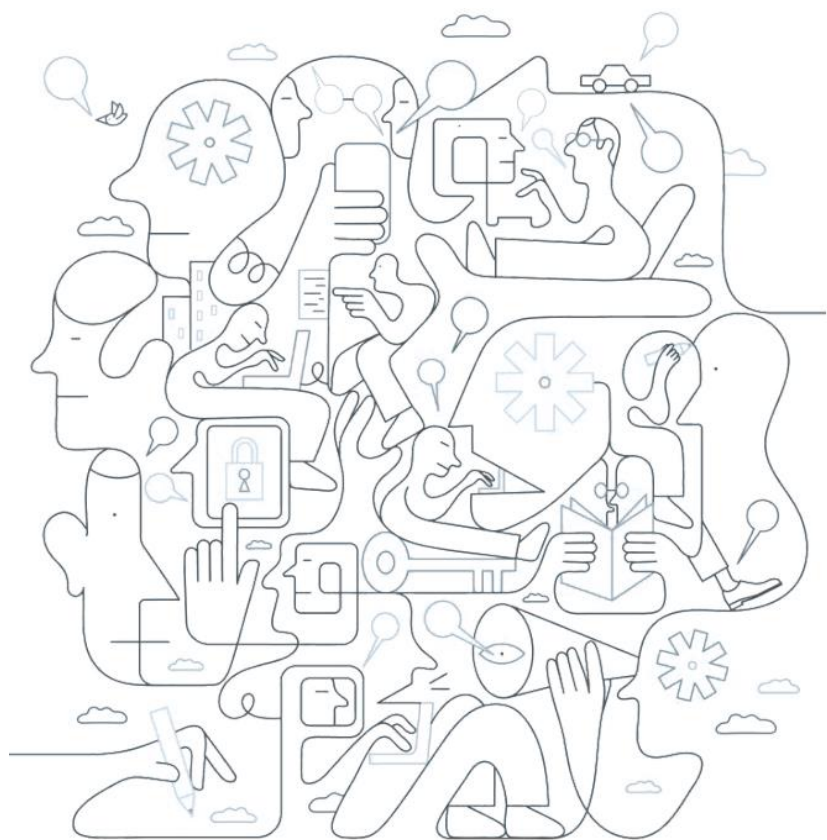


InDialog 4 MULTIPLICITY IN PUBLIC SERVICE INTERPRETING AND TRANSLATION



Contents

PLENARY TALKS	1
PLENARY TALKS MONDAY THE 18TH OF SEPTEMBER	2
PLENARY TALK TUESDAY THE 19TH OF SEPTEMBER	5
PANELS	6
STANDALONE PRESENTATIONS	17
POSTER PRESENTATIONS	117

PLENARY TALKS

Sorted by day

PLENARY TALKS MONDAY THE 18TH OF SEPTEMBER

Teaching health translation and interpreting in culturally and linguistically diverse classrooms

Ineke Crezee

Auckland University of Technology

This presentation aims to share approaches to non-language specific health interpreter education at Auckland University of Technology (AUT) in Aotearoa New Zealand.

New Zealand's population is becoming increasingly culturally and linguistically diverse, with interpreting services catering for over 115 different languages (MBIE, 2023). From the late 1980s, interpreter education has needed to train interpreters in a wide range of different community languages and AUT has offered non-language specific health interpreter education since 1990 (Crezee et al., forthcoming).

The presentation will discuss some of the challenges of health interpreter education in general, and non-language specific interpreter education in particular. This includes the need to familiarise students with the thematic knowledge they need to work in healthcare settings (Crezee, 2013; NAATI, 2016), while also providing them with health interpreting practice and feedback on their performance.

The presentation will discuss situated learning in health interpreter education (Crezee, 2015), shared interprofessional learning (Crezee & Marianacci, 2021), and preparing students to become aware, resourceful, reflective individuals (Crezee et al. in progress). It will discuss moving interpreter training and assessment online during the Covid-19 pandemic (Crezee et al., forthcoming) and preparing students for tests set by the National Accreditation Authority for Translators and Interpreters (NAATI).

The presentation will conclude by summarising challenges and solutions that may also work for those in other countries who need to offer non-language specific health interpreter education.

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Can intercultural mediators and interpreters help to reduce ethnic healthcare disparities?

A public health perspective

Hans Verrept

Federal Public Service 'Health, Food Chain Safety and Environment'

In 2003 the Institute of Medicine published the book 'Unequal Treatment' which provided a synthesis of research on ethnic healthcare disparities and a number of recommendations to reduce them. Several European projects and initiatives (e.g. the Migrant-friendly hospitals project, the Migration Equity Diversity Project of the Health Promoting Hospitals Network) and recommendations (e.g. COE recommendation of the Committee of Ministers to member states on health services in a multicultural society (2006)) were strongly influenced by the conclusions of this book. Its main message is that health care services are unequitable and provide lower-quality services to the most vulnerable groups. One of the strategies to reduce ethnic and other health care disparities has been the employment of various types of 'intermediaries' whose role it is to resolve or reduce barriers that result in the unequitable provision of care. The group of intermediaries is very diverse in itself: intercultural mediators, interpreters, community health workers, health guides, link workers, patient navigators, etc.

During our presentation we will first focus on the nature and causes of ethnic healthcare disparities. After that, we will focus on the absence of needs assessments in this domain and examine the number and nature of interventions carried out by intercultural mediators and interpreters in healthcare in Belgium. Based on population data and data from the Belgian Health Survey on the use of healthcare services, we will argue that the need is largely unmet and that services are provided unsystematically. By analyzing the tasks carried out by the intercultural mediators and the development of the uptake of video-remote intercultural mediation services in different types of hospitals (hospitals employing on-site intercultural mediators, hospitals that additionally employ video-remote intercultural mediators, hospitals without any funding for intercultural mediation), as well as the number of interventions carried out by interpreters, we will try to assess their contribution to the reduction of ethnic health care disparities and formulate recommendations for the organization of these services.

PLENARY TALK TUESDAY THE 19TH OF SEPTEMBER

Reflecting on the participation of interpreters in migration processes

Laura Smith-Khan

University of Technology Sydney

Interpreters play a crucial role in facilitating communication between speakers of different languages. In the high-stakes setting of migration procedures, their contributions can influence decisions that are life-changing for visa applicants. However, migration officials and legal practitioners do not always have a comprehensive understanding of how interpreting works and the implications it has for the production of migrant testimony. Misconceptions about interpreting can affect different speakers' participation in interpreter-mediated encounters (Maryns et al, forthcoming). In turn, in migration procedures, such incorrect assumptions can also lead to unfair decisions and visa outcomes.

This presentation will reflect on the participation of interpreters in the Australian migration system, sharing findings from the researcher's ongoing work, with a particular focus on asylum applications (e.g. Smith-Khan 2022). After providing an overview of the Australian asylum process and the involvement of interpreters within this system, the concept of "language ideologies" will be introduced. An examination of key institutional texts will uncover and critically reflect on these so-called "common-sense" assumptions, and the impact they have on interpreter-mediated asylum encounters. It will also draw on research interviews with migration lawyers and refugees to identify key challenges reported at both the level of individual encounters, and on a structural level.

The presentation will demonstrate that problematic beliefs about language mean that the role interpreters play in co-constructing refugee testimony is often underacknowledged. This leads to potential injustices for those seeking asylum, which are only exacerbated by structural barriers. The presentation concludes by identifying and discussing key opportunities for improvement.

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PANELS

Sorted alphabetically according to panel convenor(s)

About the complexity and the resourcefulness of interdisciplinary research: language barriers in health care
Convenor: Antoon Cox

Keywords: Health care, Interpreting studies, Language barriers, Health literacy

Panel description

Language and communication are of the utmost importance for qualitative health care. However, communication in health care is a complex issue, especially when we take into account the increasing diversity in hospitals and general practice centers. Studying this issue requires expertise from different fields.

Interdisciplinary research is an excellent way of bringing together knowledge and expertise from different fields, especially in complex environments such as unplanned medical care. Besides, it expands understanding and achievement between disciplines or enhances communication skills (Jones, 2009). However, interdisciplinary work generates also challenges that are seldom addressed (Cox, 2020), such as difficulties in finding meeting dates, development of a common language and knowledge (Domino et al., 2007) and different ways of describing and approaching a research problem etc. (Daniel et al., 2022). It requires that the researchers explore new fields and combine different methodologies and paradigms to create the research design that could provide an answer to the research questions (Cox, 2020).

In this panel, PhD researchers Sinem Bilican and Mohamed Irfan, who are part of the interdisciplinary project MaLBUC (Managing Language Barriers in Unplanned Care) will present both the benefits and challenges in writing a research protocol, discussing research methods, preparing a data management plan (DMP) and getting ethical clearance. They will interact with prof. dr. Ineke Crezee and prof. dr. Raquel Lázaro Gutiérrez, who are both experts in the field of interdisciplinary research.

Prof. dr. Ineke Crezee is the embodiment of interdisciplinarity: she is both a health professional and a health interpreter educator and has more than 30 years of experience in training interpreters to work in health settings. In doing so, she also provides them with foundational knowledge of anatomy, physiology, pathology, hospital procedures, as well as in ethical, socio-pragmatic and intercultural issues.

Prof. dr. Raquel Lázaro Gutiérrez will contribute by reporting on the complexity of recent interdisciplinary research (PRAGMACOR, INTTELPRAGMA and PRAGMATEL) she experienced with telephone interpreting related to emergency or unplanned care, including multi-disciplinary negotiations prior to data gathering. She will particularly focus on how to interact successfully with professionals from different areas.

The panel will be moderated by prof. dr. Antoon Cox, whose research focuses on interpersonal communication in stressful multilingual settings such as emergency departments and asylum reception centers. As one of the supervisors of the MaLBUC project, he can share his extensive experience with all panelists present.

The panelists will exchange experiences and share insights with each other on the topic at hand.

Chair details

Antoon Cox, Utrecht University, Vrije Universiteit Brussel, KU Leuven, King's College London

Panellists' details

- Sinem Bilican, KU Leuven
- Ineke Crezee, Auckland University of Technology
- Raquel Lázaro Gutiérrez, Alcalá University
- Mohamed Irfan, KU Leuven

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Video-mediated PSI *for* and *by* migrants and refugees

Convenors: July De Wilde, Katrijn Maryns, Lieven Buysse, Sabine Braun, Elena Davitti & Sonja Pöllabauer

Keywords: PSI, migration, video-mediated interpreting, languages of lesser diffusion, reception authorities

Panel description

Every year, thousands of migrants and refugees apply for international protection in the EU. Upon arrival in the host country, applicants for international protection (AIPs) require material, medical, legal and social support. Access to these services and resources also includes language access: providing AIPs with accessible and comprehensible information in a language they understand is key to protection and integration. Moreover, given that encounters with AIPs are almost by definition multilingual, their language needs are closely intertwined with the provision and organisation of language support. Especially when complex or sensitive information has to be conveyed, professional language support is indispensable. To date, however, no common European framework for professional public service interpreting (PSI) has been put in place across the EU, which has led to wide variations in PSI quality between member states. Insufficient language support disproportionately affects AIPs with the most vulnerable linguistic profiles, such as speakers of languages of lesser diffusion (LLDs), who face an imbalance between interpreter supply and demand in their languages.

EU-WEBPSI is a 3-year AMIF-funded project that addresses the above-mentioned challenges: (1) the lack of clear and uniform PSI standards and services across EU member states; the current imbalance between interpreter supply/demand caused by (2) the under-use of remote solutions and (3) the lack of interpreting capacity for LLDs. This panel will expound on the main objectives, methods and preliminary results of the EU-WEBPSI project. The panel will comprise three research presentations, followed by a panel discussion with stakeholders. The first presentation will reflect on the development of standards for the use, training and certification of PSI. The second presentation will address specific challenges and opportunities of video-mediated interpreting (VMI). The third presentation will focus on training needs and activities for speakers of LLDs in the context of international protection. These three academic perspectives will be further explored in a panel discussion with stakeholders, including organisations involved in interpreter training & certification as well as reception authorities.

Chair details

- Prof. Dr. July De Wilde & Prof. Dr. Katrijn Maryns, Department of Translation, Interpreting and Communication, Ghent University
- Prof. Dr. Lieven Buysse, Department of Linguistics, KULeuven

- Prof. Dr. Sabine Braun & Prof. Dr. Elena Davitti, Centre for Translation Studies, University of Surrey
- Prof. Dr. Sonja Pöllabauer, Centre for Translation Studies, University of Vienna

Panellists' details

Slots: 60 min presentations (3 x 20 min) + 30 min panel discussion with stakeholders

- Presentation 1: *Developing PSI standards to enhance language support for and empowerment of migrants and refugees: the EU-WEBPSI project*, by Eleonora Mazzanti (Ghent University) and Aline Guaus (KULeuven)
- Presentation 2: *Video-mediated interpreting as a language support solution in the refugee context. What we have learnt from current research and practice in public service settings*, by Diana Singureanu (University of Surrey)
- Presentation 3: *Working with and training interpreters for Languages of Limited Diffusion*, by Laura Andrea González Figueroa (University of Vienna)
- Stakeholder panel discussion: tandem contributions by reception agencies (Fedasil (Belgium), Pierre Valdo (France), Metadrasi (Greece)) and organisations involved in interpreter training and certification (AglI (Belgium), ISM Corum (France), Metadrasi (Greece)).

Language Rights in Criminal Proceedings: Examining the Implementation of Directive 2010/64/EU across Member States
Convenor: Sara Delva

Keywords: right to translation, right to interpreting, Directive 2010/64/EU, fair trial, translation policies

Panel description

In 2010, the European Union adopted Directive 2010/64/EU, granting accused persons in criminal proceedings the right to translation and interpretation services. This Directive allows foreign-language parties to fully participate in police investigations and trials and thus safeguards the fairness of the proceedings. In its 2018 assessment, the European Commission reported that the Directive had increased protection for citizens in Member States where language rights did not exist beforehand. However, its application could be improved in some Member States (European Commission, 2018). This panel will feature researchers from Austria, Spain and Belgium who will discuss how the Directive is put into practice and how this affects access to justice for foreign-language parties across Member States. The panel will conclude with a discussion with stakeholders.

Prof. dr. Esther Monzó-Nebot will assess the ideologies underlying the recognition of language rights in the Directive and its delayed transposition in Spain. After briefly reviewing the history of monolingualism in Europe, the Directive will be framed within EU harmonization efforts as a means to persuade member countries to overcome reticence in the harmonization of substantive aspects of their criminal laws. An ethics of care lens will inform an assessment of the language ideologies guiding recognition of language rights (who, when, where, why, and how) under Directive 2010/64/EU. Focusing on Spain, it is argued that rather than promoting multilingualism, a monolingual bias enshrines language-based discrimination and power differentials among language communities in the law of the land.

Doc. Mgr. Marketa Štefková provides insight into the implementation of Directive 2010/64/EU and the provision of T&I services in criminal proceedings in Slovakia. The analysis covers the three levels of criminal proceedings, namely police, prosecution and courts. It looks at the relevant legislation implementing the directive and its application in practice. It reflects the impact of translation policy on the provision and availability of translation and interpreting services, their quality, and the professional standards for providing these services in criminal proceedings. The contribution also includes an analysis of the needs for this sector in Slovakia.

Sara Delva will present findings from a research project that investigates the way Belgium guarantees a translation of essential documents for accused persons. The study includes an analysis of criminal files from the correctional court in Ghent and a focus group with staff from the public prosecutor's office. It is argued that, while the Belgian government may formally comply with the EU Directive, the right to translation

remains largely unused. Essential documents are not systematically translated for foreign-language parties due to the lack of stringency in EU regulations. This may raise issues about equal access to the legal system. David Weiss will present research on translation policies among police and judicial institutions in Austria. Drawing on preliminary results of a qualitative document and interview study, the different levels (e.g., regional, institutional) at which policies are formulated and implemented will be identified. Moreover, the effects of this structure on the realisation of the standards enshrined in Directive 2010/64/EU and the need for standardised policy monitoring and evaluation will be discussed, proposing an adapted set of human rights indicators (OHCHR, 2012) as a potential approach.

The panel will conclude with a discussion led by prof. dr. Bart Defrancq. This discussion will provide an opportunity for panellists and attendees to engage in a dialogue regarding the findings presented, fostering a deeper understanding of the challenges and opportunities in implementing language rights and achieving access to justice across the European Union.

Chair details

Sara Delva, Ghent University

Panellists' details

- Esther Monzó-Nebot, Universitat Jaume I
- Marketa Štefková, Comenius University Bratislava
- David Weiss, University of Graz

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Conversation Carriers/Barriers: the role and influence of interpreters in the communication with unaccompanied minors

Convenors: Lotte Remue & Katrijn Maryns

Keywords: unaccompanied minors (UAM), mental health, interpreting

Panel description

Migrants and refugees face many challenges once they arrive in the host country. Language plays a large role in this, as a lack of the required linguistic resources may hinder them in telling their story and expressing their specific needs. Although considerable research has been conducted on the multilingual challenges of adult migrants and refugees, the impact of linguistic diversity on the communication with unaccompanied minors (UAM) has received little attention so far. In this panel, we therefore want to explore and shed light on how linguistic diversity is interactionally managed in the trajectory of UAM in Belgium. We thereby focus particularly on the multiple roles interpreters can play in mediating the interaction with UAM across different types of encounters, such as the communication between UAM and legal guardians, lawyers or care providers.

Given the precarious and vulnerable position of UAM, different types of expertise are needed to better understand and address their needs. The panel therefore aims to bring together academic insights from different disciplines, including sociolinguistics, interpreting studies, social work and (mental) health care. The panel will explore issues of mutual understanding and building rapport and trust in situations where UAM have to disclose personal and often complex and sensitive experiences.

- Lotte Remue will adopt a language and interpreting perspective to challenge the idea of the ‘invisible interpreter’. Drawing on preliminary results from semi-structured interviews and participatory observation, she discusses interpreters’ (perceived) roles in guardian-UAM interaction and the impact they might have on disclosure and trust.
- Hanneke Bot sheds light on the desirability and importance of the invisible interpreter, who is supposed to faithfully render the words of the primary speakers, enabling them to solve communication and interactive problems, might they arise. However, invisibility can feel unsettling, especially for traumatised young and lonely asylum seekers. How can the interlocutors handle this dilemma?
- Ilse Derluyn and Floor Verhaeghe will provide a broader picture of UAM’s needs and (psychosocial) well-being. Trauma, daily stressors, and (lack of) support and continuity can drastically impact UAM’s well-being and should be taken into account in interaction. The insights that have been presented from different academic disciplines will then become the subject of a panel discussion with stakeholders and practitioners (guardians, interpreters,

care providers) who work with UAM on a daily basis. Questions will be raised about, among other things, the indispensability of interpreters, and how they may enable, but also obstruct particular conversations.

Chair details:

- Ms. Lotte Remue, Department of Translation, Interpreting and Communication, Ghent University
- Prof. Dr. Katrijn Maryns, Department of Translation, Interpreting and Communication, Ghent University

Panellists' details

- Dr. Hanneke Bot, Utrecht University
- Prof. dr. Ilse Derluyn, Department of Social Work & Social Pedagogy, Ghent University
- Dr. Floor Verhaeghe, Department of Social Work & Social Pedagogy, Ghent University

Mental Health 4 All: Improving access to mental healthcare for migrants by reducing language barriers

Convenors: Barbara Schouten & Sabine Braun

Keywords: PSI, mental health, migration, migrants, language barriers, access to healthcare

Panel description

WHO (2022) reports 1 billion people globally suffer from mental health disorders. Migrant populations have higher rates of certain disorders (Priebe et al., 2016) but face significant barriers in accessing mental healthcare including language-related barriers (Satinsky et al., 2019). When access is available, it often lacks cultural/linguistic sensitivity (Sheat et al., 2020). The European Mental Health 4 All project¹ aims to improve language-related access to mental healthcare for migrants with low language proficiency. This panel will present the project's emerging findings.

The project's Workpackage 3 surveyed 629 healthcare providers and interviewed 100 migrants and interpreters in nine European countries to identify language-related barriers in mental healthcare, analyse communication needs and language support options currently used. The first presentation shares key findings: Language barriers occur at all stages of care. Access to onsite interpreters was identified as most effective, but only 55% of respondents used it, while 44% and 22% used telephone and video-mediated interpreting, respectively. There was a strongly articulated need for interpreters trained in mental healthcare. Freely available translation tools were used by 65% but were rated second-least effective.

A further study in Workpackage 3, introduced by the second presentation, currently focuses on the complexities of geopolitical power dynamics and their effects on individual and collective mental health. This research uses an interpretative phenomenological approach to analyse qualitative interviews and identify barriers migrants face while seeking access to mental healthcare. More broadly, it adopts a decolonial perspective to recentre the person receiving healthcare as an active agent on their own path, instead of relying on deficit-centred notions of patients in need of a western-style intervention.

Workpackage 2 created a repository of resources assisting migrants and healthcare providers in multilingual and multicultural mental health contexts. The third presentation describes how participants in nine European countries searched, selected, and organised multilingual, culturally-sensitive resources, and presents the final outcome: an open-access database that providers and migrants can use to access language support, enhance their understanding of available education and communication strategies, and retrieve recommendations for providing culturally-sensitive care and working effectively with interpreters, translators and/or intercultural mediators.

Workpackage 5 is working with healthcare providers to create educational videos in nine European countries that focus on communication between migrants and providers throughout the mental healthcare journey. Based on surveys and interviews, this workstream creates draft storyboards that are reviewed through semi-structured interviews to gather ethnographic information on mental health communication with migrants. The fourth presentation will share findings from this work and methodological lessons learned.

Chair details

- Prof Barbara Schouten, University of Amsterdam
- Prof Sabine Braun, University of Surrey

Panellist's details

Slots: 70 min presentations + 20 min discussion

- Presentation 1: *Access to mental healthcare for migrants: Language-related barriers, communication needs and effective language support options*, Graham Hieke, Demi Krystallidou, Özlem Temizöz, Fang Wang, Jaleh Delfani, Sabine Braun, Centre for Translation Studies, University of Surrey.
- Presentation 2: *Decolonizing global mental health: A Mental Health 4 All study*, Gian Hernandez, Melanie de Looper, Barbara Schouten. University of Amsterdam.
- Presentation 3: *Development of an open-access database repository of resources to facilitate assistance in multilingual and multicultural mental health contexts*, Raquel Lázaro Gutiérrez, Elena Alcalde Peñalver, Cristina Álvaro Aranda, Carmen Pena Díaz, Carmen Valero Garcés. FITISPos-UAH Group, Universidad de Alcalá.
- Presentation 4: *Breaking down barriers: co-creating educational videos to improve access to mental health care for refugees and migrants*, Koen Kerremans, Ily Hollebeke, Antoon Cox. Brussels Centre for Language Studies (BCLS), Vrije Universiteit Brussel.

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Note

¹ The MHealth4All project is funded by the European Asylum, Migration and Integration Fund (AMIF) and led by the University of Amsterdam; see <https://www.mhealth4all.eu/> for more information.

STANDALONE PRESENTATIONS

Sorted alphabetically according to first or only presenter

Working with doctors, not just next to them: training challenges in healthcare interpreting in Spain

Cristina Álvaro Aranda¹ & Elena Pérez Estevan²

1. University of Alcalá, 2. University of Alicante

Keywords: healthcare interpreting, medical training, high-fidelity simulations, Spanish context

Training is defined as one of the basic stages in the professionalisation of any activity, which is normally delivered to future practitioners through university programmes (Barber, 1963; Faulconbridge y Muzio, 2012). Despite its increasing demand due to migratory movements, healthcare interpreting is yet to achieve professional status in countries such as Spain (Foulquié Rubio et al., 2018; Pérez Estevan, 2022). Although Spanish universities now offer a wider range of specialised subjects at both undergraduate and postgraduate levels, Álvaro Aranda and Lázaro Gutiérrez (2021) observe that these are normally optional modules usually taught together with other PSIT fields (e.g. legal contexts). Translators and interpreters have contributed to enable non-speaking Spanish patients and healthcare professionals to communicate, but boundaries on ethics, role and teamwork are not typically included. According to Krystallidou et al. (2018), “such lack of synergy between doctors and interpreters in the workplace may well be due to deficits in the training of these professionals.” This resonates with the Spanish context, in which collaborative practices between medical and interpreting students are not typically included in the curriculum, thus ignoring literature in medical education and PSI that highlights the benefits of simulated learning to expose practitioners to real life work environments and tasks (Crezee, 2015; González Davies & Enríquez Raído, 2016). Considering this context, the aims of this study are to examine Spanish training programmes on interpreting and medicine in terms of healthcare communication, collaborative practices, and cultural approaches. In light of our exploratory approach, we intend to design a healthcare interpreting training module tailored for both medical and interpreting students combining theoretical and practical sessions based on High-Fidelity Simulations (HFS) to teach communicative skills to healthcare students and professionals (Bansal et al., 2014; Ortega et al., 2022).

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Asylum interpreter's agency: Ethical and training-related issues

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Keywords: asylum interpreting, Goffman, interpreter's role, ethics, neutrality, training

The dialogic nature of rendered interactions fundamentally changes the ethical considerations of the asylum interpreting profession. In numerous papers, scholars (e.g., Jacquemet 2011, Pöllabauer 2004, 2015) have not only recognized the visibility of the interpreter, but also demonstrated the interpreter's agency. This development in research has, however, had a limited impact on Codes of Conduct, which still largely subscribe to impartiality and neutrality as inherently good (Boéri 2015). For instance, the Italian Ministry of the Interior's Guide for asylum interviews (2019: 24) states that "the interpreter is an independent and impartial professional who provides a verbatim translation".

Our paper aims to respond to a need for qualified asylum interpreters by analysing a variety of ethical issues, and their repercussions on training. Our data consists of real-life interviews involving registered Italian-Nigerian English interpreters. Data was collected by direct observation of asylum hearings, field notes, transcription of sequences of talk, and minutes drafted in Italian by the case workers who interviewed the asylum seekers.

In our data interpreters are often found to act as 'principals', i.e., intervening in and beyond the text through intentional omission, addition or alteration of elements (Kassiem 2017), choice of content to be translated (Schäffner 2003), paratextual interventions (Baker 2007), and so on. These interventions - both at the micro-level of the text (cf. Wadensjö's (1998) communicative *pas de trois*) and at the macro-level beyond the text (following Inghilleri' (2003, 2005, 2012) notion of *habitus*) – tend to disempower the interviewee, may negatively impact rapport building, and make it more difficult for the interviewees to place trust in the interpreter. The observation of mediated asylum interviews also shows that interviewers tend to leave great latitude to interpreters and remain passive when they cross their role boundaries.

The spectrum and variety of ethical issues call for treatment across training courses in public service interpreting. In particular, the asylum interpreters' role is no longer to be taught as a fixed notion as they adjust their positioning along a spectrum from invisibility to advocacy. We believe the asylum interpreter should have a more active role - that of cultural mediator who can bridge intercultural gaps, and so remove structural imbalances in the asylum system (Barsky 1996). Interpreting would thus empower the people they work for, and engage stakeholders (and, ultimately, the State) through an emphasis on training - in particular, on cross-cultural pragmatics, trauma-informed practice, and ethical relativity.

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Prediction in interpreting: A cross-disciplinary theoretical and empirical investigation

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Simultaneous interpreting is a unique type of bilingual communication because it involves parallel, overt activation of two languages, comprehension and production of the same message, and a pre-determined direction of translation. For many years, scholars from the fields of Psycholinguistics and Interpreting Studies alike have asked how interpreters are able to listen to and produce utterances at the same time, in two different languages. However, there has been little cross-disciplinary theoretical development and methodological collaboration. The overarching aim of my PhD thesis was thus to produce theoretical and empirical work that would inform theories of bi- and multi-lingual language processing in Psycholinguistics, while at the same time addressing questions of theoretical, pedagogical and practical import in Interpreting Studies. One aspect of comprehension that has received attention both in the Interpreting Studies literature, relating to how interpreters carry out the task, and in the Psycholinguistics literature, relating to how people comprehend rapidly and turn-take in conversation, is prediction. Prediction in interpreting was the focus of my PhD thesis.

In this presentation, I will give a brief overview of the three experiments in my thesis. These experiments show that prediction takes place during both simultaneous and consecutive interpreting – not only in interpreters, but also in translators and interpreting students (both before and after training). I will also consider, based on the theoretical model developed as part of the thesis, *how* people predict while interpreting. I will then highlight the theoretical and empirical insights offered by the thesis, as well as the implications of its findings for our understanding of comprehension and production processes, and the role of prediction, during simultaneous interpreting. The potential synergy between comprehension and production during prediction in simultaneous interpreting is relevant not just for theories of bi- and multi-lingual language processing in Psycholinguistics, but also for how we as interpreters, trainers and researchers understand and teach simultaneous interpreting.

The Augmented Interpreter Training in the AI Era

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Keywords: new normal, quality assurance, scenario-based approach, artificial intellect, human interpreting

Any interpretation training programme aspiring to excellence must be closely connected with the professional world and make effective use of innovative teaching methods, cooperation with external stakeholders, and modern technologies in order to ensure a high quality of learning. My word will focus on the different aspects of 'quality' in light of the advent of new technologies and the changing nature of the interpreting profession.

Interpretation training programmes must learn today how to prepare a widely employable interpreter to survive the pressures of the professional world. A scenario-based approach, that simulates work-like situations, is effective in interpretation training.

The latest technologies, e.g. ICTs, AI, etc., offer a new degree of automation to all professional language mediation activities, calling for a rethinking of the interpreter's skillset. The future will accommodate both artificial and human interpreting, and the bar for humans will be raised. The interpretation students must learn how to use the latest technologies for the benefit of the client. Besides the value of the 'interpreter who cares' will increase.

A new, augmented interpreter profile is coming to the fore, combining the classical competences (interpretation, language and cultural, interpersonal, ethical, etc.) with mastery of technologies for the benefit of the client and the events at which the interpreter works. The word will also explore the value added by human interpretation to communication, such as depth of message comprehension, teamwork, shared responsibility and liability and, most importantly, the value of the 'interpreter who cares'.

Unveiling the Importance of Training and Protocols in Foreign Language Interception: Decoding the Terminological Ambiguity

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Keywords: intercept interpreter, transdisciplinary research, multimodality, ethics, training

Intercept interpreters or Forensic Linguistic Tap experts (FoLiTex, Salaets & Balogh, 2018) have gained importance in law enforcement in times of the communication technology ‘boom’. Their visibility has not experienced the same evolution: the (in)visibility of intercept interpreters is variable (Capus & Griebel, 2021) and terminology fuzziness reflects the multiplicity of their tasks (Drugan 2020), ranging from transcribing and interpreting to investigative activities, which are very different activities. Moreover, due to the discreteness of their work, translational transfer strategies are almost impossible (Capus & Havelka, 2021). And what about injustice arising from unreliable transcripts of tapes? (Fraser & Konishita, 2021). It becomes obvious that work protocols, training and specialization are required because assignments exceed T&I expertise (Lai,2023).

The objective in this contribution therefore is twofold: to add evidence to the scarce research and to present, as a result from this research, the outline of a concrete specialization course that covers the training need in this specific area of expertise.

Firstly, the desk-research investigates the current situation regarding the legal framework in Belgium, the Netherlands, Spain, France and Hungary. In the subsequent qualitative approach, semi-structured interviews were conducted with legal professionals (e.g. police officers and investigating judges) in Belgium and in the Netherlands and with the head of the Hungarian State Security Service in Hungary, as well as with intercept interpreters in Belgium, France, the Netherlands and Spain. On the one hand, the content of the intercept interpreter’s tasks, role, boundaries and cooperation with the legal professionals were questioned; on the other hand, they were asked about specific training, the existence of a specific code of ethics and recognition of the profession.

Secondly, with these results at hand, we agree with other scholars that the complex multi-tasked nature or the ‘multiplicity’ of the ‘interception task’ requires a training course, and we chose to do so by adhering to a multi- and transdisciplinary approach. In our presentation, we will outline the principles of the training based on the evidence collected in the first part of this presentation.

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Mediator-interpreted parent-teacher interactions in schools: some reflections on the function of interpreting in school-family communication

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This presentation focuses on interpreted interactions between teachers and migrant parents at school, a not so widely studied topic in Public Service Interpreting (see Davitti, 2013, 2015; Vargas-Urpi 2015, 2017; Vargas-Urpi & Arumi Ribas, 2014 for relevant exceptions). It aims to look at the ways in which language mediation may affect school-family communication when the families are migrant. Our corpus is larger than the collections found in the literature, including 28 audio-recorded encounters, in Italian primary schools, between teachers speaking Italian and parents speaking Chinese, Twi, Arabic, Urdu and Albanian. Interpreting is provided by intercultural mediators, who are employed to provide interpreting service in many Italian public areas. The main issues dealt with concern the children's performance, both at school and during education activities at home. Teachers' concerns cover a large part of the encounters and mediators render talk while coordinating the interaction (Wadensjö 1998). An analysis of the mediators' explicated renditions of teachers' concerns shows that they correctly interpret the teachers' expectations for the parents to cope: suggestions are given about how to work on the children's school performance and good wishes are expressed that the child's performance improves. The "school knowledge" is thus made clear to the parents seeking their support for their children's education. Parents, on the other hand, contribute to talk by providing "home knowledge", e.g. they give details about what their children do (or have to do) at home or about aspects of their personality. Parents' home knowledge, is rendered by the mediators closely and clearly, but is seldom made relevant by the teachers in the interaction, the teachers often repeating their point or even saying explicitly that home life, even when hard, cannot affect school life. The mediators' agency (Baraldi, 2019, 2023) is visible in two ways: first, by working on the rendition of the teachers' concerns to explicate the school system's expectations, e.g. encouraging parents to help their children reach high(er) school performances; second, by making the parents' reactions open and immediately available to the teachers, for their consideration and evaluation. Although the data collection is not huge and restricted to one single country, our analysis reveals aspects which both characterise interpreting (and the mediators' agency) in the specific interactional school context, and highlight the function of interpreting in giving access to migrant parents' participation in their children's school activity, thus suggesting the potentially inclusive impact of mediating across languages in school-family relationships.

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Multiplicity in Medical and Mental Health Interpreting in Qatar during the Covid-19 pandemic crisis: A narrative-practice approach

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Keywords: narrative-practice approach, medical and mental health interpreting, crisis, qualitative methodology, Covid-19

This paper explores multiplicity as a nexus of practices and narratives of medical and mental health interpreting during the Covid-19 pandemic in Qatar. We develop and apply our “narrative-practice methodology” (Boéri and Giustini 2023a, 2023b), a conceptual-empirical framework which considers that practices are “storied” and narratives are “enacted”.

Using this framework, we discuss an ethnographic case study of medical and mental healthcare interpreters' experiences of the Covid-19 pandemic in Qatar, looking at their practices and narratives of interpreting. We conceive of multiplicity as the ways interpreters differently enacted their identities, roles, and statutes as a response to changes in their work in mental healthcare and medical settings during the pandemic. The findings show that the interpreters have a wide range of social stories and behaviours tied to the Covid-19 pandemic. These include managing conflicting demands and expectations for language access, both through on-site and remote interpreting, from different social actors and organizations as healthcare changed to accommodate for the pandemic. Additionally, interpreters negotiate factors like gender, clothing choices, religious beliefs, and cultural norms in the Qatari context as they adapt to the health concerns and social distancing requirements of Covid-19. All these factors contribute to highlight the multiplicity and evolution of interpreting practices in times of crisis.

We add to the discussion on multiplicity in public service interpreting by introducing the narrative-practice framework as an innovative approach that enables researchers to delve deeply into interpreters' stories and practices regarding the pandemic crisis and other related matters. By doing so, this framework emphasizes the significance of adopting a nuanced and contextually-sensitive comprehension of the wide range of experiences of interpreters in Qatar, and calls for further applications across interpreting settings and socio-cultural contexts.

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The Self-perceived Role of Language Mediators in Facilitating Access to Healthcare Information for the Moroccan Community in Brussels: Findings and Policy Recommendations from Semi-Structured Interviews

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This study investigates the role of language mediators in facilitating access to healthcare information for the Moroccan community in Brussels. Semi-structured interviews were conducted with four language mediators, including translators and interpreters, intercultural mediators, who work closely with this community. The study explores the self-perceived role of language mediators, as well as how they overcome language barriers, establish trust, and improve communication between healthcare providers and patients. Following a thematic analysis, the findings shed light on the crucial role played by language mediators in ensuring equitable access to healthcare information for people who do not speak the official language(s), particularly in multicultural and multilingual cities like Brussels. The study underscores the need for increased recognition and support for language mediators to enable them to perform their vital role effectively. Based on the study's findings, I will aim to formulate policy recommendations that can help improve the provision of healthcare information to culturally and linguistically diverse populations. The study highlights the importance of training programs for language mediators in healthcare settings, the development of guidelines for their work, and the establishment of (funding) mechanisms to ensure their sustainability.

30 Years in the Making. Belgium as a laboratory to implement professional PSI in a diversified government structure

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Keywords: PSI professionalisation, training, certification, governance complexities, legislation

Since the emergence of PSI as a profession in Belgium in the 90s, it has been impacted by governance complexities. The stakeholders had to overcome different constraints, while pursuing a common goal: to professionalise PSI.

Firstly, the reason why Belgium can be considered as playing a laboratory role in the broader quest for PSI professionalisation and recognition will briefly explained. Belgium's linguistic diversity has led to a federal political system consisting of three regions. As they govern person-related matters, the regions autonomously legislate matters such as PSI (local term: social service interpreting). To address this great heterogeneity, a federal PSI platform of reflection – COFETIS – worked between 2004 and 2009 to structure the sector, combining forces between Flemish, Walloon and Brussels PSI providers. Progress was made in terms of professionalisation, but PSI could not be unified at national level and lack of funding led to the termination of COFETIS in 2009. Nevertheless, using Belgium's political and linguistic diversity as a basis for reflection, the first concept of a European PSI organisation to streamline PSI quality and lobbying saw the light of day during the COFETIS board meetings – a precursor to a later crucial development in PSI: the birth of ENPSIT.

Secondly, the PSI legal situation in Brussels, Flanders and Wallonia will be described. In 2021, the parties involved in the French-speaking PSI services have submitted a joint request to the relevant authorities for competence-based recognition. In addition, the bilingual Region of Brussels-Capital is currently drafting a regional decree allowing access to the profession on the basis of identified competencies and training. In Flanders, a 2013 Integration Decree formalises a PSI training and certification program and introduces an official register for PS Interpreters.

Thirdly, the fit-for-purpose training and certification process that has existed at university level in French-speaking Belgium since 2015 will be developed. It is currently covering four levels of training and specialisation, to enrol interpreters in a continuous training process. The content of the curricula is at university level, but the administrative mechanisms adopted make them accessible whatever the initial educational level and whatever the working language. Training and certification are therefore open to people of migrant backgrounds and to languages of lesser diffusion, to best meet the needs of the stakeholders in the field. In Flanders, a set training and certification program has been established in 2004, that today

comprises an information session, a preselection test, two training modules, a certification test and post-certification training.

Beyond the Lecture Hall: A Case Study of Student Volunteer Interpreters Helping Ukrainian War Refugees

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Keywords: crisis interpreting, students as volunteer interpreters, interpreter's role and responsibility, qualitative research

The Russian invasion of Ukraine in 2022 followed by an influx of refugees led to establishing Refugee assistance centres (KACPU) in the Czech Republic. In Olomouc, the main interpreting workforce were students and employees of Palacký University, especially from the Department of Slavonic Studies. Students involved in this volunteer activity had different levels of prior interpreting training (0-3 years). At the same time, the professionals working with refugees had no previous experience with interpreters. Side-by-side work of teachers and students provided invaluable material for observation and further assessment. Our paper presents the results of qualitative research focused on the difficulties that students faced in their work for refugee centres, while charting the benefits and detriments it left on their motivation for further studies and future career paths. It is based on participant observation, survey, and 30 semi-structured interviews with student volunteers and other stakeholders, followed by thematic analysis. We found that one of the main problems was defining the roles and responsibilities of interpreters in the Refugee centres, as well as drawing professional boundaries, which, subsequently, affected the mental state of students and their academic progress. Students were given tasks that exceeded their expertise and training, such as informing the refugees on the legal procedures, schools, health care, and mental health support, interpreting traumatic war experiences, and even solving conflict situations. Both parties had a fundamental lack of knowledge of United Nations High Commissioner for Refugees or Translators without Borders Codes of Conduct and were developing the rules and tasks designated to interpreters during the highest influx of refugees in March 2022. Another key factor in delimiting the roles and competencies of interpreters was nationality (Czech vs. Ukrainian students), which also affected the level of personal involvement, values, and motivation. The problematic parts were impartiality and neutrality, and, particularly in the case of Ukrainian students, boundary-drawing. Ukrainian students were more prone to traumatisation and burnout. In both Czech and Ukrainian students, there were cases of extreme burnout which led to the termination of studies. On the other hand, most students assess their volunteer work as an invaluable experience that expanded their knowledge and contributed to their personal and professional growth. Now our goal is to process this experience in order to implement the findings into our teaching practice. This case study also demonstrates the importance of deeper cooperation of academia with professionals who may work with interpreters in the future.

The use of multimodal resources to challenge rapport in onsite and video remote interpreting

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Keywords: Multimodality, rapport management, rapport challenge, video remote interpreting, onsite interpreting

Since the demand for video remote interpreting (VRI) has increased, scholars have been trying to determine what is the influence of this new modality on interpreter-mediated interaction, and how it differs from the onsite interpreting (OSI) modality. Several aspects of VRI have already been investigated, yet scarce attention has been paid to how this new modality affects the management of interpersonal relations. Research into OSI has already investigated instances where interpersonal relations are challenged, often in the context of face-threatening acts. Therefore, we too zoom in on instances of rapport challenge, in which one of the participants, and in some cases the interpreter, does something that challenges interpersonal relations. The present study thus raises a two-fold question: 1) what strategies do interpreters use to deal with rapport challenging behaviour and 2) how are these strategies affected, on a multimodal level, by the VRI modality.

This paper presents an analysis of rapport challenging behaviour based on data from a pilot experiment. For this experiment two interpreters were asked to each interpret one OSI interaction and one VRI interaction (i.e., none of the three participants shared the same physical space). The interactions were script-based, relying on input from authentic cases. To be able to conduct our multimodal analysis, all interactions were video recorded using three cameras from three different perspectives, one for each participant. To gain access to the interpreters' gaze behaviour in the VRI modality, we used the *Eyelink Portable Remote Eye-tracker* to track the interpreter's gaze on the screen (cf. Vranjes, in press). Drawing on insights from previous research, we based our understanding of rapport challenge on Spencer-Oatey's (2008) definition of rapport management in her *Rapport Management Theory*. The analysis also considers the participants' insights, which were acquired in two ways: through a short survey after each interaction, and through semi-structured interviews after analysis of the data.

We provide an overview of the different strategies used by interpreters and show to what extent the VRI modality influences both their verbal and their non-verbal resources to manage rapport. In analysing these instances, we found that verbal and non-verbal behaviour are often inextricably interwoven with each other and that even in VRI interactions, where access to non-verbal behaviour often is limited, the latter can still play a critical role. These findings will present a theoretical contribution to existing views on the multimodal management of interpersonal relations, both in OSI and VRI interactions.

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Challenges of children's involvement in interpreter-mediated parent-teacher conferences

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Keywords: agency, parent-teacher conferences, interpreted-mediated interactions, children's participation

Parent-Teacher Conferences (PTCs) should be the ideal place to build a positive relationship between the school and the family (Epstein and Salinas, 2004; Pillet-Shore, 2016) and where parents and teachers share information, evaluations, and feelings about the children's academic life and performance (Christenson and Sheridan, 2001), with the shared goal of achieving higher school performance from children. Although these are parent-teacher conferences, children may also be present, as the content and ultimate goal of PTCs directly affect them, and parents may more or less deliberately decide to take their children along. This presentation sets out to investigate children's participation in PTCs involving the presence of Italian teachers, migrant families (parents and children), and interpreters called upon to enable bilingual communication. Specifically, six interpreter-mediated interactions between teachers, migrant parents, and their children were audio-recorded in Italian primary schools located in the provinces of Modena and Reggio-Emilia, Italy. The corpus from which the interactions are taken was collected in the context of a European Horizon 2020 project, which aims, among other things, to investigate migrant children's active participation in changing their social and cultural well-being at school (Baraldi 2021, Amadasi and Ballestri 2021). The analysis highlights the barriers that exist to engaging children in these interactions. While Childhood Studies shows that the important enhancement of children's agency in social contexts requires specific non-hierarchical interactional structures, in the interpreter-mediated interactions analysed, the mutual positioning of teachers, parents and mediators does not allow for the creation of a space for children's agency. Thus, the children involved remain silent, give minimal responses when addressed, they show feelings of distress, and their few initiatives are not supported by the other participants. Children are unratified and unaddressed participants, seen as learners rather than agents. Teachers' evaluations focus mainly on children's school performance and parents' commitment in their children's education. Children are almost always silent or give minimal feedback in the rare cases where they are addressed by the mediator (Baraldi and Ceccoli 2023). The presentation shows the reasons for the failure of both teachers' actions and mediators' coordination to involve children and support their exercise of agency.

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The role of gaze in chunking: Exploring multimodality in different configurations of video-mediated interpreting

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Keywords: video-mediated interpreting, turn-taking, gaze, mobile eye tracking, multimodal conversation analysis

Objectives: When dialogue interpreting events are mediated by video (video-mediated interpreting/VMI), this has consequences for the ways in which the participants can coordinate their turn-taking. As research has demonstrated (e.g., Davitti, 2019), the efficiency of using multimodal resources to coordinate the interaction may be constrained due to the specific characteristics of VMI, implying the creation of separate local ecologies of action (Hansen, 2020). However, most VMI studies have investigated settings of video remote interpreting (VRI), in which the primary participants are in one location and the interpreter joins the communicative event from a remote location. Little is known about multimodal aspects of turn-taking in the VMI configuration in which all participants are in different physical locations (three-point interpreting/3VI), which has become more frequent since the COVID-19 pandemic. The present paper analyses how turn-taking is achieved multimodally by participants in two types of VMI (i.e., 3VI and VRI), compared with face-to-face interpreting (F2FI). Following Davitti (2019), we look into the phenomenon of “chunking”, which refers to the ways in which the interpreter knows when and how to take the turn in between longer stretches of talk by one primary participant. Since this is a subtle process involving the use of several (combined) embodied resources, it constitutes a fruitful ground for exploring multimodal aspects of turn-taking.

Methodology: Data were collected by means of nine interpreter-mediated simulations in an educational setting, involving a psychologist and an actor playing the parent role, based on semi-structured scenarios inspired by real-life practice. The simulations involved three professional interpreters, who each performed their task in three configurations (3VI, VRI and F2FI). The quantitative data on participants’ gaze behaviour, collected by means of mobile eye-tracking glasses, served to inform the qualitative, multimodal conversation analysis of the simulations, which focused on the role of gaze in interpreters’ strategies for smooth turn transitions during multi-unit turns. This analysis was triangulated with data from post-hoc interviews.

Findings: The results from the analysis show a close multimodal collaboration between the psychologist and the interpreter during multi-unit turns, with only subtle differences in gaze behaviour between the three conditions. However, the participants inserted longer inter-turn pauses in both VMI configurations compared with F2FI, possibly indicating their awareness of VMI’s constraints.

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Footing and positioning to conceptualise the interpersonal dynamics of an interpreter-mediated interaction

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Research objective: This contribution aims to shed light on the methodological relevance of combining the concepts of footing (Goffman 1981; Wadensjö 1998) and positioning (Davies/Harré 1990; Harré/van Langenhove 1999) to investigate the interactional dynamics of an interpreted bilingual encounter. While the concept of footing is well known in Public Service Interpreting (PSI) research and has proven to be extremely fertile, the concept of positioning (borrowed from the field of social psychology) is still largely unapplied despite its descriptive power to conceptualise interpersonal dynamics (e.g. Baraldi 2018; Mason 2005, 2009; Merlini 2009).

Methodology and data: We will adapt the concept of positioning to make it functional for PSI. Then, to evaluate the relevance of the "footing-positioning" apparatus, we will apply these two analytical lenses to the same discourse data and compare the results. To determine whether the results vary according to the setting, we will analyse excerpts from mental health interpreting and excerpts from court interpreting, with both lenses. Analysis by footing is based on a predefined typology of six conceptual possibilities that particularly illuminates intertextual aspects (Wadensjö 1998: 87-94) and which applies equally to all interactions and settings. Analysis by position aims to dive into the hic et nunc of the interaction and implies the labelling of discursive projections as they are produced without any pre-existing typology, which makes it possible to shed light on the specificities of a given interaction and of a particular setting, especially at the interpersonal level.

Results: The analyses show that the concept of position broadens the scope of information provided by the concept of footing alone. The following is particularly highlighted:

- analysis by alignment illuminates the interactional game by "zooming in" on the Original statement-Rendered statement pair. Analysis by position "zooms out" to observe the evolution of a position throughout the interaction, finely highlighting the joint negotiation of discursive projections by all the participants;
- alignment sheds light on the relationship the receiver/speaker has with what is said (intertextual dimension. e.g. Animator or Author), whereas positioning can shed light on the relationship s/he has with the other interactants (interpersonal dimension. e.g. Relational Mediator or Co-Judge);
- alignment does not reveal behavioural differences according to the setting, whereas positioning can. In our data, interpersonal dynamics are cooperative in mental health and instrumental in court.

The proposed conceptual apparatus can therefore help to determine whether there are interpersonal postural patterns typical of a setting, which feeds into the reflection on the role of the interpreter that may vary depending on the setting.

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Training English/French interpreters working for institutions examining asylum applications: An experience at ISM Interprétariat

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Keywords: asylum application, Nigerian pidgin, interpreters' training

English is one of the ten most requested languages for asylum applications in France, generating a huge need for interpreters (OFPRA 2022). However, there is a significant gap between English that is taught in university courses and English that is spoken by most English-speaking asylum seekers, the vast majority of whom are Nigerians. These migrants use an idiom oscillating between English and Nigerian pidgin (an English lexifier creole), in forms of the language that can be creolized, pidginized, and decreolized depending on social origins and situations (Faraclas 1996/2013). Moreover, studies have shown that unknown accents, cultural specificities, and language level represent an additional burden for the interpreter (Bowen 2000; Pöchhacker 2004).

Thus, after discussing how this discrepancy generated recruitment difficulties, a significant turnover, and complaints from clients, we will recall how the analysis of interpreters' objections at the National Court for Asylum Seekers (CNDA) and the French Office for refugees and stateless persons (OFPRA) showed the need to develop specific training (Demaret 2022). Indeed, there is no training adapted to this need in France, which explains the shortcomings in initial training, which are also frequent among interpreters working in public services (Roat 2000; Ben Ameur 2010; Jacobsen 2012).

Then, we will discuss the history of the specific training that has been set up for this purpose at ISM Interprétariat, since as usual in the framework of public service interpreting, the interpreting service provider is the one who bears the burden of training (Sauvêtre 1996). We propose to share not only its evolution and its results, but also its content, which includes linguistic elements (Nigerian accent, specific lexicon of Nigerian pidgin), socio-cultural elements relevant to the context of the asylum application of English speakers, but also ethical reminders and the basics of note taking and theory, since the study of the theoretical aspects of translation allow a significant improvement in quality in the short term (Gile 2005).

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Mapping the field of educational interpreting in Turkey: A case study

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Interpreting in educational settings has received little attention as compared to other settings, especially in the literature on community interpreting in Europe, and more specifically in Turkey. While the provision of “necessary conditions for ensuring education” is considered an inherent right in the Disabilities Act (2005) for the inclusion of sign language users, there’s little reference to this communicative need for spoken language users in the legislation, as observed in other countries (Tipton & Furmanek, 2016, 165).

The aim of this study is to map the field in Turkey and focus on two cases. First, interpreting practices in the field of education will be presented from a national perspective in a descriptive manner. The interpreting need in primary and secondary education in the country and the interpreting services provided for Syrian nationals under temporary protection in educational institutions, as well as other solutions in public schools will be addressed. In the second part of the presentation, the case study dwelling upon the interpreting practices in two international schools offering primary and secondary education in Ankara, Turkey, will be introduced. In these schools, where interpreting is a prevalent daily practice for various reasons, parent-teacher conferences (PTCs) are conducted in both the language of instruction and the official language of the State. The institutions’ criteria for providing interpreting services for allophone parents or guardians, the mode of interpreting, and the preferences of interaction during parent-teacher conferences are focal points of the investigation. The questionnaire data and the interviews conducted with the representatives of each school suggest that the approach to interpreting services differs in each setting. While both institutions prefer providing interpreting services for seminars for parents related to school regulations, children’s developmental level, or international developments potentially affecting students, staff interpreters working under different titles are only called for if the need is reported beforehand for the PTCs. Lastly, the interpreter positions fall under the category of Project Assistant and Secretarial Staff.

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Work and the Menopause: the experiences of the menopause transition on Sign Language Translators and Interpreters in the United Kingdom

Linda Duncan

A naturally occurring process, most women in their midlife can expect to experience 'the menopause' (NHS Inform, 2022). The effect of associated symptoms on individuals is varied and for around 25-30% of women who experience them, they have a distressing and debilitating impact across all areas of their lives, including in the workplace (Brewis et al. 2017, PFEW, 2019).

In this presentation I will discuss findings to the questions of how the menopause transition is affecting sign language translators and interpreters (SLTIs) in the United Kingdom and the support they require at work.

A hermeneutic phenomenological methodology was used and qualitative empirical data were generated by a series of semi-structured focus group discussions. SLTs who participated had self-identified as either experiencing the menopause transition at the time of discussion, or to have passed menopause and be post-menopausal. Data were analysed thematically to identify commonly reported themes.

The research considered the complexities around interpreting, including the individual identities of the interpreters and the multiplicity of factors which influence their work, the effect of menopause being one of these.

Findings demonstrate the implications for SLTIs in preparing for and managing menopausal symptoms at work and consider how the impact on clients (deaf and hearing) and the wider profession might be mitigated.

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Spontaneous and conscious strategies in Telephone Interpreting

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Keywords: strategies, telephone interpreting, didactic proposal, role-plays

Strategies are considered an essential element of interpreter training. However, the relationship between trainees' use of strategies and strategy training has not been sufficiently studied (Li 2013: 106). In telephone interpreting (TI), strategies are solely applied through the voice, perceived through audition and their aim is very often to compensate for the lack of visual and contextual information that the interpreter is experiencing. In this study, we use conversation analysis to identify, describe and classify the strategies used by trainees in a data collection of 50 audio-recordings of TI role-play exercises. These simulations were part of a specific training on TI consisting of a theoretical session and a practical workshop. All the participating students had received previous university training in public service interpreting and liaison interpreting and had both English and Spanish as their working languages. The simulations had been designed and/or selected to reproduce real telephone interpreter-mediated situations in different settings such as hospitals, police stations, or social services.

The study focuses on those strategies used by students to manage the beginning of the conversation and turn-taking, as some of the most distinctive aspects of professional TI, compared to on-site liaison interpreting. Some of the strategies observed had been previously taught during the training and therefore were deliberately employed by trainees, although not automatized yet, since this was their first contact with TI: for example, the identification of intonation patterns to anticipate the end of a turn and start interpreting without resorting to abrupt interruptions or excessive overlapping. Other strategies, however, were employed intuitively to respond to unforeseen problems and had not been taught during their training. Some of these spontaneous strategies are valid, recommendable and ethical. Therefore, their acquisition and automation should be encouraged, and they could even be included in the trainer's didactic approach, contributing to its enhancement: for example, verifying that the user is understanding what is being said after each turn when very relevant information is conveyed. Other spontaneous strategies, however, should be assessed as inappropriate, even though they proved to be effective to solve a particular problem in a given moment: an example would be the trainees raising their voice when competing with interlocutors for the turn-at-talk.

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The use of multi-role roleplaying in the teaching of dialogue interpreting

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Since the start of the new millennium, there has been a shift in higher education away from teacher-centred learning, where students are often considered as passive recipients of knowledge provided primarily by their teachers, towards student-centred learning, where students are asked to take greater responsibility for their own learning (Klemenčič et al, 2020). This shift also appears to have occurred in the teaching of both conference and dialogue interpreting, though Setton and Dawrant (2016) interestingly warn that students “will often expect direct, even ‘intrusive’ correction and guidance” from their instructors.

Student-centred learning offers “ways of thinking and learning that emphasise student responsibility and activity in learning” (Cannon and Newble, 2000) and requires activities that encourage students’ participation and engagement with the subject matter, including discussion, reflection and group work (Sabah and Du, 2018). Indeed, peer-to-peer learning is a fundamental characteristic of student-centred learning and roleplaying or the simulation in the classroom of real-world situations is a particularly useful way of implementing peer-to-peer learning (Klemenčič et al, 2020).

Roleplaying is one of the most commonly used activities in the teaching of dialogue interpreting (Niemants & Cirillo, 2016), with roleplays primarily scripted and performed in front of the class. This type of roleplay, however, tends to emphasise the central role of the teacher through her/his evaluations and corrections of the interpreting performance of students, sometimes with adverse consequences (Herring & Swabey, 2018).

This paper discusses the use of a multi-role roleplaying activity that involves the active participation of every student in the classroom. They all perform the roleplay, working together in groups of three, but also play different parts within the same roleplay. The student-centred focus of activity also derives from the fact that the feedback on interpreter performance is provided by the students themselves within their individual groups, followed by a general classroom discussion, when teachers can also provide their own feedback. The student-centred focus is further enhanced by the fact that the script is in the wrong language, with students with the same part in the roleplay working together beforehand to resolve not only translation problems, but also to fully understand the part they will be playing.

Questionnaires submitted to students engaged in this activity in different educational settings reveal that this truly student-centred roleplay activity not only enables students to practise similar to real-life situations without fear of being judged, but also helps to create a more collaborative environment, while the need for students to be able to assess their peers also calls for greater responsibility on their part.

Testing multiple communicative strategies in mental health settings (IT-FR): a French Discourse Analysis study of communicative effectiveness in interprofessional-stakeholder education

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Keywords: mediation, mental health, French Discourse Analysis, interprofessional education

Third-Country Nationals (TCNs) with a migration background and low language proficiency (LLP) in the host Country's languages face several barriers in accessing healthcare services, especially in mental healthcare (MH) services (Lebano et al. 2020). To tackle this problem, increased cultural competence of health and social care providers (HSCPs) and specific training for interpreters and/or mediators are recommended strategies (WHO 2022; Arafat 2016).

This proposal focusses on interprofessional education in multilingual-multicultural communication with LLP TCNs in MH settings. I will address multiplicity in two ways: first, an interprofessional-stakeholder education (IPE) intervention (ending in April 2023) will be presented, involving students in Interpreting and Mediation and in Psychiatric Nursing, and relevant stakeholders (HSCPs and LLP TCNs). Most Interpreting and Mediation students are themselves TCNs with a migration background or are second-generation migrants, thus increasing heterogeneity within the group and qualifying as interpreters-mediators (Gattiglia, Morelli 2022) with both experiential knowledge and academic training.

Secondly, I will consider multiple communicative options/strategies tested in non-scripted role-plays (IT-FR) co-constructed with two HSCPs. These strategies were drawn from the Italian dataset of an international survey targeting HSCPs working with LLP TCNs in MH settings. The survey was conducted in 2022 within the AMIF project "MentalHealth4All" (coordinator: University of Amsterdam) on language barriers in MH settings. According to the Italian respondents, the three most effective strategies in MH language-discordant settings were: the use of bilingual cultural mediators/interpreters on-site, bilingual staff/colleagues, and the use of a lingua franca.

The goal of my experimentation is to evaluate the communicative effectiveness of these strategies, engaging with the perceived superiority of interpreters-mediators in order to answer the question: "Is interpreting-mediation always the best option in language-discordant communication in MH settings?". To answer this question, I will analyse the three options/strategies looking for manifestations of agency, epistemic authority, and collaboration-trust between the primary participants, three characteristics that Baraldi, Gavioli (2019) identify as the main specific assets of linguistic-cultural mediation.

My data are drawn from three classroom activities (recorded role-plays and class debate, single-strategy questionnaires) and from two end-of-training activities (self-reflexive narrative assessment forms, and final questionnaires).

All the questionnaires include quantitative (Likert scales) and qualitative (open) questions on the three items of agency, epistemic authority, and collaboration-trust; to study the discursive construction of these items in the qualitative data I will use the theoretical framework of French Discourse Analysis (Maingueneau 2023), an approach suited to the investigation of how power, authority, and rapport are produced in communication.

This experimentation is the first within a process involving testing the adequacy of communicative options/strategies in MH settings with the relevant stakeholders, including students. My aim is to continue this process within different testing-training activities to verify the validity of the survey's results, serving as an awareness-raising process.

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Students contrastive views on written and spoken communicative practices

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Oslo Metropolitan University offers a 15 ECTS course on Sight Translation. The course was firstly designed as a response to research on sight translation in asylum interviews focusing on reading speed. The project documented various factors affecting translation speed such as the reporters writing style, physical exhaustion, reading competence etc (Felberg, 2015; Nilsen & Havnen, 2020). Further research was initiated on interpreter's use of semiotic resources when sight translating and interactional aspects of the method (Felberg & Nilsen, 2017, Havnen 2020, Havnen 2021). The course has continuously been adjusted to new knowledge in the field.

This paper presents an ongoing study based on data from students' experiences with, and knowledge of, written and spoken language use. The data are students' written reflections on differences between writing and speech in Vietnamese, Romanian and Urdu opening for perspectives not earlier discussed in research literature.

Norway has a democratic goal on public communication and this responsibility is reflected through legislation, hence "Public bodies must communicate in clear and correct language that is adapted to the target group" (The Language Act § 9). The students report that in their languages, the distance between writing and speech is huge, literacy varies and historically there are also aspects of diglossia which manifests differently in their respective countries' communicative practices.

Kress (2010) explains mode as a set of semiotic resources with a regularity of use that fulfils communicative purposes in a given community, hence the differences in the semiotics of language use will lead to shifts in meaning potential when interpreters are sight translating in the continuum of source text and target text orientation. Staying close to the written text might demand an upgrading of register which might overshadow the plain language purpose, however, a strategi accommodating to a more understandable spoken variant might challenge the document's authority and/or change the social relation in the communicative event (Havnen, 2020)

By treating written and spoken language use as culturally shaped sign systems, this study answers to Adami and Pinto's (2020) call for more research into contrastive semiotics of signs in relation to translation,

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Public service interpreting in humanitarian contexts: Expectations, challenges and needs of stakeholders in transit zones and refugee reception centres in four European countries

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Keywords: professionalisation, expectations, services, training

Public service interpreting for migrants in transit zones and in refugee reception centres is characterised by multiplicity. This includes the involved actors, the approaches to interpreting and the technologies used. Due to this diversity of actors and approaches, public service interpreting in humanitarian contexts is a field that poses several challenges. Therefore, this study aims at gaining an overview of the current situation of public service interpreting in transit zones and refugee reception centres and to draw conclusions for the adaptation of university education for interpreters in four European countries. To investigate the situation in Austria, Greece, North Macedonia and Slovenia from a broad range of perspectives, 27 semi-structured interviews (at least 4 in each country) were conducted with professional and non-professional interpreters, refugees, public authorities and NGOs by researchers of the ReTrans project. The interviews addressed the experiences in situations requiring interpreting in humanitarian contexts, the actors involved, the related challenges and needs.

The qualitative results from open coding compare the situation of public service interpreting in refugee transit and reception zones in all investigated countries. The comparison reveals differences between the investigated countries and actors not only regarding awareness for the significance of interpreting but also the role understanding. However, several challenges are the same for the majority of the interviewed actors, such as a lack of professional interpreters (for several languages spoken by the migrants), required workarounds in situations that require immediate (oral) communication, such as remote interpreting or automatic means of interpreting, or the mental strain resulting from emotionally charged situations. Furthermore, the expectations among the interviewed actors about the tasks of the interpreters often go beyond interpreting. These additional services expected are often psychological or administrative in nature. This mismatch between the expected services provided by interpreters can be found in several of the investigated countries. In addition, also the preparation, debriefing as well as supervision offers for interpreters differed between the actors who request or provide interpreting services in transit zones and refugee reception centres. Therefore, this research reveals fields of action for raising awareness and for training all actors involved in situations of public service interpreting in humanitarian contexts. It also highlights, in line with previous research, that the training of public service interpreters has to take into account the local circumstances.

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The Necessity of a Holistic Approach in Capacity Building for MHPSS Psychotherapists and Non-Professional/Refugee Interpreters

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Keywords: Mental Health Interpreting, MHPSS Interpreter, Non-Professional Interpreters, Interpreter Training.

A large number of migrants, particularly Syrian refugees, entered Turkey's borders through legal and unauthorized migration routes as a result of the forced migration wave that Turkey experienced in 2011. First and foremost, these migrants needed to take care of their fundamental needs for shelter, food and drink, and health. Due to these needs, the demand for translation and interpreting services became a vital tool to access these services, growing steadily over time.

One of the oldest organizations in Turkey that provides humanitarian aid, the Turkish Red Crescent (TRC), launched the Turkish Red Crescent Community Centers in 2015 and began offering vital humanitarian aid services and assistance in Mental Health and Psychosocial Support (MHPSS). Mental health experts have experienced challenges due to the presence of non-professional interpreters, who are primarily immigrants employed in community centers.

The need for a standard job description for interpreters and a lack of training and competency have negatively impacted the treatment processes. The Turkish Red Crescent Community Centers have determined that training is necessary to increase capacity with this awareness. Based on this requirement, the content of the MHPSS Interpreter and Mental Health Expert Training, which brings together interpreters and mental health experts with the assistance of academia and TRC, has been developed and put into action to build capacity comprehensively and inclusively.

By analyzing experts' and non-professional interpreters' views on their service experiences, this paper seeks to determine if the MHPSS Interpreter and Mental Health Expert Training were sufficient. After the training, the interpreters and experts were given a questionnaire and subjected to focus groups for this reason.

The evaluation's findings demonstrate how well both parties benefited from the interoperability training provided to experts and non-professional interpreters who work in the mental health and psychosocial support fields. Focusing on the findings, we aim to show how the training can establish more efficient, ethical boundaries and healthy relationships between the actors receiving and delivering services. Disseminating this training model in line with a certain standard will increase the services' quality.

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The impact of visual and auditory information on subtitle processing: An eye tracking study

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Subtitling is one of the most common modes of audiovisual translation that provides audiences with easier access to film, television, and other video-based media by transferring auditory information into written text on the screen. Although the widespread use of subtitles has fostered considerable interest in examining the mental processes engaged in the reading of subtitles, our knowledge in this field is still limited due to the inherent complexity of subtitle reading and some methodological limitations in previous research.

This PhD study sets out to develop a more complete understanding of subtitle processing by using both global and local analyses of eye-movement measures to investigate how additional visual or auditory input might affect the reading and comprehension of subtitles. Specifically, it investigates how complex cognitive systems responsible for visual processing, language, memory, and oculomotor control are coordinated to support the reading of subtitles in a multimodal context—a situation where people have to process various sources of information (e.g., the written text on the screen, the background video and/or the audio) at the same time, all of which compete for limited attention and are subject to the limitations of perceptual systems (high visual acuity to identify fine details is largely restricted to the central 2° of visual angle) and cognitive systems (e.g., working memory capacity).

Findings of this study reveal that eye movements during the reading of subtitles are largely under local control, driven by high-level cognitive factors associated with lexical and post-lexical processing. The perceptual, cognitive, and motor systems that support reading in multimodal situations are also flexible and responsive to task demands. For example, viewers shifted to a text-skimming pattern when subtitle speed increased, producing fewer shorter fixations and longer saccades on the subtitles. Furthermore, the adaptations that participants make to their eye-movement routines do not always result from factors beyond their control (e.g., subtitle speed), but instead might be a product of their voluntary choice—a strategic use of each source of information based on an evaluation of their relative contribution to the overall comprehension. Such strategic decisions require metacognitive skills to monitor comprehension and modulate different sources of information. These findings contribute to the development of *multimodal integrated-language framework* for a more comprehensive account of information integration in multimodal contexts (Liao, Yu, Reichle, & Kruger, 2021).

Multiple perspectives on interpreting in asylum settings. Crossing approaches to highlight the sociopolitical implications of interpreting in the French asylum procedure

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Keywords: PSIT in France, Asylum procedure, Sociohistory, Ethnography, Socio-anthropology

Language researchers have demonstrated, during the past twenty years and with cases studies of multiple national contexts, how asylum procedures crucially rely on language phenomenon in the credibility assessment that is at the core of the decision-making process (Inghilleri & Maryns, 2020). Asylum seekers' narratives circulate within the institution by means of entextualization and recontextualization processes (Jacquemet, 2009) and, in most cases, translation. As numerous works within Interpreting studies have shown, interpreters have a crucial interactional role of dialogic coordination (Wadensjö, 1998). Still, in France, the role of interpreters in the asylum procedure – especially during institutional encounters at the Ofpra (Office Français de Protection des Réfugiés et Apatrides, the first instance of the procedure) – has been barely analyzed, while interpreters are now present in 90% of the interviews. In France, if language interpreting issues have been tackled in various settings involving exiles and asylum seekers (such as healthcare), they are neglected as far as asylum interviews are concerned, with only one exception (Gibb & Good, 2014). This is why, considering that “language is core business in the asylum system” (Maryns & Jacobs, 2021), I propose to seize the sociopolitical implications of language interpreting at the Ofpra by theoretically articulating interpreting and socio-anthropological studies, thus using multiple methodological approaches: ethnography and sociohistory.

The sociohistorical perspective, based on the exploration of administrative archives, shows the emergence of the interpreting activity as an institutional stake in the wake of the “neoliberal turn” of the Ofpra (Akoka, 2020). The ethnography consists in observations of asylum interviews (8) and of the activities of a major interpreting services provider (namely, ISM Interprétariat), and in many interviews (35) with professional interpreters. It highlights both the asymmetry between the Ofpra and interpreting services providers, and interpreters' specific forms of institutional agency through language, for example through the non-rendition of metalinguistic statements about the credibility of the asylum seeker.

Drawing on both sociolinguistic regards on interpreting and a socio-anthropological attention for ethnographic positionality issues, this paper will therefore aim to highlight how, in this precise institutional context, the cross-fertilization of multiple epistemic perspectives can highlight interpreters' complex function in the adjudication of asylum.

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Managing interpretation in turbulent circumstances: The urgency to transition from scheduled to remote interpretation during the pandemic

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Canada is known for its ethnocultural and religious diversity, a characteristic of the country valued by the vast majority of Canadians. The first results from the 2016 Census, released on February 8, 2017, showed once more that international migration is the key driver of population growth in Canada. As such, Canada's linguistic landscape is constantly changing. In the 2016 Census, over 7.7 million people reported an immigrant mother tongue (alone or with other languages). This corresponds to 22.3% of the Canadian population. Therefore, language Interpretation in Canada is essential for communication in such a diverse society. Community Interpretation has several critical purposes, including providing language support, facilitating effective communication, and promoting cultural awareness.

In-person public interpretation services (PSIT) in Canada have been a critical part of public service provision since the 1980s, assisting individuals with access to critical information and services. One of the Canadian Language Industry pioneers, MCIS Language Solutions is a Toronto-based non-profit that has evolved into a model social enterprise and has been relentlessly pursuing its goal to remove language barriers for over 33 years. Our vision, to connect people globally through languages, is really about communication. We want to build authentic, transparent and trusted bridges worldwide that will break down silos between people and languages, fueling mobility and prosperity.

The global outbreak of the pandemic has changed the World irrevocably, forcing almost every industry to adopt online technology to continue operations effectively. The pandemic caused a significant shift from traditional in-person to remote interpretation, causing many challenges and becoming an excellent opportunity for growth and innovation. While human interaction is beneficial, the uncertainty brought by the pandemic has led many LSPs to adopt remote interpreting to conduct multilingual exchanges and minimize close person-to-person contact.

As most assignments needed to be offered remotely during the pandemic, there was an urgency to transition from scheduled to remote interpretation. In a few weeks, interpreters who mainly attended in-person assignments had to transition to remote arrangements. This came with significant challenges, and developing the skills required for remote interpretation assignments became invaluable.

First, from the service delivery perspective, the unprecedented need for timely and credible critical health information shifted the interpretation mode from the in-person to multiple remote types (OPI immediate, OPI scheduled, VRI interpretation), creating issues with consistent quality and accuracy of work. Second, the reliance on technology (e.g. Zoom, Google Meet, and others) amplified a diversity of technical challenges,

such as issues with connectivity, audio quality and the reliability/usability of the software solutions. Finally, a multiplicity of health challenges that emerged over time affecting the health of professional interpreters, from audio-related injuries to mental health challenges, further highlighted the public services mandate to prioritize professional interpreter services to ensure that sufficient resources, education, support and strategies will be secured and developed.

MCIS has developed training on remote interpretation, providing practical strategies for language professionals to become successful remote interpreters. This e-learning course guides professional interpreters through the expectations and best practices of remote interpretation. During the most critical times of the global pandemic, we helped thousands of language professionals across Canada to learn the process of remote interpretation assignments, platform expectations, common challenges and solutions, and performance requirements.

With a careful approach to client management, training, recruitment and vendor relations, MCIS overcame the challenges and succeeded in making remote interpreting effective, reliable and equal to in-person interpreting while supporting interpreters' welfare and effective professional practices.

This professional practice presentation will outline the experience, best practices and methodologies concerning access to public services used by a Canadian language non-profit social enterprise, MCIS Language Solutions, that helped the organization become a significant public services partner and provider, particularly over the height of pandemics. The presentation will address the views on best practices with respect to pivoting interpretation services online (training and online onboarding, quality management, crisis response) as well as strategies and approaches to managing the health of interpreters and staff working in the language industry organizations.

We look forward to the opportunity to present our achievements and help language professionals from across the World to learn from our experiences.

I am my parents' voice: the linguistic image of war. Language brokering among Ukrainian children versus professional public service interpreting in a school context

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Keywords: bilingualism, language brokering, community interpreting, migration

Background — Language brokering is an informal interpretation performed by untrained bilinguals, usually for their immigrant parents who do not speak the language of the country they live in (Weisskirch, 2017). This phenomenon is currently occurring among Ukrainian bilinguals in Poland. This research topic is formulated as a result of reflection on the Russian invasion of Ukraine and its consequence, which is Ukrainian immigration to Poland and other countries. The study aims to examine psychological, social, and linguistic factors of language brokering in a school context as opposed to public service interpreting, to suggest how to improve the well-being of bilingual immigrants (Weisskirch & et al., 2021) and to discuss translation policy on language brokering (Thoma, Draxl, 2022), (Gustafsson, Norström, Höglund, 2019).

Methods — The study presents a perspective of teachers working with Ukrainian students, language brokers in Polish schools, and professional interpreters who worked with Ukrainian refugees. Teachers were contacted via the dedicated questionnaire and their perspective sheds little light on the quality of interpreting, the psychological burden on the child, or the effectiveness of the communication. Language brokers took part in short interviews about their feelings during language brokering and their experience at Polish schools. In order to compare informal and formal interpreting practices, professional community interpreters who work with Ukrainian refugees shared their experience focusing on preparation for the interpreting task and the code of ethics as key factors distinguishing language brokering from public service interpreting.

Findings — The current results show that language brokers from Ukraine are actively involved in communication between teachers and parents. However, this phenomenon is new and schools need more language solutions to improve daily contact with Ukrainian parents.

Discussion — The present study is a different outlook on the Ukrainian diaspora in Poland. Language brokering in Poland was only researched in the context of Polish children in the United Kingdom (Żytowicz, 2017) and the war outbreak in Ukraine is a challenge both for schools and researchers.

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Preparing interpreting students for healthcare services: from multiple teaching methods to local professional communities

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Keywords: CARM, multilingual role-play, classroom interaction, healthcare services, focus group

Developed by Stokoe¹ to train professionals working in communication-rich services like hospitals and tribunals, the *Conversation Analytic Role-Play Method* (CARM) takes research findings as a basis for training. It uses anonymised extracts from authentic conversations, recorded in situ as part of the daily work of institutions, to enable trainees to learn from what happens.

Over the last decade, CARM has been used in Dialogue Interpreting^{2,3} and can prove beneficial to train interpreting students (IS) and trainers, as well as practising interpreters and service providers.⁴

I will here focus on IS in higher education and argue that CARM may be suitable not only for language specific courses involving single language pairs, but also for monolingual courses addressing different language profiles and covering various settings.

My presentation will be restricted to the healthcare setting and will present a multiplicity of methods. Through the analysis of video recorded CARM workshops collected in 2022, I will explain how I play extracts synchronized with the transcripts, stop them at relevant choice points and ask IS to produce the next turn/action, collecting some alternatives and discussing their potential consequences before playing what is coming next. I will also show how I deepen some of the theoretical issues raised through CARM by asking subgroups of IS to read, discuss, and then share with the class the key points of some written materials, as well as by doing multilingual role-plays.⁵ To prove the usefulness of my multi-method approach, I will present the results of a pre and post-questionnaire and conclude on the main outcomes of a focus group involving IS who attended the course in 2020 and then started working in local healthcare institutions. My aim is to show how, and to what extent, CARM and the other activities proposed in the classroom help IS build up relevant skills and competencies before they enter a communication- and interpreting-rich service like healthcare.

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Multimodality in interpreted interaction at GPs and interpreters' use of multisensoriality

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Keywords: Interpreter-mediated GP encounters, Multimodality, Composite utterances, Coherence

Over the past decades, a growing amount of studies on multimodality have shown how people use the human body as a multimodal conveyor of meaning in communication, applying diverse semiotic, meaning conveying, resources (Kendon 2004, Mondada 2011, Enfield 2009, Goodwin 2000, 2013). However, there is still a lack of studies on interpreters' strategies when conveying meaning through different multimodal resources such as the use of pointing, gestures, head movements, gaze, posture and positioning, or use of artefacts in the surroundings etc. in their efforts to achieve accuracy in rendition (Skaaden 2013, Wadensjö 1998; 2018).

Based on data and findings from my PhD (Strand 2023), I in this paper analyze the interpreters' combined use of different multimodal resources through different tools of analysis - coherence as a multimodal feature, as well as contextualizing cues, framing, inferencing and interactivity. My findings show how the interpreters render and recombine the interlocutors' use of composite utterances (Enfield, 2009) or speech-gesture ensembles (Kendon, 2004).

My data stem from the observations of interpreting between Norwegian/French and Norwegian/Russian in authentic GP-patient encounters, involving three interpreters with university level training. The empirical data consist of 7 video recordings of 3h10min involving altogether 15 different participants.

From the theoretical points of departure of dialogism (Bachtin, 1981, Linell 2009, 2011, Linell & Marková 2014, Wadensjö 1998, 2001), coherence (Coates 1995, Goodwin 1995, Korolija/Linell 1996) and multimodality (Kendon 2004, Enfield 2009, Dimitrova 1991, Goodwin 2000, 2013, 2018, Vranješ 2018) my analysis discusses Wadensjö's (1998) response to Goffman's production formats with her reception formats – listening to repeat, to rapport or to respond to what is being uttered. I propose a further elaboration to Wadensjö's model, an elaboration that seeks to encompass the listener's multisensoriality. Further research is needed to examine interpreters' production and listening formats, and how they use and (re-)combine multimodal resources in their rendering of interlocutors' embodied utterances. of multimodal resources.

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Assessing the effectiveness of public online communication and community translation quality and productivity through readability measures

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Keywords: access to public services

In this presentation, we will explain the designs and share the data and findings from two distinct commissioned studies focussing on accessible communication. In view of the importance of government communication in community languages and the large volumes of translations done annually in this regard to facilitate equal access to public information and services, these two projects focussed on accessible communication through the lens of text readability.

In the first research project, we demonstrate the value of applying several readability measures to the language of online health messages in fact sheets to evaluate their effectiveness. The study focussed on a sample of English-language health texts put out by two government institutions in the second year of the Covid pandemic from January 2021. Recent research by one of the principal investigators showed that Australian online health information from different sources varied considerably in its readability, and also in its accessibility for first- and second-language speakers of English (Peters & Kruger 2021). We made use of two kinds of readability measures: the general readability tools (Flesch-Kincaid grade scores, and a newer metric customised for second-language readers (Coh-Metrix L2 - a composite of three language factors shown by psycholinguistic research to be significant in ease of reading for second-language readers (Crossley, Greenfield & McNamara, 2008). We also give an overview of the use of videos in online health messaging, paying specific attention to the presence and quality of subtitles.

The second study set out to measure the impact that source text simplification can have on the quality of translations in some community languages. Empirical data on the relationship between text readability and translation quality can give government departments and language service providers information to inform decisions on workflow management and outreach efficiency. This is particularly important in view of the shortage of highly qualified translators in some of the community languages of lesser diffusion. Translators working from English into five different languages were tasked to translate three texts at three different readability levels (set using Flesch-Kincaid and Coh-Metrix L2). The translations were assessed by independent quality checkers. Translators recorded the time spent to complete each translation and also reported their experience of cognitive task load for each task.

Effective online communication and improved translation quality will have a measurable effect on the effectiveness of government communication as well as in other spheres of public life.

We will also discuss the impact of these findings on practice and training in state government services (New South Wales Health, Multicultural New South Wales).

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Mapping of Languages of Lesser Diffusion in Italy, Greece and Spain

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In the context of increasing social and political conflict, Europe is currently experiencing the greatest mass movement of people in the last six decades. Millions of migrants and refugees fleeing war and persecution, intolerable misery or human rights violations have arrived in the European Union to find a refuge. These third country nationals have different linguistic backgrounds and often do not speak the official language(s) of the host countries and the public services.

Based on previous research (for instance Lai, M., & Mulayim, S. 2010 and Hale, S., & Ozolins, U. 2014) and continuing the work of previous European programs (ACT, TRAMIG, ACT, MHEALTH4ALL, MULTITRAIN, to name a few), DIALOGOS is an Erasmus+ project whose aim is to help address the communication barriers of migrants, specifically those from countries with languages of lesser diffusion (LLD), for which there is a lack of qualified translating and interpreting professionals. The ultimate goal of the project is to create a training module and material addressed to heritage and bilingual migrant speakers of LLD who can become Public Services Interpreters and Translators. This project focuses specifically on the mapping of LLD in Mediterranean countries such as Italy, Greece, and Spain, identifying communication needs, developing materials and resources to help bridge communication gaps with institutions and public services, and its final objective will be the development of a training course for migrants with adequate bilingual and bicultural competences of LLD to be able to recruit them as professional and qualified PSIT.

In this presentation we will be offering our first results into the mapping of the current training programs and activities, as well as available training material on LLD and selecting resources that could be localized to specific LLDs in the mentioned countries. Specifically, the first results of a survey carried out to find out the extent to which different LLD speakers living in Italy, Greece and Spain could become as possible translators and interpreters in public services will be presented. For this purpose, both an online questionnaire and a structured interview were designed. The objective was to gather information about language needs and practices in academic, health and legal environments. Thus, the main target group of the survey were young adults respectively from Italy, Spain, and Greece. The questionnaire was initially written in Italian and then adapted to Spanish and Greek language. The aim is to gather the views of participants in LLD-language interactions by means of quantitative (questionnaire) and qualitative (interviews) data exploring needs, problems and resources related to LLD-mediated interactions from the side of professionals and from the side of young bilingual speakers. Therefore, one of the strengths of this project is to listen to the views of the actors involved in LLD-mediated interactions through questionnaires and interviews.

Furthermore, this presentation will explore the elaboration (with special reference to the different

backgrounds that lead to some differences in the questionnaire) and implementation of the survey and its first results, in a descriptive and analytical way.

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When dialogue interpreting is a source of distress

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UMons

Keywords: stress, mental health, vicarious trauma, burnout

Many public service interpreters develop physical and psychological symptoms linked to a state of severe stress (Loutan et al., 1999). Those reactions were observed in mental health settings, particularly when dealing with torture survivors (Crezee et al., 2011), in somatic health (Butow et al., 2012), in the asylum-seeking context (Lor, 2012), among interpreters across all settings (Lai, 2015), as well as among students in interpreting (Valero-Garcès 2001).

Consequently, we established a state of the art of the research on this phenomenon in order to determine possible stress types, their potential causes and solutions. We identified 37 studies in English and in French that discuss those aspects. We applied to this corpus a content analysis (Paillé & Mucchielli, 2013), which allowed us to identify three different types of stress, nine causes and four types of coping strategies used by interpreters or suggested by researchers.

Interpreters are potentially at risk of experiencing compassion fatigue, vicarious trauma and burnout. Among the nine identified causes, let's mention the overstepping of the role limits leading to role conflict (Butow et al., 2012), exposure to and rendition of traumatic contents (Bontempo et al., 2011), the specificities of some settings (Engstrom et al., 2010; Schenker et al., 2012), working conditions (Baistow, 1995) and the lack of training (Hordyk et al., 2017).

The solutions can be divided into four categories: formative, emotional, institutional and personal coping strategies (e.g. Bontempo et al., 2011). We identified good training practices to address the potential psychological distress of interpreters. During mental health awareness workshops planned for May and June 2023, we raised awareness among dialogue interpreters in Belgium and had the opportunity to have their insights.

The psychological impact of interpreting, still largely understudied, deserves the attention and efforts of all the stakeholders in order to improve interpreters' well-being at work. Incorporating stress awareness workshops into interpreter training could help develop good practices, but also prevent the onset of more serious types of occupational stress.

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Multiplicity in video remote interpreting

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Video remote interpreting (VRI) has been offered by public-sector agencies as well as private-sector companies in several countries (including Belgium, Norway and the United States) since early in this century, but very little is known about the working practices and professional experiences of the individuals actually rendering such services. An interview-based pilot study among staff interpreters of a Vienna-based VRI company serving mainly healthcare institutions in the German-speaking area (Koller & Pöchhacker 2018) provided a first glimpse of the new work environment for interpreting service delivery. The five interpreters interviewed, most of whom were recent graduates of MA programs in interpreting, had a relatively favorable impression of this new working mode. After half a decade of impressive expansion, the company now contracts with hundreds of interpreters covering some 60 languages. These staff and freelance video remote interpreters serve a broad range of institutional clients in German-speaking countries, both on demand and in scheduled calls. In order to investigate their professional profiles and work experiences, a comprehensive online survey was conducted in collaboration with the VRI company in the spring of 2023. The presentation will first introduce the company and its development since 2014 with regard to technological solutions, service delivery, interpreter recruitment and training and then report on findings from the survey under the heading of multiplicity – of professional profiles (on-site and remote, telephone- and video-based), settings (from healthcare to legal and social services) and types of interaction (from doctor–patient interviews to job counseling to parent–teacher conferences. Special attention will be devoted to the perceived challenges arising from working in a multiplicity of institutional settings and from switching rapidly from one setting to another.

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Public Service Interpreting in Türkiye: Practices, Institutional Relations and Professional Status

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Keywords: public service interpreting, institutional relations, legal field, professional status, international migrants

Türkiye has become a country at the centre of significant migration movements especially in the last 20 years due to its geographically and geopolitically strategic location between Asia, Europe and Africa continents. Rapid globalisation processes and economic developments, and especially the political developments and turmoil in the neighbouring countries after the year 2010 have brought along a large number of immigrants of varying profiles, such as Syrian, Iraqi, Afghan, Ukrainian refugees; foreign nationals settling in Türkiye; and foreign patients coming within the scope of health tourism. In response to the said migration patterns in the last 20 years, public service interpreting (PSI) practices have come to play a significant role in migrants' and refugees' access to public and social services in multiple contexts, such as temporary refuge centres, healthcare institutions, legal settings such as courts, police units and child monitoring centres, non-governmental organisations, and disaster zones. Particularly the influx of Syrian and later Afghan refugees, and also the growth of health tourism with extending services in different branches in recent years have correspondingly made it inevitable to undertake certain initiatives related to PSI on an institutional scale involving multiple stakeholders, such as public authorities and officials, service providers, language practitioners, among others. Through a comparative examination of the PSI-related initiatives undertaken within three distinct sectors in Türkiye—the legal, healthcare and non-governmental sectors, each of which involves practices broadly homogeneous in their own right with respect to the area of service provided, this study aims to discuss PSI and institutional relations and what implications they carry for professional practice and professionalisation. Sector-specific examination of the factors essential for institutionalisation and professionalisation, such as recruitment and selection criteria, training opportunities, working conditions, rewards and pays (Grbić, 2015; Hale, 2015; Mikkelsen, 1996; Roberts, 1994), indicates poorer institutional PSI practices in legal context compared to the other two contexts, i.e., healthcare and non-governmental contexts (also see Polat Ulaş, 2021). The findings suggest that the existing PSI practices in the legal sector in Türkiye follow a reverse trajectory in terms of institutionalisation and professionalisation compared to that in countries where PSI is relatively better developed (Hale, 2015; Ozolins, 2000). The findings also stress the need for more drastic steps for the institutionalisation of PSI in the legal field—invested with a unique “symbolic capital” (Bourdieu, 1989, 1998) endowing its staff with a special authority and power (Rudvin and Tomassini, 2011, p. 60)—in Türkiye, where large migrant populations have become an important part of social life.

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Designing a continuing education course for humanitarian interpreters

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University training for interpreters, relevant professional associations, and technology at the service of interpreting have mainly targeted highly educated language professionals, with a widening gap between them and the numerous multilingual practitioners who, though active on numerous fronts, have remained at the margins of training, education, and technology. The latter include practitioners in the broader humanitarian field who help overcome linguistic and cultural barriers in conflicts, refugee settings, natural disasters, or pandemics. While the roles of interpreters active in humanitarian settings have been increasingly recognised in the 21st century, few studies have focused on their training in various contexts and the nature of their learning as a situated practice. In Italy, the same authorities seem to ignore the pressing needs for multilingual communication that arise in the humanitarian contexts resulting from increasing migration flows. University courses for interpreters in Italy have so far paid little attention to the training of interpreters in humanitarian settings or the development of proper pedagogical tools for their upskilling and role professionalization.

To counter this situation, universities should provide training tailored upon the needs of practitioners active in various humanitarian settings. Courses need to rest on the two main pillars of accessible technology and interpreter training, covering areas as wide as intercultural communication, ethics, and vulnerabilities, among others. A good example of such training is the free-of-charge pilot course in humanitarian interpreting, jointly organised in 2017 by the FTI of the University of Geneva, and the DIT of the University of Bologna. As the first course of its kind ever organised in Italy, it was addressed to 12 practitioners working in asylum settings.

Drawing on this example and their experience in the course co-design, selection and preparation of pedagogical materials, and teaching, the authors propose a continuing education course model addressed to interpreting practitioners in the humanitarian field, which capitalizes on the findings of the 2017 course and possible areas for improvement.

Interpreting a war: vicarious trauma and guilt in interpreters

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Keywords: interpreting, vicarious trauma, training, humanitarian crisis

Professionals working with victims of traumatic events can experience “vicarious traumatization” (VT) or “secondary traumatic stress” as a result of continuous exposure to trauma (Figley, 2015). This condition, which involves transferring symptoms from a traumatized individual to an originally healthy one (Kindermann et al., 2017, p.3), can mirror and cause post-traumatic stress disorder (PTSD) and burnout. Interpreters, who do not only witness but also channel the victims’ grief, have been observed to experience VT differently than other professionals (Vezzosi and Sarzi Braga, 2017; Muller, 2013).

The Russian invasion of Ukraine has led to an increased need for interpreters to assist war victims who have fled their country. In light of this situation, it is crucial to address again the problem of VT in interpreters in Europe. Furthermore, it is essential to provide appropriate training to manage emotional distress to prevent this condition and increase the interpreters’ quality of life (Creeze, 2015).

This research aims to analyze the manifestation and progression of VT in interpreters who have worked with Ukrainian refugees in Belgium and Italy. Furthermore, this study aspires to determine if prior training before engagement with asylum seekers has a significant impact on the onset and management of VT. This is accomplished through literature review and semi-structured interviews with 16 interpreters and two experts who have been involved in crisis management and response since the invasion began. The interviews aim to collect data on the interpreters’ profile, potential risk factors for VT, observable symptoms, and training history.

Preliminary analysis revealed that VT represents a real risk for interpreters involved in humanitarian aid, and that specific training aimed to prevent and address the frequently overlooked effects of VT is needed. The study findings will be ultimately used to provide training recommendations for interpreting courses.

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PSI Certification in Flanders. Marrying the parallel realities of robust and lower-threshold training tracks

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Keywords: PSI training and certification program, PSI register, PSI aptitude test, language assistants

In 2004, the Flemish government created a central training and testing centre for PSI ('social interpreting') and the first PSI certification program became operational – a series of consecutive assessments and training modules that, today, contains these steps: Intake, kick-off session, preselection, two training modules (with a mid-term evaluation in between), the certification test and, finally, post-certification training.

Candidates can only take part in the next step of the program when the previous one has been successfully concluded. Once they pass the certification test, candidates become certified social interpreters, are included in the official PSI register, are onboarded by the four official social interpreting providers and start work. Thus, there is a continuum in the process, from the intake, via training and certification, to the actual start of someone's PSI career.

To cope with an ever-increasing demand for interpreters, especially for what has become known as 'bottleneck languages', a twofold training and testing approach was developed. In this contribution, we will discuss how the training and certification program was adapted from 2017 onwards. The most important goal of these adaptations was to generate more output – i.e. increasing the number of certified interpreters – without lowering the standard.

A first major adaptation was the preselection test at the outset of the program, containing a language and PSI aptitude test. Only candidates passing the preselection test are allowed to participate in the training. A second major adaptation is the obligatory feedback session for candidates who have failed their certification test. The video-recorded certification test is analysed together with the candidate. At the end of this 2-hour feedback session, a candidate-tailored improvement trajectory is determined.

Parallel to the previous regular program, we have also designed a 'growth model'. In this model, candidates can – after a short training – work as volunteer language assistants in conversational settings that are rated as low in complexity. To determine if a specific conversational setting presents low complexity, we apply a specific methodology. Language assistants also take the preselection test and can, therefore, get further training to become certified.

The objective of this presentation is to describe the consecutive steps in both the regular program and the shorter training and to show how the latter merges into the first as a preparatory course or introductory module. Furthermore, focus will be on the actual impact of both the 2017 adaptations and the growth model on interpreter availability and quality.

Gender-sensitive language in interpreter training: a pilot study

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Keywords: public service interpreting, interpreting education, gender-inclusive language, gender identity, LGBTQIA+

Research within the field of gender-sensitive language in multilingual contexts has until now mainly focused on translating gender in literary works (Bernofsky, 2019; Morillas, 2021; Irshad & Yasmin, 2022) and gender-inclusive language in machine translation (Cao & Daumé III, 2021; Savoldi et al., 2021; Piergentili et al., 2023). However, research on interpreting gender-sensitive language, including gender beyond the binary, is still scarce. This is surprising, considering the rising visibility and recognition of the LGBTQIA+ community (Zimman, 2017) and the use of interpreting services for members of this community in various contexts (Susam-Saraeva et al., 2023). Especially interpreting for trans and non-binary persons presents challenges for both interpreters and service providers in using the appropriate linguistic tools in the source and target languages to adequately represent client identities.

This pilot study aims to explore how student interpreters deal with these linguistic challenges in interpreting classes, without having had any training in gender-sensitive interpreting. At the end of the second semester of their master's program, we organized a practice session as part of a master's course on community interpreting in which we had students participate in a fictional role-play scenario in a triadic setup, which involved interpreting for a non-binary or trans person in the context of mental healthcare. The interpreted conversations were audiovisually recorded and after the practice session the interpreting students were interviewed about their linguistic and interactional choices during the exchange. We transcribed the recordings using ELAN and analysed them using insights from CA, paying specific attention to the (non-)use of gender-sensitive language and its effects on interactional dynamics.

The insights gained from this initial analysis will reveal the linguistic, narrative and ethical challenges student interpreters encounter while interpreting for trans or non-binary persons - and how they cope with these issues. Additionally, the data will allow us to develop training material for future student interpreters, focusing on the primary difficulties in using gender-inclusive language in both source and target languages. From this, recommendations will be formulated for professional interpreters who frequently interpret for members of the LGBTQIA+ community, in order to ensure more inclusive services.

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Exploring multiplicity in interpreter-mediated Mental Health Act Assessments
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This paper addresses the notion of multiplicity in interpreting practice and interpreting research by drawing on the Interpreter-mediated Mental Health Act Assessments project (INForMHAA) funded by the National Institute for Health and Care Research, School for Social Care Research in England. The project focuses on the role of Approved Mental Health Professionals (AMHPs), who play a vital role in safeguarding the rights of those assessed under the Mental Health Act (MHA) 1983. Their role ensures that options other than compulsory admission are investigated, the 'voice', and perspective of the person being assessed is taken into consideration, and their best interests are safeguarded. While there is a legal requirement to ensure a person's language needs are fully met if they do not use spoken English, the ability of AMHPs to accommodate their discursive practices relies on their working relationship with interpreters to ensure rationality of decision-making procedures, fairness, inclusion and equality.

The overall research question for the project is: How does interpreter mediation impact on Mental Health Act Assessments and how can interpreter-mediated MHA assessments be improved? With the following sub-questions:

1. To what extent and how does the involvement of a spoken/signed language interpreter in Mental Health Act (MHA) assessments in England constrain or enable best AMHP practice?
2. When might it be more appropriate to use language concordant services (e.g. language/cultural advocates) rather than interpreters within AMHP practice and how?
3. What constitutes an effective training model for AMHPs and professional interpreters?

Through a mixed-methods study we have: completed a scoping review of relevant literature, conducted surveys with 132 AMHPs and 34 Interpreters about their experiences of working in MHA assessments; conducted follow-up interviews with 18 AMHPs and 7 interpreters who responded to the survey and agreed to be interviewed to delve deeper into their experiences and source examples of critical points of decision-making for AMHPs and interpreters; and have created case study simulations of interpreter-mediated MHA assessment scenarios as a stimulus for focus groups with AMHPs and interpreters.

This paper will therefore address the notion of multiplicity by discussing: multiplicity in language modality (as the project involves both spoken and signed language), multiplicity in research methods (above-mentioned mixed-methods strategy), multiplicity in relation to context (by discussing MHA assessments, which have not been previously explored in interpreting studies), and multiplicity in relation to adjustments to be made for the purposes of inter-professional working dynamics required in a highly-specialized area.

Providing mental healthcare to Applicants for International Protection in Belgium: Working with interpreters

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Keywords:

This contribution presents ongoing research on the provision of mental health services to Applicants for International Protection in Belgium (AIPs), and the possible role of interpreters therein. It is based on an investigation conducted in cooperation with Fedasil, the Belgian federal agency responsible for the reception of AIPs. As an officially multilingual nation-state, in Belgium psychotherapy is usually provided in either Dutch or French, with occasionally sessions being facilitated in lingua Franca English (cf. Roels et al. 2017). Many AIPs in need of mental healthcare, however, are not fluent in one of these languages and therefore need care in other languages.

Our investigation addresses questions related to organizational, cultural, psychological and linguistic aspects of providing mental healthcare to AIPs and addresses the following questions:

- How do staff and residents of Fedasil collective reception structures judge the residents' psychological situation and the mental help they receive within the Belgium asylum system? Which difficulties do they encounter and which options can be identified to deal with these?
- How do cultural aspects affect communication in these settings?
- How do interpreters bridge linguistic differences in a context where each word can potentially carry much communicative weight? Which specific challenges do, for example, arise when metaphors need to be interpreted and how are they dealt with (cf. Wilson & Lindy 2013, Tay 2013)?

In this contribution we present the first results of two datasets, qualitative interviews (N=4) on the one hand and a survey conducted among Fedasil staff (N=114) on the other. We will elaborate on two problems that were identified by staff: (1) the number of residents with psychological problems is judged to be high, much higher than in the ordinary population; (2) next to traumatic events that AIPs experience in the country of origin or in transit, many of the problems that residents encounter are related to long administrative procedures in the receiving country and living conditions in the reception structures. Respondents also suggested solutions, some of which foreground the crucial role of public service interpreters; a large majority of respondents assess that the residents profit from interpreted therapy sessions, and that cooperation with the interpreters is good. However, staff also signals critical points, in particular the organizational difficulties when booking an interpreter, the lack of staff for booking interpreters and setting up interpreted psychotherapy, and the difficulties they experience when identifying residents who need psychotherapy.

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PSIT in Australia: how NAATI Certification supports a multicultural society in Australia and New Zealand

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Keywords: certification, migration, testing, credential, NAATI

Following post-WW2 migration to Australia, the National Accreditation Authority for Translators and Interpreters (NAATI) was established by the Australian government in 1977 to support the needs of a growing multicultural society. Fifty years on, NAATI remains the only certification body for Australia and more recently for New Zealand.

Multiplicity sits at the heart of the Australian society with 27.6% of the population being born overseas and about 23% of the population using a language other than English at home among which the level of English literacy can vary greatly. Collectively, Australians speak over 400 languages including over 160 spoken indigenous languages. As the standard body for professional translators and interpreters in Australia and New Zealand, NAATI regularly reviews migration trends and community demand to ensure certification testing is available for a wide and relevant range of languages, ensuring that public service interpreting and translation (PSIT) is supported by a pool of trained certified interpreters and translators who engage with the industry and maintain the best standard possible.

Multiplicity is also central to the needs of the Australian community and therefore the range of services and level of expertise required by clients and government bodies alike. NAATI's Certification System aims to support this diversity in needs and is encompassing of the multifaceted nature of interpreting - offering a variety of interpreting certification levels from community interpreting to specialised and conference interpreting in spoken and signed languages.

However, the implementation of such a comprehensive system also includes its share of challenges from design, logistical, language coverage and standard maintenance perspectives.

Following the thematic axes of PSIT & migration and professional practice, this presentation will provide an overview of NAATI as an institution, the key role it plays in supporting Australia's multicultural society and how NAATI certification integrates with PSIT and government language agencies in Australia. This presentation will introduce NAATI's current Certification System, present the variety of certification test types and specialisations NAATI offers for both the interpreting and translation streams while highlighting the challenges and complexities faced in implementing such a national Certification System.

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“Only your voice to rely on”. Students’ voices on turn-taking in video remote interpreting

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Keywords: Video Remote Interpreting (VRI), dialogue interpreting, turn-taking

In the interpreting of dialogues in face-to-face (f2f) encounters, the interpreter’s coordination of turns is a necessity when performing in the short-sequence consecutive mode in both language directions (Wadensjö 1998). Several studies have since Wadensjö’s seminal study explored turn-taking in f2f interpreted dialogues (e.g., Englund-Dimitrova 1997, Tiselius & Englund-Dimitrova 2021, Vranješ & Brône 2020). The studies show that interpreters working in the f2f dialogue mode may apply the same subtle signals that Sacks et al. (1974) identified in the turn-taking of monolingual dialogues, i.e., gaze, hand-, head-, and body movements, paralinguistic and verbal signals along with timing and overlapping. First tested in the conference setting in the 1970-ies (Mouzourakis 2006), Video Remote Interpreting (VRI) has since been studied in various settings including institutional dialogues (e.g., Braun & Taylor 2012, Davitti & Braun 2020, Korak 2010). The studies on VRI indicate that turn-taking becomes more of a challenge for interpreters during VRI than in f2f encounters.

How do interpreting students experience turn-taking in the VRI mode? This paper examines the reflections of students taking part in university level courses on VRI. During the online courses, the students practice consecutive remote interpreting in roleplayed dialogues via channels such as Teams, where they take turns in the roles of clients, interpreters, and observers. Subsequently, they discuss their experiences and observations in synchronous chats. The data under scrutiny here are logs from the synchronous chats of three student year-classes. Prior to attending the VRI course, the students have all completed university level courses on onsite (f2f) dialogue interpreting. Moreover, most students have already practiced as interpreters in institutional encounters of the public sector setting as well as the courtroom and conference settings.

The qualitative thematic analysis shows that the students find the subtle signals, that they efficiently apply in the coordination of turn-taking in f2f encounters, to have an altered or reduced effect “on the screen”. They ascribe these observations to the limitations offered by the technology but also suggest that VRI requires raised awareness among the professional in charge of the institutional encounter about the cognitively challenging task of the interpreter.

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From crisis management to strategic approach: PSI training for Ukrainian displaced persons in Slovakia

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Keywords: public service interpreting and translation, community interpreting, crisis management, training, displaced persons from Ukraine

After the Russian invasion of Ukraine in 2022, Slovakia was suddenly faced with an unexpected and unprecedented wave of displaced persons from Ukraine. Slovakia, formerly an emigration country, has minimal structures for training community interpreters and translators for refugees and displaced persons. In light of a significant increase in demand for PSI, the article offers insights into the crisis management of PSI after the initial months of improvised and ad hoc translation and interpreting, including the development of ad hoc interpreter training for the Ukrainian community. The PSI training model, which started as an improvised course and evolved into a certified course over the past year, could be applied to interpreter training in other necessary languages in the future, based on a thorough needs analysis.

Methodologically, the didactic structure of the training modules is based on research into specific needs and qualitative interviews with front-line service providers, volunteer interpreters and the Legal Counsel. Theoretically, the didactic approach is based on the Four-Stage Process Method according to C. Giamb Bruno (2014) and the Tandem Method for training interpreters in LLDs (Driesen - Pedersen 2011). It reflects the recommendations of the integrative process-oriented approach for the development of relevant translation skills according to the PACTE project (2000, 2003, 2005).

Further, the article outlines research on the long-term strategic management of PSIT in Slovakia, based on an efficient translation policy (Meylaerts' (2011), González Núñez's (2016)). The way these services are delivered to national public institutions, the opportunities for professionalisation, training and social recognition of T and I differ greatly from quality standards in international institutions, and there is a huge gap between the standards set by theory and the reality of practice (Hale (2007), Hertog (2021)). It is clear, that fundamental changes in this area cannot be achieved bottom up by translators and interpreters in the PSIT sector, but top down - establishing an effective translational policy model in this sector, which is a subject of an ongoing research project by the authors of the presentation.

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The Ethics and Challenges of Machine Interpreting in Public Service Interpreting

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Without judging their respective « quality », decision making processes by humans and by algorithms are fundamentally and categorically different, make different mistakes, and might have different outcomes and therefore consequences. While societies and governments have considerable experience understanding human decision-making and its failures, they are only beginning to understand the flaws, limitations and boundaries of algorithmic decision-making.” (EU report – algorithms & human rights)”

The rise of Neural Machine Interpreting/Translation and AI brings the promise of solving the problem of accessing translation/interpretation services. Services can be made more uniformly available cheaper, addressing the multiplicity relating to access across different sectors. We would also be able to address the multiplicity relating to access in lesser diffusion/rare language combinations. This in turns means moving towards more equitable access to services and information beyond language barriers. However, the use of machine interpreting and translation and its various applications in public sector and community translation and interpreting raises a number of ethical concerns. I will talk about the growing use of these technologies and how we are incorporating them into our workflow. I will also suggest a decision tree for their use and ask questions relating to the pitfalls from their use

- perpetuating patterns of discrimination/oppression by our use of technology/AI?
- challenges to look into that we have not had to deal with before?

In this presentation I will suggest some approaches towards incorporating the benefits of NMT and AI into the provision of translation and interpretation services in public sector and community settings, while also addressing emerging ethical considerations. I will also present some suggested guidelines to make informed decisions in various settings as to the effective use of these technologies and briefly mention safeguards to be put in place to avoid pitfalls and challenges.

Interpreters in Family Mediation

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Keywords: Mediation (contractual), Interpreting, mediation strategies, rapport, empathy, small-talk, control

Mediation is actively promoted throughout the European Union as an alternative to court-based dispute resolution (European Parliament and Council (2008); UK Ministry of Justice (2011)). Contemporary mediation takes place, however, in the context of highly linguistically diverse societies and the growth of 'super-diversity' (Vertovec, 2007). Cases of mediators working with Non or Limited English Proficiency (NLEP) clients in child abduction and family mediation cases are increasing.

Mediators use carefully considered communication strategies (sequencing, re-framing, option identification, finding commonalities) to mitigate conflict, encourage negotiation and overall to promote successful outcomes for the Mediation encounter. The introduction of an interpreter, however, risks these delicate linguistic and inter-personal strategies being derailed through lack of understanding on the part of mediator and interpreter on how to implement these strategies across languages and culture.

This presentation will report on a mixed-methods research project into the phenomenon of interpreting in the Mediation encounter, with a particular focus on Family Mediation (Roberts 2014). Using a semi-structure interview approach qualitative data was collected from practicing professional mediators with experience of working through interpreters. This data was then subjected to thematic analysis (to identify the underlying understandings of the mediators about working through interpreters, and to discover the different ways that interpreters could affect the progress of a Family Mediation encounter (Townsley, 2021).

The research indicated that understanding on the part of mediators of the role and function of interpreters was based on a 'textual model' of interpreting (Wadensjo, 1998) where the interpreters were expected to confine themselves to a verbatim rendition of utterances produced during the encounter. When mediators called for interpreters to 'say to them exactly what I am saying' or expressed their desire to 'simply' [know exactly what was said', however, they appeared to conflate close or verbatim interpreting with maintaining the primary, un-shared control over the interaction that they would have in a monolingual mediation. I argue that this is an unrealistic framing of the activity of the interpreter and one that precludes mediators from drawing on a wide range of communicative resources interpreters can offer. The research report concludes with recommendations for mediators on how to move away from the language conduit model implicit in their understanding of interpreting to a more collaborative co-worker model akin to that proposed by Tribe and Lane (2009) for interpreters in psychotherapeutic encounters.

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Interpreting for Ukrainian refugees in the healthcare system in Poland. A pilot study

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Keywords: Ukrainian, refugees, Poland, Warsaw, healthcare, non-professional

The war in Ukraine has led to an increase of immigrants all over Europe, in particular in Poland; with the arrival of almost 10 million refugees in our country. Since 2022, some of these refugees have left Poland and are now in other countries; others have returned to Ukraine. Today, according to the latest estimation, the total number of Ukrainian refugees in Poland is 3.37 million, of which almost 48 per cent are children under the age of 18, and 42 per cent are women.

In this unprecedented situation, Poland has had to face the challenge of accommodating and eventually integrating Ukrainian citizens. Poland's shift into a country which is a target of immigration and is increasingly multilingual and multi-ethnic is a fact, as the high percentage of Ukrainian refugees brought new perspectives and needs in all fields of society and economy; in particular in the healthcare and mental health system. Since the beginning of the refugee crisis, it was crucial to launch an adequate system for Ukrainian patients in order to provide them with give them information about medical care and care facilities or services in their mother tongue (i.e. Ukrainian and/or Russian), to provide translation and interpreting during medical consultations in public or private hospitals or in health centres.

Faced with the refugee crisis, the Polish government was supposed to implement the necessary infrastructure for their integration. However, so far, this infrastructure has not been effective in improving the hosting of refugees. In this situation, professional Polish associations of translators and interpreters, as well as non-governmental organizations, were forced to replace public services and offer alternative solutions in the field of linguistic assistance for the refugees.

The aim of our presentation will be to discuss the results of the pilot qualitative research on the actual scene of interpreting and translation offered by language mediators in healthcare setting in the capital city of Warsaw, which hosts the vast majority of Ukrainian refugees. In particular, we will discuss the availability of language mediators in PL-RU and PL-UKR combination in healthcare facilities, public and private hospitals, and ad hoc solutions carried out during medical consultations.

Our research is based on the results of a series of semi-structured interviews conducted with professional and ad hoc interpreters, with Ukrainian patients, and doctors with no adequate knowledge of the refugees' language. The content of the interviews consisted of questions pertaining to the organization of interpreting by public services or NGOs, interpreters' experience and observations concerning linguistic mediation in medical settings, as well as challenges they face due to the psychological or emotional burden they endure.

We hope, the results of our research could serve as practical solutions or guidelines for interpreting in healthcare settings during a refugee crisis.

Finding multiplicity in renditions: the case of self-initiated multi-part renditions as a means of maintaining mutual understanding in interactions with migrants

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Keywords: Linguistic mediation, Conversation Analysis, Multi-part renditions, English as a Lingua Franca, Migrants

Research has shown that specific contingent constraints are imposed on interactions taking place in institutional contexts, modifying the ways in which people communicate in talk-in-interaction (Drew and Heritage, 1992). When English as a Lingua Franca (ELF) is used as the language of mediation with migrants accessing the public services of a host country, discrepant levels of linguistic competence may pose a threat to the communicative outcome of the institutional encounters (Guido, 2018). By combining Cecilia Wadensjö's (1998) taxonomy of renditions and the analytical tools offered by Conversation Analysis (Sacks et al., 1974; Sidnell & Stivers, 2013) this paper aims to showcase how linguistic and cultural mediators, working in public services in Northern Italy, may orient to deploying *two-part or multi-part renditions* (MPRs) as a means of safeguarding intersubjectivity and mutual understanding.

The data set analysed is a selected collection of data coming from two larger corpora: the AIM Corpus (Gavioli, 2018), a large corpus of mediator-interpreted interactions in public healthcare services, and the CHILD-UP corpus, a collection of mediator-interpreted parent-teacher meetings recorded as part of a Horizon 2020 project (the CHILD-UP project, Baraldi, 2021) on migrant children integration in schools. All service users in the data set as well as the mediators share a migrant background from either Nigeria or Ghana, and the languages they speak are either ELF or Twi, a Ghanaian dialect with loanwords from English. All data were audio-recorded and transcribed first with the software ELAN, and then according to the Jeffersonian conventions used for Conversation Analysis (Hepburn & Bolden, 2017).

The analysis of the data shows that mediators may sometimes orient to distributing the propositional content of the service providers' original utterances over different turns-at-talk, while at the same time making sure that migrants are following what they are being relayed or asked. Wadensjö's original theorisation of MPRs has therefore been expanded to include the distinction between *other-initiated* and *self-initiated* MPRs. The former is the result of the interjection of an interlocutor's utterance during a mediator's rendition, while the latter can be singled out as a mediators' orientation to waiting for the migrants' feedback before continuing translating. Self-initiated MPRs are thus shown to be effective communicative strategies to be deployed when migrants' lack of linguistic competence may put the outcome of the institutional encounter at stake.

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Multiplicity in facilitating access to public services: Introducing the *Get to Know to Keep in Mind* project

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Keywords: Humanitarian action, multilingual communication, asylum seekers and refugees, Afghan crisis, languages of lesser diffusion (LLD)

My proposal focuses on the presentation and development of the *Get to Know to Keep in Mind* project. Spain was among the countries to evacuate Afghans who had helped their troops and diplomats following the invasion by the Taliban and the exodus of thousands of Afghans in 2021. During the withdrawal by Western forces, Spain airlifted more than 2,000 people out of the country, most of them Afghans at risk of reprisals from the new Taliban rulers. The first group to arrive following the takeover by the Taliban landed at Torrejón de Ardoz air base (Madrid) on August 19, 2021. Since then, planes have brought hundreds more Afghan citizens to Spain, who subsequently crossed into other nations such as Pakistan, Turkey, and Iran (Info Migrants, 2022/08/11). By moving to Spain, they saved their lives; one year later, some are still struggling to build a life and find employment (Lopez and Rodrigo 2022).

The project entitled *Get to Know to Keep in Mind* is based on two hypotheses: First, mutual knowledge of the traditions, cultures, and languages of the two countries (Spain and Afghanistan) leads to an advancement in the integration of the Afghans welcomed in Spain, and second, this mutual knowledge helps as a stimulus for greater international cooperation and more excellent work and training opportunities for mediators, translators and interpreters (Tr&In) as bridges of communication between both sides. In this context, the main objectives of the project were twofold: 1. to promote joint actions and interventions by social agents, mediators, TR&IN, psychologists, and educators who are collaborating with the Afghan migrant population, and 2. to become acquainted with the necessary work of experts in communication with the foreign population. A mixed methodology - quantitative and qualitative- was followed. Quantitative data came from two surveys addressed to a specific group of people: 1. Spaniards, and 2. Afghans in Spain. They were distributed by email and social channels (WhatsApp, social networks, etc.) to all those people and/or associations that could be interested in this project. The main objective was to get general information about gender, language (s) informants speak, and experience as (ad hoc) interpreters/translators and training. Qualitative data came from conversations and interviews with the different agents involved in the project and the compilation and analysis of materials (videos, texts, drawings, etc...) related to the Afghan population in Spain and information from Afghanistan. An online survey was also distributed to ask both groups (Afghans and nationals) to write or record audio about specific topics (first topics/ things that caught their attention, main difficulties, suggestions, or advice to newcomers). Data analyses helped us identify some challenges both groups face to facilitate integration. Communication barriers (due to language and cultural differences) were one of the main difficulties pointed out by both groups. As the main conclusion, the project has allowed

us to get closer to the Afghan and foreign populations and to exchange useful information on strategies or guidelines to facilitate linguistic and cultural communication.

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Towards an integrated and customer-first approach for PSIT in Flanders and Brussels

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Keywords: social interpreting service, social translation service, integrated and customer-oriented approach, standardization of procedures

On June 7th, 2013, the Flemish Government approved, ratified, and promulgated the decree on Flemish integration and civic integration. In this decree, the historically grown integration sector was reformed. The decree opted for a single unique access point for all integration instruments, including social interpreting and translation. 33 organizations in the sector were merged, an unprecedented operation in the social sector and a major step towards an integrated and customer-oriented approach for social interpreting and translation. In this presentation, we want to discuss the current state of affairs and provide insight into future challenges.

Today, in Flanders and Brussels, there are four actors responsible for organizing social interpreting and translation services: the Flemish Agency for Integration and Civic Integration, the city agencies Atlas (Antwerp) and Amal (Ghent), and Brussel Onthaal vzw (Brussels). The agencies started a project in 2017 to develop a long-term approach for a uniform social interpreting and translation service in Flanders and Brussels. Previously, the interpreting and translation services were using different pricing and compensation frameworks, and a lot of other aspects were poorly aligned as well. The project was completed at the end of 2019 and resulted in a uniform, sustainable and transparent service: pricing and compensations were aligned, several workflows were coordinated in order to ensure high-quality services that are integrated within a broader language policy. Still, we are not quite there yet. The sector has now embarked on an integrated and customer-oriented operation, comprising the development of an integrated IT system and online portal for both interpreters/translators and customers. A one-stop self-service portal must become the gateway to social interpreting and translation services. It should represent a major step forward in terms of user-friendliness and accessibility.

However, there are still some challenges ahead. The integration into a broader language policy is not yet uniform, a common complaint procedure still needs further development, but above all, there is still plenty of room for uniformity in the area of written translation. Since the four agencies are also dependent on different local government structures with different needs and varying subsidization, the process of standardization is quite complex. Finally, the emergence of several commercial players poses a challenge (or opportunity?) in the near future.

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Decree of 7 June 2013 on Flemish social and civic integration policy (and all amendments to this decree).

The multiple roles of male partners interpreting for clients during abortion counselling

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Keywords: abortion, non-professional interpreting, role, linguistic ethnography

Several studies have examined the roles of patient companions acting as non-professional interpreters in a variety of medical settings, such as primary care (e.g. Roberts & Sarangi, 2018) and mental health services (e.g. Martínez-Gómez, 2020). To date, however, no studies have been undertaken to examine their role in abortion care. This contribution examines the specific case of male partners who provide language support for their pregnant partners during abortion counselling sessions.

The analysis is based on a dataset of twelve counselling sessions in which the client's companion is her partner and takes up an interpreting role. The data are part of a larger linguistic-ethnographic project on linguistic diversity in abortion care, for which fieldwork was conducted at a Flemish abortion clinic between February 2020 and August 2022 (see van Hest et al., 2023; van Hest & De Wilde, 2021). A discourse analytical approach was used, focusing on the uptake and shifts in 'discourse roles' in an interplay with 'activity roles' (Halvorsen & Sarangi, 2015), as well as on interpreting 'renditions' (Wadensjö, 1998).

In this presentation, I focus on the shifts in partners' interactional roles throughout the consultation, analysing how partners' interpreting roles intersect with *partner talk* (i.e. partners speaking for themselves). Partner talk is established in two ways: through explicit *counselling shifts*, i.e. healthcare providers asking partners about their perspective and feelings regarding the abortion, and through *self-initiated partner talk*, i.e. the partner providing his own perspective without being explicitly invited to do so. The data show that partner talk entails risks. First, in the case of counselling shifts, healthcare providers and partners interact in a language in which the woman does not have proficiency, leading to her being temporarily side-lined. Second, self-initiated partner talk that is inserted into renditions of client turns, in the form of additions and omissions, blurs the woman's voice.

I conclude that these interactional dynamics constitute a *paradox of partner-inclusion*. In the case of women who have limited or no proficiency in the institutional language, and who receive language support from their partners, the staff's concerns for and recognition of *partner inclusion* as procreators of the foetus can come at the risk of *client exclusion*.

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Exploring Terminology Challenges, Needs and Translation Strategies in Interpreter-Mediated Legal Settings: The Case of Pre-Trial Hearings in Belgium

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Keywords: legal interpreting, interpreter-mediated pre-trial interactions, terminology challenges, terminology needs, translation strategies

Interpreter-mediated legal settings encompass a broad spectrum of context-specific encounters, ranging from police interviews, pre-trial hearings led by an investigating judge, court hearings, confidential lawyer consultations to prison settings. Historically, academic research in the field of legal interpreting (LI) has been mainly centered on (public) court hearings (see e.g. Monteoliva-Garcia 2018). The focus in our research is on interpreter-mediated interactions in pre-trial settings led by an investigating judge, which is still largely uncharted territory in the academic field of LI.

Most legal encounters feature a power difference between legal professionals and other primary participants. Legal interpreters (LIs) too do not necessarily master the specialised knowledge on the same advanced LP level, possibly giving rise to terminological challenges and translation difficulties. At the same time, both LPs and PPs substantially rely on the interpreter's words to communicate, even if the LI faces unfamiliar (e.g. technical) terminology due to a lack, or total absence, of preparatory source materials. Interestingly, terminology-oriented academic research initiatives in LI seem to be rather unprecedented, although it is worth pointing out one recent publication, i.e. Vigier-Moreno 2021. At best, 'terminology' is mentioned only in passing through as a subordinate aspect of interpreting quality. Even in the broader field of dialogue interpreting, terminology issues have been investigated marginally (Niska 1998; Valero-Garcés 2005; Pöllabauer 2017).

This research is aimed at combining and filling two existing gaps in the field of LI, by focusing on (1) terminology challenges in (2) interpreter-mediated pre-trial encounters in Belgium. Our ambition is to investigate terminology challenges and needs as perceived by both LPs and LIs, and to study the use of solution strategies applied by LIs for translating terminology (as well as the reasons for using these strategies).

In this presentation, we will give an overview of the research design for this ongoing project, comprising observations of interpreter-mediated pre-trial interactions (both authentic and role-played) as well as interviews with LPs and LIs. Up till now, we were able to observe eleven interpreter-mediated pre-trial hearings (led by four different investigating judges) in Antwerp. Preliminary findings with respect to terminology challenges and needs, resulting from the observational part, will be presented and discussed.

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PSIT & Digitization - Towards an innovative service of social interpreting and translation in Flanders and Brussels
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Keywords: digitization, innovation & technology, PSIT- service centered, remote interpreting

The social interpreting and translation providers in Flanders and Brussels have been investing for several years in the technological renewal of their services. Digitization offers opportunities to innovate procedures and processes and to increase user-friendliness and efficiency significantly.

That digital innovation is based on a strongly customer-oriented service in which user-friendliness and quality are central. It supports the integrated service model of the social interpreting and translation providers in Flanders and Brussels.

Therefore a self-service portal for public and social service providers, candidate interpreters and active social interpreters and translators is becoming the gateway to PSIT services. For social interpreters and translators, the portal will be a tool to manage and schedule their daily activities. Interpreters in training take more of the helm of their own training trajectory through the portal. The portal will also assist certified interpreters and translators in managing their daily assignments. After certification a digital onboarding procedure ensures a smooth flow of the newly certified social interpreters to the professional field.

The portal focuses on user-friendliness, innovation and maximum self-management. Other focal points in the new innovative service model are the automated matching of demand with suitable supply, guided choice of the appropriate interpreter type, and the online integration of remote interpreting.

As said, the portal will become the all-in-one platform to offer all services, including remote interpreting. Remote interpreting is the 2nd major innovative pillar of the service. It has gained importance. During the pandemic, it gave services the opportunity to unlock time- and place-independent offerings; to provide quality communication support between service providers and their clients in circumstances devoid of any other ways to communicate orally.

However, remote interpreting also presents challenges. The conversation context is subject to limited non-verbal communication and its interpretation. Digital distance requires specific attention on techniques and conversational construction. These insights were based on the research “Remote interpreting in healthcare settings: a comparative study on the influence of telephone and video link use on the quality of interpreter-mediated communication” by prof. Ester de Boe. The training module was developed in collaboration with her.

The official Flemish register for social interpreters: Why do interpreters drop out and what can win them back?

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Keywords: register, interpreter (in)activity, survey, reasons for (in)activity, (re)activation

Since the Flemish Integration Decree of 2009 (and, ensuing 2013) a formal Flemish register for PSI (“social interpreters” - SI) has been established. Candidates that pass the centralised PSI (SI) certification test, organised by the Flemish Government Integration Agency’s Certification Service, are included in the register.

The official PSI providers draw from the register to find and employ certified social interpreters. However, only about 50 percent of these registered interpreters appear to be active as interpreters today. The others have dropped out and do something else, either temporarily or permanently. This is a matter of great concern in a context in which the demand for social interpreters is ever-increasing, both in number and language varieties.

To inquire on the possible reasons behind this inactivity as interpreters, the Flemish Government Integration Agency conducted a survey in 2022. All the interpreters included in the Flemish register received a questionnaire. The findings were analysed both in quantitative and qualitative terms. Based on these findings, we identified the most pressing reasons and formulated a series of solutions in a report.

Since April 2023, the Flemish Government Integration Agency and its partners in the field of PSI in Flanders are carrying out a follow-up action project to investigate which (if not all) of the recommendations would be productive in solving the issues at hand and, thus, create the circumstances in which a larger proportion of the certified social interpreters remain active or is interested in becoming active again. As of July 2023, these solutions will be presented to the interpreters concerned.

In this presentation we will first discuss the methodology used, the findings and the recommendations that were included in the report. Next, we will discuss a set of solutions and the way interpreters responded to them. The InDialog 4 is the first forum where the proposed measures and the interpreters’ reactions will be communicated for the first time.

Interpreter-mediated communication in psychiatric and psychotherapeutic settings: A multimodal approach

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Keywords: therapeutic conversation, paraverbal communication, interpreting, voice and speech features, speech analysis software

The aim of this paper is to investigate interpreter mediated communication in psychiatric and psychotherapeutic conversations, in which acoustic voice and speech characteristics such as fundamental frequency, pitch variability and pauses play a very important role. The key question is if and how an interpreter can and should render the paraverbal aspects of these conversations. The presentation includes a short overview of the research literature and a case study that aims to gain better insight in the work of an interpreter and the requirements she must fulfil.

The overview of the research literature takes into account studies with a psychiatric and psychotherapeutic approach (e.g. Sikorski 2012, Weeks et al. 2012, Donovan et al. 2017, Shugaley et al. 2022,) as well as interpreting research studies (e.g. Costa/Briggs 2014, Hsieh/Nicodemus 2015, Blumenthal 2016, Felgner 2017, Iglesias Fernández & Muñoz López 2018, Bot 2021). In interpreting studies, there has so far been little research on the interpretation of paraverbal characteristics in a psychiatric or psychotherapeutic setting. The question whether interpreters have to render the emotions of the speaker, and if so, how they should do it, has not been answered clearly. Neither the codes of ethics nor the international standard (ISO 13611) include guidelines in this regard and the research literature provides different opinions.

The case study is based on the transcription of an audio and video recorded interpreter mediated psychotherapeutic consultation. It differs from previous studies in two respects. First of all, the transcribed consultation is a complex one because other than the patient and the psychologist, also the father and stepmother of the patient participate, and they do so via skype instead of live. Second, a series of turns has been analysed by means of the speech analysis software program Praat (see Boersma/Weeninck) that already has been used in psychiatric research (e.g. Shugaley et al. 2022) and in simultaneous interpreting studies (e.g. Barbara Ahrens), but to my knowledge not in bilateral community interpreting studies. The focus of the analysis is on the acoustic characteristics of the consultation and the paraverbal performance of the interpreter.

The Praat-spectrograms show how different emotions of the patient are reflected in voice features. The spectrograms also allow to compare the paraverbal features of an interpretation with those of the original utterance of the patient and the psychologist. In this case study, the comparison leads to the conclusion that

the interpreter adapts voice and speech to the emotional and linguistic situation: some utterances are interpreted for one participant only, others have more than one addressee.

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Andrei Fedorov's Theory of Translation and Its Place in the History of Translation Studies

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My thesis “Andrei Fedorov’s theory of translation and its place in the history of translation studies,” for which I have been named a 2022 CIUTI Award laureate, was supervised by Professor Jeremy Munday, Professor Jacob Blakesley, and Professor Bogdan Babych and funded by Leeds International Doctoral Scholarship. My research project was an interdisciplinary study in the field of translation history and historiography of translation theories that investigated the figure and work of Russian translator and scholar Andrei Fedorov, focusing on his translation theory and ultimately seeking to reclaim his place in the history of the discipline.

Translation studies in Anglophone literature in the last decade has observed a growing interest in non-Western European traditions. Translation theory, developed in the Soviet Union in the early and middle 20th century, has been among them, including the work of Andrei Fedorov, as seen in studies by Baer, Mossop, Pym, Schippel, and Shakhova. Fedorov was the author of *Introduction to Translation Theory*, first published in Russian in 1953, which was highly influential in the Soviet Union and other countries of the Eastern Bloc. The scholarship on his work remains limited, partly due to the lack of translated primary sources. Only in 2021 was Fedorov’s major work on translation theory published in Baer’s translation into English.

My thesis asks what Fedorov’s contribution to translation theory was and how far it has remained relevant. I used close reading and critical analysis to study the metalanguage of Fedorov’s theory and to identify changes made on the way to its publication, revealing the development of his ideas and interference of external factors. The thesis provided an original analysis of Fedorov’s trailblazing role in the history of translation studies, in particular his contribution coining the name of translation theory as an autonomous discipline and defining its scope and characteristics. My archival research included an analysis of Fedorov’s correspondence that answered another research question pertaining to his academic communication outside the USSR and demonstrated his links to scholars in both the Eastern and Western Bloc. Fedorov’s ideas crossed geographic, national, and linguistic boundaries. This was also supported my scientometric analysis demonstrating a significant impact of his works. These findings led to the conclusion that Fedorov’s work remain relevant today, primarily from the historical perspective of his pioneering role in the development of translation studies as a discipline and its conceptual framework.

Multiplicity in public service interpreting and translation in Spain: different fields, different expectations

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Keywords: skills, PSIT, institutions, NGO, companies

Public service interpreting and translation (PSIT) is under-professionalised in Spain (Lázaro Gutiérrez and Álvaro Aranda 2020: 71). As a result of this under-professionalisation, different solutions have been pursued to overcome language barriers. The solutions depend on the field (health, education, social care, judicial, administrative, or police settings) and the region (the different autonomous communities) where the PSIT activity occurs. Moreover, the funding available also affected the solutions provided. Thus, for example, in the medical setting, different solutions are used such as telephone interpreting, an independent professional interpreting service and improvised non-professional solutions (Foulquié-Rubio, Vargas-Urpi et al. 2018; Del Pozo 2013). On the other hand, translators and interpreters who work in the legal setting consist of a mixture of in-house staff and external contractors. Specifically, the subcontracting and outsourcing model has been the predominant system for the provision of T&I services in judicial and police settings (Foulquié-Rubio, Vargas-Urpi et al. 2018). Therefore, the field of PSIT is varied and encompasses not only different sectors but also performing different tasks. Thus, it involves knowledge of the functioning of different types of bodies, systems, and concepts and using specific skills that may differ depending on the field involved. Knowing what employers are looking for in potential candidates considering the variety of the fields that PSIT comprises is essential for professionals, programme organisers, and students training to work in this field. Moreover, it can contribute to improving its professional status.

This proposal comes to fulfil that need by providing a more complete picture of the job opportunities available in PSIT in Spain and of the skills required by PSIT employers from different fields. It will rely on qualitative data obtained through two round table discussions with employers and experienced interpreters from different fields (health, social, and judicial settings, as well as freelance translators and translators' associations) and additional interviews held in 2020 and 2021. Results show that, although there are similar requirements considering the profiles involved, there also are important differences between the competences underlined by companies, institutions and NGO, and freelance translators and interpreters. For example, among other aspects, companies stress the importance of managing technological tools, thematic and terminological competence, while healthcare interpreters underline the knowledge of cultural and community mediation techniques. In turn, NGO also mention skills such as flexibility, showing commitment and vocation for the profession, emotional management strategies, and the desire to be in contact with speakers of the working languages.

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Changing attitudes, increasing knowledge: an online asynchronous module for public servants on working with sign language users and interpreters

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Keywords: Pedagogy, cultural competence, Interprofessional training

In the UK many professionals in the public service and health service will encounter deaf sign language users and interpreters in the course of their work. Rarely will they have had any sort of deaf awareness training, teaching around how to work with interpreters, or information on British Sign Language during their initial training qualification or continued professional development.

When public service providers lack cultural competency, the quality of service or care provided is diminished, and minority groups like sign language users are adversely affected. Research shows that professionals feel ill equipped to work with interpreters (Chovaz 2014, Leanza, et al. 2014). Interpreters report that public service professionals do not understand their role, do not appreciate the complexity of the interpreting task and often lack cultural awareness (Brenman, et al. 2017, Bartlett 2018).

To ensure deaf people as a linguistic minority in the UK receive equity of access and the level of customer service that the majority population expect, professionals need to be able to access resources and learning that is specific to their area of work.

The development of a microcredential module at European Qualification Framework level 6 is designed to increase the level of knowledge that professionals have about sign language, cultural differences, and best practice in communication strategies when working with this demographic. Another aim on completion of the module is that they will have increased confidence in interactions involving deaf sign language users and interpreters. Delivery of this module will explore whether online learning provision can effectively achieve a shift in their assumptions, attitude and skills.

The first iteration of the module will be delivered in the summer of 2023. The module will be delivered online, asynchronously, over an 8-week period.

Content is derived from the educators' own professional experience as interpreters and researchers in the field of Translation and Interpreting Studies and includes significant lived experience from deaf sign language users. A variety of pedagogical tools will be utilised, including informational content, group discussion, practice-based problem solving, and application to specific domains, such as healthcare.

Pre and post module questionnaires will investigate what changes learners report in their levels of knowledge, development of skill and strategies, and their attitudes to working with sign language users and interpreters. This feedback from the first student cohort will inform the further development of the module, which is planned to extend to a further option to study at EQF Level 7 in 2024.

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Pele i 'upu – English to Samoan health translation of COVID-19 related information: One size does not fit all

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Taibi and Ozolins (2016) use the term Community Translation to describe the translation of official information for communities who are not proficient in the official language of the country. In Australia and New Zealand, such information is written in English before being translated into different community languages. Samoans make up the largest group of immigrants from islands in the Pacific Ocean in both Australia and New Zealand (Batley, 2017; Howes & Liu, 2022; Statistics New Zealand, 2018). In New Zealand NAATI accreditation was not yet compulsory for translators at the time of the pandemic. In Australia, translators and interpreters must be accredited by the National Accreditation Authority for Translators and Interpreters (NAATI), however, NAATI testing for Samoan was only introduced in 2022. Diasporic Samoans tend to use the language in the home and friendship domains (Fishman, 1972, 1991) and are not familiar with the culturally appropriate use of the language in other domains (e.g.) the medical domain. As an example, the Samoan translation of facemask as *ufimata* (cloth covering the face of the deceased), was not only inaccurate and culturally inappropriate, but would have also created fear of dying, and as such would have achieved the opposite effect of that intended: wearing a facemask to stay alive when the associate with the word used is that of dying (Crezee et al., forthcoming; Crezee & Wong Soon, 2023; Wong Soon & Crezee, in press). This presentation will briefly discuss some examples of English to Samoan translations of COVID-19 information which appeared on official websites in Australia and New Zealand (Crezee et al., forthcoming; Crezee & Wong Soon, 2023; Wong Soon & Crezee, in press). I will discuss some of the challenges facing those undertaking health translations in general and translation into Samoan in particular. I will discuss some examples of translations which were culturally and linguistically inappropriate, ambiguous, or inaccurate. I will argue that when it comes to community translation of health information into a number of different languages, every language pair involves its own special challenges, and that one size does not fit all.

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POSTER PRESENTATIONS

Sorted alphabetically according to first or only presenter

Validation of the Typology of Healthcare Interpreter Positionings: An Original Video Vignettes Study

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1. Laval University

Keywords: healthcare interpreting, interprofessional collaboration, statistical validation, video vignettes

Public service interpreting is a solution to facilitate communication between speakers of different languages in public institutions but can also be a barrier if there is no good interprofessional collaboration between practitioners and interpreters¹⁻³. Furthermore, it has been demonstrated that the cultural competence of the provider has an impact on communication and therapeutic relationship with the client⁴. In response to the lack of consensus⁵ regarding public service interpreter's role, the Typology of Healthcare Interpreter Positionings was developed⁶. It identifies eight interpreter's positionings that can make the practitioner feel confident (and collaborative) and eight that can make him/her feel skeptical (and uncollaborative). It distinguishes between positionings that are discourse-focused and those that are focused on internal factors (e.g., the emotional world of the interlocutors). Positionings are organized into four types: active, hyperactive, proactive and reactive. The Typology was developed in a qualitative study with mental healthcare practitioners. The purpose of this poster is to present an original research method as well as some preliminary results of an ongoing study which aim is to statistically validate the Typology on a larger population. The validation method is a video vignettes (VV) study⁷. Each VV represents one positioning, for a total of 16 VVs. Professional director and actors have been hired. Participants, health and social services practitioners and interpreters in the province of Quebec (Canada) recruited through their professional associations, will be asked the same two questions after viewing each VV, to allow for a classification by type. The questionnaire will be made available through LimeSurvey. The hypotheses are that (1) the collaborative types are distinguished from the obstructive types and (2) the internal types are distinguished from the external types. Also, (3) the experience in interpreted consultation, (4) the amount of training in public service interpreting and (5) the cultural competence are expected to have a positive effect on the ability to discriminate the four types. As a sixth hypothesis, it is expected that interpreters distinguish between internal and external types better than practitioners. Once validated, the Typology might be a working and training tool for healthcare practitioners and interpreters as well.

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“We’re just a bunch of annoying bastards complaining that untrained people take our jobs”:

Job security and working conditions of Swedish public service interpreters

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Keywords: Sweden, interpreting agencies, working conditions, job security

Despite the fact that the Swedish public service interpreting market is rather well-organized compared to other countries (Tiselius 2022), trained working interpreters still voice concerns like in the quote in our title. Swedish legislation (SFS 2017:900) guarantees interpreting services for immigrants if there is a risk that an individual seeking help from authorities will not be able to defend their interest in Swedish. The system relies on a number of interpreting agencies who provide interpreters through public procurement to Swedish authorities, hospitals and other public institutions. This multiplicity ought to vouch for a robust system of language provision for allophone speakers. Yet, as pointed out by Abl-Mikasa (2022: 96) interpreting is a situated cognitive activity and thus many factors impact the interpreters’ performance and perception of their work. Therefore, external factors and infra structure should not necessarily be taken for a guarantee for good working conditions and job security for interpreters.

Certain features of the Swedish interpreting market may in fact counter the seeming robustness of the system. For instance, interpreters are not employed at interpreting agencies as a general rule, but work as free lancers and are hired through an on-call system (see also Giustini 2022). Remote interpreting was part of the Swedish market before covid 19, but the pandemic moved even more of the interpreting hours from on-site to remote. Remuneration for public service interpreters, especially untrained ones remains modest.

In this poster we will report results from two different studies, both using questionnaires. The first one was carried out in 2018 (Tiselius 2020), and focused on healthcare interpreters (n=190) and their perception of job security, and working, among other things. The second study was carried out in 2022 and focused on working conditions and remote interpreting among public service interpreters and conference interpreters in Sweden (n=229). In our poster, we will report on the analysis of both surveys with a focus on Swedish interpreters’ perception of working conditions and job security, not to be understood as job satisfaction.

The results of both studies show that despite the relatively well-organized work market, and the access to training for public service interpreters in Sweden, the relationship between the interpreters and the agencies is sometimes a thorny one. Furthermore, public service interpreters in Sweden do not necessarily perceive that they enjoy job security. When it comes to working condition, some interpreters find that it has increased with remote interpreting, while others feel that since they are forced to work from home it has decreased.

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Dialogue Interpreter Training: A Pilot Study on Students' Self-Assessment

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Keywords: Dialogue interpreting, Education, Classroom role-play, Self-Assessment

This pilot study considers the classroom as an open space for experimenting new activities and foster reflection (Mona Baker & Carol Maier 2011: 1). It intends to propose an activity that may be integrated in the dialogue interpreting curriculum as an opportunity for students to learn from self-assessment. It looks at students' ability to autonomously observe the dynamics of the communicative event and to reflect on which interactional and interpreting behaviors are best suited to achieve the primary participants' goals within a specific contextual setting. Therefore, the study seeks to answer the following research questions: How far does a student assimilate interpreter skills and mobilise them during an interpreted-mediated interaction? Does this didactic exercise raise further awareness on his/her own practice?

Drawing on the evaluation criteria for the final exams, a research protocol was set up on a sample of 7 MA students in two subsequent dialogue interpreting courses. The role-plays were conceived with different degrees of difficulties according to the specific time of the year when the pilot study took place, considering social/interactional, ethical, and cognitive challenges.

The protocol envisaged three phases: 1. Participating in 6 different role-plays, at three specific times of the year that were video registered in a recording studio. 2. Filling in two self-evaluation questionnaires (one after their performance and one after watching the video-recordings). 3. Integrating students' feedback reports on/for the study.

We propose to look at preliminary findings of this pilot study from the cross-analysis of simulated role-play interactions, questionnaires, and students' feedback. The analysis shows that, as "spectators", they were able to have a unique overview to self-assess their performance. It allowed them to focus not only on the verbal level of the interaction, but also on the multimodal aspect of it. Thanks to the recordings, they were more aware of their gestures, their gaze, their body position, and the way they conveyed the intention and the emotions of the primary participants. Therefore, self-assessment may bring valuable learning achievements in education.

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In-house training to cover interpreting needs in Brussels and Flanders

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Brussel Onthaal vzw

Brussel Onthaal vzw is Brussel's social interpreting and translation service for Dutch-speaking and bicomunal services in the non-profit sector, offering webcam interpreting and onsite interpreting. Additionally, Brussel Onthaal resorts to its multilingual network to provide additional support to services located in Flanders, namely through onsite interpreting as well as via webcam and telephone. Brussel Onthaal is currently experiencing a shortage of social interpreters so as to accommodate the numerous interpretation requests. Indeed, there is a shortage of certified social interpreters, and/or too few who would be willing to commute to Brussels. Moreover, the current range of languages available among certified interpreters is too limited.

From the standpoints of covering the existing need, multilingualism and customer friendliness, Brussel Onthaal recruits candidates that speak a foreign language (=often their mother tongue) in combination with Dutch, French or English at a B2 level. In this way, we differ from other interpreting services, which only cover interpreting assignments from and to Dutch (in Flanders) or French (French-speaking Brussels and Wallonia).

At the same time, we strive for a qualitative array of language pairs. Those who cannot (immediately) follow the existing training programmes of AGII and UMons are trained in-house. Many candidates only want to make a positive contribution to society through their language skills, without actually becoming a professional social interpreter. Where a longer training period is often an obstacle this short training course is a viable option. Organizing this training in-house and offered free of charge means that it can be set up at very short notice, resulting in a rapid outflow of candidates. Moreover, there are currently no training programmes in English, although there are more English-speaking candidates for critical languages such as Tigrinya and Pashto.

The content of the training was partially based on the existing training for social interpreters provided by the AGII and was and is still constantly adapted to the needs of the interpreting service. This training was also positively evaluated last year (2022) by the colleagues of the AGII, training and certification division. A possible pitfall is obviously the large amount of information given in a short time. Not every candidate can process all this information. This is one of the reasons why some candidates do not succeed the final test. In any case, interpreters must be further monitored and coached by the quality officer after enrolment.

Entextualisation and interpreting practice during multi-phased marriage fraud investigations in Belgium

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Keywords: entextualisation, interpreting, discourse analysis

In this PhD project, I will study marriage fraud investigations in Belgium. Marriage fraud investigations are multi-phased investigations conducted by municipal and police authorities. I will examine the role of written documentation in this type of investigation and, specifically, the entextualisation processes at play in the drafting of the written reports of the interpreter-mediated interrogations by both civil servants and police inspectors.

A couple can be suspected of committing marriage fraud when one party does not legally reside in Belgium and could therefore be granted a residence permit or visa through the marriage. To determine the genuineness of such transnational marriage applications, the couple is typically interviewed separately and the gathered evidence is compared for veracity (Vandenbroucke 2020; 2022). An interpreter is often enlisted during these interviews as usually at least one party does not speak Dutch (as a native language). Depending on the municipality, said interpreter can be an ad hoc, social or sworn interpreter, and can therefore have varying degrees of experience and act with varying degrees of professionalism (Vandenbroucke & Defrancq 2021). For police interrogations of the couple, by law sworn interpreters are recruited to mediate. The written reports of the interviews, which are produced by civil servants and police inspectors during the (interpreter-mediated) interview/interrogation, form the basis on which an official decision is made concerning the possible marriage. Written reports are thus key documents and crucial evidence in the complex chain of interconnected discursive events during marriage fraud investigations.

The data for this PhD project is currently being collected at three municipalities and police zones in Belgium. All three municipalities have different practices for interpreter selection (with varying degrees of regulation) during the interviews (i.e. professional or non-professional interpreters) and use different methods when drafting up the written report (i.e. on a computer or handwritten, with or without input from the interpreter or couple). The police zones, conversely, almost always recruit sworn interpreters and have a more standardised method of drafting the written report, as officers are given courses on and guidelines for the drafting process (Verliefde, 2022).

Data collection for this PhD project includes both video and audio recordings of the municipal and police interviews of twelve different couples (four at each location; 48 interviews in total) as well as the written reports of each interview and fieldnotes on the observed interactions. Additionally, research interviews will be conducted with civil servants and police officers. All data is gathered with written informed consent and

pseudonymised. The analytical focus of the PhD project lies on (1) the role of the (non-)professional interpreter in the entextualisation process and transformations that occur in the drafting of the report (incl. exclusion, modification, rephrasing, etc) and (2) the textual travel of evidence from the municipal phase to the police of the investigation and its impact in the decision-making on the case.

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The use of e-portfolios for the assessment of reflective practice in signed/spoken interpreting programmes

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Keywords: e-portfolio, education, sign language, interpreting, reflective practice

The MSc programme originally developed by Queen Margaret University for British Sign Language/English interpreters in the UK has been reconfigured as the MSc Advancing Practice in Signed/Spoken Language Interpreting, in order to welcome international students. The programme is delivered entirely online and involves a combination of synchronous and asynchronous activities. Students on the programme are practicing signed/spoken language interpreters who wish to develop their practice in specialist domains of work such as healthcare, education, and the arts. Modules are worth 20 credits at EQF Level 7 and are assessed via a combination of participation in online discussion and compilation of an e-portfolio reflecting on their professional practice.

E-portfolios are recognised as a highly flexible means of collating evidence of professional practice and well suited to continuing professional development (Gordon 2014) and are therefore constructively aligned (Biggs 1999) to the learning outcomes of this programme. Portfolios for the summative assessments include a 2,500-word critical reflection of their practice, supported by appendices providing additional detail of the situation/s under discussion and analysis of students' decision-making.

Students' progress towards their summative assessment is supported by a formative task based on a video case study designed to scaffold their development of reflective practice (Coulson and Harvey 2013) as well as providing an opportunity to familiarise themselves with the e-portfolio software.

Student feedback is generated via dialogue during tutorials, end of module surveys and an ongoing Padlet that allows for anonymous comments that are visible to others.

In the six years since the programme began, students' portfolios have consistently demonstrated the value of e-portfolio as a method of assessment. Students make use of the variety of media that can be incorporated into the portfolios, including video, audio recordings, diagrams, tables, pictures and narrative descriptions.

While the portfolios do not necessarily provide an opportunity to see the interpreters at work, the structured analysis and critical reflection, frequently informed by Demand Control-Schema (Dean and Pollard 2013), is highly revealing of the way the interpreters work.

Following positive student feedback, the use of the Pebblepad platform has been extended across all our modules, which enables students to increase their confidence with the software over multiple modules. However, it is evident that some students experience greater challenges with the online technology required on the programme. For these students, the e-portfolio software adds to these challenges, and necessitates additional support from staff to address these issues.

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Machine translation and informative texts: comparing quality in different languages and fields

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Keywords: informative texts, machine translation, Spanish-English-Romanian, quality

Technology is an essential part of translators' work methodology nowadays. Neural Machine Translation (NMT) has evolved at a rapid pace and has had an impact on the translation process (Jean et. Al 2014; Wang et al., 2018), allowing the provision of a variety of services that might not be available otherwise. However, it also generates an important debate regarding the quality of the final product (Kerremans et al., 2018), which we believe also depends on the field and type of text involved.

Moreover, providing access to public services information in languages of lesser diffusion is vital and is considered a right, especially when it comes to the healthcare and administrative systems. Particularly, in the Spanish healthcare system health campaigns aim to raise awareness on certain health topics to prevent diseases, avoid misinformation, as well as improve and maintain one's health, among other aspects. On the other hand, administrative formalities are fundamental to access rights and obligations such as, for example, health insurance, social security contributions, or social and economic benefits, among others.

Often health campaigns fail when it comes to reaching linguistic minorities because most of the materials are not translated (Aranda, 2020). A very similar situation can be observed when it comes to the administrative setting. Considering these aspects and the scarcity of translations of informative texts within the public services, especially in the Spanish-Romanian combination, this proposal has two objectives. First, to determine and compare the quality of NMT applied to the translation of informative texts in the Spanish-English vs. the Spanish-Romanian combination. We will compare the following NMT: DeepL, Google Translate and Translate Dict. Second, to compare the quality of the machine translation considering informative texts in two main PSIT fields: healthcare and administrative settings. The method will rely on the use of the Raw Output Evaluator tool, which will allow us to analyze several machine translation engines' outputs by computing common MT mistakes. This comparison will allow us to determine the level of adequacy of the translation generated and the extent to which machine translation applied fulfills the intended linguistic and functional purposes of the original texts in the two linguistic combinations proposed. It will also allow translators to determine whether NMT could be used (with minimal post-editing) to improve the gap considering the scarcity of informative materials especially in the Spanish-Romanian combination.

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