

Public Service Interpreting in Scandinavia: Challenges and Current Developments

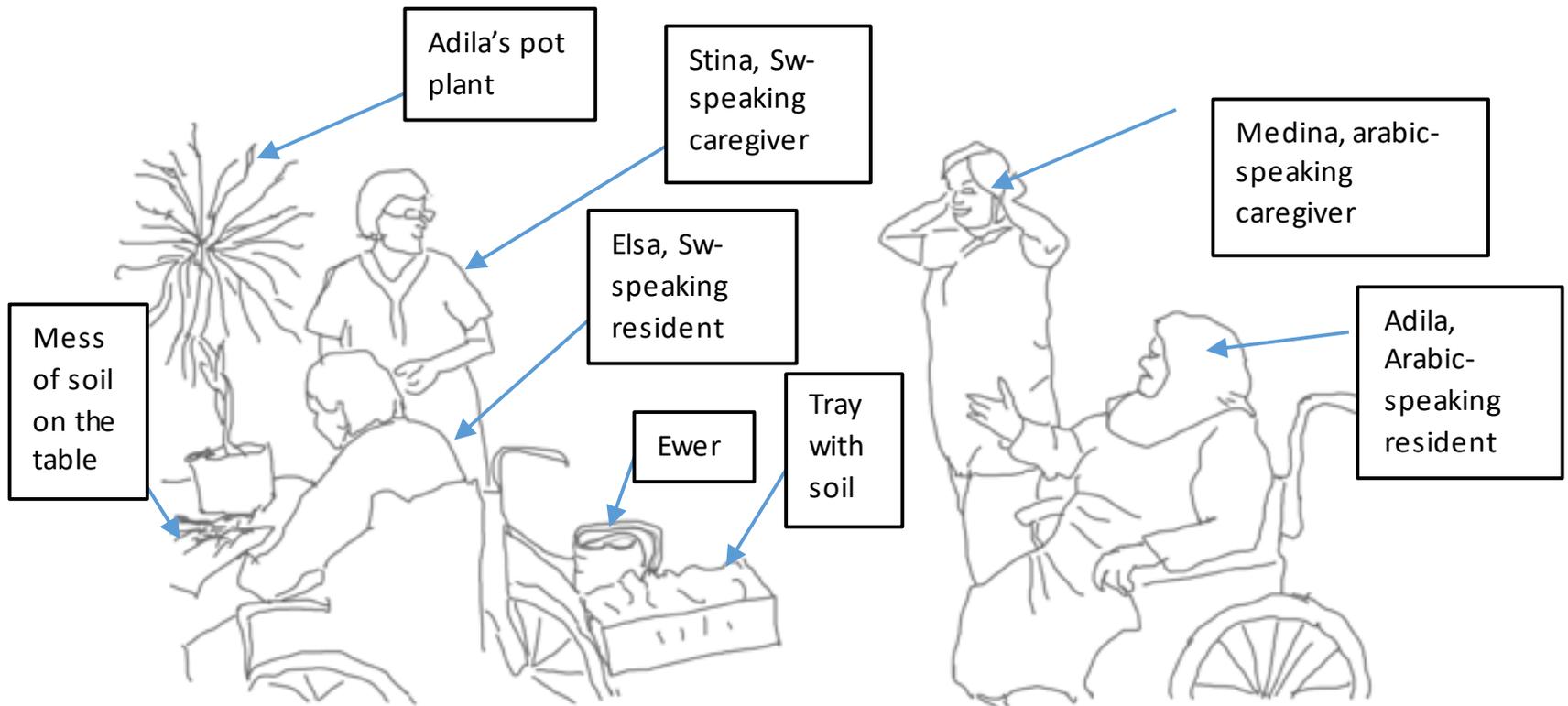
Professor Cecilia Wadensjö

The Institute for Interpreting and Translation Studies
Department of Swedish Language and Multilingualism
cecilia.wadensjo@su.se

**Qualitätsstandards zur Qualifizierung von
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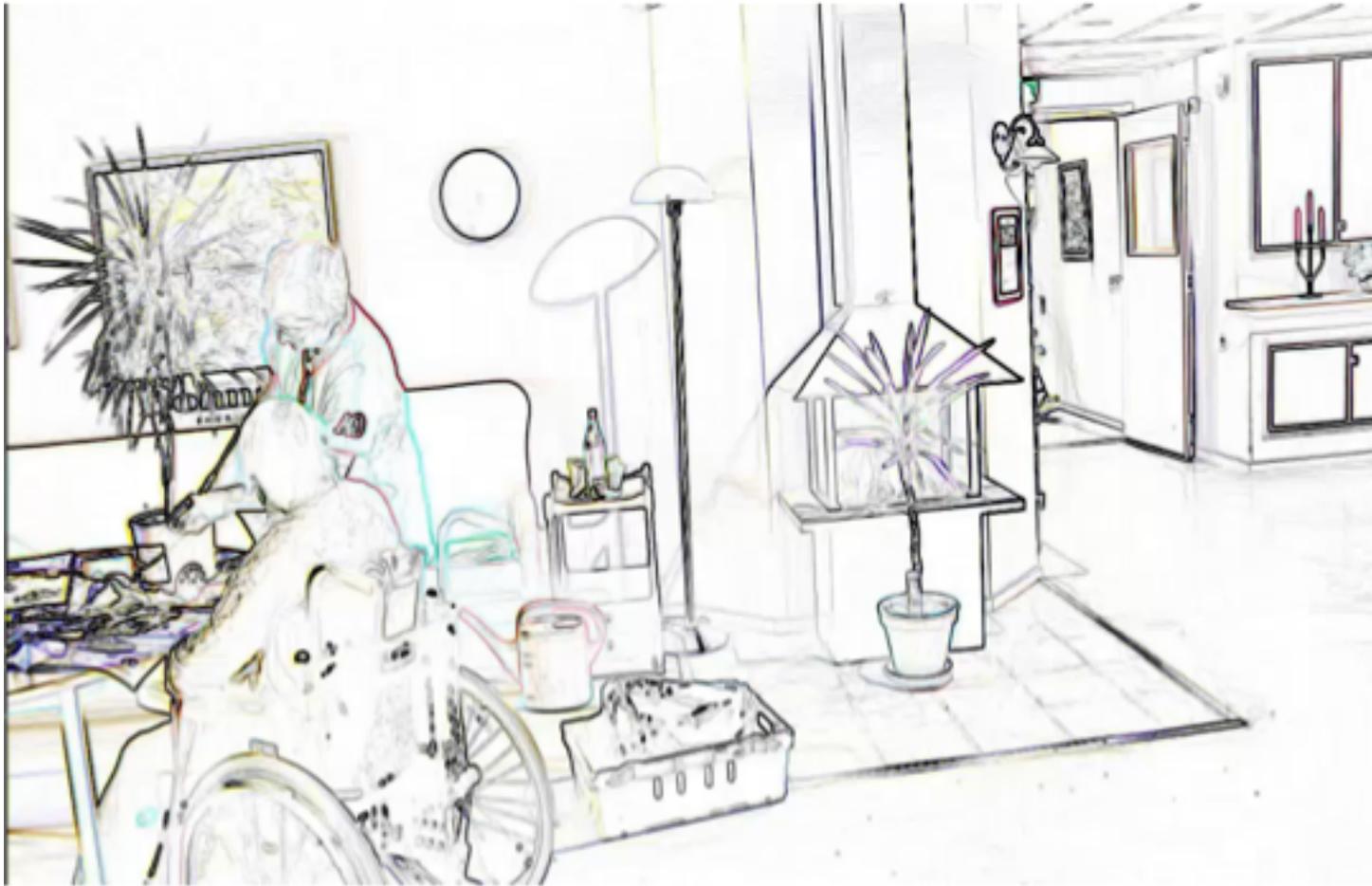


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Multilingual practices and pedagogical challenges in elderly care

- Funding from the Swedish Research Council 2014-2017
- Principle Researchers: Gunilla Jansson & Cecilia Wadensjö
- Department of Swedish & Multilingualism, Stockholm University



The broker's discourse strategies

- Anticipating the resident's worry,
- Giving voice to complaining
- Translating some key words
- Rephrasing and explaining talk

BROKERING – A PRACTICE IN ITS OWN RIGHT

Ad hoc-interpreting – definitions

- Bilingual participants, **volunteering**, sporadic and on the spot interpreting, solving **temporary** communicative problems (Müller 1989, Traverso 2012)
- **Untrained** persons, **assigned** to perform an interpreting task (Bührig & Meyer 2004, Meyer et al 2010, Meyer 2012)

Review of 2000 medical articles (Flores 2005)

- **Focus on negative effects**
- **No distinction between educated and non-educated interpreters**
- **Informants' experiences and evaluations**
 - of what?
 - on which grounds?

Interview studies – an example

- Hadziabdic *et al* (2014). Family members' experiences of the use interpreters in healthcare. *Primary Health Care Research & Development* 2014:15, 156–169.
- Result: Family members sometimes preferred professional interpreters and sometimes to interpret themselves.

- “There were informants who found it important that professional interpreters transfer the information literally and objectively [---].” (Hadziabdic *et al* 2014: 162).
- **Cementing** informants’ naïve understanding of language and interpreting
- “Objective interpreting” – a **contradiction in terms**: Interpreters are active **subjects**
- even if interpreters share the **ideal** of performing neutrally, serving two parties

- **A communicative *pas de trois***
(Wadensjö 1998:12)

First language assessment in Swedish schools of newly arrived children

- To inform placement decisions and educational planning
- Interview in the student's strongest language
- Language assistance often necessary

Multilingual staff or interpreter?

Multilingual staff as interpreter

*The Head master of the school decides who will participate in the assessment encounters. Multilingual staff are an important resource. They have knowledge of the Swedish school and school system, and often also about the pupil's reference frameworks from previous contexts. This **dual competence** can make it easier for the pupil to tell about previous experiences.*

Professional Interpreter

*The school can also use a professional interpreter. Interpreting can be done on-site, via phone or using video equipment. It is important that **the interpreter is well prepared** and has received information and material in advance.*

From: The Swedish National Agency for Education
Information for head masters and teachers, p. 7



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Assessment of literacy via a third party

- How do multilingual staff perform what is understood as interpreting?
- What impact does the performance have on the child's possibility to show his/her knowledge and skills?
- ...and on the teacher possibility to assess this knowledge?
- ...and on mother tongue teacher's possibility to make use of their actual competence?

Data, so far...

- 9 video recorded encounters (11,5 h.)
- ...in 6 languages
- 5 encounters with mother tongue (non-Swedish) teachers assisting
- 4 encounters with interpreters taken from an interpreting service provider
- A Swedish teacher writes the assessment protocol
- The mother tongue teacher's role:

“They just translate, they like don't affect anything”

Spanish – mother tongue teacher



S= Swedish teacher, M= mother tongue teacher,

P= pupil

GREEN TEXT = said in Spanish,

BLUE TEXT = said in Swedish

1. **S:** e::h then last question on the text is if you could in
2. you own words, re-tell what the text was all about
3. **M:** can you tell in your own words what the text is about
4. **P:** a::m (.) that a person, who was a bit disappointed
5. he wanted to test some other food or, that is, not the
6. same [and
7. **M:** [he who was angry POINTS AT TEXT
8. **S:** mhm
9. **M:** he was about to taste other what's that e::h starters
10. **S:** mhm TAKES NOTES
11. **M:** dishes sorry.
12. **S:** mhm TAKES NOTES



S= Swedish teacher, M= mother tongue teacher,

P= pupil

GREEN TEXT = said in Spanish,

BLUE TEXT = said in Swedish

13. (0.5)

14.P: LOOKS AT M e:h then to stop him from feeling
disappointed in this way mm he himself says that he will

15.P: cook him another meal or an alternative [or

16.M: [he said to

17. (xxx) from the restaurant?

18.M: and as he was not liked for food. he said to owner,

19.S: mhm, TAKES NOTES

20.M: on restaurant, if he can fix,

21.S: mhm, TAKES NOTES

22.M: something else.

23. (0.5)



S= Swedish teacher, M= mother tongue teacher,

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GREEN TEXT = said in Spanish,

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24.P: and when he gives it to the customer (.) he tested a new method for preparing potatoes.

25.M: and the owner on restaurant, to make happy his customer,

26.S: mhm TAKES NOTES

27.M: did eh another method,

28.S: mhm TAKES NOTES

29.M: with potatoes.



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30.S: and what did he do what kind of method was that?

31.M: and what kind of method was that, that he used what did he do with e::

32.P: he used the potatoes, **fried** them and put a bit of salt on top

33.M: took the potatoes and **fried** potatoes and put salt

34.S: mhm TAKES NOTES

From the assessment protocol

Sammanställning

Eleven visar förståelse för textens innehåll genom att

	Ja	Till viss del	Nej
svara på frågor på raderna	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
svara på frågor mellan raderna	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
återberätta huvuddragen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Sammanvägd bedömning

Sammantaget visar eleven en grundläggande förståelse av texten

Ja	Till viss del	Nej
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

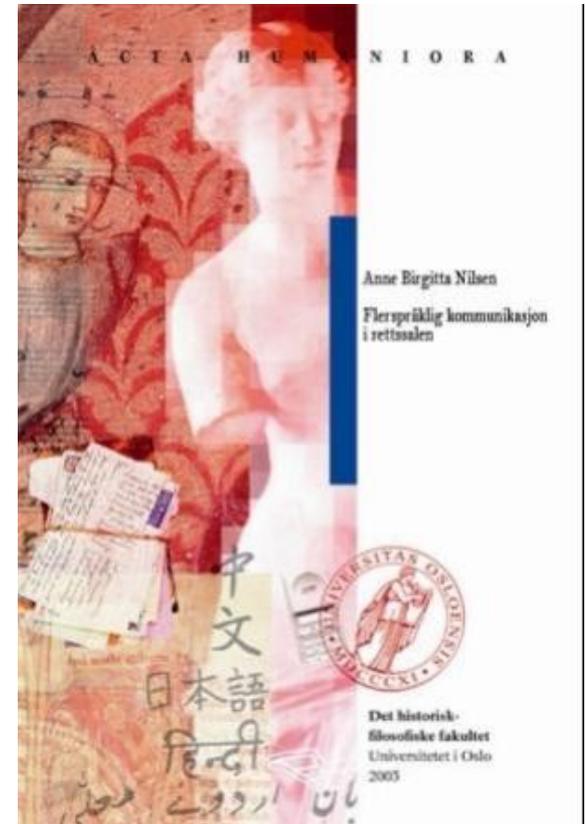
Övriga kommentarer om elevens läsning:

x läser texten högt. Tolken säger att x inte läser texten flytande. Flera ord i texten är svåra för henne. Läser utan intonation.



When competence in languages and interpreting are insufficient:

- ... imprecise renditions,
- ... non-idiomatic talk
- ... the interaction is fragmented,
lacks flow
- ... there is lack of coherence
between speakers' contributions
(Nilsen 2005: 200)



Preliminary results

- Assessment of literacy via a third party: Whose performance is assessed?
- Naïve conceptions of “the interpreter”
- Limited understanding of challenges in interpreting
- ...of the interdependence in interaction between interpreters and those they assist

Child-care clinic

Mother: да то есть буквально- и мы- в начале у нее-

yes that is literally- and we- at the beginning she had-

Mother: приходила- мне это очень беспокоит,

I came- I'm very worried about this,

INT: [mm

Mother: [я все время приходила к врачу: что это?

[all the time I've come to the doctor: what is this?

Mother: они говорят, все хорошо, все хорошо (.)

they say: everything 's okay, everything 's okay (.)

Mother: а я же видела, [что-то такое

but I saw, didn't I [something so



Child-care clinic continued

INT: [mhm, mm och jag har varit, väldigt orolig hela tiden,
[mhm, mm and I've been, very worried all the time,

Midwife: [aa

INT: [jag har, frågat läkaren eller e:::h sjuksköterskorna he:::la
[I've, asked the doctor or e:::h the nurses a:::ll the

INT: tiden. va- va kan de bero på?
time: wha- what may be the reason?

Midwife: aa,

INT: a de e okej, [de e okej. [de e inget att oroa sig [för.
that's okay, [that's okay. [that's nothing to worry [about.

Midwife: [mm [mm [jaa,
[mm [mm [yeah,

Child-care clinic continued

Mother: **то есть- а это?**

that is- but this?

Midwife: **de va- [problemet-**

that was- [the problem-

Mother: **[вообще бывает? вот ЧТО это такое?**

[in general this happens? so WHAT is this?

Mother: **потому что я:::**

because I:::

INT: **men e::h det händer, alltså- och vad är det**

but e::h this happens, that is- and what is it

INT: **egentligen? vad kan det bero på?**

actually? what can be the reason?

Midwife: **ja de-**

yeah that-

Competences needed for interpreting

- **High level competence in two languages**
- **Knowledge of relevant subject matters**
- **Knowledge of institutional routines and logics**
- **Ability to evoke the parties' confidence**
- **Ability to interpret,**
 - **To simultaneously analyse, memorise and retrieve information**
 - **To effortlessly switch between languages**
 - **To simultaneously render ongoing talk and manage the discourse flow**

Public service interpreting in Scandinavia



Everyday misperceptions

- ...anyone who knows two languages can perform as interpreter
- ...good interpreting implies “literal” or “word-for-word” translation
- ...those others needs an interpreter, I don't!



Hanne Skaaden
Der zwei-seitige
Dolmetscher

Development of PSI in Sweden since the 1970ies?

- Working conditions?
- Salaries?
- Possibilities and incentives for basic and further education?



The key role of interpreter education

