

Public Service Interpreting

Code: 44014
ECTS Credits: 15

| Degree | Type | Year | Semester |
|---|------|------|----------|
| 4316479 Conference Interpreting | OT | 1 | 2 |
| 4316560 Translation and Intercultural Studies | OT | 0 | 2 |

Contact

Name: Anna Gil Bardaji

Email: Anna.Gil.Bardaji@uab.cat

Other comments on languages

English can be used occasionally in some readings and audiovisual material

Use of Languages

Principal working language: spanish (spa)

Teachers

Anna Suades Vall

Xianghong Qu Lu

Mireia Vargas Urpi

Prerequisites

None.

Objectives and Contextualisation

The general objective of this module is for students to develop the necessary skills to work in public service interpreting (in hospitals, schools, Spain's citizen services offices, etc.). Its specific objectives are for them to be aware of the distinctive traits of public service interpreting (PSI) within the field of translation and interpreting studies; to analyse the evolution of PSI in Spain and internationally; to be aware of the role and deontology of public service interpreters; to become familiar with the professional aspects of PSI; to acquire an in-depth understanding of the function and structure of the different areas in which public service interpreters work; to learn how to use specialised terminology and documentation resources; to learn how to use liaison / bilateral interpreting techniques and tools correctly; and to acquire the necessary knowledge and skills to bridge linguistic and cultural gaps between the public administration and foreign citizens.

Competences

- Translation and Intercultural Studies
- Ability for teamwork and for resolving possible conflicts during professional activity.
- Act with social and ethical responsibility.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.

- Continue the learning process, to a large extent autonomously.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Integrate knowledge to be able to make judgements about topics related to translation and intercultural studies.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Solve relevant problems related to interculturality and justify the decisions made.
- Solve relevant translation problems and justify the decisions made.
- Use the necessary documentary and technological resources for translation and intercultural studies.

Learning Outcomes

1. Ability for teamwork and for resolving possible conflicts during professional activity.
2. Act with social and ethical responsibility.
3. Apply knowledge to solving problems in public-service interpretation.
4. Assess the impact of cultural specificities on public-service interpretation.
5. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
6. Continue the learning process, to a large extent autonomously.
7. Demonstrate knowledge of public-service interpretation.
8. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
9. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
10. Use resources pertaining to interpretation in public services.

Content

This module is divided into three subjects:

1) Introduction to public service interpreting:

This subject aims to give students a theoretical introduction to epistemological and professional aspects of PSI. Its content is divided into three units: epistemology, historical evolution and deontology. In the first unit, PSI is defined as a specialisation within translation and interpreting studies, focusing on its distinctive features, as well as on the role and skills of public service interpreters in comparison to other related professionals, such as intercultural mediators and healthcare agents. The second unit analyses the evolution of PSI from its origins to the present time, both in Spain and internationally. The third unit revolves around study and debate of the main deontological codes and professional standards of public service interpreters.

2) Specific settings in public service interpreting:

This subject aims to provide an in-depth understanding of the two main settings in which PSI usually takes place: socio-educational settings (social services, education centres, refugee assistance offices, services for foreign victims of gender-based violence, etc.) and healthcare settings (hospitals, clinics, primary care centres, doctors' surgeries, etc.). The subject is divided into a theoretical part, in which the main characteristics of each setting are presented and studied in relation to interpreting (most commonly-used terminology, structure and function of services, interpreters' standard procedures, etc.); and a more practical part, in which professional interpreters and public service providers talk about their experience and analyse real cases.

3) Practical training in public service interpreting:

In this subject, students perform practical PSI exercises with a view to applying the knowledge acquired in the first two subjects of this module, as well as module 2's subject on liaison interpreting. Using simulations and/or recordings, situations that commonly arise in PSI are recreated and students act as liaison interpreters, putting the techniques and strategies they have learned into practice. These practical activities and role-plays also include sight translation exercises (of informed consent, application or school authorisation forms, for example)

and consecutive interpreting in talks in the local community (on preventive health, for example). Additionally, students must document and prepare terminology before sessions.

Methodology

The methodology used in and outside the classroom varies in each of the module's three subjects. The first subject (introduction to public service interpreting) involves a mainly theoretical methodology, with lectures and monitored group exercises. The second subject (specific settings in public service interpreting) combines theoretical and more practical classes, with different PSI professionals sharing their experiences with students in the latter. The third subject (practical training in public service interpreting) involves an entirely practical methodology based on role-plays and simulations.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|--|-------|------|-------------------------------|
| Type: Directed | | | |
| Practical activities (subject 3) | 119 | 4.76 | 2, 3, 7, 8, 9, 5, 6, 1, 10, 4 |
| Practical and theoretical activities (subject 2) | 119 | 4.76 | 2, 3, 7, 8, 9, 5, 6, 1, 10, 4 |
| Theoretical activities (subject 1) | 119 | 4.76 | 2, 3, 7, 8, 9, 5, 6, 1, 10, 4 |

Assessment

Each student's final mark for the module will be the arithmetic mean of their marks for its three subjects. Each subject's mark will be determined as follows:

1) Introduction to public service interpreting:

| | | |
|-----------------------|----------------------|-----|
| Written and oral test | Epistemology | 33% |
| Written and oral test | Historical evolution | 33% |
| Written and oral test | Deontological codes | 33% |

2) Specific settings in public service interpreting:

| | | |
|---------------|---|-----|
| Written test | Socio-educational settings | 33% |
| Written test | Healthcare settings | 33% |
| Participation | Attendance and participation in classes | 33% |

3) Practical training in public service interpreting:

| | | |
|---|--|-----|
| Practical exam | Socio-educational settings | 33% |
| Practical exam | Healthcare settings | 33% |
| Role-plays and preparation of terminology | Preparation and performance of classroom exercises | 33% |

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|--|-----------|-------|------|-------------------------------|
| Practical exams and role-play design (subject 3) | 33% | 6 | 0.24 | 2, 3, 7, 8, 9, 5, 6, 1, 10, 4 |
| Written and oral tests (subject 1) | 33% | 6 | 0.24 | 2, 3, 7, 8, 9, 5, 6, 1, 10, 4 |
| Written tests and participation in classes (subject 2) | 33% | 6 | 0.24 | 2, 3, 7, 8, 9, 5, 6, 1, 10, 4 |

Bibliography

1) Introduction to public service interpreting:

ABRIL MARTÍ, L. I. (2002). *La interpretación en los servicios públicos. Caracterización como género, contextualización y modelos de formación. Hacia unas bases para el diseño curricular*. Doctoral thesis. Granada: Universidad de Granada. URL: <<http://hera.ugr.es/tesisugr/16235320.pdf>>.

ARUMÍ RIBAS, M.; GIL-BARDAJÍ, A. and VARGAS-URPÍ, M. (2011). "Traducció i immigració: la figura de l'intendent als serveis públics de Catalunya", in *Quaderns. Revista de la traducció*, 18, pp. 199-218. URL: <<http://ddd.uab.cat/pub/quaderns/11385790n18/11385790n18p199.pdf>>.

ANGELELLI, C. (2004). *Revisiting the Interpreter's Role: a Study of Conference, Court, and Medical Interpreters in Canada, Mexico, and the United States*. Amsterdam/Philadelphia: John Benjamins.

BRUNETTE, L. et al. (ed.). (2003). *The Critical Link 3: Interpreters in the Community*. Amsterdam/Philadelphia: John Benjamins.

CARR, S. E.; ROBERTS, R. P.; DUFOUR, A. and STEYN, D. (1997). *The Critical Link: Interpreters in the Community*. Amsterdam/Philadelphia: John Benjamins.

CORSELLIS, A. (2009). *Public Service Interpreting: The First Steps*. Palgrave Macmillan.

DE PEDRO, R.; PÉREZ, I. and WILSON, C. (2009). *Interpreting and Translating in Public Service Settings. Policy, Practice, Pedagogy*.

GARCÍA BEYAERT, S. (2013). *Código Deontológico: principios éticos y pautas de buenas prácticas para la interpretación en los servicios públicos y el ámbito comunitario*. URL: <http://www.l-in-k.org/Codigo_deontologico_ISPC.pdf>. (Last accessed on 4 July 2014).

GRUP MIRAS. (2012). *Comunicar en la diversitat. Traductors, intèrprets i mediadors als serveis públics*. Barcelona: Linguamón - Casa de les Llengües. URL: <http://www10.gencat.net/casa_llengues/AppJava/pt/index.jsp>.

HALE, S. (2007). *Community Interpreting*. Palgrave Macmillan.

HALE, S.; OZOLINS, U. and STERN, L. (2008). *The Critical Link 5: Quality in Interpreting. A Shared Responsibility*. University of Western Sidney, Royal Melbourne Institute of Technology University, The University of New South Wales.

HALE, S. (2010). *La Interpretación Comunitaria. La interpretación en los sectores jurídico, sanitario y social*. Granada: Comares.

LINGUAMÓN (coord.). (2010). *Els serveis de traducció, interpretació i mediació en els processos d'acolliment lingüístic a Catalunya*. Barcelona: Linguamón - Casa de les Llengües. URL: <
http://www10.gencat.cat/casa_llengues/binaris/informe_linguamon_serveis_interpretacio_immigracio_tcm302-116>.

MARTÍN, M. C. and PHELAN, M. (2009). *Interpreters and Cultural Mediators - Different but Complementary Roles. Translations: Migration and Social Change. An Inter-Disciplinary Open Access E-Journal*. URL: <
<http://www.translocations.ie/Martin%20and%20Phelan.pdf>>.

OZOLINS, U. (2000). "Communication Needs and Interpreting in Multilingual Settings: the International Spectrum of Response", in ROBERTS, R. P. et al. (ed.). *The Critical Link 2: Interpreters in the Community*, pp. 21-34. Amsterdam/Philadelphia: John Benjamins.

PÖCHHACKER, F. (2002). "Getting Organized: the Evolution of Community Interpreting", in *Interpreting* 4, 1, pp. 125-140.

PÖCHHACKER, F. (2004). *Introducing Interpreting Studies*. London: Routledge.

ROBERTS, R. P.; CARR, S. E.; ABRAHAM, D. and DUFOUR, A. (2000). *The Critical Link 2: Interpreters in the Community*. Amsterdam/Philadelphia: John Benjamins.

SALES SALVADOR, D. (2005). "Panorama de la mediación intercultural y la traducción/interpretación en los servicios públicos en España", in *Translation Journal*, vol. 9, no. 1. URL: <
<http://accurapid.com/journal/31mediacion.htm>>.

SALES SALVADOR, D. (2008). "Mediación intercultural e interpretación en los servicios públicos: ¿Europa intercultural?", in *Pliegos de Yuste*, no. 7-8, pp. 77-82. URL: <
www.pliegosdeyuste.eu/n78pliegos/pdf/2008-7-8-77-82.pdf>. (Last accessed on 6 March 2014).

SANDERS, M. (2000). *As Good as your Word: a Guide to Community Interpreting and Translation in Public Services*. London: Maternity Alliance.

VALERO GARCÉS, C. (ed.). (2003). *Traducción e Interpretación en los Servicios Públicos. Contextualización, actualidad y futuro*. Granada: Comares.

VALERO GARCÉS, C. (ed.). (2006). *Formas de mediación intercultural: traducción e interpretación en los Servicios Públicos: conceptos, situaciones y práctica*. Granada: Comares.

WADENSJÖ, C. (1998). *Interpreting as Interaction*. New York: Longman.

WADENSJÖ, C.; DIMITROVA, D. E. and NILSSON, A. L. (2007). *The Critical Link 5: Interpreters in the Community*. Amsterdam/Philadelphia: John Benjamins.

2) Specific settings in public service interpreting:

Healthcare settings:

ANGELELLI, C. (2008). "The Role of the Interpreter in the Healthcare Setting: A Plea for a Dialogue between Research and Practice", in VALERO GARCÉS, C. and MARTIN, A. (eds.). *Crossing Borders in Community Interpreting. Definitions and Dilemmas*, pp. 139-152. Amsterdam/Philadelphia: John Benjamins.

BANCROFT, M. (2005). *The Interpreter's World Tour; The Environmental Scan of Standards of Practice for Interpreters*. NCIHC. URL: <
<http://www.ncihc.org/assets/documents/publications/NCIHC%20Environmental%20Scan.pdf>>.

BURDEUS DOMINGO, N. and ARUMÍ RIBAS, M. (2012). "Estudio de la práctica de la interpretación en los servicios públicos en el ámbito sanitario en el área metropolitana de Barcelona", in *Sendebarr*, no. 23, pp. 17-36. URL: <<http://revistaseug.ugr.es/index.php/sendebarr/article/view/28/239>>. (Last accessed on 11 July 2014).

GARCÍA-BEYAERT, S. and SERRANO PONS, J. (2009). "Recursos para superar las barreras lingüístico-culturales en los servicios de salud", in MORERA MONTES, J. et al. (eds.). *Manual de atención al inmigrante*. URL: <http://www.actasanitaria.com/fileset/doc_49951_fichero_noticia_41735.pdf>.

Salud y Cultura. Informative portal for intercultural mediation and interpreting in health services. URL: <
<http://www.saludycultura.uji.es/>>.

TOLEDANO, C. and DEL POZO, M. (2015). *Interpretación en contextos de violencia de género*. Valencia: Editorial Tirant Lo Blanch.

QURESHI, A. (2009). "Comunicación intercultural y relación terapéutica", in *Mediación intercultural en el ámbito de la salud. Programa de formación*, chap. 13. Barcelona: Fundació La Caixa.

Socio-educational settings:

ACCEM. *Guía de mediación intercultural*.

URL: <http://www.accem.es/ficheros/documentos/pdf_publicaciones/guia_mediacion.pdf>.

URL: <
https://obrasocial.lacaixa.es/deployedfiles/obrasocial/Estaticos/pdf/Inmigracion/Mediacion_intercultural_ca.pdf>.

ARUMÍ RIBAS, M.; GIL-BARDAJÍ, A. and VARGAS-URPÍ, M. (2011). "Traducció i immigració: la figura de l'interpret als serveis públics de Catalunya", in *Quaderns*, Revista de la traducción, 18.

ARUMÍ RIBAS, M. and VARGAS-URPÍ, M. (in press). "Public Service Interpreting Strategies in the Social and Educational Contexts: a Study of Simulations of Chinese-Spanish/Catalan Interactions".

ARUMÍ RIBAS, M. "The Fuzzy Boundary between the Roles of Interpreter and Mediator in the Public Services in Catalonia: Analysis of Interviews and Interpreter-Mediated Interactions in the Health and Education Context".

BAIGORRI, J. et al. (2008). "Estudio contrastivo de las dificultades de mediación lingüística y cultural: experiencia histórica y nuevos retos en la Europa contemporánea (España, Alemania, Italia)", in VALERO-GARCÉS, C. *Investigación y práctica en traducción e interpretación en los servicios públicos. Desafíos y alianzas*, pp. 24-38. Alcalá d'Henares: Universidad de Alcalá. (CD-ROM).

BARALDI, C. and GAVIOLI, L. (2007). "Dialogue Interpreting as Intercultural Mediation. An Analysis in Healthcare Multicultural Settings", in BARALDI, C. and GAVIOLI, L. (ed.). *Dialogue and Culture*, pp. 297-326. Amsterdam/Philadelphia: John Benjamins.

BERMÚDEZ, K. et al. (2002). *Mediación Intercultural. Una propuesta para la formación*. Madrid: AEP Desenvolupament Comunitari and Andalucía Acoge.

GARCÍA-BEYAERT, S. (2013). "Interpretación vs. Mediación. Explorando metáforas". URL: <
<http://www.l-in-k.org/entry/interpretacion-vs-mediacion-explorando-metaforas.html>>.

GIL-BARDAJÍ, A. (2016). *Interpretar del árabe en los servicios socio-educativos de Cataluña. Resultados de un estudio experimental en torno a las nociones de problema y estrategia*. Granada: Comares.

GRUP MIRAS. (2011). *Comunicar en la diversitat. Traductors, intèrprets i mediadors als Serveis Públics*. Barcelona: Linguamón - Casa de les Llengües. Departament de Cultura de la Generalitat de Catalunya. URL: <<http://llengua.gencat.cat/permalink/b907fe16-5382-11e4-8f3f-000c29cdf219>>.

MERLINI, R. and FAVARON, R. (2003). "Community Interpreting: Re-conciliation through Power Management", in *The Interpreters' Newsletter* 12, pp. 205-229.

NAPIER, J. (2004). "Interpreting Omissions. A New Perspective", in *Interpreting* 6 (2), pp. 117-142.

PÉREZ, I. and WILSON, C. (2006). *Translating, Interpreting and Communication Support: A Review of Provision in Public Services in Scotland*. Edinburgh: Scottish Executive. URL: <https://pureapps2.hw.ac.uk/portal/files/5062507/Translating_Interpreting_and_Communication_Support.pdf>.

PÖCHHACKER, F. (2008). "Interpreting as Mediation", in VALERO-GARCÉS, C. and MARTIN, A. *Crossing Borders in Community Interpreting. Definitions and Dilemmas*, pp. 9-26. Amsterdam/Philadelphia: John Benjamins.

PÖLLABAUER, S. (2004). "Interpreting in Asylum Hearings: Issues of Role, Responsibility and Power", in *Interpreting* 6 (2), pp. 143-180.

VALERO-GARCÉS, C. (2005). "Terminology and Ad hoc Interpreters in Public Services. An Empirical Study", in *Jostrans*. URL: <http://www.jostrans.org/issue03/art_valero_garces.php>.

VALERO-GARCÉS, C. (2005). "Emotional and Psychological Effects on Interpreters in Public Services. A Critical Factor to Bear in Mind", in *Translation Journal*. URL: <<http://translationjournal.net/journal/33ips.htm>>.

VARGAS-URPI, M. and ARUMÍ, M. (2014). "Estrategias de interpretación en los servicios públicos en el ámbito educativo: estudio de caso en la combinación chino-catalán", in *Intralinea* 16. URL: <http://www.intralinea.org/current/article/estrategias_de_interpretacion_en_los_servicios_publicos_en_el_ambito_e>.

VARGAS-URPI, M. (2012). *La Interpretació als Serveis Públics i la mediació intercultural amb el col·lectiu xinès a Catalunya*. Doctoral thesis. Barcelona: Universitat Autònoma de Barcelona. URL: <<http://www.tdx.cat/handle/10803/96486>>.

VARGAS-URPI, M. (2013). "ISP y/o mediación intercultural: la realidad de los profesionales que trabajan en el contexto catalán", in *Cuadernos de ALDEEU* 15, pp. 131-164.

3) Practical training in public service interpreting:

BANCROFT, M. A.; GARCÍA-BEYAERT, S.; ALLEN, K; CARRIERO-CONTRERAS, G. and SOCARRAS-ESTRADA, D. (2015). *The Community Interpreter. An International Textbook*. Culture and Language Press.

JIMÉNEZ IVARS, M. A. (2012). *Primeros pasos hacia la interpretación inglés-español*. Castelló de la Plana: Universitat Jaume I. Servei de Comunicació.

UGARTE, X. (2011). *La pràctica de la interpretació anglès-català*. Vic: Eumo.