

**6th International Critical Link Conference
26-30 July 2010, Aston University, Birmingham, United Kingdom**

Interpreting in a Changing Landscape

Abstracts

Abstracts of paper presentations

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University Health Network

Language Access for New Canadians: Privilege or Human Right?

With its declining birthrate and a baby boomer population entering retirement, Canada continues to open its doors to some 250,000 immigrants each year, in an effort to ensure economic growth. Approximately 40% of new Canadians have no knowledge of either official language, English or French. While language skills improve an applicant's eligibility, proficiency is not required to immigrate to Canada.

For new Canadians with limited English or French, language is a barrier to social services, particularly healthcare. Under the *Charter of Rights and Freedoms of Canada* (1985), all Canadian residents are guaranteed equal protection and equal benefit under the law, regardless of national origin and physical disability, among other grounds (s.15.1), a right that is echoed in provincial human rights codes. While language is an inherent characteristic of "national origin," this section has not conferred limited English/French proficient individuals the right to interpretation services. In the U.S., where Title VI of the *Civil Rights Act* (1964) and Executive Order 13166 (2000) guarantee meaningful access to public services, national origin discrimination claims are common for failure to provide an interpreter.

The landmark Federal Supreme Court of Canada decision in *Eldridge v. British Columbia (Attorney General)* (1997) confirmed the obligation of healthcare organizations to provide Deaf patients with sign language interpreters "where it is necessary for effective communication," a requirement that should not "unduly strain fiscal resources." However, the Decision makes a distinction between Deaf and LEP/LFP patients: "[I]t is by no means clear that the communications barriers they face are analogous to those encountered by deaf persons...." Research of quality of care disparities over the last 12 years clearly refutes this statement. The *Charter* explicitly guarantees the right of both limited English/French proficient and Deaf individuals to interpreters in the Courts (s.14).

In spite of increased demand during the last 25 years, Ministries of Attorney General have continued to meet such needs as a requirement of *Charter* compliance. In both legal and medical settings, the risks and potential consequences of miscommunication are high. Nevertheless, the rights of the individual that are recognized in the courts have not been extended to healthcare settings. Canadian immigration policy impacts the demand for social services. Healthcare is truly universal only when professional interpretation is part of the healthcare system. The federal government has a legislated obligation to ensure equal access to all services. Federal funding to provincial healthcare regimes that meets interpretation needs will result in a healthier society, a more productive workforce and reduce overall healthcare costs.

Maria A. Aguilar Solano
University of Manchester

Exploring the Boundaries: 'Attitudinal Autonomy' of Healthcare Interpreters' Habitus

Patients who visit hospitals on the southern coast of Spain range from social immigrants such as tourists and EU expatriate residents to economic immigrants from less developed countries. Both groups have in common their lack of ability to communicate in Spanish. However, while for the first group qualified interpreters are easily accessed, for the second there is a lack of them. As a result, healthcare interpreters must deal with many different agents and an ever-changing social context as regards the power relations that are constantly emerging between doctors and patients. This divergence affects the way interpreters are perceived by healthcare staff on each communicative encounter. In this context, it is necessary to ascertain the effects of the involvement of other patients in the development of an interpreting habitus and to establish a correlation between interpreters' symbolic capital (as defined in terms of prestige and status) and patients' social and linguistic background.

Drawing on Bourdieu's theory of practice as a theoretical framework for the analysis of this interpreter-mediated social context, this paper, which is part of an ongoing PhD thesis, concentrates on the concept of 'boundaries' as described by Bourdieu (1993/2009) and introduces the concept of 'attitudinal autonomy' (Forsyth & Danisiewicz 1985).

Investigating the 'boundaries' is essential in order to understand the functioning of the field of healthcare interpreting and the power relations between agents and their effect on interpreters' habitus. However, Bourdieu (1993/2009) does not provide an effective method to explore the boundaries and leaves researchers with a concept that is too abstract to be used as a research tool. In this regard, 'attitudinal autonomy', as defined by Forsyth and Danisiewicz (1985) in their "Theory of Professionalization", contributes significantly to the study of boundaries, since autonomy and boundaries are directly linked in the sense that a high level of autonomy translates as sharp boundaries (Bourdieu & Wacquant 2005).

Amalia Amato and Christopher J. Garwood
University of Bologna, Italy

Cultural mediators, a new breed of linguists in Italy

The growing number of immigrants in Italy has resulted in an increased demand for public service interpreters, who have begun to acquire greater visibility. The task of public service interpreters is very complex as it combines both translation and mediation (of misunderstandings and real or potential conflicts). Some of the first studies on interpreter-mediated interaction in institutional settings (such as Wadensjö 1998 and Mason 1999) highlighted that the presence of an interpreter has important consequences on interactional exchanges in terms of space given to participants, their relationship, and the outcome of encounters (Davidson 2001).

The figure of 'cultural mediator' has been introduced in Italy to carry out this task. Presently there are two main tendencies in training (Zorzi 2008) this 'new breed of linguists', who are "not just interpreters", but also "provide immigrants with cultural guidance":

1. undergraduate courses aimed primarily at Italian students with little or no practical experience of mediated encounters;
2. professional training courses organised by local authorities or agencies intended primarily for members of immigrant communities who already work for Italian public institutions.

In the first case, the training focuses mainly on the development linguistic skills in Italian and at least two foreign languages, with a special emphasis on written translation and oral interpreting. In the second case, attention is focused on the information content (from legislation on immigration to socio-political issues and the organisation of the various public services). These courses rarely have any linguistic content and the training of oral interpreting techniques is at best very marginal.

The aim of this paper is to show, on the basis of real data, that the lack of knowledge and/or awareness about communication mechanisms can greatly affect the outcome of interpreter-mediated encounters and that this crucial aspect should be included in training courses for these 'cultural mediators'.

Ali Ben Ameur

ISM Interprétariat, Paris, France

The creation of a European Network of Social Interpreting: a low and difficult process

The first European colloquium on social interpreting took place in the European Parliament, in Strasbourg, on 5th, 6th and 7th October, 1995. The final statement of this colloquium, adopted by 28 organisms from 14 countries, underlined the participants' will to exchange their experiences and practices, to look for common references and to bring out trails for the future.

What about this dialogue fifteen years after Strasbourg? From 1995 to 1997, in order to keep the momentum of Strasbourg and to flourish the links established since the beginning of the decade, a follow-up committee was created and, in 1997, it made two transnational surveys on the subjects of recruitment and training in which 45 organizations from 13 European countries took part. In 1997, a European association was created: BABELEA (BABEL European Association). Its purpose: «Acting for quality interpreting and for equality of chances to become a reality in everyday life for any person who does not speak the language of the host country.» Between 1995 and 2002, the initiatives of the follow-up committee and of BABELEA had the virtue of keeping the links between some French, Dutch, English and Italian organizations but they did not succeed in launching a sufficient process to create a structured and active network.

The reasons for this inability are mainly the absence of consensus, the differences of approaches between the founders, the absence of financial tools and the difficulty in becoming a centre of attraction and a gathering place for diversified experiences regarding social interpreting in Europe. After a few years of « abeyance », the process of common dialogue and thinking was relaunched in Brussels, in March 2008, during the colloquium organized by COFETIS (Belgium). Since then, a steering committee, including representatives of 5 countries, is at work in order to have the conditions for the creation of a European Network of Social Interpreting. Which advances did the committee get? What are the difficulties that we still have to overcome? Is year 2010 going to be the year of launching of the network, of its structuring and of its coming into action? The paper will address these different questions and contribute towards a better knowledge of the reality of social interpreting in Europe.

Jeanette Anders, Language Line Services, Oro Valley, Arizona, and Linda Joyce, Walton, West Virginia, USA

Growing Worldwide Demand: Ensuring Access to Professional Interpreters through Technology

The objective of this discussion is to explore the integration of telephone and video interpreting into language services in the United States and around the world and what that means for the interpreter field. It will provide a forum for those continuing to debate the pros and cons of the different interpreting modalities and the impact that is having on the profession. Innovative technological advances are revolutionizing the way that language services are offered and making them more affordable and accessible. These technologies are rapidly evolving and expanding to meet the increasing global demand for qualified, trained and culturally competent interpreters. They help to expand the reach of language services to remote and rural areas and provide access to hard-to-find interpreters of minority languages. The presentation will review well rounded programs that provide professional interpreters at all times, day and night and in any language by incorporating telephone and video technologies to support and complement on-site language service programs. This session is beneficial for interpreters interested in telephone and video interpreting and learning about the skills needed for remote interpreting. It is also aimed at organizations interested in incorporating these programs into their current language access programs and how to best use them. This presentation discusses protocol, guidelines and best practices for remote interpreting, and what the future holds.

Learner objectives:

- To show how technology can be used to expand access to language services
- To explore best practices for the different modes: in person, video and telephone interpreting and when to use each method
- To acquire a better knowledge of how to incorporate technology in a language access program and use it effectively
- To emphasize the importance of trained, qualified and culturally competent interpreters as key to the success of all modalities

Marta Arumí, Universitat Autònoma de Barcelona, and Xus Ugarte, Universitat de Vic

A Study on Public Services Interpreting (PSI) in Catalonia: defining a new emerging professional profile

The objective of this paper is to present the work our research group is currently carrying out in the framework of a project funded by the Catalan Government. Our final goal is to improve interpreter training for the PSI in Catalonia. As opposed to other European countries, immigration is a relatively new phenomenon in Spain and in Catalonia. Consequently, PSI in Spain still lacks the experience gathered in other countries, especially regarding the lack of recognition of this emerging professional profile and the absence of specific training. As a result, universities are faced with the challenge of offering new profiles for linguistic experts.

The specific goals are:

1. Compilation of a significant data corpus from the triple perspective of interpreters, users and the Public Administration
2. Corpus data analysis, which must allow to:
 - a. Define the interpreter's profile for the PS in Catalonia;
 - b. Obtain and compile objective information about the number of users and their languages, frequency of use, communication problems, etc;
 - c. Pinpoint the main difficulties the professional translator and interpreter for the public services faces;
 - d. Classify the different tasks this activity involves;
 - e. Describe the work methodology;
3. Based on the results, to elaborate guidelines and proposals for a university programme that helps create this new emerging professional profile.

Furthermore, the paper will be centred on the presentation of the applied methodology, highlighting the design of the specific tools used in the data collection and in the quantitative and qualitative analysis. The main results and the impact of the research on a local and regional level will also be presented.

Teruko Asano, Nagoya University of Foreign Studies, and Masako Mouri, Nanzan University, Japan

Rapid Changes in the Interpreters' Landscape as premised by the Introduction of new Investigation and Trial Procedures in Japan

Currently the Japanese legal system is being updated, in line with Japan's efforts to achieve greater globalization within its society. In this respect, Japan recently introduced a citizens'/lay judge system and by doing so, has opened up the trial process to greater public participation. This innovative change, however, has created some new challenges for legal interpreters.

Firstly, the prosecutor's office has moved to introduce DVD recorded interrogations so as to provide greater transparency and enhanced visualization of the investigation process, and to discourage the obtaining of false confessions. However, one issue that arises in this context is interpreter-mediated investigations of suspects who are foreign nationals and lack Japanese language skills. The processes involved in such investigations are currently under consideration, in view of the fact that to prepare investigative reports, interpreters are asked to interpret sentence by sentence, and all interpretations are required to be double checked and confirmed. This paper examines the issues posed by interpretation in duplicate as related to linguistic equivalency during the investigation. It also proposes a process of single interpretation investigation sessions accompanied by investigative statements drawn up by the prosecutors so as to achieve fairer and more accurate investigations.

Secondly, the Japan Federation of Bar Associations has introduced a new system of legal defence for suspects before and after indictment. Under this system, the legal defence team for the suspect can now remain unchanged both during the investigative and the trial stages of the case. However, the interpreters for the legal defence team prior to the trial and those used during the trial are most likely to be different, which could lead to miscommunication and discrepancies in interpretation due to the lack of continuity in the interpreting team.

In view of the above changes, and in an effort to maintain fairness and justice within these new systems, attention needs to be given to eliminating discrepancies in the background

information and the legal vocabularies used by interpreters in cases involving foreign national defendants. This paper proposes the following solutions to these issues.

- Bilingual text and standardized vocabularies to be made available to all interpreters
- A certified interpreter system in Japan to ensure a uniform standard of ability for all legal interpreters.
- A register of suitable legal interpreters that is shared and accessed across the legal profession, from the courts to the prosecutors and to the bar associations.

Paola Baglione

University of Applied Languages of the SDI Munich, Germany

Community Interpreting in Cameroon: the complex role of the interpreter

With an estimated 40 percent of the population illiterate in the official languages of English and French, and with more than 250 indigenous languages, many of which are spoken only by small numbers of people, communication in every day life in Cameroon is a big challenge. Although interpreting at the level of the community is therefore widely practised, little or nothing is known about the people who are acting as interpreters, how they do it, whether they are successful and whether they follow any rules of conduct or code of ethics in their activity as interpreters.

Through qualitative interviews with all the persons involved in the interpreting process, this study presents specific Community Interpreting situations in the context of health care facilities and NGOs operating in Cameroon and more precisely in two restricted areas of the Anglophone South-West and North-West Regions: Buea and its environs and Mbingo. An analysis of these interviews shows that in most cases the interpreters are untrained people enabling communication and often having more than one role. The reasons for this are the high demand for community interpreting services and the unaffordable costs of training and hiring professional interpreters on the one hand, and on the other hand the necessity for the interpreters to know the community they speak to, in order to successfully communicate with its members.

In exploring Community Interpreting within an African context, a largely untapped research area, and presenting the perspective of service providers, clients and interpreters themselves, the findings of this study question the universal standardisation of rules defining the role of the interpreter and demonstrate the role can change according to situation, participants and context.

Lluís Baixauli Olmos

Universitat Jaume I (Spain)

What is Interpreting in Prisons Like? Describing the Prison Interpreting Setting from an Ethical Perspective

Interpreting in prisons is still an Unknown Land to the academic community, although it is a reasonably established PSI field of practice. This paper ultimately aims to contribute to a deeper understanding of the prison interpreting reality, as well as to draw attention to this still relatively uncharted context. In order to do so, professional ethics provides an adequate theoretical framework, offering the coordinates that allow for a thorough

depiction of the context, which seems to be suitable given the current situation of lack of visibility and, hence, awareness and knowledge.

This contribution focuses on describing the PSI prison context, according to accounts offered by practising interpreters and other stakeholders through face-to-face interviews and questionnaires, both to Spanish prison officers and practising PSIs abroad. In order to carry out this piece of research I then analysed the data gathered, focusing on the situation in Spain and in other countries like the US or the UK.

After carefully examining the data at hand, I looked at main differentiating traits and tried to draw the specific determining factors that affect professional practice and ethics: the environment, organizational issues and security procedures, emotional aspects, socioprofessional factors, professional ethics matters (common problems and solutions, ethical principles' articulation and ethical dilemmas)... This analytic process led to the conclusion that these criteria can be useful to describe the prison interpreting setting. This paper will hopefully help clarify what this setting is about and, thus, narrow the unknown lands of PSI.

Anna Gil Bardají and Mireia Vargas Urpi

Universitat Autònoma de Barcelona

Community Interpreting in Catalonia: Specificities and Challenges

Community Interpreting in Catalonia is still on its path towards professionalization. Even though a stable platform for Community Interpreting already exists, it does not equally cover the whole region or different kinds of demands. In addition, Community Interpreting in Catalonia still needs to face the issue of formal training since, despite the initiatives of some short courses under demand and a technical course at Vic University, academic training at university level has not been systematically organized yet. Thus, the research exposed on our poster is part of the preliminary phase of a broader project which seeks to explore the real specificities and challenges of Community Interpreting in Catalonia in order to apply them in the development of training courses. Our poster provides some visual information on the needs of Community Interpreting in Catalonia, both in terms of languages and immigration density, as well as to how the institutional response from Catalonia's autonomic government (Generalitat de Catalunya) has been structured. It also shows where and how the first steps on training have been taken and the nature of these few introductory courses on Community Interpreting. It briefly exposes the methodology of our project and how it aims at approaching the three agents involved in CI (interpreters, public service providers and users), in order to detect those areas that still need to be further defined and that could be especially addressed in training courses. Overall, its major purpose is to illustrate the starting point of our current project, as a *sine qua non* condition to understand the reasons behind it.

Dr Kuldip K Bharj

University of Leeds

Facing challenges: being an interpreter

Background: Language presents a major obstacle to women who are not proficient in English, in accessing maternity services (Katbamana 2000; Hart et al 2001); this is a worldwide concern experienced by many people whose language does not match with that

of the provider (Fatahi et al 2005; Hsieh 2006). Diverse interpreting services are in place to overcome language barriers.

Aim: To report the findings of a study examining the experiences of the interpreters, advocates and linkworkers working with the healthcare professionals and women in maternity care settings. These findings are part of a larger study which examined Pakistani Muslim women's experiences of labour and maternity services.

Method: This was an interpretive ethnographic study; in-depth interviews were adopted to obtain narratives from nine interpreters, advocates and link workers from three cities in northern England. Participants were recruited using a snowball sampling strategy. Content analysis was employed for data analysis.

Ethical issues: Ethical issues, with particular reference to responsibilities toward participants, the integrity of the researcher, transparency, and robust research governance, were an integral component of the research process. Ethical approval from the local Research Ethics Committee was gained.

Key finding: The results showed that the interpreters faced many challenges: a) much of their work in fulfilling organisational goals went unacknowledged; b) there was diversity of job titles and terms and conditions; c) they were an invisible resource d) there was lack of career develop and progression; e) not acknowledged as a part of healthcare team and f) there was lack of emotional support structures.

Implication: Organisations to extend their human resource practices and policies for these bilingual workers. To equip healthcare professionals with skills to communicate through interpreters.

Fatahi N, Mattsson B, Hasanpoor J and Skott C (2005) 'Interpreters' experiences of general practitioner-patient encounters', *Scandinavian Journal of Primary Health Care*, 23 (3), 159-163.

Marta Biagini

Università di Brescia (Italy)/La Sorbonne Nouvelle-Paris 3 (France)

Reciprocity in Interpreter-mediated Dialogue: the case of Italian Courts

Nowadays, one way to overcome language barriers in the daily routines of public institutions in many western countries is to obtain the services of an interpreter. Interpreter-mediated interaction, however, places certain demands on those who are doing the interacting, i.e. interpreters, officials and lay people alike. On one level, this non-standard way of communication may be experienced as problematic by all people involved, given that the talk is not direct as in ordinary situations. Based on the hypothesis that understanding in dialogue, as well as misunderstanding, involves reciprocity, this paper aims to explore, within the framework of a highly ritualized speech genre such as the discourse of spoken law in court, the extent to which differences among interlocutors concerning, on the one hand, expectations and knowledge about this type of institutional encounter and, on the other, assumptions and beliefs with regard to interpreted-mediated dialogues, may lead to miscommunication.

The method used is one of descriptive analysis. It is applied to a corpus consisting of five hours of authentic court interpreter-mediated encounters recorded in Italy, where massive flows of migrants have recently sparked the need to more profoundly investigate issues of theoretical reflection, research and professionalization in community interpreting. In particular, we will focus on the case of a criminal trial with French-speaking defendants and witnesses.

By adopting a dialogical and discursive perspective, we will 1) identify *miscommunication events* that could take place, by taking into account such indicators as clarification requests (meta-)comments related to understanding problems, negotiations of meaning, etc.; 2) determine the potential source of these miscommunication events; and 3) see how the production of meaning is actually influenced by the speech genre, and where, simultaneously, the active participation of the interpreter in the “triadic” interaction contributes to the negotiation of new dynamic patterns of meaning.

Hanneke Bot, Institute for Mental Healthcare de Gelderse Roos, The Netherlands, and Hans Verrept, Federal Service of Health, Food Chain Safety and Environment, Belgium

Role issues in the Low Countries, interpreting in mental health care in the Netherlands and Belgium

The presentation is loosely based on a publication (Bot & Verrept, 2010) about ‘language assistance’ in mental health care in the Netherlands and Belgium. We first describe two types of ‘language assistance’ – we use this word as a generic term to include all approaches to interpreting - that are commonly used in this region: intercultural mediating and interpreting. We then describe for these two approaches the roles and responsibilities, the variations in which they are carried out and the problems and impossibilities we see with both of them, specifically in mental health settings.

The two approaches each ascribe the responsibility for successful communication differently to the language assistant, the therapist and, to a lesser extent, the patient, and we are not happy with both of them. In the cultural mediation approach, the language assistant gets some responsibilities that one might expect to be carried by the therapist; the interpreter approach ascribes all responsibility to the therapist as if the interpreter has no influence. Based on our clinical experience and research and the literature, we have synthesised the two approaches into a model for interpreting in mental healthcare using the continuum of interaction, as published by Bot (2009). We describe how this model can serve as a guideline to therapists and interpreters in shaping their cooperation in accordance with the therapeutic situation.

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María Brander de la Iglesia

University of Salamanca, Spain

From 'should' to 'could' in the Ethos of the Interpreting Community: Landscaping the Critical Garden

With the pedagogical purpose of applying a critical approach to existing paradigms on Ethics in Interpreting Studies (see, for instance, Martín Ruano, 2008) we could ask ourselves whether laws may be to justice what a deontological code is to ethics.

Prescriptive 'codes of practice', also known as 'codes of conduct', have traditionally attempted to tell professional interpreters of each specialty what 'should' be done in specific cases where problematic issues had arisen, time and again, in the practice of interpreting. When perusing the literature on the subject of Ethics in Interpreting, whether descriptive or empirical in nature, we see most studies have sought to either describe or prove what it is that interpreters ought to do when confronted with ethical disjunctives. However, Marzocchi (2005) shows us that normative discourse is not static; established norms in practice 'could' or perhaps 'should' change with the times and the ethos –spirit, tone or sentiment– of a given community, or communities. Furthermore, the identity of any community and its sense of cohesiveness may depend largely on whether its members are allowed to participate in the creation of its rules.

This paper seeks to reflect upon issues relative to the Interpreting Community's Ethos and ideas of right and wrong within our 'collective intelligence' (Lévy, 1997), especially among educators. Access to training has evolved, as has the social impact teaching methodologies influenced by certain ethical or ideological positions (Freire, 1970). The connection of ethics to pedagogical approaches such as Critical Pedagogy or Social Constructivism will be discussed, with the aim of exploring the changing landscape and understanding critical ways of approaching Ethics in the interpreting class.

Sabine Braun

University of Surrey

Keep your distance? Videoconference and remote interpreting in legal proceedings

Videoconferencing is increasingly used in legal proceedings to speed up communication, cut costs or gain access to a qualified legal interpreter. This entails two new forms of interpreting: *Videoconference interpreting (VCI)* is used when the proceedings take place at two different locations (e.g. court and prison) that are video-linked. The interpreter is situated at either side. *Remote interpreting (RI)* is used when the proceedings take place at a single location (e.g. a courtroom), but the interpreter works via video link from a remote location (e.g. another courthouse). These forms of interpreting raise many questions, ranging from practical issues of where the interpreter should be located in a videoconference to more fundamental concerns regarding the future working conditions of interpreters and the reliability of the interpretation, especially for evidential purposes (Corsellis 2006). Studies on VCI/RI in other areas have so far generated mixed results. Studies in international institutions point to difficulties including stress and demotivation of interpreters (Moser-Mercer 2005, Mouzourakis 2006). Studies in healthcare are more encouraging, but were mainly conducted from a client as opposed to an interpreter's perspective (Azarmina & Wallace 2005). A study on VCI/RI in business settings highlights the adaptability of interpreters but also problems arising from the technology (Braun 2007). Many of the problems that are specific to VCI/RI *in legal contexts* have not yet been addressed.

This presentation will outline and discuss the wide range of questions, concerns and problems revolving around VCI/RI specifically in legal contexts. It will draw on the results of two recent European-wide surveys among legal practitioners and interpreters (conducted in the EU-project AVIDICUS) regarding their experience with VCI/RI in legal proceedings to date and on the growing number of practice-based reports in this area. The main aims of the presentation are a) to raise awareness for the critical issues and potential risks, b) to show the benefits of a close co-operation between legal practitioners,

interpreters, political decision makers and researchers, and c) to outline tasks for future research in this area.

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Valéry Buzungu and Hilde Fiva

Oslo University College

'We don't have that word in my language'^a -Training Kirundi/Norwegian interpreters

In this paper, we explore the special challenges associated with training interpreters in less widely-taught language combinations. The point of departure will be experiences with training a group of Kirundi/Norwegian interpreting students at Oslo University College. Kirundi is a language of limited standardization, with few publications and limited linguistic resources available. There are only few and poor dictionaries of Kirundi, and no dictionary Kirundi/ Norwegian. Internet writings are not ample. In summary, for the interpreter student this entails that many of the recommended approaches to contrastive terminology work are not feasible. The students must thus utilize other strategies than those commonly taught in the interpreting studies classroom.

We describe and discuss the challenges faced by the students and how the students met and at times overcame those challenges. From this, we compare and contrast these experiences with the experiences of training English/Norwegian interpreters in the same institution. Based on this comparison the paper aspires to identify some key components in training students in less widely-taught language combinations, and explore alternative approaches interpreter trainers can use when working with such groups of students.

Jan Cambridge (University of Warwick Medical School (WMS)) and Carmen Toledano Buendía (University of La Laguna (Tenerife-Spain))

Implicature and non-professional interpreters

Dialogue interpreting is a triadic, interactive activity in which the interpreter needs to be completely aware of pragmatic aspects of speech. This is a major source of error among non-professional interpreters, and a source of mistrust of all interpreters among collaborating professionals. In spite of this the development of pragmatic skill is often a neglected aspect of language in the training courses delivered to intending interpreters in the public sector.

There is a tension between making the implicit explicit, as a natural part of the interpreter's function, and the interpreter themselves making inaccurate assumptions. The idea implied or possible ambiguity may not have been in the speaker's mind at all; it may have been completely inadvertent. The dexterity of the interpreter lies in deciding in the instant

whether or to make a discrete intervention and check the speaker's intention or whether to let the conversation flow. Such socio-cultural awareness should be a core skill in the professional activities of interpreters working in the public services but little attention has hitherto been paid to it in their professional education.

This paper aims to present several examples from a corpus which shows the relationship between one specific aspect of pragmatics, implicature (the addition of information during the interpreting process) and the interpreter's role. Implicature is important for a full understanding of the source locution, its interpretation and accurate rendition. It can also govern the proper flow of a conversation in which the principal interlocutors retain control. It influences and is influenced by the interpreter's remaining appropriately in role and not altering messages, giving advice, or taking on an executive function.

Clarisa Carvalho and Rekha Vara

Medical Foundation for the Care of Victims of Torture (MF)

MF's organic process of developing a CPD programme for self employed interpreters - Challenges and Dilemmas

The Interpreting Service is an integral component of the Clinical Services Department within the Medical Foundation for the Care of Victims of Torture. Currently, sixty-five interpreters, specialising in fifty-six different languages, work clinically with health practitioners mainly, but also with legal officers, fundraisers and external affairs officers; therefore contributing to the strategic aims of the organisation in providing support, healthcare, advocacy and legal protection to survivors of torture living in the United Kingdom. An evaluation of the Interpreting Service was undertaken (Patel et al, 2007) to attend to the key questions of firstly the quality of the Interpreting Service and identify areas for improvement. Secondly, the evaluation addressed how clients of the Medical Foundation, interpreters and practitioners work together. One of the recommendations identified from the evaluation findings included fully developing the role of interpreters at the Medical Foundation through continuing professional development.

The paper charts the various stages undertaken to develop an innovative, in-house training module for interpreters. The multi-dimensional processes involved in developing a bespoke training module encompassing the individual training needs of interpreters, integrating input from health professionals, considerations of internal resource implications, as well as attending to the needs of a human rights organisation with complex organisational dynamics, are explored in this paper. The key orientating principles of the programme are that interpreters working with torture survivors require training, support and professional development if they are to contribute effectively to the organisation. Additionally, that it is the organisation's responsibility to promote the development of the professional activities of interpreters. Finally, this paper will consider the implementation, evaluation and impact of the Continuing Professional Development Programme.

Jing Chen

Xiamen University, China

On Accreditation Tests for Interpreters in China

China's international contacts have reached an unprecedented height as a result of more than two decades of reform and opening up. There is a growing demand for high-quality

interpretation and professional interpreters for their crucial role in ensuring effective and successful linguistic and cultural communication. In this context, there have been many attempts at both governmental and academic institutional levels to regulate the new profession. One important measure is to set up test-based accreditation schemes. This paper will research into the validity of accreditation tests for interpreters in China and their impact, specifically on interpreting learning.

Professional interpreting is a communicative act which makes multilingual communication possible and which requires a set of professional skills. The interpreter interacts with all the communicative roles involved, such as the source text sender, initiator (or client) and target text recipient, and the professional setting. Professional interpreting does not take place in a vacuum, but within the framework of a communicative situation and thus requires a set of professional skills. It is thus held that the accreditation test will have to establish the domain of the practice of the profession, define the knowledge and skills required by a professional interpreter, and engage a mix of abilities and strategies that would be called on in a real-world interaction.

A well-designed test is also expected to exert positive influence on learning and teaching. Basing itself on a questionnaire designed to obtain information from accreditation test takers and interpreting trainees, this research will look into the issues of how accreditation tests in China exert in impact on interpreter trainees and how positive impact is aimed for.

Letizia Cirillo

Università di Modena e Reggio Emilia, Università di Bologna, Università di Siena

Repairing as coordinating: The role of the interpreter in doctor-patient interaction

Interpreter-mediated interactions, like other types of interaction, are often subject to faults in the turn-taking system (e.g. gaps and overlaps), and “troubles” of various kinds (e.g. misunderstandings, mishearings, non-hearings, word-searching, etc.), which the interactants feel have to be somehow “repaired”. Repair mechanisms have been widely investigated in conversational literature; however, no systematic study of repair in interpreter-mediated interaction has thus far been conducted.

This paper looks at repair organisation in interpreter-mediated doctor-patient interaction. The sequences analysed are taken from a large corpus of 250 multi-party, multilingual, clinical encounters recorded in the past five years in the provinces of Modena and Reggio Emilia in North-East Italy (of which 150 are in English-Italian, and 38 have been thoroughly examined for the purposes of the present paper). A smaller comparative data set is also used. This includes excerpts from 9 non-mediated, monolingual, doctor-patient exchanges recorded at a US clinic.

The analysis of mediated vs. non-mediated exchanges reveals that, because of the interpreter's presence and her/his translating activity, it may become difficult to clearly identify either what needs to be repaired (i.e. the trouble source or repairable) or who should initiate and resolve repair. Repair and repair responsibility may therefore need to be negotiated among participants. The analysis also shows that so-called “primary” participants consider initiation, resolution, and translation of repair sequences by the interpreter to be relevant contributions to the ongoing interaction.

It is argued that repair is one of the initiatives adopted by the interpreter to clarify the meaning of conversational actions, and should therefore be considered as part and parcel of what Wadensjö (1998) calls the interpreter's coordinating work. Such coordination operates at various levels (such as transactional, interactional, and cultural), thus

contributing to redefine the roles and responsibilities of the participants, including the interpreter's.

Letizia Cirillo and Ira Torresi

University of Bologna, Italy

Institutional perceptions of CLB in Emilia-Romagna: A necessary evil?

Child Language Brokering (hereafter CLB) is a relatively recent field of academic research. Most studies carried out so far tend to focus on the cognitive, psychological, relational and sociological impact of CLB on children and their families. Very few works (Rosenberg *et al.* 2007; Valdés 2003) take into account the third party involved in child-mediated events – institutions. In those cases where institutions are mentioned, they are usually equated with the contextual variable of setting, thus largely neglecting their staff's opinions and attitudes about CLB and the existence or absence of institutional standards and guidelines regulating child-brokered interactions.

The present paper illustrates the preliminary findings of a research project called “In MedIO PUER(I)”, which looks at CLB as a non-professional form of community interpreting. In the piloting stage of the project, semi-structured interviews were conducted with managers and operators of local authorities and service providers located in the Forlì-Cesena area in North-East Italy. The aim of the interviews was to highlight recurrent patterns in the commissioning of interpreting services, as well as institutional perceptions of language brokering in general (be it professional or ad-hoc), and of CLB in particular. Particular emphasis was placed on responses by healthcare providers and general practitioners. Overall, respondents, while expressing their concerns for CLB's ethical, social and cultural implications, “defended” it as one of the main, if not the only, available resources to interface with adult migrants, thus reigniting the long-held debate on the scarcity and inadequacy of Italian community interpreting services.

Vicent Climent & Mercè Solé

Linguamón, Barcelona, Spain

Translation, interpreting and mediation services in language integration processes in Catalonia

An influx of immigrants from outside Spain has presented Catalonia's public services with new requirements. Firstly, the wide variety of nationalities involved has meant that existing translation and interpreting services have had to extend the range of languages with which they work to guarantee communication with the newcomers to the territory. Secondly, new interpreting and intercultural mediation services have been set up to operate in the fields of immigrant reception and social services, and have not only had to accommodate the languages that university translation and interpreting study programmes typically include, but also all the others spoken by Catalonia's recent arrivals, such as Tamazight, Urdu and Wolof, to name but a very few.

Efforts to aid the integration of Catalonia's immigrants have been made by numerous organisations and bodies from various fields. In conjunction with the sheer volume and the intensiveness of the work entailed, this has resulted in a variety of tasks and roles being assigned to the aforementioned services' employees, as well as in a number of different names being used to refer to them (intercultural mediators, integration support workers,

translators, intercultural communicators, etc.). Regardless of the terminology used, interpreting, the act of mediating between people who speak different languages, is one of their main functions.

Against that backdrop, Linguamón – House of Languages has carried out a study of the translation, interpreting and mediation services that work with the languages spoken by immigrants in Catalonia, encompassing aspects such as:

- the specific services available and the languages for which they cater;
- the profile of service employees;
- recruitment criteria;
- approaches to providing any necessary training;
- bodies that offer specialised training for service employees;
- accreditation criteria.

The aim of this paper is to present the findings of our report on the nature of the translation and interpreting services that facilitate communication between immigrants and public authority workers in Catalonia. In that respect, the paper includes:

- a typology of organisational and service provision models, based on the fields in which such services operate;
- information on the profile of service employees;
- details of specialised training carried out.

The picture painted by the report helps to pinpoint key organisational and operational aspects in relation to which improvements ought to be made within such services, whose importance in terms of ensuring that immigrants' integration into Catalan society runs smoothly cannot be overstated.

Federica Comastri

University of Modena and Reggio Emilia, Italy

Dialogue Interpreting in Tourist Settings

This paper describes the activity of dialogue interpreters in tourist settings. This research is part of a PhD research project based on the analysis of transcriptions of interpreting data, recorded during guided tours in the surroundings of a city in Northern Italy.

Translation is performed by licensed freelance tourist guides with a degree either in translation and interpreting or in foreign languages. Their services are requested by the local incoming travel agent, a consortium that includes both local government bodies and private businesses like hotels, restaurants or food and wine producers. The aim of the consortium is to promote the local territory on a national and international level.

In these settings interpreters find themselves in a very difficult position in that they fulfill the double role of a translator and tourist guide. On the one hand interpreters need to allow messages being correctly transferred from one party to the other, on the other they need to entertain and inform the tourists, and promote the local territory in compliance with the expectations of the bodies that commission interpreting services. Thus tourist interpreters need to orient to the expectations of three different 'clients': the travel agent that has organized the guided tour, the owners of the private businesses being visited, and the tourists. This leads interpreters to use modes of interpreting that may be different from those traditionally prescribed by standards of practice.

The language of tourism has received little attention in community interpreting studies as this setting is not traditionally included among those in which community interpreters operate: I suggest that interpreters' activity in this field can instead be very important from

a socio-economic point of view at a local level, due to the specific promotional function that tourist interpreters play.

Ann Corsellis

Chartered Institute of Linguists

In-service Training for Public Sector staff

Interpreters and translators, by definition, do not work in a vacuum. For successful outcomes, it is essential that their co-workers in other professions are equipped to accommodate and support the skills of language practitioners. Otherwise, there can be a confusion of roles, as well as increased risks of inaccuracy of transfer and of diminished quality of service delivery by all the professionals involved.

A team within the 7th EU project, Building Mutual Trust, is taking forward the work on in-service training of previous projects by offering teaching materials for use by those working in the criminal justice system. The intention is to promote a consistency of approach and standards across all EU member states. While this work is being done in the legal context, it is anticipated that it will apply equally to healthcare and social related sectors with minimum adaptation. It is proposed that the team describes the work being done, including:

- the basic competencies identified for legal service staff to:
- understand how communication works where language and culture are shared
- work with interpreters and translators
- work across cultures
- work as bilingual professionals
- manage the process at individual and macro levels
- examples of training materials developed to support the acquisition of the above skills
- consideration of the implications of the development-lag before satisfactory implementation can be achieved.

The team members are: Amanda Clement: Deputy Head of Branch of the London Metropolitan Police Language Services, Ann Corsellis JP: Vice-President Chartered Institute of Linguists UK (team coordinator), Yolanda Vanden Bosch; Lawyer – partner in the law firm Van der Mussele-Vanden Bosch, Antwerp: member of the Antwerp Bar: Secretary-General of the Association of Flemish Jurists.

Note: the overall project co-ordinator is Brooke Townsley from Middlesex University. The other project participants are Bodil Martinsen, Kirsten Rasmussen and Inge Gorm Hansen (Denmark), Erik Hertog (Belgium), Annalisa Sandrelli (Italy), Carmen Valero and Cynthia Giambruno (Spain), Teodora Ghiviriga (Romania), Hilary Maxwell-Hyslop and John Rees-Smith (UK).

Elena Davitti

University of Manchester

Dialogue Interpreting as Intercultural Mediation: An Analysis of the Verbal and Non-Verbal Dimensions of Mediated Interactions in Pedagogical Settings

This paper presents preliminary findings from an innovative interdisciplinary research method which integrates gaze in a Conversation Analysis-based approach to the dynamic co-construction of talk in authentic, video-recorded, mediated interactions between English/Italian in pedagogical settings. The aim is to empirically explore what dialogue interpreters do as intercultural mediators in a setting where, according to direct observation of preliminary data, they tend to act as ratified participants, thus influencing the unfolding of the interaction.

The starting point is the analysis of problem-presenting and praising sequences; conveying the affective dimension (i.e. the different ways in which participants express their feelings and emotions) embedded in the courses of actions implemented through such sequences is crucial for relational effectiveness. Participation is explored as a temporally unfolding process; inclusion/exclusion from the communicative event depends on the way participants act linguistically and in terms of gaze, a variable which reflects and influences patterns of participation.

Although non-verbal features have been recognised as part and parcel of human social interaction and important vectors of meaning, co-ordination and monitoring of each other's actions (Goodwin 1981; Kendon 1990; Rossano 2009), their sequential positioning in relation to the production of the ongoing talk and the ways in which interpreters use them to complement/replace specific verbal features is still uncharted territory for Interpreting Studies. Since the groundbreaking work by Lang (1978), little research has integrated gaze in the analysis of the interpreter's (and participants') verbal output (Wadensjö 2001; Bot 2005).

To enable its investigation, gaze is systematically encoded alongside specific conversational

cues via ELAN, a software to interface audio-video input in a user-friendly hypertextual transcription. The actions performed by interpreters through talk and gaze are analysed critically to investigate whether they empower participants' voices, thus promoting participation and achieving effective intercultural communication.

Danielle D'Hayer

London Metropolitan University

Public Service Interpreter education: a multidimensional approach aiming at building a community of learners and professionals

In the UK, the Diploma in Public Service Interpreting (DPSI) is the most widespread qualification to access the profession. Professional qualifications only carry a value if they are combined with appropriate education. In the case of DPSI, training courses provided by Further Education or Higher Education mainly offer a skill based approach. Observation of DPSI courses demonstrated that they are summative assessment led, with little awareness of pedagogical principles, such as the theories of alignment, deep learning and assessment strategies.

This paper is an attempt to define a pedagogy that relates to PSI training. The ambition of the paper is not to bring defined answers but to ask the right questions and open the debate on key issues relating to PSI education. As public service interpreting is still in its infancy, training has been confused with finding the right qualification, omitting a real debate on pedagogical principles that can best serve the profession. The urgency of getting the profession acknowledged has precipitated a race to identify the PSI skills necessary to interpret 'safely' in a professional manner; however, hardly any thought has

been given to the ways to acquire PSI skills, the relationship between the way to teach and the outcome of assessments, who is going to teach courses and how these trainers could communicate with one another to create standards and promote good practice. Consequently, we come across potential interpreters who do not understand the importance of training because it has not been valued and promoted by the very parties that created the existing PSI qualifications. A large majority of potential PSI interpreters believe that training is a superfluous waste of time they cannot afford. Who can blame them when the quality of training varies so much, when no clear strategy has been communicated by the profession, and especially when unqualified interpreters are still able to find work on the market as many stakeholders do not see the difference between a properly trained and an untrained interpreter? PSI training has to evolve to become PSI education. A much deeper understanding of the influence of pedagogy in PSI education is a **must** if PSI engages in an open debate on its professionalization.

Jules Dickinson

Heriot Watt University

One job too many? The challenges facing the workplace interpreter

Significant changes in the employment profile of Deaf people over the last 30 years have led to their increased presence in the modern workforce, specifically within white-collar, non-industrialized settings. As a result, signed language interpreters (SLIs) are frequently called upon to interpret in workplace settings, which constitutes a relatively new domain to the profession. A crucial aspect of this new interpreting arena is the fact that Deaf people are only just beginning to assume positions of status and power. Consequently SLIs are by necessity re-evaluating their relationships with Deaf clients (Cook 1994). As the shift occurs from Deaf individuals as clients, with very little relative power and authority, to Deaf employees or professionals, with status and weight in their role, so must the working relationship with SLIs mirror the changing dynamics (Napier et al. 2008). Evidence suggests that in the workplace setting SLIs are frequently expected to switch between the roles of confidant, co-worker, interpreter, assistant and advocate within a single interpreted interaction (Dickinson & Turner 2007). Drawing upon ethnographic data from a PhD research project into the role of SLIs in the UK workplace I will demonstrate the complex multiplicity of their role in this domain. Excerpts from highly illuminating practitioner journals and transcripts of video-recorded naturalistic interpreted workplace interaction will be used to illustrate the fluidity of the SLI's role. I will explore the ways in which SLIs interact with primary participants in the workplace and argue that there is a clear need for a new conceptualization of their role in this challenging domain. I will suggest that SLIs in the workplace are required to be multi-skilled, flexible and reflective individuals, receptive to undertaking a collaborative approach with both Deaf and hearing clients. Such an approach will enable them to continue to move away from the pervasive 'interpreter as conduit' norm and will allow the consideration of transparent and open interpreting practices, thus pro-actively engaging all parties in the communicative event.

Bruce T. Downing (Laurie Swabey and Marjory Bancroft)

University of Minnesota

Developing national standards for healthcare interpreter education and training: A progress report

The National Council on Interpreting in Health Care (NCIHC) is a U.S. non-profit organization that provides national leadership in the development of the interpreting profession as it relates to diverse spoken languages and the healthcare setting. The NCIHC has published a National Code of Ethics (2004) and National Standards of Practice (2005) along with many relevant position papers to guide interpreter practice. The next step in the agenda of its Standards, Training, and Certification Committee is to produce national standards for healthcare interpreter education and training, an essential step on the path toward a valid, independent national certification process, in which the NCIHC is cooperating with the Commission on Certification for Healthcare Interpreters (CCHI), incorporated in 2009. Training standards are needed to provide guidelines for self-assessment of existing programs and support for the creation of new programs. They will also help individuals assess training opportunities. Funded in part by a generous grant from The California Endowment, this will be a national consensus-building process to encompass a review of related research, standards, and accreditation models, as well as representative educational programs; a job analysis specific to healthcare settings to identify essential competencies; input from a Project Advisory Committee, interpreter and trainer focus groups, and online surveys to elicit responses from trainers and interpreters to a draft of the proposed standards. This presentation will focus on what has been learned so far (half-way through the process), the resources uncovered and produced through this effort, practical issues such as the use of new media, extension of training to smaller communities and to languages of lesser diffusion, and the expected contribution of national training standards to the development of the profession and to better healthcare access and health outcomes for patients who require interpreting services.

Birgitta Englund Dimitrova & Cecilia Wadensjö
Stockholm University, Sweden

On common ground? Research based education of interpreter trainers in Sweden.

Interpreters work in wide variety of fields, in public service and private institutions, within international organisations and at ditto conferences. In view of the fact that the educational background of interpreters might differ considerably, individual interpreters may be seen as representatives of different professions. Nevertheless, as has been highlighted lately in research, they also have a great deal in common. In Sweden, interpreters are trained in different educational structures: in community colleges (sign languages interpreters, community interpreters) and at universities (community interpreters and conference interpreters). These are governed by different educational ideals and apply to some extent different pedagogical methods. A key factor in interpreter education is the background and schooling of those who serve as teachers. In Sweden, these teachers as a rule have training and professional experience as interpreters. However, many of them lack pedagogical education, general as well as targeted specifically at teaching interpreting. These were the points of departure behind the development of a course for interpreter educators, given at Stockholm University, for the first time in 1999. Our papers will report on experiences from this course, developed to educate teachers for conference interpreting, community interpreting and sign language interpreting programmes. One of the purposes of the course was to highlight common aspects between different types of interpreting, in order to create a sense of common ground. We will discuss the course structure, and also report on focus groups discussions conducted, as part of an ongoing research project, with course participants. The main themes of the

discussions are how their views on interpreter training are shaped by the educational structures in which they work, and what participants brought back from the course to their professional lives.

Vesna Dragoje

NSW Health, Australia

Who is responsible for interpreter training?

It is not a belief nor an opinion or even a preference but a cold hard fact that training is important. It is also well known that each individual is responsible for his or her own learning and knowledge. The AUSIT (Australian Institute for Translators and Interpreters Inc) Code of Ethics for those interpreters practicing in Australia also outlines as one of their key tenets that interpreters and translators are expected to pursue further relevant study in order to maintain and enhance their skills. Those interpreters employed by government departments or private agencies are expected to find their own way, by searching for courses or workshops that may or often may not be available or accessible. In all of this, where is the responsibility of the service provider? In Sydney, New South Wales, Australia there are undergraduate university courses that cater for a number of major language groups, such as AUSLAN, Cantonese, Mandarin, Arabic, French and Spanish and there are TAFE (Technical and Further Education) courses that provide for a small number of languages. AUSIT and NAATI (National Accreditation Authority for Translators and Interpreters) also regularly provide workshops in Sydney as does the Deaf Society and ASLIA (Australian Sign Language Association). However, little if nothing is offered in Regional and Rural NSW where interpreters are expected to provide the same high standards of practice and adhere to the same Code of Ethics with little or no resources available. This paper describes how the Hunter New England Health Care Interpreter Service based in the regional town of Newcastle, NSW has taken the responsibility to support and provide ongoing professional development opportunities to its 14 staff and 500 sessional interpreters covering 82 language groups. It will also outline how the Unit supports and facilitates a unique generic TAFE course for bilingual people aspiring to enter the profession of interpreting. We recognise that training does not need to be expensive or last several days to be worthwhile.

Abdelhak Elghezouani

Modelizing psychotherapy practices with non native language speaking migrants. Is Community interpreter a «critical link» or a «missing link» ?

Psychotherapy with migrants who do not speak native language is not only triggering questions about what is taken for granted in psychotherapies in general. But it is a radically original chance for questioning and change when it includes an interpreter. These interpreters are now compelled to define their roles and functions whereas community interpreting is still emerging, and at the time when the presence and the work of interpreters in psychotherapy is continually challenged.

This research was held in an outpatient's psychiatric center devoted to migrants in Lausanne (Switzerland) and was conducted under the methodology of "activity analyzing". Videotaped sessions between patients, therapists and interpreters were presented to interpreters, individually and collectively with other interpreters. The interpreters

commented on their own activity. These comments were co-analysed with the researchers. Results show the coming out of a new character within the field of psychotherapeutic care with migrants and non native language speaking migrants. These interpreters show an acute awareness of their influence in the therapeutic process and claim for a better cooperation with therapists and for psychotherapy drawing from a “three persons psychology”.

Lars Felgner and Nike K. Pokorn
University of Ljubljana, Slovenia

Challenging the seating arrangement in medical interpreting

The traditional assumption in theoretical works dealing with public-service interpreting in health-care settings is that the ideal seating order in the medical environment is triadic, i.e. in a perfect triangle where the patient, provider and interpreter can maintain appropriate eye contact. Almost all codes of conduct intended for health-care workers using interpreters claim that the eye contact should be made with the patient and the patients should be spoken to directly. The main reasons usually given in support of the triangle are the following: the triangular seating arrangement symbolizes the equality of all three parties involved, the health professional and the patient can maintain appropriate eye contact, it enables direct interaction between them, the interpreter is in a neutral position while still being integrated into the communication process.

This presentation shall attempt to challenge this claim first from the point of view of rhetorical studies: it shall be argued that it is not natural to maintain eye contact with the person we are not addressing to or with the person who is not speaking at the moment. Theoretical works shall be referred to in order to support this claim. Second, it shall be argued that the traditional seating arrangement supports an idealisation that does not correspond to the reality of interpreting in a clinical setting. Exam rooms at the Infectious Disease Clinic at the University Clinical Centre in Ljubljana shall be investigated in order to see whether they allow the creation of the “ideal” seating arrangement. After providing some insight into the special working conditions in the medical environment, the potential influence of these features on the spatial behaviour of the medical interpreter and the other interlocutors shall be analyzed. The advantages and disadvantages of various seating arrangements shall be discussed, particularly in relation to the most common situations medical interpreters will be confronted with in hospital. And finally, practical recommendations for the spatial and nonverbal behaviour in such typical encounters shall be given and suggestions how to address this topic in interpreter training shall be discussed.

María Magdalena Fernández Pérez
Universidad de La Laguna, Spain

Specific Interpreting Skills when on the Phone. A Pedagogical Approximation to Telephone Interpreting at a University Level

Telephone Interpreting (TI) is becoming more and more present in countries such as Spain, where its use has been merely residual up to a few years ago. That is why increased attention is being paid to the need of training TI professionals who are able to face new challenges arising from this new interpreting setting. With regard to TI

pedagogical approach, telephone interpreters most of the times carry out their activity in bilateral or dialogic consecutive mode. However, TI specificities (that is, physical absence of communication stakeholders) imply the need for an alternative didactic approximation. The present paper has a double objective: on the one hand, to analyze those interpreting skills that TI shares with bilateral interpreting and therefore, must be readapted to the use of the phone as a communication mean during interpreted-mediated encounters: for instance, requesting repetitions or clarifications, coordinating the encounter, and using the first or third person. On the other hand, to study TI specific abilities, such as listening skills (Kelly, 2007), the use of vocal cues and auditory techniques that allow the interpreters to perceive and process information in an adequate manner despite the absence of visual cues. The analysis of these skills is carried out in the framework of the *Experto Universitario en Traducción e Interpretación para los Servicios Comunitarios*, a postgraduate course of the University of La Laguna. The students start developing TI skills a month before they finish their training in bilateral and *chuchotage* modes. It is at this moment when they are given a special module on TI.

Isabelle Fierro-Mühlemann

Appartenances, Lausanne, Switzerland

Federal Diploma in Community Interpreting in Switzerland. Professionalization as a development strategy and challenges lying ahead

Since September 2009, Switzerland is endowed with a Federal Professional Education and Training Diploma of Community Interpreter. This tertiary level professional degree is the result of about fifteen years of work. With the support and coordination of three Federal Offices which are Public Health, Migration and Professional Education, national standards have been developed and implemented for this training and certification by NGOs active in the field of migration, particularly interpreting services and training institutions. We will present the steps to achieve this diploma.

In Switzerland, Appartenances is a pioneer in community interpreting and we have actively participated in developing this training and its acknowledgement nationwide. In our psychotherapeutic department for migrants we have experience in working with community interpreters. Our association also provides both an interpreting service and acknowledged training. Based on our practical experience, we will discuss the orientations and the main contents of this training specific to community interpreting.

Finally, we would like to highlight the opportunities and the threats that are currently arising in the development of community interpreting in Switzerland. On one hand, this certificate ensures a high professionalization of the community interpreters, better quality insurance and it promotes the resort to interpreters in health, education and social work. Statistics show a constant increase in interventions with qualified interpreters. On the other hand, issues of legislation and funding have not been resolved for community interpreting in Switzerland. This represents an obstacle to the resort to professional interpreters which we will analyze. In the years to come we have to work on informing political authorities and professionals because it is essential for migrant people and professionals to benefit from the services of qualified interpreters whenever necessary.

Ingrid Fioretos, Kristina Gustafsson, and Eva Norstroem

Lund University, Sweden

Behind closed doors – the significance of interpreting for guaranteeing legal security and integration

The right to interpretation service in Sweden is currently regulated under the Code of Judicial Procedure, the Administrative Procedures Act, and the State Officials Act. Interpreter service in courts is a right according to the Code of Judicial Procedure. The State Officials Act regulates administrative authorities and states that a public authority should use an interpreter 'when needed'. This formulation does not imply a right as in the Code of Judicial Procedure as "when needed" gives the right to decide whether an interpreter is called in or not, to the public service provider.

In this paper our starting point is the fieldwork done within a research project called *Behind closed doors – The significance of community interpreting for guaranteeing legal security and for integration; with special focus on the reception of unaccompanied children and the processing of their asylum cases*. As the title of this project suggests it is the act of community interpreting that is our main research object but with the special purpose to study community interpreting within the field of reception and processing of asylum cases of separated children.

The interpreter is involved in many different areas and meetings - with the Migration Board, the health system, at school, in dialogue with social workers, the legal guardian etc. We will describe and analyze the everyday handlings, routines and norms within the reception of separated children and the processing of their asylum cases through the eye of the interpreter. We will also problematize the impact of community interpreting from the perspective of separated children, as individuals depending on interpretation to be able to communicate and to obtain rights (legal and human, specified in the UN Convention on the Rights of the Child).

Hilde Fiva and Berit Nordhuus

Oslo University College

Simultaneous questions, consecutive answers: The Dessie Way

One of the most important aims of an interpreter, is to facilitate the flow of communication so that interpreted interaction as much as possible resembles monolingual communication. The aim of the paper is to describe one way to bridge the gap between consecutive and simultaneous interpreting, explaining a method of how to combine the two methods for benefit those who communicate through interpreters, as well as for the interpreters themselves. Interpreting studies literature frequently distinguishes between interpreting in the consecutive mode and interpreting in the simultaneous mode. Court interpreting is a typical situation where the interpreter must master both of these methods and vary between the two.

In Norway, in most court cases lasting full days, the interpreters work in teams of two, and they have access to booths for simultaneous interpreting. In court proceedings, most of what is said is spoken by the attorneys in the official language of the country. This is commonly interpreted simultaneously to the defendant(s), through the interpreters' booth. When a person is to say something in the foreign language, the common procedure in Norwegian courts however is that the questions and answers are interpreted as a consecutive dialogue, with the interpreter next to the person speaking the foreign language. The interpreters will interpret for 20-30 minutes, and then swap with their colleague.

In this paper we present an alternative approach, where the two techniques are combined: One interpreter remains in the booth, interpreting the questions simultaneously to the person speaking the foreign language. The other interpreter is in the courtroom next to the person speaking the foreign language, relaying the answers consecutively to the court. In the paper, the challenges and advantages of this technique will be explored and discussed, through ample examples from authentic court cases where this technique has been used by the interpreters. Feedback on the method from interpreters, judges, attorneys and defendants is also included.

Ana Isabel Foulquié Rubio, University of Murcia, and M. Isabel Abril Martí, University of Granada (GRETI Research Group)

The role of the interpreter in educational settings: Interpreter, cultural mediator or both?

This paper attempts to study the changing role of the interpreter in encounters in educational settings. In Spain, and especially in some regional areas, the name given to the person acting in these interlinguistic, intercultural encounters is “cultural mediator”, although in many cases their work is limited to act as interpreters.

In this paper we will argue that the role of the cultural mediator proper involves much more than interpreting –a cultural mediator is a third party who creates a close rapport so that people from different cultures understand each other, and overcome any conflict (Giménez 1997). Similarly, since language and culture are inextricably linked, professional interpreters not only mediate linguistically –as is often misunderstood. In any case, the problem arises when mediators are asked to interpret or interpreters are expected to mediate with no training, or when either of them unknowingly mix up different roles –a practice which might lead to misunderstandings. On the other hand expectations of users should be taken into account, since it is they who ultimately depend on the success of mediation/interpreting.

With this in mind, we have carried out a study of the expectations of users of interpreting/mediation services in educational settings in the province of Murcia (Spain), and we will present the preliminary results. In the light of these results and considering the job offers for interpreters/mediators in the educational sector in Spain, a mixed professional profile seems to be developing. However, we will argue in line with Pöchhacker (2008:10) that there is a need “to distinguish as clearly as possible between the professional function of cross-cultural mediation (in the contractual, conciliatory sense) and that of interpreting in community-based settings”. If this is not done successfully and training is not redesigned accordingly, neither mediators nor interpreters will be able to perform their task professionally and with a clear sense of identity.

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GRETI is a research group based at the University of Granada, Spain, and funded by the Andalusian Regional Authorities. Its full name is *La interpretación ante los retos de la mundialización: formación y profesión* [Interpreting and the challenges of globalization: training and the profession]. : <http://www.ugr.es/~greti/>

Yvonne Fowler

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Court observation for court interpreters

Despite the welcome advances in the examination, accreditation and registration of interpreters which have taken place over the past 16 years here in the UK, the examination which enables interpreters to register as professionals is a generic legal option, and does not specifically test court interpreting. It is also possible to present oneself for the examination without having undertaken any training. I would argue that court interpreting is sufficiently different from other kinds of legal interpreting to warrant specialised training and a specific examination. Hale (2004:14) argues that “except for the minority who have received formal university training, all other interpreters can be referred to as *natural interpreters*...as they base their choices on intuition and natural choices rather than any systematic method arising out of results of research studies of interpreting.” The context for her comment is Australia, but the same could be said of many other countries, including the UK. Since there is very little specific work-based training available to court interpreters in the UK, it behoves them to undertake it for themselves. One vital aspect of this self-training is to observe in court. But what is to be observed? In what form should this observation be recorded so that the interpreter can make optimal use of the experience? When is a court interpreter ready to undertake her first assignment? This paper will explore these questions so that court interpreters can best prepare themselves for this complex communicative event. It will consider court observation at initial and advanced levels, as well as different types of hearing including those in videolink courts. It will also make suggestions as to the practical use that court interpreters can make of the material gathered through observation.

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Interpreters Using Prison Video Link Technology: Business As Usual ?

Using video conferencing technology to process bail applications directly from prison is now an everyday occurrence: and for defendants it is mandatory here in the UK. Another initiative, the Virtual Court Pilot Project, will almost certainly mean that, in the very near future, most defendants will be “offered the opportunity” to “attend” a court hearing immediately after charge and whilst still at the Police Station. References to interpreters are completely absent from the promotional literature. One government document states that “a Virtual Court Hearing is *just like any other first hearing* that takes place at a magistrates’ court” and “the timeliness of the process and the resource savings offered by the technology improve the efficiency of the criminal justice system in working together to put on effective first hearings – *without any loss of quality*”. So is it really true to say that videoconferenced court hearings are just like any other or that there is no loss of quality? Those promoting the use of videoconferencing technology in court have failed to take account of the fact that a large number of defendants coming before the courts have ways of communicating which differ from the norm, for example, sign language users and non-English speakers. Thus “business as usual” is not an option for these courts. Few, if any, researchers have looked at the differences between face-to-face interpreted court hearings and videoconferenced ones. Building upon further research carried out since

Critical Link 5, and using Bhatia's Move Structure to provide an in-depth analysis of the varying elements and linguistic styles of a typical prison video link hearing, I use a combination of recordings, ethnographic observation and interviews with those concerned in video link courts to show that this technology alters communication in ways which are not immediately apparent to the interpreter. There are also differences in procedure and other factors requiring considerable adjustment by the interpreter and the court if non-English speaking defendants are not to be greatly disadvantaged.

Olgierda Furmanek

Wake Forest University, North Carolina, USA

Focusing on Socio-Institutional Components in Training: New Curriculum Needs

98% of currently enrolled students in various public service interpreting training programs in the Southeast of the USA are highly proficient bilinguals who have completed some undergraduate education in their country of origin and self-identify themselves as Hispanics but have limited knowledge of their new country social and institutional structure. The curricula of institutions granting degrees in interpreting across the United States do not reflect this situation and continue to focus on language skills development, teaching of cultural competence and some ethical issues.

A coalition of researchers, teachers and practitioners at Wake Forest University (the School of Medicine, the Romance Languages Department and North Carolina Baptist Hospital) is constructing an innovative curriculum for an associate degree in healthcare interpreting that will address the educational needs of the population defined above, most likely to serve as "ad hoc interpreters" by default. This population, unable to enter traditional first- or second cycle university courses due to various reasons, requires a different curriculum structure at the community college level.

Our new program, drawing from the survey results and based on solutions proposed by recent research, is organized around two domains: sociolinguistic preparation, and the healthcare environment. The sociolinguistics track builds on advanced language and cultural proficiency, and focuses on students' awareness of interpreting processes, discourse development and issues on ethno-social aspects of the varied Hispanic population in the United States. The medical courses will not only include terminology management but rather prepare students to work in the US healthcare system (Pochhacker 2009) and to understand the agency that the interpreter possess in that setting (Angelelli 2008). One of the major factors taken into consideration in our design is the accessibility of the program, without compromising its quality, as financial limitations prove to be a major obstacle for enrollment for this particular population.

Fabrizio Gallai

University of Salford, UK

Discourse markers in interpreter-mediated police interviews

Discourse markers do not contribute to the propositional content of the utterances in which they occur, yet they are essential in defining a speaker's intentions. However, the pragmatic significance of discourse markers in interpreted interaction – especially in police settings – has received only scant attention within the growing body of dialogue interpreting research.

My research explores the overall effect of the police interpreter's use of discourse markers on the discursive atmosphere through the description of the different uses of discourse markers and, more specifically, the treatment of such markers by the interpreter and the participants' ability to recover relevant implicit content from the interpretation. My study aims at a dialectic synthesis of two theoretical frameworks: Sperber & Wilson's (1986/1995) relevance-theoretic model of human communication and Goffman's (1973, 1981) dialogic theory of language and the nature of social organisation. The relevance-theoretic approach is used in order to describe the use and interpretation of discourse markers, seen as "signposts directing the way in which the following utterance should be processed by the addressee" (Jucker 1992: 438), whereas Goffman's interactionism – applied for the first time to interpreting studies in Wadensjö's *Interpreting as Interaction* (1998) – provides a deep understanding of the nature of rights and responsibilities within an interpreter-mediated encounter. I aim to analyse a large number of interpreter-mediated police interviews recorded on tape involving different interpreters and several language combinations.

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Emmanuelle Gallez

Lessius Hogeschool, Belgium

Advantages of a horizontal transcription format

The transient character of spoken language obliges interpreting researchers to proceed to a transcription of recorded data for purposes of analysis. While transcription is essential to interpreting research, its complexity has received little attention so far in Interpreting Studies. In a field such as community interpreting for example, where social interaction is a determining factor, researchers mainly and usually opt for representational choices which do not really allow them to highlight the interactional patterns and the subjacent power constellation inherent to the event. Such patterns and power constellations are also visible in courtroom interaction (Adelswärd et alii, 1987). Starting from a reflexive transcription practice (Buchholz, 2000), this contribution explores the advantages of a horizontal transcription format by pre-allocating columns to the speakers, and argues that horizontality in transcripts of community-based interpreted interactions allows for a better visualization of elements which are central to linguistic and pragmatic analysis. These findings are demonstrated through the analysis of the turns-at-talk sequences in a horizontal transcript of a courtroom examination.

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Muhammad Y Gamal

University of New South Wales

Researching professional experience: The critical link between theory and practice

Translation practice is as old as human communication and continuously changes as human interaction develops. Through professional practice translators and interpreters develop strategies and techniques that form their professional repertoire and experience. Yet, translation studies has been slow, if reluctant, to examine the nature of professional experience. Over the past fifty years, translation scholars have been putting forward models for the examination of translation activity. (From Vinay and Darbelnet: 1958 to Baker: 1992) Such models have been constructed almost exclusively in linguistic theoretical frameworks. The result is that translation pedagogy today appears to have made a clear and conscious policy decision. Of the traditional dichotomies that characterized and shaped the discipline over the years, translation pedagogy now favors the science of translation not the art, the process of translation instead of the product and translation training over translation talent.

These conscious pedagogic decisions have impacted on the performance of professional translators and interpreters. It must be remembered that the senior translation positions at international organizations are currently being held by the baby-boomers whose experience is now reaching 40-45 years long. These heads of translation sections did not receive their training through theoretical frameworks but through professional practice. Commercial experience in the past thirty years shows that the type of academic/industrial training impacts on the professional behavior of practitioners in three major areas: professional rates, professional development and consequently on professional quality. In many parts of the world, the predominant mode of practice upon graduation is freelancing with little scope for specializing or getting a full-time position as a staff translator/interpreter. In the last fifteen years, computers, the Internet and digital technology have completely changed the way translators and interpreters work. It is for these reasons that researching experience assumes a particular significance. What is the nature of experience in the field of community translation and interpreting? Does the notion of professional experience differ from discipline to discipline? Is it examinable and therefore teachable? What do practitioners, from novice to experts, tell us about gaining experience? Could such insights be included in the translation/interpreting curricula? The paper, part of an ongoing research, looks at the practitioners, the way they view experience and the stages of professional development. Of particular interest is the impact of academic pedagogy on practitioners working within a freelance context.

Ting Guo

Exeter University

Officers or Linguists?: A Case Study of Chinese/English Military Interpreters during the Second Sino-Japanese War (1931-45)?

Despite a long history of the use of interpreters in both peace negotiations and military operations in international politics, little scholarly literature has explicitly addressed the topic of military interpreting, apart from some research on interpreting in war tribunals (Gaiba 1998; Shveitser 1999; Takeda 2007) and studies of interpreters in the colonial period (Delisle and Woodsworth 1995, Roland 1982) and recent international political controversies (e.g., the US detention facility at Guantánamo Bay) and military conflicts (e.g., Iraq and the former Yugoslavia) (Cronin 2006, Inghilleri 2003, Palmer 2007). But, for

some reason, research on military interpreting, particularly state-governed military interpreter training and management, is very limited. By investigating the Chinese Nationalist Government's training and management of Chinese/English military interpreters during the Second Sino-Japanese War (1931-1945), this paper tends to address this underresearched area and emphasize its implications for issues such as translator/interpreter training, professional codes and professionalization in the discipline of translation studies. It firstly reviews the structure of the Nationalist government-supervised military interpreter recruitment and training during the war, including the selection of suitable candidates, language and political training and onsite monitoring and supervising. With evidences from both archive files and interpreters' memoirs, this paper then explore the principles underlying this model of military interpreter training and management, highlighting the government efforts in structuring and reinforcing a profession of military interpreter solely serving its own political and military needs. This ideologically charged military interpreting model, as the author observed, has had significant impact on the Chinese public's perception of the interpreter profession in the past decades. Drawing upon John Kultgen's (1988) argument on the relationship between ethics and professionalism, it is argued that this military interpreter profession model structured by the Chinese Nationalist government sets a good example of the political and ideological conditioning in the process of interpreter professionalization, and reveals the potential danger of certain authorities' setting and using professional codes as a mask for self-interest rather than for the public's benefits. It is hoped that this paper can draw attention to issues underlying the ongoing process of interpreter professionalization and to invite interested researcher to further discuss the area of military interpreting and to reflect on and its implications to our current translation studies.

Kristina Gustafsson, Ingrid Fioretos, and Eva Norstroem
Lund University, Sweden

The community interpreter, a cultural broker - the role of the interpreter and the issue of representation

"It was a family in a situation where social authorities had taken their children into care. I was interpreting for them four or five times. It was a clear case of cultural clashes. In their country of origin there are no social authorities and the parents did not at all understand how serious the situation was. The man was a heavy drinker and the woman was offered a choice, to stay with her husband and lose her children or to leave her husband and keep the children. It was immensely difficult to interpret. And it is very important to keep in mind that I am interpreting for both the couple and the public officer."

In many cases it is very difficult to meet the expectations from the persons you are interpreting for. The couple in the example did not have an understanding of the Swedish public officer's way of thinking and vice versa. The expectations projected on the community interpreter were also totally different. The interpreter moves from different perceptions of "normality" and is expected to facilitate communication between these understandings of the situation at hand. In our paper we will analyze different socio-cultural expectations and realities the interpreter has to handle and what it means to understand the significance of perceived normality when performing an interpretation. The analysis is based on 50 interviews with community interpreters and a two year long fieldwork among interpreters in Sweden. Theoretically we will discuss the role of the community interpreter (one job or many?) and the issue of representation by using the academic discussion about self- reflection.

Kristina Gustafsson, Eva Norstroem, and Ingrid Fioretos
Lund University Sweden

Educational programs for interpreters

Interpreter training in Sweden started in the late 60-ties by local immigrant services bureaus. It developed over time. The principal responsibility for interpreter and translator training, financed by the state, lies within the mandate of the Institute for Interpretation and Translation Studies (TÖI), at Stockholm University. The Institute also has the overall responsibility to develop uniform education and certification of interpreters and translators in Sweden. Basic training is delivered by four folk high schools and three adult educational associations. Since 2006 the state financed basic training is either provided as distance tuition over two years or evening classes over one year. The curriculum contains courses in the following fields: social services, medical care, the labor market, workplace and legal matters. Each course has lectures about the field, such as legal regulations, organization and structures. Each course also deals with language and interpreting training, techniques and ethics. State supervised basic training has taken place in more than 100 languages. The paper will analyze the result so far of the system that was initiated in 2006. We will describe the curriculum for the basic training: values, ethics, praxis, form, content and examination. After that we will analyze three different problem areas:

1. Issues like genus, sexual orientation, racism and other issues about fundamental values which sometimes are mainstreamed but often enough not.
2. Challenges related to the selection of languages for training. It is sometimes difficult to keep up with the very quick changes of interpreting needs that are caused by global events out of Swedish control. As we will see the agencies find all sorts of ways to meet the needs in cases where no trained community interpreters are available.
3. The theoretical and methodological framework of teaching community interpreting; the didactics of community interpreting.

Raquel Lázaro Gutiérrez
Universidad de Alcalá

Natural interpreters' performance in the medical setting

The aim of this paper is to explore the performance of several natural interpreters, understood as interpreters who have not received any kind of training, in the medical setting. Discourse analysis will be used to analyse a group of real conversations in which natural interpreters intervene and which were recorded in Spanish hospitals and healthcare centres. It is worth pointing out that professional interpretation services are not common in public Spanish hospitals and healthcare centres, and patients who need an interpreter are usually accompanied by their relatives, friends or neighbours, who, being foreigners themselves, assist in the conversation.

The conversations will be compared to others in which interpreters are not present. The main objective of this study is to find out whether or not the presence of an interpreter changes the power relation between doctor and patient, especially if the latter is not a native speaker of the language in which the interaction is carried out. For this purpose, some criteria to measure the characteristic asymmetry of these encounters will be

described and established. Then, the asymmetry indicators will be counted both in conversations in which a natural interpreter takes part and in those in which he or she does not, to later compare the final results. Thus, the study presented in this paper will be both qualitative and quantitative and will show how natural interpreters vary the asymmetry of a medical encounter.

Maya Hess

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Red T: Protecting Translators & Interpreters Worldwide

In Iraq, while facilitating communication between troops and local populations, interpreters wear face masks to avoid being recognized, denounced as traitors, tortured, or killed when they return to their communities. In Afghanistan, letters are slid under translators' doors threatening the retaliatory execution of their families. In the United States, some linguists interpreting for alleged and convicted terrorists have been accused and convicted of aiding and abetting terrorism. This state of affairs is nothing new. Throughout the ages, translators and interpreters have been eyed with distrust, which ebbs and flows according to the era and the political expediencies of the day. In ancient Egypt, they were considered a life form slightly below humans; in more recent times, labels such as "spy" and "traitor" suggest that their professional image may not have progressed very far.

To address the situation of translators and interpreters in theatres of war and the treatment of Arabic linguists stateside, this presentation introduces the Red T initiative. The umbrella mission of the Red T is to protect translators and interpreters worldwide by combating the translator-traitor mentality and by striving to put an end to the historic continuum of distrust. This will be accomplished through a variety of emancipatory action steps, such as rebranding conflict zone interpreters as humanitarian aid workers and formulating policy proposals designed to mitigate the legal vulnerability of US prison linguists.

Coral Ivy Hunt Gómez

University of Granada

Student Reception of Real Videos for Teaching Court Interpreting in Spain: A Pilot Study

This paper considers students' reception of the innovative teaching material in Court Interpreting, specifically regarding interest, motivation and utility of this material. This pilot project was carried out on a sample of 21 students of the optional subject Social Interpreting, in their year of graduation in the Faculty of Translation and Interpreting, University of Granada (Spain). The material is inspired in previous research projects on teaching Conference Interpreting with real life situations (De Manuel, 2006). However, in this case, the project on Public Service Interpreting poses a new didactic approach, concretely on Court Interpreting teaching.

Applying material created from real videos has shown positive results in the case of Conference Interpreting. The objective of this case study is to prove that students' interest and motivation equally increase when learning Court Interpreting by means of didactic multimedia material taken from real life situations, therefore, such didactic material can be considered useful. During the first stage, the traditional method of structured role play was applied when teaching Court Interpreting and it was video-recorded. During the second

stage, multimedia didactic material created from recorded Spanish real Court's cases was projected. Using a research-action methodology, the 21 students answered a questionnaire regarding the difficulty, utility and motivation of the two fragments of real videos projected with transcription and subtitles. A transcript of these videos was provided to students which also indicated the degree of difficulty and certain controversial issues. Reception among the students has been mainly positive, showing considerable interest and an increase in motivation when working with the didactic material extracted from real cases. Similar didactic material could be created to cover other areas of Public Service Interpreting or to tackle different legal systems, provided its positive reception.

Coral Ivy Hunt Gómez
University of Granada

The Application of New Technologies and Real Material in Court Interpreters' Training in Spain

The increasing multiculturalism of the Spanish society urgently requires training for Public Service Interpreters. Regarding Court Interpreting, this requirement becomes a necessity because of these three aspects: the Spanish law guarantees the right to be assisted by an interpreter; there has been an increase in the attention received by this topic from the academic circles and the Spanish administration is implementing some initiatives to deal with people not speaking the main language. However, in Spain there is not an official accreditation neither an specific training for Court Interpreting. People working as interpreters in Courts in Spain do not have to possess any kind of education, they are just appointed by the judge and they must make the promise of being faithful and of doing their assignment properly. This obviously does not guarantee any quality in the interpretation developed and neither guarantees a fair trial.

With social and training purposes here an innovative training system has been introduced, composed by a multimedia database of real trial's videos, transcript and with subtitles, based on the rapprochement of the student to reality, the jargon, the protocols and the different situations which can occur in the courts of justice; and at the same time teaching interpreting techniques. This database can be used to train future interpreters as well as to provide continuing professional development to people who are already working as interpreters to enable them to improve their skills and knowledge of this specific area of Public Service Interpreting. The main objective of this project is to enhance the profession of Court Interpreter in Spain. In order to achieve that, qualified and trained interpreters are needed and this new training system will help in this way.

Hilda Israel

Nelson Mandela Metropolitan University, Port Elizabeth, South Africa

Utaalamu wa Tafsiri na Ufafanuzi Afrika -Translation and Interpretation Studies in Africa: A Case Study

Ukuhumusha nokutolika (isiZulu); Inguqulelo nokutolika (isiXhosa); Fetolela (Sesotho); Vertaling en Tolking (Afrikaans); Anuvaadh aur bhavaarth (Hindi) ... each meaning *Translation and Interpretation*. These are just some of the languages spoken in South Africa today, broadly representing the different communities here. The title is in Swahili. African indigenous languages are varied across the country, across the continent. Add to

this the very visible presence of European and Asian languages, and the need for translators and interpreters is a given – right from informal personal level to very formal academic and conference level. The United Nations Office in Nairobi recognised the scarcity of skilled language specialists in Africa, as well as the isolated facilities to train such professionals. An inaugural UNON conference in 2009 launched a common training program at post-graduate level, while taking into consideration local and regional requirements. For South Africa, and the Nelson Mandela Metropolitan University, this led to the offering of a BA (Hon) program in Translation and Interpretation as a start. This paper records the introduction and progress of the program.

Bente Jacobsen

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Interpreting modes in question-answer dialogues in Danish courts

Danish law imposes no restrictions on the mode of interpreting used in Danish courts, but the legal system recommends question-answer dialogues to be interpreted in the consecutive mode and all other interaction in the simultaneous (whispered) mode. The legal system believes that only the former will produce complete renditions of source texts. Naturally, interpreters have always been trained to comply with the above recommendation. However, personal observations by this researcher and recordings of interpreted question-answer dialogues in an appellate case before the Danish High Court in August 2009 revealed a formally trained and experienced interpreter to have adopted a very different strategy, interpreting all questions in the simultaneous (whispered) mode and all answers in a mix of the simultaneous (whispered) and the consecutive modes. His strategy not only resulted in a great number of disjointed and incomplete target texts, and, in turn, a loss of information, but also caused overlap between many target texts and questions, which possibly made the former inaudible to the intended receivers. When questioned about his strategy, the interpreter explained that he always used it for question-answer dialogues and that he was merely complying with the courts' request. The fact that none of the lawyers in the appellate case objected to his strategy (in fact the prosecutor was overheard praising it by this researcher), suggests that he may be right. This paper thus presents a small-scale study of interpreting modes used for rendering question-answer dialogues in Danish courts. More specifically, the study aims to answer the following questions: Which mode/modes do interpreters typically use for interpreting question-answer dialogues? What are the interpreters' motives for using this/these mode/modes? Which mode/modes do lawyers prefer interpreters to use for interpreting question-answer dialogues? What are the lawyers' motives for preferring this/these mode/modes?

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„I don't like her, I not friend anymore and not call anymore". Interpreted witness statements and credibility issues in the Irish judicial system.

Unlike interviews with suspects, which are in the majority of cases video recorded, witness statements are still taken down in the form of notes made by police officers in Ireland. The

original words of the witnesses are not electronically recorded and police notes are accepted as primary evidence. If a witness has limited English proficiency and an interpreter is used, the police officer takes notes from the interpreter's version only. This creates a source of possible distortion between the words of the non-English speaking witness and the transcribed version of the statement, in particular in cases where unqualified interpreters are used. In light of the lack of certification for police or court interpreters in Ireland, the use of untrained interpreters is still a common scenario. This situation may lead to a miscarriage of justice in particular during trials, in which witness statements are key evidence. In rape trials, for instance, there is usually no eyewitness to corroborate the rape victim's story and such cases rely heavily on the statement made by the complainant. Consequently, the verdict is largely a matter of credibility and often depends simply on whether the jurors believe the complainant or not. Issues arise when the jurors only have access to the witness statement in the form of police notes derived from the version given by the complainant's untrained interpreter. Apparent inconsistencies between the pre-trial statement and evidence given in court become less straightforward in the bilingual context. The present paper discusses a bilingual Polish-English rape trial from The Central Criminal Court in Dublin. It examines what happens when assessing witness credibility becomes problematic due to poor quality of interpreting at the pre-trial stage. In line with strand 1 of the conference subjects, the paper raises an important issue related to commissioning of interpreting services and lack of regulation in the field in Ireland.

Susan Jeffrey

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An Experimental Study of the Symbiosis between Summarising Technique and Interpreting Skills

Among the crucial competences an interpreter must demonstrate are an excellent comprehension of the source language and the ability to deliver the message accurately and without distortion. Like interpreting, summarising requires accurate comprehension, the ability to discern the main ideas from the secondary ideas (Wilss, 1996), and the ability to identify the location of transitional cues (Brent, 2003). Summarising offers scope for the student to come face to face with examples of implied meaning, ambiguity, irony and nuance, all of which cause considerable problems for full comprehension. Furthermore, summarising different material provides the student with the opportunity to cover a broad spectrum of socio-cultural contexts thus increasing the student's perception of the pragmatic dimension of text as well increasing his or her general and world knowledge. In the B language class (English) which prepares students for interpreting in the third year of the four-year Translation and Interpreting Degree at the *Universidad Pontificia Comillas*, summarising activities were originally included as a linguistic and cognitive exercise, suitable for advanced level language students (ACTFL, 2001) and, furthermore, considered an advanced level concept in the majority of learning models (Bloom, 1956; Biggs/Collis, 1982; Dreyfus/Dreyfus, 1986). Summarising is a skill which does not necessarily come easily to many students but, with practice and adequate instruction, can be mastered. This symbiosis between interpreting and summarising was the subject of a study of 114 students from the Translating and Interpreting Degree at the *Universidad Pontificia Comillas* in Madrid, Spain and which looked at the relationship between good results in English, in summary skills and in interpreting. This study covered five years, from 2003 to 2008, with data collected from the final exam marks of the students at the

end of the academic year to compare the dependent variables of summarising and language with the independent variable of three interpreting exams. Results showed that for these students, whereas language competence is certainly important, the skill which is more strongly associated with successful interpreting results is the ability to synthesise or summarise the message. Future research might explore the possibility of a causal relationship between successful summarising and successful interpreting.

Lukasz Kaczmarek

The University of Manchester

Developing and Testing a Model of Community Interpreter Competence

The question of competence in interpreting studies has been a focus of both scholarly and professional attention for a number of years. Most approaches to interpreting competence in both academia and professional circles tend to prescribe various skills, abilities, qualities and types of knowledge, the possession of which supposedly guarantees a translator's or an interpreter's competent behaviour. Whereas most of those contributions deal with competence from a theoretical and conceptual perspective, one of their apparent deficiencies lies in their failure to support their hypotheses with empirical data and to address practical implications and applications.

At the same time, recent advances in intercultural communication treat communicative competence in terms of social judgement. As one of the leading scholars in this discipline, Brian Spitzberg (2000) argues, communicative competence heavily revolves around personal and subjective impressions generated by an interactant's communicative performance in an intercultural context. He further argues that these impressions are mostly dependent on the fulfilment and violation of the expectations which an interactant entertains towards their co-interactant in an instance of dyadic interaction.

Based on the assumption that a community interpreter-mediated interaction can be regarded as an instance of intercultural communication, this paper will trace the development and testing of a new model of community interpreter competence; it will first discuss the model in conceptual terms by explaining how Spitzberg's contribution helped to propose the model; secondly, the paper will elaborate on how the model was tested using interview data; finally, it will deal with practical implications and applications of the model.

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Berhanu Kassayie

Praxis

Practise based interpreting service: lessons from a pilot in TH GP surgeries

The proposed paper will describe the development process, nature and outcomes of this customised practice-based interpreting service and draw out lessons for interpreting service provision. Praxis was commissioned by Tower Hamlets PCT (THPCT) to develop and deliver a customised practice-based interpreting service within selected local surgeries as a pilot aimed at improves access to GP surgeries. The pilot was delivered

from 1st February 2008 to 31st March 2009 within selected local surgeries of THPCT and it was independently evaluated by Dr Julia Brophy from Oxford University.

The objective of the pilot is to test the viability of delivering a practice based interpreting service and its role in improving access to GP surgeries by people who are non English speaking or have difficulties in communicating in English. The pilot was run in two stages: The development stage involved identifying the level of demand for interpreting services, developing an appropriate model of service provision for an individual GP practice and shared between a network of practices, identifying the roles and responsibilities of the service provider and GP practices and informing the THPCT on commissioning interpreting services to better meet the needs of non English speaking patients. The main elements of this process included:

- A literature review was conducted to inform the development stage providing a comprehensive overview on national and international experiences.
- Designing and implementing a bespoke recruitment model for salaried and freelance interpreting staff
- Developing and implementing a flexible delivery model for high quality interpreting service and ensuring quantitatively fair and efficient allocation of interpreter hours.
- Developing and implementing a tailor-made, secure and best practice online booking system

This is then followed by phased delivery covering 10 GP surgeries. This was complemented with a series of training programmes for GP surgery staff on working effectively with interpreters and on the use of the online booking system. Lessons which will be drawn out from the pilot and its evaluation will focus on issues including the nature and values of a practice based interpreting service and its interface with other in-house or commissioned communication support services; the difficulties and challenges faced by interpreters, patients, GPs/Nurses and the Management team in the process, how they were addressed and with what effect; issues related to its organisation and delivery, the specific deployment model employed and broader issues regarding its relevance and transferability into other service environments.

Liv Kolstad Zehouo, Norwegian Directorate of Integration and Diversity, and Hilde Fiva, Oslo University College

'He is talking about why you should go to prison'^a - Training judges in the Norwegian courts in facilitating interpreted court hearings

The Norwegian Directorate of Integration and Diversity (IMDi) has been providing orientation seminars for judges in the Norwegian courts on how to facilitate interpreted court hearings. Interpreting practitioners are also, through their constant interaction with the judges in the courtrooms, giving the judges feedback on how to communicate through interpreters.

In this paper, we demonstrate the importance of a holistic approach to training users of interpreting services. Orientation seminars give the topic much needed focus and attention. However, such seminars are usually limited in scope and duration, and thus often fall short of providing all the necessary guidance. Guidance from interpreting practitioners on the other hand has a much greater presence in the day to day life and work of the judges. In Oslo, nearly half of all court hearings are interpreted. However, the challenge of the guidance from practitioners is that it usually must come in the midst of a court hearing, where the focus of the judge is often elsewhere, i.e. on the case in question.

The contents and focus of orientation seminars is discussed, and the feedback from participating judges is explored. Continuing from this, ample examples are given from authentic court cases where interpreting practitioners have given guidance to judges, and the judges' reactions to the guidance is explored. The question is: How do these two approaches affect each other, and how can the two approaches be utilized best so that the maximum learning is achieved on the part of the judges? How can orientation seminars make the judges more receptive to guidance from interpreting practitioners, and how can guidance from practitioners make the judges more receptive to orientation seminars?

Linda Joyce, Language Line University, and Izabel Arocha, Boston University

Medical Interpreter Certification – A New Global Specialization Credential

Medical interpreting is currently the most rapidly growing interpreter specialization worldwide. Medical interpreting certification efforts started in 1986. Twenty-three years later, on October 10th 2009, a public, credible, inclusive, accessible, and transparent national certification process was launched in the US under the auspices of a newly formed non-profit, The National Board of Certification for Medical Interpreters. Candidates need to pass the written exams to take oral exams, available in 22 languages by the end of 2010. In this presentation, pre-requisites for certification, an overview of knowledge and skills areas, and key resources most relevant to prepare interpreters for this new credential will be shared. Whether one is a conference, court interpreter or a generalist, this presentation is useful for those interpreters who want to learn what they need to do to obtain a new specialization credential to further their interpreting profession. Access to health care is an international human right, and remote medical interpreting is already trans-national, a global standard of competence will have socio-cultural repercussions related to language access in health care. The National Board has embarked in collaborative work with organizations worldwide that want to endorse or adapt these exams for their purposes and unique country needs. In return we are already working to endorse several generalist oral certification exams which already exist worldwide to test generalist consecutive and simultaneous interpreting skills.

Mira Kadric

University of Vienna

The trouble with police interpreting –An empirical study on practices in Austria

Some years ago a large-scale special operation by Austrian police led to the arrest and subsequent conviction of over 100 persons for drug dealing. The proceedings brought against the alleged criminals, most of whom were from Nigeria, generated much public controversy and criticism on account of the methods used by the police. As shown in a documentary film named after the police action, „Operation Spring“, the prosecution based its case on a large number of audio and video recordings in Igbo collected in surveillance operations, and the Igbo interpreter hired by the police not only engaged in translating and interpreting but also played an important part in the selection and assessment of the recorded material. It was only at the appellate level that the translational activities in these proceedings were found to be seriously flawed.

The paper will first present this case and then discuss the broader topic of police practices in recruiting and working with interpreters. The results of a large-scale survey on

interpreting practices carried out in all police departments throughout Austria will be presented, and triangulated with two other sources of data: a survey among 200 court interpreters, to whom police (should) resort when an interpreter is required, and an analysis of 200 judicial case files documenting interpreter use in police interviews. The findings from this empirical study serve to depict current interpreting practices in Austria and lead to a discussion of the broader and socially relevant issues of attitudes and values with respect to interpreter-mediated communication.

Joseph Kaufert, Patricia Kaufert, Dhiwya Attawar, Lisa Labine
University of Manitoba, Winnipeg , Canada

Ethical Challenges of Globalization and Professionalization: The Experience of Community-based Interpreters in Health Research

This paper engages “Interpreting in a changing landscape” by focusing on the impact of globalization and professionalization on the ethical context of work of interpreters who facilitate health research. The growing demand for translation and community interpretation is driven by the globalization of clinical research, the advent of pharmacogenetics and new policy guidelines from research funding and ethical review bodies that require inclusion of minority language-speaking populations in research. Expansion of comparative health research involving multiple national sites and support for research with indigenous populations also has also impacted both professional and research ethics.

We will explore the ethical challenges faced by language interpreters drawing on narrative data collected in the first two phases of a Canadian research project documenting the ethics of research participation from the standpoint of human subjects, researchers and a spectrum of frontline research workers; including language interpreters. The qualitative design involved unstructured interviews with a sample of 27 key informants; including interpreters, researchers who employ interpreters and researchers who had worked in both roles. Our analysis focuses on what research team members identified as advantages and sources of tension in working within their communities under the direction of external researchers. It describes the roles of interpreters who work in communicating with research participants and community groups and contrasts them with the roles of clinical interpreters working with individual clients. Our data suggests that research interpreters working within their own community have to balance their obligations and ethical conduct to engage both their obligations to the researchers who hire them and their longer term obligations to the individual research participant, the participant’s family and their community.

Jucelei Svissero Kellermann Pereira
UHN-University Health Network

Interpreter Quality Assurance and Professional Development through Mentorship

University Health Network (UHN), is a multi-site teaching hospital in Toronto, Canada, affiliated with the University of Toronto. The department of Interpretation and Translation Services (ITS) provides tested and trained interpreters for all three tertiary care facilities. The team consists of 10 staff interpreters and more than 200 tested and trained contract

(per diem) interpreters working in 65 languages. Interpreting is an isolated profession where interpreters rarely have the opportunity to talk about their experience, standards of practice, ethical issues, practice strategies, vicarious trauma and emotional exhaustion. For external providers working for many organizations, the work is particularly challenging because these practitioners lack a sense of belonging to the organization, and by extension, feel disengaged. Furthermore, although all interpreters are qualified to provide services in a medical setting, performance is not monitored formally. Feedback on performance is ad hoc, based on compliments or complaints from care providers. A lack of consistency of performance quality among the large team of interpreters compromised patient care.

To remedy this situation at UHN, senior staff interpreters created a unique program for engaging, developing and coaching its team of contract interpreters. The Mentorship Program is a long-term, multi-faceted project with the following components:

- Assign each contract interpreter (mentee) a liaison within department (mentor)
- Two-way shadowing program
- Professional development opportunities
- Regular debriefing sessions
- Medical education opportunities for interpreters
- Medical terminology lexicon for areas of specialization
- eForums for language groups
- Recognition program for outstanding performance

The goals of the Mentorship Program are to:

- Assess performance and skills of each interpreter working at the organization
- Enhance working relationships among staff and external interpreters
- Empower the mentees through knowledge transfer
- Engage mentees as active participants in raising the profile of the department
- Help mentees increase their comfort level and assertiveness with care providers
- Provide a blame-free environment for reporting incidents
- Increase visibility of medical interpreters as integral members of the healthcare team
- Ensure consistent performance and quality of service across team

Since launching the program, one of the results has been the opportunity for staff interpreters to develop skills in leadership, training, coaching and project management. After six months, the benefits of the program are already apparent: increased confidence among mentees, increased loyalty to the organization, increased respect from service providers and appreciation by mentees for the attention and support from their mentors. By improving quality of service through consistent standards, and implementing quality assurance measures of interpreter performance, ultimately the patients will benefit from a cohesive and engaged interpreter team.

Arlene M. Kelly

Bristol Community College

Color and Culture: Varying Perceptions of Physical Characteristics

Whether people are blond, tall, light-skinned or dark often may depend on their own life experiences and their culture. Determining that different people viewing the same person can provide varied descriptors would be key in providing communication services, especially when physical descriptions carry important weight such as in criminal identification. People who navigate a monolingual and mono-cultural world seem to be

oblivious to this possibility. In order to ascertain the range of variation, a study is in progress to test the differences first intraculturally, and then interculturally.

The first stage of the study will focus on residents of the State of Massachusetts who have never spent more than two weeks out of the country and whose parents were born in the state. They will describe an array of photographs shown to them in terms of hair and skin color. Their descriptions will be analyzed and correlated to identify any trends or lack of trends in this group. The initial group will consist of 30 subjects in three age groups: children, young adults and adults. Both young adults and adults should demonstrate similar perceptions, while those of children may be more varied. This will establish a guideline for an intracultural parameter.

The second stage of the study will focus on Brazilian residents of the State of Massachusetts who have lived in the state for less than ten years. They will describe the same photo array according to their perceptions of the same characteristics. While the results of this study will provide information that will be directly of interest to law enforcement professionals and the judiciary, they should also provide thoughtful reflection for interpreters working in these situations. Are all interpreters aware of their own possible cultural bias when physical descriptions are part of their work?

Anna Kenny

SWAHS Health Care Interpreter Service

Professional Development for Health Care Interpreters in New South Wales, Australia

This paper discusses the professional development courses for New South Wales (NSW) Health Care Interpreter Service (HCIS) interpreters and translators. It outlines the consultative training development processes, the courses offered as well as the review processes and outcomes. The paper also aims to examine the role of professional development in responding to changing service needs and provide recommendations for future training program improvement.

There are four NSW Health Care Interpreter Services providing language services to the public health sector. Together, the four services form the NSW HCIS Professional Development Committee (PDC) and provide professional development opportunities to staff and contract interpreters throughout NSW. The primary function of the PDC is to contribute to the creation of an highly skilled, ethical and efficient HCIS workforce. In order to achieve this goal, the Committee identifies training and development needs through a consultative process, provides appropriate learning opportunities and reviews the training programs to ensure that the desired outcomes are achieved.

NSW HCIS offers a range of professional development courses. The Basic Orientation Course is a compulsory 2-day induction course for new recruits and includes interpreting practice in a health setting, ethics, medical terminology and glossary building. New and experienced interpreters are provided with training on interpreting in specialist health care areas, which focuses on the unique skills and strategies required when interpreting in the field of speech pathology, mental health, brain injury, genetic counseling, grief and bereavement counseling. Experienced interpreters can choose from a range of skills development workshops including Advanced Interpreting Skills, Group Interpreting and Simultaneous Interpreting. Other courses cover ethics of the profession, translation, communication skills and peer support. All workshops conclude with participant evaluation and some also include assessment. The workshops evolve constantly to accommodate

feedback from participants as well as presenters, to reflect current research and the changing service demand for translation and interpreting services in Australia.

Catherine King

BSL/English Interpreter, Glasgow

Power imbalance. Reductionist interpreter choice

Interpreters working between languages which are perceived as lacking power or dominance in political terms deal with imbalance between interlocutors on a regular basis. It can be difficult to maintain equilibrium when one interlocuter is clearly more powerful than another and, when this is the norm, the interpreter as a human being can find himself experiencing enormous personal pressure to offer more support to the disadvantaged client. Resisting this urge is routine for professionals in the interpreting field, and questions of human rights, power imbalance and social justice dovetail with debates on the role of the interpreter as re-presenter/representer of the voiceless in society.

This paper looks to focus on the ways in which interpreting choices - conscious or not - can have a detrimental and narrowing effect on audience perception. Whilst Interpreters may claim cognisance of interlocuter relationship dynamic and the performance elements required to effect re-presentation, practice examples throw up crucial instances of reductionist interpreting that is increasingly being accepted as 'good enough interpreting'. Reductionist interpreting is based on choices made by the interpreter which purposefully or accidentally limit the meaning and/or representation of the less powerful client. This paper seeks to identify and illuminate some of the factors that lead interpreters to embrace reductionist practice and the socio-political effects of such interpreting practice on the lives of those clients for whom it is so often the only style on offer. A combination of interviews and practice examples will be presented as evidence for the ideas discussed in the paper. Suggestions for helping the interpreting profession to acknowledge and begin to deal with this phenomenon will also be discussed.

Krzysztof Kredens and Yvonne Fowler

Centre for Forensic Linguistics, Aston University, Birmingham, UK

Towards interpreter competence in ethical emergencies

Much academic research has focused on linguistic issues in interpreting and the role of the public service interpreter but the issue of interpreters' specific ethical and practical dilemmas seems not to have attracted sufficient attention to date. In the UK, in contrast to other professions, there is limited guidance in this area. There is a National Register for Public Service Interpreters Code of Conduct and limited statements from professional associations; however, public service interpreters are mostly left alone to deal intuitively with ethical emergencies that arise spontaneously and unpredictably in their work. In this presentation we will make an attempt at classifying such emergencies, discuss interpreters' strategies for dealing with them and suggest protocols for ensuring professional action. We will use data from a focus group study with 23 interpreters representing some 15 languages acting as informants.

Alex Krouglov

Assessing Public Service Interpreters

The selection process and quality assessment of interpreting skills and behaviours have been central in the present research, based on the findings of the assessment and selection programme which was developed by Praxis Interpreting+ in London. Praxis is a charitable organisation, which specialises in helping immigrants, refugees and asylum seekers who come to the UK and works closely with Médecins du Monde UK. The paper examines the effectiveness of assessment model of interpreting skills and behaviours, which represents one part of the assessment programme. Liaison interpreting and sight translation skills are being assessed in the selection process. In particular, the paper will consider the following criteria: accuracy (factual and linguistic), completeness, fluency and delivery, register and coherence, terminology and how the candidate copes with unknowns/anxiety management. In other words, the quality of interpreter's output is considered by the external assessor from the point of view of faithfulness/fidelity of the target language speech.

The paper analyses the performance of candidates and provides examples of interpreting during role-play situations which were created in order to assess relevant skills. It aims to answer the following questions: What are the major criteria in selection of candidates for interpreting assignments in organisations working with immigrants and displaced people? How can a common understanding of quality in interpreting be achieved? How can the quality of interpreting be measured?

The paper provides some samples of best practice in assessment, moderation and establishing marking criteria across all languages. It suggests that in a rapidly changing environment any scholarly intervention in the field of quality assessment of interpreters and regular revision of assessment criteria and marking system by assessors, moderators and other professionals will have a positive impact on the results of the selection process, thus ensuring the professional quality of interpreting and effective communication during interviews. Obviously, quality assurance will be incomplete without other important stages, such as close continuous monitoring of performance and regular opportunities for professional development.

Dimitra Krystallidou

University College Ghent, Belgium

The triadic nature of the interpreter's identity in triadic medical encounters: complexity, implications, suggestions

Mediated communication in healthcare settings is slowly becoming a common practice with interpreters and cultural mediators assuming key roles. There is evidence, however, that mediated physician-patient communication might be less effective due to various aspects with all parties in the triad raising their own concerns: Physicians/healthcare staff often express their annoyance that interpreters are not willing to *educate* patients on institutional policies and practices; patients often feel that they are not *understood* by physicians and/or interpreters despite their common cultural background, while interpreters report distress in their attempt to *reconcile* different worlds (both cultural and institutional) between patients and physicians.

Drawing on the distinction of identity, as suggested in Sarangi and Roberts (1999), this paper focuses on various assumptions that parties in the triad make about the interpreter's

professional, institutional and personal identity next to the interpreter's expectations of their own role. Physicians shape their expectations of interpreters by focusing on the interpreter's *professional* and sometimes *institutional* identity; patients call rather on the interpreter's *personal* identity, while interpreters shape their own expectations of their role by drawing on all of the above *distinctive* identities at the same time.

The data are drawn from a corpus of transcribed video recorded consultations and semi-structured interviews with physicians, patients and certified interpreters in hospitals in urban Flanders, Belgium. It is shown that identity conflict [e.g. (professional vs. institutional) vs. personal identity] and the projection of the self, in Goffman's (1959) terms, may have an impact on shaping and meeting participants' expectations in the triad and that this may lead to the interpreter's (dis)empowerment. Further implications on the effectiveness of mediated medical encounters and suggestions for better practices are discussed.

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Dimitra Krystallidou, University College Ghent, Belgium

Dolores Ruiz Lozano, Universitat Autònoma de Barcelona, Spain

Patients' empowerment through mediated medical consultations: Are we really in the right direction?

Patient-centred health care provision is slowly becoming one of healthcare providers' top priorities with intercultural mediators and certified interpreters being employed to enable communication between immigrant patients and healthcare providers. However, there is evidence that mediated physician-patient communication might not always be equally effective due to various aspects (e.g. healthcare providers' lack of trust in mediating actors, cultural and institutional issues that might emerge in the course of the consultation, mediating actors' deviation from their code of conduct, shift in roles, etc)

This paper argues that mediation might often lead to patients' disempowerment due to certain actions performed by mediating actors, despite their initial objective to enable physician-patient communication within the broader framework of patient-centred healthcare provision. These actions include mediating actors' alignment with the institution they work for, face-saving strategies, omissions/additions of information in mediating actors' delivery, shift in their role, (re)shaping their own and others' identities, etc. The questions addressed in this paper are: Does the mediating actors' power determine patient's empowerment and if so, to what extent? Are mediating actors and healthcare providers aware of the impact of the above mentioned strategies assumed by mediating actors? What are the mediating actors' motives behind their actions? What measures need to be taken in order to safeguard patients' empowerment in mediated consultations? Answers to these questions instruct us to explore an under-researched area within the framework of mediated communication in healthcare settings.

The data for this paper are drawn from recorded consultations and semi-structured interviews with physicians, mediating actors and patients in urban hospitals in Barcelona (Spain) and Flanders (Belgium), where the use of mediating actors is becoming common practice.

Miranda Lai and Sedat Mulayim

Royal Melbourne Institute of Technology University, Melbourne, Australia

Training interpreters in rare and emerging languages: The problems of adjustment to a tertiary education setting

Due to the changing humanitarian intake patterns in Australia, there has been an increasing need for interpreter training in a number of rare and emerging languages in order to facilitate communication concerning the provision of government and community services. In order to reflect this need, the Royal Melbourne Institute of Technology University (RMIT) in Australia has been offering, since 2002, a Diploma of Interpreting programme in these languages. The Victorian Multicultural Commission (VMC), a state government statutory authority, has provided scholarships as an incentive to entrants to the programme, which has been approved by the Australian National Accreditation Authority for Translators and Interpreters (NAATI). Students in these rare and emerging language streams have for the most part arrived as refugees, have lived in Australia for only a relatively short period of time, and have varying educational backgrounds. Their languages are characteristically orally based and language resources are largely unavailable.

This paper seeks to identify the sociolinguistic, socio-political and socioeconomic factors that impact on the adjustment of these students to the interpreter training course in an Australian tertiary education setting. It also seeks to identify the factors affecting the teaching and learning aspects of the programme. The sources of data for the study are two specifically designed questionnaires and data from the university's Course Experience Surveys, as well as interviews with the teaching staff and participant observation by the authors. The subjects of the study are students of the 2009 RMIT Diploma of Interpreting programme in the Karen (an ethnic language of Myanmar) and Nuer (a language spoken mainly in Southern Sudan and parts of Ethiopia) language streams. The findings of this study have implications for the continuation of similar interpreter training in the future; it also has policy implications for the provision of and access to public funding of interpreter training programmes in rare and emerging languages. Importantly, this study will contribute to the development of learning and teaching strategies for future interpreter training in response to the underlying factors affecting the adjustment of students from refugee backgrounds, thus enabling them to achieve better academic and professional outcomes and, in turn, add to the social capital to society at large.

Raquel Lázaro Gutiérrez

Universidad de Alcalá

Natural interpreters' performance in the medical setting

The aim of this paper is to explore the performance of several natural interpreters, understood as interpreters who have not received any kind of training, in the medical setting. Discourse analysis will be used to analyse a group of real conversations in which natural interpreters intervene and which were recorded in Spanish hospitals and healthcare centres. It is worth pointing out that professional interpretation services are not common in public Spanish hospitals and healthcare centres, and patients who need an interpreter are usually accompanied by their relatives, friends or neighbours, who, being foreigners themselves, assist in the conversation.

The conversations will be compared to others in which interpreters are not present. The main objective of this study is to find out whether or not the presence of an interpreter changes the power relation between doctor and patient, especially if the latter is not a native speaker of the language in which the interaction is carried out. For this purpose, some criteria to measure the characteristic asymmetry of these encounters will be described and established. Then, the asymmetry indicators will be counted both in conversations in which a natural interpreter takes part and in those in which he or she does not, to later compare the final results. Thus, the study presented in this paper will be both qualitative and quantitative and will show how natural interpreters vary the asymmetry of a medical encounter.

Elisabeth Le

University of Alberta

On the importance of interpreters' socio-cultural and professional identities

This paper purports to draw researchers' attention on the importance to focus more on the person of interpreters during their training, especially when they originate from developing countries. A number of empirical studies have shown that interpreters' invisibility in interpreted communicative events (ICEs) is a myth (e.g. Angelelli, 2004). Interpreters are co-constructors of the ICEs just as the interlocutors they work for. Thus, the question is raised as to how interpreters' socio-cultural identities impact on the ICEs. While numerous studies have investigated interpreted messages and their source messages, the person of the interpreter is still receiving insufficient attention. This paper will present the first results of an exploratory study conducted in Hanoi (Vietnam) in May 2008. Seven Vietnamese interpreters were asked in semi-directed interviews to comment on different aspects of the ICEs they participated in, on their professional roles and socio-cultural identities. The questionnaires used in the semi-directed interviews were elaborated on the basis of the Communicative Theory of Identity (Hecht, Jackson & Ribeau, 2003). The limited number of participants in this exploratory study is counterbalanced by their professional experience in interpreting and, for some, in interpreters' training. A first analysis of the interviews reveals very clearly the importance for the success of ICEs of looking at them from the interpreters' perspective that includes their socio-cultural identities. These preliminary results have been presented to a larger pool of Vietnamese interpreters and have not raised any negative reaction on their pertinence.

Jieun Lee

Ewha Womans University, Seoul

Intertextuality in interpreter-mediated courtroom examinations

Drawing on the analysis of the discourse of Australian courtroom examinations involving Korean speaking witnesses, this paper examines the intertextual relationship between original utterances containing reported speech and the interpreted renditions in legal contexts. In legal proceedings which involve witnesses from non-English speaking backgrounds, the interpreted renditions of witnesses' statement or evidence are accepted as legal evidence. As such, the interpreter plays a very important role in such legal contexts. It may be said that the interpreter is involved with the co-production or co-creation of legal evidence in the sense that she reproduces witnesses' original utterances

in English at various stages of legal process, from police investigation to courtroom examination. However, it has to be noted that the interpreted evidence in interpreter-mediated legal proceedings is multi-voiced and heteroglossic. Therefore, the contents and the tone of the original speech may be altered or lost in translation as the empirical data suggests. The interpreter's competence and performance style may influence the intertextuality in interpreter-mediated discourse. Thus the variable intertextual relationship between the reporting context and reported speech may be highlighted as a discursive strategy in courtroom examination, and the inconsistency in interpreted evidence may lead to the impeachment of the credibility of a witness. This paper draws attention to issues that may arise from the heteroglossic nature of the interpreted evidence in legal contexts such as courtroom examination, and argues that legal professionals and court interpreters need to be aware of potential implications for legal proceedings.

Ester Leung

Hong Kong Baptist University

Community Interpreting in Hong Kong

Community Interpreting (CI) is a relatively new concept but an entrenched practice in Hong Kong. The roles that Community Interpreters have in providing the ethnic minorities (EM) equal access to public services have been well recognized and documented in the West. This study ties in with the recent enactment of the Racial Discrimination Bill by the Legislative Council. With the implementation of the new legislation, institutions in the public sector would have to provide more accessible services to the EM with the assistance of interpretation services. However how these services could be organized and put into practice in Hong Kong has yet to be discussed and explored. An approach using ethnography, discourse analysis and focus group interviews has been adopted in this study to identify 1) the professional and cultural identities of the community interpreters and 2) the provision of interpreting services to the EM in their access to public medical services in Hong Kong.

Christian Licoppe, Department of Social Science, and Laurence Dumoulin, Institut des Sciences sociales du Politique, France

Interpreting through video communication in spatially distributed bilingual courtrooms

We have studied the development of the use of videoconference systems in the French judicial systems for five years. Our research project is based on interviews, ethnographic observations and sometimes video recordings. We discuss more specifically here the use of video conference in the context of international cooperation, in which witnesses will testify from a video-conference room in the Palais de Justice in Paris, and their testimony be received in a courtroom abroad, where the judges sit, in presence of an interpreter (which, being nominated by the court, mostly sit along with the judge(s), though not always). This enable particular kinds of judicial hearings in which participants, roles but also linguistic competencies are distributed. Such settings lead to specific (and occasionally acute) problems in the management of participation frames in the courtroom. We will document and analyze two instances of these interactional problems involving interpreting in distributed bilingual courtrooms :

In the first, a Dutch witness detained in France testifies in France for a Dutch court (with the judge, a lawyer and a dutch-french court interpreter on screen). The latter's turn by turn translation gives rise to overlaps and code-switching difficulties with the bilingual witness. The increasing salience of these interactional trouble leads to an emergent collaborative redefinition of the ongoing participation frame in which she is asked to summarize and translate whole sequences for the French speaking participants in Paris. In the second case the interpreter is in Paris, sitting besides the French-speaking witnesses who testify in a Coroner Inquest in London. We show how this enables the development of a proximal and affiliative collaboration with the witness, and the possibility for them to use their shared linguistic competence and the kind of 'distancing' with the remote courtroom which the video conference system affords even though the witness and the interpreter remain visible. A significant consequence of the stabilization of such a participation frame is the unnoticed omission (in the British courtroom) of a meaningful utterance from the witness by the interpreter.

Lolie Makhubu

Department of Media, Language & Communication, Durban University of Technology, South Africa

Development of the Interpreting Services Model

For the multicultural institutions of higher education to be truly transformed, the issue of access to the medium of instruction, as well as understanding of the *lingua franca* of the university by all stakeholders, needs to be addressed. One proposed solution is the implementation of Interpreting Service Delivery at multicultural universities such as the Durban University of Technology (DUT), which this research set out to investigate. The majority of researchers focus on linguistic issues and textual analysis. In contrast, this research looks at models of service delivery from a critical realist perspective, by developing a model of Interpreting Service Delivery. Critical realism, which is slowly gaining ground in social science research, is a philosophy which works sensitively towards social transformation through praxis. Modelling is a typical preoccupation of critical realist researchers, in an attempt to grasp the mechanisms underpinning social practices. The aim is to explain these practices so that participants have more control over key events in their lives, and thus lead to transformation of social practices which might otherwise act as blocks or barriers (for example, lack of professional degree certification).

In an attempt to model Interpreting Service Delivery, the researcher used a modelling process based on reverse engineering to arrive at the system of functions required for service delivery to take place. Using her own interpreting experiences, as well as data gathered from various university interpreting practices, the researcher is currently developing an empirical (or applied) model of Interpreting Service Delivery. This will be illustrated with reference to the working out of the empirical model at the Durban University of Technology, where the prototype model has already been applied to interpreting at official functions such as Graduation and research activities such as Conferences, and has been piloted in the lecture room for academic purposes.

Matthew Maltby

University of Manchester, UK

Institutional Approaches to Interpreter Professionalism

Interest in community interpreting continues to grow within Translation and Interpreting Studies and yet current research focuses primarily on the experience(s) of the language professional and/or the end service user. Until very recently (Inghilleri, 2007, Tipton, 2008) the *context* of interpreting activity required as part of the asylum application process was barely considered and issues of institutional policy commitments have received relatively little attention.

In this paper, I argue that interpreting policies in the UK asylum application context are visibly driven by wider political discourses such as multiculturalism, social ex/inclusion and notions of citizenship. Interpreting policy is viewed as constituting a social control mechanism with the potential to enforce or challenge specific political commitments and ideologically driven agendas.

The paper explores the interpreting policies of one governmental agency and one voluntary sector organisation active in this field. Drawing on Bourdieusian sociological perspectives and using a Critical Discourse Analysis methodology, the two sets of policies are considered in order to present somewhat conflicting accounts of the role and function of the interpreter in this context, paying particular attention to how the policies articulate conceptualisations of interpreter professionalism.

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Aída Martínez-Gómez Gómez

University of Alicante (Spain)

Behind bars and across languages: Interpreting in world prisons

We all live in changing landscapes – political, financial, scientific and cultural environments are in constant evolution. The social landscape is no exception to this trend: hospitals provide assistance to patients of all colours, schools teach students of all creeds, courts hear people in different languages - and sentence some of them to serve terms of imprisonment. The cultural and linguistic diversity of our changing human landscape also becomes an essential feature of many penitentiary institutions all over the world.

This paper aims to present an overview of how different prison systems face the challenge of their language diversity. A questionnaire with both closed and open questions was sent to the prison administration in 33 countries. These countries were selected according to two parameters: over 1,000 prisoners in their system and over 10% foreign national prisoners. The data gathered from the questionnaires will aim to shed light on the following aspects: the legal framework ensuring language and communication rights for prisoners, the use of professional and ad hoc interpreting services, the use of translated materials, the recruitment of bilingual prison officers and foreign language training for prison officers and prisoners.

This information will be analysed quantitatively, although some qualitative comments (coming from the open answers and extra personal comments by the informants) will be interspersed among the quantitative results. Main trends will be highlighted and contrastive analyses of different countries (considering organisation of the prison system,

development rate of the country, prison population totals and foreign prison population rate) will be discussed. This will hopefully allow the speaker to depict a broad panorama of translation and interpreting practices in prisons all over the world.

Bodil Martinsen and Kirsten Wølch Rasmussen

The Aarhus School of Business, Aarhus University, Denmark

Knowledge Sharing in LIT Training

Throughout Europe, reliable legal interpreters and translators are required in several hundred languages, including equally the languages of the EU countries as well as those of the immigrant groups. Without competent and experienced interpreters and translators there cannot be an effective and fair legal process across languages and cultures. Building on the recommendations of the Grotius and AGIS projects, the 7th EU project, Building Mutual Trust, aims to contribute to the establishment of recognised and EU consistent training and assessment of legal interpreters and translators by the development of competence descriptions, sample lesson plans and materials for the training and assessment of legal interpreters and translators. A team within the project is responsible for the collection and categorization of training materials which are supplied by all project participants. The aim is to give trainers an overview of the many types of exercises being used in LIT training as well as access to exemplary training exercises which may be used as a source of inspiration. These exercises will be made available for trainers in an online resource bank.

In our presentation we will focus on the following:

1. Overall competences required of LITs
2. Typology of training materials to support the acquisition of the above competences
3. Examples of training materials as presented in the online resource bank

and discuss how the materials can be used by trainers in order to obtain more consistency in the approach and standards of LIT training between countries.

The overall project co-ordinator is Brooke Townsley from Middlesex University. The other project participants are Erik Hertog and Yolanda Vanden Bosch (Belgium), Inge Gorm Hansen (Denmark), Annalisa Sandrelli (Italy), Theodora Ghiviriga (Romania), Carmen Valero and Cynthia Giamb Bruno (Spain) Ann Corsellis, Amanda Clement, Hilary Maxwell-Hyslop and John Rees-Smith (UK).

Justine Mason

Bangor University

Ethical competency and public service interpreter training

Public service interpreters are used in medical, legal and local government settings, although few have specialist training in these areas. People requiring the use of a public service interpreter have often arrived in the country in which they reside as refugees or persons requiring asylum, coming from backgrounds of conflict where they may have been subject to trauma. Once given leave to remain, they may have need of psychiatric services, both in-patient and community based psychological therapies. Without the use of public service interpreters, these needs cannot be met (Smith and Muriel, 2009). These

situations call for interpreters (and their working environment) to be aware of the complex ethical issues pertaining to their work. Historically, where the research community has addressed the issue of public service interpreter training and ethical matters, the focus has been upon problems that may compromise the adherence to prescribed ethics. However, when interpreters enter the arena of mental health, they may encounter ethical dilemmas that are not resolved by reference to the professional code of conduct. They may experience transference, questions of self-disclosure or be the subject of a patient's psychotic delusion. They may see or hear things which compromise their personal moral codes and cause them some levels of distress (for example, interpreting for rapists or paedophiles). If left unresolved, these dilemmas may have an impact on the interpreter's own mental health (Sande 1998; Bjorn 2005).

The paper will explore the issues arising from interpreting in emotionally difficult contexts, with particular reference to the psychotherapeutic situation. The aim of the paper will be to address the issues facing the public service interpreter in contemporary settings and consider how these are addressed in training and post-registration development. The literature relating to ethical decision-making by the interpreter in training and work settings will be examined. It will look at how this notion has mainly related to the prescribed code of conduct, rather than the development of independent ethical competency. Frameworks used to develop ethical competency in related professions will be explored and their helpfulness or otherwise to the interpreter examined.

Hilary Maxwell-Hyslop

Chartered Institute of Linguists

How fit for purpose are fitness to practice qualifications?

The design requirements for assessments for 'fitness to practice' qualifications are different from those needed for the assessment of knowledge within an academic discipline. In particular, the former frequently either tests by observation of performance in a live situation or uses a combination of role-play and/or simulation. Such assessments are complex and costly to run because of factors such as moderation (whether the moderator is present or the event is recorded), evidence-collecting and maintaining confidentiality. Face-validity clearly demands more than simple discrete-item multiple choice or self-evaluation of professional skills, but to what extent can someone be considered safe to operate in a public arena if they have only been observed via a 'snapshot' assessment? What has to be specifically tested, and what competences can be assumed? How long should any certification remain valid, and should there be a time limit for successful completion of all components of the examination? The transferability of skills e.g. from Health to Mental Health will also be considered.

Public service interpreting assessments have their own unique challenges of maintaining reliability given the number of languages involved. This paper considers how fitness to practice is assessed by other professions. The paper also reviews the issues of the frequency of professional assessment, and the extent to which professional up-dating can or should be assessed through CPD programmes or even by means of observation in the work-place. The problematic relationship between the examiner and the examined is also raised: as more feedback on examination performance is demanded, and may indeed become a legal right, there is an inevitable tension between the wish for constructive, individualised feedback, and the consequent impact on the timescales and costs of the assessment itself. This paper will draw on the experience of managing public service examinations in a legal, local government or health service context.

Rita McDade
Heriot Watt University

Code of Practice!, Code of Conduct!, Ethics, Etiquettes! Which do I follow?

Learning more than two languages and cultures is becoming a common phenomenon in the Sign Language context which has seen a growth in the number of interpreting professionals coupled with an explosion of Sign Language agencies. There has also been significant increase in Independent Practitioners within this particular discipline over the last 20 years. This paper focuses on the core elements of the profession's Ethics which have been in place for the last quarter of a century and discusses them in light of the evolution of the profession and emergence of professional registration bodies. The issues above could be said to be some of the most complex faced by those working at the front line. The paper will focus on the practical implications of multiple codes and the confusion which can occur when multiple ideologies share the field.

Key questions for the paper are therefore :

- What does this examination of ethics, code of conduct/practice contribute to wider understandings of the ideologies and application?
- How does one decide which 'code' to follow
- Is now the time to review these Ethics in light of the 21st century climate?
- Are there differences between the Code of conduct and Code of Practice, if so what are they?
- What are the roles of registration bodies and who are they really for?
- Who monitors registration bodies?
- Does the complaint procedure fulfil its stated purpose and for whose benefit is it?
- Is now the time for Sign Language to be brought into line with other languages? If not, why not?

Raffaella Merlini
University of Macerata, Italy

"Face" to "face": a study of politeness in community interpreting contexts

As a model of strategic message construction, politeness has proved a useful theoretical tool for interpreting scholars to explore the nature and patterns of social relationships in complex interactional configurations. Differently from monolingual talk, the original field of application of politeness studies, interpreted cross-lingual communication functions on the premise that primary speakers' "faces" are "represented" by a third participant, i.e. the interpreter. Since the latter is a social agent in her/his own right, a third image of self is at stake during the communicative event. Furthermore, when talk is the instrument through which a professional activity of some sort is conducted, the status, power and knowledge differential between the interpreter's professional and lay clients is bound to have significant repercussions on the kind of face-work performed by participants to minimize reciprocal threats to face.

Whereas the majority of studies on interpreting have applied Brown and Levinson's ([1978] 1987) notions to court interpreting (Berk-Seligson 1988/2002, 1990; Hale 1997), police

interpreting (Mason & Stuart 2001) and, more recently, media interpreting (Straniero Sergio 2007), interactions in such settings as health care, the social services and education have not been specific objects of this kind of investigation. Drawing on the original politeness model as well as on later contributions by Kerbrat-Orecchioni (1992, 2005), Scollon & Scollon (1995) and Eelen (2001), this paper offers some initial insights into face-saving conduct in the three above-mentioned fields. The analysis, of a qualitative nature, will focus on recorded interpreted sessions displaying different interactional and sociological configurations, in terms of number of participants, distance, power, types and degrees of imposition of face-threatening acts. In particular, attention will be directed towards the interpreter's choice to either reproduce or alter – by ignoring, mitigating or reinforcing – the primary speakers' politeness strategies, and to produce autonomous face-saving acts aimed at protecting her/his own professional and personal self-image.

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Paul Michaels

The provision of Sign Language Interpreting for the Deaf gay community

The provision of Sign Language Interpreting for the Deaf gay community is an area researched by the presenter through an international survey of 304 interpreters and 23 deaf people in June 2009, whilst studying for a Postgraduate Diploma in Interpreting for the Deaf Gay Community at Durham University. The aim of the research was to find out the views of Deaf gay people as to the interpreter provided and the interpreters' use of GSV at Lesbian, Gay, Bisexual or Transgender (LGBT) events and also the types of events these may be. Additionally, it was to obtain information from interpreters as to their working involvement with the LGBT community and whom they feel is most appropriate to interpret at such events. Similarly, it was to try and ascertain their knowledge and opinion on the usage of GSV at these events.

There is very little that is published about the relationship between the Deaf gay community and the interpreters that work with this group. To that end, this paper takes an initial look at the sign language interpreting provision for the Deaf gay community and the implications this has for interpreters working with that client group. Areas examined will focus on:

- Interpreters and Deaf clients' knowledge of Gay Sign Variation (GSV) – How much do interpreters and Deaf people know and use GSV? Is it necessary for the interpreter to have an understanding of it or is a comprehensive working knowledge more desirable?
- Domains an interpreter may find themselves working in – Is it just another domain that interpreters find themselves in or is there a responsibility on the part of the interpreter to have an understanding of gay culture and politics?

From the findings, suggestions for further research and the impact on interpreters and the Deaf gay community will be presented, based on the feedback from the participants of the questionnaires.

Dorien Van De Mieroop

Lessius University College, Antwerp, Belgium

The Quotative 'He/She Says' in Interpreted Doctor-Patient Interaction

This presentation examines the different functions of the performative 'he/she says' in an interpreter's translations during four medical interviews (Dutch/Russian) from a descriptive angle. Although the interpreter did not receive professional training, she was working full time at a hospital in Belgium as an intercultural mediator and an interpreter. In her translations both of the doctors' and the patients' turns, there were quite some instances of the quotative 'he/she says' (N=65). From a linguistic angle, this quotative is particularly interesting in the given interactional situation, since it explicitly draws the interlocutors' attention to the different roles ('animator', 'author' and 'principal', cf Goffman 1979) that need to be discerned in a speaker. Although it is clear from the interactional roles that the interpreter has to be viewed as merely 'animating' the words of the interlocutors, the use of such a quotative explicitly draws attention to this limitation of the interpreter's role and to her non-involvement in the interaction. As was described in the context of media-interviews, such a shift in footing is typically used to remain neutral, particularly when controversial viewpoints are being voiced. The question that I am addressing here is whether these quotatives serve a similar distancing function in interpreted doctor-patient interaction, or whether there are other reasons for the explicit insertion of a performative. The analyses result in the following findings: firstly, typical of the translations of the doctors' turns is the interactional use of the quotative as a facilitator to switch participation frameworks and segment long discourse units by the doctor. Secondly, in some of the translations of the patients' turns, a disambiguating function of the quotative emerges, which clarifies the status of the translation either as a literal translation or as an addition to a previous summary translation. Finally, a distancing function of the quotative is identified in both types of translations. However, the situations in which these occur differ: in translations of the doctors' turns, distancing occurs when face-threatening or dispreferred information is being given, while in the translations of the patients' turns, distancing co-constructs the typical asymmetrical doctor-patient relation and occurs for instance when the patients self-initiate new topics while it has been observed that there is a general dispreference for patient-initiated questions in doctor-patient interaction.

Makiko Mizuno, Kinjo Gakuin University, and Sachiko Nakamura, Aichi Gakuin University, Japan

The Impact of Interpreter Speech Styles on Lay Judge Impressions of the Witness

In May 2009, Japan introduced to its criminal proceedings the Lay Judge System, a quasi jury system. This system has presented a new challenge to interpreter-mediated trials involving non-Japanese defendants. Compared with conventional trials, the focus of which is documentary evidence, more importance is placed on the credibility of testimony, and therefore, what is spoken in the court and how it is rendered/translated affect the outcome. To find out the impact of court interpretation on lay judges' decision making, we have conducted several experimental mock trials. Our presentation will focus on one such mock trial.

We chose a scene of a defendant testimony, which was based on a real trial for a case of robbery resulting in injury. We prepared three different versions of translation for the same testimony. One is a curt and rough kind of speech, another is a hyper-polite speech, and the last one contains a significant amount of hedges and fillers. We recorded the above scene with the three different translations on DVDs and showed them to over 100 mock jurors and asked them to evaluate the defendant's intelligence, trustworthiness, and persuasiveness by answering a questionnaire. We analyzed the results in terms of the influences of the interpreter's speech styles on the lay judges' impressions of the defendant. Our method has been modeled after the experiment by Berk-Seligson in "The Bilingual Courtroom"(1990).

Besides Berk-Seligson, a number of scholars have conducted research on speeches of witnesses and/or court interpreters and found that their styles have significant influence on the jurors' evaluation of the witness's character (O'barr 1982, Gibbons et al. 1991, Hale 2004). In the presentation we intend to introduce the findings from the above experiment and clarify to what extent the interpreters' speech styles influence Japanese lay judges and what tendency and characteristics can be found in the way they evaluate the witnesses' character in the context of Japanese trials.

Ruth Morris

Bar Ilan University, Israel, AIC Court Interpreting Committee

Quality, classification and variety– court interpreting practice and research

An April 29, 2009 news release by the ATIO (Association of Translators and Interpreters of Ontario) describes proposed amendments which would provide a pathway for community interpreters to join ATIO and would add "Certified Community Interpreter" to the list of titles protected by legislation (Certified Translator, Certified Conference Interpreter, Certified Court Interpreter and Certified Terminologist). The previous year, another media release, this one dated April 14, 2008, announced the institution of a class action against the Ministry of the Attorney General in the Province of Ontario. The class action was brought on behalf of all individuals who have suffered because of incompetent interpreters, and arises out of "the Province's failure to provide competent interpreters in court proceedings." These two items point up a glaring contrast between the implication of high linguistic standards as guaranteed by members of the ATIO, and the complaint about the actual standards found to exist in the courts of one and the same province, where on the face of it (as elsewhere in Canada, under Section 14 of the Charter of Rights and Freedoms) there are constitutional guarantees as to the proper administration of justice, including linguistic aspects.

Much of the research into court interpreting focuses on the adversarial (accusatorial) Anglo-American legal system. To date, far less has been researched and written about the

situation in inquisitorial or hybrid civil law systems. In addition to this major divide in legal systems, different countries make different distinctions between the various areas in which interpreters may work. In particular, court interpreters may be classified as working in “public service interpreting” for the purpose of training, certification, and public registers, as in Britain, while other countries, such as the United States, make a clear distinction between those individuals who work in the judicial system, and those who work in public service/community settings.

How many systems, despite fine-sounding rules of professional conduct, suffer from administrations which unreasonably discount the seriousness of the concerns involving the interpreter’s interpretation competency? (see Canada’s *R. v. Sidhu*, [2005] O.J. No. 4881). What is the feasibility of broadening the scope of studies of interpreting in legal settings? The AIIIC Court Interpreting Committee seeks to make a significant contribution to this important field. Going further, can it help to educate all interested parties, consumers, stakeholders and others, not only about what constitutes best practice in interpreting in legal systems, but also about the need to make all reasonable efforts to achieve the same?

Ruth Morris

Bar-Ilan University, Translation and Interpretation Studies Department

Ethos and individuals: Trends in the provision of court interpreting

Interpreting in legal settings is not a new phenomenon. However, what is new today is both the numbers and the geographical spread of speakers of languages other than those used locally in legal proceedings. Inevitably, these non-first-language-speakers are likely to get caught up in the legal system, whether as a witness to a crime, a party in a child custody case, a defendant or a victim of an unscrupulous employer. Logically, the information era should make it easier for those who administer the law to gain and apply insights into the issues involved in the effective provision of language mediation services in the legal system. Another prevalent logic, however – that of economics – seems to eclipse such insights and the ensuing quality-related conclusions. As if interpreting services can be equated with utilities, some administrations seem deaf even to the requests of the heads of administrative offices of the courts. No matter how often the arguments are repeated – that in order to serve justice the provision of interpreting in legal proceedings must comply with a number of self-evident requirements in order to guarantee high standards of accuracy – many jurisdictions are becoming increasingly deaf to quality-based arguments. In a number of countries, the growing prevalence of outsourcing can be identified as undoing the good work inaugurated in the last ten or twenty years. Why should an aspiring court interpreter undergo rigorous and expensive training and testing in order to attain accredited status if the courts outsource interpreter engagements to agencies that flout the rules and engage cheap, unqualified personnel? Yet there are still some points of light, and hope of improvement has not been altogether abandoned. The conclusion seems to be that there is some factor – often due to a particular individual, or an all-pervading ethos – that makes systems either wonderful or terrible.

Brian Morrison

Conference of Interpreter Trainers (CIT)

Interpreter Educators: An Organization for You!

Signed Language and Spoken Language Interpreter educators have much in common and are beginning to build bridges between these two aspects of the discipline that will be mutually productive and beneficial. This paper will give an overview of The Conference of Interpreter Trainers (CIT), its primary focus on the education and training of interpreters and an exploration of the various avenues for future collaboration between signed and spoken language interpreter educators to reduce isolation between interpreter education programs and increase the effectiveness of interpreter education world-wide. At this time no other organization serves the needs of interpreter educators and CIT seeks to expand to include all interested interpreter educators.

CIT was established in 1979 with its original focus on American Sign Language interpreter education, and is currently striving to bring the converging needs of spoken language interpreter education and signed language interpretation to more synergistic interactions. As an example of CIT's desire to increase effective dialogue between spoken and signed language interpreter educators, CIT has recently published the first volume of the International Journal of Interpreter Education. CIT developed standards for interpreting programs and curricula, supports for research relevant to the practice and instruction of interpretation and invites Critical Link participants to join in this exciting dialogue to improve interpreter education.

Sedat Mulayim and Jane Weizhen Pan

RMIT University, Melbourne, Australia

Let them hear it, let them watch it, or let them be part of it? A case study of interpreter accreditation testing formats in Australia

The issue of interpreting test reliability has been a topic for debate among interpreting trainers, trainees and accreditation/certification authorities. In Australia, three interpreter test modes are currently in use. The National Accreditation Authority for Translators and Interpreters (NAATI), the authority that oversees the interpreter accreditation in Australia, uses an audio mode in dialogue interpreting part of the accreditation tests it administers. The candidate interprets two recorded dialogues. The candidate's performance is recorded and then forwarded to markers. The NAATI-approved interpreter training institutions are mostly using live-simulated settings in which two role-players read two dialogues in the presence of two examiners. Recently, the video-testing mode has been introduced by some training providers. In this setting, the candidate interprets two video-recorded passages. The candidate's performance is video-recorded, and then forwarded to markers.

This paper is a report on a case study that compares the three testing modes. It includes an introduction of how these three testing modes are administered in Australia, and a comparison and analysis of the candidates' performances in these three different settings. By taking a cross-disciplinary approach, the paper seeks to draw on relevant studies undertaken in such diverse fields as applied psychology, behavioural science and musical performance. This study has implications for the development of interpreter training strategies and the enhancement of validity, reliability and fairness in designing and administering of interpreter accreditation tests.

Dora Murgu

Interpret Solutions Ltd.

Providing Telephone Interpreting Services to Spanish Public Services

Public services for immigrants in Spain are undermined by budget cuts, political ideologies which are reluctant to provide public services in the native languages of immigrants, and the inefficient and poor quality services, however well intentioned, of the NGOs that supply interpreters to various bodies and organizations. All of this creates a cultural panorama in which it is essential to provide an interpreting service that can be widely and quickly implemented, has minimal cultural impact and is both low cost and high quality.

Telephone Interpreting is a service that meets all these criteria, filling the current gaps in providing Public Services to the immigrant population by rendering a simple, efficient, low cost and high quality solution. This paper aims to examine the advantages of such a solution by considering the telephone service offered over the last two years by Interpret Solutions Ltd. to different areas in the Public Services within the Spanish national territory. Key points of analysis will be the impressions of the government departments financing the service, opinions from professionals and users, recordings of interpreting sessions and finally and most importantly, the bedrock upon which all of this is founded: the interpreters, their training, their performance and their everyday difficulties and challenges. I will try to prove that an apparently cold and distant system can offer the same, and possibly even additional, advantages of an on-site interpreter, building upon a solid training of interpreters and regular evaluation by qualified professionals. The importance of specific training for telephone interpreters within agencies will also be noted and basic guidelines for degree courses will be outlined. e

Jemina Napier, Trevor Johnston, George Major, and Lindsay Ferrara, Macquarie University, Australia

Medical Signbank: Research on Australian Sign Language interpreter and deaf patient strategies for developing Auslan medical terms

Researchers have identified the various challenges that can occur when interpreting for medical encounters, particularly if interpreters are untrained, do not have a clear understanding of their role, or do not understand the linguistic and discourse protocols of medical interactions (see for example Angelelli, 2003, 2005; Dysart-Gale, 2005; Wadensjö, 2001). Language, cultural and educational impediments in the effective use of signed language interpreters in medical and mental health service delivery have been identified by Australian researchers (Cornes & Napier, 2005; Napier & Cornes, 2004; Napier & Johnston, 2005), but until 2008 no linguistic research had been carried out in Australia on signed language interpreter-mediated medical encounters.

In this paper we will describe an Australian project: "Medical Signbank: sign language planning and development in interpreter-mediated medical health care delivery for deaf Australians" (LP0882270) Australian Research Council (Scheme: Linkage Projects) 2008-2011. We initially outline the development of an innovative web-based interactive multimedia dictionary and database of Auslan to create an effective, accepted and shared sign language vocabulary for the discussion of medical and mental health issues by deaf clients and health professionals, mediated through Auslan interpreters. The conceptual framework for this project is language planning and development within a small linguistic community of 'limited diffusion'. This technology enables the direct participation of interpreters, deaf people and medical practitioners in a project managed by linguists, sign language interpreters, and language service providers (the National Auslan Interpreter

Booking and Payment Service, and the New South Wales Health Care Interpreting Service).

The paper will outline the progress of the project, and specifically report on findings from surveys conducted with deaf people and interpreters about the strategies they use to deal with medical terms that have no Auslan equivalents, and their thoughts on challenges in medical interpreting.

Rekha Narula
Birmingham

A 3-way power-struggle: Service Provider vs. Service User vs. Interpreter?

This paper will describe the role of a public service interpreter at grassroots' level and what perceptions both Service Providers and Service Users have of the interpreter and their role in the interpreting context. Particular reference will be made to Health and Local Government fields of interpreting. A public service or community interpreter, as with any other category of interpreter, is essentially a communications facilitator. For many Service Providers, the "normal" face of an interpreter has tended to be a family member or friend of the client/patient. This is particularly the case in Health (Meyer, 1998; Townsley, 2007), although in some parts of the UK health authorities and local councils do provide interpreting services.

In this paper, I aim to show that despite the interpreter being a "facilitator", their presence is often seen as intrusive, unnecessary or an impediment to communication. Situations requiring the presence of an interpreter can develop into a three-way "power struggle" between the parties: the Service Provider who wants to elicit or impart information from/to the Service User, the Service User who wishes to communicate what they want to the Service Provider and the Interpreter who is there ostensibly to help the parties present. Non-interpreters, whether professionals or not, may perceive an interpreter's role to be one of a "mediator", "supporter" or an "advocate". Yet others, especially Service Users, may view the interpreter as a *de facto* "friend". These perceptions detract from the interpreter being viewed as a *Professional*, unconnected to either Service Provider or Service User, and can therefore undermine their work. Thus, the perceptions by Service Providers and Service Users of the interpreter's role and function may cause a power struggle, and prevent the interpreter from maintaining professional control of the situation.

Barbara Navaza (Estévez L, Navarro M, Guionnet A, Quintero Y, Beltrán N, Pérez-Molina JA, López-Vélez R)

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Filling cultural gaps in medical settings: experiences of intercultural mediators in Spanish hospitals

An increasing number of Spanish hospitals are implementing services of on-site interpretation where intercultural mediation is fostered. These services are provided thanks to the collaboration among hospitals, universities and public/private organizations. In the media, these professionals are often named as "intercultural mediators", translation and interpreting being considered as additional duties. Their role varies depending on the specific hospital and the organizations involved. Intercultural mediators may interpret in

medical settings and health promotion chats, but they may also give health advice to patients or orientation in the use of public health care services.

The professional profile is heterogeneous, some hospitals having national or foreign mediators with educational background in translation and interpreting and others having only foreign mediators living in Spain for a long period of time and proving strong communication abilities. In this context, professional interpreters find it very difficult to establish the limits of their role. The cultural distance is often reflected in medical settings involving barriers for an effective communication. According to my own experience as medical interpreter and the experiences of other intercultural mediators working in Spanish hospitals, this paper aims at setting up a discussion about specific cases of cultural gaps in medical consultations and the mechanisms that should be used to overcome them. In the latest years, some situations have challenged our capacity to assure an effective communication in medical consultation: Blood tests perception in Sub-Saharan migrants, diabetes treatment for Muslim patients during the Ramadan, hospital diet for Muslim patients, mention of “devils” when explaining symptoms and different conceptions of infectious diseases as HIV/AIDS or Tuberculosis. Direct intervention of the intercultural mediator in cases like those mentioned can be a key factor to overcome cultural barriers that may be detrimental to the communication between health care providers and foreign population with different cultural backgrounds.

Eva Ng

The University of Hong Kong

Who is speaking? – The use of reported speech in court interpreting

A generally established principle among professional interpreters holds that they should always interpret in the same grammatical person as the speaker of the source language. Empirical studies conducted over the past two decades, however, demonstrate that interpreters do not always adhere to this principle, but lapse into the use of reported speech from time to time in the course of interpreting. Many regard this type of speaker shift as a distancing strategy either to disclaim responsibility for the primary interlocutor's utterance (Dubsiaff & Martinsen 2005), or to mark distinctions between self and other (Wadensjö 1998). Some regard this as the interpreter's self-protective device or blame-avoidance strategy (Berk-Seligson 1990), while others (Leung & Gibbon 2008) suggest that this change in the interpreter's participant role springs from personal belief and ideology, that is, interpreters resist the adoption of first-person interpreting when the speaker expresses an idea they find offensive or hard to accept.

Based on authentic recordings of court proceedings from all three levels of criminal courts in Hong Kong, this paper begins with a quantitative analysis of this speaker shift, revealing a certain pattern in the interpreter's switch from the first to the third person: Whereas *ngóh* 我 (meaning 'I' or 'me' in Cantonese) is always rendered as 'I' or 'me' in English, the reverse is not always the case. These results suggest that interpreters try, whenever possible, to avoid speaking in the voice of the powerful participants in the courtroom, i.e. counsel and the Bench, but more readily identify with the powerless participants (i.e. witnesses, defendants and litigants). The postulates advanced in previous studies are tested against the data, but none of them alone can explain the interpreting phenomenon in the Hong Kong courtroom. I therefore propose that interpreters have a subconscious reluctance to speak in the first person as the court personnel because they feel uncomfortable identifying with the powerful participants. I also suggest that the shift from direct to reported speech inevitably weakens the impact of the speech act, be it a

suggestion or an accusation addressed to a testifying witness of the opposing party, or a note of sympathy to a friendly witness.

Natacha Niemants

University of Modena and Reggio Emilia

Interpreter Training and Education. Role-Play: Guidelines for use

For nearly four decades, the pedagogic fashion in public service/community interpreter training has made extensive use of *role-plays* where the trainee (a person) plays the role of an interpreter (a character) between two or more other characters who speak different languages (typically played by trainers). Against the background of the current literature on (interpreter-mediated) doctor-patient interactions, and of a study of real interpreting situations recorded in Italian and Belgian hospitals, this paper presents an analysis of *role-plays* (recorded in Italian training courses and transcribed), and discusses three of the issues emerging from the data:

It is a world within a world where the persons (student and trainers) and the characters (doctor, patient and interpreter) are intertwined, as they simulate what real *users* would say in a given situation. This is evident in the use of pronouns and in requests for clarification by Student-Interpreters [SIs], raising questions like: is what is authentic to *users* when they “live” a specific situation also authentic to *learners* when they “play” it? There is no *double-bind* between cognitive and affective ends, since the focus is on shared information, not on shared feelings or attitudes. But how can SIs learn to deal with those affective aspects which appear to be a key factor in real doctor-patient interactions and patient-centred medicine if the only *affect keys* present serve as boundary markers that initiate or terminate the *role-play*?

The main story line is that of a script provided for the characters of doctor and patient, where the narrative of history taking intertwines with that of treatment and trouble telling. But how can SIs learn to deal with those other narratives that occur in real life, such as that of road directions for future visits or that of the interpreter-patient or interpreter-doctor history of trust? And how can they learn the consequences of their translational choices if the other participants keep to their scripts even where the SI’s linguistic initiatives may change the story line?

Combining the notions of *participation frameworks* and *footing* and theories on *narratives* and *story-telling*, this paper outlines some of what works and what is missing in *role-plays*, providing guidelines for trainers wishing to use simulated interpreting situations to help trainees narrow the gap between knowing what to do and doing it (training), and take responsibility for a learning process they are ultimately responsible for (education).

Suzana Noronha Cunha

Porto, Portugal

Court interpreting in Portugal – Preliminaries of a case-study

Court interpreting is done in Portugal and has been for years. By whom and under what circumstances is something that remains unclear. News of increasing numbers of civil and criminal trials with foreign defendants and/or witnesses, as well as reports of immigrants being arrested and facing criminal charges are not uncommon nowadays. Portugal has traditionally been a country of emigration, but, since the 90s, it has been targeted by

significant numbers of non-Portuguese speaking immigrants, and the country has become a destination for Asian and European mobs that operate in drug and human trafficking. On the other hand, since the country's accession to the European Union in 1986, the development in trade relations and the increasing mobility of European citizens has also translated into an increase in civil and criminal litigation involving foreigners, which has also meant a rise in the demand for interpreting and translation services by the courts. Data and statistics, namely from the Portuguese Ministry of Justice, seem to corroborate these facts. However, because translation and interpreting services are outsourced directly by the courts and professional and academic training of community interpreters in Portugal is non-existent, it is difficult to find out who is hired by the courts and how.

In an attempt to shed some light on these matters, our intention is to conduct a survey involving different participants and entities. We would like to know, for instance, how many lawsuits, and from which areas of law, involve foreign participants, and in how many of these interpreting was required and by whom; the geographical distribution of such lawsuits; what languages are more frequently in need of translation/interpreting; how interpreters are selected and how their performance is assessed; what percentage of the court interpreter's work during a lawsuit involves actual interpreting and how much of his/her work is written translation. Hopefully, the answers to these questions will allow us to start drawing a portrait of foreign language interpreting in Portuguese courts, which in turn may allow us to establish the quality of the service provided and to identify areas for improvement.

Eva Norstroem, Kristina Gustafsson, Ingrid Fioretos
Lund University, Sweden

Working conditions of interpreters and the responsibility of the government

The right to interpretation service in Sweden is regulated under the Code of Judicial Procedure, the Administrative Procedures Act, and the State Officials Act. There are different tools for fulfilling the responsibilities of the state, such as state funded education and provision of authorization. In one crucial area, however, the State has no tools for control and regulation of quality, namely within the labor market where community interpreters operate. The majority of interpreters are not employed, only registered with one or more agency. All appointments are made through an agency.

Public service providers are obliged to respect the Public Procurement Act. Thus there is a competition for contracts with agencies and not with interpreters. According to critical voices, this has undermined the possibilities for interpreters to have influence on their labor legislative situation. As there is no state supervision, except for the authorized interpreters, and no supervision of agencies it is impossible to make an accurate estimation of quality. We know, however, that there is divergence between agencies care for interpreters. Some agencies pay for education, authorization, coaching and professional support while other agencies do nothing of the sort.

Our empirical material is based on more than 100 interviews with community interpreters, educators, agencies, users etc., and fieldwork within all areas of community interpreting. Our paper deals with such rights of community interpreters as education, proper payment and security. It deals with the question of professionalism, how the existing structural frame undermines the ambition of interpreters to continue developing their professional skills. It is a right for both the public service officer and the immigrant who cannot speak Swedish to have access to a skilled interpreter. The paper will consequently deal with the responsibilities of the state in relation to above mentioned issues.

Eva Norstroem, Ingrid Fioretos, and Kristina Gustafsson

Lund University, Sweden

Working with combined methods

We are involved in two interlinked projects, “The community interpreter – a cultural broker” and “Behind closed doors – The significance of community interpreting for guaranteeing legal security and for integration; with special focus on the reception of unaccompanied children and the processing of their asylum cases” The main purpose is to analyze the position of community interpreters as cultural brokers since they are involved in interpreted meetings and communication between professionals and clients/patients. Through the eye of the community interpreter we will especially describe and analyze the reception of separated children and the handling of their asylum case.

We combine a series of methods in our work. A short description of the methods: We have done more than 160 in depth and open *interviews* with actors from the whole of the interpreting field: Community interpreters, agencies, public service officers, refugees, clients, patients, educators... During two years we have continuously done *observations* in the publicly run homes where separated children are received, in agencies, at courts, in health care centers, and we have participated in a two year long basic training for interpreters as well as in courses for further education. Furthermore we have established, and are working closely with, five different thematic *groups of experienced people*, interpreters, individuals who arrived in Sweden as separated children, educators, public officials and agencies. We hold *seminars* where our findings are continuously discussed. Our research is anchored in formal cooperation between the University in Lund, two educators (one folk high school and one educational association) and one agency. In our paper we will describe and analyze the use of these methods and evaluate the benefits and costs of the way of gaining knowledge that we have developed.

Takayuki Oshimi, Nihon University School of Medicine, and Akio Nishimura, Tokyo, Japan

The Challenges of Establishing a Health Care Interpreting System in Japan

Background: Japan's health system is often cited as one of the best in the world. However, patients with limited Japanese proficiency find it difficult to access health care due to the lack of appropriate language and cultural support. Several studies have been conducted to examine the obstacles that currently prevent health care interpreting from being firmly established in this country. This paper is the first comprehensive survey on these issues.

Methods: The Japan Association for Public Service Interpreting and Translation (a nationwide academic society, representing health care providers, health care interpreters, interpreting service coordinators, advocates and researchers) examined previous reports on health care providers and health care interpreters throughout Japan.

Results: We have concluded that the issues can be grouped into the following four categories:

1. Inadequate financial support - Health care providers cite costs as the principal barrier to providing interpreting services as language support is not covered by public health insurance.

2. Disparity in health care interpreting skills - There is dispute over the minimum requirements for health care interpreting certification, causing a wide disparity in interpreting skills between languages.
3. Insufficient support for health care interpreters - Within the field of medicine, despite not being considered as health care professionals, they are required to do additional work outside the realm of interpreting. In addition, they are not covered by medical malpractice insurance.
4. Health care providers' limited knowledge of health care interpreting services - Instead of taking advantage of professional health care interpreters, patients often rely on family members to interpret for them. Prejudice towards non-English and non-Japanese speaking patients is prevalent, and as a result, many doctors are unwilling to see non-Japanese patients due to significant cultural barriers.

Conclusion: The four issues mentioned are not independent of each other, rather they are all closely related. There are many contributing factors, but the main one is lack of awareness. Awareness of how effective interpreters really are, the role they play in health care settings, and their importance to health care in general, is severely lacking in Japan currently. There is a need for further evidence-based studies on the effectiveness of health care interpreting for improved health care for patients with limited proficiency in Japanese.

Naoko Ono and Takahiro Kiuchi
University of Tokyo, Japan

Development of a Medical Interpreter Training Program in Japan

In response to the rapid increase in foreign workers in Japan in the past decades, a medical interpreter training program has been developed to provide a standardized training system for medical interpreters. The program also aims to increase employment opportunities for medical interpreters in Japan. According to the 2009 census, over one million residents in Japan are people with limited Japanese proficiency (LJP). Family members and untrained bilingual hospital staff member often act as volunteer ad hoc interpreters in healthcare settings; this despite their committing many interpretation errors. The development of the training course involved a systematic review to ascertain the skills required to undertake medical interpreting, a description of a theoretical framework for medical interpreting, and identification of the characteristics medical interpreters require. A literature review showed 6 factors were indispensable for medical interpreters: (1) accuracy in interpretation, (2) knowledge of technical and health-related medical vocabulary, (3) ethical considerations, (4) non-verbal communication skills, (5) rapport building skills, and (6) skills in multicultural discourse. Based on the findings, a training program was developed to teach the above-mentioned skills. Pre- and post-training-program tests were developed and pilot-tested to evaluate the effectiveness of the training program. Current domestic and international medical interpreter training programs were surveyed to identify effective teaching methods to develop the skills need by qualified medical interpreters. We introduce a medical interpreter training program along with pre- and post-training tests for Japanese. Here we present several findings that we identified through our survey and pilot testing of the training course, and from our pre- and post-training tests. An extended training course involving 40 students is being planned for July 2010 to demonstrate the effectiveness of the program we developed.

Juan Miguel Ortega, University of Alicante, and Anne Martin, University of Granada, Spain

Adapting and Adjusting: the role of the interpreters in the Madrid train-bombing trial

The high profile trials of those accused of perpetrating the 2004 Madrid train bombings marked a turning point in the history and development of court interpreting in Spain. Traditionally, court interpreting arrangements in Spain have been less than adequate, with few enforceable requirements regarding the training and accreditation of those involved. However, during the train bomb trials (2007) simultaneous interpreting was used for the first time in a Spanish courtroom (outside the Basque country) and utmost care was taken to ensure that the interpreters working at this mega-trial were experienced, trained professionals with knowledge of the different dialectal variations of Arabic spoken by the defendants and witnesses.

Moreover, translation became a major issue at the trial as the principal defendant was acquitted in part due to the deficient translation of a conversation originally in Arabic and which constituted the main evidence leading to the charges brought against him. In this paper we will analyse the role of the interpreters in this trial, as perceived by the legal professionals involved. We will follow the evolution of such perceptions over the four months the trial lasted, as the participants adapted and adjusted to the interpreting process. The methodology used will consist of an analysis of the comments and observations made by the legal professionals during the proceedings as registered on the video recordings of the trial.

Uldis Ozolins

University of Western Sydney, Australia

The changing policy contexts of community interpreting

A small but increasing body of work has compared policy responses to community interpreting needs in different parts of the world. Earlier work by this author has compared approaches ranging from denial of the need for interpreting services, to ad hoc arrangements, to generic language services, to a comprehensive approach in a few countries to provision of language services, standards and training. Surveys from the ATA and others have given us a better oversight into standards, ethics and testing around the world. Yet common problems continue to dog language services in many countries. The paper defines the peculiar situation of community interpreting as being subject to three macro-tendencies:

- Relentlessly growing linguistic diversity
- Preponderant reliance on public finance
- Institution-led, rather than profession-led initiatives on standards and provision

Each of these factors acts individually and interacts with each other to inhibit adequate service provision, and also inhibit micro-tendencies of professional formation, evidence-based practice and career evolution. A number of county-specific factors compound these universal factors, ranging from attitudes to immigrants to federalism/unitarianism in government, to overall ideologies of government service provision. A striking additional factor is the variations in the use or non-use of the term 'interpreting' to describe practice. The paper looks at attempts to break these vicious circles and overcome resistance in various countries by deliberate and diverse policy actions such as providing training to

practitioners, more adequate remuneration, activism on the part of professional bodies, training of users, establishing a research basis for practice, varying uses of technology and use of legal instruments to ensure use of interpreters. The paper concludes with suggestions for better learning from each other's experiences through establishing forums for policy analysis and research that can spread good practice.

Uldis Ozolins

University of Western Sydney, Australia

Role-playing 'Pumpkin'

In September 2007 a three-year old Asian girl is found lost at city railway station in Melbourne, Australia. As police and child protection workers struggle to communicate with the child, they call an interpreter, guessing the girl - nicknamed 'Pumpkin' - could be Chinese. Later, we find that the mother has been murdered by the father, who abandoned the girl; the father is eventually convicted. None of this is known at the time.

At the Advanced Diploma of T&I at Royal Melbourne Institute of Technology, T&I students engage in a role play with social work students on this scenario. The scenario seems unpromising – interpreting for a 3-year old? Yet of all the role plays that the students engage in, this raises perhaps the most intense debate and the most extensive investigation of role and responsibility.

Using material from the students' journals, this paper looks at two aspects of T&I training – first, how ethical issues and issues of role can be discussed and learned, in a situation which seems to go far beyond the usual strictures of standard codes of ethics. Second, the paper argues that an essential aspect of understanding interpreting ethics is to see the situations where other professionals or institutions will call an interpreter even when interpreters themselves may hesitate to see themselves as relevant or consider the task outside their normal role. Ultimately, interpreters are there to help other professionals and their clients solve their issues, and the diversity of those issues and different starting points and objectives of the various parties, suggest an evolutionary and interactive approach to interpreting ethics rather than one based wholly on interpreter self-concept.

Reflecting on the role of other parties in confronting interpreters with ethical issues, the Pumpkin scenario - which brings so much animated discussion on ethics and role - could only have been written by social workers, not interpreters. For in the whole scenario, Pumpkin does not utter a word.

Laura Parrilla Gómez

University of Malaga, Spain

Immigration to Spain: Consequences for Public Service Interpreting

Due to the large amount of immigrants starting their new lives in Spain, Authorities, Local and Regional Governments have started to wake up and have decided to put into practice a number of measures to ease the access of non Spanish speakers to the health system. Besides the immigration issue, the country has been one of the main tourist destinations, receiving more than 57 million of tourists in the last year. These two main factors have made the Spanish society realize how common is to find linguistic barriers among foreigners and although the situation in Spain in terms of providing interpreters have widely improved in the last ten years, there are still some obstacles we must overcome

such as a lack of unification among organizations, government and providers or a not enough training for interpreters in this context.

Certain parts of Spain are more likely to face this linguistic barrier, for example in the South region of Spain, Andalusia. Hospitals and health centers have experienced a big influx of immigrants from North Africa and some of them have started solving the communication problems with the immigrants they need to assist by setting up interpreting programs, translation of materials for patients, use of teleinterpreting or translation software or belonging to international projects such as “Immigrant friendly hospitals”. These initiatives are very welcomed among the immigration community but are still insufficient as the population is not still aware of how important it is to use qualified interpreters. This paper aims to describe the situation Spain is experiencing and outlines what are the new initiatives and training programs that are being started in this country which may bring promising outcomes.

Nimisha Patel

Medical Foundation for the Care of Victims of Torture and the University of East London

Psychological research evaluating interpreting in a therapeutic context with survivors of torture

This paper reports on an extensive psychological research project conducted over three years within a human rights organisation for torture survivors, where there is a dedicated Interpreting Service, integral to the legal, clinical and social welfare work with torture survivors. The research addressed two main questions: (a) what was the overall quality of the interpreting service, as understood and experienced by interpreters, practitioners (health and legal practitioners) and clients (ex- and current) who were torture survivors; (b) how did clients, interpreters and practitioners experience the process of working together in therapeutic work or legal assessments. The research employed a mixed- methods approach, using both structured questionnaires designed specifically for the organisation and in-depth individual interviews and focus groups with clients, interpreters and practitioners.

In total, 63 questionnaires were returned by ex-clients in the pilot research project, a further 252 questionnaires in total were returned from current clients, clinicians and legal practitioners. A total of 8 focus groups were conducted with clients, clinicians and legal practitioners and 6 individual interviews with clients. Results from the research will be reported, with discussion of some of the key ethical, methodological and psychological aspects of conducting research of this type, with a highly vulnerable population in a politically and clinically sensitive context. Finally, reflections on the complex and highly demanding role of interpreters in working with torture survivors; and reflections on the role of this type of research in the empowerment and facilitation of the well-being of torture survivors will both be explored.

Rico Peterson

Northeastern University

The Corporatization of Sign Language Interpreting: The Global Impact of Video Technology

The first decade of the twenty-first century has seen the business of sign language interpreting transformed from local concern to billion-dollar industry. Where once interpreters were the engines that drove the field of interpreting, today private, for-profit corporations are making decisions and setting policies that alter drastically how interpreting is practiced. This landmark change in the model of service provision has had the very positive effect of making access to telephonic communication for deaf people widely and easily available. Through the use of videophones and interpreters deaf people *in the United States* today have free, unlimited international phone service. However, the effect on deaf people from other countries, Canada in particular, has been less positive. The effect on interpreters themselves is also mixed. Although interpreters enjoy the benefits of centralized control, i.e., regular paychecks, less time spent driving to far-flung assignments, predictable schedules; other aspects of the work are less savory. This new model both raises the cost of interpreting and lowers the value of interpreters. Working conditions that are at times unsafe are often presented as non-negotiable. The interpreters' primary relationship is shifting from being allied with a local deaf community to being obedient to a distant, multinational corporation.

This presentation explores this changing dynamic in sign language interpreting by focusing on two topics: The first is the local impact on deaf communities when their community interpreters become markedly less available to them. Given that companies are known to be recruiting interpreters in English-speaking countries around the world, this is an issue of vital concern to the global deaf community. The second topic will be the impact on interpreters themselves. The long-term effects – ergonomic, psychological, and professional – of this new model of interpreting are largely unknown and cry out to be studied further.

Rico Peterson

Northeastern University

Anatomy of a Shift: Six Hours in the World of Virtual Interpreting

This presentation is from a microethnography of a six-hour shift working as a sign language interpreter in a video relay service (VRS) call center. During this shift the interpreter will:

- Handle approximately 60 calls, doing more assignments in one VRS shift than would normally be done in two months of community work.
- Never reveal her name to any caller, being known only by number.
- Experience that hour and a half into the shift call volume will spike and remain at near-maximum capacity for the next four hours.
- Experience that when call volume is at or near capacity, interpreters have less than 20 seconds between calls. Interpreters are known to have handled as many as 21 calls in a single hour.
- Have the longest interpretation log in at 63 minutes; the shortest call will be 2 seconds.
- The average length of calls will be a little under 3 minutes. The hidden significance of this is revealed as statistics are considered.
- Often know nothing whatever about the call. The names of the callers and the purpose of the call may never be known.
- Working within strictly observed requirements about the availability of breaks, take four breaks, of no more than 10 minutes each.
- Generate 156 minutes of billable time for her company, who will be reimbursed in the amount of \$998 for this time.*

- Be paid approximately 35% of the revenue generated.*

*These numbers are approximations. Clearly Video Relay Interpreting is practiced in a significantly different way than Sign Language Interpreters have heretofore practiced. This presentation considers those differences.

Mary Phelan

Dublin City University, Ireland

Are ethics just for interpreters?

There has been extensive discussion about the role of interpreters in different settings and there are numerous national and local codes of ethics worldwide. Some apply to conference interpreting only (AIIC), some to translators and community/public service interpreters in general (AUSIT, ATA) or to community/public service interpreters only (CIOL, ITIA). Others are specific to court or medical interpreting and are drawn up by courts (Wisconsin Court System) and by professional associations (NAJIT, IMIA). Still others are drawn up by translation companies. Training courses for interpreters stress the importance of the code of ethics and involve discussion on ethical issues.

But what about the professionals who need interpreters in order to do their work? Do codes of ethics for doctors and nurses apply to situations where health professionals cannot communicate with patients? Do they apply when health professionals do not request an interpreter or make do with a family member, a friend or even a child? How can healthcare professionals reconcile such practices with their codes of ethics?

Codes of ethics for doctors and nurses stress confidentiality, consent and patients' access to information. In situations where the only available option is to use an *ad hoc* interpreter, questions arise as to all these issues. How can there be confidentiality when a patient's interpreter is by necessity a family member or friend? How can healthcare providers be sure that all information is interpreted to the patient? How can healthcare providers be certain that consent is in fact informed consent?

According to the World Medical Association *Medical Ethics Manual* (2009):

If the physician and the patient do not speak the same language, an interpreter will be required.

Unfortunately, in many settings there are no qualified interpreters and the physician must seek out the best available person for the task.

In the UK, the Confidential Enquiry into Maternal and Child Health (2007) found a link between limited English proficiency and 16% of pregnancy-related deaths that occurred between 2003 and 2005. The review highlighted lack of access to professional interpreting services and the frequent usage of family members including children and friends as *ad hoc* interpreters.

Marné Pienaar

University of Johannesburg

Liaison interpreter or safety: the predicament of the bank security guard

In contrast to other (mainly European countries) where liaison interpreters act as intercultural brokers and interlingual facilitators between state service providers and immigrant communities, the South African situation calls for interpreting between service providers and citizens. This form of interpreting however mainly takes place within an unregulated and informal setting.

Since 2004 the larger financial sector had to put measures in place to ensure that all relevant documentation were available in the 11 official languages of the country. However, due to inter alia high levels of illiteracy, it was found that the bottom end of the banking population still employ the services of bank security staff to act as interpreters on their behalf. This paper reports on this well-established form of liaison interpreting in the financial sector.

Research indicates that despite the implementation of various counter policies put in place by the banking sector this practice continues due to the relative large percentage of clients who lacks experience in dealing with a the formal banking process; and bank staff at branches and ATM's (Automatic Teller Machines) who are unable to speak the dominant language of a particular area. Furthermore, security staff is not employed by banks as such but by security companies who outsource their services to various banks. This means that security staff is not bound by the Code of Ethics applicable to banking staff. It is argued that the non provision of trained interpreters who are also bound to an applicable Code of Ethics leads to the exploitation of linguistic marginalised groupings and thus perpetuates asymmetrical power relations in financial discourse.

Jon Potter
Sign solutions

The Video Panacea

Delivering high-priority, high-sensitivity or high-importance language support is a challenge mainly because of geography and/or other issues regarding the availability of resource. As is typified by the availability of Sign Language across the U.S., there have been numerous attempts a providing solutions to overcome the combination of a limited skill-base and a diverse geography. However these have all come at, quite literally, a price. It is easy to assume that using video as the solution-medium should be relatively simple, however the nuances brought about by equipment compatibility, network issues and organisation protocol represent just some of the obstacles that stand between us and the panacea of a high-quality on-demand VI world. What is very apparent is that even in the limited sphere of Public Sector Sign Language in the UK, if organisations could find an easy and efficient way to collaborate, the efficiency savings to the U.K. Government as a whole could be momentous. Are there technological solutions on offer which can support this? Could consumer organisations adapt quickly enough to participate in such a scheme? Could even spoken language resource be shared across multiple countries and organizations in this way? Or does this box have Pandora's name all over it?

Gary Quinn, Heriot-Watt University, Graham H. Turner, Heriot-Watt University, Andrew John Merrison, York St John University, Bethan L. Davies, University of Leeds, Kyra Pollitt, The Pollitt Bureau, Edinburgh

Using a map to investigate the changing landscape: A new approach to researching community interpreting

Community interpreting (CI) has been put under the microscope in numerous ways over recent decades. As much as the landscape for CI may indeed be changing, the fundamental task of course remains the same: we simply want to enable people who use different languages to communicate meaningfully with one another in order to achieve their

social-interactive goals. And yet our research has surprisingly rarely gathered evidence that actually focuses upon the achievement (or otherwise) of understanding. In particular, it is unusual to find analyses which pay close attention to the very moment of the talk-event and seek evidence in the interactional 'here-and-now' that allows us to open salient enquiries about who is or seems to be understanding whom, what kinds of understanding participants are forming, how they are doing this, what makes them think they are understanding and being understood by one another, and so on. Instead, we tend to draw a line at presenting second-order evidence of understanding: surveys invite interpreters' clients to rate their performance; post hoc interviews give participants opportunities to report personal reflections upon what they think they have understood; comprehension tests may check what has been retained by message-recipients; but evidence of understanding as it arises within the talk-event are almost never seen.

This paper reports a breakthrough approach to analysing the fundamental achievement of understanding in the here-and-now of interpreted dialogue. Examining dialogue mediated by simultaneous interpreters, the study makes innovative use of The Map Task (Brown et al., 1984; Anderson et al., 1991), which was developed to elicit natural yet restricted dialogue but has never before been used for interactions mediated through an interpreter. We will describe the task, discuss its advantages and disadvantages, and present a sample analysis to illustrate the insights afforded by this approach.

Pascal Rillof

Antwerp Interpretation and Translation Service (AITS), Belgium

Public Service Translations: Is the Ten Examples Assessment Tool (TET) reliable?

The Antwerp Interpretation and Translation Service helps ensure effective oral and written communication between teachers, social workers, health care workers, civil servants and foreign language speakers. Effective translation presupposes that translators are adequately tested, especially when many of the 30 languages provided, are not taught at university translation departments in Belgium. Moreover, ineffective translation of medical guidelines (e.g. the use of a dialyzer), can obviously cause real damage. Therefore, TET was developed and subjected to scientific scrutiny.

This is how TET works. The first assessor fills in the evaluation form: he gives a maximum of ten examples of errors that he has found in the translation, he comments on these errors, he ensures that his comments can be understood by a linguist not necessarily mastering the foreign language involved (final assessor). The assessor must pay attention to the following aspects: accuracy, clarity, comprehension, exact vocabulary, appropriate terminology or adequate description, sentence structure and discourse. The first assessor determines the first result – sufficient or not. Finally, the *final* assessor attributes the final result after examining the comments of the first assessor.

Is TET reliable: are the results attributed by several assessors the same? One translation from French into Dutch was assessed by one hundred different assessors and one translation from Spanish into Dutch by twenty assessors by means of TET. These elements were examined:

- How many examples of errors does each of the assessors provide?
- What do these examples have in common or not?
- How do the assessors' comments relate to the different aspects to which they had to pay attention (accuracy, clarity, etc.)?
- Do the assessment results ("sufficient" – "insufficient") correspond or differ?

Preliminary conclusions:

- The number of examples that the *first* assessors give, vary between 2 and 10.
- The first assessors' results do not correspond: 42 attributed 'sufficient' and 58 'insufficient' after assessing the translation from French into Dutch. However, *final* assessor findings are not yet examined.

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From the findings already available, we tentatively conclude that TET is not reliable. The question is how you can make the method more reliable. Suggestions will be put forward in the paper.

Pascal Rillof, Gordana Hazler, Indrit Belkovi

Antwerp Interpretation and Translation Service (AITS)

Working with Social Service Interpreters. Training Public Sector Staff in the Do's and Don'ts.

Since 2006, the Antwerp Interpretation and Translation Service trains social workers, health care workers, teachers etc. in how to work efficiently with interpreters in their own professional contexts.

The paper will present the objectives and the format/content of the training course "How to Work with Social Service Interpreters". The training course was set up in order to gradually ban mutual misunderstandings about the role that both interpreters and public sector staff play (e.g. interpreters shouldn't be considered as co-health care staff nor as intercultural mediators nor as information beacons on presupposed typical "Moroccan" or "Muslim" or "Chinese" ... behaviour). The training course also helps to enhance interpreting quality, for public sector staff awareness of what is expected from the interpreters is now enhanced (e.g. deontological code, positioning, *everything* must be translated, triad, ...).

Consequently, they respond more and more adequately to situations in which interpreters sometimes cross their professional boundaries (community interpreting/public service interpreting is a shared responsibility).

The format/content of the training course:

- exploring different solutions of how to deal with limited autochthonous language proficiency in public service staff and client contact;
- exploring the public service interpreter:
- explaining different interpreting contexts (in Belgium there is, for example, a distinction between public service interpreting and court interpreting; conference interpreting versus public service interpreting; etc.)
- explaining different interpreting styles (consecutive, simultaneous, chuchotage, etc.)
- professional characteristics and requirements of public service interpreters
- difficult contexts for interpreters (wrong language; dialects; crisis situations; emotional tension; unequal relations between interlocutors; large and diverse audiences; etc.)
- interpreter training and techniques (the professional quality the interpreters of the Antwerp Interpretation and Translation Service offer)
- exploring interpreting settings: role plays drawn for real life situations with live interpreters
- learners' scrutiny of the role plays
- practical issues: how to work with the Antwerp Interpretation and Translation Service (languages available, contracts, how to make reservations, evaluation, etc.)

Thomas Charles Roa

University of Waikato, Hamilton, New Zealand

He Tō – Tōrangapū. Interpretation/Translation in English-Māori as a Political Act

Māori is the language of the indigenous people of New Zealand. For the Māori people our language is a source of identity, pride, a sense of belonging and spiritual guidance. Māori is acknowledged as one of 7,000 languages in the world today that is currently under threat. English, Māori (since 1987) and New Zealand Sign Language (2006) are the official languages of New Zealand. According to the most recent census in 2006, 132,000 people in New Zealand can hold a conversation in Māori. That's approximately 23% of Māori, or 3% of all New Zealanders. The census makes no statement about how many people in New Zealand are proficient in the other official languages. It would appear that the assumption is that the number of those who cannot speak English is negligible.

Translation and interpretation on the whole are regarded as being for the purpose of mutual intelligibility. Translators and interpreters on the whole are seen as cultural intermediaries. The first European on record to visit Aotearoa/New Zealand was Abel Tasman in 1642. That subsequent visitors and settlers through to the early 20th century required interpreters and cultural intermediaries to ensure communication with the Māori population was clear. Today however, the presenter of the paper asserts that there is no living adult Māori (with language proficiency!) who cannot speak and understand English. While translation from Māori to English may fulfill a communicative function for the 97% of New Zealanders who have no facility with Māori, this paper asserts that translation and interpretation from English to Māori is a political act.

This paper considers impacts on this political agenda in New Zealand. For example, members of the influential Māori Party use Māori freely in Parliament. Local government bodies are frequently required to provide translation and interpretation services. Any institution that has communication with Māori are expected to be able to provide a service of this kind. Businesses are also seeing an indigenous edge to having this service on hand.

Maria Dolores Rodríguez Melchor

Universidad Pontificia Comillas, Madrid, Spain

The pragmatics of consecutive interpreting through the study of three situational variables

According to Hatim & Mason (1997) context exerts a determining influence on the communicative, pragmatic and semiotic domains, with these being more accessible in liaison interpreting than in the consecutive and simultaneous modes of interpreting. Thus, curricula designed for teaching the techniques of interpreting could include the acquisition of some basic skills i.e. identifying intentionality and situationality of the source discourse and applying the criteria of effectiveness, efficiency and relevance to the interpreter's task in order to be able to contextualize the information when formulating the target discourse. On this respect, the situational competence could be considered useful for the trainers of interpreting as tool that enables the student to identify the contextual needs of the communicative act and to perform situational and pragmatic inferences (Chernov, 2004). In 2009, the situational competence was the subject of a study of the performances in

consecutive of 8 professional interpreters, all of them members of AIIC, and 10 last year students from the Translating and Interpreting Degree at the *Universidad Pontificia Comillas* in Madrid. In order to facilitate the comparison, the situationality was divided into three basic variables: personal and pragmatic inferences, space-time perspective and epistemic distance (including evidentiality). Although the results can only be considered descriptive, due to the scarcity of the samples, they seem to point to the fact that professionals undertake the task of processing the information aiming at using only the relevant context in each case. On their side, the students seemed to be still in the second stage of skill acquisition (Anderson, 1990), namely the associative stage, a step away from the autonomous stage that is usually identified with the full acquisition of the interpretative competence.

It is our opinion that defining the basic principles of the communicative act and the different possibilities of the interpreter's interaction between speaker and listener would be useful in classroom exercises and could help the students to better adjust their performances to professional standards. Results of the study suggest that including the study of the situational competence in the classroom could enhance the processing of context in interpreting.

Britt Roels

Flemish Central Support Cell for Social Interpreting and Translation (COC), Vlaams Minderheden Centrum, Brussels, Belgium

“Are you experienced?” Testing previously gained competencies: a new system to certify public service interpreters in Flanders

Issue: There are different ways to gain competencies to be a public service interpreter (PSI). One can gain skills through a formal education, but equally through gaining experience informally e.g. as a volunteer. The latter is usually not officially recognized the way a formal degree is. The absence of a degree is an impediment to develop a PSI career. The Social Economic Council of Flanders (SERV) decided to certify PSIs based on their previously gained competencies. It published a Competency Profile forming the basis for the certification.

Background: The need for PSIs in Flanders has risen considerably. The majority of PSIs are from foreign origin. They use their knowledge of foreign languages and Dutch as assets. Traditionally, they started interpreting as non-professionals. The 2009 Flemish Integration Decree declares that public and social services are no longer allowed to use non-certified PSIs. Therefore, the COC started to certify PSIs based on their previously gained competencies. It wishes (1) to increase the quality and number of PSIs in Flanders and (2) to certify those experienced non-professionals without a certificate in order to strengthen their position on the labour market.

Procedure: PSI candidates have a preparatory meeting with a PSI specialist. The candidate's portfolio is evaluated to determine whether he/she possesses the necessary competencies described in the abovementioned Competency Profile. Simultaneously candidates receive detailed information about the certification exam. Afterwards, the candidates' competencies are tested in front of a jury during the exam consisting out of language proficiency, reproduction, transfer and role play tests.

Intermediate results: From July 2009 till March 2010, 198 preparatory meetings have taken place. Sixty-six percent of the candidates were born abroad and 80% have a foreign language as mother tongue. Hundred and fourteen candidates have taken the exam; 31

passed. Ninety-five out of 114 were not born in Belgium and 75 have a foreign language as mother tongue. Most candidates fail the tests reproduction and/or role play.

Cynthia B. Roy

Gallaudet University, Washington, USA

In a Changing Landscape, what does the future hold?

In a changing landscape, what does our future look like and how are we shaping it? Friedman (1999) posits that the world is currently undergoing two struggles: the drive for prosperity and development, symbolized by the Lexus, and the desire to retain identity and traditions, symbolized by the olive tree. In community interpreting there are similar struggles, for example, the tension between providing a service as a professional and all that entails, and caring for our participants and their struggle for equality and justice. My goal is to explore the changing landscape in community interpreting with examples from all over the world, gathered from interviews with an international slate of practitioners and scholars. As Friedman notes, globalization has its own rules and logic that today directly or indirectly influence the politics, environment, geopolitics and economics of virtually every country in the world. Community interpreters are right in the middle of it all. In this talk I examine issues of technology and corporate structures, and their influence on the demand for interpreters, legal and medical interpreting service provision, organizations, and education - the good news and the not-so-good news. I make the argument that if you can't see the world, and you can't see the interactions that are shaping the world, you surely cannot strategize about communities in the world today and your place in it. With this foundation, I will engage the participants in a discussion about what these global changes mean for us as well as strategies for courageously and innovatively shaping the future of community interpreting.

Mette Rudvin

University of Bologna

From handcuffs to verdict: Mediators and interpreters in different phases of the legal process

Unlike many other European countries, in Italy the 'cultural-' and/or 'language mediator' is much used for tasks that are elsewhere undertaken by interpreters. I will not be addressing the ethical aspects of the mediator's vs. interpreter's role and tasks here, but simply want to investigate how they are used in the legal setting. In the legal sector, we make use of the services of the cultural mediator in certain phases of the global legal process but not others. There are no hard and fast rules for the use of the mediator in the various stages of the proceedings, but using a mediator in the courtroom is generally frowned upon. In the investigative phases, however, the use of a cultural mediator is very important indeed and police and magistrates rely on the information provided by mediators to conduct their investigations and arrive at a verdict. During this phase the judiciary is open to input from the mediator-interpreter regarding cultural norms and values. To what extent this constitutes 'mediating proper' or rather being a 'cultural informant' is open to debate. The degree of mediator participation and collaboration with the police will of course depend greatly on individual circumstances and actors.

In this paper I would like to investigate exactly how, when, where and why these different professional roles are used in the different stages of police and court proceedings (from arrest to verdict), the interpreters' awareness of these role shifts and variations, how the interpreters adapt to this, whether or not they find it practically or ethically challenging, and how these role shifts affect the proceedings. Analysing data collected from interpreters, lawyers and magistrates in the city of Bologna with the aid of the vice-chief of police, I will be looking at what exactly the judiciary need most in terms of multi-lingual services, and examining whether or not the role variations mentioned above are in line with the code of ethics of both professional communities – the judiciary and the interpreters – and to in what way they might be beneficial to the global legal process.

Janet Saba and Barry Turner

PROFESSIONAL DEVELOPMENT FOR COMMUNITY INTERPRETERS IN AUSTRALIA AND THE UNITED KINGDOM

Generally, mature professions require their members to attend continuing professional development programs (CPD) to update their skills and keep pace with new developments. Most professional boards require their members to undertake such professional development in order to maintain registration so they are able to continue practising. Community interpreting is an emerging profession that is in high demand in multicultural societies, such as Australia. Its aim is to give residents who lack proficiency in the official language(s) of their new country fair access to the services offered to the public. In Australia, community interpreter training programs that are approved by the National Accreditation Authority for Translators and Interpreters (NAATI) have existed for some years in major cities, although the number of languages offered has been limited to those in most demand and because of the high demand for community interpreting members of the profession in Australia are able to acquire professional expertise in the work place.

Historically, CPD has been overlooked in the community interpreting profession in Australia. However, in recent years major impetus has been given to CPD through the requirement by NAATI that practitioners must periodically revalidate their accreditations by providing evidence that they have practised in the profession and completed approved CPD programs over the revalidation period. The paper will describe how CPD has been developed in Australia and compare it with programs offered in a similarly multicultural country with a philosophy of providing access and equity to all residents, the United Kingdom. In making this comparison, my aim will be to assess the strengths and weaknesses of CPD in Australia.

Laura Sadlier

Centre for Deaf Studies, Trinity College Dublin

Interpreter testing and test taker perspectives'

Since formalized interpreter education was established, educators have battled with the issue of appropriate testing. Interest in testing has taken a variety of forms and includes issues ranging from test design to administration, and more recently, the societal effects of testing. Research has begun to identify that test developers should be guided by both test professionals and test takers. In light of this, this paper explores issues of testing, including

the views of both test takers and evaluators. Discussion is set within the context of a sign language interpreter-training programme in Ireland. This paper considers two main issues: (i) the primary principles of language testing, which can be applied to the field of interpreting, and (ii) a case study whose findings are reported and examined in relation to test taker and developer/rater perceptions. The case study allows for exploration of the views of test takers and, from their perspective, examines how tests may be altered to improve validity. This provides an exploration of the age-old testing conundrum of working within test design constraints to find the appropriate balance between authenticity and reliability.

Michal Schuster

Bar Ilan University, Ramat Gan, Israel

From chaos to cultural competence: A road map to the development of a linguistically competent public sphere

Although it is a multilingual society, Israel has only recently begun to recognize the importance of attending to inherent language gaps and providing professional community interpreting services. No wonder then that the words "Does anyone here speak Arabic?" still reverberate in the clinics and waiting rooms of public service institutions .

Based on my analysis of the state of language access in Israel in recent years, I have formulated a socio-organizational model for representing the processes whereby community interpreting is introduced and integrated into the public service system. This 5-stage model grew out of a case study of the first professional medical interpreting service in Israel – a telephone interpreting service for Amharic-speaking patients and their healthcare providers – and was extended to describe processes in the broader public sector as well. Examples will be given of the various stages, starting from "disorder" (partial or lack of language access in the public sector) and ending with spill-over (public interpreting services are a part of other culturally competent services aimed at improving access for diverse communities). The model also includes a mapping of the numerous forces– both overt and covert – that either help or hinder the establishment of interpreting services in the public sphere.

While I realize that the specifics may differ from one country to the next, I hope that the proposed model will prove helpful to stakeholders (academia, interpreter trainers, lobbyists, public service providers, advocacy groups, NGOs) elsewhere, and may provide a means of analyzing language access needs, understanding the factors that foster public and institutional awareness, promoting a linguistically and culturally competent public sphere, and acknowledging the challenges of setting up professional interpreting services.

Marie Serdyska

Montreal Children's Hospital – McGill University Health Centre, Canada

Interpretation at intersections of mediation, advocacy, and social responsibility: A pediatric hospital's experience

In the context of a fast paced clinical environment where clinicians are accustomed to working with interpreters in collaborative ways, the interpreter's role has evolved to include referrals to community resources, assisting clinicians as mediators of language and culture, and in special cases, fulfilling the community of origin's obligation in interpreting for

patients who are known to them. This presentation gives an example of how interpreter ethics can be reconciled to those of social responsibility, complex patient needs, limited resources and fast changing clinical and patient cultures. It outlines the evolving contribution of interpretation services towards addressing health inequities at the Montreal Children's Hospital (MCH), a major key Canadian pediatric hospital.

Implemented in 1986, The Sociocultural Consultation and Interpretation Services – SCIS (Multiculturalism) was unique in Canada. Even now, The Montreal Children's Hospital is one of few hospitals across Canada providing linguistic and cultural interpretation and support. SCIS provides transcultural health education and library services oriented to healthcare professionals working with patients and families from diverse cultural, social and linguistic backgrounds.

Results of Sociocultural Consultation and Interpretation Services evaluations show a positive impact on the improvement of healthcare delivery for diverse groups. Opening doors between patients, families and healthcare professionals, the interpreters are indispensable mediators in addressing patient barriers to services, cultural communication styles, health beliefs and practices. Their ability to identify and link with communities ensures continuity of services beyond the hospital setting. Using multiple strategies to promote health among ethnominorities is not only proactive; it represents a critical step forward to their accessing full healthcare. These strategies, combined with language interpretation, assist the MCH to be culturally and socially responsive while addressing health inequities for children and adolescents.

Neri Sevenier-Gabriel

Bar Ilan University, Israel

Outsourcing Interpreter Services: Israel as a Case in Point

Over the last decades, legal systems have formulated professional standards regarding the work of court interpreters, in many cases supported by academic research. Such standards have been found to be instrumental to the provision of apt, accurate and complete interpretation, considered a prerequisite for truth finding and justice and for safeguarding civil rights and due process for the language-dependent. They include definitions of interpreter role, interpreter status and the interpreter's integration in the legal system, codes of ethics and professional conduct, issues related to remuneration, working conditions, career paths and quality requirements in court interpreting, training and certification, principles for the resolution of interpreting dilemmas in courts, inter-cultural issues, technical aspects such as acoustics and equipment, and the division of responsibility between court administrations, interpretation-providing agencies, judges and other actors.

The first part of this talk will report the findings of an M.A. thesis which examined whether the court interpreting provided by the State of Israel via tenders in criminal proceedings as mandated by law complies with the aforementioned standards. The study hypothesized that the interpreters currently working in Israel's court system would be found to be unprofessional, i.e. their practices would not conform to the standards. However, findings showed that non-professionalism seemed to be systemic: across the board, court administrators, tender issuers, interpreters, judges, lawyers, all seemed to behave in an unprofessional manner as far as court interpreting was concerned.

The second part of this talk will discuss the relationship between outsourcing and deficient professionalism, quality and standards, since it seems that outsourcing in this case caused deterioration and indifference. The third part will report recent developments and changes

introduced into Israel's court system following increased awareness of the problem as a result of the thesis, and will discuss aspects of proactive academic work and the progressive assumption of regulatory roles by the state .

Hanne Skaaden

Oslo University College

Negotiating professional ethics in the cyber classroom

The paper draws on data from the cyber classroom where interpreter students address issues of professional ethics in synchronous chat discussions. The students, whose bilingual and cultural backgrounds are characterized by variation, interact within an *experientially* based learning approach (e.g. Boyatzis et al. 1995), where they are inspired to reflect on each other's experiences.

The qualitative analysis of the chat discourse explores the students' reflections on challenges associated with the interpreter's task in the public sector setting, and their definition of their professional area of expertise. In line with findings from cyber learning environments (e.g. Friermuth & Jarrell, 2006: 198ff) it is established that factors known from the traditional classroom such as confidence, control and negotiation are reflected in the chat discourse. Moreover, the data indicate that in-group variation is a resource in the learning process. Hence, it is concluded that the cyber classroom benefits from in-group variation in manners that lead the students to clarify their area of expertise and build a professional identity.

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Helen Slatyer

Department of Linguistics, Macquarie University Australia

Integrating teaching, learning and assessment

The interpreting curriculum is inextricably linked to assessments occurring throughout the curriculum cycle. Assessment is alternately used as the basis for decision-making relating to aptitude and achievement as well to inform learning and teaching (e.g. Rea-Dickins, 2001). The purpose of the assessment dictates the format (e.g. objective test of knowledge or subjectively-rated oral interview to determine language proficiency as the basis for screening candidates or self-assessment to encourage awareness of learning objectives) often occurring on a continuum of teacher to learner-centredness. In education, claims have been made about the pedagogical advantages to learners of implementing learner-centred assessment formats such as self and peer assessments (Black & William, 1998). These assessments can be implemented around a portfolio of students' work and/or a learning journal. However, care needs to be taken in designing and implementing assessments that are appropriate to the student cohort. For example, assessment criteria need to be adapted so that learners can clearly understand and use them to self or peer assess. Learners must also be trained in the use of assessment instruments and in how to give feedback to peers for these alternative assessment formats to be successful.

This paper describes a curriculum model for interpreters in emerging languages (Slatyer, 2007) and explicitly links the curriculum to the different assessments that were implemented, their purpose and format. The curriculum model was developed within an action research framework to better evaluate and reflect on the model. The design and implementation of the different assessments will be discussed and the potential pitfalls in designing assessments for a culturally diverse population. A set of recommendations for the successful implementation of learner-centred assessments will be made.

Denis Socarrás Estrada and Carmen Valero-Garcés

University of Alcalá, Spain

ASSESSMENT & EVALUATION IN LABS FOR PUBLIC SERVICE INTERPRETING TRAINING

This study analyzes and reports on the development and results of the application of interpreting aptitude tests to 40+ students attending the Master on Intercultural Communication, Public Service Interpreting and Translation (I/T), at the University of Alcalá, Madrid, Spain in the current academic year. Our test is a combination of the SynCloze test developed by Pochhacker (2009) and the similar work carried out by Mariachiara Russo as presented in the Symposium on Aptitude for Interpreting (Antwerp, May 2009) The test combines customized auditory cloze exercises with tasks requiring high expressional fluency. The aptitude test will be administered in a SANAKO 1200 multimedia lab, which allows assessing 23 students at the time and recording their performance for further evaluation. The test will be administered twice to the same students. The first time, students will sit an aptitude test at the beginning of the Master; the second time, students will sit an achievement test at the end of the onsite classes (after approximately 150 hours interpreting training) with the intention to compare the effects on the students' skills development and the results of the theoretical and practical training during the course –knowing that 'tests do not produce interpreters; proper education does' (Niska, 1999). The study will analyze the interpreter competences -a combination of knowledge, skills and attitudes, (Salaets & Vermeerbergen, 2009). It will take into account both the degree of accuracy and the speed of response. Variables such as student's background education and training; genre; age; nationality; mother tongue and professional experience will be analyzed. Assessment criteria will be focussed on what (Schjoldager, 1996) called: 'ideal interpreting.' The study will also discuss three major concerns in testing: test validity, reliability and practicality (Baker, 1989) assessed in two main ways: the examination of qualitative feedback from students and the analysis of student's performance.

Belinda Soncini Veilleux

Massachusetts Trial Court Interpreter Services

The Bracelet: The interpreter's key role in establishing meaningful cross-cultural communication in human rights interviews

This paper describes the use of an interpreter as a cultural conduit in a human rights interview with a group of women in a remote Masai boma in Tanzania. At the moment this interview took place, these women were suffering from an array of human rights violations that included physical brutality, murder by beatings, mental abuse, female circumcision,

forced labor and the denial of most personal and societal freedoms. The interviewer's goal was to obtain specific and honest views and perceptions by and about these women in order to tell their story and create awareness.

The process by which the interviewer achieved her goal, through the use of the tools provided by the interpreter, is described within the results of their interaction. The role of the interpreter as the cultural conduit is explained as the essential element in bringing about this interview. This paper concludes that the process of communication between different cultures is far too complex to be limited to linguistics alone. Therefore, such communication requires the assistance of a cultural conduit who can facilitate the merging of both language and culture. Because the issues of human rights are so closely integrated with cultural practices and customs, the cross-cultural knowledge of the interpreter is key in obtaining meaningful communication.

Irmgard Soukup-Unterweger

Zentrum für Translationswissenschaft der Universität Wien

Terminology Management for Community Interpreters. Shedding Light on a Neglected Aspect of Professionalization

Since the programme of the 6th Critical Link conference includes the issue of terminology storage and retrieval, it is obvious that terminology management is now understood as a topic of great importance for community interpreters. So far researchers focussed mainly on investigating historical and evolutionary aspects, on defining the concept *community interpreting*, on ethics, on social and communicative aspects as role conflicts, different expectations of participants in an interpreter-mediated situation and asymmetry of power constellation, on training issues and curricula, and on professionalization in this specific working area of interpreters (professional status, accreditation / authorization and certification, national standards, codes of good practice, quality issues etc.). In addition this paper compares and discusses a terminological data model exploring how to cover the needs of community interpreters when using certain strategies to cope with a lack of target terminology - independent of how this lack comes about. Community interpreters in the broader sense of the word, e.g. including court interpreters, are in need of several kinds of specific information constituting a knowledge unit which can be stored in a term base. This sort of term bases are more than just usual terminological data bases because they contain linguistic, conceptual as well as encyclopaedic information and can be considered as knowledge repositories, containing knowledge needed for rendering quality interpretation services. The discussed data model is to be tested by interpreting practitioners in order to come to a conclusion about the reasonableness of it regarding two issues: first its use for record and documentation of research work in preparation of the actual interpretation process, and second for record und documentation of proved or newly obtained terminology after having completed the interpretation process.

Leonardo Doria de Souza

Norwegian Directorate of Integration and Diversity

A status for community interpreting in 3 areas of the public sector in Norway

The Norwegian Directorate of Integration and Diversity (IMDi) is the national authority for interpretation in the public sector and implements measures to improve the quality of

interpretation and increase the availability of qualified interpreters. In collaboration with relevant authorities, IMDi carries out annual surveys on the use of interpreters in areas of the public sector. The objective of the surveys is to obtain a good indication of the situation, increase awareness about the use of interpreters and to obtain an informed basis on which to implement measures. So far, IMDi has carried out surveys on the use of interpreters among primary doctors (2007) and in the child welfare service (2008). In 2009, IMDi have decided to examine the use of interpreters in the legal sector among employees working in the criminal proceedings chain. The criminal proceedings chain consists of the Norwegian Police Service, the Norwegian Prosecuting Authority, the Courts of Justice and the Norwegian Correctional Services. The extent to which language barriers pose an obstacle to the principle of due process protection depends not only on interpreters being used when necessary, but also on the interpreters having the necessary qualifications. A number of different surveys have previously indicated that poor-quality interpretation or interpreters not being used in the criminal proceedings chain jeopardizes due process protection. Some of the results from the survey reveal that:

- Few have great need to use interpreters
- A third use an interpreter every time it is needed
- More people with training use interpreters
- Difficult to get hold of interpreters in acute situations
- Using children as interpreters
- Lack of procedures for checking interpreters' qualifications
- Too little known about the role of the interpreter
- Unfortunate consequences

How do relevant authorities follow up the results of these surveys? What kinds of actions have been implemented as a response for these results? A comparison between past surveys (2007 and 2008) and the latest one, combining research and practice, will show a status for the field of community interpreting (public sector interpreting) in Norway.

Libby Sterling

Queensland Health Multicultural Services, Department of Health, Australia

Implementation of a statewide Video Remote Interpreting service to improve access to interpreters within Queensland Health, Australia. A Telehealth success story

The implementation of the Queensland Health Interpreter Service (QHIS) in 2007 resulted in significant improvements to service delivery and over 200% increase in the use of interpreter services statewide. With this increase in demand came a number of challenges including access to onsite interpreters in outer metropolitan, regional and remote Queensland generally. In addition there is a national shortage of Auslan (Australian sign language) interpreters accredited in Australia with interpreters (both spoken and sign language) primarily living in the larger metropolitan centres.

Queensland Health has an extensive telehealth network with more than 700 videoconference units in facilities across the state that are used for a variety of clinical and non clinical purposes. In a collaborative program between Statewide Telehealth and the QHIS, Video Remote Interpreting (VRI) was successfully trialled and implemented in 2009 / 2010. The introduction of VRI as an option for the provision of interpreters is addressing a significant patient safety issue and is a logical progression in providing a quality interpreter service in a statewide context.

A hub and spoke model has been established using a mix of existing (shared) and new dedicated equipment to provide access to interpreters statewide via videoconference technology. Queensland Health is the first government department within Australia to successfully deliver VRI statewide. More importantly, as Queensland's first Statewide government interpreting initiative, the model is increasing interpreters' preparedness to undertake interpreting assignments in health care contexts and their availability to provide quality services in regional and remote areas through videoconferencing. QHIS is now being investigated for possible transferability to a whole of government service. As part of the VRI service implementation, a comprehensive suite of resources and training programs were developed. These programs continue to be delivered to Queensland Health staff, interpreters and the community.

This paper provides an overview of: the technology; the VRI trial and implementation processes; supporting resources; training and awareness raising programs; training delivery options; and evaluation of the VRI service to date.

Christopher Stone

DCAL Centre, University College London

The UN Convention of the Rights of People with disability: a new impetus for professional sign language interpreter provision?

Sign language using deaf (Deaf) people identify as a language minority whose visual experience of the world forges the strong sense of a 'Deaf' identity and culture (Bahan 2008). Although much of the lobbying that has occurred over the last 20 years has been focussed on linguistic human rights, which have been recognised for all language minorities (Deaf and non-Deaf) by the UN (2007), they have also benefited from national anti-discriminatory disability legislation. In conjunction with the UN convention on human rights and national human rights legislation these create two different political pressures for Deaf people to have the right to have interpreting services to access community events and services.

The UN convention on the rights of people with disability (UNCRPD) explicitly mentions sign language eight times in five articles and professional sign language services. This presentation examines the articles and contextualises them with the framework provided by the World Federation of the Deaf (WFD) and the World Association of Sign Language Interpreters (WASLI). It also looks at UK legislation and the political lobbying to explore whether international instruments can improve the language services provided to Deaf people.

Christopher Stone and Robert Adam

DCAL Centre, University College London

Deaf ghost writers – a new breed of interpreters, or have they always been around?

Up to now most known provision of sign language interpreting has been by hearing people either from within or from outside the Deaf Community. It is becoming increasingly evident that *there is a new trend around the world for the Deaf interpreter service provider to be an integral part of Deaf life.* (Boudreault 2005). What do they do and how is it different from hearing interpreters? Stone (2009) has described how translation norms are

developed by experienced Deaf translators/interpreters; these people have been called 'Ghost writers' in the Australian Deaf community.

In this study, these 'Ghost writers' describe the development of their translation skills through other role-models within Deaf social networks, or Deaf clubs. The development of these skills is seen as part of their growth in cultural and linguistic awareness - of realising the possibilities of their language, and the range of interconnections among and between Deaf people and the wider community. Ghost writers also articulate the possibilities of language brokers (cf Hall and Sham, 1998; Hall and Robinson, 1999) empowering others within the Deaf community, while revealing the level of mainstream cultural competence open to Deaf people.

The current study seeks to describe examples of Deaf people in the Australian and British Deaf communities working as language brokers, translators and interpreters. These experiences are examined as examples of Deaf embodied cultural capital (Bourdieu, 1986), not just linguistic capital (Bourdieu, 1990) but also its acquired habitus. The Deaf translation norm (Stone, 2009) places a subsequent expectation or *habitus* of interpreters (Inghilleri, 2003) culturally sensitive to Deaf values working within the Deaf community. By placing this within its socio-historical context we can understand how 'non-Deaf' interpreters, i.e. those from outside the community, may need to situate themselves to best achieve a relevant way of working with their Deaf clients/service users.

Christopher Stone and Anneka Starling

DCAL Centre, University College London

Aptitude testing for BSL/English interpreting undergraduate programmes

The profession of sign language interpreting (SLI) has gradually evolved from friends and family of deaf people providing informal and unpaid communication support (Scott-Gibson, 1991; Stone & Woll, 2008) to trained professionals working for public services and the private sector. The training routes available still reflect earlier provision with most potential interpreters begin learning sign language in recreational evening classes with students of mixed abilities and interests. These learners slowly progress to a level of proficiency where they can enter universities offering full-time training courses or register for part-time vocational training routes (Brien, Brown, & Collins, 2002).

Currently both short and long-term training programmes have no objective selection criteria, in contrast to other intensive language training programmes. Carroll (1967) identified four components of spoken language learning aptitude: phonetic coding ability; grammatical sensitivity; rote learning ability; inductive learning ability. And Sparks et al (1998) found that a "standard measure of foreign-language aptitude may provide a relatively good indicator of how proficient one may become in a foreign language, at least after two years of studying that language".

This longitudinal study uses a battery of language, motor/gesture and psychological tests to compare expert sign language interpreters with those in undergraduate interpreter training programs. Ten expert interpreters with ten years experience post-university training will be compared with all students from year one of an SLI training program in the UK and reported on. The tests have been selected to identify general language aptitude and modality specific aptitude (spoken vs signed languages) and the underlying cognitive abilities that maybe needed to be successful in undergraduate programmes. This study attempts to identify which criteria may be useful in selecting candidates to train as sign language interpreters in undergraduate programmes.

Laurie Swabey, St. Catherine University and Betsy Winston, Northeastern University

Closing the Gap from Graduation to Credentialing: Identifying Student Outcomes

In the US, the field of signed language interpreting has long accepted the notion of a “gap” between the interpreting competencies of students graduating from interpreter education programs (IEPs), and the competencies they need to become credentialed professionals in the workforce. Despite the existence of degree-granting programs for the past 30 years, little data has been collected on the competencies of graduates and their readiness to enter the workforce or to become credentialed professionals. The NIEC Outcomes Initiative Research group was convened to explore the notion of exit competencies and outcomes of recent graduates from 4-year degree-granting programs. The long-term goal is to investigate the extent and nature of the “gap,” factors that cause it, and potential approaches for addressing it. This session addresses the structure of the project, which could be replicated in other countries and with other language pairs. Additionally, the work to date and its impact on changing practices is presented, including:

- 1) Recommendations to the RID national task force on certification, including the following revisions to the current system:
 - A required test of language proficiency in each working language prior to the interpreting test,
 - a portfolio, rather than a “snapshot” test approach
 - a systematic, evidenced-based approach to the choice of source/stimulus texts
 - comprehensive evaluation criteria that focus on:
 - interpreting skills rather than language
 - the discourse structure that achieves communication
- 2) A battery of assessment tools piloted in select BA programs to collect data regarding predictors of success in education and the profession,
- 3) The development and testing of a set of assessment rubrics, tied to the criteria used in the field,
- 4) The development of discourse analysis tools that identify and compare language functions and linguistic features in stimulus and target texts.

The outcomes of this project are relevant for interpreting educators, researchers and those involved in developing standards and competencies for interpreters entering the workforce.

Kazumi Takesako and Yasuhide Nakamura

Osaka University Graduate School of Human Sciences, Japan

Japan’s First Multidisciplinary Association of Medical Interpreters: Current Activities and Challenges

Japan turned a new page to be a multi-cultural nation. Since the 1990s, a drastic relief of the Immigration Control Law has triggered a massive influx of foreign workers. This demographic change resulted in serious language and cultural barriers in medical institutions. Multiple activities have been implemented by Non Profit Organizations and local governments. The reality is, however, family members or friends serve as ad hoc interpreters due to the lack of professional medical interpreters.

Japan Association of Medical Interpreters (JAMI) was set up with an aim of establishing a system of professional medical interpreters with appropriate remuneration and status. The organization is also taking the initiative in helping ad hoc and/or volunteer interpreters to develop their skills in ensuring equality of healthcare among foreign residents and Japanese patients. JAMI has been organizing conferences and symposia to allow professional medical interpretation in Japan take the center stage. The first conference was held at Osaka University on February 14th, 2009. It drew participants from the academe, NPOs, local government and other fields. Most recently, the second conference was held in Tokyo University on July 31st, 2009, to spark awareness from the central and local government units and members of the media. The third conference will be held on July 17th, 2010 in Nagoya city, Aichi Prefecture, one of the most densely populated by foreign workers to gain momentum for its aim.

To meet the aim, JAMI will carry out the following activities:

1. Establishment of a nation-wide networking system as a venue for sharing information on medical interpreting
2. Accumulation of knowledge through Evidence-based Medicine researches on medical interpreters
3. Establishment of the Code of Ethics
4. Preparation of training guidelines to nurture professional medical interpreters
5. Establishment of a website for information dissemination and opinions exchange
6. Advocacy on the significance of medical interpreting services
7. Promotion of activities towards the certification system of professional medical interpreters

JAMI recognizes some challenges on professional medical interpreting system: The general public and healthcare workers are still unaware of the importance of professional medical interpreters. Would-be interpreters lack on-the-job training opportunities in medical settings. Most importantly, there is a dire need of a Code of Ethics suitable for Japanese healthcare environment.

Marty M. Taylor

Interpreting Consolidated, Edmonton, Alberta, Canada

Interpretation Skills: Novice to Expert Characteristics

Interpretation is very complex and highly demanding work. The multi-layered task of interpreting requires a great deal of experience. Some professions say that expertise requires at least 5 years of experience, while others say that it requires 10,000 hours of deliberate practice which could take as much as ten years. Whatever time is required for becoming an expert interpreter, or an interpreter with a high level of expertise, it is paramount that the skills associated with this level of expertise are clearly articulated. Once they are articulated and validated, then defining the term “qualified” becomes a less daunting quest.

A multitude of skills are required to render an accurate and appropriate interpretation from one language to another. This presentation will report on the results of an 18-month research project consisting of the identification and validation of interpretation skills required for English to American Sign Language work. More than 50 skills were identified in all. The research process included the analysis of over 125 live and taped interpretations from a variety of venues and settings including National certification tapes, commercially available tapes of interpreters, and instructional materials containing interpretations. These resources were garnered from two countries, Canada and the

United States. Expert panel reviews of interpreters and Deaf consumers from both countries contributed to the validation of the research results.

The process of collecting and analyzing the data will be discussed along with the rationale and purpose of categorizing the skills in two distinct ways. First the skills were divided into two major categories: “knowledge-lean” skills that were required during portions of the interpretation, and “knowledge-rich” skills that were required during the majority, if not all, of the interpretation. The skills were further categorized into several major features, by grouping related skills. Lastly, to assist in defining each skill, associated possible errors were identified to provide additional support in distinguishing between novice and expert interpretation skills. Errors were described in terms of frequency and severity. The report includes recommendations for further research and implications for interpreters and interpreter educators. Elegance, accuracy, and efficiency are never accidental; instead they result from a powerful combination of experience, attention to detail and skill that highly competent and qualified interpreters can accomplish. The more we know about novice and expert characteristics, the more the field can address them and provide support to achieving success for interpreters at every level of learning, experience and education.

Marty M. Taylor

Interpreting Consolidated, Edmonton, Alberta, Canada

Video Relay Industry Research: What do Deaf & Hard of Hearing Callers, Interpreters and Managers Report?

Video relay interpreting, a fast growing industry in many countries, requires highly skilled and experienced interpreters to provide Deaf, hard of hearing, and non-deaf callers with access to one another. The work of video interpreters is qualitatively and quantitatively different from other types of interpreting work. It is very complex and highly demanding work requiring a powerful combination of experience, attention to detail, and skill that only highly competent and qualified interpreters can accomplish.

Industry vendors are trying to determine what exactly is required for the job, what is physically and emotionally possible for interpreters to handle on a day to day basis, and how best can these requirements be achieved in light of government structures and regulations that pressure vendors to perhaps go beyond what is possible for them as a business and what is possible for individual interpreters working in high-tech cubicles. There is a serious shortage of interpreters in every sector; VRS is no exception. As a result of advanced technology, VRS has surpassed the supply of qualified interpreters. It is a very fine balancing act for the federal government, the vendors, and the interpreters to satisfy the much needed access to telephone usage between Deaf, hard of hearing callers and non-deaf callers.

This presentation will report the results of a six-month research project. The report includes information from 107 interpreters, VRS center managers and trainers who were interviewed and/or observed on an individual basis at five video relay centers across the United States. In addition, at each of the locations, focus groups were conducted with 36 Deaf and hard of hearing video relay customers. The findings, based on analysis of the perspectives of these 143 research participants, include the necessary skills, knowledge, and personal attributes of video relay interpreters, as well as recommendations for workload, compensation, and work environment.

The findings have implications for interpreters, for vendors, and for Deaf and hard of hearing callers. Video relay interpreters, like classroom teachers, make over 200

decisions every hour. This has implications for the preparation and the practice of VRS interpreters including experience requirements, and requirements for specific skill sets, knowledge and personal attributes. Implications for vendors include issues related to interpreter longevity such as burn out and injury, as well as the nature of incentives for retaining interpreters for this highly demanding work environment. Implications for Deaf and hard of hearing callers include the need to learn about the nature of telephone communication protocols and about the new role of interpreters in this high-tech and impersonal communication environment.

Helen Tebble

Monash University, Australia

Interpreting Empathy in Medical Consultations for Elderly Italian Speaking Patients

As patients age so their medical conditions change with onset of chronic pain, limitations of mobility, eyesight, memory and independence. Their medical consultations require empathy from their physicians who are younger and have less experience of their older patients' ailments. The ethics of the interpreter require everything that is said to be interpreted and this entails interpreting the interpersonal aspects of each utterance. In an interpreted professional medical consultation the interpreter needs not only to relay the information of the consultation but also the empathy of the physician towards the patient as this is a main feature of the physician's rapport which has vital implications for patient compliance or negotiated cooperation for successful treatment.

This paper will present a case study of an interpreted medical consultation between an English speaking consultant physician and an elderly Italian speaking patient whose competence in English is not sufficient for the consultation to be conducted without an interpreter. The generic structure will be described following Tebble (e.g., 1999) and an Appraisal analysis will be made of the features of empathy with particular reference to the categories of Affect and Judgement in English and in the interpreted Italian. This discourse semantic analysis will highlight the importance of medical interpreters attending to the expressions of empathy as part of relaying all that the physician says.

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Natasha Thom

University of Nottingham

Health Visitors' experiences of using a telephone interpreter service – an action research study

This paper reports health visitors' experiences of using a telephone interpreter service within an action research context. The telephone interpreter service was implemented as a means of improving communication between health visitors and migrant workers and their families. Health visitors were based in rural Lincolnshire where influx of migrant workers has been rapid and fluid with changing population characteristics (Commission for Rural

Communities 2007). Currently, health visitors provide services for families with 45 different languages (East Lincolnshire Primary Care Trust 2004). Subsequently, the diversity of population needs has presented challenges for service providers. As a means of addressing the language barriers a telephone interpreter service was implemented for a six month trial period. Health visitors n=14 participated in the study and received training prior to the implementation of the telephone interpreter service (Thom 2008). During the six month period, take up of the telephone interpreter service was recorded quantitatively. Over a six month period 175 communications between health visitors and migrant workers and their families were recorded. The telephone interpreter service was used on 24 occasions (13%). Health visitors choose to communicate with no interpreter on 79 occasions (44%) and with family and friends on 71 occasions (40%). Qualitative interviews were undertaken to explore the reasons for choice of interpreter. Reasons for not using the telephone interpreter service included; value barriers, practical barriers and psychological barriers. Health visitors reported being able to “get by” and justified their actions through presentation of stereotypes and improvements in local context. In contrast, reasons for using the telephone interpreter service centred on minimising immediate risk. Health visitors deemed it necessary to use the system because of potential risk and harm to the patient if miscommunication occurred. Health visitors who did use the telephone interpreter service reported it was very easy to use and access an interpreter. Successful communication relied upon establishing a good relationship with the interpreter and phrasing questions appropriately. Ultimately, decisions linked to using the telephone interpreter service were associated with power. Organisational influences such as management culture impacted on decisions. Additionally values and attitudes also influenced decisions made by health visitors. This paper explores reasons for low take up of the service and makes educational and practice recommendations. Educational recommendations focus on empowering staff through exploration of attitudes. Practice recommendations focus on development of policies for telephone interpreter use.

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Kate Thompson and Rachel Tribe

University of East London

Opportunity for development or necessary nuisance? – The case for viewing working with interpreters as a bonus in mental health work within the NHS

This presentation will explore the central role a language interpreter can play in the process of the therapeutic relationship. Although others have described the changes to the therapeutic dyad that the presence of a third party (an interpreter) brings, little attention has been paid to the advantages and additional opportunities of this altered therapeutic situation. This presentation details these gains and further argues that clinicians who are willing to gain experience of working with interpreters will find that benefits accrue at the micro and macro level. At the micro level, through the enhancement of their work with individual non English speaking clients and at the macro level through learning about different cultural perspectives, idioms of distress and the role of language in the therapeutic endeavor. This is in addition to developing skills to fulfill legal and professional

requirements relating to equity of service provision. Some ideas are offered to explain the negative slant than runs through the literature in this area and colours the overall discussion of therapeutic work with interpreters, before a final section makes some specific suggestions which may help maximize the gains possible in such work while reducing difficulties.

Rebecca Tipton

University of Salford, United Kingdom

Practisearchers: what role for reflexive sociology in public service interpreting research?

The interdisciplinary nature of much public service interpreting research has emerged as one of its strengths as a research field, not least because of the breadth of potential research outputs: from developing understandings of interpreting practices and the vagaries of multilingual and intercultural communication, to the potential it presents for holding a mirror to the very professions it engages with and therefore for providing new perspectives on the organization and practices therein.

The rise in the number of 'practisearchers' (to use the term coined by Gile (1994) in relation to conference interpreters engaged in research activities) in public service interpreting research has generated many valuable insights into life and practice at the chalk face of interpreter-mediated encounters. However, these insights risk being compromised from the perspective of their interdisciplinary potential if the 'position' of the practisearcher is not sufficiently examined in the early stages of the research process. In other words, it is recognized that the interpreter-as-researcher needs to reconcile the biases inherent in his/her role; this involves the ability to understand the so-called 'practitioner's gaze' (to use Bourdieu's phrase) and the potential impact this has on the research process. In this paper, a number of tools of sociological analysis are examined as a means to developing these understandings.

Drawing on Bourdieu and Wacquant's (1992) publication *An Invitation to Reflexive Sociology*, this paper therefore explores the 'epistemological pitfalls and quandaries involved in analyzing one's own universe' (p. 62). Furthermore, it examines the potential for approaches to practitioner-led PSI research to be underpinned by reflexive sociology as a mechanism by which the practisearcher firstly 'comes to know' his/her 'gaze' or perspective on the field of practice and, secondly, to explore ways in which it can be reconciled in the (qualitative) research process in order to allow the voice of the 'other' (service user, service provider or interpreter) to be heard

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Shani Tobias

Monash University, Australia

The Profession meets the Academy: Curriculum design for an integrated CPD program

Many studies in Australia have highlighted the need for training of public service/community interpreters, in particular to meet two areas of demand: (1) to increase the supply of practitioners in New and Emerging community languages and (2) to improve the quality of interpreting in specialised legal and health-related settings. In Victoria, the State Government has responded by providing funding for interpreter training through the Victorian Multicultural Commission (VMC). This paper introduces one such VMC-funded program developed by Monash University, which offers four-week professional development modules for interpreters and translators as well as a parallel internship program.

CPD opportunities for T&I practitioners in Australia have tended to be limited to ad-hoc seminars organised by various bodies, including the professional association (AUSIT) and language service providers rather than a structured program delivered by a training institution. Thus, the Monash University Professional Development & Internship Program (Translation and Interpreting) is unique in this regard. It has been designed to cater for the above areas of unmet demand through delivery of a range of modules at different levels. The program comprises two entry-level modules and six specialisation-level modules in legal and health T&I. The former are aimed at new interpreters and translators in languages for which there is currently a strong need in Victoria. Participants will generally have paraprofessional accreditation or some training and/or experience to be eligible for these modules. The legal and health T&I modules are open to all languages and enable accredited practitioners to enhance their skills and knowledge and gain confidence in these fields. The focus of this paper will be on the innovative aspects of the curriculum, which has been designed in consultation with industry and government, to build practitioners' understanding of the domains and contexts of community T&I and their professional role and responsibilities within these contexts.

Brooke Townsley
Middlesex University

Implementing Common Standards for Legal Interpreting and Translation in the European Union and the Globalisation of Community Interpreting

The European Union of 27 member states, each with their own criminal and civil jurisdictions and linguistic and cultural profiles constitutes a challenge to the operation of inter-state judicial proceedings. The Treaty of Amsterdam (1 May 1999) states that the European Union:

“must be maintained and developed as an area of freedom, security and justice; (an area) in which the free movement of persons is assured, in conjunction with appropriate measures with respect to external border controls, asylum, immigration and the prevention and combating of crime.”

In such an area a case starting in one EU member state may lead to judicial proceedings in a number of others. It is necessary therefore that judiciaries in the European Union member states are able to cooperate on judicial matters and to have mutual faith in the systems and procedures in force in other member states. As stated in Aequalitas 2003, however, “an essential pre-requisite to achieving that aim is reliable communication, for the quality of all decisions and actions depends upon the quality of information and communication on which they are based”.

This presentation will introduce delegates to work undertaken by the Building Mutual Trust project (funded by the EU Directorate General Justice and Home Affairs Criminal Justice programme) towards the implementation of common and mutually recognizable standards

in European Legal Interpreting and Translation, which can contribute to the judicial cooperation and mutual trust referred to above. It will highlight the peculiar challenges that the creation of a common area of justice, freedom and security poses as regards interpretation and translation, and go on to consider how far this process on a European scale might have implications for the globalization of community interpreting beyond the confines of the EU, as the volume of trans-national cases increases.

Gillian Trainor and Dawn Bowes

Language is Everything

Interpreter Training and Education is too important to be left to linguists alone

Taking the conference theme of 'Interpreting in a Changing Landscape', our paper calls for public service professionals to take a central role in interpreter training and education. Currently, public service professionals (in all areas) have little or no involvement with the training of interpreters. But public service professionals often understand better than linguistic professionals exactly what it is they need from interpreters. Clearly, training in the 'technical' aspects of interpreting has to be done by linguistic specialists. But public service professionals tend to have a better view of the 'strategic' aspects of interpreting. We take as an example a training course that CNWL and Language is Everything jointly organised in October 2009 called 'Interpreting Mental Health: mental health awareness and why the role of the interpreter is so crucial to patient well-being'. This course, which was delivered by Gillian, considered the interpreting process from the perspective of the healthcare professional and the service user/patient. It began by asking questions such as 'what is mental illness?' and 'what are the aims of mental health professionals?' and used the answers to show how - in terms of diagnosing, treating and managing risk - the interpreter becomes 'part of the team'. In today's world, interpreter training and education is too important to be left to linguists alone; public service professionals must be given a central role.

Beverly Treumann and Melinda Paras

Health Care Interpreter Network

The Health Care Interpreter Network: A System of Shared Hospital Based Interpreters

In California, USA, where healthcare providers have long struggled to serve millions of residents with limited English, a number of hospital systems have joined forces to form the Health Care Interpreter Network (HCIN). This collaborative shares trained health care interpreters statewide, using newly affordable, high quality IP-based videoconferencing technology as well as IP and analog telephones.

How it Works: Member hospitals deploy video units and phones throughout their facilities, enabling staff to access interpreters on demand. The calls go over a secure, private network, to a server that connects each to an appropriate interpreter. The call distribution scheme prioritizes interpreters within the caller's hospital system, but sends calls to sister organizations as necessary. The interpreters are employed by the individual hospital systems, not by the network. They work from video stations at their hospital or clinic sites, and many split their time between video remote interpreting and in-person work.

Economy of Scale: By pooling interpreter resources, the HCIN member organizations enjoy significant economies of scale. A hospital with staff interpreters in four languages can deliver service in over twenty. By serving multiple sites statewide from a stationary location, the interpreters boost their productivity by as much as 200%.

Quality Assurance Across a Shared Network of Interpreters: To build a working network with shared personnel, each hospital must trust the staff and processes at its sister organizations. The hospital leaders and language services managers within HCIN have gained valuable experience in negotiating common interpreter training standards, assessment tools and best practices. HCIN now employs a Program and Quality Assurance Director, who leads continuing education projects, assesses interpreter skills, and mediates discussions about the programmatic concerns that arise in the course of 150,000 annual interpreting contacts.

Institutional Development: HCIN members and managers also had to address issues of liability, pricing for services exchanged, and governance—all of which serve as a foundation for years of growth and success as a stable, self-sustaining, member-governed not-for-profit organization. The lessons learned in this process of growth and consolidation are applicable to the development of similar networks across the U.S. and internationally.

Graham H. Turner

Heriot-Watt University

The grounded triad: How does understanding happen in community interpreting?

The changing landscape of community interpreting has been charted at regular intervals by the *Critical Link* conference series. Over the years, one constant feature of the landscape has been the contested territory occupied by the complex set of issues highlighted in debates over the interpreter's role. The boundaries of this territory have been shaped and re-shaped over time; the terrain has been moulded and re-moulded attentively; encampments have arisen and been dismantled; landmarks have been appropriated for various purposes; and, indeed, entire regions have been annexed in the name of neighbouring territories.

It has never, though, been in doubt that the community interpreter bears, within her role, some responsibility for facilitating understanding. But what does *understanding* actually mean in such contexts? We take for granted that it is desirable, but do we know what it is, what it looks like in interpreted interaction, or how we – as analysts or interactional participants – know when it is happening?

This paper asks about how understanding is *done* in interpreted interaction within community contexts. To explore this issue, it is suggested that we will need to study how interpreters and primary participants (PPs) achieve *grounding*, described by Clark (1996) as the process whereby participants take 'positive joint action' to ensure that the content of utterances is added to their shared knowledge. In this paper, the analysis focuses squarely on the combined work of the *triad* (interpreter and PPs) in pursuing this 'positive joint action' within grounding processes. The presence of the interpreter, who must seek to 'inhabit' the interactional intentions of the primary interlocutors, at once problematises and foregrounds the achievement of grounding. Analyses are therefore offered of how the triad manages the establishment of common ground and how this functions to signal understanding and drive interaction forward to meaningful outcomes.

Carmen Valero Garcés

University of Alcalá, Madrid, Spain

Students' research as a contribution to the professionalization of PSIT

The design of the curriculum of the Master in Intercultural Communication, Interpreting and Translating in Public Service (PSIT), member of the EMT network and offered at the University of Alcalá, Madrid, since 2006 has been highly influenced, on the one hand, by the never-ending debate on the lack of connection between academic training and the labour market and, on the other hand, by the fact that the transfer of knowledge needs research. The Master is based on three complementary aspects of learning: academic training in classrooms, internships, and research. This paper deals with the last element: research.

Conducting research (Minor Thesis or Master Project) is a compulsory subject. Its main objective is to initiate students into the scientific analysis of the socio-cultural reality that surrounds them to add knowledge to what they have learned in the classroom and/or the institutions during their internships. The underlying assumption is that the information obtained could lead them (and the experts, institution representatives, or the public in general) to envision solutions to problems or to ask questions unknown to the dominant majority. In fact, some actions that are already underway or are about to start with respect to PSIT have been highly influenced in both their design and implementation by research initiated by graduate students.

My proposal is aimed at presenting the results of such research in the last three academic years. First, and by way of an introduction, I will briefly discuss some of the challenges that research in PSIT pose; secondly, I will explain the importance and implications of considering research as an element of training for future PSIT providers; then, I will present an attempt at classification and the results of investigations carried out by students. From there, I will assess the activity of research mainly by paying attention to methodological issues and some relevant factors such as the influence of both the students' and the tutors' profiles. Finally, I will present some reasons for the usefulness of this research and will raise some of the challenges that it leaves open.

Milly Valverde

Ohio State University Medical Center, USA

Meeting the growing demand of our limited English proficient population

Based on the US Census Bureau, about 20% of the total US population (300 million based on census 2000) speaks a language other than English at home. Furthermore, in 2005 the U.S. census bureau stated that about half of the US population falls within an ethnic minority group. Ensuring effective communication in health care is more than a legal requirement in the U.S. When effective communication doesn't happen, the quality, standards and actual care received by people with a linguistic and cultural barrier may be in question. Providing all patients with well understood information enables people to use medical information in a safe and effective manner, and can reduce medical error by both professionals and patients.

On any given day our 1,200 bed health system receives 100 to 150 interpreter requests. In 2009 we provided interpreters in over 75 languages. Meeting the growing demand has been a challenge for our hospital, especially when faced with an exponential increase in the limited English proficient population, a slower economy, and tighter budgets. Providing high quality and timely service is a goal to strive for, however, with the diversity of

languages, shortage of on-site medical interpreters, and some limitations or dislike of telephonic interpretation this has only compounded the challenges. For this reason we have added a new resource to enhance our services. Video interpretation is one of the fastest growing resources. Service providers can easily connect via video to a qualified medical interpreter within seconds. As with any resource there are pros and cons. We will describe our experience with this new technology and share our lessons learned.

Hildegard Vermeiren

University College Ghent Belgium

From a vocation towards a profession: a sociological analysis of the profession of social service interpreters in Flanders, Belgium

To date, no thorough sociological analysis of the interpreting profession has been conducted. Concepts of the sociology of professions (Sarfatti Larson, Burrage & Torstendahl, Macdonald), however, provide a sufficient basis. The case of Flanders serves as a point of departure for a sociological analysis of social service interpreting (see Hertog & Van Gucht 2008, Vermeiren, Van Gucht & De Bontridder 2009).

From an occupation whose roots were clearly vocational, public service interpreting has evolved into market-oriented professional work. A series of factors have contributed to this evolution: [1] the autonomous nature of the interpreting performance [2] the rise of the State and bureaucracy [3] the rise of a specific market [4] an (higher) education system that provides formal training [4] the ideology of the welfare State. Flanders is a clear example of what sociologists call the 'European' or 'Continental' model of professionalization, which is characterised by a strong impact of the State. As a consequence, the process is steered mostly by Flemish government-owned bodies. Their common objective is the "closure" of the profession (Collins, 1990). They aim at: [1] managing the market [2] creating a *monopoly* of skilled workers.

We investigate the following variables:

1. a legal framework for subsidising social service interpreting;
2. State bureaucracy: a ministerial agency that currently administers training, certification exams and a register; other ministerial agencies that buy services of certified interpreters;
3. Universities offering degrees and whose staff act also as trainers and examiners for the above mentioned agency;

The closure of Flemish social service interpreters is a result of a remarkable synergy of government-related bodies. In an 'Anglo-American' model of professionalization, on the contrary, a professional association would be the leading actor.

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Felipe Villegas

MCIS

A Small Agency's Big Training Story

In 2003, Ontario's Ministry of Citizenship and Recreation stops its short-lived funding of interpreter training, but continues to require that all interpreters working for ministry-funded interpreting programs be trained and language-certified. Without time to discuss who should fund and provide interpreter training, the non-profit Multilingual Community Interpreter Services (MCIS) -primarily an Interpreting Service Provider (ISP) agency for the public sector -sets out to fill the vacuum caused by the absence of ministry funds. MCIS created its Training Department to ensure that the agency continues to employ qualified interpreters, therefore seizing an opportunity to take control of its interpreters' training. Seven years later, MCIS' Interpreter Training is a thriving program experiencing vigorous growth. In spite of being a cost centre, training remains an invaluable component of the agency, its social and humanitarian value conscientiously justifying the inconvenience of running at a financial loss. Deeply aware of the community needs, MCIS not only subsidizes the operational costs of the Training Department, but also sponsors the education of up to 25% of its students, many of whom speak less-diffused languages and would otherwise have very little incentive to take up a profession that promises sporadic work.

This paper explores the evolution of a small agency's interpreter training program, its successes and challenges, and the lessons derived from the experience. It compares MCIS' training to that of the local community colleges, and explains how MCIS uses free or inexpensive technology to continuously enhance its curriculum. Finally, this paper argues that government should be responsible for the training of public sector interpreters and the implementation of the interpreting standards that MCIS has helped create.

Cecilia Wadensjö & Birgitta Englund Dimitrova
Stockholm University, Sweden

On common ground? Research based education of interpreter trainers in Sweden.

Interpreters work in wide variety of fields, in public service and private institutions, within international organisations and at ditto conferences. In view of the fact that the educational background of interpreters might differ considerably, individual interpreters may be seen as representatives of different professions. Nevertheless, as has been highlighted lately in research, they also have a great deal in common. In Sweden, interpreters are trained in different educational structures: in community colleges (sign languages interpreters, community interpreters) and at universities (community interpreters and conference interpreters). These are governed by different educational ideals and apply to some extent different pedagogical methods. A key factor in interpreter education is the background and schooling of those who serve as teachers. In Sweden, these teachers as a rule have training and professional experience as interpreters. However, many of them lack pedagogical education, general as well as targeted specifically at teaching interpreting. These were the points of departure behind the development of a course for interpreter educators, given at Stockholm University, for the first time in 1999.

Our papers will report on experiences from this course, developed to educate teachers for conference interpreting, community interpreting and sign language interpreting programmes. One of the purposes of the course was to highlight common aspects between different types of interpreting, in order to create a sense of common ground. We

will discuss the course structure, and also report on focus groups discussions conducted, as part of an ongoing research project, with course participants. The main themes of the discussions are how their views on interpreter training are shaped by the educational structures in which they work, and what participants brought back from the course to their professional lives.

John Walker

University of Sussex

Interpreting Between Two Signed Languages: Changing the Landscape of Interpreting

With over 50 sovereign states in Europe, of which 27 are members of the European Union (EU), these nations have one or more sign languages in each country. The European Council has recommended that each European nation recognise their sign language(s), since 1988. There are 7339 interpreters in Europe across 23 countries (de Witt 2008), working between their national sign language and national spoken language, and fewer are able to work into English or international sign (as a lingua franca). The European Commission (2009) acknowledges that resorting to a lingua franca cannot replace the effectiveness of interpreting between two parties and their native languages.

Deaf entrepreneurs are venturing into Europe to bring bespoke services to Deaf people in other areas; in a multilingual Europe, this is proving a challenge. The cost of employing three interpreters working in a relay chain from British Sign Language (BSL) to Lingua de Signos Espanola (LSE) via spoken English and Spanish (for example) was simply prohibitive. Deaf people (and some hearing people) who are fluent between two or more sign languages have often provided a service within the community and often without remuneration (Adam/Stone 2007). There is a demand for interpreters to be trained, qualified and registered (Collins/Walker 2005) that will make this specialised resource available in which to increase Deaf people's movement across Europe.

The EuroSign Interpreter project will provide a learning resource for educational institutions to include sign language to sign language interpreting in their programmes, especially in the UK, France, Germany and the Czech Republic. There are several barriers to be overcome: the benchmarking of sign languages against the European Language Framework (CEFRL); the assessment of interpreting between two sign languages where the L2 is not taught or assessed in the host country; and how the teaching of interpreting applies to interpreters working between two sign languages. The project was funded by the EC for a total of €336k over two years and includes a consortium of Universities (Sussex and Hamburg), a UK employment agency in France (Dering Service de l'Emploi) and a professional body of interpreters (CKTZJ). This paper will report on the research progress with support from the consortium and their expert panels.

Helen Watts

University of the West of England, UK

The Interpreter's Declaration

This small study concerns the first thirty to sixty seconds of interaction in interpreter-mediated healthcare consultations, often referred to as the Interpreter's Declaration, introduction or opening. Three experienced, trained and practising (in healthcare settings)

UK based interpreters were interviewed, as well as 2 interpreter trainers, one based in the UK and the other based in Spain. The aim was to explore, in depth, with the interviewees, their experience and understanding of the declaration, its impact and purpose with particular reference to the construction of the professional identity of the interpreter. Healthcare settings were chosen, as it is viewed by many as the 'cinderella' of interpreting settings, both in terms of professional prestige and in terms of recognition by the authorities and this was also the setting where I had most experience and understanding. My hypothesis supposes that the interpreters' declaration is an important, even essential tool in the interpreter's tool-box and that it contributes significantly to the construction of the interpreter's professional identity. Furthermore, when it is performed appropriately it should result in smoother and more satisfactory communication between all three parties. Avoiding or at least reducing the incidence of 'uncomfortable' situations or ethical dilemmas (linguistic and professional) for the interpreter, patient and / or healthcare professional.

The study looks at how the interpreter's identity is constructed before, during and after the declaration and the actions the interpreter is required to take to maintain that professional identity. Data also demonstrated how the declaration was enacted, the constraints of this process and best practices, outlined by both practitioners and trainers. Little existing literature was uncovered in preparation for this study, which indicates a need for further, broader and possibly more quantitative studies which could enhance the findings so far and either corroborate or challenge them. The data, results and consequent analysis have been submitted to the University of the West of England for part assessment towards an MA in Intercultural Communication supervised by Dr Jo Angouri (award pending 2012).

Christine Wilson

Heriot-Watt University

Working through, with or despite technology? A study of interpreter-mediated encounters when interpreting is provided by video-conferencing link

Given the growing pressure to provide *professional* interpreting throughout a country, at short notice and across a widening spectrum of languages thanks to the challenges presented by globalisation and geo-politically motivated migration, recent years have seen an increase in remote interpreting. This trend has been further stimulated by economic considerations and advances in technology. However, a commonly held view is that the quality of service provided through remote interpreting is less satisfactory than when interpreting is provided face-to-face.

This paper focuses on remote interpreting when the interpretation is provided over a video-conferencing link and explores the impact of the medium of delivery on the dynamics of the interpreted interaction and the effect on the language and communication of participants at deeper levels. The video-conferencing system used in the research provided almost broadcast quality images and sound, therefore technological issues are not the focus of this paper.

Phase One of the research is based on empirical observation of material in a corpus of contrastive interpreted encounters (interpreting by video-conferencing link/ interpreting face-to-face) comprising meetings between professionals from a number of public sector fields (e.g. criminal justice, health care and social welfare) using English and different members of the Deaf community using British Sign Language. A number of interpreters with different backgrounds and levels of experience were involved in the study.

Phase Two explores the quality of both types of interpreted interaction in the corpus as evaluated by other members of public sector bodies and the Deaf community using both quantitative and qualitative research tools to rate the quality.

Findings from both phases lead to some initial conclusions regarding the application of interpreting by video-conferencing link in public sector settings and its potential impact on the quality of the interpreting service. The paper closes with discussion of how these observations may inform training and the improvement of guidelines.

Betsy Winston

Northeastern University

Teaching the Teachers: Improving Practice in Interpreting Education

Educating qualified interpreters for Sign Language/English interpreting in the US is a challenge because few new interpreting educators are entering the field. The Masters in Education-Interpreting Pedagogy (MEd-IP) program at Northeastern University is an online graduate program that serves the small and widespread populations of current and prospective interpreting educators.

The MEd-IP curriculum prepares faculty who will teach in reflective, learning-centered ways. The curriculum encourages students to analyze their assumptions about interpreting, to apply reasoned approaches of design and pedagogy to their teaching practices, to assess their own teaching, and to incorporate research practices into their teaching. Outcomes-based competencies address knowledge, practice, and self-assessment in each domain. The primary goal of the curriculum is to provide learning opportunities for current and future interpreting educators that combine in-depth knowledge of post-secondary teaching practices, adult learning, and the field of interpreter education with learning-centered, reflective teaching approaches. In addition to the knowledge components in each course, students demonstrate, through active practice, their abilities to design, teach, assess and evaluate, conduct research using a variety of options, including portfolio development, internship opportunities, and individual research projects.

This presentation describes various components of the design and implementation of the program, including:

- Focused development of critical thinking skills
- Interpreting teachers domains and competencies
- Portfolio development
- Action research projects
- Online delivery as a medium: benefits and challenges

We have offered this program for five years, and will share the lessons learned from the design, development, and implementation of this graduate program for interpreting educators.

Betsy Winston

Northeastern University

PortfolioPlace.NET: Technology Tools for Interpreting Practitioners and Teachers

Portfolios have long been a part of the professional interpreter's repertoire. Electronic portfolios are becoming more commonplace. In the ever-changing landscape of technology, the instant connections available worldwide make it easy to share our work,

not only with other professionals and hiring agencies, but with our consumers, teachers and mentors. The PortfolioPlace.Net is a pilot project that offers interpreters and educators the opportunity to share work. Professional interpreters can use it to share examples of their work; interpreting agencies can review the skills and qualifications of potential staff interpreters. And interpreting educators and mentors can view, and provide feedback about interpreting assignments. Portfolio Place includes the ability to include video examples of their work. This is especially important for interpreting educators, sign language teachers, and mentors, but the visual aspect is frequently important for spoken language interpreting as well. Using this technology, students and teachers, mentees and mentors can share feedback, regardless of the physical distance separating them. This presentation demonstrates the features of the Portfolio Place, the e-portfolio pilot project of the National Interpreter Education Center at Northeastern University, Boston, USA. We began piloting this project with teachers in interpreter education programs in the US in August 2009. They enrolled their interpreting students in Portfolio Place in order to collect and review samples of their ASL/English interpreting. In addition to demonstrating the features, we report on feedback and input collected during the piloting of this project. Preliminary input indicates that both teachers and students find the Portfolio Place both easy to use, and valuable for their learning and professional development.

Betsy Winston, Northeastern University and Laurie Swabey, St. Catherine University

Growth to Competence: Identifying Specialist and Generalist Competencies in Community Interpreting

In the US, consumers and settings are becoming more demanding and complex due to a shift in demographics. Simultaneously, states and industries (e.g. healthcare) are becoming ever more stringent in regard to qualifications for interpreters. This changing landscape necessitates increasingly sophisticated knowledge and skills of interpreters, resulting in increased urgency to address standards for teaching and learning, as well as for certification.

In response to this need, a federally funded national expert group of the National Consortium of Interpreter Education Centers (NCIEC) reviewed the domains and competencies developed for five interpreting specializations: legal, medical, mental health, interpreting via video, and deaf interpreting. As a result of this expert review, several questions emerged about the current definition of “specialty” interpreting.

- What are the defining elements of specialized interpreting?
- How and to what extent do the knowledge and proficiencies required for specialized practice overlap with those of general interpreters and/or with other specialized fields?
- Would looking at cross-domain specialist competencies be beneficial?
- How much is success in these settings related to the participants, and not so much to the setting?
- Are all types of interpreting specialized to some extent? How do we define specialties and for what purpose?

The paper opens with a brief overview of this national project, including goals and outcomes. The focus then shifts to an examination of the concept that specialty areas have more commonalities than differences and that these underlying and foundational similarities need to be documented and addressed, particularly in regard to standards for

education, certification and entry into the field. The presenters share the work to date in addressing these questions, including the draft of a rubric for specialized interpreting currently under development.

Svenja Wurm

Heriot-Watt University

Translating Written into Recorded Signed Language: A case of combining community interpreting and translation practices

With advances in multimedia and communication technologies the range of work undertaken by sign language interpreters has become increasingly varied. Practitioners frequently face new situations that are not accommodated in the literature nor sign language interpreting curricula to date and where practices and norms are not yet established. One such situation is the translation of written texts into recorded signed language. The recorded nature of source and target texts in such events allows the translator to spend time preparing, practicing, revising and editing the translation – a process that potentially differs considerably from ad hoc interpreting but is likely to resemble typical written translation. How do practitioners, coming from a professional background where the norm is to interpret in live situations in the presence of the primary participants, approach such situations?

In this paper I investigate this question by reporting on my findings of one in-depth, ethnographic case study exploring a translator's strategies when translating a chapter from an English textbook into recorded British Sign Language. After contextualising the translational event, I present a thick description of the process. My data generated through observation of the translational process, semi-structured interviews with the practitioner, document analyses as well as a comparative analysis of source and target texts suggest that the translator develops an approach of combining interpreting as well as translation practices. Drawing on her interpreting experiences of working closely with the primary participants in real time, and making use of the extended possibilities offered by the recorded nature of source and target text, she is able to combine interpreting and translation strategies that meet her preferences, experiences and other stakeholders' expectations. With reference to the anthropologically driven literature of the new literacy studies (Street 2003), I argue that the event is steered by the people involved in the event and embedded within wider social, cultural and professional practices. Arguing that translation and interpreting practices are becoming more frequently intertwined because of the changing landscape of ever faster and increasingly multimodal communication practices, the overall aim of this paper is to encourage a dialogue between Translation and Interpreting Studies, stressing the reciprocal relevance of each discipline.

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Xiaoyan Xiao

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Sign language interpreting on Chinese TV - Perceptions on Quality

With over 20 million deaf and hearing-impaired people in the world's most populous country, the Chinese Government has recommended that all the medium-to-large cities in China should broadcast signed news programmes on TV. While a recent survey conducted by the author revealed the total failure of such signed programmes in terms of the acceptance among the deaf community, this new study draws on data collected from a follow-up survey on the respective quality perceptions of signing on TV of 3 different groups of stakeholders: the deaf community; the hearing presenters and fellow interpreters; and the commissioners, consisting of officials from Disabled People's Associations at various levels and broadcasters. The author accounts for the disparity in these perceptions in terms of the linguistic, cultural, educational and political contexts and discusses the consequences on interpreter training and on the Chinese sign language interpreting market. The paper also explores possible approaches to improving the embarrassing and unsatisfactory situation.

Rika Yoshida

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Ideologies in the Making of Interpreters in the Community: the Case of Bilingual Latino Youth in Japan

In the last 20 years, a large number of so-called "newcomers" from South American countries like Brazil, Peru, Bolivia have arrived in Japan and settled down in various cities and towns in Japan. Most of them are descendents of Japanese called "Nikkei", whose ancestors had emigrated to those countries. Now they have returned back to their ancestral country, but since they have grown up and been socialized in South America, they have achieved different linguistic, social and cultural identities from those of their Japanese ancestors. As such, it is often the case that their children who have grown up in Japan act as interpreters or language brokers to help them to communicate and advocate their needs in institutional settings (cf. Angelelli, MS; Valdés 2003). On the other hand, in some regions and cities, community interpreters in various institutional settings have been started to be provided, but the majority of these community interpreters have originally come from the main society or they are Latinos who came to Japan as adults. It is very rarely the case that those bilingual and bicultural children of immigrants who, at an early age, acted as family interpreters or language brokers have become (community) interpreters.

This paper tries to identify ideologies of the making and/or not making of interpreters, by articulating the complexity of the concept of "interpreter" or different expectations over the "interpreter's role" which vary widely. The interviews have been conducted with the Latino Nikkei immigrants' children who had acted as family interpreters when they were young, and now they are grown-up adults but currently they never want to act again as a community interpreter to advocate their community needs. These interviews demonstrate that in the minor linguistic communities there are different ideologies or expectations over the young interpreters' role and they are expected to act as negotiators, gate-keepers, or are very responsible in achieving benefits for the community, in contrast to that of the professional interpreters' role which is often considered as a mere "conduit".

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Krisztina Zimányi

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What can be used as evidence?

Community Interpreting (CI) research has come a long way since the earliest interest. The quality of the research output has improved significantly, and expectation to produce first-rate studies has grown as a result. The applied methodologies span from quantitative analysis of relatively large surveys (see, for example, Hale 2007; Mesa 2000; Pöchhacker 2000), through ethnographic studies using observation and/or interviews (for example, Angelelli 2004; Bot 2005; Bullock and Harris 1997; Wadensjö 2000) to conversation and discourse analysis of recorded interpreter-mediated encounters (Cambridge 1999; Hale 1997; Jacobsen 2003, Mason 2006; Mason and Stewart 2001; Napier 2004; Roy 2000; Wadensjö 2001). The phenomenon now known as CI, thus, has been and continues to be investigated at the micro-levels of actual interpreted sessions as well as at the socio-cultural macro levels of service provision. Certain findings, such as the difficulties of producing pragmatic equivalents in the appropriate register across highly diverse cultures are being confirmed time and time again. Others, such as the advantages and drawbacks of using natural interpreters, especially friends and family, are often contradictory and sometimes highly controversial.

In line with strand 6 of the conference subjects, the current paper proposes to initiate a discussion on what constitutes evidence in CI research through the presentation of a project based on semi-structured interviews. The paper introduces the analogue of “secondary evidence” or “witness statements” to question to what extent we can trust our informant respondents. Can we take the words of research respondents who have participated in interpreter-mediated interaction at face value when they recount their experience? Can we rely on respondents as witnesses or what qualifications we require them to have before we place value on their opinion? As researchers, what questions can and should we ask respondents? Is interviewing a valid research method at all when enquiring about what happens during the actual interpreted event? And, ultimately, what research methods can we use in a research landscape where access to research facilities and methods are as unequally distributed across the board as rights to CI provision or access to training for interpreters?

Abstracts of posters

Lluís Baixauli Olmos

Universitat Jaume I (Spain)

The Canadian National Standard Guide for Community Interpreting Services: Descriptive and Critical Analysis

Describing and critically analysing a standard of practice may turn out to be a rather enlightening piece of research to conduct. After collecting more than 80 samples of codes of ethics and standards of practice, they underwent a selection process, according to

some criteria (date and place of publication, scope, degree of concreteness), and then I chose to study the *National Standard Guide for Community Interpreting Services*. This Guide gives an insight into the ways an occupation tries to settle and find some shared ground in the path towards its professionalisation. It is in a way the crystallization of this process. Taking into account the current situation of Spain concerning public service interpreting (where mostly ad hoc responses are provided to general needs), the benchmarks that can be thereof drawn deserve some attention. By describing and comparing the text with similar documents and some relevant contributions from research, I classified the content of the Guide into three topic areas. These are the results of the analysis:

- Concerning **ethics** and deontology, I have confirmed that the code makes the axiology (the values' system) of the group explicit to society as a whole.
- From a **socio professional** perspective, the studied code of ethics touches a good deal of the elements that sociology of professions points as essential in professionalizing processes
- As regards to the contribution done by NSGCIS to the field of cross-cultural communication and **PSI**, I extracted the generally accepted actions, those that are usually proscribed and those that I understood as innovative contributions.

Then I highlighted the most outstanding features of the text according to other similar documents and relevant research contributions, briefly stressing the weaknesses and strengths of this Guide.

COMUNICA Research Group, Spain

Abril, M^a Isabel; Alonso, Icíar; Arumi, Marta; Auzmendi, Lurdes; Baigorri, Jesús; Cabanillas, Cande; Del Pozo, Maribel; Illiescu, Catalina; Martin, Anne; Nevado, Almudena; Ortega, Juan Miguel; Sales, Dora; Toledano, Carmen; Ugarte, Xus; Valero, Carmen.

Community Interpreter Training in a Changing Landscape

Training has long been considered one of the pillars of professionalization for community interpreting, together with accreditation and universal availability (Pöchhacker, 1999; Ozolins 2000) and certainly in those countries where community interpreting has achieved recognition as a profession there are clear training structures in place.

In this poster, the issue of community interpreter training/education in Spain will be presented. Historically, the use of interpreters by the Spanish crown was widespread, but despite this and although some changes are in evidence, community interpreting in present-day Spain is not yet a consolidated professional activity. However, over the last 10 years there have been several training initiatives of different types. Many of these have been spearheaded by NGOs at a non-formal level and relatively few have originated within formal university structures, the well-established full-time courses at the University of Alcalá (Madrid) and the University of La Laguna (Canary Islands) being the exception. The current overhaul of higher education, prior to the implementation of the European Higher Education Area, could give Spain the opportunity to offer community interpreter training as part of the reformed undergraduate degree in Translation and Interpreting and also at postgraduate level. These changes would no doubt mirror the evolution of Spanish society which has acquired an increasingly multicultural profile due to the mass immigration of the last 20 years.

In this poster, we shall attempt to classify both past and present training initiatives according to different criteria. Following the distinction made by Abril (2006), the initiatives will be divided into formal and non-formal, and then analysed according to length,

languages, content, format, organizing body and, in the case of formal courses, the level at which community interpreter training takes place (graduate or postgraduate). The poster will also focus on the production of specific teaching materials and other training resources such as in-service training.

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Mara Morelli and Danilo De Luise

Università degli Studi di Genova, Italy

Health care and mediation in Genoa. Contaminations, synergies and possible alliances

This poster describes an on-site research project carried out in the three most important public hospitals in Genoa, Italy. The main characteristic of this project is its interdisciplinarity, since it started from the different professional experiences of the two main researchers, an interpreter (also an interpreting teacher) and a social worker (also a systemic mediator). Our previous research on the common aspects between monolingual mediation and bilingual interpreting (De Luise and Morelli, 2005; 2007), added to the well-known situation about community interpreting in most Italian cities (Rudvin and Tomassini, 2008) brought us to reflect upon potentially conflictive places, such as hospitals and especially first aid units.

The first stage of the project was started in 2007 and the aim was to find out medical and other health care personnel needs. They were asked about their knowledge of foreign languages, about the figures of cultural mediators and interpreters and whether they had worked with either interpreters or mediators. The main tools of this stage were a questionnaire (approximately 130 filled out) and an open interview (13 carried out). The second stage began in late 2008 and focussed on mediators and patients. The aim was, on one side, to observe how often and in which settings mediators actually work, and, on the other, the availability of any kind of written information in any language as well as the patient's comprehension level of both written and oral communications. Non Italian patients were also asked whether they had been supported by a mediator/interpreter. We used a questionnaire (around 200 were filled out) as a tool.

Some remarkable aspects highlighting from these stages of the research are: mediators/interpreters are not used, their functions are highly confused, written material in a language other than Italian is extremely poor in both quantity, grammatical and pragmatic quality and even communication with Italian patients may be difficult and misunderstood. In the last few months we have begun the third stage whose aim is to verify the results of the previous stages by cross-checking them with focus groups and by intervening in order to improve the quality of written material. Moreover, since a phone interpreting service is going to be implemented for three months in one of the above mentioned first aid units, we are going to check users' satisfaction with this tool.

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L. Estévez, B. Navaza, A. Guionnet, M. Navarro, Y. Quintero, N. Beltrán, JA. Pérez-Molina, R. López-Vélez

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Phone interpreting: an increasing alternative to overcome linguistic barriers in Spanish health care services

In the last 10 years, Spain became an attractive place for migrants and the number of people from other cultures grew up significantly. Currently, more than five million people are foreign born. We must also add the undocumented migrants, taking into account that more than 8% of irregular migrants in Europe live in Spain. Tourism also brings a meaningful amount of foreigners: From January to September 2009, Spain received more than 42.1 million tourists. Frequently, migrants and tourists don't speak Spanish, carrying communication difficulties in hospitals and health care centers. Nowadays, the health care system provides several communicative strategies to understand non Spanish speaking patients, like the establishment of phone interpreting, both through public and private initiatives.

Spanish Public Health Care Services started to use phone interpreting in 2001. They are mainly sited in areas with a relevant percentage of migrant population or in tourists' destinations. In this paper, we try to describe a new work field where interpretation is critical to guarantee the access to health care services for the linguistic and cultural minorities. Depending on the initiative involved, we can find two kinds of remote interpreting: one available through cell phone and the other through fix phone. Providers of these services have been enquired about location, management, accessibility and the profile of interpreters working with them. This qualitative study aims to describe the state of art of phone interpreting in Spanish health care services analyzing the data gathered through interviews and a literature review. The purpose of this research is to foster discussion among interpreters about advantages and disadvantages of this kind of remote interpreting in medical settings.

Ita Szymanska

Department of Health, State of Queensland, Australia

Interpreting in a health context training – an Australian model of state-run interpreter service.

Queensland has 17% of population born overseas. Prior to 2007, interpreter services in health care were accessed in an ad hoc way by individual hospitals and health care facilities. The introduction of the Queensland Health Interpreter Service (QHIS) in 2007 resulted in improved service delivery with a 170% increase in the use of interpreter services statewide. The service is sustainable with permanent personnel, IT infrastructure

and is improving staff awareness of best practice in working with interpreters. Most importantly, the model is increasing interpreters' preparedness to undertake interpreting assignments in health care contexts through specialized training. The QHIS is underpinned by formal recognition of the need to support professional development of interpreters. Queensland Health is the first and only department in Australia to fund, develop and provide consistent, quality professional training for interpreters. By developing formal training dedicated to improving interpreters' skills, Queensland Health met the expectations and demands of a specialized service field - an initiative recognised with the prestigious national Award of Excellence for Outstanding Contribution to the Industry by the Australian Institute of Interpreters and Translators in 2009.

The goal of the training is to:

- reinforce the skills, knowledge and practice in interpreting relevant to a health setting, focussing on new interpreters with little experience;
- develop an awareness of issues relating to interpreting in the health context including interpreter's role and the code of ethics.

Our training encompasses the theory of interpreting, communication theory, cultural aspects of interpreting, role of interpreters, professional ethics, preparation for jobs in a health-care context and practical application. The program comprises two modules: an introductory (16-hours) and an advanced (8-hours) package, a training manual for trainers, course materials for participants, supplementary materials and a comprehensive (pre- and post-training) evaluation plan. The plan includes assessment of the content and delivery as well as the impact of the program on personal attitudes and quality of interpreting. In 2009 Queensland Health provided training to 110 interpreters at no cost to participants. Ongoing training is now open to interpreters in Queensland who are engaged by the department. Attendees' feedback shows general satisfaction, especially with access to professional development training, familiarisation with the work context and opportunity to work with Queensland Health staff who mentor and problem solve from interpreters' perspective. Interpreters have reported greater job satisfaction stemming from reduced stress and understanding health issues better.