



Community Interpreting in the Age of AI
June 14-16, 2019
International University of Health and Welfare, Tokyo

Critical Link International 9
Conference Proceedings

International University of Health and Welfare,
Akasaka, Tokyo Japan
14-16, June 2019



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Critical Link Post Conference Papers and Presentations

Dear Member,

Following the CLI9 Conference, CLI will disseminate papers, poster presentations and slide presentations to CLI members in one of two ways, as detailed below. All presenters are invited to submit their presentations or papers to one or both venues.

We, the Critical Link Board of Directors, wish to express our deep regret that a thematic volume of papers was not published in either of the previous two CLI conferences – CLI7 and CLI8, despite our persistent attempts at encouraging the publications. Since our first conference in Geneva Park, Canada in 1995, CLI (at the time, Critical Link Canada) has published thematic volumes of papers as presented at the conferences. Critical Link conferences, while conducted under the auspices of the CLI brand, are largely managed and administered by the hosting institution, and thereby restricting the CLI Board of Directors from any direct administration. However, the CLI Board Members know, not only how critically important the contributions of researchers, practitioners, service providers and policy makers are to the advancement of community/public service interpreting, but also that CLI conferences are a showcase for that work and a venue for the important discussions that happen. Therefore, the CLI Board has now taken into its organizational mandate the task ensuring that CLI conference papers are posted, published and disseminated.

Sincerely,

CLI Board of Directors 2016 – 2019

CL Conference Proceedings



1) KnowledgeLinkIC (KLIC) – Critical Link International Website

Conference Proceedings will be published online in the **KnowledgeLinkIC (KLIC)** hosted by Critical Link International.

Presenters who wish to be included in the Conference Proceedings must submit their papers by September 1, 2019

Papers must be submitted as PDF files and must follow these guidelines:

- Font: Arial or Times New Roman, 12, double space
- Citations: APA reference system
- Must include: name of presenter(s), institutional affiliation, title, abstract and 5 keywords.

Note:

- This is not a peer-reviewed process, and all papers submitted must be wholly owned by the authors as stated on the document. All editorial work to be finalized by the date of submission.
- Submitting to the CLI – KLIC may affect inclusion in the thematic volume (see below) as the John Benjamins volume will only publish original, unpublished works.
- Submission does not guarantee posting.

2) CL Thematic Volume

The Critical Link thematic volume will be published by John Benjamins following the tradition of previous CLI conferences. The Critical Link volume is a peer-reviewed thematic issue in accordance with the theme of the CL9.

Authors and presenters will be invited to submit full articles based on their conference presentations to the editorial board, the composition of which will be announced after the conference.

The deadline for the submission of full papers will be November 15, 2019.

Further details and submission guidelines will be provided after the conference.

Time table

14 th June	Hall	501	502	503	504	Poster area
16:00-17:00	Registration					
17:00-18:00	Opening Ceremony (1F Hall)					
18:30-20:30	Welcome drink/dinner (2F restaurant AUBE)					

15 th June	1FHall	501	502	503	504	Poster area
9:00-9:30	H1-1	A1-1	A2-1	A3-1	A4-1	Poster
9:30-10:00	H1-2	A1-2	A2-2	A3-2	A4-2	P1
10:00-10:30	H1-3	A1-3	A2-3	A3-3	A4-3	P2
10:30-11:00	H1-4	A1-4	A2-4	A3-4	A4-4	P3
11:00-11:30	H1-5	A1-5	A2-5	A3-5	A4-5	P4
11:40-12:40	Keynote Speech: Prof. Kumiko Torikai (1F Hall)					P5
13:40-14:40	Keynote Speech: Prof. Satoshi Nakamura (1F Hall)					P6
14:50-15:20	S-1	A1-6	A2-6	A3-6	A4-6	P7
15:20-15:50	CL1	A1-7	A2-7	A3-7	A4-7	
16:00-17:00	Keynote Speech: Prof. Sandra Hale (1F Hall)					
17:10-17:40	H1-6	A1-8	A2-8	A3-8	A4-8	
18:30-20:30	GALA & Bonodori (2F Cafeteria)					

16 th June	Hall	501	502	503	504	Poster area
9:00-9:30	H2-1	B1-1	B2-1	B3-1	B4-1	Poster
9:30-10:00	H2-2	B1-2	B2-2	B3-2	B4-2	P1
10:10-10:40	S-2	B1-3	B2-3	B3-3	B4-3	P2
10:40-11:10	Medical	B1-4	B2-4	B3-4	B4-4	P3
11:10-11:40	S-3	B1-5	B2-5	B3-5	B4-5	P4
11:40-12:10	Sign	B1-6	B2-6	B3-6	B4-6	P5
13:20-14:20	Keynote Speech: Prof. Claudia V. Angelelli (1F Hall)					P6
14:30-15:00	W-1	B1-7	B2-7	W-2	B4-7	P7
15:00-15:30	Legal	B1-8	B2-8	Oslomet	B4-8	
15:30-16:00		B1-9	B2-9		B4-9	
16:00-16:30		B1-10	B2-10		B4-10	
16:40-17:20	Closing Ceremony (1F Hall)					

15th, June

<Lecture Hall>

9:00-9:30

H1-1 Translating Languages of Lesser Diffusion: The Ethics of Human vs. Machine Translation

**Veronica Costea
MCIS Language Solutions**

The rise of Neural Machine Translation and accompanying innovations, such as zero shot translations and code switching, brings the promise of solving the problem of accessing translation/interpretation services in lesser diffusion/rare language combinations and moving towards more equitable access to services and information beyond language barriers. However, the use of machine translation and its various applications in community translation and interpreting raises a number of ethical concerns.

In this presentation we suggest some approaches towards incorporating the benefits of NMT and AI into the provision of translation and interpretation services in community settings, while also addressing emerging ethical considerations. We also present some suggested guidelines as a tool to make informed decisions in various community settings as to when it is and when it is not safe to use these technologies, and what other alternative options are available for addressing service gaps, particularly in languages of lesser diffusion.

9:30-10:00

H1-2 Could interpreters be replaced with machine translation

Jasmina Gustavsen¹, Tatjana Radanovic Felberg²

¹Norwegian Directorate for Immigration, ²Oslo Metropolitan University

Non-Norwegian speakers who need to contact the Norwegian immigration police in person usually communicate via interpreter. During the first encounter, the communication consists of 13 standard questions, such as the individual's personal

details and the reason for the contact and 3-6 answers to each of the questions. These initial encounters usually last 10–15 minutes. The aim of the communication is offering proper guidance relevant to the person’s specific circumstances and information about what to do next. However, it is not possible to predict the language the potential users will speak, and therefore, it is almost impossible to provide interpreters immediately. To address this issue, machine translation (MT) has been hypothetically considered as a tool that may support police staff in communicating with non-English-speaking users at this initial stage. The immigration authorities wanted to check this hypothesis by initiating the “Digital Translator” project.

In this presentation, we describe and analyze the project, which consisted of the three following phases: a) preparing real-life examples of questions and answers, b) testing MT in the six most frequently used languages (Arabic, Somali, Pashto, Persian, Turkish, and Russian), and c) compiling the results and giving recommendations. The participants in the project included the following groups: the Norwegian Directorate of Immigration, Norwegian Police Immigration Service, Computas (a consulting company), and professional translators.

The substitution of interpreters with MT presupposes that all the participants in the “conversation” are (computer) literate. This means that the solution excludes an unknown number of users. MT translates from the user’s mother tongue to English, and then from English to Norwegian, which complicates the communication further. The primary criteria used in assessing the translations included accuracy, fidelity, and fluency. The results show that there is variation in the quality of translation in different languages.

As a result of the project, the following concerns have emerged: a) technology is not sufficiently developed for all languages; b) security issues (inability to save data) prevent machine learning; c) and there are relational issues, with the staff becoming aware of the possibility of additional stress due to both users’ and staff’s uncertainty about the quality of the digital translation. There would also be the risk that the threat of appearing unprofessional due to a wrong translation could harm the organization’s reputation. Tests and evaluations done by interpreters and interpreter users, similar to those conducted in “Digital Translator,” will contribute to the progress of MT, considering the most important aspect—its effect on the relationship among the participants in communication.

10:00-10:30

H1-3 Man vs machine: comparing accuracy scores between interpreting students and machine translation

Erwin La Cruz
Interpreting New Zealand

Human translation is the standard for accurate translation. However, machine translation (MT) accuracy has much improved in the last few years, making it a viable alternative to human translation. This presentation discusses the results from a study on the differences in machine translation and human translation. It particularly focuses on accuracy.

For this study, the translation accuracy of a group of community interpreting students was compared to that of machine translation. The texts analysed consisted of bilingual dialogues used for the students' assessments. Two methods were used to assess accuracy: human raters and the Bilingual Evaluation Understudy (BLUE) algorithm. This algorithm generates a score by comparing how similar a proposed translation is to its original. The BLUE score commonly used to determine translation accuracy in machine translation. In this study we compared the BLUE scores obtained by interpreting students and those produced by two online translation services, namely Google translate and DeepL.

Preliminary results indicate that in general interpreting students produced lower BLUE scores than machine translation. However, BLUE scores could not discriminate between more proficient and less proficient students. Furthermore, the results show that BLUE scores are congruent with human rater scores when students use more formed based strategies (e.g.: calque, borrowing), but not when they use more meaning based strategies (e.g.: modulation, expansion). These results are discussed in reference to their implications for interpreter training.

10:30-11:00

H1-4 Technological tools for immediate support and improvement of professional competence of community interpreters

Michal Schuster, Shachar Mirkin

In the past two decades, following the constant improvement of automatic translation, there is an ongoing debate whether translation as a profession will gradually vanish. It seems, though, that community interpreters are less concerned about that issue, partly because automatic speech translation is somewhat lagging behind translation from text, but mostly due to the unique setting in which they carry out their jobs.

Community interpreters work in environments and events where accuracy of the message has serious consequences on people's lives, health and wellbeing. While machine translation is often showing impressive performance, it still fails miserably sometimes, especially in specific domains and for low-resource languages. For sensitive or content-specific texts, human verification is always required. Further, the communicative and interpersonal complexity of the task are still features that machine translation cannot successfully replace.

Machine translation, automatic speech recognition and other artificial intelligence (AI) tools are being gradually adopted by interpreters, and specifically by simultaneous interpreters in large organizations. Currently, they are mostly used -- through computer-assisted interpreting tools -- for preparation, and for assistance in glossary identification and translation during the session.

We envision the extension of such technologies and their adaptation for the unique needs and constraints of community interpreters. The ideas we present are all based on existing AI technologies, even if not always mature to the level required by this task.

Say, for instance, that an AI app on the interpreter's phone is "listening" to the conversation, simultaneously -- but silently -- translating it and analyzing other features of the conversation such as the tone of the speakers and the conversation flow, such as interruptions, pauses and turn-taking.

Even proficient interpreters may benefit from a such a "backup", making them more confident, allowing them to peek in the automatic translation, when they're not sure how to interpret a professional or domain-specific term. The tool can identify and highlight such terms and propose the corresponding translation in the target language.

The tool can also operate in a quality control mode. To date, it has been difficult to perform quality control for community interpreting assignments, due to bureaucratic complexity, and the sensitivity of the information and the situations. As it would both

generates automatic translation and listens to the human translation, it could compare them on the fly and alert the interpreter when it estimates their interpreting was not accurate enough. The same comparison, and further analysis of the conversation as mentioned above, can be operated following the session, to provide feedback to the interpreter.

The involvement of such software may significantly improve the quality of interpreting, but inevitably requires carefully addressing ethical issues, such as the use and storage of confidential information. Even though there may be ethical-technological solutions to address data confidentiality, human reservations may still delay implementation. Some service providers, clients (and interpreters) may be reluctant to introduce another "eye and ear" to the session. These human constraints should be also addressed, through adequate integration processes.

The proposed presentation reflects a dialogue between two scholars: from the fields of community interpreting training and computer science. Together, we seek to conceptualize and translate vision, needs, and challenges into practical AI tools that will assist interpreters, as well as their clients and the institutions, to perform quality linguistic mediation, both at the micro level (single conversation) and the macro level (standardization, QA, professional development).

11:00-11:30

H1-5 The role of the courtroom interpreter in the legal system of England and Wales using the approach and paradigm of Social Constructionism

**Liubov Green
Aston University**

The demographic landscape in Britain has changed significantly over the last decades and Britain is now characterised by, so called, "superdiversity" (Vertovec, 2005). This notion encompasses the complexity and dynamics of different variables that come into play and shape the new socio-demographic reality. In the context of this new demographic reality the need for Public Service Interpreters in the UK is now greater than ever, particularly for court interpreters as there has been an increase in court cases

involving multiple languages.

This paper examines the role and professional identity of the courtroom interpreter in the legal system of England and Wales from a social constructionist perspective. It looks at various aspects of the courtroom interpreter's role and identity in order to understand how it is constructed both socially and linguistically not only by the courtroom actors, including practitioners, court officials and non-English-speaking defendants, but also by professional agencies. In so doing, it is meant to define the professional identity of the courtroom interpreter in a changing social and linguistic landscape following the recent changes in the provision of interpreters in the Public Sector of England and Wales.

Previous extensive research has revealed a persisting controversy over the role of the courtroom interpreter, lack of professional recognition and an overall negative attitude by the legal profession along with other challenges and dilemmas interpreters face in the courtroom (Morris, 1995, 1999; Berk-Seligson 1988, 1990; Hale, 2004, 2008; Lee, 2009).

In the current study I use data from interpreter-mediated hearings held at Civil and County courts as well as Crown and Magistrates' courts and investigate the differences which can have an effect on the role of the interpreter in the process.

This paper will present findings of the study based on ethnographic observation in various court settings in England and Wales, followed-up by the interviews with all the participants of the courtroom interaction as well as professional institutions and agencies. The presented findings may have further research and training implications.

11:40-12:40 Keynote Speech

Nagasaki Tsuji and Community Interpreter as Multi-Task Mediator

Kumiko Torikai
Rikkyo University

The aim of this lecture is to take a renewed look at interpreting as “mediation.” The concept of mediation, with expanded meanings, was elaborated in the CEFR (Common European Framework of Reference for Languages) Companion Volume, published by the Council of Europe in 2018. In so doing, I shall attempt to compare contemporary interpreters in Japanese community settings with professional interpreters in pre-modern Edo period.

Nagasaki Tsuji, mainly Chinese and Dutch interpreters from 17th to 18th century, are different from community interpreters nowadays in that they were officially employed by the Tokugawa Shogunate, and were trained systematically within Tsuji society, comprised of a dozen designated families in Nagasaki, the only port open to the outside world then. Nevertheless, as mediators, they have two things in common with community interpreters. First, their job was multi-faceted, including not only interpreting but translation as well, along with a variety of related tasks. Secondly, they were basically engaged in dialogue interpreting, rather than conference interpreting.

As such, it is deemed worthwhile to reflect on community interpreting vis-à-vis Tsuji work, with mediation as the common core. Finally, Nagasaki Tsuji training system will be discussed in an attempt to gain some insight into the future of interpreting profession.

This work was supported by Grant-in-Aid for Scientific Research (C) Grant Number 17K02940.

13:40-14:40 Keynote Speech

Toward Automatic Speech Interpretation

Satoshi Nakamura

Nara Institute of Science and Technology

“Speech translation” is a technology to translate a source language speech to a target language speech, which includes real-time speech recognition, machine translation, and speech synthesis. The research and development of this technology was launched in 1980’s, and the great effort and hard work of many researchers brought the “speech translation” of daily travel conversation to the current stage of practical use. It realized communication among the people who speak in a different language, and it is expected to help promote global business, culture exchange, and language divide solution. On the other hand, however, is it really “translation” that is required in such a real-time communication? Isn’t it probably “interpretation”? The conventional speech translation focused on a technology that is based on the machine translation to process the written text as word strings, having the speech recognition part before and the speech synthesis part behind. It didn’t cover nonverbal and para-linguistic information as well as content understanding. That is why it was called “speech translation”. It is obvious that the offline translation of written language which can use a lot of time for reading and

writing is different from the real-time interpretation of spoken language which conveys and understands speaker's intention instantly.

In this talk, I will introduce the current "automatic speech translation systems" and then present our latest researches toward the "automatic real-time speech interpretation", including the simultaneous real-time speech interpretation, the speech translation preserving emphasis and emotion in the source language speech.

This work was supported by Grant-in-Aid for Scientific Research (C) Grant Number 17K02940.

14:50-15:50 Symposium (CLI-1)

S-1

16:00-17:00 Keynote Speech

The complexities of legal interpreting. Can machines replace human interpreters?

Sandra Hale

University of South Wales

Court interpreters have in the past been compared to machines, performing a simple mechanical task, devoid of any professional judgement in the process (Wells, 1991). This reductionist perception of interpreters has been refuted by many who have shown through research that interpreting is a very complex interactional activity, involving multifaceted decision making, and requiring in depth knowledge and high level skills (Berk-Seligson, 1990/2002; Hale, 2004/2010, 2019; Morris, 2010). When such comparisons were made, machines were in no way able to resemble the work of interpreters at all. Artificial Intelligence (AI) was in its infancy and examples drawn from the early versions of Google Translate were deficient to say the least. More recently, however, and for some languages at least, machine translation has vastly improved in accuracy. Professional translators now make regular use of Computer Assisted Tools (Doherty, 2016). By contrast, Machine interpreting has been considered an impossibility, with the technology lagging well behind Translation technology. While undoubtedly technology will improve, the question remains as to whether it will ever replace human interpreters. This paper will discuss the above question in light of the many complexities of legal interpreting and speculate on the ways AI may be able to assist interpreters in the future rather than compete with them.

This work was supported by Grant-in-Aid for Scientific Research (C) Grant Number 17K02940.

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17:10-17:40

H1-6 Hurdles in spreading medical interpreting services in Japan: A case of Vietnamese language

Toshihiro Muraji^{1,2}, Kazuhiko Nakamuta², Yoomi Lee³, Shizuyo Yoshitomi^{3,4}, Megumi Nagama²

1 Kirishima Medical Center, Division of International Clinics, 2 Medi-Way Towa Medical Interpreting Service, 3 Multilanguage Center FACIL, 4 Nagoya University of Foreign Studies

The population of foreigners living in Japan is now over 2.5 million. With the recent government mandate to facilitate immigration of young workers mainly from Asian countries, the number of LJP (Limited Japanese Proficiency) population is projected to grow by 0.5 million by 2025. In Japan, medical interpreting service has been provided mainly by volunteers from NGO. Without additional cost reimbursement, health care providers (HCP) are unmotivated to treat LJP patients which require interpreter and longer hours to treat due to difficulty in communication. Kobe area, which was one of the Vietnam War refugee camps in 1970's, has a large Vietnamese population. According to FACIL, one of the NGO in Kobe, there were only 26 requests for Vietnamese interpretation from HCP in 2012. The requests increased to over 100 in 2013 and reached to 414 in 2017, which is 44% of total request made to FACIL. FACIL does not have enough Vietnamese medical interpreters to satisfy these needs. In order to cope with this increase, FACIL has started an alliance with Medi-Way, a firm for video remote medical interpreting service, but still needs more Vietnamese interpreters. The critical hurdles to achieve this need are; 1) Japanese university students majoring in Vietnamese are few and are not inclined to choose volunteer-based job with low pay. 2) Local bilingual Vietnamese have no extra time and financial resources to learn medical interpretation. Increased government and foundation support and collaboration among HCP are needed to overcome these hurdles.

15th, June

<Rm 501>

9:00-9:30

A1-1 Successfully Working with Trained Interpreters

Cristiano Mazzei¹, Karin Quick²

¹University of Massachusetts Amherst, ²University of Minnesota

This paper focuses on the presenters' research and experience related to designing courses and workshops focused on educating clients on how to work with trained spoken language interpreters. Language-mediated communication is more successful and effective when clients understand the roles of the interpreter in the interaction, and the skills and mental processes necessary for effective spoken language interpretation. Moreover, teaching different professionals who interact with clients who display limited proficiency in the dominant host country language about the work of interpreters enhances their sensitivity to interpreted interactions and improves the overall "visibility" of language mediators. The presenters will discuss the different iterations of a grant-funded interprofessional project designed to educate dental students of the University of Minnesota about how interpreters perform language mediation in professional contexts, the curriculum of various workshops (online and offline), the importance of external funding for interprofessional experiences, and survey results from dental and interpreter training students. The presentation will also include an overview of the design of a new online course at the University of Massachusetts Amherst, targeted at students from various careers and disciplines titled "Working with Trained Interpreters," with emphasis on its syllabus and specific areas of knowledge covered. Misconceptions about the skills and knowledge necessary to perform translation and interpreting abound among other professions and public opinion in general, sometimes with serious consequences for interpretation clients. This presentation will argue that specific courses and collaborations such as the ones mentioned in this presentation, focused on educating participants on the receiving end of language interpretations—not only about the importance of translation and interpreting in cross-cultural communication but also about the skills and knowledge necessary for the performance of the tasks—are essential for improved interactions with speakers of languages who need the assistance of interpreters.

9:30-10:00

A1-2 Modelling dialogue interpreting not as socially, but as (socially and) cognitively situated activity

Michaela Albl-Mikasa

ZHAW Zurich University of Applied Sciences

Different paradigms have been propagated for conference and community interpreting, the cognitive processes or CP and the discourse in interaction or DI paradigms, respectively (Pöchhacker 2015: 69). This can be traced back to Wadensjö's (1995: 111) proposal of a distinct 'interactionist, non-normative, dialogical approach to studies of interpreter-mediated talk', which places the emphasis on the real-life dynamics of interpreter-mediated encounters, on interpreters' active involvement in coordinating and managing the interaction and on their mediating in addition to relaying or translating functions (Wadensjö 1995). Unfortunately, this has led to scholars in the field of community interpreting carving out 'radical differences between conference and dialogue interpreting' (Merlini 2015: 28), which, in turn, may serve to deepen the perceptual and status-related gap between conference and community interpreting. Moreover, grounding community interpreting research in interactional sociolinguistics has made it ignore the cognitive processing dimension (Englund Dimitrova/Tiselius 2016), a focus which prevents it from benefitting from the longstanding results of (cognitive) research into conference interpreting.

10:00-10:30

A1-3 Australia's system of certification for translating and interpreting

Mark Painting

NAATI

Established in 1977 as a public service function to support post World War II migrants, the National Authority for Translators and Interpreters (NAATI) is the National standards and certifying body for translators and interpreters working in Australia. It is the only organisation to issue credentials for practitioners who wish to work in this profession in Australia.

NAATI is unique in so many ways by any level of international comparison. As a certifying authority NAATI issues credentials at several levels for both translating and interpreting in both signed and spoken languages, including several Australian Indigenous languages. In total, NAATI has issued credentials in over 200 languages. Over the last few years, NAATI has been engaged in extensive design and development of a comprehensive certification system to replace the previous system of accreditation. NAATI considers the new system as one of the most comprehensive and robust systems of testing and certification for translating and interpreting in the world. In this presentation, the Chief Executive Officer of NAATI will provide an overview of the Certification system, the process undertaken to develop the standards and assessment criteria, the relationship between NAATI and the education sector and some of the lessons learned during the development of the system.

10:30-11:00

A1-4 'To see oneself seeing': using reflexive logs in public service interpreter training

**Yvonne Fowler
Aston University, UK**

Various claims have been put forward by scholars for the use of reflexive logs in professional training. They enable trainees to externalise internal knowledge (Wolf 1989); they allow reticent learners to articulate opinions in private before making those opinions public (Carlsmith, 1994); they allow trainees to document and record valuable moments of learning (Grumet, 1990); trainees become not only learners but teachers of themselves and others (Holly, 1991); they allow retrospective reflection (Bowman, 1983); they encourage critical, creative and independent thought (Fulwiler, 1986); they encourage metacognition (Moon, 2003). Reflexive logs were an integral element in a recent course for public service interpreters some of whom were working for Social Services in a city in England on cases of domestic abuse, human trafficking and child protection. They were asked to keep a reflexive log for the purposes of recording and analysing interpreting assignments they were attending, and to link their experiences to specific elements of the training course. In the event, the logs certainly revealed the extent to which trainees were able to apply elements of learning to their practice;

however, what they also revealed were graphic and sometimes shocking descriptions of interpreting encounters, misunderstanding of the interpreter's role on the part of some social workers, very challenging ethical dilemmas, and moments where interpreters had faced some personal danger. The logs serve not only as a tool for interpreter development but as a testament to the difficulties inherent in the provision of adequate language-specific interpreter training in the UK. The validity of the claims made by scholars is explored and their effectiveness assessed in a profession where most interpreters are ad hoc and work through intuition.

It is ironic that after spending a quarter of a century persuading service providers and practitioners that interpreters are not machines, it is now suggested that interpreters can indeed be supplanted by machines and robots. But the dynamic contexts in which public service interpreting takes place together with the need to distinguish between what is and is not ethical behaviour are not (yet) amenable to intervention by machine translation algorithms. Practising ethical behaviour in Child Protection, slavery and domestic violence contexts requires sophisticated understanding and knowledge as well as speed and flexibility of thinking. Machines may become more accurate and less intuitive, but it is not yet clear how they will perform when on the front line of dealing with the ethics of human suffering.

11:00-11:30

A1-5 Prisoners into the society through translation and interpreting research and action

**Carmen Valero-Garces, Bianca Vitalaru, Raquel Lazaro
University of Alcalá**

Two factors determine our piece of research: inmates' right to communicate and prisons' rehabilitation mission. The legislation on foreign prisoners in different parts of the world demonstrates that protection of language rights is addressed in very different ways and very often the legal and regulatory instruments do not establish the manner in which messages produced in the native languages of inmates are supposed to be conveyed to prison staff or the other way round: how the administration communicates with prisoners. In the absence of professional translators and interpreters, fellow inmates who speak both the foreign language in question and local language are called

upon to carry out linguistic intermediation on behalf of foreign inmates. As for the reinsertion function, according to the Spanish General Secretariat of Penitentiary Institutions (Spanish acronym “SGIP”), penitentiary facilities are “self-sustaining urban areas in which a plethora of professionals work not only to reeducate those who have been prosecuted and help them reintegrate socially, but also to ensure the safety and proper custody of those in the institution” (SGIP 2015). Consequently there are several rehabilitation programmes to achieve this social reintegration. Nevertheless, there is a growing concern about the need of successful integration and interaction in prison that has highlighted the importance of. Reinsertion requires a joint effort on the part of administration, prison staff and offenders.

In 2011, the University of Alcalá (through FITISPos research group), established a partnership with the Spanish General Secretariat of Penitentiary Institutions which made it possible to conduct some research and develop some actions related to translation and interpreting services in prison settings . (Valero Garcés & Mojica –López 2014, Valero Garcés & Lázaro-Gutiérrez 2017) Since then, several projects have been carried out to expand current knowledge about this reality and to contribute to the social reintegration of inmates producing translated materials but also providing basic training for bilingual inmates who were already acting as ad hoc translators and interpreters in prison. This proposal aims at presenting some of the challenges faced, actions taken and results achieved since then. (Valero Garcés & Mojica –López 2014, Valero- Garcés 2017, Valero Garcés & Lázaro-Gutiérrez 2017, Valero-Garcés 2018).

14:50-15:20

A1-6 Extraction of frequent patterns from telephone interpreted conversation using a corpus methodology

**Lázaro Gutiérrez Raquel
University of Alcalá**

It is undeniable that technology is shaping public service interpreting. As Jaime (2015) points out, interpreting has been adapting to technological advances over the last decades, and, according to Corsellis (2010), this may be due to the considerable increase in knowledge specialization as well as the way that public, private and interpreting services are provided.

In the last decade, a number of authors from around the world have insisted on the need to train telephone and remote interpreters adequately. As an example, Kelly (2008) states that protocols and specific training in telephone interpreting are required, and has contributed with a guide for telephone interpreters (2007) and another one for those in the healthcare field (2008). Verrept (2011) indicates that the interpreters need complementary training in order to adequately use the equipment, and Hlavac (2013) claims that, although technology accompanies interlinguistic transfer instead of being part of it, telephone and Video-Link interpreting should be included in training and evaluation programs. On the other hand, there exists an increasing awareness about telephone interpreting quality assurance, and authors such as Ozolins (2011), Lázaro Gutiérrez (2018) and Lázaro Gutiérrez & Cabrera Méndez (2019) suggest that more research is required in this field in order to improve both technological aspects and interpreter performance.

The methodology of corpus analysis in translation and interpreting studies has been very popular in recent years, and Shlesinger (1998) discusses the advantages that corpus methodology offers to interpreting studies. For example, information can be obtained regarding the grammar, lexical patterns and density, discursive patterns, etc. Although the methodology of corpus is challenging when it comes to process and analyze oral discourse, authors such as Schmidt and Wörner (2012) point out that the use of corpora in interpreting studies has been rapidly increasing in recent years, thus allowing a fast and precise approach to examining real examples of spoken language.

The aim of this paper is to present the results of a research project which aims at the compilation and analysis of a multilingual corpus of telephone mediated interactions. We will present the details of this compilation, together with several difficulties that arise due to the peculiarities of the texts collected, which are originally spoken. We will first describe methodological aspects related to the process of collecting, transcribing, storing, classifying and, finally, tagging conversations, to later present findings, which confirm the existence of a common structure for interpreter-mediated conversations.

15:20-15:50

A1-7 Role Play as a Tool for Training and Testing Interpreter Skills

**Magnus Dahnberg
Stockholm University**

This paper analyses the interaction between interpreters and primary parties in interpreter-mediated conversations, carried out as role play. Two different sets of role play are explored through discourse analysis. The findings show that the setup of each role play has an impact on the interaction between the participants, for whom different things are at stake depending of e.g. the overall objective of the role play, their individual goals or possible costs and risks.

It has been shown that role play really can be said to differ in many ways from authentic talk (Niemants 2013, Stokoe 2013). The idea of the present study is to show that different kinds of role-playing also differ significantly from each other. Studying how they differ, and what kind of interaction can be expected to take place between the participants in different role play setups, can help optimizing the use of role play for training or testing interpreters – as well as preparing a possible use of AI for these purposes. Thus, even if we can never construct a role play reflecting “the real thing” in all its complexity, role play may still be of great use in training and testing if we study thoroughly what can actually be effectively trained or tested with different kinds of role play setup.

In Sweden, the standard model for role-playing both for official authorization of community interpreters and for interpreter students training and examination is a bilingual dialogue, based on a unilingual script (in Swedish). The interpreter tries her or his best to render the lines delivered from the script by the primary parties (Dahnberg 2015, 186–187). The data of the present study consists among other things of transcribed recordings from these two kinds of role play settings. It is shown that, although the setup is in many ways the same, the interaction between the participants in an authorization role play differs in a significant way from that in a training one.

17:10-17:40

A1-8 Training interpreters for the age of automation

**Gun-Viol Vik
Diaconia University of Applied Sciences**

The use of translation memories, computer-assisted translation, machine translation and post-editing as well as terminological management is common in written translation and it is also widely included in the training of translators. When speech recognition

technologies, large digital corpuses, machine learning and machine translation are linked to video technology or robotized communication, machine interpreting and/or machine-assisted interpreting will be an integrated part of the interpreting activity as well. In our presentation we discuss in what kind of situations computer-assisted or machine interpreting could be used. We assume that controlled authoring/speech will very soon enable an increasing amount of machine interpreting. The development may lead to a situation where the interpreter is a post-editor and a person responsible for the quality control of machine interpreting. The machine will probably still for quite a long time have problems interpreting situational factors and equivocal expressions as well as conveying human emotions. Interpreters will be needed for more complex communication including emotions such as empathy, cultural sensitivity, the consumer oriented approach, accessibility and moral and ethical aspects. This means that the machine will need to be supported by a human in more demanding multilingual communication. How would this affect the work of future interpreters and the training of interpreters?

In our presentation we first will report how the development of machine interpreting has been discussed in the translation studies oriented research literature. Secondly, we will reflect on what machine translation will mean in terms of interpreters' efforts (cf. Gile's Effort Model for Interpreting, Gile 1997/2002). Finally, we will consider what is needed in the future curricula for interpreter training.

15th, June

<Rm 502>

9:00-9:30

**A2-1 Joint training of interpreting students with medical and social work students
– a ‘how to’ guide to collaborative practice with trainers in other disciplines**

**Jim Hlavac, Claire Harrison, Bernadette Saunders
Monash University**

This paper reports on joint teaching and learning sessions involving active participation of interpreting, medical and social work students, in simulated interactions. These replicate situations that practicing interpreters commonly work in: linguistically mediated interactions in health and social work settings. They also replicate the situation of healthcare professionals and social workers in most urban and many rural areas of Australia where residents with limited English proficiency require interpreter services. This presentation outlines the planning and organizational steps in reaching out to trainers in other disciplines. The merit of providing medical and social work students with a simulated activity working with interpreter students was obvious to trainer colleagues in these disciplines. What is also of note is that many curriculum guidelines in other disciplines require student training in intercultural communication and/or working with culturally and linguistically diverse (CALD) members of the community. Joint sessions with interpreting students engaging in simulated role plays of interpreter-mediated interactions directly address these themes and engage students in a relevant and interactive learning activity.

Since May 2017, seven joint sessions have been conducted. All students receive instructions on the setting, theme and role that they will adopt. However, there is no rigidly prescribed script for the role-play and students are expected to take on their respective role of interpreter, doctor or social worker (with a speaker of a language other than English supplied from the interpreter student cohort). In total, over 300 students have taken part in these sessions. The majority completed feedback surveys that elicited: level of familiarity with the other professional group before the joint session; knowledge skills acquisition through the joint session; the use or value of pre-interactional briefings and post-interactional debriefings. Survey results are positive from all groups, indicating an increased level of knowledge of how to work with the other professional group and an overall high level

of satisfaction with the joint session. This and further data are presented and contextualized with recent studies on interpreter training with medical students (Krystallidou et al., 2018) and social work students (Ozolins, 2018).

9:30-10:00

A2-2 The role of intercultural competence in interpreter-mediated health care interpreting in a globalized and transnationalized age

Sophia Ra

The University of New South Wales, Australia

Based on international statistics released by the United Nations (United Nations, 2017, p. 4), in 2017, there were 258 million migrants worldwide, up from 220 million in 2010 and 173 million in 2000. Furthermore, the highly skilled personnel in growing and regional migration flows is becoming more varied. Healthcare professionals are an example of this migration trend (Australian Bureau of Statistics, 2013). Thus, based on ethnic and linguistic backgrounds, cultural diversity exists within the healthcare profession as well as among patients, healthcare professionals and interpreters. Cultural, social and ethnic diversity may be described as the most distinctive characteristics of Australian culture, following decades of large-scale immigration. Despite the fact that Australia is a leader in community interpreting, with a system of accreditation/certification and training of community interpreters, this does not remove practical challenges that arise during the interpretation process. These are due to linguistic and cultural challenges. The key domains of intercultural communication challenges in healthcare encounters between doctors and patients include cultural beliefs about health and illness, cultural values, cultural differences in patients' decision-making in doctor-patient relationships and linguistic differences. A number of researchers emphasize that the characteristics and experiences of an individual should be taken into consideration when discussing culture (Cerimagic, 2013; Kagawa-Singer & Blackhall, 2001; Piller, 2011; Verschueren, 2008). Piller (2011, p. 68) argued that the monolithic view of the nation as the fundamental unit of culture is practically inadequate in a globalized and transnationalized age. The traditional comparison between Eastern and Western cultures has been described as collectivistic and individualistic cultures. However, researchers have discovered that

traditional values may be eroded by new values, as the collectivistic culture begins to merge with aspects of individualism.

In a globalized world where each individual's identity is often interactively created within certain contexts, the static comparison of culture cannot be the best approach to intercultural communication, especially in community interpreting studies where each participant can belong to various sub-groups. Based on the results of a participant observation and face-to-face interviews with interpreters, as a part of a bigger project, this presentation will explore the role of intercultural competence in interpreter-mediated health care interpreting.

10:00-10:30

A2-3 Which one is required by foreign patients: the professional interpreter or the medical professional who can speak foreign language?

**Reika Masuda, Chenyang Li, Naoko Ono
Juntendo University**

The number of foreign tourists visiting Japan, foreign workers and international students are increasing. Accordingly, it is considered that the needs of medical interpreter will increase. This paper explores which one is required by foreign patients, the professional interpreter or the medical professional who can speak foreign language. We conducted an interview in order to review the experiences of medical interpreter. We interviewed for 3 people who are interpreter of English-Japanese, Spanish-Japanese and Chinese-Japanese. There were mainly 5 parts of question items and free talk at the last. The content was about the experience of medical interpreter and interpretation language, what kind of things will be required for medical interpreter, what is the most important thing when we do medical interpret, an ideal medical interpreter for foreign patients, the advantage and disadvantage of interpreting by interpreter and medical professional as to medical interpreter, which one is closer to an ideal medical interpreter in Japan, interpreter or medical professional. Results from the interview showed the followings; Firstly, all the people who we interviewed were Japanese and women. Regarding their experience of medical interpreter, English interpreter did interpreting over 100 times, Spanish interpreter did about 10 times. Chinese interpreter did not have an experience, but she interpreted accidentally in the hospital for her acquaintance and inbound

interpreter. This survey showed understanding of culture of the three interviewee was the same in that to interpret from Japanese into their nonnative language. Secondly, the results of the survey about what kind of things will be required for medical interpreter was as follows; English and Spanish interpreter said proficient language ability, but Chinese interpreter said it is difficult to answer it. Thirdly, in response to the survey about what is the most important thing when they do medical interpreting, the results was as follows; all of them said accurate interpreting. About an ideal medical interpreter for foreign patients, their statement was almost same but Spanish interpreter said that it is important to be by the patient side. In conclusion, we could not get the answer which one is required by foreign patients. However, results from the interview showed the medical interpreters who gain the patients' trust, have a proficient language ability and take the medical interpreter training were required regardless the role.

10:30-11:00

A2-4 The current status and the future challenges of the medical interpreters in Japan: a literature review

**Chenyang Li, Reika Masuda, Naoko Ono
Juntendo University**

Background: The number of foreigner in Japan increases every year. When they go to hospital for treatment, the language could often be a problem. Medical interpreter could bridge the gap between foreign patients and medical professionals and the role becomes increasingly important, with the circumstance that the Tokyo Olympic will be hosted by Japan in 2020.

Objectives: To overview the status and the future challenges of the medical interpreters in Japan.

Methods: We searched CiNii and google scholar to find the paper referring to current status and future prospective of medical interpreter by using keyword “the job description of medical interpreters”, “the salary of medical interpreters”, “the social status of medical interpreters”, “the challenge of medical interpreters” and “the needs of the patient for medical interpreters”.

Results: The result of the paper search revealed 0 articles in CiNii, 906 in Google scholar. And in these paper we further searched the articles from 2008 to 2017, and the

search yielded 14 papers. We picked up the important things about the work of medical interpreters, salary, social position, the annoyance of medical interpreters and the hope of the patient.

Discussion: The main work of medical interpreters in Japan was the “intermediary” and “pipe”. The average salary of the medical interpreter was about 3000 JPY. And the social status was volunteer. They need high level of the knowledge but they cannot have high social status. The challenge as the medical interpreters was they cannot live by the work. Patients want to employ a medical interpreter who has high ability.

Conclusion: The medical interpreter has a lot of problems with regards to its salary, social status in Japan. The salary and the education was not enough for make living and the importance of medical interpreters is also not recognized by general public. The situating is evolving toward Tokyo 2020 Olympics, therefore these current situation might be changed through law and policy in future, but we need future study to investigate if the change contribute to the current status of medical interpreters in Japan.

11:00-11:30

A2-5 Feedback Methods in Medical Interpreting Role-play Sessions

Mieko Miura

International University of Health and Welfare

An introductory course on English medical interpreter training has been conducted at International University of Health and Welfare (Ohtawara campus, Tochigi, Japan) since 2015. In Ohtawara campus, there are nearly 4,000 students who study to be medical professionals, such as nurses, physical/occupational/speech therapists, radiological technologists, orthoptists, pharmacists, social/care workers and so forth.

This course aims to encourage such students to learn and acquire medical English interpreting skills in clinical scenes mainly through the role-play sessions (3 students/roles: Doctor-Patient-Medical Interpreter in one group). Recent years, providing effective feedback to students’ interpreting performances has been recognized as an area of improvement, and we try to enhance the quality by the following methods: 1) video recording students’ role-play scenes, and then discuss their good points and improvements among group members, 2) summarize and write down the contents of the discussion, and then each group reports the results, 3) conducting a role-play session

with an international student (Doctor: an instructor, Patient: an international student, Medical Interpreter: a student), and the instructor give some feedback to a student after the session individually, 4) evaluate each student's performance by using an assessment sheet and grade their scores each other in a group.

These kinds of feedback methods have been adopted since the first semester of 2018 in this course. Before the year, there were not enough opportunities for students to review their own and other students' performances to improve their interpreting skills. It seems that these types of feedback helpful to raise students' awareness of the importance of appropriate voice volume, eye-contact, posture, English pronunciation and accents, and so on. In addition, these opportunities seem to be useful for them to prepare for a role-play examination at the end of a semester. This poster session especially focuses on presenting the methods and contents of feedback to students' interpreting performances and it also introduces an introductory course on English medical interpreter training at International University of Health and Welfare.

14:50-15:20

A2-6 It's about more than just words: Reflections on Developing Interpreter Services in Cape Town Hospitals

Ereshia Benjamin¹, Leslie Swartz², Sanja Kilian² and Emma McKinney³

¹University of Cape Town, ²University of Stellenbosch; ³University of the Western Cape; South Africa

For the past few years, in collaboration with our local Department of Health; we have been researching language barriers and interpreting practises in psychiatric and other hospitals serving indigent communities in Cape Town, South Africa; whilst developing small-scale community interpreting services. In this presentation, we discuss the rationale for our work, share the outcomes of our research and describe the community interpreter services we support. We reflect on the work that community interpreters actually do and the challenges associated with making these services accessible. We discuss the opportunities that his project has brought, but also the constraints occasioned by a highly stressed, biomedically-oriented health system.

15:20-15:50

A2-7 Prevention of mental health burdens for interpreters working in healthcare

**Tetyana Tkachenko, Ragna Rygh Svela
Oslo University Hospital**

Oslo University Hospital (OUS) is a highly specialised hospital in charge of extensive regional and local assignments. OUS is Scandinavia's largest hospital and yearly carries out more than 1.2 million patient treatments. Tolkesentralen – The Interpreting Unit at OUS – provides highly qualified and experienced interpreting services to more than 30 000 patients each year. Tolkesentralen offers the services of approximately 290 freelance interpreters who specialize in 85 languages.

The interpreting profession is characterized by rapid changes and instability. So far in Norway there are no organized services which provide emotional and practical help for interpreters. However such services are in demand: research has found that the organisation and the workload of the interpretive profession can contribute to an increased risk of stress, burnout, compassion fatigue or vicarious trauma and PTSD. Since its opening in 2014 Tolkesentralen has aimed to provide stable and professional environment for interpreters, including de-brief, individual adjustments and consulting on how to cope with challenging interpreting tasks. We experience that interpreters have difficulties coping with different emotional symptoms, especially after working at the psychiatric department for a long time.

In January 2019 we have started a project that focuses on prevention of work related stress and burnout and securing of better working environment for interpreters working in healthcare. The project manager Ragna Rygh Svela is an experienced clinical psychologist who uses interpreters on daily basis. At the first stage of the project we will map and highlight the needs reported by the interpreters, and look into various risk factors. Our aim is to develop tools that can help the interpreters to cope with the challenges in healthcare interpreting. We will offer tutoring groups, colleague support, drop-in tutoring with a clinical psychologist, and have classes that focus on prevention of stress and poor mental health. In addition we aim to establish a cooperation with Oslo Metropolitan University which is responsible for the Norwegian bachelor program in interpreting.

Our presentation will be about the experiences and the results from the initial stage of this project. We will address the implications of our preliminary findings and discuss how centres offering interpreting services can work to make interpreters better equipped

to handle emotionally difficult and demanding assignments in the future.

17:10-17:40

A2-8 Risky Business: Cortisol Dysregulation in Signed Language Interpreters

Robyn Dean

Rochester Institute of Technology

Do signed language interpreters have a high risk for negative health outcomes because of the nature of their work? The hormone “cortisol” rises and falls within each of us on a daily basis according to known patterns. But these patterns can be disrupted by stress. This disruption, or cortisol dysregulation can lead to significant negative health outcomes such as cardiovascular disease and even cancer. It is already well-documented that signed language interpreters have a high incident of cumulative motion injuries (CMI). Traditionally, CMI studies presumed that injuries result from the biomechanics of signed languages; stress has rarely been considered a relevant factor. Prior studies we’ve conducted using self-report measures suggest that stress is indeed a major factor underlying interpreter occupational health risks. Our goal in this study was to gather cortisol pattern data to augment the self-report, psychological data we’ve relied on in the past.

We recruited approximately sixty-five signed language interpreters who provided saliva samples at four time-intervals over two consecutive days. While the findings did not indicate a pattern of dysregulation over the two-day period, there was an across-the-board finding of participant’s blunted cortisol awakening response (CAR). Blunted CAR has been correlated with both depression and burnout. Other quantitative data were also collected regarding self-report of stress, including: Effort-Reward Imbalance Scale (an occupational health risk measure); perceived Stress Scale; Basic Psychological Need Satisfaction at Work Scale Medical Outcomes Study Short Form. Some results of these measures will be included in the data reporting.

15th, June

<Rm 503>

9:00-9:30

A3-1 Reopening the Closed Case against Summary Interpreting in the Criminal Trial Setting

Yu Lei¹, Xu Yunqian²

¹Guangdong University of Foreign Studies, ²Guangdong University of Finance and Economics

Through descriptive and qualitative research on summary interpreting in bilingual trials in Chinese mainland, this research discusses summary interpreting in the Chinese legal context. Summary interpreting has long been prescriptively labeled as an inappropriate practice in the courtroom setting for its inaccurate nature by both law and interpreting professionals and academia. However, rejecting the one-sided ban resulting from ignorance of the realistic contextual elements that give rise to the phenomena of summary interpreting, this study argues for differentiated attitudes towards summary interpreting. Based on detailed analysis of authentic bilingual criminal trial discourses collected through the ethnographic approach, this study classifies summary interpreting into active summary, passive summary and habitual summary in terms of the degree of the interpreter's subjectivity involved. Through close observation, this study finds that not all types of summary interpreting are the result of the interpreter's incompetence or irresponsibility. Passive summary interpreting, in particular, is rather a result of the interpreter's passive adaptation to the institutional constraints in the courtroom context, which include the institutional norms (i.e. laws, regulations, statutes, regulations, rules, etc. in the legal context) and the persons empowered to enforce such norms. This study concludes that the passive summary is a reality in court interpreting in the current Chinese legal context. Regulation rather than a prohibition is the realistic way to address the issue of passive summary interpreting. This study also has an implication for a clear description of professionally ethical summary interpreting practices. Interpreters should refrain themselves from active summary and habitual summary; but it would be unfair to throw all the blame on the interpreter for making passive summary.

9:30-10:00

A3-2 Plain English in Interpreter-Mediated Criminal Trials – Worth a Shot?

Jakub Marszalenko

Nagoya University of Foreign Studies

English is an important language of interpreting in interpreter-mediated criminal trials in Japan involving defendants, victims or witnesses not fluent in Japanese. However, a significant number of subjects requiring Japanese-English interpreting and translation services in criminal proceedings, come from a variety of educational, cultural and linguistic backgrounds and do not use English as their first language. Depending on the subject's proficiency in this language, communication issues between the subject and the interpreter, and as a consequence, between the subject and the other trial participants (judges, prosecutors, defense counsels, as well as the saibain-in or the 'lay judges'), may arise, possibly leading to a problematic or questionable legal process or, in extreme cases, to miscarriages of justice.

In a previous study (Marszalenko 2015), I collected English translations of a judgment text excerpt rendered in a saiban-in trial, produced by ten Japanese-English court interpreters working in different parts of Japan. Using the Flesch Readability Test, I demonstrated that the translated texts require high English proficiency to be comprehended. Further, given that various documents (including judgment texts) are presented to the defendant with the use of earphones (the interpreter reads the translated text through a microphone without the defendant being able to see the text), the level of comprehension of the texts' substance may be even lower, especially if the defendant's native language is other than English. Based on these results, I further interviewed fifteen interpreters (Marszalenko 2016, 2017) to ask them about their take on potential problems pertaining to the use of English for defendants of non-English-speaking backgrounds. These semi-structured interviews brought to light the interpreters' concerns with respect to the level of comprehension of the legal process by the defendant and their call for addressing this issue.

In this paper I take into consideration the abovementioned findings and attempt to explore whether the use of Plain English may be helpful in addressing the issue of potentially insufficient communication between the other actors in the interpreter-mediated criminal process. Following guidelines outlined in Oxford Guide to Plain English (Cutts 2009), I have revised the English translations discussed above to consider whether: 1) such Plain English translations can elevate the defendant's

understanding, and 2) if and how the use of Plain English may affect the accuracy of the legal message of the source text in Japanese.

10:00-10:30

A3-3 Using a real corpus of court interpreting in Criminal Proceedings to train and assess quality in court interpreting

Mariana Orozco-Jutorán
Universitat Autònoma de Barcelona

A funded research project was carried out from 2015 to 2017 in Spain, it was called TIPp (“Translation and Interpreting in Criminal Proceedings”). The project aimed at describing and assessing the reality of court interpreting in Spain and at creating a computer application which comprises a complete set of resources to facilitate court interpreters’ performance. The researchers compiled, transcribed and analysed a representative oral corpus of real, video-recorded criminal proceedings with interpreting in the three language combinations studied (English, French and Romanian into Spanish). This corpus was then used as a basis to create didactic material with the form of role-plays and exercises which have been used with great success to train court interpreters for two years at the MA Degree on Legal translation and Court Interpreting at the Universitat Autònoma de Barcelona. This paper will present some of the materials created, such as short video clips based on real problems observed in the corpus of criminal proceedings as well as the teaching methodology used in class. The author will focus specifically on how to interact with students to highlight and overcome the main pitfalls observed in the real practice of court interpreters.

Regarding the methodology of the research project, an attempt was made to operationalise the quality of court interpreting by trying to measure it with various criteria. Therefore, the research combined a rigorous, qualitative design — ideally suited to describing real practice — with quantitative data analysis techniques and the creation of a measurement instrument. Two direct variables were chosen to describe the quality of court interpreting, namely interaction problems and textual problems, based on Wadensjö’s distinction between “talk-as-activity” and “talk-as-text” (Wadensjö 1998, p. 21). The variables were operationalised into indicators to create a measuring instrument validated through a pilot study and consisting of several interval and

categorical scales. All this work to operationalise the quality of court interpreting was also very useful in terms of students' performance assessment. The paper will thus also present a proposal of assessment criteria for court interpreting students that has been successfully used at the MA Degree on Legal translation and Court Interpreting at the Universitat Autònoma de Barcelona.

10:30-11:00

A3-4 Lawyers working with interpreters in Australia

Han Xu

University of New South Wales

Abstract: Lawyer-client interviews constitute an important stage in the legal process. However, largely due to their private nature, limited studies have been conducted to investigate this particular legal setting. Even less is revealed as to how they are conducted in a multilingual context where an interpreter is present. With the aim to add to the existing knowledge of interpreted interviews, this study sets out to investigate how interpreting is practised in the legal setting by examining lawyer-interpreter working relations and their impact on the effectiveness of interpreted lawyer-client interviews. Within a theoretical framework that examines the two professionals' working relations from their interactions and mutual perceptions, this study used a mixed research method to collect data at the Legal Aid Commission in the state of New South Wales (Legal Aid NSW), Australia. Specifically, this study included observations of interpreted lawyer-client interviews, post-observation interviews with the observed lawyers and interpreters, and an online survey of a wider audience of lawyers and interpreters. Findings show that lawyers generally knew how to work with interpreters in most respects: they spoke directly to their clients; they actively coordinated the turns at talk; and they rarely asked interpreters to perform tasks that go beyond the interpreter's ethical role. However, the effectiveness of their interviews was often impaired when they worked with untrained interpreters who acted unethically, or outside their role. In comparison, trained interpreters with a higher accreditation level generally had a clearer understanding of their professional role and were better at meeting their ethical requirements. These findings suggest that to establish sound working relations between the two sets of professionals, in addition to the lawyers

knowing how to work with interpreters, it is critical for interpreters to be professionally trained and to act ethically to achieve effective interpreted communication.

11:00-11:30

A3-5 Common Law in an Uncommon Courtroom: Judicial Interpreting in Hong Kong

**Eva Ng
The University of Hong Kong**

This paper presents the findings of a research project which examined the interactional dynamics of court proceedings in the bilingual common-law Hong Kong courtroom, a legal setting different in many ways from other courts where common law is practised. This creates a unique legal setting and specific challenges for the interpreters who work in it.

Drawing on authentic courtroom data obtained from the High Court of Hong Kong, this paper illustrates how the power of the court interpreter diminishes as compared with their predecessors in the early colonial days. It also demonstrates how the use of chuchotage, commonly adopted for much of a trial in most other courtrooms, proves inadequate and inappropriate in the Hong Kong courtroom. It explores the impact of the use of chuchotage on the participation status of both non-English speaker (NES) and non-native English speaking (NNES) court actors and its implications for the delivery of justice.

14:50-15:20

A3-6 Interpreter role and positionality in legal advice meetings: findings from a study of lawyer-client communication in the UK asylum and immigration context

**Judith Reynolds
Cardiff University**

This presentation reports on findings from a linguistic ethnographic study of lawyer-

client communication in UK asylum and refugee family reunion legal advice meetings (Reynolds, 2018). It focuses on issues of interpreter role and positionality in legal advice, a site of community interpreting that is rarely examined in the research literature (Hale, 2007).

The study was situated in a city-based legal advice NGO providing free advice to clients, and investigated intercultural and multilingual communication in legal advice meetings. During a seven-month period of ethnographic participant observation, a corpus of audio recordings and observational notes was collected from advice meetings between one immigration lawyer and a range of asylum seeker and refugee clients. Audio recordings were subsequently transcribed for close linguistic analysis.

The presentation compares and contrasts interpreted interaction in two different legal advice meetings from the data set, examining the interpreter's positionality in each of these meetings and the situational and contextual factors contributing to this (Wadensjö, 1998). The first meeting features a trained Arabic-English interpreter who employs a direct style of interpreting (Hale, 2007). The second features a volunteer Chinese-English interpreter who employs a more mediated style of interpreting (Hale, 2007). The analysis draws on the concepts of production and reception formats (Wadensjö, 1998) and contextual inference in dialogue interpreting (Mason, 2006), to interrogate the range of different roles occupied by each interpreter at different times in each of these meetings.

The empirical data and discussion will aim to interrogate the appropriateness of Ahmad's (2007) typology of the multiple roles of 'co-client, co-counsel, and expert' (p. 1004) played by interpreters in the legal advice process. It will critically examine the claim that involving an interpreter in legal advice communication 'confounds traditional lawyer and client roles, transforms the very structure of the lawyer-client relationship, and threatens fundamental values of client-centeredness, such as client autonomy and client voice' (Ahmad, 2007, p. 1004).

15:20-15:50

A3-7 Diversity of constructed realities through interpreted discourse in the courtroom.

**Rika Yoshida
Rikkyo University**

This presentation examines how pragmatic presuppositions play a key role in discussions on ‘accurate’ interpretations in courtroom discourses. Accordingly, the author analyses the data extracted from interviews and questionnaires conducted by the author on legal attorneys and court interpreters in Japan about their experiences of ‘diverse or discrepancy of realities’ in the courtroom discursive practice mediated by an interpreter.

Court interpreters are expected to render complete and accurate interpretations without adding anything to, altering, omitting, or explaining what is said. Even when a court interpreter is able to render an ‘accurate’ interpretation of a foreign defendant’s statement, each participant of the court discourse, such as judges, prosecutors, and/or defence attorneys, may understand different versions of the reality since they lack shared pragmatic presuppositions. A pragmatic presupposition may be a type of cultural knowledge assumed by a group of people sharing the same ‘culture’, values, system of language use, and so on; pragmatic presuppositions are not explicitly expressed verbally. On the other hand, in a discursive interaction, pragmatic presuppositions constitute the indispensable link between ‘what is said’ and ‘what is done’ by a speaker (Mey, 2002, p. 265). Therefore, if the hearer does not share the pragmatic presupposition that is assumed in a dialogue, he or she will understand different versions of the reality. In an interpreter-mediated courtroom discourse, diverse realities frequently emerge, since the courtroom participants, who may use different languages, plausibly do not share a pragmatic presupposition assumed by the speaker, and he or she is unable to construct a link between what is said and what is presupposed to make sense or achieve an understanding of what is expected. In such a case, the hearers often feel that the utterance lacks discursive consistency and, therefore, a foreign defendant is not answering sincerely to the question put forward by the attorney or prosecutor. This study attempts to shed light on the importance of pragmatic presupposition in discussion of what should be an ‘accurate’ interpretation as well as the role of a court interpreter.

17:10-17:40

A3-8 Court interpreting: accuracy of interpretation, communication failures and interpreter's credibility

Ms. Alina Frantsuzova

The study addresses a complex relationship between inaccurate interpreting and the issue of communication failure in the context of interpreter-mediated court hearing in Sweden. For obvious reasons participants of the court proceedings have very limited means to verify accuracy of interpreting and have to rely on the interpreter taking full responsibility of communication's content. Misfires that occur in communication during court hearings are therefore a significant factor in evaluation of interpreter's competence and thus impact the perceptions of interpreters held by the legal practitioners and non-Swedish speakers. It's difficult for the general public to tell the difference between phenomena of communication failure and translation mistake. A failure in communication and the interpreter's incompetence are therefore bound together and thus failures in mutual understanding between the participants can impair interpreter's credibility. This study explores the two issues and convincingly argues that this perception of the interpreter-mediated court talk can not always hold true. This research examines the origins of misfire and inaccurate interpreting from the perspective of linguistic semiotics. The study provides and analyzes some examples of court interactions (on the basis of court records) with a mismatch between these concepts and also gives some guidelines to finding a solution.

15th, June

<Rm 504>

9:00-9:30

A4-1 The Most Important Cog in the Wheel: A Case for Legislative Change

Brett Best¹, Stacey Webb²

¹Heriot-Watt University, ²Independent researcher

This paper reviews the current landscape of signed language interpreting in the United Kingdom by drawing on the concepts of systems theory and signal jamming. Through a process of systematic mapping including registering bodies, professional associations, interpreter education pathways, and government legislation we build a case for legislative regulation for the provision of signed language interpreting services. Witter Merithew and Johnson (2005) refer to the profession of signed language interpreting as a system which is connected by various stakeholders including interpreter practitioners, employers, consumers, policy makers, and interpreter education programmes. Webb and Napier (2015) suggest that because interpreter education programmes are often housed within higher education institutions, they are therefore directly interconnected to another highly complex system: the system of higher education. Considering Webb and Napier's argument, we can further suggest that each of the stakeholders that make up the profession of signed language interpreting, as suggested by Witter Merithew and Johnson (2005), are also situated within additional systems. For example, employers of signed language interpreters vary and each operate under their own organisational systems and structures. These organisations are confined to individual policies, ethical codes of practice, and adhere to legal issues specific to their business or industry. According to systems theory, all parts of a system need to work together for the overall system to function effectively. Thus, when one part of a system is transitioning or malfunctioning, there will be reverberating impacts on other parts of the system affecting it as a whole. Therefore, wider systemic change cannot happen without a streamlined approach or forced synergy via legal mandates. Currently in the UK there are several regulatory bodies, professional interpreter associations and training pathways along with inconsistent legal requirements for service provision. This creates signal jamming (Chan 2008; Mikkelsen 2013), a phenomenon whereby purchasers of interpreting services receive mixed signals about who is competent to provide a service; mistrust and confusion results, and there is less incentive to seek out fully qualified

practitioners. This undermines the consistent provision of adequate services which detrimentally impacts the lives of services users, as without ensuring appropriate service providers are employed, service users may not be given full communicative/linguistic access to their basic human rights (health, social security, education and employment) (Webb 2017).

While this paper focuses on signed language interpreting in the UK, we expect these concepts to be applicable to other language combinations and different national contexts.

9:30-10:00

A4-2 Creating a VLE in PSIT. The MOOC Get Your Start in PSIT.

Carmen Valero-Garces
University of Alcala

New technologies and learning environments are developing fast, influencing the way we perceive learning and we access to information and operate. Technologies are also providing exciting horizons to extend communities of practice and to create virtual learning environment (VLE). Most teaching institutions already use their own VLE such as Blackboard, Moodle or Weblearn, allowing students to connect to teaching materials on line, uploading and sharing resources, contributing to an enriching dialogue with forums and chats. For PSIT, this is an opportunity to think in terms of partnerships and communities of practice. Creating an open VLE would increase the possibilities of learning, facilitate language- specific communities of practice and help develop resources for minority languages. It can also help PSIT stakeholders share resources and knowledge beyond the traditional boundaries set by courses, schools or countries (D'Hayer 2012). This is particularly important when applied to the training of future PSIT professionals. The MOOC Get Your Start in PSIT is an example (Valero-Garcés et al 2017). It is my intention to present the results of the implementation of this open MOOC. The ultimate goal of the course is to provide general information and to raise awareness about the complexity of the field, as well as to offer the possibility of learning and practicing some of the principles and strategies usually required in PSIT. Since launched in 2017, the course has been followed by a variety of profiles & backgrounds, from people working with foreign population, to people who have no

formal training and are ad-hoc interpreters, as well as people interested in learning about PSIT. It is in this context that the article presents some of the findings obtained since its implementation: profiles and backgrounds registered in the course as well as the evaluation of aspects related to its design and aspects that enabled us to identify students' perceptions on the usefulness, effectiveness and applicability of the course.

10:00-10:30

A4-3 Ethics, affect, and language variation: challenges to artificial intelligence in community interpreting

Simo K. Maatta
University of Helsinki

Through years of exposure to difficult interpreting situations, community interpreters of spoken languages learn to resolve complex issues in relation to ethics, affect in language, and language variation. This learning is based on multifaceted monitoring involving several senses. Thus, interpreters learn to decipher the causes and outcomes of the dynamics of the situation, including emotion display, power dynamics, and speaker intentions, as well as the causes and outcomes of such phenomena. Solutions adopted in each particular situation are unique and depend on the embodied experiences and abilities of each individual interpreter.

The ability of machines to translate the information content of spoken discourse has steadily increased. However, a real step towards high-quality interpreting by artificial intelligence would entail a system that learns to predict and analyze also affect and intention, as well as indexical information related to speaker identities. In addition, artificial intelligence would need to learn to analyze and eventually standardize idiolectal, dialectal, and lingua-franca varieties that deviate from the norm. Finally, the machine would have to learn to make decisions that are ethically solid.

In this paper, I will illustrate the challenges constituted by ethical dilemmas, affect, and language variation to artificial intelligence in community interpreting. The reflection is based on an analysis of excerpts from different datasets: recorded and transcribed telephone-interpreting data, interpreters' journals, and journal entries written by case workers after interpreter-mediated encounters with refugee women. To conclude, I will consider the potential of artificial intelligence to overcome issues related to ethics,

affect, and language variation, as compared to a living interpreter.

10:30-11:00

A4-4

11:00-11:30

A4-5 Interpreter-mediated Communication as Part of the Education of Public Sector Professionals in Norway

**Maria Wattne
Oslo Metropolitan University**

What do future professionals in public sector professions learn about interpreting during the course of their bachelor studies? In what ways are students introduced to and prepared for communication with non-Norwegian speakers in their future careers as nurses, child-care workers and police officers? How is the topic Communication through an Interpreter approached?

Research on communication between healthcare professionals and minority language speakers tends to focus mainly on doctor-patient encounters. However, communication challenges also occur outside the doctor's appointments, where other professionals, such as nurses, more frequently interact with the patients. Yet convention and practicalities entail that interpreters are not called for these conversations.

Within social work, research has shown communication breakdown in interpreter-mediated dialogues between social workers and clients. The use of interpreting has been described as a challenging and problematic aspect of child-care work.

This paper presents a project aiming to develop knowledge about how public sector interpreting is approached in Norwegian professional education programmes at the bachelor level, exploring possible knowledge gaps and how these may inform the professions' relation to communication and specifically the professionals' interaction with non-Norwegian speakers. It will focus on to what extent Communication through an Interpreter is part of the curriculum in selected bachelor programmes, and if so, how interpreter-mediated communication is presented.

The study aims to investigate gaps between on the one hand, interpreting research and on the other, findings in studies of other public sector professions about interpreter-mediated communication. One emergent concern is that in the latter, data regularly documents the work of unskilled practitioners, not qualified interpreters.

This paper introduces preliminary findings from a critical survey of national regulations, curricula, study plans and other relevant documents to education programmes for public sector professionals at Norwegian institutions of higher education. In addition, I will present the design of the forthcoming fieldwork: Three bachelor programmes for public sector professionals where interacting with minority language speakers is a commonplace feature of their professional practice will be selected, probably one Bachelor of Social Work, one Bachelor of Police Studies and one Bachelor in Nursing. After having observed educational activities related to interpreter-mediated communication, students will be interviewed at an early stage of their programme, and followed up during their first six months working as newly trained professionals.

The study is a PhD project in Educational Sciences for Teacher Education at OsloMet University.

14:50-15:20

A4-6 Investigating Problems in Current Police Interpreting of China: From the Perspective of Student Interpreters

Bei Dong
University of Bologna

After the proposal of “*The Belt and Road Initiative*”, together with the trend of globalization, China is faced with an increasing number of foreign issues. Like most of the other countries, China is, on one hand, being faced with an increasing number of foreign populations, while on the other hand, trapped in the dilemma and paradoxes of not being able to provide satisfactory community interpreting services for this group of people. Since we have witnessed more and more cooperation between China and countries involved in the “*B & R Initiative*”, along comes various problems. For example, foreign civil and commercial cases, hence leading to an increasingly urgent need for the standardization of legal interpreting, one branch of community interpreting.

This research is based on 9 questionnaires randomly selected from student interpreters, the mainstream serving for police interpreting in Shanghai, China. The research first proposes several questions: In nowadays police interpreting market of China, are there any problems? What are the problems? How to solve them? The writer then released a call for questionnaire targeting at police interpreters in a group chat of both professional and student interpreters of a certain university in Shanghai. After several days appeared 10 voluntary participants, having fulfilled in total 9 effective questionnaires. Among the 9 samples, 2 are professional interpreters while the others are student interpreters. None of them has received any legal training. The questionnaires indirectly and directly show that there do exist plenty of problems in today's police interpreting of China. Indirectly, based on the analysis of the answers, the result shows that these student interpreters share some common demerits. Namely, lacking legal training, not familiar with interrogation terminologies, interrogation process or interrogation skills, thus not having the knowledge of how to be well-prepared for police interpreting. Besides, they have all been summoned casually, hence not having enough time to prepare for their interpreting task. Directly, according to the suggestions provided by the samples, current police interpreting in China is lack of terminology standards, high-level access mechanism, professional training, interpreter database and professional associations. Consequently, the research concludes that there are in deed plenty of problems existing in current police interpreting of China, which can be categorized into 3 aspects: lack of interpreter training, lack of professional associations, limited education of clients, and offers further suggestions accordingly.

15:20-15:50

A4-7 Accreditation of International Sign Interpreters: The collaboration of two international organizations in creating an innovative model.

Debra Russell¹, Colin Allen²

¹University of Alberta, ²World Federation of the Deaf

This presentation will describe the development of an innovative approach to accrediting signed language interpreters at the international level. While many national countries have certification processes for the signed language(s) used in their country, there has never been a mechanism to examine the qualifications and performances of interpreters

providing International Sign (IS). International Sign is a complex linguistic phenomenon that is increasingly being studied by researchers globally. An IS interpreter is an interpreter fluent in at least one national sign language (often two or three), who is also fluent in at least one spoken/written English (usually two or three), and who interprets, usually simultaneously, in meetings where deaf people from different countries do not share a common national sign language.

IS interpreters are often required to interpret in international settings, including the World Federation of the Deaf Congresses and Conferences, Deaflympics, UN political meetings, the International Congress on the Education of the Deaf, etc. In these venues, the IS interpreter will be interpreting between English and IS, though in meetings with simultaneous spoken language interpreting, they may interpret between IS and another spoken language, and for presentations presented in a national sign language, the IS interpreter may interpret directly from a signed language into IS.

We will highlight the innovative steps taken by the World Federation of the Deaf (WFD) and the World Association of Sign Language Interpreters (WASLI), using technology to ensure that the assessment process is standardized and meets the rigour required of an interpretation accreditation process. The processes and domains tested will be described along with the rating criteria. Further, we will share the WFD-WASLI Code of Conduct that the accredited interpreters are required to follow, and the Professional Conduct Review Process (PCRP), which ensures there is a dispute resolution process that can allow for concerns to be addressed in a professional manner. The final step of the accreditation process has been to appoint a body that can oversee the processes and recommend improvements. The International Sign Accreditation Advisory Board (ISAAB) fulfils this role.

17:10-17:40

A4-8 Borderless people reflecting on borders: interpreters from the asylum-seeking community review their essential and personal boundaries

**Michal Schuster
Bar Ilan University**

The proposed presentation will examine concepts of professional and personal boundaries as experienced by Eritrean graduates of two medical and psychosocial

interpreting courses in Israel. The data presented is based on semi-structured interviews with graduates of the two courses, held in 2014 and 2018. Finding inspiration in the work of Erving Goffman (1959), I will discuss the tension between the participants' 'normative roles' and 'typical roles.' Zooming-in, specific challenges are identified with regard to the interpreting profession. Employing Bourdieu's theory of social fields and habitus, Inghilleri (2005: 74) fleshes out such challenges, specifically regarding interpreters for asylum seekers. Noting that "interpreters can be placed in contradictory positions with respect to their initial and/or acquired habitus and the norms of specific interpreting contexts and/or the norms of interpreter training". Analysing the boundaries of the interpreters reveals a typology of the boundaries – and with different attitudes of the participants – depending on the participants, the setting and the timing of the tasks. The discussion of boundaries among asylum seekers who serve as linguistic and cultural brokers, may be of particular interest to the international community, due to the continuing waves of people forced away from their homes; Recent statistics report over 68 million people – among them over 25 million refugees (UNHCR, 2018). Naturally, those with more linguistic and communication skills, will serve as interpreters for their community members. Such analysis of the actual boundaries, by interpreters to the most vulnerable communities, who are vulnerable themselves due to their political, judicial and social status, can help shape training and mentoring to identify and even prevent dilemmas and potential conflicts, provide support to the interpreters and help bridging between individual and institutional needs.

16th, June

<Lecture Hall>

9:00-9:30

H2-1 Multilingual and Multimodal Considerations for Interpreting in the Age of AI

Jeffrey Davis

The University of Tennessee

This poster presentation centers on international and interdisciplinary collaboration among interpreters, translators, linguists, educators, AI program developers, technology experts, and community stakeholders from diverse cultural and linguistic backgrounds. It highlights interpreting work occurring in both signed and spoken language community contexts that are multilingual, multicultural, and multinational; for example, North American Indian nations of Canada and the U.S., as well as Mesoamerican and Caribbean nations. While working between two languages generally entails many of the same fundamental processes and skills, this poster highlights some of the challenges, unique features, best practices, and strategies for interpreters, translators, and others working in multicultural, multinational, and multilingual contexts; especially those encompassing multimodal linguistic channels: spoken, signed, written, filmed, and digitized.

While the focus here is on minority linguistic communities and multinational contexts involving American Indigenous, Mesoamerican, and Caribbean regional signed and spoken language varieties, the research findings and issues covered are highly relevant to interpreters, translators, educators, AI program developers, and other specialists working in a variety of languages, spanning a range of modalities and multilingual settings globally. Topics to be covered will include: achieving linguistic and cultural equivalence across wide cultural/linguistic gaps; cultural expectations about the role of interpreters/translators working in minority linguistic communities; mediating unequal status/power dynamics; establishing training and standards for working in minority languages; and, implications for interpreting in the age of artificial intelligence and rapidly development technologies.

9:30-10:00

H2-2 Professional Identity: Can It Help Prepare Us for the AI Revolution?

Giovanna Carriero Contreras
Cesco Linguistic Services

In a time where many interpreters fear that they may be replaced by some artificial intelligence (AI) platform that could do their job with a high degree of linguistic accuracy, our sense of professional identity can help us. Developing and fostering a sense of professional identity not only gives us a better understanding of who we are and how we fit into the professional world at large, but it also gives us a platform from which to advocate for the importance and value of what we do, including in the face of AI. A strong sense of professional identity can help us harness and embrace the benefits of AI rather than be ruled and replaced by it.

When you look at the world with through a prism, you see that reality is multi-faceted. In other words, there is never just one path. From this perspective, AI becomes just one more element that can impact the growth and direction of our profession, rather than the driver of our future. However, our lack of consistency in how we project our professional identity has definitely provided an opportunity for AI to take over and if we do not face this threat by projecting a unified professional identity, we may indeed succumb.

Whether or not we refer to it as such, for most of us, our professional identity lies at the core of who we are and how we present ourselves to the world. And sharing that sense of identity with a larger group can be a powerful thing. Any interpreter who has attended conference with other practitioners has felt this. Those who have never attended a conference may not have experienced this feeling and it is important to bring them into the fold, as we are stronger together.

According to Luke Tredinnick, “in the professions in general, the biggest challenge AI may pose in the coming decades is not from replacing [...] professional roles, but from nibbling away at the edges of such roles, and undermining both professional identity and professional bodies of knowledge.” So, let’s give our professional identity a boost and create something that all of us can get behind and will allow us to face the future together.

This interactive presentation will address the key elements of professional identity and engage with attendees to demonstrate how it can help shape them and the profession.

10:10-11:10 Symposium (Medical Interpreting)

S-2 The development of Healthcare interpreting services in Japan

Naomi Morita¹, Naoko Ono², Takayuki Oshimi³

¹National Association for Medical Interpreters, ²Juntendo University,

³International University of Health and Welfare

In Japan, healthcare interpretation services are provided voluntarily by local governments, international exchange organizations, NPOs, or by hospitals/clinics. The number of tourists from overseas is on the rise, in part because of the coming 2020 Tokyo Olympics and Paralympics. In fact, the number has increased by three fold over the past decade, and at the end of 2018, the number of landing visitors reached 30.1million. In addition, there are 2.73 million foreign-national residents living in Japan (2.1% of the total population). In the past, such residents tended to live in major cities or in industrial districts, but along with the increase of technical interns and Japanese-language school students, foreign residents are now living all over Japan. The influx is expected to further increase due to the revision of the Immigration Control Act enforced this April.

In general, such residents do not have difficulties speaking Japanese in their daily lives, however when they need medical consultations, language support is necessary. In Japan, many hospitals still request patients to bring their own interpreters when they seek medical advice. Therefore, instead of trained healthcare interpreters, they bring their bilingual relatives, acquaintances, children, or supervisors from their work places. However, as such ad hoc interpreters have not received any training, their interpretation is very often inaccurate, and worse, sometimes the contents are twisted, so some countries limit the use of ad hoc interpreters. To cope with the increasing number of patients with Limited Japanese Proficiency (LJP), hospitals in Japan are now trying to introduce telephone interpretation, information-communication technology (ICT) and AI-powered applications. Even if such technologies are introduced, face-to-face interpretation is needed at the time of diagnosis, when giving informed consent (IC), when providing treatment, etc.

Furthermore, tourists from overseas tend to visit hospitals and clinics with mild injuries or illnesses during out-of-service hours or weekends with limited knowledge of the Japanese healthcare system. If they can speak neither Japanese nor English, their chance of encountering trouble is high.

In order to avoid trouble and to provide smooth services to overseas visitors and residents in Japan, the existence of healthcare interpreters is inevitable. To make a healthcare interpretation service spread nationwide, we need to improve the quality of interpreters through training, to establish a better system, and to guarantee the quality of interpreters. In this symposium, we will be discussing the current challenges, effective training methods and programs, as well as a certification system that guarantees the skill and level of those trained to be interpreters.

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11:10-12:10 Panel on Sign Language Interpretation

S-3 Panel on Sign Language Interpretation How Research Impacts Community Practices and Education Practices

Debra Russell¹, Robyn Dean², Stacey Webb³

¹WASLI, ²Rochester Institute of Technology, ³Heriot-Watt University

This session will explore ways in which signed language interpretation research, as well as research on interpretation/translation in general, can impact educational opportunities for signed language interpreters. The session will also examine how communities can introduce research in ways that result in positive changes in professional practice. Panelists will share insights from their own research and provide examples of how to apply the research to community interpretation practice. This discussion is extremely

insightful for signed language interpreters in Japan and other countries where there is little or no research on signed language interpretation, and where sign language interpreter training and interpretation practices are conducted without a theoretical basis. While the session is focused on signed language interpretation research, the discussions will also apply to spoken language interpreters.

13:20-14:20 Keynote Speech: Community interpreting, borders and language contact: a continuum of possibilities.

Claudia V. Angelelli

Heriot-Watt University, Edinburgh Campus, UK

Community interpreters work across borders of language and culture juggling a myriad of social factors (e.g., gender, age, ethnicity, religious beliefs or socio-economic status among others) affecting communication. Community interpreting is a site of language contact. The border crossing and language contact phenomena are embodied in community interpreters as they interact and negotiate communicative goals between linguistically diverse interlocutors. In this presentation we travel through a multiplicity of “borders” (e.g., between self and others, physical borders between two countries, multiple physical borders within one region as well as borders between communities within one country) to understand the tensions and complexity of community interpreting.

The need for interpreting among peoples who do not share a language has never been more pressing than in current times. At least three causes contribute to this: 1) the physical movement or displacement of people (e.g. migrants, asylum seekers, refugees, displaced groups) is higher than ever before; 2) diverse people in contact increases the demand for language services (translation, interpreting, language brokering and mediation); 3) technological developments make possible immediate access for interlocutors and interpreters. In addition, these causes also contribute to the growth of empirical evidence feeding studies in the area of dialogic interpreting. Research findings have shed light on the specificities of community interpreting as a situated practice, the complexity of the communicative event in settings related to disaster and emergencies, education, healthcare, law, refugee camps and prisons as well as the role of language, communication, culture and the interpreter in the interaction.

As mobility, displacement and technology offer more opportunities for communicative needs to be met in culturally and linguistically diverse societies, the need for expertise and professionalism on the part of community/public service interpreters (CIs/PSIs) is more crucial than ever. The ways in which professional and non-professional interpreters perform their work merit further research. This presentation analyses the current situation through the lens of a continuum and proposes an agenda for future work.

This work was supported by Grant-in-Aid for Scientific Research (C) Grant Number 17K02940.

14:30-16:30

W-1 Special Workshop on Court Interpreting: Mock Trial and Panel Discussion

Facilitator: Makiko Mizuno (Kinjo Gakuin University)

Since the introduction of the lay judge trial system in Japan, various kinds of research on communication problems in interpreter-mediated criminal trials have been conducted. Linguistic analyses of court interpreting have proved that interpreters can influence the flow of exchanges and may even influence the outcome of some trials. For example, the speech style of interpreters can determine the lay judge's impressions of the defendant's intelligence or trustworthiness. The lexical choice of interpreters can make the defendant appear more or less criminal. These changes caused by interpreters are found not only in the interpretation of witnesses' testimonies. How interpreters translate attorneys' questioning to a witness in court also influences the ensuing exchanges. For instance, during the examination-in-chief, attorneys use open questions in order to help the witness tell the story freely without being led in a certain direction. Through the interpreter, however, sometimes the intended ambiguity of the question becomes lost and nuances are added. To cite an example, one of the results of our experiments using over 30 interpreters showed that the question "donna hito ga kimashita ka" (What kind of person came?) was translated by some interpreters as "Who came?" or "What was the appearance of the person who came?", etc. These are far less ambiguous, making the degree of freedom in the testimony much smaller.

The first half of this workshop will be centered on a mock trial of a robbery case that is

planned and performed by practicing lawyers and linguists and will focus on the difficulties participants face in interpreter-mediated trials. After the mock trial, all the participants will discuss why such difficulties occur and how they can be overcome through cooperation between legal practitioners and interpreters.

Participants :

Yumiko Terada (Osaka Bar Association) (moderator of the mock trial)

Shuichi Takami (Osaka Bar Association, former judge)

Tomoko Uraki (Tokyo Bar Association)

Masako Karitani (Administrative scrivener)

Akiko Kuribayashi (Osaka Bar Association)

Tsuyoshi Yoshioka (Saitama Bar Association)

Umidahon Ashurova (Kinjo Gakuin University)

Presenters: Rika Yoshida (Rikkyo University)

Tomoko Tamura (International Christian University)

Minoru Naito (Tokyo University of Foreign Studies)

16th, June

<Rm 501>

9:00-9:30

B1-1 Learning from the past: A retrospective case study of a curriculum for sign language interpreting in The Netherlands.

**Lisanne Houkes, Annemiek Hammer
Utrecht University of Applied Sciences**

At the express request of the Deaf community we launched in 1997 our four-year bachelor programme for sign language interpreting at the University of Applied Sciences in Utrecht (the Netherlands). The need for skilled interpreters in the Netherlands was huge and the new programme drew many students. At present, the programme has approximately 350 students, the majority of whom has no previous training in sign language and professional interpreting skills. In the twenty years since 1997, we have continuously updated our curriculum. Changes were made to keep pace with professional demands and publications of good teaching practices (for example Winston & Monikowski, 2013) and theories on interpreting (for example DCS, Dean & Pollard, 2013).

Currently, we are about to embark on a redesign of our curriculum. We started this process by analyzing 1) how the curriculum with respect to interpreting skills changed in the past twenty years and 2) what were the underlying reasons for these changes (Vinke, Houkes, Hammer & Nijen Twilhaar, 2017). In the past years, we offered four different curricula. The rationale for this retrospective study was to get a hold of recurring thematic dilemma's in the development of courses targeting interpreting skills. For instance, we found that the time spent on translation and consecutive interpreting differed considerably between the curricula.

When conducting our study, we did not find any retrospective study to relate to. As such, the first aim of this presentation to open up a discussion on thematic choices in courses on interpreting skills; what are pivotal themes (e.g. translation, consecutive interpreting) to become proficient in simultaneous interpreting? We will do so by presenting our analyses of the four different curricula. We also want to look into the future and show how we use this retrospective study to set up learning outcomes and content for our new curriculum. This is the second aim of this study. We will present our newly formulated learning objectives and content of our interpreting courses.

9:30-10:00

B1-2 Professional interpreting and brain re-structuring – A neuro-linguistic enquiry

**Hideyuki Taura
Ritsumeikan University**

We first examined whether professional interpreting leads to L2 improvement in an interpreter who uses linguistically distant languages. The second query involved whether brain is re-structured in the process of a novice interpreter becoming a professional one. We collected data from a novice Japanese-English interpreter and tracked him for six years. Yearly data collection was two-fold: brain activation data and linguistic data. A Verbal Fluency Task (VFT), which is often used in neurolinguistic research to tap into the language faculty of the brain (i.e. Raucher-Chene and et al., 2017; Clark and et al., 2014), was used on a functional Near-Infrared Spectoroscopy (fNIRS) device (Shimadzu OMM-3000, a 42 channeled machine). A wordless picture book "Frog, where are you?" (Mayer, 1969) was used to elicit spontaneous oral narrative data to examine the participant's L2 (English) skills in terms of accuracy, fluency, complexity, and vocabulary.

Preliminary analysis revealed that English VFT tasks induced higher brain activation in both hemispheres in the first 2 years (significantly more than the Japanese VFT tasks) but the fourth year saw the right hemisphere becoming more activated than Broca's area. It took three years to reach this stage but once it was reached, this state remained stable for the following three years. Meanwhile, the linguistic data analyses did not show much change over the six years: (1) accuracy ranging between 98.9 and 99.6%, (2) fluency as time need to produced a word ranging from 70ms to 105ms, (3) lexical density being between 0.43 and 0.49, and (4) narrative aspects showing no change.

Considering the interpreter's high proficiency right from the beginning that virtually underwent no change over the six years, the more involvement of the right hemisphere may be related to automaticity of interpreting. An overall synthesis of the sub-component analyses is attempted in the presentation.

10:10-10:40

B1-3 Increasing Self-Efficacy in Interpreting Students

Laura Maddux¹, Kimberly Bates²

¹Lamar University, ²The University of Kansas

Research has suggested that high self-efficacy is an important characteristic in interpreting students for reducing anxiety and increasing a locus of control (Atkinson & Crezee, 2012; Bates, 2018). According to Bandura (1988), interpreting students who possess self-efficacy perform at the level needed with their current skills, which results in a sense of self-control and anxiety reduction. Bates (2018) conducted an exploratory study examining the impact of SMART Goals and Mastery Rehearsal Scriptwriting on interpreter self-efficacy. The results indicated that novice interpreters who utilized the SMART approach demonstrated an increase in self-efficacy in the same manner as a control participant who did not use the SMART approach but was engaged in mentorship.

In this presentation we will describe the implementation of SMART Goals and Mastery Rehearsal Scriptwriting with interpreting students. We will then present results from a study in which a control group of students is compared to an experimental group of students who were taught to use SMART goals and Mastery Rehearsal Scriptwriting. Both groups completed the Interpreting Classroom Anxiety Scale as modified by Bates (2016) as a pre-test, a mid-semester test, and a post-test to examine their sense of self-efficacy during interpreting throughout the semester. Preliminary discussions with students indicate they feel less anxiety and increased self-efficacy when using this method. Data analysis is currently underway and the preliminary results on the impact of the intervention will be provided during this presentation.

10:40-11:10

B1-4 Cognitive performance and disfluency in community interpreting

**Aleksandra Adler
Stockholm University**

Background: The purpose of the study is an exploratory investigation into disfluency (disruption in the flow of speech) in community interpreting and possible differences in

frequency of disfluencies between experienced and inexperienced interpreters. The study is carried out within the project Invisible process? Opening the black box of the community interpreter initiated by Elisabet Tiselius, PhD. Disfluency in interpreting as an indication of cognitive effort has been investigated in simultaneous interpreting (Bakti 2009; Bendazzoli et. al. 2011; Cecot 2001; Mead 2005, 2012; Tissi 2000) but it focused essentially on quantitative research alone or on the perception of fluency (cf. Goffman's inefficient speech planning).

Method: Professional interpreters and students of interpreting – a group of twenty-six participants – took part in semi-scripted interpreted dialogues specifically designed to challenge interpreters' skills. The interpreted encounters were filmed using video cameras. Eye-tracking equipment was used to monitor visual attention of the interpreters. The participants performed assessment tests evaluate executive function skills like working memory, attention span and ability to switch between different tasks. The video recordings were examined in order to identify different types of disfluencies (e.g. interruption, pause, hesitation, false-start). The correlation between the frequency of disfluencies and the assessment test results was measured.

Preliminary results: The poster will report our preliminary results indicating differences in frequency of disfluencies between experienced professional interpreters and student interpreters. Experienced professional interpreters seem to show fewer disfluencies during the interpreted event than student interpreters.

Conclusion: We hope that the results will give insight into how experience may be a variable in terms of the interpreter's management of disfluencies, and shed light on cognitive aspects of dialogue interpreting.

11:10-11:40

B1-5 'Oh My God! How bloody patronizing.' On the impact of culture and professional integrity

**Hanne Skaaden
Oslo Metropolitan University**

From their position “in between”, interpreters experience the cultures of different professional practices, often in friction with their knowledge of routines for interaction

anticipated to be common to the clients or patients on the other side of the table. Despite the fact that the interpreters' professional ethics, emphasize their profession's need to remain impartial in the interpreted institutional encounter (Hale 2008), professionals in charge of such encounters, may look to the interpreter for cultural "explanations". Since language and culture are interdependent phenomena (Langacker 1994), interpreters, with their bilingual interpreting skills, are per definition intercultural workers. Culture is a complex category, however, with fuzzy boundaries pertaining to *age, class, gender, generation, profession, religion* etc. (Piller 2011), and the interpreter, an individual, is not culturally omniscient. Although the professionals' needs for cultural knowledge are understandable, what are the consequences of engaging the individual interpreter in explanations of cultural phenomena?

Based on data from two sets of focus groups the paper explores the question: what alternative routes to intercultural insight exist to the individual interpreter present in the institutional encounter? In the first data set, three focus groups with interpreters of English, Polish and Somali in Norway respond to an information campaign about the *Norwegian Child Welfare Services* aiming at monolingual speakers of the respective languages. In the second data set, three groups of practicing police officers' in a training setting, share their expectations of the interpreter and issues of trust in interpreted encounters. In contrasting the two sets of responses, the qualitative analysis explores alternative routes to intercultural insight in interpreted encounters and addresses the role of concepts such as *culture* and *professional integrity* in such meetings.

11:40-12:10

B1-6 Teaching interpreting healthcare in Greenland University

**Arnaq Grove
Ilisimatusarfik**

Greenland was populated by inuit families in small isolated communities of hunters and gatherers, but was colonized 300 years ago by Denmark, and one of the consequences was that a Greenlandic health system was built up by Danish doctors on the basis of European medicine in an area with an extremely different culture. Today, the health service is still dominated by Danish expertise, and in the consultation it is usually a

Danish doctor like the Greenlandic patient meetings. As a rule, these parties do not have sufficient knowledge of the counterpart's language and culture. Therefore, a successful consultation is not only dependent on the ongoing interpretation of the conversation, but also on the interpreter's ability in the main to establish a cultural mediation. Further, the Greenlandic interpreter in the health care sector also has a central role in the development of Greenlandic medical terminology because he is often the first to discover the Greenlandic language's deficiencies in this area. I will describe how these two crucial requirements for the role of the Greenlandic interpreter in the health service shape the education there and its pedagogy.

14:30-15:00

B1-7 The Good, the Bad, the Ugly: How to Assess Online Training for Interpreters

Marjory Bancroft
Cross-Cultural Communications

Community interpreters around the world need access to quality training. In many regions, face-to-face training is inaccessible or poor. Few university degree programs are available for interpreters in most countries.

Now there is online training. Love it or hate it, it's here to stay. Yet interpreting is a skills-based profession. Most online training amounts to "death-by-information-dump."

Can effective skills-based training be provided for community interpreters online?

This presentation aims to demystify online training for interpreters. It discusses three types of online programs: synchronous (real-time) training, such as online classrooms; asynchronous (self-paced) programs, which are self-contained learning modules that students can access anytime; and hybrid programs (combining synchronous and asynchronous or online and face-to-face training).

After an overview of the research on the effectiveness of online training, the presentation compares Learning Management Systems (LMS) to online video platforms such as Zoom. It examines the types of programs now available for community interpreters and their advantages and disadvantages. Examples include:

- Webinars: Can be live (synchronous) or frozen (asynchronous). Most are slide-based presentations. Some offer video of the presenter, but most lack oral interaction. Questions are relayed via chat. Not suitable for skills-based training but helpful for

conveying specialized content.

- Synchronous class training: Instructors and students can appear live on video feed (up to 20 or so). Instructors can display slides, handouts, images, videos, text. Students can ask live questions but many prefer the chat feature. They can be divided into small groups and see only members of their group. Instructors can visit group by group. Small groups can practice role plays or other exercises. Instructor can call them back to full class instantly. Classes can review and discuss videos, engage in interactive activities and practice interpreting with supervision, self-assessment and live peer and instructor feedback.
- Asynchronous programs: These are self-paced, self-contained modules or programs that students access on their own schedule. Most tend to be one-way information (like webinars). Some are videotaped live sessions. Others incorporate animation and avatars. Some are slide shows with occasional activities, home reading and other assignments. Quality training offers interactive exercises, heuristic approaches, video demos and engaging visuals with a strong emphasis on decision-making, critical thinking and skills-based activities and role plays with reflective practice.

The presentation concludes with an assessment of the role that online training for community interpreters can play in rural areas, developing nations, refugee camps and conflict zones.

15:00-15:30

B1-8 Revisit Quality of Consecutive interpreting from users' perspectives

Li Li
University of Birmingham

Quality of Consecutive interpreting from users' perspectives is not an unusual topic, therefore this study aims to build on previous research to discover whether the same findings would apply to a 12-week long conference interpreting in consecutive mode in language pair of Mandarin Chinese and English. If not, what are the differences? A reliable sample of 86 interpreting users were collected from one 12-week long leadership programme in the UK. A questionnaire-based survey study was used for evaluating user's perspective on quality of interpreting. The questions and quality

criteria were mainly adapted from Buhler (1986) and Moser (1995). Due to the unique setting of this programme, users' perspective of interpreting quality are affected, given the usual high survey completion rate of 81% as one indicator. Analysis of the results will discover what other interesting discovers might be there, and why?

15:30-16:00

B1-9 Found in Translation's successful strengths-based model

**Maria Vertkin
Found in Translation**

Globally, poverty is distributed unequally across race, gender, and ethnicity. As a result, multilingual talent is concentrated in poor communities. Without adequate professional networks, money for tuition, childcare, and transportation, many intelligent and capable multilingual women remain trapped in poverty-level employment. Meanwhile, well-paying interpreting jobs go unfilled, leaving countless without access to critical healthcare services, costing taxpayers millions. By training low-income multilingual women as professional medical interpreters and connecting them to jobs that demand their skills, Found in Translation brings these problems together to solve each other. This Boston-based, award-winning nonprofit model uses the interpreter profession to advance low-income immigrant women, while also harnessing the power of an untapped talent pool to move the field forward.

Found in Translation's signature Language Access Fellowship program provides free Medical Interpreter Certificate training, direct job placement, and ongoing career development to low-income multilingual women. With a competitive admissions process and 140+ hours of training, their high support/high expectations model prepares exceptional interpreters. Designed specifically for low-income women, the program includes common-sense supports such as on-site childcare and transportation assistance, as well as job skills, financial literacy and mentoring to support students through their career transition. Found in Translation has served 221 women in seven cohorts over the past eight years. Their model has created \$1.86+ million in additional annual income for graduates, and brought

services to “language access deserts,” enabling thousands of vulnerable patients to access linguistically and culturally appropriate medical care.

Found in Translation’s approach represents a paradigm-shift in thinking about interpreter education and the future of the field. This organization recognizes that low-income and immigrant multilingual women possess unique multicultural perspectives and represent the communities most served by interpreters. While other interpreter trainings may be marketed towards this group, they are not designed in a way that specifically allows under-resourced women to succeed. As the only free interpreter training program with holistic supports in the US, Found in Translation moves the field of interpreting forward by effectively unleashing the talent of low-income, multilingual women.

Every major city in the world has both an abundance of multilingual talent trapped in poverty and non-dominant language-speaking residents who require language access services. At scale, Found in Translation’s successful strengths-based model has the potential to transform not just the future of the interpreting profession, but also the futures of women, families, cities, and countries through language.

16:00-16:30

B1-10 The Bilingual Proficiency Test - the switch from written to oral testing

**Berit Heggedal Sadeh
Oslo Metropolitan University**

The Bilingual Proficiency Test is an oral language test that as of January 2017 has replaced its predecessor ToSPoT. Passing the test is the first step to qualify for registration in the Norwegian National Register for Interpreters, and about 50% of the candidates succeed. The test is offered three times a year in 10 - 15 different languages each round. The purpose of the Norwegian National Register for Interpreters is to provide the Norwegian public sector with potential interpreters.

This paper addresses the development and a description of the test, how OsloMet meets the demands of the Norwegian Directorate of Integration and Diversity (IMDi) to offer the test nationally, in minimum 15 languages and to at least 350 candidates each year. Additionally we will show how The Bilingual Proficiency Test, OsloMet’s education for interpreters and The Norwegian Interpreter Certification Exam are related.

16th, June

<Rm 502>

9:00-9:30

B2-1 The way of educational support for medical interpreter in Japan

Megumi Nagamine¹, Kiyomi Takizawa², Naoyuki Ishikita³, Yoshie Mori¹

¹ Gunma University

² Specified Nonprofit Corporation Network Association of Diagnostic Information

³ National Hospital Organization, Shibukawa Medical Center

Currently the number of foreign nationals residing in Japan is increasing every year, and by the end of June 2018, there are 2,633,725 (Ministry of Justice, 2019) records. In addition, the number of foreign visitors to Japan has also increased, and in 2018, 31,191,900 people (Japan Tourism Board, 2019) recorded the highest number ever. Along with the expansion of acceptance of foreign workers, the number of foreign nationals in Japan is expected to increase in future. Some of these people cannot fully communicate in Japanese, and when they visit a medical institution, medical interpreter support is required.

The current state of medical interpretation in Japan has various problems such as securing interpreters and quality, Japan Medical Education Foundation reported the guidelines (revised version) in compliance with the medical interpreter development curriculum standard in September 2017, the prototype of education is gathering up gradually. The instructional guidelines are structured to be adapted to the actual situation of the medical field, such as [knowledge required for medical interpretation] and [ethics and communication]. In this way, interpreters who received education necessary for medical interpreter, in the actual interpreting scene, what kind of difficulties do they feel and need support?

Specified Nonprofit Corporation Network Association of Diagnostic Information and Gunma University Medical School Hospital conducted a medical interpreter dispatch project from 2010 to 2011. To clarify educational support required for medical interpreter in Japan, from the medical interpreter implementation report conducted in 2010 to 2011, we analyzed the sense of difficulty that medical interpreters have in interpreting scenes. We analyzed 26 medical interpretation implementation reports, which included reports on 257 medical interpreter implementation reports that were puzzled at the time of interpreting.

9:30-10:00

B2-2 English as a Second Language at Japanese Medical Settings

**Saori Kitama
Hokkaido University**

As it is expected to have more international visitors to Japan, we expect that we will have more international patients at the hospitals and clinics. Healthcare Providers have been facing the language difficulties so they need to rely on ICT more than before because the number of medical interpreters is limited. Supporting tools such as voice translation application presuppose that the international patients are native speakers of English.

SEMI Sapporo, non-profit organization of medical interpreters in Sapporo, has been supporting international community at the medical settings for ten years. Sapporo is one of the government-designated cities with the population of almost 2 million. 58 % of the international citizens are from Chinese and Korean speaking countries. Even so there is a certain demand of English medical interpreters. Majority of our clients are postgraduate students and researchers of Hokkaido University. Not only for the patients with illness and injury, we have supported quite a few pregnancies and deliveries of them and their wives because they are at the childbearing age. We show our clients' nationalities and languages from our experiences and discuss how important it is for the medical interpreters to handle English for the non-native speakers of English.

Sapporo is the capital city in Hokkaido, the largest prefecture in Japan. On-site medical interpreters are available only in the limited areas in Hokkaido, so many hospitals and clinics need to rely on something like medical interpretation over the phone or translation applications. For the healthcare providers, using these devices or systems is not easy at first so they need to learn how to use them effectively. The medical interpreters, either on-site or over the phone, need to learn how to support healthcare providers and international patients effectively as well. We discuss what is expected in the training for both sides.

In Japan, there are some types of the cities with lots of international citizens. For example, there are many Portuguese or Spanish speaking people in certain areas with factories, there are many Vietnamese people as technical intern trainee in the peripheral towns and there are many international people such as diplomats in Tokyo Metropolitan area. Depending on the needs of each area, the training should be modified. We believe that practical examples in Sapporo will contribute to other places in and outside of

Japan.

10:10-10:40

B2-3 Enhancing the community interpreting service of the emergency department(ED) in Taiwan: a healthcare personnel training model utilising simulation with translation apps

Meng-hua Chou¹, Chia-hui Liao²

¹St Joseph's Hospital, ²National Yunlin University of Science and Technology

To care for the aging population and to provide manufacturing workforce for the economic development, more than 700,000 foreign workers, mainly from Southeast Asian countries, are residing in Taiwan. When they come to emergency departments (EDs) as a caretaker or a patient, language barriers exist and they often hinder communication during a medical interview. Misunderstandings or misinterpretations between the medical staff and them pose grave threats to patient safety and also doctor-patient relationship. Take Vietnamese migrant workers for example, they speak very limited Chinese, and most healthcare personnel in Taiwan are incapable of mastering Vietnamese. Professional or volunteer interpreters are difficult to find during the urgent moments.

This empirical study plans to develop a community interpreting training model in the ED for emergency nurse practitioners as a part of their on-job continuing education. Within the simulation-based curriculum, common or difficult clinical scenarios of emergency department visits will be designed and enacted in our simulation lab. A professional Vietnamese-to-Chinese interpreter will be the main trainer. Besides, other Vietnamese workers will be invited to assist the trainer as the simulated patients or caretakers. Instead of traditional language learning, trainees will be guided to use translation apps (e.g., voice-to-voice and/or text-to-speech translators) along with other possible tools or techniques to help improve the communication of clinical encounters. Cultural competence has been emphasized as a core competence of all contemporary healthcare professionals. However, language barriers remain a big challenge for both students and teachers. With the aid of instant translation devices, this community interpreting model in ED may help the medical staff develop such competence through the simulation practices. With the ability to tackle communication problems with

foreign workers, medical care quality and patient safety would be improved in the end.

10:40-11:10

B2-4 Inter-professional collaboration in interpreter-mediated mental healthcare in the age of AI

Natalia Rodríguez Vicente
Heriot-Watt University

This poster provides a visual summary of the results elicited by an ongoing PhD project that investigates the effect of language mediation on mental healthcare (MHC) consultations.

Context: Because of the increasing prevalence of mental illness and shifts in migration trends, the demand for interpreters to assist MHC practitioners in communicating with linguistically and culturally diverse patients in the UK has followed an upward trend over the past few years (SUII, 2015). Because this is a relatively recent demand, we are not fully aware of all the challenges that can arise in interpreter-mediated MHC encounters and of potential solutions to deal with them (Cambridge, 2012). The under-exploration of MHC interpreting means that this is a field that can greatly benefit from research findings (Bot, 2015). This study aims to bridge that gap in the available literature by exploring interpreters' interactional involvement in MHC settings.

Methods: a two-stage methodological approach has guided the development of this study:

- 1) *Scoping study (quantitative data)*: Two questionnaires were circulated among MHC practitioners and interpreters with experience in this field. The aim was to explore professionals' role perceptions and the most salient issues arising in interpreter-mediated MHC work.
- 2) *PhD study (qualitative data)*: The issues identified through the questionnaires were explored by observing real-life psychiatry consultations. Retrospective interviews were conducted with the participants who took place in the observed consultations to triangulate the findings.

Results: The most salient issues related to interpreting in MHC can be categorised into five categories: linguistic, interpersonal, cross-cultural, intrapersonal and structural. This poster provides a graphic display of sub-categories within each group.

Discussion: Interpreter-mediated MHC work is a complex undertaking that poses

multiple challenges that occasionally require a joint and collaborative response by MHC professionals and interpreters. A high awareness and sensitivity towards the identified challenges is necessary to provide a competent and culturally-sensitive healthcare service. The results graphically displayed in this poster provide material to initiate discussions on the skills that AI should master in order to tackle the multi-layered challenges that arise in interpreter-mediated MHC work.

11:10-11:40

**B2-5 An Examination of Community Interpreter's Roles in Human Services –
Proposal of Interpreters' Fair Intervention Standard**

**Namiko Iida
Ritsumeikan University**

When community interpreting is conducted at a human services scene, an interpreter should not only faithfully follow the interpreters' code of ethics but also take the role of coordinating the communication and caring for the people who require interpreting. These acts depart from accepted standards, and there are interpreters who are conflicted about the gap between interpreters' ethics and actual practice. Thus, there have been problems cultivating human resources for community interpreters and the health management of interpreters. In prior studies regarding the roles of interpreters, problems of being a communication coordinator and mediator of different cultures have been revealed. However, sufficient discussion has not been conducted regarding how much intervention should be conducted by interpreters, and in what way that should be done. The presenter believes the acts departing from code of ethics are not caused solely by interpreter's intention but by a structural issue of the asymmetric nature of power between a specialist and a client. The presenter reveals that interpreters intervention is caused by building a trusting relationship between specialists and clients and solving problems and by trying to build an ideal communication between them (being fair and giving care). Then, the presenter tried to set rules involving how interpreters should intervene. It is felt that interpreters cannot interfere with the contents of utterances and decisions made by specialists and clients in the process of facilitating consensus-building to solve problems, but interpreters can get involved in whether the consensus-building is made fairly. Taking this into consideration, the presenter introduces 6 fair

intervention standards for interpreters using the concept of procedural fairness from sociopsychology. These standards enable interpreters to reinvestigate and provide information along with the 6 standards when consensus-building is not fairly conducted. The big feature of this study is the creating of standards for interpreters' interventions relying on their experiences, and objectifying them. They will enable interpreters' intervention to be recognized as an interpreting skill based on fair intervention standards and contribute greatly to the development of a program for nurturing interpreters and the study of designing a qualification scheme.

11:40-12:10

B2-6 Development and Revision of the Blended Learning Program for Medical Interpreters based on Motivational Factors

Naoko Ono¹, Taeko Hamai², Junko Okabe³

¹Juntendo University, ²Osaka University, ³University of Shizuoka

According to the Ministry of Justice, 24,039,700 foreigners visited Japan in 2016 showing 21% increase comparing previous year. Against this background, language barriers put the health of foreigners in Japan at risk, because they have difficulty in accessing health care and communicating with medical professionals. Medical interpreting training is urgently needed in response to language problems.

The goal of present study was to identify motivational factors in blended learning and examine how to integrate those factors in practice, and to further develop the established e-learning program developed in 2015. A literature review was conducted using CiNii. Selected papers were investigated to establish the motivational factors in blended learning in the field of medical interpreter training. As a case examination, one selected training system was investigated using the ARCS model to determine whether the system was appropriately designed to motivate learners. Multiple papers selected through the literature review suggested the motivational factors in blended learning to be an interaction among learners and intrinsic motivation.

The motivational factors in blended learning identified from the literature review were consistent with the results of previous research; the results from the case examination were at variance with those obtained with other training programs. According to these results, we created a syllabus for training interpreters.

Our study suggests that the developed blended learning program could be a powerful tool for further research toward devising effective medical interpreter training programs that can help to overcome common language and cultural barriers between medical professionals and patients; however, further research is necessary to determine the most effective type of medical interpreter training.

14:30-15:00

B2-7 Interpreter's attention shifts on multi-modal input: A case analysis of automatic speech recognition in simultaneous interpreting

Tianyun LI¹, Andrew Cheung Kay Fan²

¹Hubei Business College, ²The Hong Kong Polytechnic University

This paper explores the interpreter's attention shifts on the auditory input (source speech) and the concurrent visual input (real-time captions generated by automatic speech recognition) in interpreter training. Simultaneous interpreting (SI) is a typical case of shared attention which involves numerous cognitive tasks (Lambert, 2004; Seeber, 2011). Theoretically, reading visual texts in an SI assignment may potentially disturb the interpreting process and result in unsatisfactory rendition (Gile, 1995), there is no general agreement towards the positive/negative impact of SI with visual input (Lambert, 2004). Empirical studies demonstrated enhanced performances when interpreters are able to access real-time generated captions (Li & Cheung, 2018; Lin, 2013; Shen, 2014). However, few studies have been implemented in exploring the interpreter's attention shifts between auditory and visual input (Seeber, 2008). In this study, five professional Chinese-English interpreter participants interpreted two 15-minute speeches respectively by Barack Obama, speaking at a high speed (around 170 words per minute) and Raila Odinga, an East-African politician with a non-native accent. Both of the two speeches came with real-time captions generated by Google Cloud Speech. The participants have been instructed ahead that they are able to choose to read the captions or not. A Tobii 4C Eye-tracker has been deployed to collect the participants' eye movement. Our case analysis indicated the interpreters' subjectivity in searching for visual information to tackle with fast speed or heavy accent, although their active attempt may not lead to a satisfactory rendition output. This research outcome would provide research potential for some further multimodal input studies.

15:00-15:30

B2-8 Can interpreters promote person-centred healthcare?: a case study from the Edinburgh department of psychological medicine

**Natalia Rodriguez
Heriot-Watt University**

Ensuring that every patient benefits from a person-centred care (PCC) approach is one of the main ambitions of the Scottish Government's 2020 Vision for Health and Social Care (The Scottish Government, 2010). PCC deconstructs the vision of the clinician as a unilateral decision-making authority. Instead, it promotes patients' preferences, needs and values as guides to clinical decisions (ibid.). Effective clinician-patient communication is at the centre of PCC as this healthcare model is based on two assumptions:

- 1) The clinician must increase the patient's health literacy to ensure better informed decision making.
- 2) Patients must feel encouraged to express their healthcare preferences.

With such an emphasis on communication, there is evidence to suggest that linguistically and culturally diverse (LACD) patients will face significant barriers to benefiting from PCC unless they are provided with a competent interpreter to mediate in their medical consultation(s) (Cambridge, 2012). Despite the vital importance of 'interpreting competency' within the PCC framework, this issue remains largely unaddressed in the available literature.

Against this background, this study was designed to explore the extent to which interpreters' performance can promote or hinder LACD patients' access to PCC principles in a mental healthcare setting. To this end, data was collected following a case-study research design and employing ethnographic methods including participant observation and retrospective interviews. The final data-set consisted of:

- 1) Three audio-recorded and transcribed consultations involving an English-speaking psychiatrist, a Spanish-speaking patient and three English-Spanish interpreters, one per session. Discourse Analysis (DA) was used to analyse these data.
- 2) Data gathered from retrospective interviews conducted with the psychiatrist and interpreters mentioned above. These data were analysed using a thematic analysis approach and were used to validate the findings from the DA results.

The findings shed light on the effects that different interpreter's behaviours may have on LACD patients' access to PCC principles such as shared decision-making, the

establishment of a positive clinician-patient partnership and the provision of health-related information. Additionally, because this case-study is set in a mental health unit, it also provides insights into the multi-layered complexity of mental health interpreting (Bot and Verrept, 2013). Considering the results from this study, it is worth wondering: will Artificial Intelligence ever be able to competently and simultaneously apply the linguistic, interpersonal and cultural skills needed to undertake this type of work?

15:30-16:00

B2-9 Emotions in healthcare interpreting: to be or not to be 'TAMED'?

Duygu Duman
Yildiz Technical University

The role and effect of emotions in the performance of public service interpreters has been attracting the attention of researchers since the beginning of the last decade (Valero Garcès, 2015; Hsieh and Nicodemus, 2015; Roberts, 2015; Guéry, 2014). The emotion work in different cases ranging from delivering bad news to accompanying the patient during eye surgery is considered to be a significant addition to the total burden of the healthcare interpreters. Even though quite a number of national and international codes of ethics and conduct point at a need for psychological detachment from the patient, these interpreters adopt an array of attitudes in such situations in the recently migration-receiving countries where these ethical principles are yet to be established. It can also be asserted that in such contexts, emotional management or the lack of it varies by the cultural background of the interpreter in question.

This study aims at inquiring how healthcare interpreters in Turkey at the heart of a recent migration flow from the Middle East experience affective issues in professional life and how they cope with this question on a daily basis. It is expected to shed light upon the ethical and emotional dilemmas of the interpreter in a comprehensive manner. To this end, semi-structured interviews with 27 healthcare interpreters working at public and private hospitals in Istanbul, the most densely-populated province in Turkey, were conducted between April 2016 and November 2017. The transcriptions of the recordings were later analyzed thematically on a qualitative data management software. The resulting codes and themes will be discussed under the following subtitles: Closeness, empathy, trust, job satisfaction and sense of insignificance.

The results of this study suggest that the abovementioned interpreters experience a considerable amount of emotional burden and suffer from a lack of psychological support. It was also understood that drawing a line between private and professional life is the most compromised principle among the interpreters in question. In conclusion, helping interpreters maintain their emotional integrity stands out as an important issue to take into consideration in the process of professionalization in Turkey, one of the main migrant-receiving countries in the region.

16:00-16:30

B2-10 Mapping the need for interpreting services in Norway

Mona Myran

The Directorate of Integration and Diversity

The Directorate of Integration and Diversity (IMDi) is the national authority for public service interpreting in Norway and works with a number of measures in order to increase the availability and the use of qualified interpreters. IMDi cooperates with Oslo Metropolitan University providing funding for training, testing and the national certification exam. IMDi is also responsible for the National Register of Interpreters. There are approximately 2000 interpreters in 67 languages. It's a goal that all interpreting assignments in the public sector will be done only by registered interpreters. In order to gather knowledge about public service interpreting, IMDi conducts yearly surveys among users and providers of interpreting services. The aim of the surveys is to find out which languages are the highest and lowest in demand, how the language demands vary from year to year and to measure to which extent qualified and non-qualified interpreters are used in different sectors. In addition, in order to obtain knowledge about qualified interpreters' work extent and working conditions, IMDi also conducts regularly surveys among interpreters in the National Register. Findings from these surveys show that as much as two thirds of the interpreting in the public sector in Norway is conducted by unqualified interpreters. At the same time, only 10 percent of the qualified interpreters in the National Register have a full time job as an interpreter. The results also show that the language demand is fairly stable from year to year.

The aim of this paper is to present the method and main findings from these surveys. I

will also talk about how we use and follow up on the results with a focus on the dilemma of lacking qualified interpreters on one hand and lacking assignments for the qualified interpreters on the other.

16th, June

<Rm 503>

9:00-9:30

B3-1 Court Interpreting in Japan: Exploring the expectations and evaluation of interpreting services through in-depth interviews with service users

**Kim, Jihyeon
Waseda University**

Empirical studies have consistently suggested that the quality of court interpreting is achieved by meeting multiple requirements – credible accreditation systems, interlocutors’ support for interpreters, and institutional training for service users and interpreters. However, since these are not established requirements for implementing interpreting services in courts across Japan, research that evaluates the quality and effectiveness of current interpreting practices from a users’ perspectives has become an essential part of the policy development process. The purpose of this study is to identify the primary expectations and evaluation held by current court interpreting service users in Japan. Drawing on interview transcripts collected from in-depth interviews with a total of 12 Japanese legal practitioners (e.g. judges, public prosecutors, attorneys) between May 2018 – April 2019, the study addresses three areas that have been underexplored in the research of Japan’s court interpreting system: service users’ overall level of satisfaction towards interpreting services provided by courts, their desired level of competency and credibility, and areas for improvement from users’ perspectives. Both qualitative and quantitative analysis will be used to illustrate service users’ expectations and their evaluation towards the credibility and competency of services provided by court interpreters. Along with the author’s field observation of court interpreter training seminars, public documents on court interpreters’ selection processes and standards will be analyzed to discuss whether the expected quality of interpreting services held by service users have been achieved in actual practice.

9:30-10:00

B3-2 Court Interpretation in Greenland – a survey of court users’ experience of the quality of interpretation between Greenlandic and Danish

Laila Hedegaard Pedersen
University of Greenland

This paper will be based upon a research project conducted in cooperation with the Danish Institute for Human Rights and deals with interpretation in the criminal justice system in Greenland.

Greenland is part of the realm of Denmark with extended self-government in many areas. The legal system, however, is not one of them. Greenlandic is the majority language in Greenland, cf. the Greenlandic Act on Language Policy, but Danish can be used in public matters and holds a special position. Many people speak both Greenlandic and Danish (some are fluent, some know very little). The language mainly used in the courts is Danish. Thus, the situation is that even though Greenlandic is the majority language, Danish, a minority language, is often the language used in court proceedings, and often it is because of the Danish speaking members of the court (e.g. prosecutors) that interpretation is needed.

Based upon questionnaires sent to the court users either online (judges, lay judges, prosecutors, defense attorneys) or on paper (prison population) as well as qualitative interviews with court users and the head of the court interpretation service, the paper explores the quality of court interpretation in Greenland as perceived by the users.

The main research questions explore:

- (1) the framework for interpretation in the courts,
- (2) the consideration of dialect differences when interpreting for persons who speak North or East Greenlandic, and
- (3) the interpreters' linguistic skills, interpreting techniques, and professionalism.

The main results from the survey will be presented and discussed, as will propositions for improvement of certain aspects of court interpretation in Greenland. One of the results shows that many of the challenges caused by for instance lack of the interpreters' linguistic skills and lack of established terminology in certain fields are solved by what we have chosen to call "co-interpretation" where bilingual members of the court cooperate with the interpreter and each other to find the right term(s).

10:10-10:40

B3-3 Requiring the Police Interpreter's In-Court Testimony: the Best Way to Ensure Accuracy?

Tomoko Tamura
International Christian University

A foreign-language-speaking suspect is interviewed by a police officer through an interpreter, and the officer later testifies in court to what the suspect said. In common-law courts, this is where a difficult legal issue of “hearsay” has always arisen. The officer testifies to what the interpreter said as to what the suspect had said, and the defendant is unable to cross-examine and confront the interpreter, which, in the U.S., may become a violation of the 6th Amendment Confrontation Rights.

Although most U.S. courts have dealt with this issue by ruling that because an interpreter is the suspect’s “agent” and/or “conduit,” no extra layer of “hearsay” exists, an inter-circuit split is emerging; e.g. the 11th Circuit¹ and Maryland² recently handed down appellate rulings adjudicating that unless the police interpreters testify and be cross-examined in court, the defendants’ Confrontation Rights are violated. When the 9th Circuit made an opposite ruling in 2015,³ two major amici were submitted by the interpreting community. One was from Holly Mikkelson and Barry Olsen, who called for a uniform case law and clear requirements, referring to the law’s impact on confidentiality and impartiality codes, as well as on training, as interpreters would have to “remember exact words of the defendant as well as her own words.”⁴ The other was from the Massachusetts Association of Court Interpreters, which criticized the “language conduit” theory, claiming that interpreters should testify and be cross-examined in court.⁵

While legally a “hearsay” issue, the ultimate question is whether requiring the interpreter’s in-court testimony is the best way to ensure accuracy. This paper will attempt to answer this question from an interpreting professional’s standpoint, based on the empirical data gathered from all the relevant U.S. appellate rulings (both federal and states) dating from 1850 up to August 2018, amounting close to 300 cases.

10:40-11:10

B3-4 Difficulty in interpretation for people with mental illness in criminal case

Remi Shiraki
Daiichi Bar Association

In Tokyo, Bar associations, social workers and psychiatric social workers are collaborating regarding criminal defense of handicapped or elderly people. We sometimes find that an suspected/accused may have mental disease but if the accused is not Japanese speaker, the assessment is quite difficult. I experienced that several psychiatrists refused to evaluate mental status of a suspected and they said that because the suspected was not Japanese speaker and interpretation would not work well. I assume several reasons for the difficulty. One is neologism in the case of schizophrenia. How words combine may reflect his status of mind but interpretation may not maintain equivalent value regarding that point. Second problem is that when dialogue from the suspected/accused has no context, his/her interpreter's reprocessing is difficult. Third may be speaking speed. The suspected/accused sometimes whispers rapidly like monologue. Some interpreters comment on the assessment by him/herself, like, "he may have dementia". But as interpreters are not professional of mental disease, and the comment may affect diagnosis and assessment of his/her doctor and/or lawyer, it should be avoided.

11:10-11:40

B3-5 How does interpreter's intonation affect courtroom pragmatics? - A case study of Chinese-English court interpreting

Xin Liu

Dalian University of Technology

Intonation is an important paralinguistic feature to convey speaker intention. Court interpreting studies have thus far revealed the impact of interpreter's lexical/syntactic choices, the addition or omission of discourse markers, hesitations and pauses on the pragmatics of courtroom interactions. However, existing research seems to neglect interlocutor's intonation as a significant means to express speaker attitude in the courtroom and how interpreter's intonational variations may influence the pragmatics of courtroom discourse. Using a video of an authentic interpreter-mediated Chinese court hearing as data, this study investigates the pragmatic functions of intonation of the Chinese utterances and the extent to which they are relayed into English for a non-Chinese speaking defendant. Specifically, it systematically analyses the pitch, formant, and intensity of source discourse and interpreter's renditions by using phonetic analysis

software Praat, thus ascertaining the impact of the interpreter on the proceedings.

11:40-12:10

B3-6 Legal translators by default, not by choice: Public university lecturers' experiences of mandatory community translation and interpreting assignments in Mexico

Krisztina Zimányi
University of Guanajuato

Mexican legislation considers everyone working at a public institution, including public universities, public servants, who can be called on by public authorities to pay their dues to society by carrying out assignments in their field. In addition, in the eyes of Mexican law, anyone whom a judge considers competent in his/her field for the purposes of a particular proceeding, either based on educational qualifications, or professional experience, or both, can be named a subject expert for the duration of said proceedings.

To further complicate the situation, there is very little awareness about the nature of translation and interpreting in the general population, and legal professionals are no exceptions in this respect. Thus, individuals who know another language are often thought to be able to translate and interpret, whether they have training and/or experience in translation and interpreting or not. This results in public university lecturers at language departments or other language-related units instructed to complete legal translations or even called to interpret in court hearings – free of charge and with the threat of a fine in case of declining the official request.

This paper proposes to report on the experiences of Mexican public university lecturers' experiences who have been delegated to perform such civic duties, mostly in the area of legal translation and interpreting. Based on the data collected through a questionnaire as well as individual and focus group interviews, the findings suggest that the lecturers involved have little say in defining the conditions for the assignments and have serious concerns about their competence in carrying out such assignments, including monetary and time constraints as well as ethical implications regarding quality and confidentiality issues.

On a more hopeful note, the research is now paving way to establishing guidelines at

least at the universities as regards how to negotiate the terms of such assignments and there is also a possibility to enter into dialogue with legal authorities, at least in certain jurisdictions. It appears that mutually beneficial informative sessions between language professionals and court officials may be the way to resolve the currently rather conflicting situation.

14:30-16:30 Workshop

W-2 WORKSHOP : A Dance for three in the public sector, when one of the partners is a machine

**Tatjana Radanovic Felberg , Gry Sagli,
Oslo Metropolitan University, Oslo, Norway**

Taking Wadensjö's *pas de trois* (dance for three) as a metaphor for interpreting, this workshop will focus on public service employees as interpreter users. According to Wadensjö's interpreting-as-interaction model, all participants in interpreter-mediated dialogues contribute to meaning making. That means that to make the dance flow all partners must know the steps and agree which dance they will dance. While interpreter's role in the dance is usually highlighted, the importance of public service employees is often neglected. This seems to be the situation in both practice and research on interpreting.

This workshop is divided into two parts. In the first part, researchers from Sweden (Dr Magnus Dahnberg), Greenland (Dr Laila Pedersen), USA (Dr Karin Quick) and Norway (Dr Gry Sagli, Dr Tatjana R. Felberg and Jasmina Gustavsen) present short presentations that discuss the role of public service employees in interpreting in practice and the training that is required to fulfill their role as a competent dance partners. The presentations will also address the role of the interpreter-user when the interpreter/dancing partner is a machine.

In the second part of the workshop, there will be a panel discussion concerning common challenges and suggestions for improvements of interpreter-user training. In addition there will be a discussion about the ways to put the topic of interpreter-user training on the international agenda.

16th, June

<Rm 504>

9:00-9:30

B4-1 Cognitive overload in simultaneous interpreting from a signed language into a spoken language

**Jihong (Lily) Wang
The University of Queensland**

This empirical study is built upon my previous research that found no significant correlations between professional signed language interpreters' working memory capacity and their simultaneous interpreting performance. Specifically, it examines indicators of cognitive overload in an experimental corpus consisting of 31 professional Auslan (Australian Sign Language)/English interpreters' English simultaneous interpretations of an Auslan monologue that was presented at a nominal conference. Preliminary findings reveal that these signals of cognitive saturation include the following: interpretation breakdowns, unjustifiable omissions, exceptionally long time lag, excessively long unfilled pauses, interpreters' filled pauses in compound words (e.g. 'over-uh-load'), and interpreters' explicit self-talk during the interpreting task (e.g. "I'm losing it."). Gile's (2009) Effort Model for spoken language simultaneous interpreting ($SI = L$ [Listening and Analysis] + M [Short-term memory] + P [Production] + C [Coordination]) was adapted as follows to explain cognitive overload in simultaneous interpreting from a signed language into a spoken language: $SI = W$ [Watching and Analysis] + M [Short-term memory] + P [Production] + C [Coordination]. With the revised Effort Model as a theoretical framework, the study revealed that interpreters' cognitive overload in simultaneous interpreting of this language direction was mainly due to two factors: (i) they did not have enough processing capacity for one of the aforementioned Efforts, and (ii) they did not allocate their limited attention properly to the multiple tasks in simultaneous interpreting. Representative examples are used to illustrate and support these points. Although cognitive overload is often associated with interpretation errors, this study also explores how some interpreters still managed to strike a cognitive balance in the sign-to-speech simultaneous interpreting task. This exploration sheds light on interpreting skills, interpreting strategies, and coping strategies that can be taught to trainees and practitioners in interpreting training and professional development programs,

respectively.

9:30-10:00

B4-2 Push me-Pull you: The value of group deliberation on ethical reasoning among signed language interpreting students

**Robyn Dean
Rochester Institute of Technology**

The Defining Issues Test (DIT) is an internationally used instrument that measures an individual's moral reasoning skills. DIT scores are correlated with age, education, and clinical practice. It has an extensive research literature.

As part of an ethics course in an undergraduate interpreting program in the fall of 2017, the DIT was administered to approximately 35 third-year interpreting students. The average student score was 47 which is higher than the normative data for their age and education level. It was also higher than practicing interpreters who have taken the DIT. In a follow-up study, these same students were divided into seven groups with the seven top high scorers assigned as "group leaders." They all took the DIT as a collective approximately two months later. The leaders were informed separately that they were to document the group's answers on a pen/paper version of the test. Four of the seven leaders were told about their high score status and were directed that during the DIT question / answer negotiations to make their opinions heard. They were also advised not to be overly forceful with their opinion but to just make sure they spoke up during group deliberations. The other three high scorers were not told of their status. The results of this study showed that all seven groups' negotiated DIT scores were higher than the individual group participants' combined, non-negotiated median scores. Students also did better on the DIT as a collective than they did individually with the exception of the "high scorer" who led the group. In most cases, the high scorer's DIT score was still higher than their group's negotiated score. Also, whether the group leaders knew or didn't know they were high scorers did not make a difference on the effect. All of the findings had statistical significance.

10:10-10:40

B4-3 The Status Quo and Challenges of Interpreting & Translation Services in Okinawa – From the Local Administrative Perspectives

Izumi Inoue

Okinawa International University

Geologically and culturally, Okinawa can be considered to possess unique characteristics, which are different from other regions in Japan. One example would be that Okinawa has the highest occupancy rate of US base camps in Japan, where a considerable number of civilian employees and their family members whose mother tongues are not Japanese are residing. The number of foreigners visiting Okinawa has also been continuously growing and is about to reach 10 million visitors a year. This is primarily due to the foreign tourists' conception of Okinawa as a resort destination, and also easy access from neighbouring Asian countries. Moreover, immigrants from 110 countries (Ministry of Justice, as of December 2018) are residing in Okinawa, while the number of immigrants is not as significant as those in other major cities. This trend is likely to expand in the wake of the amendment of Immigration Control Law recently proposed by the Japanese Government.

On the basis of such multi-lingual and cultural profile of Okinawa, the present paper discusses the status quo of interpreting and translation services offered by the local government and relevant bodies in Okinawa, including services for immigrants as well as visitors. Drawing on available official information (e.g. The Fact Finding Survey Report on Foreign Visitors to Okinawa, and Multicultural Project Report), interviews were conducted with the Prefectural Government and relevant cross-cultural bodies in Okinawa to identify challenges that those service providers of interpreting and translation services are currently facing. Such findings will, then, lead to the proposal of possible solutions. At the end of the paper, including the issue of the possible use of AI together with professional interpreting and translation services provided by human interpreters and translators.

10:40-11:10

B4-4 Current status and problems of community interpreters in Tokyo on training and dispatching interpreters of minority languages, and the importance of

spreading plain English

Yukako Takada, Midori Nii
Citizen's Network for Global Activities

There are consultation centers to support foreign residents in 19 wards, 8 cities, and 15 international associations in Tokyo, and these centers have been dealing with many kinds of problems. In addition, there is a system for dispatching interpreters to a community as language support. Volunteer interpreters (registration systems are in place at 15 international associations) are dispatched for assisting communication mainly in minority languages when no on-call interpreters can be found in a given language.

There are two major problems when considering community interpreting in Tokyo. One is how to ensure the quality of minority language volunteer interpreters working in the community. The other problem is about dispatching English interpreters when there are no native-speaker interpreters in a given minority language available. In such a case, however, it is particularly challenging to provide interpretation in sufficiently good English. To tackle these problems, the Institute for Multicultural Society Professionals conducts an examination (TaSSK) to certify consultation interpreters, and Citizen's Network for Global Activities (CINGA) conducts training and coordinates dispatching of minority language interpreters. In addition, we aim to spread the use of plain English among interpreters in the future.

11:10-11:40

B4-5 New blood, new bytes, new breakthroughs: Re-shaping the role of AI and digital participation in public service interpreting provision

Graham Turner
Heriot-Watt University

We are approaching the 25th anniversary of the first Critical Link conference (held in Ontario, Canada, in 1995). Over the years, participants have shown that delivering high-quality community interpreting – from start to finish, in every setting, with every language, in every modality – presents enormous challenges. In the age of Artificial Intelligence (AI) – though our field's contemporary state of

awareness may, as Castells (2002) put it, be one of “informed bewilderment” – there may be new hope that these challenges can be met more effectively than ever.

In a 2017-19 project (commissioned by the Scottish Government’s *Equality, Human Rights and Third Sector Division*), we have piloted an approach to service provision which offers solutions to a number of recurrent dilemmas. How can:

- The transition from interpreter education into work be scaffolded to secure habits of good practice in successive generations of professionals?
- Public services be made accessible to minority language users through the efficient deployment of an appropriate, context-sensitive workforce?
- Front-line staff in health, legal and related high-stakes services be enabled to function optimally in inherently unpredictable bilingual encounters?
- Service users be assured of consistent, well-informed interpreting provision permitting successful transactional dialogue with medics, police officers, etc?
- All parties in these encounters generate shared expectations that will facilitate satisfactory outcomes from interpreted interaction?

This paper describes and reflects upon the approach the project has taken, centering upon the experimental creation of salaried internships to embed qualified graduate interpreters within health and police teams. We report on the findings of a suite of empirical tracking measures, from quantitative deployment figures to qualitative journals and supervision interviews.

This experience forms the basis for the development of a coherent programme, targeting radical modernization at the national level, grounded in the harnessing of AI for social benefit. The Scottish Government’s *Digital Participation Strategy* (2017) acknowledges the need to “challenge old ways of thinking about the services we offer and the organisations that deliver them, [taking] collective action to ensure that nobody is left behind”. Interpreting in the age of AI must, we argue, attend diligently to the risks of “surveillance capitalism” (Susskind 2018; Zuboff 2019). To this end, we articulate a set of principles to underpin public employment of ‘lean logistics’, maximizing service quality and cost-effective delivery. Societies, as Keen (2018) reminds us, have always faced the challenges of disruptive technology: sensible government is the key to making

things better.

11:40-12:10

B4-6 Artificial Intelligence, Community Interpreting and Ethical Issues

**Mary Phelan
Dublin City University**

In June 2018, the Lord Chief Justice of England and Wales stated: ‘I have little doubt that within a few years high quality simultaneous translation will be available and see the end of interpreters’ (Bond, 2018). This brave new world would see machine translation and speech recognition working together to provide high quality interpreting to the courts. There clearly would be many advantages to such a system: There would be no need to source and book human interpreters, no need to worry about issues like confidentiality and impartiality. There would be no need to be concerned about the machine giving legal advice or getting personally involved in cases. The cost of interpreter provision could be reduced dramatically. Does this sound too good to be true? The use of machine translation (MT) and more recently neural machine translation (NMT) has become more common and worthwhile, particularly in certain language combinations. While NMT can be very useful to obtain the gist of information, whenever it is used for commercial purposes for example, it is post-edited by a human translator. Translators are advised not to use freely available MT for confidential documents. There have been some attempts at using technology to supplement or replace interpreters. For example, in 2017, the Google wireless earphones Pixel Buds were launched. The system linked in with a phone and used Google Translate but encountered difficulty with background noise, complex sentences and accents (Leprince-Ringuet, 2018). There are various difficulties pertinent to machine interpreting for community interpreting settings of all kinds. Machine Interpreting would need to combine neuro machine translation, speech recognition, machine learning, natural language generation. It is worth noting that some languages used in community interpreting situations have no written form and as a result, MT is not a possibility. A further problem is that, while translated documents, carried out by professional translators for international organisations, regional organisations and governments, are available on the Internet, this is not the case for interpreted

consultations, interviews, trials and so on. Therefore, the specialised language of community interpreting settings may well not be available to MT.

14:30-15:00

B4-7 Hacking the Status Quo: Charting the Course of Language Policy in the Age of Disruption

Eliana Trinaistic
MCIS Language Solutions

Originating in the tech community, hackathons have become a popular mechanism for bringing together diverse stakeholders interested in solving common issues, in efforts to encourage collaborative data driven decision making on matters that shape our communities. In this presentation we will share our experience organizing two community hackathons on issues related to migration, language policies and the provision of interpretation and translation services to ensure access to critical information and services to vulnerable persons facing language barriers.

MigrahackTO, a community hackathon on migration data, was held in November 2017 bringing together digital journalists, non-profits, developers interested in social data, community and activists with a goal of combining data & journalism to delve into immigration issues. Participants received training in data visualizing tools, formed diverse teams and used the power of data to understand and visualize impactful, evidence-based narratives. Building on the success of this first event, the Language Policy Hackathon held in January 2019 brought together service providers, policy professionals, translators and interpreters in a collaborative event meant to spark innovative solutions to language access issues faced by newcomer communities in Canada that would then inform Canadian language policy.

Building on our hands-on experience organizing these events, we will share best practices and lessons learned on the power of multidisciplinary collaboration to bring about social change.

15:00-15:30

B4-8 Why bother about stress in community interpreting? Presentation of a research project

Karolina Nartowska
University of Vienna

Police interpreters, like other community interpreters, are confronted with numerous challenges during their work which can be a source of stress for them, among others challenges related to the interpreting process, the context of the assignment, the participants, or the system. Moreover, police interpreters work in emotionally difficult circumstances being confronted with delicate and demanding contents (e.g., violence, suffering, death, abuse, pain) accompanied by emotional speakers. Stress related to the interpreter's work, though, can cause mood or behaviour changes and even lead to the development of vicarious trauma by interpreters. However, there is no research dealing with stress factors and emotions in the field of police interpreting.

The aim of this paper is to present a research project based on the construct of Emotional Intelligence and its relations to stress, coping, and (police) interpreting: The primary goal of the study is to identify the non-emotional and the emotion-related subjective stress factors in the work of Italian police interpreters and to explore EI and interpreters' strategies in dealing with job-related stress and emotions. Initially, the definition of psychological stress and EI will be discussed and some relevant background correlations between the two constructs will be provided. Then, the project's hypothesis and the corresponding interdisciplinary research methods containing a questionnaire, psychometric tests (EI, challenge/threat appraisal, self-efficacy), and interviews will be presented. Finally, some expected findings, based on relevant psychological studies, will be mentioned: Exploring EI of police interpreters will shed light on the significance of EI for a successfully accomplished interpretation in an affect-laden and stressful situation. The analysis should, furthermore, contribute to better understanding of how police interpreters operate in their professional life and how they can learn to handle stressful situations.

Since psychological research has shown that individuals with high EI suffer less from emotional stress, experience less psychological distress, and are more resistant to stress factors, it is worth to verify the elaborated hypothesis about police interpreters. It can be assumed that interpreting studies could benefit from the integration of this psychological concept in research on community interpreting. If this applies, the interdisciplinary research project will provide significant results and totally new insights

into the theory and practice of community interpreting.

15:30-16:00

B4-9 Challenges in choosing raters for The Norwegian Interpreter Certification Exam

**Knut Vik Jahnsen
Oslo Metropolitan University**

The Norwegian Interpreter Certification Exam is a practical test in interpreting that provides the Norwegian public sector with interpreters authorised by the government. “Interpreter authorised by the government” is the highest qualification possible to obtain for an interpreter in Norway, and only about 15 % of the participants pass the test. The test is held twice a year in different languages in demand in the public interpreting sector in Norway. It is managed by two full time employees who are also responsible for the professional development of the test.

This paper addresses the obstacles we encountered in the process of finding and assessing raters for the test in 2018, when ten new languages were elected for testing: Armenian, Burmese, Chechen, Czech, Hungarian, Nepali, Northern Kurdish, Oromo, Slovak and Tagalog. How did we proceed to find good raters, and how did we evaluate raters? What are a rater’s optimal qualifications? What were the results and consequences, and what did we learn?

16:00-16:30

B4-10 Government-led Sign Language Interpreting Services in Turkey: The Issue of Comprehensiveness

**Nesrin Conker
Boğaziçi University**

This paper explores the current status of sign language interpreting (SLI) in Turkey with a special focus on the comprehensiveness of the SLI services in Turkish public sphere. SLI has been gaining increasing public interest in Turkey since Turkish government’s official recognition of Turkish Sign Language (TİD) and the Deaf community’s right to

interpreting in 2005. Since then, the government has taken a number of initiatives in order to provide interpreting services for the Deaf in public service settings. Currently, the Ministry of Family and Social Affairs employs certified interpreters assigned to different Turkish provinces. These interpreters provide interpreting services on the request of Deaf citizens and/or public service institutions that require interpreting assistance to finalize their official transactions with Deaf individuals. In addition, a video-call interpreting system which can be accessed through a mobile phone application has been introduced in order to provide language assistance to Deaf patients in emergency medical situations. Within this scope, this paper investigates to what extent the interpreting services provided for the Turkish Deaf community in public settings are comprehensive and accessible. In doing so, it first presents an overview of the legal status of sign language interpreting in Turkey through a brief analysis of the regulations issued by the Turkish government on the subject matter since 2005. Then, information gathered from the relevant divisions of the Ministry of Health and Social Affairs regarding the scope of the aforementioned interpreting services (the number of interpreters, their job description, etc.) as well as the data obtained from the interpreters working for the Ministry through interviews are presented. The findings of the study are discussed with a reference to Ozolins' (2000) "international spectrum of response" and the factors laid down by the author for the provision of comprehensive public service interpreting. The study argues that the SLI services in Turkish public sphere can be defined as "generic language services" (Ozolins, 2000), which indicates the existence of government attempts for providing broader-based language services which eventually fail to address the needs of the target group comprehensively.

Poster Session (June 15, June 16, 9:00-18:00)

P-1 Interpreting in legal advice meetings: implications from an analysis of the discursive structure of legal advice interactions

**Judith Reynolds
Cardiff University**

This poster presents an analysis of the discursive structuring of a set of eight legal advice meetings on the subject of refugee family reunion, with a particular focus on the implications of this discursive structure for interpreting in legal advice interactions. The analysis and findings emanate from a linguistic ethnographic case study of lawyer-client communication in legal advice meetings on issues of asylum and refugee family reunion, carried out in a not-for-profit advice service in one of England's major cities during 2016 (Reynolds, 2018). In the study, legal advice meetings between one immigration lawyer and a range of asylum and refugee clients (both with and without interpreters) were observed and audio recorded during a seven-month period of ethnographic participant observation. Meetings were then transcribed, and their discursive structure analysed using the construct of communicative activity type (Linell, 2010).

The poster firstly details the phased organisational structure of legal advice interactions that is revealed by the analysis, highlighting the predictable pattern of discourse types used in each of three core stable phases (information-gathering; advice on the situation; and advice on next steps), and in a number of selectively evident optional additional phases. Secondly, and drawing on interpreted lawyer-client sequences from the data set, the poster outlines some implications of this structure for interpreting and for communicating through interpreters in legal advice meetings. A range of interactional features of legal advice communication are covered, including variability in the length of speaking turns, and thus ease of interpreting, across different phases; the occurrence of sudden topic shifts, bringing shifts in the interactional rhythm and the context(s) informing the talk, in certain phases; and the use of key case documents (not seen by the interpreter) to inform the talk in others.

The poster aims to demonstrate how both legal advisors, and interpreters working or preparing to work in legal advice contexts, may benefit from an awareness of the discursive structure of legal advice, and in particular, dimensions of it that may present interpreting challenges. Such an awareness can help professionals to more effectively

prepare for, and manage, interpreted legal advice communication in order to achieve better communicative and legal outcomes for clients.

P-2 Bridging research and practice: Articulating standards for interpreters working in legal settings in Canada

Debra Russell¹, Michael Pidwerbeski²

¹University of Alberta, ²Saskatchewan Polytechnic

This presentation will overview the development of standards for ASL-English interpreters working in legal settings in Canada.

The Canadian Association of Sign Language Interpreters (CASLI) engaged several experienced interpreters and researchers to review the literature pertaining to interpreting legal discourse and working in legal settings to create an updated document to guide practitioners in Canada.

There were two significant changes that needed to be addressed in the document: the use of current technology (such as Remote Video Interpreting as applied to legal contexts and an articulation of the role of Deaf interpreters in the co-creation of interpretation). In addition, the committee also created a separate document to educate legal personnel on how best to work with sign language interpreters.

Both documents are the result of effective models of creating professional standards of practices through a community engagement and education processes. This was achieved through community consultations involving three rounds of “reading circles” in order to seek feedback from a broad sector of interpreters and legal professionals. This process is well established by CASLI and has been used to develop of ethical codes of conduct, dispute resolution processes, position papers, and educational training documents, written by committees led by the authors. Technology was employed to present drafts of the document and elicit feedback in American Sign Language, allowing full inclusion of interpreters for whom American Sign Language (ASL) is their first language.

The final documents served to outline the most effective standards of practice for interpreters working in legal settings. The documents have been made available in English and will be translated into American Sign Language. Topics within the interpreter document include:

- approaches to accurate interpretation,

- scheduling interpreters to meet demand,
- interpreting via video remote interpreting services,
- ethical considerations,
- roles,
- interpreters as witnesses,
- protocol for court appointed interpreters, and
- building capacity in the profession.

The document for legal professions serves to educate those unfamiliar with employing signed language interpreters and offers useful guidance on ensuring the best results possible when dealing with interpreted communication events.

These final documents and the processes used to develop them may be useful models for countries.

P-3 Crossroads: The intersection of deaf people and the justice system

Debra Russell¹, Patrick Boudreaut², Cathy Chovaz³

¹University of Alberta, ²Gallaudet University, ³Kings University College at Western University

What are the experiences of deaf people who have been victims of crime or have been accused and/or convicted of crimes? How do Deaf people access justice? Is the Canadian justice system accessible to Deaf people? These research questions guided this investigation of the experiences of people who use sign language in order to access the administration of justice. We were able to gather the marginalized stories and perspectives of deaf people, including those of Indigenous heritage, and those who are Deafblind people and/or have additional disabilities. A unique aspect of this research was the use of survey tools in four languages: American Sign Language (ASL), English, langue des signes québécoise (LSQ) and French, which allowed respondents to have access in their first language and contributed to the success of gathering the data from this linguistic and cultural minority community. The project thus expanded Canada's knowledge base about the gaps in support and services necessary to support this vulnerable community, by pioneering the first study of its kind.

The study revealed gaps and barriers in current service delivery and the discriminatory aspects that emerge when dealing with Deaf people within the judicial system. The findings suggest that a comprehensive and national strategy is needed in order to offer

the linguistic access services (i.e. sign language interpreting and direct communication by the members of the system) and supports necessary to make the judicial system accessible for all Deaf Canadians. The study has implications for policy makers, administrators, lawyers, law enforcement, the Judiciary, and interpreters.

P-4 The training of public service employees

**Gry Sagli, Tatjana Radanovic Felberg
Oslo Metropolitan University**

Norway has become increasingly linguistically diverse due to recent immigration. In 2018, 17.3% of the Norwegian population of 5.3 million had immigrant backgrounds, coming from 221 countries and speaking more than 200 languages. The provision of equal and just access to services for everyone in the public sector is a goal of the Norwegian authorities and is explicated in laws and regulations. The linguistically diverse society in this context presents challenges. Today, it is commonplace for professionals in most, if not all, fields of the public sector to encounter language barriers in their everyday practice. Satisfactory communication between public service providers and service users is vital for the provision of safe, high-quality services. The failure to handle language barriers adequately can lead to misunderstandings, placing service users at risk and leading to denial of access to services. Thus, if it is not addressed with appropriate measures, this failure to overcome language barriers can cause unfairness and inequity.

The comprehensive governmental approach to interpreting in the public sector in Norway includes interpreter accreditation, interpreter training, and the Norwegian National Register of Interpreters. In this presentation, we argue that training public service employees in how to communicate via an interpreter should also be seen as a crucial element for ensuring quality interpreting and thus equal access to services for everyone. We analyze the training options in Norway not as isolated phenomena but in the context of the actors, relations, and systems that constitute interpreting in the public sector.

Our methodological approach consists of the following elements: a selected review of the literature, reports, political documents, and media coverage concerning interpreting in the public sector, with a focus on user training; recently published statistics; an

enquiry into the relevant public interpreting service providers; and a questionnaire for teaching personnel at the Faculty of Health Sciences at OsloMet (Oslo Metropolitan University) about interpreting as a topic in basic professional education programs. The analysis consists of two parts: 1) mapping the field of interpreting in the public sector in Norway based on Ozolins' (2010) model of governmental responses with a focus on training for interpreter users and 2) examining the underlying dynamics of the current state, addressing the role of the market and its connection with attitudes to interpreting in the public sector.

P-5 Characteristics and strategies of self-talk in novice and expert interpreters

Laura Maddux¹. Brenda Nicodemus²

¹Lamar University, ²Gallaudet University

Self-talk or “inner dialogue” has been shown to impact the performance of employees across a variety of professions; however, to date, few studies have examined the role of self-talk during interpretation. In an earlier study, Maddux and Nicodemus (2016) found that self-talk can have an impact on interpreters' performance, both positively or negatively. Based on those findings we predicted that novice interpreters would be particularly vulnerable to the deleterious effects of negative self-talk. In this paper, we compare the experience of self-talk by 50 novice and 50 expert American Sign Language-English interpreters. The data was taken from responses to a prior online questionnaire regarding the nature of self-talk in professional interpreting practice. The results did not support our predictions; rather, they indicated that novice and expert experience self-talk in relatively similar ways across most measures, with a few exceptions. First, novice interpreters reported a higher number of responses regarding the quality (both positive and negative) of their self-talk. Second, the experts more frequently mentioned the strategy of reframing negative self-talk into positive, motivating, or instructive thoughts. This presentation will describe the study and the results as they have implications for the performance of both professional practitioners and student interpreters regarding their awareness and management of self-talk during the interpreting process.

P-6 Preprofessionals and the Deaf Community

Laura M Maddox Baron Kane
Lamar University

Both research and anecdotal evidence confirm that those interacting through an interpreter with a service provider have dialogue struggles that are not present in situations with direct communication (Conway & Ryan, 2018; Westlake & Jones, 2017). This presentation will focus on research in which preprofessionals (nursing and social work university students) took a presurvey, attended a lecture and role-play demonstration on how to interact with the Deaf community in the USA, then took both an immediate and delayed post-survey. The lecture involved information about the Deaf community, how to work with interpreters, receptiveness to learning how the Deaf community and interpreters work in relation to their field, and other related information. The research study aimed to see if this approach to educating individuals is effective and enjoyable to these populations of participants. The presentation will provide information on the process used, describe data results, and provide suggestions for instructing preprofessionals and professionals on effectively communicating with those who rely on receiving their messages through an interpreter.

P-7 A situated learning approach towards the development of interpersonal competence in sign language interpreter students

Annemiek Hammer¹, Liesbeth Wulffraat¹, Lisanne Houkes²

¹Utrecht University of Applied Sciences, ²Institute for Sign, Language & Deaf Studies

At Critical Link 8 we provided a descriptive account of how interpersonal skills are taught in our sign language interpreter program in The Netherlands. Our four-year bachelor programme is based on the concepts of competency-based learning and training (Lizzio & Wilson, 2004). Students' progress along a series of milestones to achieve competencies deemed to be fundamental to sign language interpreters. In our presentation in 2016 we specifically focused on what skills students need to develop to become an interpreter that attunes his/her behavior towards what is expected of him/her

given an interpreting situation. Our ambition was to improve our teaching of interpersonal skills by using the principles of situated learning (Hammer, Nijen Twilhaar, Van den Bogaerde, under review).

The aim of this presentation is to elaborate our descriptive account by presenting how we incorporated the principles of situated learning in our program to target interpersonal skills of our students, development that took place the past three years. Situated learning is defined as a context-dependent approach to translator and interpreter training under which learners are exposed to real-life and/or highly simulated work environments and tasks, both inside and outside the classroom (González-Davies & Enríquez-Raido, 2016:1). This didactic approach bridges the gap between the theoretical learning and real-life application of the knowledge in the work environment.

First of all, our descriptive account involves the presentation of teaching materials offered in our final year interpreting course. We will show how we use authentic contexts and activities to provide the student with the opportunity to investigate multiple roles and perspectives in dialogue interpreting settings. Students are stimulated to reflect upon their social interaction in these settings using role space theory (Llewellyn-Jones & Lee, 2013) and the demand and control schema (Dean & Pollard, 2013). Secondly, we will present this course' assessment and offer student' evaluations on our new approach. We will end our presentation by giving some future directions on how situated learning can be implemented in our training program to address interpersonal skills more firmly.