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Navigating between theory and practice. Design and implementation of a continuous training course for interpreters and translators of the administration

Summary

Directive 2010/64/EU of the European Parliament and of the Council of 20 October 2010 on the right to interpretation and translation in criminal proceedings sets the need to guarantee that citizens are provided with the means necessary to express themselves in their own language. The praxis of translation and interpreting in the contexts of police investigations and legal proceedings indicates that a significant number of translators and interpreters (mostly of minority languages), who work in the Spanish administration, have never received translation and interpreting training. In order to remedy this deficiency, a continuing education course was designed for people interested in furthering their professional knowledge and skills in interlinguistic translation for institutions like the Ministry of the Interior and the Ministry of Justice. The aim of this article is to present the design, implementation and analysis of the results of the first edition of the course, started in 2017.

Key words: legal interpreting and translation; training; continuous education

1. Introduction. State of the art

The *rationale* behind this training action lies in the deficiencies that the practice of translation and interpreting reveal in the Spanish administration. In order to contextualize the study, in this introductory section a brief study of the European legislation and its application to the Spanish legislation will be given. This will be followed by a short review of the literature on the competences that a legal trans-

lator and/or interpreter must master. After discussing a current situation of the practice of Spanish translation and interpreting in the legal context, the design, implementation and analysis of the results of the first edition of a course developed to solve some of these deficiencies will be presented in the next sections.

1.1. EU legal background

Directive 2010/64/EU of the European Parliament and of the Council of 20 October 2010 on the right to interpretation and translation in criminal proceedings states that:

Member States should ensure that there is a procedure or mechanism in place to ascertain whether suspected or accused persons speak and understand the language of the criminal proceedings and whether they need the assistance of an interpreter. Such procedure or mechanism implies that competent authorities verify in any appropriate manner, including by consulting the suspected or accused persons concerned, whether they speak and understand the language of the criminal proceedings and whether they need the assistance of an interpreter (21.L280/3).

(...)

Member States shall ensure that suspected or accused persons who do not understand the language of the criminal proceedings concerned are, within a reasonable period of time, provided with a written translation of all documents which are essential to ensure that they are able to exercise their right of defence and to safeguard the fairness of the proceedings (21.L280/3)

As the Directive indicates, the obligation to provide interpreting and translation services (I&T) binding upon all Member States sets the need to guarantee that citizens are provided with the means necessary to express themselves in their own language. Among other conditions, interpreting services must be of a sufficient quality, without which the aforementioned right would be merely perfunctory. Without a doubt, this relationship calls for quality in I&T professionals concerned.

1.2. Spanish legal background

Spain partially transposed Directive 2010/64/EU into national legislation through *Ley Orgánica 5/2015*¹. This act introduced the new section “*Del derecho*

¹ *Ley Orgánica 5/2015 de 27 de abril, por la que se modifican la Ley de Enjuiciamiento Criminal y la Ley Orgánica 6/1985, de 1 de julio, del Poder Judicial, para transponer la Directiva 2010/64/UE,*

a la traducción e interpretación” (‘Right to translation and interpreting’) (art. 123-127), which includes some of the most relevant aspects of the mentioned Directive like interpreting in accused-lawyer conversations, interpreting the whole trial, consecutive interpreting if simultaneous is not possible, considering the translation of some essential documents or training for legal practitioners to work with interpreters, among others.

Directive 2010/64/EU also obliges ‘to establish a register or registers of independent translators and interpreters who are appropriately qualified’ (L 280/6). The creation of an official register of legal translators and interpreters to guarantee the quality of T&I was postponed in the Spanish *Ley Orgánica 5/2015* for one year (BOE 101, martes 28 de abril de 2015 Sec. I. Pág. 36567). Nevertheless, it has not been accomplished yet, despite the one-year deadline set to submit a bill in order to create this register.

In recent years, several studies and news on social media have been warning of the lack of quality in the fulfillment of these obligations. Some examples are: the report by the *Conferencia de los Centros y Departamentos de Traducción e Interpretación* (in English ‘Translation and Interpretation Centres and Departments in Spain’), known as CCDUTI (2013)², today turned into AUnETI; or the article by Gascón Nasarre (2017) entitled “La Directiva 2010/64/UE: antecedentes de hecho, fundamentos de Derecho y claroscuros de su transposición en España” (in English ‘Directive 2010/64/EU: factual background, legal bases and uncertainties of its transposition in Spain’), published in the bulletin of the Spanish translators of the institutions of the European Union known as *Punto y Coma*.

The Spanish Professional Association of Court and Sworn Interpreters and Translators, known as APTIJ (in Spanish *Asociación Profesional de Traductores e Intérpretes Judiciales y Jurados*) also submitted a formal complaint before the Spanish Ombudsman concerning the provision of legal interpreting and translation services, which was addressed in 2016 and is still in progress. The complaint was supported at the national level by the signature of the associations of translators and interpreters (Tr&In) in Spain and by the Spanish universities represented in the AUnETI.

de 20 de octubre de 2010, relativa al derecho a interpretación y a traducción en los procesos penales y la Directiva 2012/13/UE, de 22 de mayo de 2012, relativa al derecho a la información en los procesos penales, https://www.boe.es/diario_boe/txt.php?id=BOE-A-2015-4605 (Access: 10.12.2019).

² Informe sobre la transposición de la Directiva 2010/64/UE del Parlamento Europeo y del Consejo relativa al derecho a interpretación y traducción en los procesos penales (2013), <http://auneti.org/informe-la-transposicion-la-directiva-2010-64-ue-del-parlamento-europeo-del-consejo-relativa-al-derecho-interpretacion-traduccion-los-procesos-penales-2013-> (Access: 10.02.2012).

At the international level, both the International Federation of Translators (FIT) and the European Legal Interpreters and Translators Association (EULITA) also supported the APTIJ complaint by submitting a letter of support to the Spanish Ombudsman³. In this letter, Liese Katschinka highlighted the importance of hiring qualified translators and interpreters at judicial and police headquarters and literally said:

Unfortunately, experience in several EU Member States, including Spain, has shown that public authorities will often opt to use commercial agencies for the provision of interpreting and translation services. The contracts with these commercial agencies will usually not comprise stipulations on the qualifications of the interpreters and translators employed by these agencies. Needless to say that – as commercial undertakings – the primary concern of these agencies is profit optimization, which results in a situation where the quality of the interpreting services will be a matter of little interest.

With regard to training and the risks that its lack thereof entails, Katschinka points out the following:

(...) Everywhere in Europe, including Spain, universities train interpreters and translators who can provide high-quality interpreting and translation services. It is therefore difficult to understand why courts and public authorities do not resort to the services of these qualified language professionals.

And she concludes:

After all, it is public money that is spent on their academic training. At the same time, courts run the risk of violating fundamental rights of persons who are not familiar with legal language. Such situations have repeatedly led to a miscarriage of justice in several EU Member States.

EULITA also presented a complaint to the European Ombudsman on the European Commission's failure to report on time on Member States' compliance with Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings. The answer by the European Ombudsman was published on the Ombudsman's website in December 2018⁴. Based on the inquiry, the Ombudsman closed the case OI/6/2018/LM with the following conclusion:

There is maladministration by the European Commission given it has not yet produced the report to the European Parliament and to the

³ Letter of support to APTIJ complaint by EULITA: <http://www.aptij.es/index.php?l=es&s=n&c=72> (Access: 10.12.2012).

⁴ The decision of the European Ombudsman in case OI/6/2018/LM: <https://www.ombudsman.europa.eu/en/decision/en/107489> (Access: 10.12.2019).

Council required under Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings, which was due on 27 October 2014. The European Commission and the complainant in case 969/2017/LM will be informed of this decision.

The information on the previous pages demonstrates the state of affairs in Spain in the praxis of translation and interpreting in the aforementioned contexts of the Ministry of Justice and of the Interior. It indicates that a significant number of ‘professionals’ have never received general or specific training in translation and interpreting strategies as recommended by organizations such as the EU itself through the DGT with the table of competences of the European Master’s in Translation (EMT) Network or the DGI through the report *Reflection Forum on Multilingualism and Interpreter’s Training*.

The European Language Council through the *Special Interest Group on Translation and Interpreting for Public Services* (SIGTIPS), set up in 2010, also stressed the importance of receiving training not only in translation and interpreting skills, but also in legislation or in specific knowledge related to their countries and cultures, as explained in the following section.

2. Brief literary review on T&I in Spanish administration

The definition of a ‘legal interpreter’ in SIGTIPS document is that of a trained, qualified professional providing interpreting to those involved in whatever capacity in a legal system whose language they do not speak, and who does so according to a professional code of conduct in the interest of justice and in full awareness of good working arrangements with the legal services and other legal professionals (EULITA [2011]). The report also indicates that the series of competences that the professional must cover to carry out this important task are:

- language proficiency: proficient language knowledge and skills in both the language of the legal system and the foreign language,
- knowledge of the relevant countries and cultures,
- interpersonal skills and attitudes: legal interpreters often deal with a great cultural and linguistic diversity of people, often in stressful and anxious circumstances, in difficult settings, thus requiring strongly founded communication and interpersonal skills,
- knowledge of the legal systems: structures, procedures, legal professions, services, etc., and knowledge of the general legal terminology and the specific terminology relevant to an assignment (e.g. family law, asylum, fraud, etc.),

- interpreting skills: mastery of the various forms of interpreting (dialogue, consecutive, simultaneous, sight translation) and the appropriate supportive strategies (such as memory, note-taking, stress management, etc.), and
- profound awareness, integration and application of the Professional Code of Conduct and the Guidelines to Good Practice.

This definition could also be extended to translation, following the general objective of the SIGTIPS report.

When analyzing the main characteristics of the translators and interpreters working for the Spanish administration, studies by Ortega Herráez (2013), Blasco and del Pozo (2015), Valero-Garcés et al. (2015), Illiescu and Ortega Herráez (2015), or Foulquié-Rubio et al. (2018), among others, reflect fundamental weaknesses in certain areas and issues. These issues include: ignorance of the investigation and prosecution processes in which Tr&In participate; difficulties in properly applying interpreting and translation techniques; problems with managing the specific demands of the different police actions and judicial proceedings; ignorance of the modes of expression of the participants in the aforementioned procedures; or limitations in understanding the languages used in the proceedings, and in the ability to correctly transcribe the information produced there into the corresponding media.

The above studies also reveal that very often, the only valid requirement for hiring a translator and/or interpreter (who usually performs both, T&I, activities) is their bilingual status, or knowing Spanish and being a native speaker of another language (or languages) considered to be a minority or migration language (for example, Arabic, Romanian, Polish, Chinese, or Russian).

3. Justification of the training action

The deficiencies which still exist in the general academic training and in the specialized training of legal translators and interpreters in Spain, especially when referring to minority languages, also need to be considered. The article by Valero-Garcés et al. (2015) explores, from a critical point of view, the current training given to future legal interpreters and translators in Spain. Data come from two different sources: 1. the analysis of both undergraduate and postgraduate curricula in Spanish universities, and 2. interviews and an anonymous survey to legal professionals (lawyers, judges and magistrates) about their views on the work carried out by interpreters and translators on a daily basis. The main conclusions indicate shortcomings and/ or deficiencies not only in the transfer of competences (interpreting and translating skills),

but also in the thematic competence (legal knowledge). As for the languages studied, Spanish with the combination of English, French and German continue to predominate, and only in very few universities other languages such as Arabic, Russian, Chinese, or Romanian were included (e.g. by the University of Alcalá). As for the thematic competence, the study reveals that there is a wide variety of denominations for legal subjects and their contents; however, the compulsory ECTS credits associated with these subjects are rather scarce, and, in general, the subjects offered – even in postgraduate studies – are usually optional. So, as a whole, there is a lack of legal bases to face the challenge of professional T&I in this field, as it stands. These difficulties increase when dealing with minority languages whose practitioners may know the languages at work and have experience in working for the administration, but lack any specialization or legal knowledge.

After completing the study, these deficiencies led us to consider the need to seek solutions with the aim of expanding the legal knowledge of Tr&In who are temporarily hired by the Spanish administration or subcontracted through translation agencies (Blasco and del Pozo 2015). These Tr&In often have great experience in offering linguistic assistance in police investigations (in areas such as wiretapping or escorting), but lack specific training in legislation or translation and interpretation.

The training action set out below seeks to alleviate some of these shortfalls in T&I. The course was developed with the title of *Perfeccionamiento de las habilidades de traductores e intérpretes para los órganos de Interior y Justicia* (in English ‘Improving skills for translators and interpreters at the Ministry of the Interior and Justice’). It was developed following the same philosophy that the research group FITISPos⁵ (*Formación e Investigación en Traducción e Interpretación en los Servicios Públicos* (in ‘English Training and Research in Public Service Interpreting and Translation’) has applied in its long history as a team of researchers and trainers of translators and interpreters for public services through the European Master in Intercultural Communication, Interpretation and Translation in Public Services⁶ (Valero-Garcés 2015), member of the EU DGT EMT network since 2009, and through its courses, seminars or various activities since the beginning of the 21st century.

⁵ <http://www3.uah.es/traduccion> (Access: 10.12.2019).

⁶ <http://www3.uah.es/master-tisp-uah/> (Access: 10.12.2019).

4. Development of the training action

The development of the training course is based on three fundamental pillars: research, training and practice. Research and experience indicate that it is widely known that, on the one hand, the lack of specialized training and, on the other hand, the lack of information for institutions, companies and public service providers lead to professional infiltration. It is also often thought that every person that speaks (or has some knowledge of) a language can work as a Tr&In. Therefore, no importance is often given to other skills of a professional Tr&In, who knows how to work with various tools and resources, observes a code of ethics or has a specialized knowledge in some areas (medical, legal or educational).

Trying to bridge all those gaps, the course has these three interconnected main pillars: training (combining onsite and online teaching), research (a final project) and practice (a field practicum), in which students must come into contact with the real life work through attending trials, translating authentic materials or critically reflecting on their own work and experience in the Police or Courts.

Following these criteria, the course is also based on the participation of all entities that in some way are involved in the application of the aforementioned Directive: public institutions (National Police Corps (in Spanish *Dirección General de la Policía Nacional* (DGPN), Ministry of the Interior and Ministry of Justice), language service provider agencies for the administration⁷, the university as a training entity, and professional translators and interpreters with training and experience.

In this way, the course is organized jointly between the University of Alcalá and an agency providing linguistic services outsourced by the Ministry of the Interior and the Ministry of Justice, with the collaboration of members of these two institutions. Likewise, members of the National Police Corps, through the Training Division, give lectures and participate in round tables and activities related to the course topics, such as the round table on organized crime and Islamic terrorism within the framework of police investigations. The Ministry of Justice also participates through its collaboration in round tables or talks by judges and prosecutors, or the provision of practical classes by T&I staff (civil servants) of such languages as English or French.

The course is offered as Continuous Training Education, and therefore meets one of the fundamental requirements of this type of education, which is

⁷ For more information about the language service provider agencies for the administration see Blasco and Del Pozo (2015).

that it is offered by the personnel directly related with the activity and who are thus knowledgeable about the particularities of the work.

With respect to its target audience, the first condition is knowledge of Spanish as well as linguistic and cultural experience in Spanish (the course is taught in Spanish) and also in the other language(s) offered. It is particularly aimed at those who are interested in improving their professional knowledge and skills of interlinguistic translation in order to work within the Ministry of the Interior and the Ministry of Justice. It is also aimed in general at people without university education but who are interested and have experience in the proposed topic in order to complete their professional development, or at professional interpreters who have experience but need to acquire a more solid training base related to judicial translation and interpretation and its specific context.

The objectives of the course are the following:

- getting to know the (European and Spanish) legal basis on the rights of citizens to understand and be understood in whichever language they choose for the administrative, police and judicial proceedings in which they are involved,
- understanding the legislation and its application for the asylum, police and judicial investigation proceedings in which they participate, and
- improving the skills involved in the interpretation and translation practice in accordance with the requirements of the different investigation and prosecution processes.

The specific competences that should be acquired are the following:

- to be able to understand legal concepts required for judicial/police translators/ interpreters,
- to know how to identify and properly apply different translation/interpretation strategies for specific contexts of police action and criminal proceedings,
- to know how to identify and apply the deontological principles of the profession to the different situations that may arise while carrying out professional activities, and
- to develop the ability to evaluate the resources of the profession in order to determine their proper application to the different police and judicial translator/interpreter tasks.

The course is taught in a mixed teaching modality. It consists of 16 ECTS credits (160 hours) of which 6 ECTS credits (60 hours) are online and the rest (10 ECTS credits, 100 hours) are face-to-face learning. The Blackboard virtual platform is used as a virtual classroom where several folders with work materials, complementary activities, readings, and information related to the final

project and the practicum are included. Students can use the platform to send their activities and the teachers can use it to give feedback, send other materials and conduct distance tutoring. There is also a forum in which students must participate.

The teaching staff for the Training Program include, as already pointed out, lecturers from the University of Alcalá and from other Universities; certified translators and interpreters working for the administration (Foreign Office, Home Office, Refugee and Asylum Seekers Office, and Ministry of Justice); free-lance translators and interpreters from minority languages with years of experience; and professionals from other areas (police officers, lawyers, etc.).

The course consists of three subjects and, as mentioned above, the final research project, and the practicum. The subjects are:

- Introduction to Basic Legal Concepts (3 ECTS credits),
- Applied Interlinguistic Translation Techniques and Specialized Terminology (3 ECTS credits), and
- Police and Judicial Investigation. Translation and Interpretation Techniques in Specific Contexts (4 ECTS credits).

The final research project (3 ECTS credits) consists in that the student chooses a topic related to the subject of the course which must be approved and supervised by an advisor or a tutor. An individual paper prepared as this final project should have an extension of between 6000 and 9000 words, and once the written part is approved, it must be presented orally. More information will be given in the next section.

The field practicum (3 ECTS credits) includes trial observations and completing a Trial Attendance Sheet after attending trials. More information will be given in the next section.

These three components help, first, to complete the ideal circle of productive development for all of the individuals and organizations involved through cooperation between the academic institutions and the workplace; and secondly, to fulfill one of the methodological pillars upon which the training course is established. The goal is to provide a well-rounded education for future T&I professionals by exposing them to real-world situations.

The course is highly practical – theory and practice are mixed in the classroom. Activities are carried out either individually or in group and are diverse; they include: looking for specialized information on a specific topic to share it at the forum; building (in groups) glossaries with a specific terminology; critically summarize or comment on a report about the role(s) of translators and interpreters in a specific setting (refugee and asylum seekers office, detention center, police station, etc.); reading comprehension of legal texts; trans-

lating short documents; sight translation of documents related to police and judicial investigation; or role playing to practice interpreting skills and ethics. (See Annex 1 for examples).

The evaluation is continuous and carried out through readings and activities on the virtual platform (60%), where students demonstrate having acquired the established minimum competences. In order to be evaluated, students must complete a minimum of 80% of the course activities. In addition, participation in the forum (10%) and in the face-to-face classes (20%) are evaluated.

5. Implementation of the course

The course was taught for the first time from January to May 2017 in sessions from 5:00 p.m. to 8:00 p.m., Monday to Thursday. The schedule was established in accordance with the interest of the potential students who were already working for the administration, hired by translation agencies to provide T&I services at the National Police Corps or in the lower Courts or National Court.

5.1. Student Profile

Twenty-one students, with a variety of mother tongues, degrees and professional experience, participated. As Table 1 shows, 8 out of 21 students spoke Arabic as their native language, and came mostly from Morocco and Algeria. Other languages they knew were the Moroccan and Algerian dialect and Riffian (or Berber), in addition to Spanish and French.

Seven students had Romanian as their mother tongue and some had been born in Spain, which indicates that we are facing a second generation where Spanish - as was demonstrated - is more dominant than Romanian.

Three students spoke Chinese as their native language and had been born in China, except one who was Spanish and had Chinese as the second language. This may also indicate the interest of Spaniards in the Chinese language, which is already dominant in some areas.

One student spoke Portuguese as his native language, and as he was from Brazil he also knew the Brazilian variety, in addition to Spanish, French and English.

One Pakistani student spoke Urdu and Punjabi, in addition to English as mother tongues, and was also proficient in Spanish and Russian.

One Bulgarian student had Bulgarian as his mother tongue and also a good knowledge of Russian and Spanish.

Table 1. Students' languages

MOTHER LANGUAGE		OTHER LANGUAGES
Arabic	8	Moroccan, Algerian, Berber, French
Bulgarian	1	Russian
Chinese	3	-
Pakistani	1	Urdu, Punjabi, English, Russian
Portuguese	1	Brazilian, French, English
Romanian	7	-

As to the students' former training, 7 out of 21 had a high school diploma, 9 had an undergraduate degree in different areas such as various philologies, history, international relations or law. Three of the total were doing PhD studies and 1 had completed a master's. Moreover, 3 students had basic general education studies and 2 had vocational studies. None of the students had specific training in T&I (see Table 2. below):

Table 2. Students' education

EDUCATION	
Basic Education	3
Higher education	7
Graduate	9
Postgraduate	0
Vocational	2

As for the students' expertise, 14 of them reported having professional experience, while the rest (7) admitted not having any previous professional record (see Table 3.). For those who had experience as a translator or interpreter, most worked as freelancers in specific jobs for companies, translation agencies that were subcontracted by the administration as needed, for NGOs or as escorts.

Table 3. Students' expertise

EXPERTISE	
Yes	11
No	7

5.2. Field Practicum: Trial Observations

Since the final goal of the training action is to provide or improve a well-rounded education for future T&I professionals by exposing them to real-world situations, one of the instruments that best contributes to preparation for the profes-

sion is the field practicum. As already mentioned, the methodology underlying the program is based on the principle of cross-fertilization of the three main parameters: training, (external) practice and research.

Practice (also called internships, workplace placement, or field practicum) (Valero-Garcés 2016) is considered as an introduction to the workplace. It has two objectives: on the one hand, to help complete the ideal circle of productive development for all of the individuals and organizations involved through cooperation between the academic institutions and the workplace; and, on the other hand, to fulfill one of the methodological pillars upon which the training course is established. In order to achieve this, the students have to attend trials and, after that, complete a report in which they have to analyse, for each case, the following issues: types of crime, participants, languages involved, the role(s) of the interpreters as well as critically explain the difficulties and/ or other incidents observed. Two examples of students' records can be found in Annex 2.

5.3. The Final Project as Experience

The main objective of the final project is to initiate students into a scholarly analysis of the socio-cultural reality that surrounds them in order to add knowledge to what they have learned in their workplace or in the classroom. Considering the principle of cross-fertilization of the three main parameters on which the training action is based (training, practice and research), the final project is intended to cover the latter.

Many of these final projects were inspired by the students' own experience, in some cases not only as immigrants who arrived in Spain some years ago, but also as workers in the field, with knowledge of the reality surrounding the profession of the Tr&In.

The students not only receive clear and accurate information early in the course, but they also have a tutor who guides them along the course. The titles of some of the final projects developed – unpublished – by the students give an idea of their content:

- *Translation of religious Islamic content.* The work is based on the experience of the author himself as an interpreter and translator in police investigations on the wiretapping of suspects of jihadist terrorism in Spain.
- *The role of the interpreter in police and judicial agencies.* The author, a freelance worker in courts and for the police, describes – from his own experience – the current profile of the judicial interpreter who acts in

said police and judicial dependencies and contrasts it with that of the sworn interpreter in order to propose types of a collaborative action so as to improve the current reality.

- *Human trafficking as a subject of police investigation. A case study.* The study basically describes the role of the author as an interpreter in the police investigation group that resolved a case of trafficking of women. The detailed description of the case and the role(s) that the interpreter must play, apart from a testimony, provides a real contribution of material for the training of future interpreters and translators.
- *Unaccompanied foreign minors. From Immigrant Minors under protection to young foreigners in prison.* With such a meaningful title, the author presents an approximation to the situation of Unaccompanied Foreign Minors (MENA) in Spain. They are children and adolescents under 18 who are not accompanied by relatives or legal guardians and who have arrived in Spain irregularly. Without knowing the language or customs, the presence of an interpreter-mediator who is familiar with their culture is essential. Throughout the work we find several real testimonies experienced by the author herself.
- *The role of the interpreter faced with the crime of violence against non-Spanish speaking women.* This work describes legislation and the role of the interpreter, focusing specifically on some aspects of Muslim women. A glossary of terms related to gender-based violence in French, Spanish and Arabic has been created. The author insists, based on his experience, that “(...) it is not enough to simply master languages, culture and terminology; the interpreter has a moral duty in terms of his responsibilities towards the victim and the professionals with whom he works and must follow a code of ethics”.
- *Interpretation and translation: characteristics of the translator/interpreter in police proceedings; difficulties and challenges.* The author, who is also a translator-interpreter in the police field, describes her job, as the title indicates, which involves translating documents from Arabic to Spanish and vice versa, and transcribing conversations. She takes a critical look at the challenges that this work entails and how to solve them: use of dialects, determining what is (or may be) useful (or not) for investigations, transcribing a part or a whole of the conversation, capturing and understanding the educational level of the subject according to their expressions and understanding their type of language (from formal to colloquial, vulgar or even street jargon), indicating in the transcript the tone of voice or the nuances, etc. These are aspects that are not usu-

ally included in regulated or continuous training. The author complains about the lack of ethical codes exclusively for wiretapping that interpreters rely on, and having to resort to the codes aimed at judicial or public administration interpreters. Finally, she concludes: "The issue is more complex. We must also take into account and appreciate the experience and effort of the interpreters who can express and understand nuances, who spend time expanding their knowledge and who improve their way of expressing themselves".

The underlying assumption is that the information obtained from these final projects could lead not only the students but also the experts, institution representatives, or the public in general to envision solutions to problems or to ask questions unknown to the dominant majority and to find solutions to create a register of professional In&Tr as regulated in Directive 2010/64.

6. Evaluation of the course

Once the course was completed, a survey regarding student satisfaction was prepared in order to find out about the outcome of the course and to study possible changes for future editions. Here are some of the results.

As for the question of whether they had received specific training in T&I, all except 1 gave a negative answer. However, according to the data collected, 40% worked as translators and interpreters in the National Police Corps on investigation teams which were mostly dedicated to wiretapping, and 60% had had to act as an interpreter on occasion.

As regards the course adequacy with respect to the profile or expectations, 80% responded that the course had fulfilled their expectancies. The same percentage applies for the bibliography and resources provided. The remaining 20% did not respond.

As far as the question of whether the structure of the course had been interesting or useful is concerned, the answer was 100% affirmative. For 40% of the students, the recommended materials or resources seemed "of maximum utility", and for the other 40% they were "useful". All the students (100%) indicated that the course had increased their interest in the subject, had met their expectations and graded their teachers with a high level (between 80 and 100%) of adequacy. With respect to the teachers, the students valued their enthusiasm, promotion of student participation, useful exercises for students, integration of theory and practice in classes, communication that was clear and easy for their level, and adequate bibliography or resources.

Regarding the number of hours (16 ECTS credits, 160 hours) and the mode of teaching (20% online and 80% face-to-face classes), 40% were satisfied with regard to the number of hours, but another 40% considered that it could have been longer, and 20% did not answer. Regarding the mixed methodology used, 80% were satisfied with the structure and content compared to 20% who did not like it, mostly due to unfamiliarity with distance education, lack of practice using virtual platforms and digital devices or a difficult access to a device with internet outside of work. However, 100% were satisfied with having the course taught in Spanish, despite not being native speakers of the language.

In-class practice was positively valued by 40%, while 20% needed more practice and another 20% did not answer. 60% found it positive to attend real trials, whereas 40% found it insufficient or difficult to organize, since the students had to go to the trials on their own and without knowing if that day there would be interpreters assisting in the trial. The contents (or specific aspects) that were most complicated for them were: understanding and handling the terminology and specialized legal texts, and also applying a code of ethics to specific situations.

As for comments on complementary activities, talks and round tables held during the course, all the students indicated that they were very useful and interesting for their profession as they were in direct contact with those in charge of the institutions where they provided their services. They also indicated that they were able to obtain first-hand information on some topics.

Finally, 100% would recommend the course and as a general assessment one comment says: "Very important for our profession as interpreters. We have learned a lot in record time." In addition, as recommendations, students indicate that more classes on terminology, more hours of class and more printed material should be added.

7. Final conclusion and reflection

The *Perfeccionamiento* course has met its objective and represents a response to a two-fold challenge: lack of professional translators and interpreters, and lack of specialized training for minority languages. Therefore, the course, as a response to these challenges, also fulfils a double function: it is an example of both how to improve the practice of interpreting and translation of people from minority languages who have experience, but who do not have specific training; and of the type of specialized continuous training course aimed at covering the specific needs of the administration and which could serve to guarantee access to the official registry for people who do not have a degree in T&I but who do have vast experience.

The methodology underlying the program is based in the principle of cross-fertilization of three main parameters: training (in and out classes), practice (field practicum) and research (final project) with the aim of providing a well-rounded education for future T&I professionals. Training in class or online gives students tools and strategies to get into the workplace. Practice introduces or puts students in contact with the real word. Research introduces students into the scientific analysis of the socio-cultural reality that surrounds them in order to add knowledge to what they have learned in their workplace or in the classroom. This research may also be a contribution for future actions on the way to the professionalization of PSIT. One main reason is that this research – with its pitfalls - is sometimes the only direct and effective way to obtain deeper knowledge of ethnic minorities and their culture. Another one is that this has proved to be an efficient tool to gain a first-hand understanding of the specific problems (such as communication issues with migrant population) of the administration to solve. Most of the students who took the course *Perfeccionamiento* were migrants and also members of these specific communities. Therefore, it is easier for them to gain access to the minority group or to understand the specific needs and situations they have to face in the workplace. The students' accounts also help instructors in developing materials and ideas for future training.

The course also looks for cooperation among all of the individuals who, directly or indirectly, participate in translation and interpreting for the administration. Also, the training action was carried out as a response to a social and professional demand.

One part of the success of the course is undoubtedly due to the cooperation between all entities involved in meeting the objectives expressed in Directive 2010/64/EU of the European Parliament and of the Council of 20 October 2010 on the right to interpretation and translation in criminal proceedings. Fulfillment of this end means alliances and cooperation with all the agents that somehow (might) intervene in the translation and interpreting working environment.

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ANNEX 1. Examples of activities

Activity 1:

El Libro Blanco de la Traducción e Interpretación Institucional (*The White Book of Institutional Translation and Interpretation*), published in 2011, explains in detail the tasks related to translation and interpretation services in different Spanish public institutions. The book is available through the following link: http://www.ritap.es/wp-content/uploads/2012/11/libro_blanco_traducccion_vfinal_es.pdf.

After reading Chapter 5, summarize the main functions of translators and interpreters in the following institutions: Ministry of Defense, Ministry of the Interior, Ministry of Justice, as well as the public health services.

Activity 2:

Indicate the basic principles of a code of conduct (or deontological code) for the interpreter in the Interior and Justice agencies.

Analyze the following situation and indicate the position you would adopt remembering what you have read and learned in class about codes of good practice. Justify your response.

The judge asks the victim if she has been mistreated by her husband. You are familiar with the culture of this woman, and you know that it is a taboo subject for her. The judge insists and you know that your client (the woman) is lying.

ANNEX 2. Field Practicum

Example 1: Trial Attendance Sheet 1 (my own translation):

DATE AND PLACE OF THE PROCEEDING:

14 February 2018 in Criminal Courts 5 and 6

CRIME EXAMINED: "Minor crime of misappropriation for wrongful occupation of real estate" (Article 245.2 of the Spanish Penal Code)

PARTICIPANTS:

- Justice professionals: the judge, the prosecutor and the defense lawyer.
- Accused: A Moroccan citizen
- Witnesses: Her son

- Experts: No

OTHER SUBJECTS INTERESTED IN THE CAUSE: The defendant's husband. However, he did not appear at the trial.

LANGUAGE USED IN THE PROCEEDING: Moroccan Arabic

Interpreter: Syrian Arabic

OBSERVED EVENTS AND INCIDENTS:

- Legal: It was a wrongful occupation by a Moroccan family (a couple) of a flat in Fuenlabarada owned by „*Viviendas acogidas*” (Shelter Homes). They were sentenced (the accused and her husband) to pay a fine of 2 euros a day for 3 months and to immediately vacate the house. It was a guilty verdict agreed to by the procedural parties.

- Linguistic: The interpreter hardly intervened, and the son of the defendant acted as a translator.

Example 2: Trial Attendance Sheet 2 (my own translation):

DATE AND PLACE OF THE PROCEEDING: 19 February 2018 in Criminal Courts 5 and 6.

CRIME EXAMINED: “Attempted aggravated robbery” (Article 237 of the Spanish Penal Code)

PARTICIPANTS:

- Justice professionals: The judge, the prosecutor and the defense attorney.

- Accused: A Romanian citizen

- Witnesses: No

- Experts: No

OTHER SUBJECTS INTERESTED IN THE CAUSE: No.

LANGUAGE USED IN THE PROCEEDING: Romanian.

INTERPRETER: Romanian

OBSERVED EVENTS AND INCIDENTS

- Legal: It was a final verdict agreed upon by the procedural parties with a jail sentence with disqualification.

- Linguistic: The defendant spoke Spanish quite well and defended himself without needing the interpreter.

TYTUŁ POLSKI:

Między teorią a praktyką. Opracowanie i wdrożenie kursu kształcenia ustawicznego w zakresie tłumaczenia pisemnego i ustnego w administracji publicznej

STRESZCZENIE

Dyrektywa Parlamentu Europejskiego i Rady 2010/64/UE z dnia 20 października 2010 r. w sprawie prawa do tłumaczenia ustnego i tłumaczenia pisemnego w postępowaniu karnym wskazuje na konieczność zagwarantowania obywatelom możliwości wypowiadania się w ich własnym języku. Praktyka tłumaczenia pisemnego i ustnego w środowisku policyjnym i w postępowaniu sądowym w Hiszpanii wskazuje, że wielu tłumaczy pisemnych i ustnych (głównie języków mniejszościowych) pracujących w hiszpańskiej administracji publicznej, nigdy nie odbyło żadnego szkolenia. Aby zniwelować tę lukę, na Uniwersytecie w Alcali zaproponowano kurs kształcenia ustawicznego przeznaczony dla osób zainteresowanych nabyciem wiedzy i umiejętności w zakresie tłumaczenia pisemnego i ustnego dla instytucji administracji publicznej (m.in. dla Ministerstwa Spraw Wewnętrznych i Ministerstwa Sprawiedliwości). Celem niniejszego artykułu jest przedstawienie zagadnień związanych z programem kursu i jego realizacją, a także analizy wyników pierwszej edycji kursu, która rozpoczęła się w 2017 r.

Słowa kluczowe: Tłumaczenie prawne pisemne i ustne, szkolenie, kształcenie ustawiczne

Carmen Valero-Garcés, profesor Uniwersytetu w Alcali w Hiszpanii, gdzie od 1999 r. kieruje programem kształcenia w zakresie pisemnego i ustnego tłumaczenia środowiskowego. Koordynator Grupy Badawczej FITISPos® zajmującej się kształceniem tłumaczy środowiskowych i badaniem przekładu środowiskowego, koordynator grupy innowacji dydaktycznej FITISPos E-Learning i redaktor czasopisma FITISPos International Journal. Jest organizatorem odbywającego się co trzy lata Międzynarodowego Kongresu poświęconego przekładowi środowiskowemu. Autorka licznych monografii i artykułów naukowych oraz redaktor publikacji zbiorowych dotyczących przekładu pisemnego i ustnego.

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