

**\_I Congrés  
Internacional  
sobre el Dret  
a la Llengua.**

**Polítiques  
Lingüístiques  
i Traducció i  
Interpretació  
en Serveis i  
Institucions  
Públiques.**

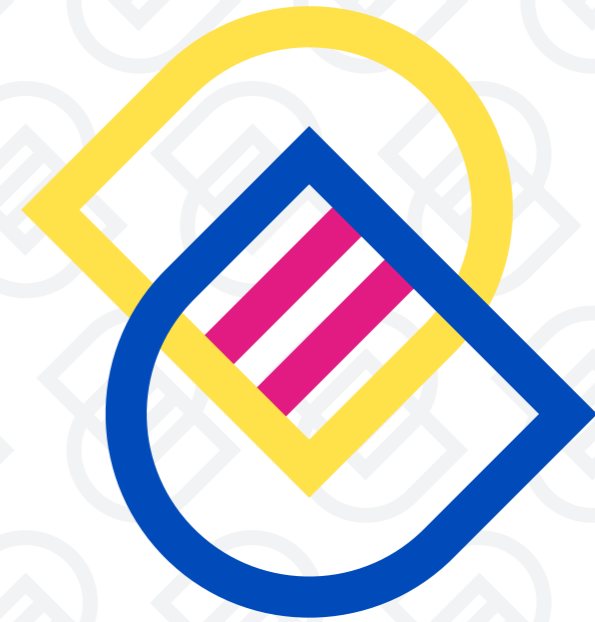


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**Càtedra de  
Drets Lingüístics**



# **\_I CONGRÉS INTERNACIONAL SOBRE EL DRET A LA LLENGUA. POLÍTIQUES LINGÜÍSTIQUES I TRADUCCIÓ I INTERPRETACIÓ EN SERVEIS I INSTITUCIONS PÚBLIQUES.**

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\_ I Congreso Internacional sobre el Derecho a la Lengua. Políticas Lingüísticas y Traducción e Interpretación en Servicios e Instituciones Públicas

\_ 1st International Conference on the Right to Languages: Linguistic Policies and Translation and Interpreting in Public Services and Institutions

## **CIDL 22**

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Càtedra de Drets Lingüístics, Universitat de València-Generalitat Valenciana  
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**PONÈNCIES**

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*Ponèncias / Presentations*

## ***\_Language rights and linguistic justice in international law: Lost in translation?***

Jacqueline Mowbray

University of Sydney Law School

While there is no single 'right to language' in international law, a range of international legal provisions protect languages and their speakers. These include minority rights, which protect the rights of minorities to 'use their own language'; non-discrimination rights; rights to freedom of expression; rights to culture; and other rights, such as the right to a fair trial, which can be used incidentally to protect language interests in certain situations.

This paper considers the extent to which these rights are capable of delivering linguistic justice, and the assumptions embedded in international law as to the role of translation and interpretation in that process. Drawing on insights from other disciplines, including particularly sociolinguistics and translation studies, I argue that the conceptualisation of both 'linguistic justice' and 'translation' within international law is deficient in certain key respects. In particular, in focusing on translation as a primary means of protecting language rights and addressing injustices associated with language use, international law conceals injustices which can result from the process of translation itself. As a result, the promise of language rights fails to translate into linguistic justice.

## ***\_El reconeixement legal de les llengües de signes i la protecció dels drets dels signants: el cas de la llengua de signes catalana (LSC)***

Josep Quer

Universitat Pompeu Fabra

La llengua de signes catalana (LSC) és una de les dues llengües de signes reconegudes a l'Estat per llei (el 2010 a Catalunya amb una llei específica; el 2007 a l'Estat amb una llei global d'accessibilitat per a les persones sordes). Després de les expectatives generades entre els usuaris de la llengua i altres col·lectius vinculats a la Comunitat Sorda de Catalunya, és un moment oportú per fer balanç dels aspectes en què s'ha avançat i d'aquells altres en què no hi ha hagut progressos. En aquesta presentació s'identifiquen els drets que caldria garantir tant a la persona sorda individual com al col·lectiu d'usuaris, una distinció que sovint no s'emfasitza prou, perquè no s'entenen les especificitats de la sordesa i la llengua de signes. Les necessitats dels signants sords no es poden tractar simplement com les d'una minoria lingüística, perquè la llengua de signes n'és la primera llengua i l'accés a la llengua o llengües orals de l'entorn sovint és limitada. Això afecta, per exemple, els signants no només en la seva vida quotidiana sinó també sovint en l'exercici dels seus drets com a ciutadans. Al mateix temps, per a la gran majoria d'individus sords la llengua de signes no es troba en el seu entorn familiar immediat en néixer i durant els primers anys de vida, que són determinants per al desenvolupament de la capacitat del llenguatge. Abordarem els factors que condicionen aquest aspecte tan decisiu de les persones sordes en el seu desenvolupament lingüístic, cognitiu, social i emocional, i que en darrer terme tenen a veure amb decisions fonamentalment ideològiques de caire oralista (implícit o explícit) en els sectors de la sanitat i l'educació. Créixer amb la llengua de signes no aïlla les persones sordes de la majoria oient de la societat que fa servir les llengües orals, ni interfereix en l'aprenentatge d'aquestes llengües, sinó que, per contra, garanteix la base del desenvolupament lingüístic, un dret fonamental, independentment de quina sigui la llengua d'ús preferent més enllà de la infantesa.

## ***\_On the limits of translation in legal-lay communication***

Philipp S. Angermeyer

York University

In democratic societies, the use of interpreters or translators is widely viewed as a suitable remedy for preserving the rights of individuals who interact with the judicial system but are not proficient in its dominant language. However, this view tends to ignore the effects of interpreting and translation on legal-lay communication. Drawing on pragmatic and sociolinguistic analyses of court interpreting and of written translation in institutional contexts, this talk explores ways in which particular practices of translation may disadvantage and discriminate against speakers of non-dominant languages.



## **TAULES RODONES**

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*Mesas redondas / Panels*

## Interpreting and Indigenous Languages

### ***\_Injusticias lingüísticas: políticas estatales de exterminio de pueblos indígenas***

Inge Sichra

Mientras los discursos de reconocimiento, protección y protagonismo de los pueblos indígenas han marcado lo que va de este siglo a través de declaraciones, documentos, cuerpos jurídicos y reordenamientos políticos y territoriales que parecían marcar un histórico cambio hacia la plurinacionalidad del estado boliviano, el pragmatismo estatal ha conseguido llevar adelante una nueva colonización de territorios indígenas hasta ahora garantes de lenguas minoritarias. Destruídas las comunidades lingüísticas y de habla a través de extractivismo y ecocidio, la injusticia lingüística apura la desaparición de dos tercios de las lenguas “oficiales” del estado plurinacional y de lenguas aún no tipificadas ni reconocidas como tales por la academia y la oficialidad.

### ***\_Decolonialidad y justicia lingüística en América Latina. El giro de 1992***

Christiane Stallaert

Universiteit Antwerpen

La conmemoración del ‘V Centenario del descubrimiento de América’ en 1992, va acompañada de un debate crítico impulsado por intelectuales latinoamericanos, en torno a la ‘colonialidad del poder’. Al mismo tiempo, con el final de la Guerra Fría y de las dictaduras, crece la voz de los oprimidos, que exigen ‘verdad, memoria y justicia’. La vinculación entre estos conceptos ha dado lugar a una concepción alternativa de justicia, conocida como ‘justicia transicional’, que busca reparar la convivencia reparando injusticias o daños sufridos en el pasado. ¿Qué significa este ‘giro de 1992’ para la realidad lingüística del continente latinoamericano? ¿Cómo reparar las ‘injusticias lingüísticas’ sufridas por hablantes de lenguas indígenas durante cinco siglos?



## ***Traducción y poscolonialismo: “No hay una palabra para ‘derechos’ en mi lengua”***

Raquel de Pedro Ricoy

University of Stirling

Con frecuencia se alude al carácter plural y multicultural de la ONU para justificar la inclusión del término “universal” en el título de la declaración de derechos humanos que se aprobó en 1948 (Shaheed y Richter 2018). No obstante, la universalidad de los derechos humanos, refrendada como incuestionable en la Cumbre Mundial de 2005, se ha puesto en entredicho a partir de argumentos relativistas de índole cultural o moral que señalan las raíces occidentales del concepto, cimentado en principios filosóficos que emergieron en Europa durante la Ilustración, con Locke y Hutcheson como exponentes destacados, y cuestionan su compatibilidad con el respeto a la diferencia cultural (ver Freeman 2017: Ch. 6).

Quienes no suscriben la universalidad de los derechos humanos en ocasiones la asocian a un imperialismo cultural, económico o político (cf. Shaheed y Richter 2018), lo cual resulta pertinente a la hora de abordar cómo se comunican y socializan los derechos en contextos poscoloniales, en los que las estructuras discriminatorias características de la colonialidad, según arguye Quijano (2014: 285), se han perpetuado hasta el presente. En tales contextos, el derecho a la lengua a menudo hace imperativas la traducción y la interpretación para garantizar el acceso de poblaciones indígenas históricamente marginalizadas a sus derechos humanos. Así, la intersección de derechos lingüísticos, derechos indígenas y derechos humanos configura un complejo crisol en el que culturas e identidades estrechamente vinculadas a las lenguas originarias desempeñan un papel esencial.

Esta presentación se centrará en los debates antes mencionados y los relacionará con los retos que planteó la traducción a cinco lenguas originarias peruanas de la Ley de Lenguas Indígenas (2011), cuyo valor es simbólico y no

vinculante (de Pedro Ricoy, Howard y Andrade Ciudad 2018) y la difusión de los derechos recogidos en la Ley entre las comunidades indígenas del país. Dichos retos se relacionarán con las asimetrías entre la “mentalidad legal” (Legrand 1996; Glanert 2014) de las potencias coloniales y las de los pueblos indígenas. Asimismo, desde una perspectiva traductológica, se abordarán las supuestas “carencias” de las lenguas indígenas frente a las lenguas hegemónicas de las potencias coloniales para expresar conceptos arraigados en tradiciones jurídicas occidentales, cerrando así el círculo argumental para generar una reflexión sobre cómo se imbrica el papel que desempeñan los derechos lingüísticos en la controversia respecto a la universalidad de los derechos humanos.

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## Translation and Interpreting Enabling Access

### ***\_Speak my language! The important role of Community Translation in the promotion of health literacy***

Stallaert Ineke Crezee

Auckland University of Technology

Based on my background as a translator, interpreter, health professional and interpreting and translation researcher, I will explore the role of Community Translation in the promotion of health literacy. I will share some of my experiences as a Fulbright New Zealand Scholar (Public Health) at the Center for Diversity and Health Equity at Seattle Children's Hospital in Seattle, WA. Next I will explore the concept of health literacy and the many factors which impact on this, focusing also on the refugee and migrant populations for whom we translate and touching on some of the many barriers to accessing health information. I will briefly outline different approaches to Translation Studies in general, involving a product or process approach, before moving to reception studies involving a participatory action research approach in the area of health translation. I will then move to my own preferred approach to community translation as part of health promotion efforts, providing glimpses into the different experiences that took me there. I will explain my belief that sometimes a little is better than too much and how this requires working with the commissioners of the translation, who may need persuading that densely printed pamphlets may not be the answer. I will finish by exploring what we might need to do to achieve 'just right' when engaged in CT for the purposes of health literacy and how this should involve the end-users of the translations – whatever form this might take.

### ***\_The right to language access and mental healthcare for forced migrant victims of gender-based violence in US detention centers***

Melissa Wallace

University of Texas at San Antonio

Currently in the United States there are over 200 detention facilities holding over 500,000 detained immigrants (Detention Watch Network, n.d.). Mexicans and Central Americans are disproportionately targeted (Provine, 2013; Wallace & Hernández 2017), and the institutional racism at play at the moment of detention extends to additional marginalization and discrimination in the case of LGBTQ+ detainees and victims of gender-based violence (GBV). Such detainees are at considerably higher risk than the general population for mental health disorders such as posttraumatic stress disorder (PTSD), depression, isolation, grief, shame, psychological stress, generalized anxiety, and helplessness, as well as higher rates of sexual violence (Bernardes, Wright, Edwards, Tomkins, Difo and Livingstone, 2010; Hopkinson, Keatley, Glaeser, Erickson-Schroth, Fattal and Nicholson Sullivan, 2017; MADRE, Human Rights and Gender Justice Clinic, Center for Gender & Refugee Studies, and Florence Immigrant and Refugee Rights Project, 2019). Such forced migrants are often subject to prolonged detention without language-assisted access to mental health services, in spite of general agreement that interpreter services enable patients to talk about problems and feelings and are integral in providing mental healthcare for refugees and forced migrants (Gartley & Due, 2016; Geiling, Knaevelsrud, Böttche and Stammel, 2021; Van de Geuchte & Van Vaerenbergh, 2021).

Although U.S. Immigration and Customs Enforcement (ICE) claim to provide meaningful language access to LEP detainees in relation to placement in segregation, sexual abuse and assault prevention and intervention, and mental health care, among other things (ICE, 2019: ii-iii, 8), the need for mental health services for LGBTQ+ detainees and victims of GBV is acute, and providers in detention centers report that mental health services are largely inadequate or absent or even that they come in the form of punitive practices (MADRE et al.:

6-8; Woodman, Kehoe, Saleh and Rappleye, 2019). To that end, this presentation turns a critical eye toward the broken promises between language access to mental health services for victims of GBV in US detention centers and the reality described by the non-profit organizations which serve this population. This presentation calls for compliance and heightened protections for language access for victims of gender-based violence in US detention centers.

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## ***\_Linguistic (in)justice, global migration and social work***

Kristina Gustafsson

Linnaeus University

A social worker and a recently arrived young mother from Syria meet at a social services office in Sweden. An interpreter is there to facilitate communication. The school principal had reported concerns about the wellbeing of the mother's daughter to the social services.

This situation had become rather frequent in Sweden when, in February 2022, social events evidenced a collapse in confidence between social childcare and protection services and families with migration experiences. Parents shared their desperation in public demonstrations about their children being targets for forced legal restraints, international organizations directed threats towards Swedish social services, spreading disinformation about how these authorities kidnapped migrant children and sold them as slaves to pedophiles.

How do we look at these events? My presentation will use a linguistic justice framework to discuss the intersections among (1) social work as multilingual work; (2) the monolingual national framework and legacy of the Nordic countries, and (3) the increase of multilingual clients in social work due to global migration. Power asymmetries within social work will be revealed and exclusion and oppression as well as inclusion and emancipatory practices will be highlighted. An emphasis will be placed on the need for linguistic awareness and for developing multilingual competences at all levels of social work, including education, policies, practices, and research.

## **The Legal Framework for Languages and Models of Linguistic Officiality**

### ***\_Is Switzerland as language-friendly as its reputation suggests?***

Manuel Meune

Université de Montréal

With its four official languages, Switzerland, where most citizens identify with the Swiss "nation of will", appears to have "satisfied" its linguistic minorities and rarely makes international headlines because of language conflicts. This success is often attributed to the absence of linguistic enclaves (except for Romansh) and the principle of territoriality. However, language freedom also plays a role along the German-French language border (Biel/Bienne) or in Graubünden, where the decline of Romansh is hard to stop. And some heated legal debates have taken place particularly in multilingual cantons.

In addition, the "language peace" can be linked to pragmatism and non-intervention. Even without legal protection, Swiss German dialects are very much alive, in a stable diglossic relationship with standard German. But Switzerland's flattering image seems misleading in regards to its "fifth language" – Francoprovençal. The country has not done much better than centralist France in protecting this age-old language. Its recent inclusion in the debate on the implementation of the European Charter for Regional or Minority Languages offers some perspectives of revitalization, as does the proactive policy of the cantons of Fribourg and Valais, but this minimal legal protection comes very late.

## ***\_Canada's language regime: policy-choices and the modernization of the Official Languages Act***

Linda Cardinal

Université de l'Ontario français

Canada is a federal country. Canadian federalism is the result of a political compromise between its two main groups, Anglophones and Francophones. Its language regime is also informed by political compromise. Because of federalism, language is ancillary in Canada. All governments can adopt their own language policies. As a result, Quebec has its own language policies as well as all the other provinces and territories except for British-Columbia.

This paper will discuss language policy-choices at the federal level. It will explain how such compromise has informed four generations of language policies. It will present briefly these different generations and their main characteristics. It will focus on the government's new proposed legislation to modernize its Official Languages Act (Bill C-13). It will discuss its key points and show how it is continuing Canada's language compromise while trying to propose change. The paper will conclude by explaining why it is important to look at patterns of continuity and change in the study of language regimes.

## ***\_The Belgian language regime and the limits of the law as a language policy tool***

Sophie Weerts

University of Lausanne

The Belgian state is a federal state, bringing together three national linguistic communities (Dutch, French and German speakers). Its linguistic organisation is part of a 'model of plurilingualism'; based on three principles of freedom, equality and territoriality. These characters are translated into the law - sometimes very imperfectly - with the freedom of language, the linguistic regions (principle of territoriality) and an institutional organization that puts the (two main) linguistic communities on an equal footing.

In this contribution, I will argue that the Belgian language regime has two critical weaknesses. First, the freedom of language is interpreted restrictively under the principle of linguistic territoriality. Second, there is a lack of formal recognition of the plurilingualism of the Belgian state. The former is a matter of legal interpretation, while the latter stems from silence in the law. These elements make it possible to say that the law is undoubtedly necessary to carry out a linguistic policy that ensures linguistic pacification but cannot be seen as sufficient.



## **COMUNICACIONES**

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*Comunicaciones / Papers*



## ***\_Llenguatge jurídic català: estat de la qüestió i propostes de futur***

Anna Arnall Duch

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La presentació té com a objectiu donar a conèixer els resultats i les conclusions de la tesi doctoral "Llenguatge jurídic català: estat de la qüestió i propostes de futur", la qual, partint del fet que el llenguatge jurídic català (LJC) viu una etapa d'estancament a causa del poc ús que se'n fa, el retrocés en el marc jurídic i la perduració dels obstacles que n'impedeixen el desenvolupament, busca contribuir a millorar la situació d'aquest llenguatge mitjançant l'elaboració d'una bateria d'actuacions. Aquesta bateria està dissenyada a partir dels resultats de cinc estudis sobre el LJC fets des de les perspectives de la variació terminològica, la història, els recursos, el model lingüístic i l'ús. Per aconseguir-ho, la tesi combina contribucions teòriques i metodològiques diverses procedents del camp de la traducció jurídica, la terminologia, les ciències de la documentació i també la sociolingüística. Les principals aportacions del treball són la proposta d'una nomenclatura de referència per designar el LJC; una descripció de la història del LJC dividida en nou etapes que posa en relació estudis publicats de forma separada i que exposats conjuntament permeten copsar l'evolució d'aquest tecnolecte; una descripció global del panorama de recursos del LJC i la creació d'un catàleg de recursos que deixen en evidència els problemes de dispersió, redundància, disfuncionalitat i inestabilitat d'aquests recursos; la constatació que, a pesar que el LJC gaudeixi d'una codificació sòlida en diversos sectors de tot el domini lingüístic català, la implantació del seu ús a l'àmbit privat encara no ha reeixit, i una bateria de propostes d'actuació tangibles i implementables en diferents plans de treball d'organismes amb competències en planificació lingüística que posen l'accent a resoldre les mancances detectades en la difusió i la implantació d'aquest tecnolecte.

**Idioma/Language: CA**

## ***\_The right to an interpreter – a guarantee of legal security and equal access to public services?***

Kristina Gustafsson, Eva Norström & Linnéa Åberg

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Since the 1970s, the Public Administration Act in Sweden has regulated the public service obligation to use interpreters in contact with persons who do not speak Swedish and persons with impaired hearing, sight, or speech (SSB 2017: 900 § 13). Hiring an interpreter is stated as a guarantee for transparency, participation, and legal security. Based on theories about legal security in welfare institutions, the use of public service interpreting as a right and guarantee of legal security and equal access to public services is formally fulfilled every time an interpreter is assigned. Our previous research shows that this does not necessarily guarantee or secure the quality of the interpreting service at hand.

Therefore, this paper seeks to discuss linguistic rights from an ethical and material perspective on legal security. The analysis is based on migrants' narrations of interpreted encounters in Swedish welfare institutions. The empirical data consists of observations of lectures conducted by interpreters in dialogue with refugees and migrants who take Swedish language courses. In these dialogues, the interpreter describes the regulations and ethics of interpreting and their experiences of interpreting in various welfare settings. The participants react and comment on this information, sharing their own experiences of interpreting services. A significant amount of their testimonies describes shortcomings and feelings of being silenced even if there is an interpreter at hand.

Hence the paper aims to take public service users' perspective and analyse discrepancies that arise between the right to public service interpretation as specified in the legislation and the quality of the public service interpretation

services offered. Leading questions are raised about the right to speak, understand, and be understood, and who deserves these rights in their contacts with public service authorities.

**Idioma/Language: EN**



### ***\_Machine-translation literacies, inclusion and language rights in the production and reception of vaccination information for CALD communities in Catalonia***

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Machine-translation links appear regularly in official administrative information for culturally and linguistically diverse (CALD) communities in Catalonia, supplementing the translated and post-edited versions variously provided in Catalan, Spanish, English or Aranese. In the case of COVID-19 directives, raw machine translations were provided, resulting in errors that would be comical if they did not concern healthcare (“wash the hands regularly with ice”). Even when such links do not appear, younger users in many communities resort to machine translation in order to comprehend official information.

Here we report on the effectiveness and inclusivity of machine translation in COVID vaccination information in English, Russian, Arabic and Chinese, as indicated in a series of eye-tracking reception tests for a short informative text translated in three different ways. We focus in the first place on the way raw machine translation is received and how end-users activate degrees of machine-translation literacy when negotiating clear translation errors (cf. Bowker 2009, 2019; Bowker and Buitrago-Ciro 2019; cf. Ayvazyan and Pym 2016, 2022 for Russian-speaking communities in Catalonia). We then consider the reception effects of human post-editing as a second kind of machine translation literacy that requires specialized training to be carried out effectively. Finally, we test the reception effects of pre-editing, understood as the writing of official start texts in such a way that the typical errors are avoided before they occur. In all three cases, we evaluate both comprehension and trust in the translated text.

Much as any use of machine translation may compromise users' rights to full and clear healthcare information, we hypothesize that pre-editing in particular

enables a series of trade-off positions (Grin 2022) where receptive literacy overcomes comprehension problems, trust in the text is not fatally compromised, machine translation aids in engagement with official languages, and the long tail of minority languages may be efficiently included in public communication.

**Idioma/Language: EN**

## ***\_Iniciatives davant un problema estructural en l'administració de justícia de les Illes Balears***

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En el 5è informe del comitè d'experts sobre els compromisos adquirits per l'Estat espanyol en relació a la Carta Europea per a les Llengües Regionals o Minoritàries, i en relació a les Illes Balears, es proposa la modificació de la Llei Orgànica del Poder Judicial per a garantir l'ús del català en els processos judicials quan ho sol·liciti una de les parts, així com utilitzar el català en relació a l'Administració General de l'Estat.

Encara ara l'àmbit judicial es manté com un entorn dissuasiu per a l'ús de la llengua catalana, que es troba en una situació especialment precària. Hi ha una enorme distància entre l'ús social del català i l'ús de la llengua pròpia en l'administració de justícia. Si en l'àmbit judicial l'administració no s'adreça als ciutadans en la llengua pròpia del territori no és realista pensar en l'avanç de l'ús del català en aquest entorn, en el qual, a més, el ciutadà es pot sentir més desprotegit i vulnerable. Tot i que la llei obliga que l'administració s'adapti per salvaguardar els drets d'opció lingüística dels ciutadans, finalment és la societat la que s'ha d'adequar a l'administració de justícia. La qual cosa fa perdurar una situació precària i un xoc entre els drets dels ciutadans (formalment reconeguts) i la realitat pràctica, en què l'ús del català en l'esfera judicial és pràcticament testimonial.

En la presentació de Memòria anual de 2020 del Tribunal Superior de Justícia de les Illes Balears, el President del Tribunal Superior de Justícia anuncia una línia d'actuació d'impuls del català amb l'objectiu de superar l'endarreriment de la implantació de llengua catalana en l'administració de justícia. Es tracta d'un pla que es pretén amplificar la informació sobre els drets lingüístics en l'àmbit de l'administració de justícia, com ara emprar cartells informatius en els edificis

judicials, mitjançant els quals es recordi als ciutadans que es poden dirigir als jutges o magistrats en llengua catalana; posar a disposició dels membres de la carrera judicial diccionaris lèxics de traducció de la terminologia jurídica; i disposar en la Gerència Territorial del Ministeri de Justícia d'uns programes de traducció automatitzada perquè es puguin fer les traduccions que s'hagin de menester. El president del Tribunal Superior de Justícia expressa la seva voluntat d'implicar també a altres entitats o institucions, com Direcció General de Política Lingüística, la Universitat de les Illes Balears i els Col·legis d'Advocats i de Procuradors de les Illes Balears.

**Idioma/Language: CA**

## ***\_Ideologies i tries lingüístiques: del programa electoral als usos lingüístics***

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El debat electoral de TV3 per a les eleccions a les Corts espanyoles del 10 de novembre de 2019 (Sanchís 2019) va ser el primer des de 1984 que no es va realitzar íntegrament en català. S'estudien tres aspectes amb l'objectiu d'analitzar què condiciona les tries lingüístiques. Primer de tot, la relació entre les tries lingüístiques i la posició ideològica extrema dels apartats de llengua dels programes electorals de cada partit. Segon, com afecta la ideologia política dels partits a la posició respecte l'autenticitat i l'anonimat de la llengua (Woolard 2016). I tercer, com condiciona la identitat dels interlocutors les tries lingüístiques en base al model del disseny de l'auditori (Bell 1984) i a fenòmens propis del procés de bilingüïtzació com la convergència lingüística (Vila i Galindo 2012) o la lleialtat lingüística (Weinreich 1956).

Per tal d'estudiar aquestes qüestions s'analitza el debat a 8 celebrat a TV3 el 5 de novembre de 2019 amb motiu de les eleccions generals a les Corts espanyoles del 10 de novembre. S'observen tres fragments que sumen 50 minuts de debat per tal de comptabilitzar quants segons parla cada participant, a qui i en quina llengua, així com el nombre d'intervencions. Aquestes dades s'analitzaran conjuntament amb els punts referents a la política lingüística de Catalunya dels programes electorals de cadascun dels vuit partits participants en el debat.

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**Idioma/Language: CA**

## ***\_Linguistic Refoulement: Indigenous-Language Speakers Seeking Asylum in the United States***

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The principle of non-refoulement undergirds international asylum law. Non-refoulement stipulates that states should not return people to places where they will face particular forms of danger. This paper analyzes language as a nexus of refoulement, employing as a case study the experiences of Indigenous-language speakers seeking asylum in the United States.

This paper makes two principal contributions to the study of language and asylum law—one theoretical and one empirical. First, it introduces linguistic refoulement as a theoretical tool for understanding the intersections of language and asylum. Linguistic refoulement refers to situations where a lack of language-access protections cause states to return people to places where they face harm. The paper develops a taxonomy of five related linguistic bordering practices that produce linguistic refoulement: linguistic erasure, linguistic neglect, linguistic subordination, linguistic impatience, and linguistic isolation.

Second, this paper offers empirical evidence suggesting that the United States immigration system contravenes non-refoulement by failing to meet the language-access needs of asylum seekers who speak Mam, K'iche', Nahuatl, and the hundreds of other Indigenous languages spoken in the Western Hemisphere. By subjecting Indigenous-language speakers seeking asylum to these overlapping linguistic bordering practices, the United States disproportionately refouls them back to situations involving threats, persecution, and torture.

This paper then offers a framework for developing strategies to protect people against linguistic refoulement, arguing that it is only by understanding the varied manifestations of linguistic refoulement that we can meaningfully

protect linguistically vulnerable populations. The paper concludes by proposing policy changes, including a special immigrant visa for skilled interpreters and the abolition of immigration detention for linguistically vulnerable populations.

**Idioma/Language: EN**

## ***\_Are language rights a component of a fair trial under French criminal procedure?***

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After the transposition of Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings, the preliminary article of the French Code of Criminal Procedure containing the most important principles in this area provides that if the suspect or accused does not understand the French language, he or she is entitled to be assisted by an interpreter during any questioning, hearing or interviews forming part of the proceedings, as well as during interviews with his or her lawyer. He or she is also entitled to receive a translation of the documents essential for exercising his or her defense and for guaranteeing a fair trial. Legal enshrinement of language rights during criminal proceedings in the preliminary article was an important step and highly symbolic, but does it mean that language rights are considered today as a real component of the right to a fair trial? The answer to this question is not obvious. This presentation will set out the arguments in favor of considering language rights as a component of a fair trial, and well as some arguments that cast doubt upon the fundamental value of language rights in French criminal proceedings.

**Idioma/Language: EN**

## ***\_Providing information to refugees through digital technologies: opportunities and challenges***

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Digital technologies in general, and mobile phones in particular, have become essential tools for accessing information and resources during transit journeys and processes of refugee (re)settlement. Parallely, organisations working with refugees in host societies increasingly use digital tools to provide effective and efficient information.

The wider study of this presentation evaluates the use and effectiveness of fedasilinfo.be. The website, managed by the Belgian reception authorities, aims to provide seekers of international protection (IP) and service providers involved in their reception, with relevant and reliable information on 8 central themes in 14 different languages. For the evaluation of the website, we used a mixed-methods approach and collected three different datasets: (1) an online survey amongst 174 collaborators, (2) interviews with 31 refugees and (3) screen capture recordings (N=26) users while searching for information about their asylum procedure.

This presentation focuses on the varying challenges that exist for persons who do not have (full) access to the provided information and are therefore potentially more vulnerable. Members of small(er) language groups are excluded from the information because their language is not available, others are being erroneously assimilated to speakers of regional variants and therefore lack information. For some languages, only written text is available, while other seekers of IP can access information through both text and audio. Likewise, low levels of digital literacy hinder the abilities of some seekers of IP to manage the provided information efficiently.

Our discussion shows that the development of a multilingual website, praiseworthy as the initiative may be, also urges a range of questions about (i) digital literacy practices, (ii) the different values ascribed to language (variants), (iii) the practical challenges that are involved in providing information in ways that aim for rationality of decision, fairness, or equality and (iv) language rights.

**Idioma/Language: EN**

### ***“Achieving Language Justice through Increased Capacity for Provisioning Professional Translation and Interpreting Services”***

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Language justice is social justice. However, achieving language justice is not a linear but a continual process. One that comprises ongoing education and training of all stakeholders to ensure meaningful access to services for Limited English Proficient (LEP) individuals through translation and interpreting. This research project explores current practices around language access and the provision of translation and interpreting services, in relation to both state and federal language access guidelines in the United States. It does so within the broader framework of language access as a catalyst for achieving greater equity and social justice among minoritized, LEP communities. It builds on existing translation and interpreting research on (in)equities in access to social services for these communities. Accessing information in one’s preferred language and desired modality is critical to their ability to participate fully in all areas of daily life. Despite existing state and federal policies that require health and social services to comply with language access guidelines, the COVID-19 pandemic shined a light on the inconsistencies, and the ad hoc approach to provisioning these services. Thus, this project explores the critical components which are paramount to building language justice and offers a model for increasing interpreter and translator capacity through interprofessional education and training. Lastly, it re-examines existing and considers additional best practices for language access in the U.S.

**Idioma/Language: EN**

***\_The Regulations of the Chilean Constitutional Convention and multilingual deliberation: legitimacy, inclusion, linguistic justice, and hegemonic monolingualism***

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The constitutional moment in Chile has been highly participative and characterized by the political incorporation of traditionally excluded groups. Conversation and public deliberation have been central in this process. In this context, the diversity of languages and communicative practices has become so relevant that the Convention's General Regulations explicitly state a series of principles acknowledging the importance of linguistic matters for the deliberative work the Convention (and their relation to rights, non-discrimination, and democratic participation). These include plain language, gender-inclusive language, and linguistic diversity. This presentation focuses on those principles concerned with plurilingualism, multilingual deliberation, and translation of documents from Spanish to the different languages of the territory.

The analysis and discussion will first focus on the debates, arguments, and agents involved in the promotion of this type of language regulations and language regime for the workings of the Convention. This will be followed by a critical discussion of these regulations in relation to legitimacy, inclusion, and linguistic justice. It is argued that these principles and regulations mainly operate on a symbolic level as a legitimating mechanism of the Convention itself as a representative and inclusive institution. The fact that these regulations are entirely written in Spanish, the absence of actual multilingual deliberation, interpretation, and the multiple translations, are a clear indication of the language hierarchies in the territory, and reproduce assumptions about the monolingual functioning of society. It is concluded that the Regulations, despite their possible interpretation as an attempt

at linguistic justice, contribute to validate the hegemonic monolingualism in Spanish that characterizes the country's institutions, and can hardly contribute to prefigure a context of multilingual deliberation and participation in Chilean institutions.

**Idioma/Language: EN**



## ***\_La traducción y la interpretación en el reconocimiento del derecho a la lengua de signos española: revisión de políticas lingüísticas***

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En las últimas décadas se está dando una progresiva normalización socio-lingüística de la lengua de signos española (LSE) que se extiende también al ámbito de la traducción e interpretación. No obstante, las relaciones entre lenguas y culturas respecto a los procesos de traducción e interpretación de la LSE, en cuanto que lengua minoritaria y minorizada, siguen siendo asimétricas. Así, aunque la capacitación y la acreditación de traductores e intérpretes de LSE han ido evolucionando hasta llegar a la universidad, esta formación resulta insuficiente para cubrir la creciente demanda de profesionales competentes en proporción a las exigencias actuales tanto de la comunidad lingüística signante como de la población en general.

Esta realidad da lugar a una situación especialmente vulnerable para las personas sordas y sordociegas signantes que, como minoría lingüística y cultural, no ven atendidas sus necesidades de traducción e interpretación de la LSE. Esta comunicación pretende, por tanto, ofrecer una panorámica general sobre la formación de las y los profesionales de traducción e interpretación de la LSE que, por un lado, llame la atención sobre la carencia de planes de estudios al respecto y, por otro, apunte a la necesidad de promover políticas lingüísticas encaminadas al incremento de programas de formación de traductores e intérpretes de LSE. Todo ello con el fin de garantizar el derecho de las personas sordas y sordociegas a usar la LSE en cualquier dominio público o privado.

**Idioma/Language: ES**

## ***\_Traducción, poder y derecho a la lengua: estrategias de las traductoras profesionales en Euskal Herria***

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La traductora es un agente social más de la sociedad en la que vive. ¿Qué función ocupa su labor en las relaciones entre los distintos grupos sociales y culturales?

En esta presentación me propongo exponer algunas de las formas en que las traductoras ejercen el rol de mediadoras culturales en Euskal Herria. En base a las experiencias de una pequeña muestra cualitativa de 9 traductores de distintos ámbitos y modalidades de traducción, describo el contexto profesional de traducción en Euskal Herria, en concreto, las negociaciones y relaciones de poder existentes entre originadores, traductoras y el resto de agentes implicados, incluidos los grupos socioculturales a los que se dirigen sus textos. A través de entrevistas exploro las múltiples formas como, en la práctica, las traductoras intervienen activamente de algún modo para garantizar que la comunicación entre grupos sea exitosa. Por tanto, es un trabajo de sociología de la traducción.

Los datos expuestos muestran que efectivamente se puede considerar que las traductoras ejercen al menos dos tipos de mediación, alegando que el texto debe tener la calidad "suficiente", es decir, avalados por discursos sobre la ética profesional (Pym, 2018). Primero, negocian las condiciones del encargo. Los entrevistados muestran diferencias significativas de capacidad de negociación entre el sector público y privado y entre cada lado de la frontera entre España y Francia. Más específicamente, ponen en cuestión las diferencias en los recursos destinados a traducciones a lenguas hegemónicas y a minorizadas, que encajan con el concepto de "privilegio lingüístico" de Ingrid Piller (2016). En segundo lugar, deciden de manera activa las formas de expresión adecuadas



a cada grupo sociocultural (Katan, 2009, 2019). Así, los entrevistados/traductores intervienen constantemente en el texto cuando deciden entre las distintas opciones para traducir realidades situadas social y culturalmente, pudiendo acercar o no su significado a los distintos grupos, y contribuyendo así a la comprensión intergrupala: ejercen mediación discursiva.

El estudio muestra, pues, que se puede considerar que las traductoras, especialmente cuando traducen a lenguas minorizadas, y especialmente en contextos de protección institucional desfavorable, pueden tener un papel importante para garantizar los derechos lingüísticos y de acceso a la información de los hablantes de las lenguas hacia las que traducen.

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**Idioma/Language: ES**

### ***From theory to practice: school education in regional and minority languages***

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Thirty years after the signing of the European Charter for Regional or Minority Languages, access to schooling in these languages remains difficult for many children and their families. This paper looks at the challenges faced by parents in accessing education in the language spoken at home in Europe, with a specific focus on languages that are recognised as regional or minority languages by individual nation states.

Legal issues relating to regional and minority education are also explored, particularly the difficulties and barriers that parents face in enforcing the legal right for their children to receive education in their native language.

The paper additionally discusses the problems in finding and retaining suitably qualified teachers of minority and regional languages, particularly in countries where speakers of a given language are not concentrated in a specific area.

Issues relating to the denial of access to education in a student's first language are explored, with particular emphasis on comparing the linguistic policies of devolved political administrations such as those found in Spain or in the United Kingdom with the policies of centralised administrations such as in Croatia or Poland.

Finally, potential solutions are presented with respect to the problem of access to education with a particular emphasis on information and communications technology as a key equaliser in respects to broadening and strengthening access to high quality tuition in the student's own language.

**Idioma/Language: EN**

## ***\_Ideologías lingüísticas y (no)tematización de las lenguas en los programas de los candidatos a la Convención Constitucional chilena***

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La comprensión de las lenguas como tema político y las ideologías lingüísticas juegan un rol preponderante en las discusiones en torno a los regímenes sociolingüísticos y las intervenciones políticas sobre las lenguas en contextos sociopolíticos determinados. Mediante un análisis temático de los programas que los actuales miembros de la Convención Constitucional chilena elaboraron durante sus candidaturas indagamos, en primer lugar, en su percepción del actual momento constituyente como coyuntura crítica para (re)pensar el rol de las lenguas en la sociedad chilena. En segundo lugar, identificamos y analizamos una serie de ideologías lingüísticas presentes en estos programas.

El análisis revela que las lenguas no constituían un tema político para todos los candidatos de igual manera. En estos programas, la representación de las lenguas oscila entre un reconocimiento parcial y el borrado. En los programas que mencionan las lenguas ha sido posible inferir particulares conceptualizaciones de las lenguas y su relación con determinados territorios y hablantes. Discutimos críticamente las posibles implicancias para la discusión del futuro régimen sociolingüístico del país tanto de la (no)tematización de las lenguas como de las ideologías lingüísticas identificadas.

El presente análisis, además, apunta a ampliar nuestra comprensión de la relación entre las lenguas y los procesos constitucionales, sobre todo porque se suele prestar mayor atención al tipo de disposiciones lingüísticas presentes en las constituciones desde perspectivas comparadas descriptivas, ignorando muchas veces el rol (y la historia) de las ideas en torno al lenguaje de los agentes locales encargados de tomar decisiones políticas en este sentido, así como

el carácter histórico complejo y dinámico de los procesos deliberativos y sus efectos en dichas representaciones ideológicas del lenguaje y en las decisiones políticas que se adopten en torno al ordenamiento sociolingüístico institucional.

**Idioma/Language: ES**

### ***La traducción a lectura fácil en las instituciones internacionales como ejemplo paradigmático de la promoción y difusión de valores inclusivos a través del lenguaje***

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En el año 2006, se ratificó la Convención internacional de las Naciones Unidas sobre los derechos de las personas con discapacidad, un documento con validez, relevancia y aplicación global que sentó los cimientos del desarrollo de políticas públicas y de mediación lingüística más inclusivas, enfocadas a garantizar la accesibilidad y la igualdad de derechos y oportunidades para los ciudadanos con discapacidad en todos los ámbitos políticos y sociales. Entre las bases establecidas, destaca el derecho al acceso a documentos oficiales de interés comunitario, para lo cual se estima necesaria su traducción a lectura fácil. En la última década, el uso de este tipo de traducción se ha extendido a diversos mecanismos de difusión cultural públicos y privados, y ha cobrado mayor importancia en contextos institucionales, donde la traducción desempeña un papel crucial en términos de comunicación efectiva y equitativa. No obstante, aún queda mucho por mejorar. Por eso, nuestro objetivo radica en identificar los retos que plantea la traducción a lectura fácil de publicaciones emitidas por instituciones internacionales aún no adaptadas, tanto en inglés como en español. Para ello, examinaremos en primer lugar las convenciones y la evolución de los paradigmas dominantes en traducción institucional y en discapacidad a lo largo de la historia, analizando sus implicaciones desde planteamientos teóricos de corte postestructuralista que destacan que el lenguaje refleja y también construye realidades e identidades. Posteriormente, expondremos, a partir de muestras representativas extraídas de documentos institucionales oficiales ya adaptados, los principios fundamentales de la lectura fácil como un tipo de traducción intralingüística con un creciente potencial para fomentar la inclusión de las personas con discapacidad a nivel internacional, incentivando un cambio de percepción respecto a la diferencia y la

heterogeneidad social. Finalmente, abogaremos por la traducción como una herramienta clave en la promoción e integración de colectivos minoritarios frecuentemente excluidos.

**Idioma/Language: ES**

## ***¿Signos de Justicia?: la interpretación signada de procesos judiciales en España***

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Las personas sordas usuarias de las lenguas de signos en España han sido a lo largo de décadas objeto de discriminación en el ejercicio de sus derechos como ciudadanos, incluso de aquellos considerados fundamentales. Entre ellos, y respaldado por tratados internacionales y por la legislación nacional, se encuentra el de disfrutar de una tutela judicial efectiva y un juicio justo. Desde la aprobación de la Ley 27/2007, por la que se reconoce el uso de las lenguas de signos en nuestro país, las personas sordas signantes disponen de una herramienta esencial para tratar de salvaguardar sus derechos en los diferentes contextos sociales, entre ellos el judicial. Sin embargo, el análisis de la filosofía con la que se creó esta norma y de su articulado, así como de la transposición a nuestro ordenamiento jurídico de varias directivas europeas sobre traducción e interpretación, nos permite afirmar que esa protección podría calificarse de ficticia. La falta de responsabilidad que hasta el momento asume la Administración de Justicia en España para dotar a los procedimientos judiciales de servicios de interpretación en lengua de signos profesionales y de calidad contrastada, que garanticen las destrezas, competencias y cualificaciones académicas necesarias para desempeñar esta labor, pone en riesgo la garantía de derechos —incluido los lingüísticos— de las personas sordas y coarta su libertad como ciudadanos.

**Idioma/Language: ES**

## ***Assessing the effect of sentence length and the passive voice in the clarity of Spanish legal texts***

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In connection with the conference's topics of linguistic injustice and language usage, this presentation explores the effects some complex traits of legal discourse may have on how lay citizens find legal texts easier or more difficult to understand. Our study is underpinned by two relevant factors: first, the law affects people's lives in a wide range of ways and, second, any interaction with legal professionals or officials usually involves some degree of power asymmetry. In combination, both factors would mean that the use of abstruse, and sometimes unintelligible, language in the context of the law (as described by CMLJ 2011 or Montolío 2012 for Spanish, and by Mellinkoff 1963 or Wydick 2005 for English) could be considered an act of verbal aggression against the reader or listener. This supposition would also apply to many exchanges between governmental agencies and citizens.

In particular, in this presentation we will focus on two of the linguistic properties which have usually been linked to intricate discourse in legal Spanish: long, convoluted sentences and passive-voice verbs (as found by CMLJ 2011). In order to find out how each of these characteristics, respectively, affects the way in or the extent to which a person understands a legal text, we will carry out an experiment involving a usability testing method (e.g. Schriver 1989, Dumas & Redish 1999, Jarrett & Redish 2020). In it, a sample of adults with no legal training will assess (by way of a comprehension test) two rewrites of an excerpt from a real Spanish legal text featuring long, elaborate sentences and passive-voice structures. Each of the rewrites will give prominence to only one of the two traits mentioned while neutralising the other one. The findings will allow us to advance hypotheses about which linguistic habits should be avoided to achieve a more effective and less imbalanced communication in the legal field.

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**Idioma/Language: EN**

## ***[\\_The right to sign language as the right to an interpreter?](#)***

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Communicating to linguistically diverse audiences, including deaf people, is best achieved by using native languages and communication styles (Di Carlo et al 2022, Xu et al 2021, Pollard et al 2014). Although both deaf people, sign language interpreters and service providers experience considerable limits in communication even with an interpreter present, sign language interpreting services (SLIS) have become tied with ideologies of 'access' and 'inclusion' for deaf people (De Meulder & Haualand 2021). Notwithstanding the legal recognition of sign languages in an increasing number of countries, governmental language policies still often confine the right to sign languages as a right to SLIS, not as a right to access to language-concordant public services (De Meulder 2015). Since the outbreak of Covid-19, there has been a rapid increase in the presence of sign language interpreters at public briefings, but few governments have made an effort to provide public information in sign language outside these interpreted briefings. As such, the pandemic has probably contributed to reinforcing the ideology of interpreting as accessibility and inclusion. In this presentation we will first discuss if a discourse that equals SLIS with "access" actually obstructs language-concordant information and service provision for deaf people. Then we will discuss if and how deaf associations contribute to this discourse by framing language rights as a disability and accessibility issue. It may be that this framing has been an efficient strategy to increase the presence of sign language in public settings, but with the unintended and detrimental consequence that the right to sign language is confined to interpretations of spoken language provided by mostly hearing second language users of sign language.

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### **Idioma/Language: SSI**

## ***“Linguistic injustice despite language rights? In dialogue during detention: raising awareness on language barriers for detainees in Belgium”***

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The right to an interpreter is part and parcel of the roadmap for strengthening procedural rights of suspected or accused persons in criminal proceedings. Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings has sought to lay down common minimal rules on this right to a fair trial. Arguably, the directive could be seen as a push towards the institutionalisation of interpreting and the professionalisation of interpreters in criminal proceedings.

Assuming that vulnerability means a suspect’s or accused’s difficulty in understanding or following the content or the meaning of the proceedings, the interpreter could be seen as the gateway to facilitating such understanding.

In our presentation, we will focus on Flemish and Brussels prisons in Belgium and answer the question as to how far language rights reach, assuming that they are at least respected during the criminal procedures that eventually lead to incarceration. Thanks to empirical data we obtained from foreign-language-speaking (FL) prisoners explaining their service paths up until detention, we will show that even during pre-trial and court proceedings, the interpreter is seldom or wrongly deployed.

Moreover, language rights seem to stop at the prison gates in Belgium: the Law on the prison system and the legal status of detainees, along with the Coordinated Laws with regard to language use in administrative affairs, show that language rights are downsized to an absolute minimum. Since language in administrative affairs in Belgium concern Dutch, French and possibly German



(to a lesser extent), almost half of the prison population (49 % being foreigner) depends on Google Translate, the use of second and third languages, pictograms, inmates and staff that operate as self-proclaimed interpreters, and all sorts of gestures. This information was obtained through interviews with prison staff and management and will describe also how fundamental human rights are violated through denial of language rights.

### **Idioma/Language: EN**

### ***[\\_Linguistic injustice despite language rights. Raising awareness on language barriers for vulnerable groups in legal settings in Belgium: minors as a case](#)***

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The right to an interpreter is part and parcel of the roadmap for strengthening procedural rights of suspected or accused persons in criminal proceedings. Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings has sought to lay down common minimal rules on this fair trial right. Arguably, the directive could be seen as a push towards the institutionalisation of interpreting and the professionalisation of interpreters in criminal proceedings.

Assuming that vulnerability means a suspect's or accused's difficulty in understanding or following the content or the meaning of the proceedings, the interpreter could be seen as the gateway to facilitate such understanding.

Moreover, the 2012/29/EU establishes minimum standards on the rights, support and protection of victims of crime, even more so if the victim is a child.

In our presentation, we wish to outline our research on foreign language (FL) speaking minors. Next to FL-speaking minors involved in criminal proceedings (as victims or suspects), the cases presented will also consider FL-speaking (non-accompanied) minors involved in asylum procedures in Belgium.

We will critically reflect on the (lack of) underlying assumptions and definitions as to what that role of the interpreter is, in particular in light of the vulnerability of FL-speaking minors. We will elucidate and build our reflections on the basis of empirical research that sought to clarify the perspectives of the different actors involved in interpreter-mediated interaction in the legal sphere. What is new

is that we will specifically consider the minors' viewpoints: through interviews with vulnerable minors, we will illustrate their view on the interpreter's role and competences. By listening to the minors' voices, we definitely respond to their need to the right to participation, as described in article 12 of the CRC (Child Rights Convention) of the UN.

**Idioma/Language: EN**

***[\\_Action research into developing language solutions to improve multilingual communication during the registration of persons seeking international protection in Belgium](#)***

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When persons seeking international protection arrive in Belgium, they need to register their application at the Arrival Centre of Federal Agency for the Reception of Asylum Seekers in Brussels. The registration process involves, amongst others, a medical screening and social intake. This registration is a challenge in a context where multilingualism, intercultural diversity, and time pressure are the rule rather than the exception. For instance, applicants sometimes receive a vaccine without being properly informed and have to undress (for the chest scan) without knowing what is going to happen. This is a violation of the Belgian patient rights.

This paper discusses the results and experiences of the AMICA project on multilingual needs and practices in the context of the Belgian reception of applicants. Particular attention is paid to the linguistic and communicative needs of people with vulnerable linguistic profiles (i.e. low literate people as well as people only speaking languages for which it is difficult to find language support in the Belgian context, such as Somali or Pashto).

In the scope of this paper, our focus will be on the setting of the Arrival Centre. We present a research-action framework aimed at developing language solutions to better inform applicants during the intake flow. These solutions involve a series of multilingual information videos pertaining to different steps in the intake flow as well as a web application, featuring audio-recorded questions and answers in several languages, to assist service providers during social intakes. Both types of language solutions (available in more than 10 languages) have been developed based on ethnographic observations and interviews with stakeholders.



The project allows us to study how applicants and service providers experience the intake flow. It also allows us to involve the (busy) staff of the centre, who saw the language solutions as relevant to their work.

**Idioma/Language: EN**

***\_Formaciones de intérpretes de lenguas originarias mexicanas:  
el derecho de acceder a los servicios públicos en la lengua propia***

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En esta ponencia se compartirá la experiencia de participar en la formación de intérpretes de lenguas indígenas mexicanas desde hace más una década. México cuenta con una mega diversidad lingüística y cultural poco atendida, resiliente y en gran parte invisible en los servicios públicos del estado. Desde la academia, la sociedad civil y la política pública federal participamos en el diseño e impartición de programas de formación en aulas multilingües. Recientemente se ha iniciado un programa de formación en una universidad pública estatal a nivel de posgrado y en agosto 2022 se inaugura la Universidad de las Lenguas Indígenas Mexicanas (ULIM) donde se incluirá una Licenciatura en Traducción e Interpretación en Lenguas Indígenas. Estos programas tienen el objetivo de profesionalizar el campo de la traducción e interpretación en combinaciones de lenguas originarias y castellano, cuestión que hasta la fecha sólo se ha atendido de manera puntual y dispersa con programas emergentes. A partir de una etnografía de largo alcance se observa el campo de la traducción e interpretación como una profesión emergente que ayuda a garantizar el acceso a los servicios públicos para la población hablante de lenguas indígenas mexicanas en su territorio. Los convenios internacionales signados por el Estado Mexicano garantizan en teoría el acceso a la justicia en lenguas originarias, pero observamos prácticas donde se cumple con el requisito, más no con la garantía.

**Idioma/Language: ES**

## ***\_Towards a multilingual modus operandi in the EU***

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Multilingualism is one of the pillars of the European Union, enshrined – however precariously – in its treaties and indirectly celebrated in its motto, “united in diversity”. Its 24 official and working languages enjoy the same status, at least de jure, and so do all language versions of any given text (authentication of translations).

Yet multilingualism no longer has its own portfolio in the Commission, having been systematically downgraded and now being under the auspices of the Directorate-General for Translation, a directorate which nevertheless does not have a unit dedicated to the fostering – or the very least the monitoring – of linguistic diversity in the EU. Moreover, with the rise of English as the EU’s unofficial lingua franca, increasingly more material is produced in English and not translated at all, and the vast majority of the legally binding documents that do get translated into all official languages are drafted in English – a fact that often goes unnoticed due to the authentication of language versions.

Therefore, we should ask ourselves whether the EU’s de facto linguistic and translation regimes are not at odds with the treaties – including the Charter of Fundamental Rights. Drawing together transdisciplinary threads from translation studies, linguistics, political science and philosophy of language, this paper places emphasis on models of linguistic justice (e.g. Grin, Van Parijs), language rights (e.g. Shohamy, Skutnabb-Kangas) and language policy (e.g. Johnson, Ricento) to propose a new linguistic modus operandi for the EU, grounded on (1) a renewed appreciation of language and linguistic diversity, (2) an increased translation output and a more transparent translation regime, and (3) de facto multilingualism through intercomprehension, translation and interpreting. It reflects and expands

the findings recently published in English and translation in the European Union: Unity and multiplicity in the wake of Brexit (2021, Routledge).

**Idioma/Language: EN**

## ***Interpreting for Children in Legal Settings: What research tells us***

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Article 40, paragraph 2 (b) (vii) of the United Nations Convention on the Rights of the Child states that in the administration of juvenile justice children have the right to free assistance of an interpreter whenever they do not understand or speak the language used in the proceeding. In like manner, the European Asylum Support Office (EASO) not only asserts that EU+ States guarantee that children have access to an interpreter throughout the international protection procedure, but also that interpreters should be trained on interpreting for children. Research on interpreting for children in legal settings shows that interpreters do not always adapt their work with children (Mathias and Zaal 2002; Keselman et al. 2008; Keselman et al. 2010a; Keselman et al. 2010b; Linell and Keselman 2012) and stakeholders involved in legal proceedings such as legal practitioners, social workers, and interpreters themselves have recognized the need for training on how to work with children (Balogh and Salaets 2015). However, research has yet to find out the rationale behind the interpreters' approach with children and the extent to which their approach with children is different from their approach with adults. This paper discusses factors behind the decision-making of interpreters when interpreting for children and significant aspects that influence their approach. This presentation draws on semi-structured interviews carried out with legal interpreters who have worked with children in legal proceedings in international protection, police, and court settings.

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**Idioma/Language: EN**

## ***Communication in the public sector and linguistic justice: overcoming language barriers in healthcare***

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“The proposed presentation would outline some preliminary findings of a study focusing on the extent to which language policy in selected European states are effective in reducing language barriers in the public healthcare sector. I do this in the wider framework of an interdisciplinary study aimed at evaluating the management of communication towards autochthonous and allochthonous minority language speakers.

A rich body of literature deals with the problems that can arise due to ineffective communication in healthcare, which, as Mamadouh and el Ayadi (2018, p.92) point out, “can threaten the individuals’ life or basic human rights”. Therefore, the need “to ensure equality of treatment by providing access to the service through the user’s language” seems particularly compelling (Dunbar and McKelvey, 2018, p.95).

The main ways to overcome language barriers in the short term are the provision of interpretation services and translation of documents, and/or reliance on bilingual medical staff, the benefits of these measures having widely been shown (cfr., among others, Flores, 2005 and Karliner et al., 2007). Nonetheless, “the absence of a statutory framework or comprehensive binding policy creates the conditions for inconsistency in provision” (Dunbar and McKelvey, 2018, p.95; see Dunbar, 2006; Phelan, 2012); existing initiatives often “represent ad hoc responses to linguistic realities” relying on the action of single providers.

The methodology employed in the study would draw on the framework of policy evaluation (see, for instance, Grin and Gazzola, 2013). The evaluation of the effectiveness of language policy in reducing language barriers builds on the

concept of “linguistic unease” (Iannàccaro et al., 2018), which has the potential to connect linguistic justice to the sociolinguistic context in which the speaker lives, and allows to shift the focus to the consequences for the actors affected by the policies examined rather than to the formal compliance with abstract rights.

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**Idioma/Language: EN**

***“The prisoner may be helped by someone from the corrective services facility”: Language policy in prisons around the world***

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The growing numbers of imprisoned linguistic minorities around the world face multiple inequalities related to communication barriers. In fact, the language barrier has been identified as their main source of problems (Van Kalmthout et al. 2007: 17). Besides their hampered access to facilities and services, speakers with limited proficiency in the vehicular language(s) of the institution where they are being held are often disadvantaged by their lack of understanding of prisoners' rights, the system of detention, and complaint and appeal procedures, as well as by their limited access to rehabilitation and treatment programs (Cole 2009: 109-110).

However, the legislation on foreign prisoners in different parts of the world demonstrates that protection of language rights fails to be a priority. This presentation will examine translation and interpreting policies in fifty prison systems in forty different countries, which were selected for this study based on their numbers of foreign prisoners. Their overt policy instruments (prison legislations and internal prison directives, when available) were analyzed qualitatively, following a bottom-up coding process facilitated by the software NVivo. This presentation will summarize the three-level typology of prison systems arising from that analysis. In it, prison systems are grouped according to the level of comprehensiveness of their policies. Selected examples will illustrate the policies that are representative of each category and the different types of policy instruments used to provide for language issues.

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**Idioma/Language: EN**

***\_Pass or Punish? An examination of the lived experiences of Irish-speakers and Irish Sign Language Users in the Irish Criminal Justice System***

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In this paper I explore how Irish-speakers and Deaf Irish Sign Language (ISL) users interacted with the criminal justice system (CJS) in Ireland, and how the use of their language impacted their right to a fair trial. This paper presents analysis of data collected in semi-structured interviews with Irish-speakers and ISL-users who experienced the CJS as accused persons, lawyers who had experience representing such persons, employees of the Irish police service and academic experts.

I will present two tropes that arose in the data to contextualise the experiences of Irish-speakers and ISL-users. First is the 'créatúr', coming from the Irish word meaning pitiful one, wretch or creature. It applied to Deaf people who were not seen as autonomous, competent beings. Secondly is the 'slíbhín' or the sneak or troublemaker. This trope applied to both Irish speakers and Deaf people. Those interviewed were not seen in light of their true identities and this impacted their journeys through the CJS.

In terms of the effect of these tropes, interviewees were faced with either having to 'pass' or to be 'punished' when engaging with the CJS. They had to pretend not to be an Irish-speaker or a Deaf person, to 'pass' as 'normal' in order to be fairly treated. This process of passing is known to impact the self-image and esteem of people, by telling them that who they are is bad, wrong or even criminal. Otherwise, interviewees could display their true identities as Deaf or as Irish speaking and then suffer punishment. What this shows is that marginalised people can be forced to change who they



are in order to experience fairness, in spite of human rights, constitutional safeguards and legislative provisions which are supposed to guarantee fairness of trial, irrespective of language.

**Idioma/Language: EN**

### ***\_Derechos lingüísticos de las personas con discapacidad intelectual y del desarrollo: Lectura fácil y sistemas alternativos a la comunicación***

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El Congreso de los Diputados aprobó el 21/11/2021 la reforma de la Ley General sobre los Derechos de las Personas con Discapacidad (PCD) para incorporar explícitamente la accesibilidad cognitiva, cuya definición está directamente relacionada con los procesos de comprensión y de comunicación, y, concretamente, con los productos de apoyo que los facilitan: documentos en lectura fácil, accesibilidad de webs y aplicaciones o señalización pictográfica de entornos, entre otros. Por otro lado, el 3/9/2021 entró en vigor la Ley 8/2021, de 2 de junio, por la que se reforma la legislación civil y procesal para el apoyo de las PCD en el ejercicio de su capacidad jurídica. La modificación, que afecta a nueve leyes (Ley de Enjuiciamiento Civil, Código Civil, Ley de la Jurisdicción Voluntaria, Ley del Notariado, Código de Comercio, Ley Hipotecaria, Ley del Registro Civil, Código Penal y Ley 41/2003, de 18 de noviembre, de protección patrimonial de las PCD), se basa en que los derechos, la voluntad y preferencias de las PCD deben respetarse, eliminándose la incapacitación judicial en favor de la provisión de apoyos. Por último, en cuanto a los sistemas aumentativos y alternativos de comunicación para personas sin lenguaje oral, el nuevo catálogo del Sistema Nacional de Salud (Orden SCB/480/2019, de 26 de abril), se incluyen los lectores oculares u otros sistemas de comunicación similares en PCD con enfermedades neuromotoras, como ELA, parálisis cerebral y afines. Pese a los avances en la normativa, el derecho a la comunicación de las PCD intelectual y del desarrollo es muy desconocido, frente a las modalidades accesibles para PCD sensorial, como la audiodescripción o el subtitulado, o la LSE. En nuestra ponencia abordaremos cuál es la situación actual (precaria y de incumplimiento para esta población), así como daremos ejemplos

concretos para visibilizar el impacto que estas modalidades comunicativas tienen en estas personas.

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**Idioma/Language: ES**

### ***\_Unfolding occupational boundary work: public service interpreting for structurally vulnerable migrants in Finland***

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This paper sets out to explore occupational boundaries in the context of public service interpreting with structurally vulnerable migrants. The paper is situated within the wider context of cultural and institutional transformations taking place in the Nordic welfare state which raise questions related to what kind of knowledge becomes valued and what kind of intersectional hierarchies are produced and maintained within a linguistically diversifying social service landscape. Drawing on conceptualisations of power and occupational (mis)recognition, we present the preliminary analysis of our ongoing research project. The data consist of written and oral diaries produced by interpreters in spring 2022. The research participants are of diverse professional and ethnic backgrounds and based in different urban and rural regions of Finland.

**Idioma/Language: EN**



## ***\_Language Access Equity and Inclusion in Pediatric Interpreted Medical Encounters***

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Research has documented the prevalence of health disparities between non-English speakers and English speakers in the United States. To address disparities, medical interpreters bridge the language gap between medical treating teams and patients and their families receiving medical services. Studies demonstrate the positive impacts of language access services on reducing language-related health disparities. However, little is known about encounter-level factors that promote or inhibit equitable language access in interpreted medical encounters (IME).

In this presentation, we draw from qualitative interviews with 13 medical interpreters and 37 providers (physicians, nurse practitioners) in a medium-size pediatric hospital in the United States to explore perspectives on behaviors and attitudes that facilitate, or create barriers to, effective communication and language access in IME.

Interpreters noted they feel like outsiders with regard to medical care teams and believe that providers experience negative emotions related to the additional time commitment required for IME. Interpreters often perceive microaggressions toward patients and families and reported “absorbing” these provider attitudes to protect patients and families. Physician perspectives largely corroborated that they feel IME are “tricky,” “time-consuming,” and “frustrating.” Further, physicians identified inequity of information sharing for IME, acknowledging both less frequent communications and large boluses of information to “take advantage of the fact that the interpreter is there.” A minority of providers saw IME as an opportunity to improve cultural understanding and equity of care.

The interview data suggests that language use biases regarding IME and within IME prevent equitable language access despite language services provision. Simply providing interpreting services is insufficient for attaining equitable, inclusive health communication and healthcare provision, and positive health outcomes. We identify opportunities for interpreters and in-hospital language services allies (e.g., physicians, psychologists), to advocate for and educate treating teams on language access equity and inclusion, not only in language services provision, but also within and during IME themselves.

**Idioma/Language: EN**

***\_When interpreting does not remove the language barrier:  
interpreter ethics at odds with due process in U.S. courts***

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Non-English-Speakers and Limited English Proficient individuals (jointly referred to as LEPs in this paper) who come before the courts in the United States as criminal defendants face at least two major obstacles to full comprehension of the proceedings against them: being unable to speak or understand the language of the courts and the dramatic differences between the criminal justice system in the U.S. and their home countries. These differences in legal systems are rarely, if ever, taken into account when addressing LEP populations' due process rights. Several court opinions at the federal level prior to the 1970s culminated in the Court Interpreters Act (28 U.S.C. 1827), which triggered the creation of a nationwide interpreter certification program. Subsequently, however, an independent nonprofit organization produced a Model Code of Ethics for interpreters that has been adopted by nearly every state and professional association. Its practical effect has been to nullify all pre-existing jurisprudence concerning LEPs' constitutional rights by imposing an accuracy canon on interpreters that disregards the intended listener's capacity to comprehend what is being interpreted. Based on the language of applicable statutes and court decisions, I exemplify how the current accuracy standard for interpreters in legal settings jeopardizes LEP criminal defendants' due process rights. Guided by the prevailing theories on interpreting and translation, I argue in favor of revising this section of the Code and propose a new accuracy standard for interpreters in legal settings that takes into account the intended listener while making the proper allowances for evidentiary requirements. I further propose that such standards would necessarily have to be different for each of the settings in which interpreters engage with LEP defendants throughout

a criminal prosecution, from initial contact with law enforcement to imposition of sentence.

**Idioma/Language: EN**

***El acceso a las lenguas de signos como lenguas de herencia: un mecanismo de resistencia frente a la supremacía del oralismo.***

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El 95% de las personas sordas han nacido en familias oyentes no signantes, y a su vez, el 90 % de los hijos e hijas de padres sordos son oyentes. Así, la competencia lingüística transmitida puede variar y existe un continuo que abarca desde signantes con fluidez hasta personas que apenas manejan una lengua de signos. Esa realidad se debe no solamente a la cantidad y la calidad de los inputs lingüísticos recibidos que condicionan la adquisición de la lengua de signos, sino también al proceso de identificación a la lengua y cultura de herencia clave para su desarrollo.

El mantenimiento y desarrollo de lenguas minoritarias en contextos de diglosia han motivado los estudios sobre las 'lenguas de herencia'. Las conforman las lenguas originarias aniquiladas por el colonialismo y las lenguas de la inmigración minorizadas por una marginación y estigmatización social. Las lenguas de signos se encuentran en esa intersección: su prohibición durante un siglo en Europa refleja el 'drama lingüístico' de las lenguas autóctonas, y, como los descendientes de colectivos migrantes, los hijos e hijas oyentes de padres sordos son expuestos a la asimilación en la comunidad lingüística y cultural mayoritaria. Además, se enfrentan a las perspectivas hegemónicas y médicas que conciben las lenguas de signos como el estigma de la discapacidad. Los hijos e hijas oyentes de padres sordos que adquieren una lengua de signos cuestionan entonces el concepto de sordera como deficiencia que necesita remediación ya que se inscriben en un grupo particular que comparte una lengua y una cultura.

El análisis de narrativas de signantes de herencia habituados a la negación y desprecio de su primera lengua nos revela que sus representaciones mentales

en cuanto a la lengua de signos, su visión cultural personal y su identificación con la comunidad lingüística son factores que operan en el proceso de la adquisición de la lengua de signos como lengua de herencia minorizada. El aprendizaje formal de una lengua de signos dispara un proceso de concienciación y resignificación permitiendo adoptar un enfoque sociolingüístico que considera la lengua de signos como patrimonio principal y así empoderar a la persona a través de la lengua que encarna la cultura de su familia. Las metodologías de enseñanza de la interculturalidad señalan que la conciencia de la propia naturaleza multilingüe y multicultural de las competencias debe ser acompañada y estructurada, ya que no es automática. Las respuestas de signantes de herencia en Francia que han experimentado la opción "Lengua de Signos Francesa" en el bachillerato comprueban el impacto de ese dispositivo institucional con respecto al entendimiento y la valorización de su cultura de herencia e identidad.

Una de las dimensiones fundamentales de la planificación lingüística es la transmisión de la lengua y la valorización de la cultura e identidad relativas a ella. Por eso, debería incluir el acceso a la lengua de signos como lengua de herencia ya que mejora el sentido subjetivo de la identidad personal de los signantes de herencia y la asignación funcional de sus códigos lingüísticos.

**Idioma/Language: ES**

## ***\_Making Multilingualism Work in the European Union: analysing a parallel corpus of waste management regulations***

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The European Union (EU) is a supranational and intergovernmental organization that develops policies and enacts legislation for 27 Member States. Since its inception, which dates back to the 1950s, multilingualism has reflected the EU's unique approach to fostering cultural and linguistic acceptance while pursuing common economic, political, and social objectives. Equality of all 24 official languages and respect for linguistic diversity—embodied in the motto “United in Diversity”—it's proven to be a compromise between the idyllic and the pragmatic. To ensure the smooth functioning of EU institutions, procedural languages are reduced to English, followed by French and, to a lesser degree, by German. In this context, translation is key to facilitating communication, easing interinstitutional negotiations, unveiling interdependencies, and contributing to the reconciliation of multiple legal cultures. Known as Eurolects, foreignizing varieties of national legal languages have emerged. Despite the set-up of a Eurolect Observatory and other relevant research activities, according to our knowledge, there are no studies concerning the EU variant of Portuguese. Considering English and French Eurolects as source languages and bearing in mind the EU role in the introduction of new concepts and distinctive terminology, we have compiled a parallel corpus composed of 78 regulations drawn up between 1993-2019 in the domain of waste management. Regulations are directly applicable and binding in their entirety upon all Member States, natural and legal persons. Environmental law is a dynamic, multidisciplinary, young branch of law, which aims to tackle present-day problems. Based on a five-step hierarchy, waste management promotes waste prevention, reuse, recycling, recovery, and disposal. This sets the starting point for describing the pragmatic, semantic, and lexico-grammatical characteristics of eventive specialized phraseological units (SPU) in waste management regulations

translated from the main working languages into Portuguese, and studying the phenomena derived from the contact of language systems at the supranational level.

**Idioma/Language: EN**

### ***Does Communication hinder the Access to Public Health?***

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As stated in Article 19 of the Universal Declaration of Human Rights, communication is not just a right for people who can communicate effectively within their dominant culture, but public information is a democratic right for all citizens and it thus has to be available and accessible to all.

Immigration is a phenomenon which has been on the increase in Spain for over two decades and yet the access to public services by users with linguistic and cultural difficulties has not been tackled by authorities. In fact, linguistic and cultural issues are often not recognised as an integral part of migratory movements or social integration. While professionals of interlinguistic and intercultural communication know that language and culture are key components to achieve immigrant integration and consolidate a truly multilingual society, policy makers at local, national, or supranational levels do not always seem aware of the risks and costs of not providing interpreting and translation services, particularly those affecting the health of users. In healthcare, there are currently no effective provisions for communication problems at present in Spanish hospitals. An example that suggests the poor management of the situation in relation with the migrants' access to public healthcare is the fact that relying on a family member in medical consultations is one of the main practices that affects communication.

This paper will present a Narrative Inquiry analysis obtained from interviews collected from a sample of eight clinicians about their experiences communicating with foreign users who cannot communicate in Spanish and thus their problems accessing health services and receiving the adequate services.

**Idioma/Language: EN**

### ***“L’irlandès és la llengua oficial però no la parla ningú”: una crítica del concepte de la irlandització del català***

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El títol d’aquesta presentació ve de la definició de “la irlandització” del català que va oferir la professora Raquel Casesnoves de la Universitat de València en un article d’El Temps al desembre 2021. El terme apunta a un procés pel qual la política lingüística reconeix una llengua minoritzada oficialment (amb senyals bilingües pel carrer i provisions a l’escola i a l’administració pública, per exemple) mentre l’ús lingüístic és pràcticament zero. Amb el terme es pot entendre que la República d’Irlanda n’és un exemple clar per la seua política lingüística respecte a l’irlandès. Aquesta noció representa un discurs recurrent dins del món de la promoció del català: es troben referències al terme a la literatura catalana, als mitjans de comunicació i en anàlisis acadèmiques. El discurs suggereix que la situació lingüística de l’irlandès a la República d’Irlanda suscita la por: el català no ha de seguir el camí de l’irlandès.

En aquesta presentació, oferisc una anàlisi crítica d’aquesta noció. Primer, explique el desenvolupament de la noció, traçant diverses referències al terme. Segon, aclarisc alguns punts sobre la situació real de l’irlandès a la República d’Irlanda, mostrant amb estadístiques censals que l’afirmació que “no parla ningú [la llengua irlandesa]” és clarament falsa. També reflexione sobre una crítica popular dins de la comunitat de parla irlandesa que menciona una diferència entre l’estatus oficial de la llengua a la política i el suport que de veritat rep. Finalment, afirme que la noció de la irlandització és inadequat per descriure la situació lingüística a la República d’Irlanda. A més a més, argumente que l’ús d’aquest tema representa, en els millors dels casos, una anàlisi mandrosa de la situació, i en els pitjors, una anàlisi

insolidària, irrespectuosa i en contra de l'esperit de la promoció de les llengües minoritzades.

**Idioma/Language: CA**

### ***[\\_From Principles to Practice: Language Rights of Deaf Professionals](#)***

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The past 50 years has seen American Sign Language (ASL) interpreting in the United States shift from community-based development (Deaf clubs, churches, and family members) to formal education, training, and professional standards. As this professionalization progressed, the 1990 Americans with Disabilities Act was an inflection point that created legal requirements for interpreters in a wide variety of everyday settings. This enabled more access to advanced education and professional opportunities for Deaf people. Organic growth and demand has led to over 140 interpreter education programs in the United States. The rapid increase of Deaf professionals in advanced fields, however, outpaces development and typical ASL interpreter qualifications. As institutions experience an influx of Deaf professionals in various academic, corporate, and clinical roles, they are often left without guidelines and practices tailored to Deaf professional work that will enable quality access in these high-stakes environments. One such institution with a large concentration of Deaf professionals is the University of Rochester Medical Center. In response to this, an effort to restructure Deaf professional interpreting services under its Office of Equity & Inclusion with a centralized budget for institution-wide access needs was undertaken. This restructuring included surveys, interviews, and focus groups with a wide variety of individuals that use, provide, and oversee interpreting services. A list of 10 foundational principles to provide high-quality access within a Deaf-centered language equity framework emerged from this stakeholder-driven process. Through these Principles, adverse and affirming practices were identified and some historically-viewed "best practices" were discovered to have adverse effects. Instead of practice driving principles, principles must drive practice. This work demonstrates that a committed institution can uplift marginalized language



minority communities as fully-included members of diversity, equity, and inclusion efforts. We will share the principles, and discuss their application in various professional environments with Deaf people around the world.

**Idioma/Language: SSI**

***\_Translating Refugees. Empirical Findings and Theoretical Considerations.***

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The paper presents results from a new research project on the role of translation and interpreting in the context of forced migration. In this project, field research is conducted in a German reception facility for refugees. The research interest focuses on an often neglected but central aspect of forced migration: the role of translation and interpretation in the communications between refugees and authorities. Contrary to the widespread view in everyday life and also in academia, these mediation processes are not neutral and harmless acts of transferring meaning. Rather, they are complex and consequential practices of constructing and processing difference that require in-depth investigation.

The presentation will show how translating and interpreting do not simply cross existing language boundaries, but first and foremost draw them, sorting people by language and assigning them to language communities (Sakai 2018; Dizdar 2021). Under what institutional conditions do such assignments take place? And what consequences do they entail? What does it mean, for example, when refugees from Africa are classified as “French-speaking” and therefore have to speak the language of a former colonial power? What does it mean to be subsumed under a category like “Arabic” when it encompasses a multitude of different and not necessarily mutually intelligible ways of speaking (Dizdar 2021).

By answering such questions, the presentation aims to reconsider the relation between language and translating/interpreting practices on a theoretical level.

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**Idioma/Language: EN**

### ***[\\_Digital Marginalisation of Migrants in Spain through the Implementation of Translation Policy: How to Use a Remedy to Create a Problem](#)***

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Digitally mediated communication in the public sector has changed how citizens and authorities communicate. Within this digital context, it has been identified that language problems may be an underlying cause of social exclusion for migrant groups (see Khorshed & Imran 2015: 347), which seems to indicate that the lack of language proficiency in the host country’s language may give rise to new forms of digital divides in migratory contexts. Here we contend that, for migrants with language barriers, access to key digital services within the public sector can be fostered by translation provision, which may be used as a tool to digitally empower them. Thus, in this paper the digital empowerment (Mäkinen 2006) of migrant communities is explored, assessing to what extent the implementation of translation policy empowers migrants’ digital communication with the host country’ authorities within the public services (our goal). We will focus on a case study, the translation policy implemented in the digital communication between the Spanish ministry for Migration and migrants in the case of two immigration procedures (EU migrants/ investors).

This is an exploratory analysis framed within Descriptive Translation Studies (Toury 2012), in which the collection of our data will be organised via the methodological concept of “domain” (González 2016). Our initial findings suggest that the translation policy implemented by this Spanish Ministry results in diametrically opposed levels of migrants’ digital empowerment in our case study. Specifically, they show that the implementation of translation policy within the digital context not only impacts how citizens’ exercise their right to reside in another country, but it also seems to disguise elaborate forms of digital marginalisation (Mäkinen 2006: 383) based on linguistic grounds. This is so

since, ultimately, when the inability to communicate in the dominant language prevents citizens from accessing digital (and non-digital) services that others readily access, exclusion takes place. Thus, arguably, even if translation policy should be used as a tool to digitally empower all migrants within the public services, here it seems to be used as a tool to empower only some of them; the most powerful migrant communities.

**Idioma/Language: EN**

### ***[\\_La interpretación sanitaria en Gran Canaria, ¿un privilegio o un derecho?](#)***

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En el archipiélago Canario podemos encontrar población extranjera que reside en las islas y turistas, por lo que la presencia de extranjeros en las Islas Canarias no es algo nuevo. Mucho antes de que se hablara de interpretación en los Servicios Públicos ya se daban casos de personas que, sin hablar español, visitaban nuestras islas con el fin de mejorar su salud, esto es lo que hoy se conoce como turismo sanitario. Estos dos grupos de personas, en algún momento, tienen que hacer uso de los servicios sanitarios públicos de las islas y se encuentran con el problema de que no existe un servicio de interpretación para poder comunicarse adecuadamente. Hemos entrevistado al personal perteneciente a los dos hospitales públicos de Gran Canaria y hemos apreciado que estos, muchas veces, deben encontrar soluciones para que la comunicación con los pacientes extranjeros pueda desarrollarse. Del mismo modo, hay que destacar que la situación ocasionada por la crisis sanitaria de la COVID-19 ha puesto de manifiesto que la asistencia sanitaria al paciente extranjero en las islas es una asignatura pendiente, además ha exacerbado en nuestro entorno la llegada de inmigrantes que llegan a las islas, de manera irregular, huyendo de sus lugares de origen por diferentes motivos. Si bien no se trata de un fenómeno nuevo, las actuales medidas de seguridad hacen que estas personas se conviertan en pacientes al llegar a nuestras fronteras. Finalmente, debemos aprovechar esta oportunidad para que la profesión del intérprete sanitario reciba el reconocimiento que se merece y se puedan llevar a cabo medidas para solucionar la falta de un servicio de interpretación sanitaria y concienciar a todos de que sin una buena comunicación no puede existir una sanidad de calidad.

**Idioma/Language: ES**

## ***\_Multilingualism and the role of translation and interpreting in Kosovo (1999–2021)***

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Translation has been widely used as an intermedium to implement and promote linguistic policies in Kosovo throughout the period of international administration and the Provisional Institutions of Self-Government in Kosovo (PISG) (1999–2008), as well as in the years after Kosovo’s declaration of independence (2008). The presentation discusses translation and interpreting activity in Kosovo in terms of the legal framework governing multilingualism in administration and legal proceedings, the difficulties and challenges inherent in implementing linguistic rights, and the impact of multilingualism on fostering trust in administration, particularly in the security sector.

Kosovo’s population, which was largely bilingual or even trilingual in the 1970s (Vickers, 1998, p. 171), is now almost monolingual; as a result, the language gap between Albanians, the Serbian minority, and other ethnic groups has continuously increased, while English has become the dominant ethnically neutral medium of communication. Thus, translation and interpreting contribute to the alleviation of ethnic tensions and the development of trust in local institutions. The latter encountered quality challenges, partly as a result of international organisations absorbing all skilled interpreters and translators, and partly due to a lack of translators and interpreters with experience in legal texts and terminology. Following the reduction in size and revision of the mandates of the missions (UNMIK and EULEX), the local government and judiciary institutions have steadily increased their language staffing.

The analysis of documents revealed that despite repeated funding and staffing constraints, recommendations made by experts from international and

independent organisations and institutions (OSCE, IOM, OIK, etc.) have been appropriately addressed or have been or are currently being implemented at the local and central levels. Substantial efforts, however, are required to implement multilingualism, particularly in monoethnic municipalities (with either an Albanian or Serbian majority), to improve the quality of translations and to increase the number of translators and interpreters.

**Idioma/Language: EN**

## ***[\\_Linguistic integration of adult migrants in Europe today](#)***

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According to the United Nation data, the number of international migrants reached 281 million in 2020 for the world as a whole, which means a 46% increase compared to 1990. With these new waves of migration and its diversity one may pose a question whether there is a link between the migration crisis we are facing now and the level of migrants' integration (particularly linguistic integration) into host societies. Bearing in mind the fact that "knowledge of the 'host' language is seen as a barometer of migrants' integration in a particular society" the presentation endeavours to examine whether the language policies and requirements which have been introduced over recent years, and which are predominantly rooted in political responses to the migration crisis, affect the level of social cohesion and integration of immigrants into host societies.

The presentation commences with discussion on the notion of integration in the context of migration. Language policies implemented in EU states for the integration of adult migrants are then presented together with a list of language requirements imposed on immigrants in specific member states. In addition, apart from addressing the opportunities and services provided to immigrants to facilitate the process of linguistic integration, the paper also tackles some of the incidental challenges that arise.

In view of these issues, the paper later proceeds to offer an in-depth analysis of language learning, language requirements and adult migrant integration. Examples from Germany, France and the United Kingdom, the countries which are considered the top three destinations favoured by migrants, provide specific cases for the aforementioned analysis. The paper concludes with some implications and recommendations for actions which might serve to enhance language education for adult migrants thus contributing to their better linguistic

integration into society despite the current migration crisis. While this will not provide a solution to the overall problems generated by the present level of mass-migration, it might well assist in mitigating some aspects of its effect.

**Idioma/Language: EN**

## ***\_El quechua en los medios de comunicación: nuevas funciones, nuevo modelo discursivos***

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La convergencia de diversos factores socioculturales y políticos en las últimas dos décadas ha hecho que la difusión del quechua haya ganado espacios sociales importantes. El acceso a ámbitos de índole formal como el periodístico y el especialmente el académico puede incluso entenderse en primera instancia como un incremento en el estatus de esta lengua. No obstante, surge la pregunta: ¿Cuál es la naturaleza o variedad del quechua que se promueve en estos ámbitos? ¿Cuál es el modelo discursivo que los medios de comunicación quechuas difunden?

En este trabajo revisamos el empleo recursos discursivos y gramaticales innovadores y particulares emergentes en medios de comunicación oral. Los datos sugieren que su empleo se debe al modelo discursivo predominante y ajeno que se sigue en este tipo de actividad. Una buena parte de los diseñadores o ejecutores de la difusión del quechua en medios de comunicación son bilingües, con una notoria orientación cultural citadina-occidental o, a pesar de estar involucrados en la promoción de esta lengua, sencillamente la desconocen.

**Idioma/Language: ES**

## ***\_The impact of COVID-19 on deaf students and accessibility in higher education***

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Previous research has revealed institutional issues for both disabled and deaf students in higher education (Hendry et al. 2020, Kermit et al. 2018, Lang 2002, Dolmage 2017). In pre-pandemic times, deaf students experienced several challenges and barriers concerning communication and accessibility. For example, universities changing teaching schedules with minimal notice led to difficulties in guaranteed interpreter availability and ensuring interpreters were appropriately matched to students' needs. As well as this, the use of incredibly poor automatic captions for videos or films shown in lectures affected deaf students. Additionally, studies have shown that the level of lecturers' 'deaf awareness' impacts deaf students' experiences during higher education (Lang 2002; Kermit et al. 2018; Hendry et al. 2020).

The recent pandemic has highlighted new and complex experiences and issues regarding accessibility for disabled students, including deaf students in higher education (DSUK 2020). The presentation will be based on our research project: "Unmasking inequalities: the impact of COVID on deaf students". The research empirically investigates the impact of COVID on deaf students through data interviews with 60 deaf/HoH students, 40 academics/managers, 15 access and inclusion staff members based at universities, disability advisors and self-employed interpreters, notetakers and speech to text reporters.

Initial findings from our study have shown that the pandemic exposed complexities regarding accessibility and competing accessibility needs. An example of this was that many interview persons reported the issue of students having their camera off. Some deaf students had asked the other students in their class to turn their cameras on, but often their peers were not comfortable with

this. However, refusing to turn the camera on might be about other accessibility issues, for example poverty.

Our study also identifies the difficulties faced when challenging this. One example shown was when some interpreters asked the lecturer to ask hearing peers to be in a less noisy environment while participating in online learning. However, this request would limit the hearing students' mobility in an already exhausting situation such as that of the pandemic.

Another finding was that the transition from online teaching during lockdown to face to face teaching presented novel issues for signing deaf students. As reported by both students and disability advisors, it is challenging to find interpreters for entirely face-to-face lectures at short notice. Nevertheless, online interpreting was available. One disability advisor resorted to asking the lecturer to teach online, to ensure accessibility for deaf students (due to the interpreter only being available online).

However, there were some positive examples of accessibility identified, such as captions being provided during online or pre-recorded lectures. Students, academics, and disability advisors have reported that some universities are recommending captions for pre-recorded lectures, not only for deaf students, but also for those who use English as a second language. This highlights some positive examples of how the pandemic has changed opportunities for accessibility.

We will discuss the meaning of accessibility and how making access requests can be a sensitive issue. In addition, we will highlight discussions of differing perspectives on linguistic injustices and accessibility, as well as issues of race and diversity that occurred within our mixed research team of deaf, hearing, black and white individuals.

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**Idioma/Language: EN**



## ***\_What was the language of the judgment again? – Traces of bilingualism in monolingual trial judgments***

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Judicial proceedings tend to favour monolingualism over multilingualism, even where different languages are at play in the courtroom (Maryns, 2012). Courtroom interpretation, for instance, is often considered a technical act, merely transposing oral statements into the “language of the proceeding” (Berk-Seligson, 2017), while prior evidence presented in a foreign language is mostly translated and, where provided orally, rapidly transcribed into a sole language (Bucholtz, 1995; 2007). Even in bi- and multilingual jurisdictions, the preference for a single procedural language leads to the phenomenon of absorption of utterances made in other idioms into that language (Powell, 2008).

This is exemplified by what this paper claims to be the most evident and misleading representation of the “myth of monolingualism”: the judgment. In framing their decisions, judges mostly pretend all the legal material they cite is in the same language as their judgement. Remarks about sources, i.e. evidence, legislation, or case law, issued in another language are rarely made.

This paper aims at uncovering this “myth of monolingualism” of proceedings by showing how, in multilingual jurisdictions, language multiplicity constitutes not just the possibility of having a trial, or parts thereof, in one or another language. More precisely, multilingual courts, operating on a national or subnational level, where legal experts work with different languages on a daily basis, should not be reduced to an “either-or” frame. Rather, they should be seen as working in constant interaction between these languages, by engaging in comparison and translation, in spite of a proceeding officially labelled as monolingual. By analysing “monolingual” judgments issued by first instance judges (*giudice di pace/Friedensrichter*) in the bilingual province of Südtirol/Alto-Adige (German/

Italian) in Italy, this paper shows how overlaps between these two languages occur in judicial reasoning. These include (i) “collages”, being single sentences imported from the other language; (ii) literal translations and summaries; and (iii) direct quotations from the other language.

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### **Idioma/Language: EN**



## ***\_Communication and Deception: towards Forensic Pragmatics***

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Up to now, a large amount of the literature on forensic linguistics has investigated linguistic cues for identifying deception during testimonies. Such linguistic cues are the propositional forms of implicatures and explicatures. Others have examined the semantic approach in which lying is connected to truth or falsity. This paper is a preliminary attempt at the detection of deception in criminal discourse from a pragmatic view. I argue that deception derives not only from cognitive, but also from emotional origins. In this sense, the process of lying relies both on language and emotional activity that is reflected in the speaker's management of behaviour during a testimony. A challenging area in the field of language study is the so-called "ineffable communicated content" and especially non-verbal communication. I investigate how unintentional non-propositional effects associated with emotional reactions such as anguish, fear, pleasure and contempt may interact with words and could be valuable indicators of truth or falsity to law enforcements, in order to make worthwhile predictions. This paper presents a general framework of unintentional non-propositional effects that trigger emotion and can convey the complicated propositional content of lying. Movements of head, hands and shoulders, blinking, staring, swallowing and higher pitch are some of the paralinguistic features that are examined. The study explores the significance of non-linguistic behaviours to the interpretation of the speaker's intention to deceive during a testimony and raises questions such as: How do the speaker's gestures and tone of voice interact with their words? How do these natural behaviours apply to problem solving in criminal cases? The findings will be discussed in light of their implications for future research and potential practice.

**Idioma/Language: EN**

## ***\_Règims lingüístics de la UE i conseqüències per a llengües amb dèficit de reconeixement: dret, tecnologia***

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A partir d'un monitoratge pràctic i crític a l'entorn de la interacció entre llengües, i entre els seus "representants" en el context de les institucions de la UE, es vol presentar de manera estructurada la dinàmica entre el Dret de la UE, per una banda, tenint en compte la seva actuació en àmbits centralment o tangencial lingüístics (dimensió lingüística de disposicions del mercat interior, com ara etiquetatge), en intersecció amb una sèrie d'esforços per aconseguir (o per impedir) que la llengua catalana o d'altres llengües amb topalls esdevingui llengua oficial i de treball de la UE.

Des d'una perspectiva comparada però centrats en la llengua catalana, ponderarem les interaccions entre representants de comunitats lingüístiques (plenament representades o no a la UE, o oficialment bandejades) en funció de les conseqüències que se'n desprenen pel que fa a determinades decisions, ja sigui a nivell de dret primari, de dret secundari, o també a nivell d'iniciatives de caire programàtic o de projectes pilot (sense atribució competencial o sense fonament jurídic). En relació amb tot això, encara hi afegirem un element més especulatiu, que és una succinta projecció d'escenaris en funció de tries "tecnològiques" (de projecció en el món digital) per les quals aposti la UE, en tant que nivell d'administració secundari, geogràficament llunyà per a molts ciutadans. Recordem que es tracta d'una administració desterritorialitzada i sense atribucions competencials en política lingüística, però que compta amb la primacia del dret comunitari. Ens interrogarem, finalment, com aquestes tries, o omissions, afectaran les altres dinàmiques: drets dels ciutadans (catalanoparlants), perspectives de futur i de viabilitat de l'actual

mosaic lingüístic de la Unió Europea i, en darrer terme, com això repercutirà en la legitimació última de la integració europea com a projecte de pau i de prosperitat domèstiques.

**Idioma/Language: CA**

### ***[\\_The constitutional contours of preferred-gender-pronoun policies at U.S. public institutions of learning](#)***

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The United States Supreme Court has held that the Fourteenth Amendment to the federal Constitution directs the government to treat alike “all persons similarly situated.” Accordingly, the judiciary reviews with heightened scrutiny laws or policies that discriminate against individuals in a so-called “protected class.” Although the Court still has not ruled on whether transgender individuals constitute a protected class for Fourteenth-Amendment purposes, it has ruled that the category of “sex” in Title VII (a federal law on workplace discrimination) includes transgender individuals. Consequently, an employer may not dismiss an employee merely for being transgender. In 2021, the Education Department extended this protection to transgender students under a 1972 law that forbids sex-based discrimination in institutions of learning receiving funds from the federal government.

These institutions could therefore invoke that 1972 law to justify disciplinary measures against professors who violate preferred-gender-pronoun policies, i.e., those that require professors to address their transgender students with the gender pronouns (“he,” “she,” etc.) that these students prefer. From a legal standpoint, however, the disciplinary measures could clash with the professors’ constitutional right to free speech, which includes the right to refrain from speaking. In other words, the government—in this case, represented by public institutions of learning—may not compel people to affirm a belief with which they disagree.

By analyzing relevant court rulings handed down over the last two years, this presentation aims at resolving the tension between a public

educational institution's interest in eradicating sex-based discrimination against transgender students and a professor's constitutional freedom from compelled speech.

**Idioma/Language: EN**

***\_The EU Master's Degree Network in Translation and Lesser Used Languages. O DGT EMT Network & LLD. A step forward in the recognition of linguistic rights***

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Multilingualism is a foundational part of the EU. Nevertheless, it is a 'mutilated' multilingualism as it is restricted by the *European Charter for Regional or Minority Languages* (1998), which explicitly states that "regional or minority languages" refer to languages that are traditionally used in each territory of a State by the nationals of that State, and "[...] does not include [...] the languages of migrants". And yet, it is currently impossible to speak of multilingualism in the EU without considering the lesser-used languages (also called 'minority languages,' 'languages of migration,' or 'languages of lesser diffusion' (LLD, from here onwards). 23 million people (5.1 %) of the 447.3 million people living in the EU on 1 January 2020 were non-EU citizens (*Eurostat Statistics Explained 2021*). Addressing the great variety of languages and cultures that are used in our cities requires rethinking current language policies and placing more emphasis on social justice and human rights (Monzó-Nebot & Wallace 2020). Incorporating translation and interpreting in LLD as an element of debate at the intersection between inclusion policies and language policies is a step forward. The EU DGT EMT network could be a starting point. The aim of my proposal is to present the results of research carried out by the PSIT Working Group of the EMT network (PSIT WG). The project's main aim was, first, to ascertain which LLD the EMT MA students know, then, to analyse their language skills and how and where students use the LLD they knew to train them as future liaisons in LLD between institutions and users, instead of resorting to family or friends without training or quality guarantees (Foulquié-Rubio et al 2018, López 2021, Valero-Garcés 2021). The project was based on a mixed quantitative and qualitative methodology. Data were obtained through surveys and open-ended questions. Preliminary results indicate a considerable percentage of students with non-EU

family backgrounds who know LLD, who could be trained in these languages as bridges of communication, thus guaranteeing the linguistic rights of those newly arrived who do not know the language of communication.

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**Idioma/Language: EN**

### ***\_Efectes ideològics de la minorització del valencià: per què el bilingüisme social no és igualitari***

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En una comunitat de parla bilingüe, l'ús exclusiu d'una de les llengües en una situació determinada implica necessàriament l'omissió de l'altra llengua. Esta constatació lògica és la base d'una concepció de la igualtat lingüística que rep el suport de, com a mínim, tres de les sis formacions polítiques amb representació a les Corts Valencianes: la promoció activa del valencià seria un atac als drets lingüístics dels castellanoparlants. A més de la multitud d'entrebancs legislatius i judicials que han de defugir, els responsables d'elaborar o implementar polítiques lingüístiques favorables a la llengua minoritzada es troben davant d'un argument intencionadament reduccionista difícil de desmuntar. No n'hi ha prou amb referir-se a la gran diferència en la proporció de parlants competents en cada llengua, una situació que des del sector esmentat es justifica com a decisió conscient de la població, segons el principi individualista de l'anomenada "llibertat d'elecció de llengua" (Burban, 2021).

En estes circumstàncies, els agents de la planificació lingüística han de co-nèixer amb detall la multidimensionalitat de la minorització del valencià, amb un doble objectiu: d'una banda, nodrir amb dades un argumentari que demostre la necessitat de la discriminació positiva per a garantir la igualtat de drets lingüístics, d'altra banda, detectar i delimitar possibles àmbits d'actuació més enllà de l'ensenyament de la llengua.

A partir de les ideologies lingüístiques registrades en treballs com els de Baldaquí (2009, 2015), Mas i Miralles (2018), Casesnoves (2010), González Martínez i Blas Arroyo (2011) i Flors Mas (2020), compararem la situació del valencià a la del castellà en àmbits tan diversos com l'avaluació del registre dels mitjans,

la percepció distorsionada de l'ús social, la capacitat d'atracció de nous parlants habituals, l'heterogeneïtat d'opinions en el valor atribuït a llengua pròpia o l'acollida lingüística de la immigració. El panorama sociolingüístic dibuixat testimoniarà la distància entre els punts de partida de cada llengua en el (potencial) procés de normalització.

### **Idioma/Language: CA**

### ***The contribution of the European Charter for Regional or Minority Languages to the construction of language public policies***

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The European Charter for Regional or Minority Languages is an international treaty whose exclusive purpose is the protection and promotion of the linguistic diversity present on the European continent. The need to promote linguistic diversity is explained by the vulnerable situation of regional or minority languages. Several factors explain this vulnerability. On the one hand, some States, such as France, had adopted a policy aimed at the eradication of minority languages on their territories. On the other hand, even in the absence of such a 'repressive' policy (Moutouh, 1999: 223), social and economic factors may well have rendered these languages vulnerable (Kymlicka & Patten, 2007: 38).

These different factors are taken into account by the Charter. In order to protect and promote regional or minority languages, the Charter requires the State to establish a language public policy in their favour. The Charter is therefore the framework of national language policies. This influence of the Charter has two consequences. Firstly, through this policy, a State party to the Treaty must direct the linguistic behaviour of individuals in favour of the practice of regional languages. In doing so, it takes the form of a "Propulsive State" (Morand, 1999) that not only legally authorises the use of these languages but also "propels" their use. If the Charter requires such a propulsive State intervention, this intervention is necessarily flexible. It adapts to the characteristics of these languages as well as to the States' specificities (Guset, 2017).

Secondly, the deployment and success of these public policies required by the Charter presuppose that States recognise the linguistic diversity present on their territories. The identification of languages benefiting from language public policies amounts to an indirect recognition of culturally 'situated' (May, 2016: 30)

individuals, which is a feature of the 'multiculturalist' thought movement (Taylor, 2019).

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**Idioma/Language: EN**

## ***Switzerland's multilingual language policy and the role of translation***

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Without a doubt, the coexistence of two or more languages within a territory is a sign of cultural richness. Languages embody cultures and therefore considering their representation in a given system becomes essential in order to ensure the protection of a country's cultural heritage. An example of this multilingual phenomenon is the Swiss Confederation, a federated republic of 26 cantons with four official languages: German, French, Italian and Romansh.

This paper aims to describe and analyse the Swiss multilingual language policy and the role of translation in this context. Firstly, we will focus on the treatment given to the four languages in the Swiss legal system and how this is reflected when drafting legislative texts. Secondly, we will discuss the role of translation as a backbone of the Swiss multilingual language policy and, consequently, the work carried out in this context by the linguistic services of the Federal Chancellery. Thirdly, we will consider the place of English as a language of intra-systemic communication. To this end, we have employed a descriptive qualitative methodology based on a study of the applicable regulations.

**Idioma/Language: EN**



## ***La identidad lingüística de germanistas brasileños y el mercado laboral en Brasil y Alemania: oportunidades y tensiones***

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El gobierno de Alemania, a través de recursos del Ministerio de Relaciones Exteriores, apoya alrededor del mundo tanto la formación universitaria de docentes de alemán como el funcionamiento de “escuelas de encuentro bicultural”, que representan una parte considerable del mercado de profesionales locales. Estas son instituciones privadas, frecuentadas en Latinoamérica por niños y jóvenes de clases económicamente privilegiadas. Consideradas de gran prestigio, la contratación de profesores para impartir clases de alemán en estas instituciones pasa por procesos distintos de selección según su identificación lingüística y etnicidad. Las diferentes ponderaciones asignadas a un alto certificado de dominio de lenguas, a la formación pedagógica continuada y a cualificaciones específicas para enseñar en sus asignaturas conducen a una situación de estandarización monocultural.

Mientras tanto, y aún en vista de la gran crisis de escasez de mano de obra para la educación básica, los profesores inmigrantes cualificados tienen dificultades para acceder al mercado laboral en Alemania. A los profesionales con amplia experiencia se les requiere normalmente que vuelvan a la universidad, completen créditos adicionales en cursos dirigidos a jóvenes principiantes y se presenten a exámenes prácticos para el reconocimiento de la equivalencia de su cualificación.

Esta ponencia examina las relaciones laborales y la empleabilidad de docentes de alemán, posibilitando reflexionar no sólo sobre las dificultades de movilidad del Sur Global (Sousa Santos 2009) a las escuelas en suelo alemán, sino también de la desigualdad de las políticas lingüísticas y educativas en el contexto escolar y sus respectivas consecuencias fuera de él. Para ello, esta

investigación cualitativa analiza, a través de cuestionarios online, el discurso de germanistas titulados en Brasil que aspiran o buscaron una colocación en escuelas alemanas en Brasil y en Alemania.

**Idioma/Language: ES**



## **\_Interpretando al jaguar: Cosmovisiones conflictivas y los derechos lingüísticos-culturales de los/as waorani de la Amazonía ecuatoriana**

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Con la codificación constitucional de los derechos de la naturaleza en 2008, Ecuador introdujo uno de los aparatos jurídicos más avanzados en el reconocimiento de los derechos lingüísticos y culturales. La constitución ecuatoriana incluye el concepto indígena *sumak kawsay* (con su traducción aproximada de “buen vivir”) en 99 artículos que garantizan, entre otros, el derecho al agua y a un medio ambiente ecológicamente equilibrado. Según el artículo 16 (sección 3, capítulo 2, título 2), los pueblos indígenas tienen derecho a una “comunicación libre, intercultural, incluyente, diversa y participativa, en todos los ámbitos de la interacción social [...] en su propia lengua y con sus propios símbolos” (Constitución de La República Del Ecuador 2008, p. 30). Datos cualitativos del trabajo de campo en comunidades amazónicas revelan que estos marcos legales contrastan con la realidad lingüística-cultural de los/as indígenas amazónicos waorani. Cuando dimanan de órganos estatales, la traducción e interpretación entre el español y su lengua waoterero tienen un carácter meramente decorativo. Por ende, hablar español y auto-organizar la traducción e interpretación es clave para los/as waorani para influir en las decisiones de la sociedad mayoritaria sobre su territorio. Sin embargo, esto crea complejas tensiones en cuanto a sus derechos lingüísticos y culturales, ya que interpretan entre las cosmovisiones contrapuestas del estado ecuatoriano, las empresas petroleras, las instituciones religiosas, las ONG y sus comunidades. Además, suelen ser aquellos/as waorani con un elevado estatus cultural y buenos vínculos políticos los/as que sirven de intérpretes (véase también Korak, 2015). De esta forma, traducir e interpretar conlleva múltiples juegos de poder y da lugar a jerarquías internas en las comunidades. Este escenario se agrava aún más cuando se transmiten mensajes de los/as tagaeri-taromenane, familias

waorani en aislamiento que resisten al contacto. Con el ejemplo etnográfico de la interpretación de una visión chamánica, ilustraré cómo se interpretan las amenazas a la supervivencia de los/as tagaeri-taromenane a través de la figura cultural del jaguar. Además de la importancia de aplicar políticas de traducción realistas que prevean el derecho a la traducción e interpretación, planteo la intrigante cuestión de si debería existir también el derecho a no ser traducidos/as.

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### **Idioma/Language: ES**

### ***Exploring the Intersectionality of Personal Identities in Interpreting Education and Training: Empowering Interpreters toward Social Justice and Equity***

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Recent social movements like Black Lives Matter, current events related to immigration crises around the world, and politics that have racialized the global COVID-19 pandemic have brought to light historic racial and class disparities in the United States, while calling to action communities across the nation. The role of interpreters and translators as both cultural brokers and facilitators of language access, is intrinsically linked to action for racial and social equality in our society. Interpreters and translators themselves, often members of minority groups, are not only negatively affected by racial policies in their workplaces, they also bear witness to racial injustices of Limited English Proficient individuals within medical, social, judicial and community contexts.

On the other hand, many interpreters in the US have the power to become instruments of cultural, ideological and political change because they are able to leverage their lived experience of marginalized identities as a direct contribution to linguistic justice. This presentation highlights the benefits of interpreters exploring their own intersecting identities in the interpreting classroom and other training spaces. Examining how privilege works to normalize some identities and cultural practices over others, may ultimately encourage community and empathy within interpreting and translation circles. Furthermore, it may help interpreters and translators identify instances where privilege manifests as racist behavior or has been established in racist policies, reproducing or perpetuating privileged and oppressive frameworks. Based on data collected from surveys and focus groups from T&I classrooms and workshops, this presentation outlines how identity building exercises, personal reflection and facilitated group discussion in T&I education may encourage interpreters to gain a deeper understanding of identity politics and privilege as they manifest. These techniques not only

empower interpreters to continue advancing the profession, but also have the potential to mitigate the intersectional failures of language policy, while centering minoritized voices.

**Idioma/Language: EN**

## ***Política de traducció a la Comunitat Valenciana: 2011-2022***

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L'any 2011 vaig entrevistar traductors i traductores de les institucions públiques de cinc comunitats autònomes de l'Estat espanyol, entre les quals la Comunitat Valenciana, per a determinar el valor de la traducció en una Europa multilingüe (ar Rouz, 2012). Les respostes donaven una imatge de la política de traducció efectiva d'aquestes institucions amb, sobre tot, un nombre de funcionaris dedicats específicament a tasques de traducció. Amb aquesta investigació s'havia posat de manifest com aquesta política de suport a la traducció tenia com a benefici el respecte dels drets lingüístics dels ciutadans, a més d'afavorir l'economia, la coneixença, la distinció social i geopolítica, la democràcia i la pau.

Què ha passat deu anys després? S'ha mantingut la mateixa política de traducció en les institucions públiques de la Comunitat Valenciana? Com han afectat les retallades econòmiques? En aquest treball faré una comparativa de les dades inicials amb les dades actuals, en concret en aspectes com el nombre de traductors, el volum de traduccions, les eines utilitzades, l'organització dels serveis. La presentació dels resultats s'acompanyarà d'una reflexió sobre si el dret a la llengua que dona la traducció en l'àmbit institucional es tradueix en un ús efectiu, i provaré de respondre a les preguntes següents: es pot saber i mesurar què en fan els ciutadans, consulten les traduccions en valencià? La traducció institucional respon a les necessitats dels ciutadans o és sobre tot simbòlica (García de Toro, 2009)? Le Nevez (2013: 90) afirmava que caldria anar més enllà dels paradigmes del dret a la llengua o del canvi de llengua. Segons les respostes o la falta de respostes, proposarem possibles accions de millora de les polítiques de traducció.

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### **Idioma/Language: CA**

## ***\_The translation of international law: the lexical and legal implications of the translator's choices***

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In most cases, international law conventions are drafted in one (or more) official languages, and then are translated to the official language of the state that has ratified the convention. The translated texts of international law conventions reflect the legal consequences that the states shall respect by ratifying an international legal instrument.

The present paper compares the translations, from English into Greek, of the Council of Europe convention entitled "Convention of the Protection of Human Rights and Dignity of the Human being with regard to the Application of Biology and Medicine: Convention on Human Rights and Biomedicine" (Oviedo Convention). One translation served for the integration of the convention into Greece's legal order and the other served for the integration of the convention into Cyprus's legal order.

The paper analyses the translation choices made in each of the above-mentioned translations, taking into consideration the already formed structural and terminological differences in the legal discourse of the two states. In addition, the paper indicates how terminological choices during the translation process of such documents could have a strong impact on future internal legislation on the same matter. Moreover, the paper analyses translation choices that could lead to a different meaning and therefore, to different legal consequences than the ones intended when drafting the original text. The legal translator of international law should be properly trained, in a multidisciplinary level, and given access to all crucial resources to form into the translated text the true meaning of each convention, so that all beneficiaries from it, in a global level, can have access to the international protection it entails.

**Idioma/Language: EN**

## ***\_Identity in the context of language variety***

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In the modern world the identity is one of the actual and key concepts in studying the various fields of knowledge. Identity is defined as a feeling of belonging to a certain group and community, language, social, national, political.

Object of research: influence of language variety on identity formation

Methods: cognitive, semantic, comparative, sociolinguistic analysis

Results: In conditions of language variety and processes of globalization the knowledge of several languages has an impact on formation of identity. In a bilingual society the identity is marked by other culture and language that leads sometimes to transculturation which is reflected in various ways. In some cases - in formation of boundary philosophical, cultural, social, musical, literary outlook, in others - in the marginal behavior dispersing from culture, to ignorance of traditions, customs of the nation and non-compliance of them.

In language influence on this process it is possible to allocate the following parallels: the native language (minority language) – an official language of the country, the native language, official language and foreign languages. At such scenario the level of proficiency in language closely intertwines with full formation of ethnic, all-civil identity. The perfect knowledge of two and more languages broadens horizons of the language personality and promotes formation of both ethnic, and national identity, doesn't destroy the mentality.

Conclusion. The formation of identity within the balanced language policy forms an undistorted ethnic mentality, prevents the marginal qualities and boundary state.

**Idioma/Language: EN**

***\_Llengua, traducció i procés en la regió autònoma de Friuli Venezia Giulia***

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La Llei estatal 482/99 atorga als ciutadans pertanyents a minories lingüístiques el dret a relacionar-se amb els organismes públics, tant oralment com escrit, utilitzant la seva llengua.

La Llei finança la contractació de personal qualificat, l'elaboració de formularis bilingües, així com la formació dels empleats i la creació d'eines informàtiques que permetin l'ús de llengües amb oficialitat compartida en les relacions amb l'administració pública.

La Llei garanteix la protecció de la llengua a través de l'anomenat 'bilingüisme visual', amb la disposició de senyals bilingües interns i la col·locació de senyals vials amb el topònim en la llengua minoritària al costat de l'italià.

El bilingüisme visual incideix en el sector turístic i fa visible la presència d'una minoria al territori. Aquest aspecte és d'especial interès en territoris on resideixen minories nacionals, com ara Istria (Àrea no regida per la Llei italiana).

Les diferents Administracions Públiques estan disponibles per potenciar la llengua de les minories mitjançant la implementació de projectes objectius que s'han d'aconseguir any rere any a partir del Pla General de Política Lingüística (PGPL).

La comunicació pública també es pot entendre d'una manera molt particular i sectorial com l'ús de la llengua minoritària en el procés o en els actes dels notaris.

En aquest cas, la legislació de protecció de les minories lingüístiques pot trobar problemes de connexió amb la legislació de selecció de jutges i notaris a

les diferents regions afectades per les comunitats minoritàries. Important és la qüestió de la llengua i la traducció en el procés. A l'Alt Adige i a la regió del Friuli-Venècia Julià aquests temes han rebut una atenció especial al llarg del temps.

### **Idioma/Language: CA**

## ***La traducció al valencià als tribunals del País Valencià***

Moisés Vizcaíno

L'exercici dels drets lingüístics (DL) per a les persones que som valenciano-parlants és un acte de voluntat individual que decidim lliurement en les activitats que fem cada dia en la nostra vida particular. En el cas dels professionals del dret, també pertoca a cadascú la decisió d'exercir-los quan treballem i quan ens ho demana algun dels nostres clients, que són ciutadans interessats en els expedients judicials, extrajudicials o administratius corresponents al seu assumpte.

Esquema de l'exposició:

En primer lloc, exposarem el marc jurídic bàsic de l'ús del valencià pels diferents operadors jurídics, la ciutadania, funcionaris de l'Administració de Justícia, els Llettrats de l'Administració de Justícia, Fiscals, Jutges i Magistrats. Farem referència a la legislació estatal i autonòmica aprovada i en vigor, però que no s'aplica moltes vegades perquè els professionals del dret i els ciutadans no comencen per exercir i, alhora, exigir els DL que reconeix aquesta legislació, i per la realitat social, política i històrica que ha viscut i viu el poble valencià en ple segle XXI.

En segon lloc, explicarem els drets lingüístics dels diferents operadors jurídics, la ciutadania, i funcionaris de l'Administració de Justícia. Aportarem una informació clara i concreta sobre quins són els nostres drets lingüístics com a professionals del dret, dels ciutadans/es i dels nostres clients/es, informació que ara per ara no transmet a la societat en general i que molt pocs professionals del dret i ciutadans/es coneixen.

Plena validesa i eficàcia de totes les actuacions fetes en valencià davant dels Tribunals.

L'Administració de Justícia no ens pot exigir cap mena de Traducció, ja que, a més a més, no pot haver-hi retard o demora en la tramitació de les actuacions judicials.

En tercer lloc, mostrarem l'aspecte pràctic i casos d'ús dels DL en camps on només s'empra habitualment el castellà des de fa tres segles. Experiències, dificultats i casos pràctics d'ús oral i escrit en diferents instàncies judicials: Jutjat de Primera Instància i Instrucció, Jutjat Contenciós Administratiu, Audiència Provincial i Tribunal Superior de Justícia. I si cal, en altres instàncies com ara Notaries, Registre de la Propietat, Registre Mercantil i Administracions Públiques.

**Idioma/Language: CA**





## **TAULES RODONES**

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*Mesas redondas / Panels*

## ***\_La situació del català a l'escola a la cruïlla***

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Illes Balears: Antoni Llabrés Fuster (Universitat de les Illes Balears)

La situació del català en el sistema educatiu és en aquests moments d'una fragilitat extrema. En el cas de Catalunya, cal buscar-ne l'origen en la sentència 31/2010 del Tribunal Constitucional, sobre l'Estatut de 2006, a on es va establir que el castellà, com a llengua oficial de l'Estat, té necessàriament la condició de vehicular. Actualment, es viu un període d'incertesa després de la STSJ de desembre de 2020, que imposa l'ús del castellà com a llengua vehicular en un 25% de l'horari lectiu amb caràcter general per a tots els centres (a diferència del reguitzell de resolucions que afecten casos individuals, que es van multiplicant), l'execució de la qual ha generat una gran controvèrsia. Per a fer-hi front, la Generalitat prepara un decret, del qual només es coneix algun esborrany, que deixaria en mans dels centres educatius, en el marc de la seva autonomia, la determinació dels criteris d'ús de les dues llengües oficials. Aquesta previsió donaria entrada al castellà com a llengua vehicular de l'ensenyament en una proporció a hores d'ara indeterminada.

Al País Valencià, la Llei 4/2018, del plurilingüisme en el sistema educatiu, preveu, a través del 'programa d'educació plurilingüe i cultural', que el temps mínim destinat als continguts curriculars en cadascuna de les llengües oficials, en el conjunt de l'escolaritat obligatòria, ha de ser del 25 % de les hores lectives, i que entre el 15 i el 25% cal destinar-lo a la llengua estrangera. Aquest plantejament acaba amb els tradicionals programes (PIP i especialment PEL) que havien propiciat l'aplicació d'estratègies d'immersió lingüística en una percentatge considerable de centres de l'ensenyament públic, això sí, amb una distribució territorial molt desigual.

Finalment, pel que fa a les Illes Balears, la nova Llei d'educació, aprovada el proppassat 22 de febrer, pretén donar continuïtat, ara amb rang legal, al model

lingüístic escolar que s'ha vingut aplicant els últims vint-i-cinc anys, i que havia estat introduït pel conegut com a 'Decret de mínims' (Decret 92/1997). El model s'articula a partir de la fixació d'un mínim per al català per a tots els centres, la meitat del còmput horari escolar, i permetent que els centres educatius puguin decidir, a través del seu projecte lingüístic, en quina de les dues llengües oficials vehiculen la meitat restant. Això ha permès incrementar la proporció de català per damunt del mínim permès fins arribar, si és el cas, a la totalitat de l'horari lectiu (en relació a les assignatures lingüístiques), possibilitant a la pràctica un sistema d'immersió lingüística molt generalitzat a l'ensenyament públic. A hores d'ara resta pendent de resoldre un recurs d'una associació de professors davant del TSJ, que reclama la imposició del castellà en el 25% de l'horari lectiu.

Es proposa analitzar la situació als tres territoris, posant el focus en els problemes comuns a què s'enfronta la llengua en l'actualitat.

#### **Idioma/Language: CA**

### **El sistema educatiu valencià 1983-2022**

Vicenta Tasa Fuster

Universitat de València

El sistema educatiu valencià incorporà en valencià com a assignatura i com a llengua curricular minoritària a partir de 1983 de manera sistemàtica. Però com a llengua curricular sempre ha estat minoritari l'ús del valencià.

En 1998, el Govern Valencià introdueix el plurilingüisme incentivat i en 2012 estableix el plurilingüisme com a sistema educatiu a implantar progressivament, amb la finalitat de reduir encara més la presència del valencià a les aules.

La Llei de Plurilingüisme en el sistema educatiu s'aprovà el 2018, després que el TSJCV invalidara, sense arguments jurídics, la part nuclear del Decret de plurilingüisme de 2017 que modificava la política lingüística educativa impulsada pel govern del PP el 2012.

En termes generals, la Llei de Plurilingüisme és una norma clara, defineix bé els objectius, s'ajusta al marc legal general estatal i té una visió global i coherent de tot el territori valencià, tot posant punt final al model lingüístic educatiu de 2012.

Així i tot, cal recordar que les lleis són instruments de les polítiques públiques lingüístiques per a transformar la realitat, però el canvi real depèn essencialment tant de l'actitud coherent de totes les institucions amb les normes que elles mateixes aproven, com de la voluntat de la societat valenciana, arreu del territori i dels grups socials que la componen, de fer del valencià la llengua central del seu futur.

#### **Idioma/Language: CA**

## ***\_Language as a means of inclusion in educational and institutional settings***

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In today's globalised and interconnected world, managing linguistic and cultural diversity becomes increasingly complex and raises new questions and challenges at the political, economic, and sociocultural levels. Reflection on the so-called linguaspheres (Grin 2018), i.e. constellations of countries or populations sharing the same language, highlights the need for international cooperation at the above-mentioned levels to preserve sociolinguistic diversity. Such cooperation efforts have led, and continue to lead, to the development of transformative paradigms focused on social cohesion and the recognition of fundamental linguistic rights (Archibald 2009).

In today's globalised and interconnected world, managing linguistic and cultural diversity becomes increasingly complex and raises new questions and challenges at the political, economic, and sociocultural levels. Reflection on the so-called linguaspheres (Grin 2018), i.e. constellations of countries or populations sharing the same language, highlights the need for international cooperation at the above-mentioned levels to preserve sociolinguistic diversity. Such cooperation efforts have led, and continue to lead, to the development of transformative paradigms focused on social cohesion and the recognition of fundamental linguistic rights (Archibald 2009).

Language is one of the means through which inclusive policies are articulated (Gazzola 2016). However, the role of language is often underestimated. While its importance is acknowledged when it comes to gender and racial discrimination, other less evident aspects also require attention. Awareness of all the factors potentially affecting diversity is integral to policy planning and the development of inclusive strategies.

Several questions arise in this context. Which language(s) is/are best suited to promote effective communication in specific settings? What are the relationships among languages in multilingual contexts? What are the effects of language choices on social relations? How does the choice of language at institutional level, whether deliberate or imposed, affect citizen engagement and active participation? What technical means can promote, maintain and sustain inclusion?

The panel will focus on how language policies can be designed based on inclusive strategies, among which is that of active citizenry. The promotion of inclusive policies is the goal of various current European projects, some of which described in the panel, aimed at developing tools for inclusion from both educational and institutional perspectives.

Although the principle of linguistic diversity is promoted by the European Union and many international organisations (e.g., UNESCO, Organisation Internationale de la Francophonie, OIF), its application is often problematic, due to the practical need of using only a few, widely shared languages for international communication, thus creating a paradox whereby inclusion is achieved through exclusive practices.

No easy solution exists. However, acknowledging the variety of contexts, situations, practices, communicative and educational needs is a first step to identifying possible tools and strategies to favour inclusive policies based on the value of multilingualism (Humbley J., Raus R., Silletti A., Zollo S. forthcoming; Gaboriaux C., Raus R, Robert C., Vicari S. forthcoming)

In this regard, the panel will include four presentations on existing projects, three of which funded by the European Union, aiming at promoting inclusive language policies and related best practices. Following are some of the issues that will be discussed.

1. How can citizen engagement and inclusiveness be promoted through integrative language planning? (James Archibald - University of Turin)

2. How can inclusive, multilingual language education be integrated in university programmes and syllabi? (Elisa Corino, Sandra Garbarino - UNITA)
3. How can artificial intelligence education contribute to the development of metalinguistic awareness of inclusive language use in educational contexts? (Alessandra Molino, Ilaria Cennamo, Lucia Cinato, Marita Mattioda - University of Turin)
4. How can the widespread use of artificial intelligence tools affect multilingual communication choices in institutional settings? (Rachele Raus, University of Bologna; Tania Cerquitelli, Politecnico of Turin)

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**Idioma/Language: EN**

### ***\_Fostering citizen engagement through integrative language planning***

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In any state, monolingual or multilingual, a common overriding objective is to create, build and maintain a cohesive national entity which will serve the social, cultural and economic needs of the citizenry, present or future. In order to create this type of national linguasphere and to maintain relations with other or related linguaspheres, the state must establish coherent policies which will guide its practices with respect to socioeconomic inclusion, cultural identity and language.

Integrative language planning cannot be disassociated with strategic development. This is what we have called elsewhere a stakeholder approach to language planning.

This model of devising or implementing language policies requires that states articulate clear statements of intent so that all concerned have an understanding of what is planned and how the plans will be executed. Hence, planning and practice go hand in hand.

Moreover, given the human involvement in the process, legislators and administrators must be mindful of the "affects" (Damasio 2018, Ch. 7) that will result from statements of intent, policy formulations, legislative texts and regulations used in the implementation of language legislation. In addition, public administrators must be in a position to objectively measure any possible social, cultural and economic effect of such policies, legislation and regulations. At the same time, this measurement should take place in an atmosphere which reflects the fundamental human rights of the present and future citizenry.

Rooted as they are in shared ideologies, these policies and practices help the state to define its educational philosophy and priorities as well as its institutional policies. That is why state-mandated institutions must define their own institutional policies. These should be in alignment with national policies and practices.

Such a system, if well planned and maintained, should have as a main objective to foster citizen engagement and support for policy orientations.

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**Idioma/Language: EN**

### ***\_Promoting multilingualism and inclusiveness in educational settings in the age of AI***

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Artificial intelligence (AI) systems for natural language processing, which increasingly permeate people's daily life, offer undeniable advantages in terms of speed and efficiency, but also raise social and ethical questions about how AI may undermine socio-cultural and linguistic equality. This paper presents the activities of the panel "Linguistic rights and language varieties in Europe in the age of artificial intelligence", discussing the role of education in helping new generations recognize and challenge practices that may affect linguistic, social, and gender inclusiveness.

We report on initiatives within the panel aiming at raising awareness among university students, in particular foreign language learners, of the socio-cultural and linguistic implications of neural machine translation (NMT). NMT software such as Google Translate, DeepL, or Reverso is in large use among current, digital native students (Jiménez-Crespo 2017), who may not be fully aware of the risks of such digital resources for the development of their language skills and translation competence, as well as for broader social issues. Through theoretical discussions and translation-related activities, students were encouraged to reflect on the massive presence of certain languages online and the lack of visibility of others, a situation that may have a negative impact on inclusive access to digital technologies (Ranathunga et al. 2021), multilingualism and, ultimately, the fundamental goal of European integration. The uncritical use of NMT systems may also lead to a progressive phenomenon of language flattening at the levels of register and sociolects, thus affecting the preservation of linguistic diversity. Finally, students were also made aware that current NMT systems are still far from guaranteeing adequate treatment of gendered language (Attanasio et al. 2021). The widespread inability of

generating gender-inclusive content may reinforce stereotypes and inequalities.

Preliminary results of the impact of our pedagogic activities will be presented in this paper, making special reference to the initiatives conducted at the University of Turin (Italy).

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**Idioma/Language: EN**

### ***\_The UNITA project on Intercomprehension: inclusive multilingualism in educational settings***

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In order to be inclusive, multilingual language education must embrace all the levels of the vertical curriculum, also - and above all - the highest one: that of the university and its actors.

Training current and future protagonists of the research world in multilingual communication through intercomprehension (IC) also means allowing for and encouraging a more complete and holistic dialogue between disciplines, in a perspective that considers diversity not only a controversial issue but an epistemological, political and ontological principle (Castellotti et al., 2016: 49). Disciplines often convey complex knowledge through specific terminology, which is sometimes difficult to translate into other languages even when they come from the same Latin matrix. The IC approach will enrich disciplinary understanding and communication.

Within the UNITA alliance, the benefits of an IC approach are already beginning to emerge after a year of experimentation, in both quantitative and qualitative terms. The preliminary results tell us that, to date, several syllabi have already been implemented for the IC training of students at the Department of Foreign Languages and Literature and Modern Cultures; of students who are about to participate in the Erasmus exchange programme; of language teachers who are training in IC teaching; and of content teachers who welcome foreign students into their classrooms.

This paper will illustrate initial qualitative results obtained within the project, stressing the inclusive value of the activities, which fostered the



enhancement of personal linguistic profiles and the creation of a global and international communicative environment.

**Idioma/Language: EN**

***\_Linguistic equality and justice in the face federal diversity: a canadian perspective***

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Canada is perceived as a country where French and English enjoy equal status. Yet the Canadian Constitution is largely silent in relation to the power to legislate in matters of language. Owing in large part to the presence in Quebec of a substantial French-speaking population shaped by its own culture and identity, the country has a federal structure in which no level of government has exclusive authority over language. Language is therefore a matter of legislative coincidence, meaning that if a province or territory has jurisdiction over a certain matter, it also enjoys jurisdiction to regulate language in that matter within its own territory. Given the diverse political and linguistic history of each of the ten provinces and three territories that make up the Canadian federation, adherence to bilingualism as a value is quite varied from one end of the country to the other. While in some areas, like education, uniform rights are protected across the country, in others, like the language of laws and regulations, requirements vary, with some jurisdictions having bilingualism requirements, and others not. Furthermore, even where rights are in principle uniform, provincial and territorial autonomy results in varying practices. This makes the country into something of a laboratory for different approaches to linguistic equality and linguistic justice. This panel will consider three aspects of the Canadian system as they relate to these two themes.

The first paper will consider the claim that the Canadian Charter of Rights and Freedoms and Quebec's Bill 101 are at odds or even fundamentally incompatible. Do these two instruments truly reflect conflicting goals and principles, or can they be viewed as pursuing a shared ideal of linguistic justice?

The second paper will look at the weight given to the "Shared Meaning Rule" in judicial interpretation of bilingual statutes. To what extent is the very fact

of bilingualism in statutes capable of causing linguistic injustice for citizens affected by judicial rulings in which text threatens context? Given the evolution of contextual interpretation and the recognition that the social acceptability of a court decision plays a role in the interpreter's decision, does the letter of the (bilingual) law merit the weight currently attributed to it?

The third paper will focus on the right of official language minorities to receive instruction in their province of residence. Given the well-documented reluctance by provincial governments to allocate adequate funding to minority language education, particularly in regions less favourable to language minority rights, to what extent does the recent generalized recourse to models of distance-learning, which has seen explosive growth during the pandemic, threaten the quality of education? What are the benefits and pitfalls of this option for linguistic justice in Canada and elsewhere?

#### **Idioma/Language: EN**

### ***[\\_The concept of linguistic equality in Canadian constitutional law: cutting the Gordian knot between Quebec's Bill 101 and the Canadian Charter of Rights and Freedoms](#)***

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Since 1969, Canada has adopted an array of legal measures aiming to address various inequalities between Anglophones and Francophones. These measures have been adopted by a range of actors in a variety of different contexts, giving rise to apparent inconsistencies or conflicts between them. The most widely remarked-upon of these apparent conflicts have been those between Quebec's *Charter of the French Language* (Bill 101), a law whose purpose is to protect the right to use French in a variety of public and private settings, and the *Canadian Charter of Rights and Freedoms*, a constitutional bill of rights which contains standard civil and political rights as well as several *sui generis* language rights based on a principle of equality between English and French. These two instruments are often described as being 'fundamentally' incompatible, on the grounds that they instantiate radically different principles of language policy and linguistic justice. This supposed incompatibility is usually framed in binary terms, with proponents claiming that Bill 101 protects 'collective' rights, while the *Charter* protects only 'individual' rights, that Bill 101 adopts a 'territorial' approach, while the *Charter* rests on a 'personal' one, and/or that Bill 101 represents an exercise in self-determination by the Québécois, while the *Charter* is a centralizing force that deprives them of their autonomy. However, this paper will argue that the degree of conflict between the two measures is in fact substantially overstated as it rests on a series of false dichotomies, and that both the *Charter* and Bill 101 can be seen as pursuing a common goal of 'advance[ing] the equality of status or use of English and French' as set out in s. 16(3) of the *Charter*. In doing so, the paper will offer a critical examination of the use (and misuse) of certain key

concepts in the debates over linguistic justice, such as collective rights and territoriality.

**Idioma/Language: EN**

***“Interpreting bilingual legislation in Canada: Can “Shared Meaning” cause Linguistic Injustice?”***

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The classic canons of statutory interpretation are well-settled. Today, Elmer Driedger’s modern contextual approach is widely accepted as Canadian courts’ preferred approach to statutory interpretation. Yet the existence of bilingual statutes in Canada adds a fourth dimension to the interpreters’ toolbox, one that is foreign to the standard interpreters’ toolbox, carefully constructed over centuries and shared by common law traditions. The “shared meaning rule”, derived from the equal authenticity of English and French versions of Canadian statutes, thus “seeks to fill a void” left by the contextual interpretive approach. It does so by adding a step to the interpretive process, which, in the event of linguistic discordance, focuses on the meaning that is shared between the words respectively in the two language versions of the offending disposition.

Not surprisingly, the unmistakable “textualist bend” of this approach has led to criticisms:

«Linguistic analysis of the text is the servant, not the master, in the task of ascertaining Parliamentary intention. A blinkered focus on the textual variations might lead to an interpretation at odds with the modern rule because, standing alone, linguistic considerations ought not to elevate an argument about text above the relevant context, purpose and objectives of the legislative scheme». *Canada (Citizenship and Immigration) v. Khosa*, [2009] 1 S.C.R. 339, at 39.

Our goal in this paper is two-fold: First, illustrate, by reference to case-law, the inconsistent weight given to the Shared Meaning Rule by Canadian courts and its consequences on citizens affected by their rulings. Second, lay the foundations of an interpretative paradigm which frees itself of the excessive weight attributed

to the very letter of the (bilingual) law and reflects the evolution of contextual Statutory Interpretation.

**Idioma/Language: EN**

***\_A Right to Language in Education and the Challenges of Distance Education***

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The Canadian constitutional framework entrenches the right of official language minorities to receive school instruction in their own language. This specific right often lays at the core of language minorities' legal battles against governments, for instance in relation to the level of funding provided by government for such services, the quality of the programs and the facilities, as well as the extent to which the official language community is able to manage and control such services. Moreover, it has long been recognized that a mere translation of the curriculum offered in another language in the majority's education system may not be adequate as the instruction provided must reflect the values and culture of the language community in question.

Against this backdrop, we have recently witnessed the generalization of distance learning at all education level during the COVID-19 pandemic. While recourse to such methods was temporary, it inevitably leads to questions regarding the possibility that government may try to fulfil their legal requirements to provide educational services to official language minorities by way of distance education programs. This may come across as a tempting alternative to allocating significant financial resources to operating dedicated facilities, especially for governments less favorable to language minorities and in regions where the numbers of right-holders are low.

This paper explores the pitfalls and benefits of this option from the point of view of language (in)justice beyond the specifically Canadian legal framework. It questions the importance of environments, physical or virtual, in the implementation of language rights to education. Building on insights

from the fields of socio-linguistic, education, and law, it also considers the intersection of socio-economic and language minority status.

**Idioma/Language: EN**

***[\\_Inclusive Responses to Language Violence](#)***

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[Respond Crisis Translation, McGill University & University of Texas at Austin](#)

How can translators, interpreters, and language activists develop sustainable models to meet the needs of people who need language services, especially in humanitarian and crisis contexts?

How can the profession include people who don't have access to higher education, certification, and traditional paths of professional development?

What degree of exclusivity is appropriate in a discipline whose raison d'être is linguistic inclusion?

Although at least 4.5 billion people around the world speak two or more languages, the Translators Association of China estimates that only 640,000 of them work as translators. Translation is one of the fastest-growing industries. Yet many people who would make phenomenal translators and interpreters face administrative, educational, and resource barriers which bar them from doing so.

At the same time, for many refugees, asylum seekers and other linguistically vulnerable people it can be next to impossible to access appropriate translation services. Even within more common language pairs like Spanish<>English, the lack of recognition of linguistic diversity and comprehensive training often leads to faulty translation. And these risks are especially great for less dominant languages like certain Indigenous and endangered languages.

These administrative barriers combined with a lack of appropriate translation services for linguistically vulnerable people mean that the massive demand for humanitarian translation services goes unmet.

And the stakes are life and death.

Drawing on their research and professional experiences, the panelists will consider the state of humanitarian translation in several contexts, including Argentina, Spain, and the United States. They will reflect on language violence and exclusion in each of these contexts, highlighting the devastating consequences of that exclusion. Without language services, people cannot access resources, information, and life-saving protections.

Panelists will then discuss frameworks for developing inclusive responses to that violence, considering how pro bono interpretation, alternative paths to certification, and community-led solutions can help meet the need for interpreters and translators. Participants will highlight the importance of quality control and training and discuss how to balance those concerns with the need for maximum inclusion. Finally, participants will reflect on their own initiatives to equip more translators outside of traditional pathways and share lessons learned in those contexts.

(The language of the panel will be English but can be changed to Spanish if needed, as all panelists are multilingual.)

**Idioma/Language: EN**

### ***\_Vaccination trust as a test of translation policies. Inter-city comparisons***

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Public vaccination information in times of a pandemic presents perhaps the purest test of public trust: the receiver trusts the message or does not, and trust is physically manifested in the act of vaccination. In 2020 and 2021, in many cities around the world, trust in vaccine information was reported as being lower in culturally and linguistically diverse (CALD) communities than among L1 speakers of official languages, and in some cases this was reported as being partly due to distrust in mediation by translators and interpreters.

This panel will present an initial comparison of vaccination communication in four cities that have significant CALD populations: Brussels, Melbourne, Shanghai, and Barcelona. We will compare the legal frameworks, the language policies, the translation policies that may or may not ensue from the language policies, the translation practices undertaken to ensure cross-lingual understanding of the vaccination information, and the relative success of the communication in terms of behavior-change communication in selected target communities in each city.

Of particular interest is the variable role of community organizations and healthcare institutions as mediators of messages, alongside and occasionally instead of certified translators and interpreters. In some instances, there are indications that such volunteer mediators may have been considered more trustworthy than the official translators and interpreters, and that this greater trust correlates with higher levels of vaccination in the communities concerned.

If such a relation can be attested as more than an isolated phenomenon, it should provoke a rethinking of sole dependence on certified translators and

interpreters as the efficient instruments of language and translation policies in relation to CALD communities. This in turn may reflect on the institutional levels at which language and translation policies should become direct causes of decisions about which languages to translate into and who should be entrusted with the translation.

Since these are the initial reports laying the groundwork of a four-year project led by KU Leuven and the University of Melbourne, we do not intend to advance any definitive conclusions. We will, however, use our initial fieldwork and policy analysis to explore several informed hypotheses about which factors are key to the success of this kind of behavior-change communication, and about what kinds of translation policies are most likely to lead to trust-building among CALD communities in superdiverse cities.

*Following an introduction by Anthony Pym, four doctoral researchers will be invited to present initial reports in the panel: Kadija Bouyzourn (KU Leuven / University of Melbourne), Rachel Macreadie (University of Melbourne / KU Leuven), Shuxia Zhou (KU Leuven), and Arturo Gándara (URV).*

**Idioma/Language: EN**





## **PÒSTERS**

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*Pósteres/Posters*

## ***\_La demanda actual de traducciones juradas alemán-español en Andalucía: géneros y características***

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La presente comunicación se centra en la traducción jurada de los géneros textuales jurídicos en alemán y español en el marco del proyecto «PROADMIN. Movimientos migratorios en Andalucía: traducción e interpretación, herramientas y formación digital multilingüe para la inclusión social» (Convocatoria 2020 de ayudas a proyectos de I+D+i en el marco del programa operativo FEDER Andalucía) de la Universidad de Córdoba. El objetivo de dicho proyecto es determinar las necesidades lingüísticas de la población migrante en la comunidad autónoma andaluza, entre ellas las solicitudes de traducciones juradas. Para llevar a cabo la investigación que aquí presentamos, se ha compilado un corpus de encargos reales de traducción jurada en la combinación lingüística alemán-español que arroja resultados relevantes y orientados a la práctica. La metodología de investigación empleada se basa en los análisis de Elena (2001) y Holl (2011) de textos jurados y jurídicos. Además de proporcionar un esbozo de la práctica profesional del traductor jurado, los resultados muestran el impacto que los factores socioeconómicos tienen en el género y el número de documentos que recibe un traductor-intérprete jurado en su zona de actuación. En este contexto, un objetivo adicional de este trabajo es examinar retos específicos lingüísticos y propios del encargo en la traducción jurada de géneros jurídicos y su implicación para la labor del traductor y el proceso traductor en sí. Con ello, esperamos contribuir al debate actual en torno a la figura del traductor-intérprete jurado en España y las competencias y cualificaciones que debería poseer este profesional, especialmente en el ámbito jurídico.

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**HOLL, Iris** (2011): Textología contrastiva, derecho comparado y traducción jurídica. Berlín: Frank & Timme.

**Idioma/Language: ES**

### ***\_Traducción y oncología: la medicina gráfica como puente comunicativo hacia los más pequeños***

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La inclusión del enfermo en el acto médico resulta trascendental para cumplir con eficacia el cometido principal de la medicina: garantizar el bienestar público. Sin embargo, en numerosas ocasiones se producen fallos de comprensión y afinidad entre médico y paciente que dificultan la comunicación entre ambos y, por lo tanto, la consecución del objetivo anterior. A ello se añade el elevado nivel de complejidad por el que se caracterizan los textos biosanitarios, que a menudo se redactan sin considerar los rasgos y necesidades lingüísticas del paciente. En el caso del sector pediátrico, es decir, todos aquellos pacientes de entre 0 y 18 años, la situación se agrava aún más. Durante décadas, los menores se han mantenido al margen de la práctica clínica, ya que apenas se les ha permitido adoptar un papel activo en cuestiones de salud. En su lugar, han sido los progenitores los responsables que, como intermediarios, han tomado las riendas del proceso sanitario. También a nivel comunicativo han quedado relegados a un segundo plano, pues en la actualidad la inmensa mayoría del contenido biosanitario está dirigido a un público más adulto y maduro.

Con el fin de cerrar esta brecha, surge la medicina gráfica, que se constituye como un puente entre el médico y el paciente. A través de ella, el uso de estímulos visuales y estrategias de desteminologización ponen a disposición del paciente información fiable, legible y acorde a su propia naturaleza. Los menores logran así ocupar la posición que, en su caso, les corresponde como protagonistas del acto sanitario.

En nuestra ponencia nos dispondremos no solo a exponer con mayor precisión las circunstancias anteriormente descritas, sino además a mostrar un

caso práctico de una rama de conocimiento específica: la oncología pediátrica.

**Idioma/Language: ES**

***\_ Translation and Ideology in Online Global Jihadi Activism – Pro-Jihadi Arabic Translations of DAESH Electronic English Magazine Dabiq***

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The paper tackles the role of translation in online jihadi propaganda, which is primarily used as a means of disseminating the ideology of jihadis across the globe and recruiting new members. Translation is part and parcel of the global jihadi activism, establishing a niche in the research area covering the link between translation and ideology in contemporary conflicts. The paper investigates the re-exportation and re-construction of global jihadi radical ideas on Islam by means of translational ideologically driven interventions. The case study selected (DAESH-affiliated Dabiq Magazine, originally produced in English) is of great significance in voicing DAESH's –the latest ferocious face of global jihad– positions and views on various events, personalities, religious sects and sharia-related matters. The launching of the English magazine coincided with DAESH's declaration of the Islamic Caliphate in 2014; thus the magazine carries substantial content loaded with DAESH ideological stances. The paper inspects an individual pro-jihadi online activist endeavor to translate and familiarize Dabiq issues into Arabic: namely AZIZ8178 blog (<https://aziz8178.wordpress.com/>). It attempts to answer a main research question: How does the interventionist ideological dimension manifest in AZIZ8178 jihadi translation of Dabiq English magazine into Arabic? A descriptive qualitative study is undertaken deploying analytical tools derived from two main theoretical frameworks in translation studies: the socio-narrative theory and activist translation communities. The paper starts with an overview on global online jihadi activism and translation being part of e-jihad. Background information on the source text (Dabiq English magazine) is also given in terms of its producer, authors or editors (if any disclosed), targeted audience, themes and contents, in addition to its language and style. Then, the paper examines the interventionist translation strategies deployed by AZIZ8178

on both textual and paratextual levels, manipulating the features of the Arabic mediated narratives, compared to the narratives of the original.

**Idioma/Language: EN**

### ***\_Lengua y derecho en centros penitenciarios: comparación entre diferentes países***

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La traducción e interpretación en centros penitenciarios, como ámbito de la traducción e interpretación en los servicios públicos, es un tema de suma importancia ya que el uso y comprensión de la lengua pueden suponer el conocimiento de un derecho y el acceso a un servicio, en condiciones de privación de libertad. La comunicación (entendida en sus diferentes acepciones, entender/comprender y poder comunicarse eficazmente en su idioma) es un derecho previsto en la legislación nacional e internacional. De hecho, la legislación procesal penal recoge como derecho el entendimiento y la comprensión de cualquier persona, independientemente de su origen, de la situación jurídica en la que se encuentra. Entre la legislación internacional que establece estos principios se encuentran el Convenio de Europa de Derechos Humanos, la Directiva 2010/64/UE, del Parlamento Europeo y del Consejo, del 20 de octubre o la Directiva 2012/13/UE, del Parlamento Europeo y del Consejo, del 22 de mayo.

En España, la siguiente legislación hace referencia a intérpretes y traductores o contempla la necesidad de comprensión como forma de amparo: la Constitución, la Ley Orgánica 6/1985, del Poder Judicial, la Ley de Enjuiciamiento Criminal, Ley Orgánica 4/2000, la Ley de Enjuiciamiento Civil, la Ley 12/2009, el Código Penal y el Real Decreto 190/1996, de 9 de febrero, por el que se aprueba el Reglamento Penitenciario. Este último, (Reglamento Penitenciario español, 1996) recoge el derecho de los internos a comunicarse periódicamente en la lengua que ellos elijan con familiares, amigos y representantes de otros organismos.

Al investigar sobre integración lingüística en las instituciones penitenciarias españolas y europeas, Martínez-Gómez (2008) subrayaba la disparidad lingüística y la enseñanza de la lengua vehicular como solución principal en las insti-

tuciones penitenciarias de varios países de la UE (2008: 489), así como el poder que se le otorga al intérprete ad hoc del que dependen algunos de los derechos de los internos que se encuentran en una situación vulnerable. En otro estudio, Martínez-Gómez (2014) proporciona una visión general de las estrategias empleadas por los sistemas penitenciarios de todo el mundo para permitir la comunicación entre los internos extranjeros y los funcionarios penitenciarios.

En este estudio nos proponemos comparar la normativa penitenciaria y las estrategias utilizadas para facilitar la comunicación con población extranjera de España con la de otros países europeos (Rumanía, Francia y Reino Unido) para identificar similitudes y diferencias, percepciones y posibles buenas prácticas.

**Idioma/Language: ES**

## **\_EQUIP**

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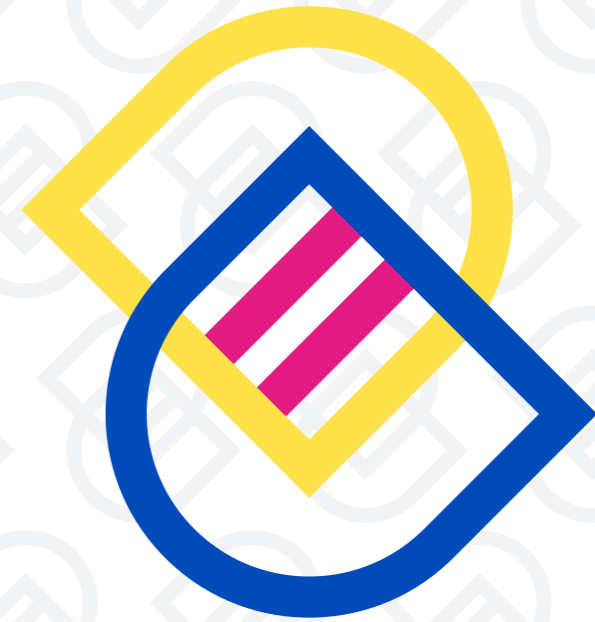
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