mail accounts in the final translation assignment and a discussion forum on a Moodle-based platform in all the other assignments, was to investigate the students' performance in the exchange with the client. For this purpose, the questions the students asked the client were analysed in terms of their topic and relevance in a given translation situation; the lack of questions concerning important extra-textual information was also noted. The first study additionally probed the students' views concerning this aspect of the course: the students completed a survey in which they were asked how useful they thought being able to work with the client would be in their future jobs as translators and how effectively the skill had been practised during the course. In the second study, the mode of communication with the client for in-class assignments was changed in such a way that three different e-mail accounts were used instead of one discussion forum. The primary aim of this study was to investigate whether the changes in the mode of communication had increased student participation and to probe the students' perceptions of the modified course using a survey.

1. Introduction: Communication with the client in the classroom and in translation competence models

Translation scholars have expressed different views on using authentic or "near-authentic" (Risku 2010: 101) tasks, which involve working with real or simulated clients, or commissioners, in the translation classroom. One stance is well-represented by Kiraly (2000), who advocates implementing real translation projects and collaborative learning, particularly at the Master's level, with the teacher playing the role of project coordinator or advisor. The other extreme is represented by Mossop (2000: 234), who states: "The very last thing a translation classroom should be is a pale simulacrum of the workplace. When I teach, I do not create scenarios in which I pretend that I am a client (...)". He argues that undergraduate programmes in particular should be focused on aspects to do with "education" rather than "training", and the place for the latter is a practicum or internship. Although it is unquestionable that beginners should not deal with real clients, I will argue that using simulated tasks, with the teacher acting as the client, can indeed bring several benefits to novices in undergraduate programmes and can be organised so that these tasks support and reinforce "translator education", whose goal is developing various elements of translation competence and fostering their interaction (see e.g. PACTE, Process of Acquisition of Translation Competence and Evaluation research group, 2000, 2003). Thus it can be used not only as part of professionally-oriented "translator training", which is focused on "accumulating" a set of very specific and technical skills (Bernardini 2004, see her article for a detailed discussion of the difference between these two terms and approaches).

As far as recent models of translation competence are concerned, the skill of communicating with the client is singled out in the EMT reference framework for the competences applied to language professions and translation (EMT 2009), which has been created at the request of the EU and has served as a basis for designing the requirements that Master's programmes in translation need to fulfil in order to be part of the European Master's in Translation network. It is subsumed under the "interpersonal dimension" of the "translation service provision competence". According to the description of this dimension, apart from negotiating deadlines or working conditions, translators also need to be able to "clarify the requirements (...) and purposes of the client, recipients of the translation and other stakeholders" (EMT 2009: 4). In Gouadec's (2007) model of the translation process, such communication with the client takes place in the pre-translation phase and pre-transfer part of the translation phase, and its aim is to help prepare the translator for "transferring" or translating the text in the strictest sense.

It is worth noting that the skill of communicating with the client is also closely linked to other elements of translation competence. First of all, although it is subsumed under the "translation service provision competence" in the EMT model (2009), it can be argued that it also engages the "information mining sub-competence" (EMT 2009) or "instrumental sub-competence" (PACTE 2003), because it involves being able to identify one's information needs and retrieve this information from different types of sources, in this case the client. However, in order to determine their information needs, translators need to use their "strategic sub-competence" (PACTE 2003), which is responsible for managing the translation process and co-ordinating other sub-competences. Translators also need to activate what PACTE (2003) call the "knowledge about translation sub-competence", which includes "knowledge of the principles that guide translation (processes, methods and procedures, etc.) and the profession (types of translation briefs, users, etc.)" (PACTE 2005: 610) and is based on a functional approach towards translation, that is one focused on preserving the sense of the source text (ST) and considering the needs of the readers when producing the target text (TT) (see e.g. PACTE 2011). The EMT model also points to functionalism as the underlying philosophy, as the translator is expected to be able to "create and offer a translation appropriate to the client's request, i.e. to the aim/skopos and to the translation situation", as mentioned in the "production dimension" of the "translation service provision competence" (EMT 2009: 5). Thus translation students need to be made aware that certain elements of the translation situation, including extra-textual factors such as the readers or place of publication, should be taken into account if a successful translation is to be provided, so that they are able to assess whether or not they need to obtain any extra information and whether the client is able to deliver it. In the translation course described in this article (for more information about the course and about the perception of some of its other aspects see Chodkiewicz 2014a and 2014b), the main theoretical framework which underpins the strategic completion of translation tasks comprises two functional theories: Nord's (1997) translation brief and Reiss's (1971/2000, 1977/1989) typology of text types.

In addition, including communication with the client in translation tasks not only makes them comprehensive and helps them better mirror the complexity of professional translation tasks, but, most importantly, it contributes to the fact that an entire "bundle" of competences can be trained simultaneously in one translation task rather than developed in isolation (see Kiraly 2013). This approach should allow for interaction between the various sub-competences to take place, and effective interaction between them is an important feature of expert translation competence (see PACTE 2000, 2003; Alves and Gonçalves 2007).

Finally, making the tasks "near-authentic" by integrating communication with the client into each translation task can be expected to boost students' motivation for completing them (Risku 2010: 101), as well as helping students develop a greater sense of responsibility for the successful completion of the tasks.

It should be mentioned, however, that communication with the client sometimes plays a peripheral role in translation. Although I am convinced translation students should learn how to communicate well with the client in case this is necessary in the future, there are several situations in which the skill is redundant. Asking questions in unnecessary in conventional translation assignments (Nord 1997: 31), when translating texts from returning clients, and in other situations where relevant information, including that concerning the purpose of the text and its addressees, can be deduced from the translation situation with reasonable certainty (Vermeer 1989/2000: 229). Other such cases include certified translation of official documents, where the translator is faithful to the ST and is not concerned about external factors, and situations where communication with the client is handled by someone else, for instance a project manager from a translation company, though this is a position which translation graduates might hold as well.

2. The two studies

Considering the role communicating with the client may play in successful translation processes and the fact that this skill is recognised as a distinct component of translation competence closely linked to its other components, a simulation of communication with the client has been implemented in a translation course offered to undergraduate students described in the current article. This section will discuss the purpose and methodology of the two studies that were conducted in two different editions of the course, which will be referred to as Study 1 and Study 2.

2.1. Aims

The studies were carried out with a view to investigating how effectively the skill of working with the client (commissioner) had been developed in the course and optimising the course in this respect.

Study 1 sought to:

1) examine the students' performance in the exchange with the client both in classroom and individual assignments, with respect to the topic and relevance of the questions asked and the lack of questions regarding highly relevant information;
2) examine the students' perceptions of this aspect of the course.

After Study 1 had been conducted, the communication channels for classroom assignments were modified in response to the results of the study. Study 2 was then conducted so as to:

1) investigate whether the change in communication channel had increased student participation;
2) examine the students' perception of this aspect of the modified course.

2.2. Participants and setting

The participants of the two studies were second-year students doing a BA programme in Applied Linguistics who specialised in translation. There were 54 participants in the first study and 39 participants in the second one. This was the year when the students started taking translation classes, and at this point, most of them had no experience in translation.

The studies were conducted as part of a general (non-specialised) translation class, which lasted one term. The two groups followed a slightly different programme, but most of the students were taking the following translation classes in addition to the general translation class at the time when the study was conducted: a sight translation class, a CAT tools class, and a lecture in translation theory. They were then to move on to specialised translation, strategies and techniques of audiovisual or literary translation, and consecutive interpreting in the next academic year.

2.3. Procedure: course organisation

In both editions of the course, the students were allowed to communicate with the client in every assignment. It was emphasised that the responsibility to make sure the translator has sufficient information lies with the translator as much as with the client. The students were encouraged to first consider the information that they were able to deduce from analysing the source text and translation situation and decide whether they needed any other information to choose their macro-strategy (approach towards the whole text) and micro-strategies (approach towards particular translation problems) (Hönig in Göpferich 2009), which are aimed at providing a successful, that is functional, translation. If information concerning relevant extra-textual factors, which could not be deduced from the translation situation (Nord 1997), was missing, the students were expected to reflect on whether the client might have this information and, if so, decide how to phrase the question in an appropriate way. If the students did not ask about highly relevant information (see Section 2.4. of the article for the categorisation of questions according to relevance) and produced translations based on insufficient information, they were made aware of the consequences of their decision for the usability of the target text. It is worth mentioning that the issue of communicating with the client was not discussed extensively in the first session in the course, but the students were told that the assignments would be simulations of translation jobs and that the teacher would act as the client from the moment of distributing the assignments until their completion; the students were also given the teacher's/client's e-mail.

The communication took place as part of non-graded classroom assignments, which were completed at home and later discussed in class, and individual assignments (one in Study 1 and two in Study 2) that included a final assignment, whose purpose was both formative and summative. In both editions of the course, the students were given briefs which were not very informative so as to encourage the students to ask questions. Most assignments consisted in providing translations, but the students also completed other assignments, including among others the revision of an existing translation.

Different channels of communication were used in the two studies for classroom assignments. The following communication channels were used in Study 1:

- a Moodle-based discussion forum (with one instance of face-to-face communication) in classroom assignments;
- individual e-mail accounts in the final translation assignment.

It is worth noting that the students enrolled in the course were able to ask questions using the forum and the client's responses were instantly delivered to each student via e-mail.

When Study 2 was conducted, in the second edition of the course, the following communication channels were used:

- three different e-mail accounts, one per group (with one instance of face-to-face communication) in classroom assignments;
- individual e-mail accounts in the mock and final translation assignments.

The main communication channel was changed from a discussion forum to three group e-mails (one for approximately 13 students) in response to the findings of Study 1. At the same time, individual communication was maintained in the final assignment in order to keep it closer to real-life conditions; this type of communication was also used in the mock assignment, which gave the students an additional opportunity to practise their skills.

An evaluative survey was conducted at the end of both editions of the course.

2.4. Data collection and analysis

With reference to the first goal of each study, an analysis of the questions collected by the teacher in class and retrieved from the discussion forum and group/individual e-mail communication was conducted. The topic of a given question was not difficult to identify, but some criteria needed to be established and applied consistently in order to determine the relevance of the questions. The following three criteria were considered:

- what impact the information obtained had on the translator's macro- and micro-strategies;
- how difficult the information was to deduce;
- whether consulting the client was helpful and necessary to make a given decision.

Based on these criteria and taking into account that the students had no previous experience in translation and the tasks were new for them, the questions were classified into five categories:

1) Highly relevant – the question concerns extra-textual information which has a very significant impact on the translator's macro- and micro-strategies and/or is either impossible or very difficult to deduce, or it concerns a decision that cannot be made without consulting the client. This information is necessary for the translator to formulate "the criteria that a specific target text (TT) section has to fulfil in order to be an adequate correspondent for the respective ST unit" (Göpferich 2011: 8). Thanks to these criteria, the translator can approach the translation task in a strategic manner, as opposed to "guessing" (Göpferich 2011: 8). Example: When translating a leaflet on a company's health and safety policy and accident reporting procedure, the translator needs to ask the client about either the reader, place of publication,

or about how the text is going to be used. Otherwise they will not know whether this is a leaflet for Polish employees working in the UK or Poland and will not guide the reader properly in making use of such documents as the "Incident Log".

2) Relevant – the question concerns extra-textual information which does not have a highly significant impact on the translator's macro- and micro-strategies and/or is easy to deduce, could have been deduced with reasonable certainty, or concerns a decision that could have been made without consulting the client. Example: When translating a text about diabetes into English, it is important for the translator's strategies that the receivers are English-speaking people who are interested in the topic but are not experts; however, this can be deduced with high certainty based on the source text, assuming that the type of audience has not changed.
3) Redundant – the answer to the question asked is obvious based on world knowledge or the translation situation or difficult to provide for the client, thus asking a given question was unadvisable. However, the issue raised by the translator does have some impact on their macro- and micro-strategies. Example: In a translation of instructions on how to make an emergency call targeted at Polish people living or staying in the UK, the client cannot say what the level of English of the potential receivers is, and it is rather evident that it may vary, but this does have some impact on the translator's strategies, as text receivers with poor English skills need to be helped in making the call.
4) Irrelevant – the question has no impact on the translator's macro- and micro-strategies. Examples: The time of production of the original leaflet concerning Health Care in the UK or the time of publication of the translation of an article concerning creative destruction in the economy have no impact on the translator's decisions, and the time of publication of the translation is usually the near future, as otherwise the translator would not be asked to translate the text.
5) Unclear – it is difficult to tell what the translator had in mind when asking the question, and the question cannot be included in any other category.

In order to accomplish the second aim of each study, a survey was conducted (for details on the design and results of the extended survey used in the first edition of the course, which also probed the perception of other aspects of the course, see Chodkiewicz 2014b). It consisted of the following two questions, each accompanied by a Likert scale and comment section:

- How useful do you think the skills trained thanks to these aspects of the course might be in your future job, if you decide to be a professional translator? (1 = not useful at all; 5 = extremely useful)?
- How effectively were they implemented (how effectively were the skills practised) during the course? (1 = very ineffectively; 5 = very effectively)?

3. Results and discussion for Study 1

The following two sections present the findings of the first study, where the main channel used for communication with the client was a Moodle-based discussion forum.

3.1. Question analysis

The first goal of Study 1 was to examine the questions asked by the students both in classroom and individual assignments in terms of their topic and relevance. As far as classroom texts are concerned, the participants of the course (58, divided into four groups according to language combination, English being the first foreign language for three groups and the second one for one of them) completed 8 classroom translation assignments and were able to ask the client questions mainly using the Moodle-based discussion forum. Text 4 which was covered in class only, with questions asked face-to-face, is also included in the analysis. Figure 1 below shows the results of the analysis in terms of the topic and relevance of the questions.

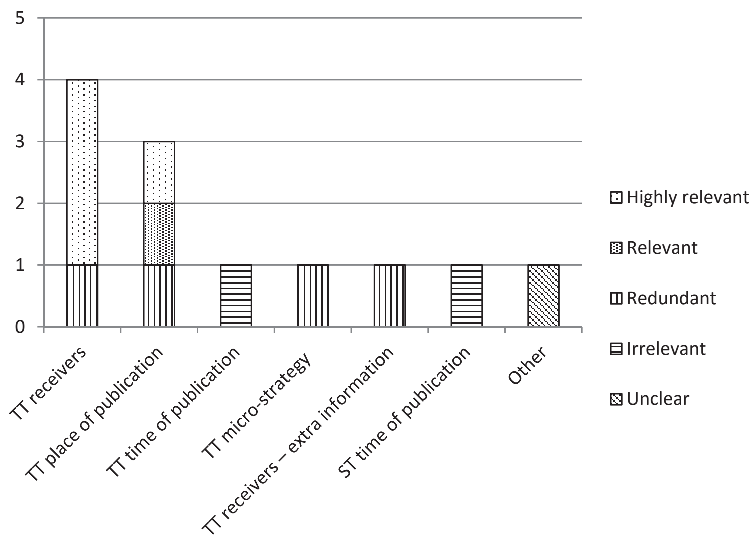

Figure 1. Topics and relevance of questions asked in classroom assignments in Study 1

As can be seen in Table 1, 12 different items of information were enquired about, including 9 via the discussion forum. There were 5 highly relevant and relevant questions, and these concerned the TT receivers and place of publication. Yet the majority of all questions asked were either redundant, spread across four different categories, or irrelevant, concerning the ST or TT time of publication. One of the redundant questions (regarding extra information about the TT receivers) is given as an example in Section 2.4. The redundant question concerning micro-strategy had to do with using phonetic transcription to inform the receivers how a last name should be pronounced. Although a decision had to be made by the translator regarding the manner of transcribing the pronunciation of the name, this should have been done based on the information concerning the TT place of publication (a particular Polish magazine), which would have allowed the translator to determine what conventions are used in the magazine where the text was going to be published. The unclear question concerned a PowerPoint presentation and more precisely "whether or not it was going to be used".

It is worth mentioning that there was one instance where all of the groups did not have highly relevant information about the TT reader/use, but this concerned Text 1 which was covered before communication with the client discussed extensively. There was also one instance where two groups did not have access to relevant information (concerning the place of TT publication), since they had class earlier than the group who asked the question via the forum.

As for the individual assignments, the participants (53) translated one of seven texts, assigned randomly and were able to ask the client questions individually via e-mail. Queries were either required (5) or advisable (2) in all the cases. At this point, the students had been given extensive feedback on the questions they had asked as part of the classroom assignments with a view to improving their performance. The results of the analysis of the questions asked are shown in Figure 2.

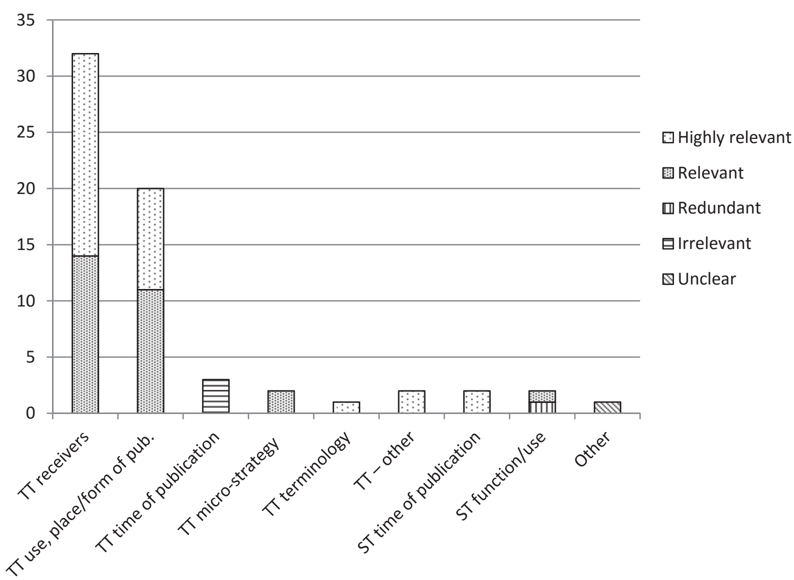

Figure 2. Topics and relevance of questions asked
in individual assignments in Study 1

Compared to the results for classroom assignments, the relevance of the questions had improved significantly: there were very many highly relevant and relevant questions, with few redundant and irrelevant ones. Most of the questions concerned the TT receivers and TT use or place/form of publication and these were all relevant or highly relevant, whereas the irrelevant question again concerned the TT time of publication.

When it comes to student participation, 63% of the students asked questions (1.9 items per student). However, it was also found that 25% of the students did not ask questions concerning their texts despite the fact that highly relevant information was missing.

3.2. Survey results

The second aim of Study 1 was to examine the students' perception of being able to practise working with the client. The results of the survey described in Section 2.4 are shown in Table 1.

Table 1. Survey results for working with the client in Study 1 (usefulness in future job: 1 = not useful at all, 5 = extremely useful; effectiveness of implementation: 1 = implemented very ineffectively, 5 = implemented very effectively) (adapted from Chodkiewicz 2014b: 246)

Aspect of the course	Usefulness in future job			Effectiveness of implementation		
	Mean	SD	N	Mean	SD	N
Practising working with client (in general)	4.57	0.78	48	4.28	0.88	48
Using discussion forum	4.44	0.9	48	4.09	0.95	47
Using individual e-mail accounts	4.69	0.66	48	4.46	0.8	48

This aspect of the course considered as a whole, regardless of the communication channel used, generally received quite a high rating for both usefulness in professional translation and the effectiveness of its implementation in the course (4.57 and 4.28, respectively). However, the discussion forum received lower mean ratings than individual communication (4.44 vs. 4.69 for usefulness and 4.09 vs. 4.46 for effectiveness of implementation, respectively), and it was much more controversial, particularly in terms of its perceived usefulness, as shown by a higher standard deviation, which was as high as 0.9, compared to that for individual communication (0.66).

These results were to a great extent accounted for in the large number of positive comments which the students made (Chodkiewicz 2014b: 225). The students appreciated the significance of having and being able to develop the skill (9). They also emphasised that the skill would be useful in their future jobs (10), and some said that thanks to the course had become more confident in this respect (2). There were several other positive comments concerning the progress the students had made in communicating with the client during the course (10). As far as asking the client questions is concerned, they declared they had learnt what they should (2) and should not (2) ask about and what language should be used in interacting with the client (2). The students also stated that they would not have considered contacting the client, had it not been for explicit instruction in this respect (2), as can be assumed based on the fact that the students did not ask the client any questions before the extensive discussion of this issue, not only in the two editions discussed in the article, but in none of the five editions of the course so far. As far as critical remarks are concerned, the students pointed out that few students used the forum (7), which is unavoidable with this communication channel, since if one person posts a question and the client responds, every forum user can see the exchange. Some students additionally stressed the fact that individual communication was closer to the real-life working conditions of a translator. However, the students also admitted that they were afraid of being mocked by other students (2), and this might have been one of the reasons why they avoided asking questions which would be read by students from all the groups.

3.3. Conclusions from Study 1

The following conclusions were drawn from Study 1:

- The students perceived the skill of working with the client as useful and the training related to it as generally well-implemented in the course, with some areas for improvement.
- The relevance of the students' questions was generally high, and it increased during the course, though it could still be improved (by paying more attention to this aspect of the course).
- An attempt could be made to increase student participation.

4. Results and discussion for Study 2

The two sections below discuss the findings of Study 2, where group e-mails were used as the main communication channel.

4.1. Question analysis

The first goal of Study 2 was to investigate whether the change in communication channel had increased student participation.

Since in this study each group of students communicated with the client individually, and the number of texts covered in class did not change significantly compared to that in Study 1 (9 instead of 8 texts), a three-fold increase in the number of questions asked (9) in Study 1 was expected. However, there was only a very slight increase, as 2 more questions were asked in the second study (11 questions were asked compared to 9 in the first study). What is more, there were some negative consequences of the change in communication channel, due to the fact that – in contrast to the communicating via the forum, which made it possible for all of the students to see the question and the client's response – using group e-mails made the questions and answers available only to a limited number of students. When the instances of an entire group not having access to highly relevant information were examined, it was found that this was never the case in Study 1, excluding Text 1, whereas this happened for as many as 66% of assignments requiring extra information in Study 2. This meant that in the second study, a significant number of students were operating on insufficient information when completing their classroom assignments.

However, as far as individual communication is concerned, the situation was completely different, since the levels of participation were similarly high in both studies, as depicted in Table 2.

Table 2. Comparison of the results for questions asked in individual assignments in Studies 1 and 2 (*questions were advisable but not necessary)

Data	**Study 1 (N = 53)**	**Study 2 without mock assignment (N = 39)**	**Study 2 including mock assignment (N = 39)**
Percentage of students who asked questions	63%	62%	74%
Number of items of information enquired about	65 items	55 items	73 items
Number of items of information enquired about per student (who asked questions)	1.9 items	2.3 items	2.5 items

The level of student participation in the final assignment was almost identical to that in the first study, which could indicate that when grades were at stake, the students were better motivated to communicate with the client. The mock assignment also helped involve a greater number of students: thanks to introducing this assignment the percentage of students who asked questions increased to 74%. It is worth mentioning, however, that in the case of this assignment, asking questions was advisable but not absolutely crucial.

4.2. Survey results

The second aim of Study 2 was to examine the students' perception of practising working with the client, with the changes in communication channels having been introduced. The results of the survey which was completed by 36 respondents are shown in Table 3.

Table 3. Survey results for working with the client in Study 2 (usefulness in future job: 1 = not useful at all, 5 = extremely useful; effectiveness of implementation: 1 = implemented very ineffectively, 5 = implemented very effectively)

Aspect of the course	Usefulness in future job			Effectiveness of implementation		
	Mean	SD	N	Mean	SD	N
Practising working with client (in general)	4.5	0.61	36	4.28	0.77	36
Using group e-mail accounts	4.25	0.77	36	4.14	0.8	36
Using individual e-mail accounts (in both final and mock assignment)	4.75	0.44	36	4.42	0.73	36

In the second study, the mean ratings for the usefulness of the skill and the effectiveness of implementing the training in this respect were very similar to those in Study 1 for the aspect of working with the client considered as a whole (4.5 in S2 vs. 4.57 in S1 for usefulness and 4.28 in both studies for effectiveness of implementation) and for individual communication (4.75 in S2 vs. 4.69 in S1 for usefulness and 4.42 in S2 vs. 4.46 in S1 for effectiveness of implementation). However, group e-mails received slightly lower ratings than the discussion forum for their usefulness in professional translation (4.25 vs. 4.44, respectively).

Several positive comments were made, and some were very similar to the ones reported for Study 1. These included comments saying that the skill would be useful in the students' future jobs and was important in translators' work (10). The students also declared that it had had an impact on their translations (6) and made the tasks authentic (3). However, the respondents also mentioned some issues and areas for improvement. They suggested than even more time should be devoted to issue of working with client (3), for example to writing a sample e-mail. Some students also voiced their preference for individual communication (2).

4.3. Conclusions from Study 2

The following conclusions were drawn based on the results of Study 2 and their comparison with Study 1.

- The students again perceived practising working with the client as useful and generally well-implemented in the course, with some areas for improvement.
- Replacing the discussion forum with group e-mails for in-class assignments did not increase student participation, was perceived as less helpful by the students, and resulted in them having less highly relevant information when translating the texts. Considering this and the fact that it additionally created problems for the teacher, who had to deal with e-mails sometimes being sent from personal e-mail accounts instead of group e-mails, the discussion forum seems to be a better communication channel for classroom assignments.
- The students remained motivated to communicate with the teacher individually, and the mock assignment helped involve more students.
- Even more attention could be paid to this aspect of the course: there could be more discussion, and the guidelines developed by the teacher could be used by the students as a checklist.

5. Concluding remarks

Recent models of translation competence, particularly the one by the EMT group (2009), underscore the importance of being able to communicate with the client. The information gained as a result of such communication makes it possible for translators to deliver high-quality texts which fulfil the intended function and are adapted to the needs of target text receivers and the client's (commissioner's) requirements. The possibility to communicate with the client was far from obvious for the students: in neither edition of the course so far have the students contacted the client to ask for information before this issue was dealt with extensively in the classroom, despite the fact that certain extra-textual information was necessary for them to translate the source text successfully.

The questions the students asked were to stem from their "knowledge about translation" and "strategic" sub-competences, which the course was to develop, and thus were sometimes necessary in order to for the students to implement a functional approach towards translation, as mentioned above. Discussions concerning the questions which had been asked provided an opportunity for the teacher not only to discuss their relevance and help the students improve this element of their translation competence. What is even more important is that it was possible to discuss the source of these implausible questions, as the fact that the students asked about irrelevant information signalled a problem with the way they had approached the translation task: it meant they had problems determining the factors which they should take into account when devising a global strategy and making local translation decisions. Thus various elements of the students' translation competence could be developed thanks to making it necessary to ask questions and to having the discussions that followed. Another aspect of communicating with the client which was discussed was using appropriate language, in particular avoiding using terms from translation theories which may be difficult to understand for the client.

The studies that were conducted as part of the non-specialised translation course whose results are presented in this article showed that the students generally appreciated being able to practise working with the client. The discussion forum was found to be the most effective and convenient channel of communication for classroom assignments, whereas individual communication used in the final and mock assignments increased student involvement and helped simulate a real-life situation. On the whole, the students responded well to the training in this respect, as the relevance of the questions they asked improved throughout the course, although more effort could be made to optimise the education process regarding this aspect of the course.

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