

**CHILD LANGUAGE
BROKERING IN THE
PROVINCE OF
BARCELONA: RESULTS
OF RETROSPECTIVE
INTERVIEWS
CONDUCTED WITH
YOUNG ADULTS**

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CONTENT



1. Description of the project
2. Methodology
3. Results
4. Discussion and conclusions

BACKGROUND AND SCOPE



- **Part of a broader project** funded by the Spanish Ministry of Science, Innovation and Universities (RTI2018-098566-A-E00 **conducted by MIRAS research group.**
- **Main goals of the broader project:**
 - To **unveil a common practice** in public services and beyond in the province of Barcelona
 - To **raise awareness about the risks** of this practice
 - To **describe Child Language Brokering (CLB)** in the province of Barcelona considering various perspectives:
 - Child and young interpreters
 - Former child interpreters
 - Parents
 - Public services providers

FOCUS OF OUR STUDY



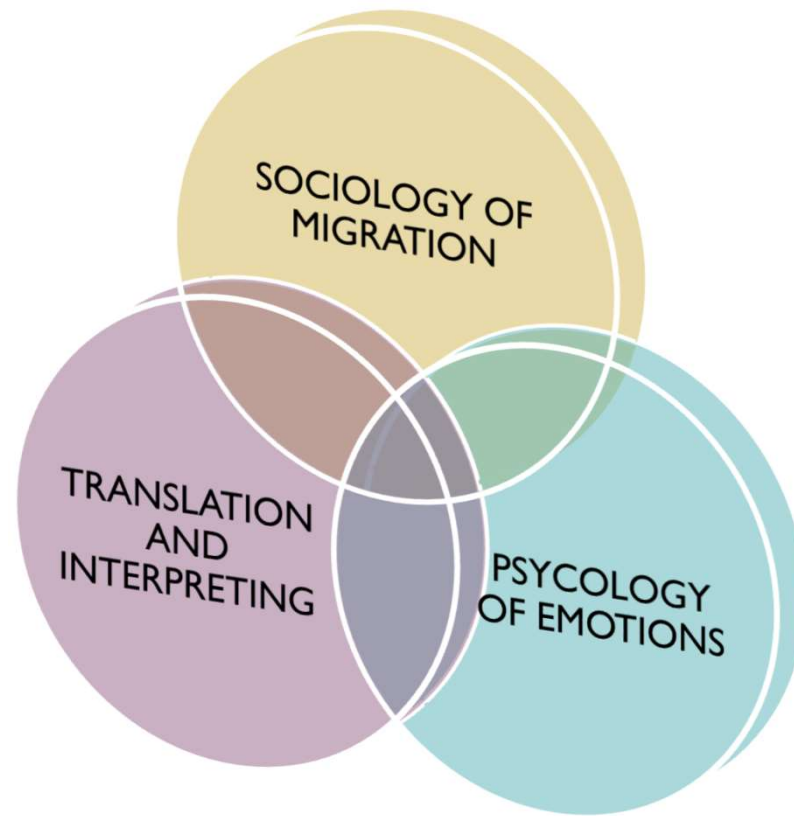
- Analysis of semistructured **interviews conducted to former child language brokers**
- 3 main topics:
 - **Tasks and contexts** of intervention
 - **Feelings and emotions** of the minors
 - **Challenges and strategies** to solve problems

GOAL to describe what actually happens and its impact on the participants and their communities without the restrictions of a particular branch of academic study (T&I).



THEORETICAL FRAMEWORK

Confluence of **three areas of research**



METHOD AND PARTICIPANTS



Broader qualitative study based on 3 main data collection tools: questionnaires, semi structured interviews and focus groups.

- **Participant's profile:** 20 participants (18 women and 2 men) between 17 and 29
- **Data collection modes:** 14 online, 6 face to face, between 40 and 50 minutes

LANGUAGES



2

- Moroccan Arabic (*Darija*)

3

- Amazigh

3

- Amazigh + Moroccan Arabic (*Darija*)

8

- Mandarin Chinese and dialects (Wenzhouhua, Qingtianhua, Shanghaihua)

4

- Languages of Pakistan (Urdu, Punjabi, Saraiki, Sindi and Hindi)

DATA ANALYSIS

Verbatim transcription:
17 hours



Codification process
with Atlas.ti: **30 codes**
and 103 subcodes



ATLAS.ti

QUALITATIVE
DATA ANALYSIS

CODES AND SUBCODES



EJES TEMÁTICOS DEL ANÁLISIS	CÓDIGOS ANALIZADOS (ETIQUETAS)	DESCRIPTIVO
TAREAS Y ÁMBITOS	13. ILM INICIOS	Momento y contexto en el que la persona informante se inicia en ILM
	15. ILM DÓNDE	Espacios donde se produce la ILM
	16. ILM CUÁNDO	Dimensión temporal en la que se produce la ILM
	17. ILM QUIÉN	Persona o personas que requieren la ILM (objeto ILM) + que realizan la ILM (sujetos ILM)
	18. ILM POR QUÉ	Motivos por los que se requiere la ILM

CODES AND SUBCODES

SENTIMIENTOS Y EMOCIONES	19. SENTIMIENTOS	Estado emocional y afectivo referido por las personas informantes durante la ILM
	20. INFLUENCIA DE LA ILM EN LAS RELACIONES	Reconocimiento y capital simbólico y social que se genera a través de la ILM. Alude tanto a las relaciones familiares y de amistad, como a las relaciones profesionales y administrativas.
RETOS Y ESTRATEGIAS	23. INTERVENCIÓN DIRECTA ILM	Modificación voluntaria y explícita del mensaje original durante la ILM.
	24. INTERVENCIÓN INDIRECTA ILM	Modificación involuntaria del mensaje original propia del proceso traductológico y del límite que impone el nivel de conocimiento de las lenguas en las que se realiza la ILM.
	25. MEDIACIÓN DE TERCEROS	Recurso a servicios profesionales de mediación y/o traducción por parte de la familia.
	26. METODOLOGÍA ILM	Métodos, técnicas y estrategias empleadas para realizar la ILM.

RESULTS: CHARACTERISATION OF CLB IN BARCELONA



Fields

- Healthcare, education, social and *day-to-day* interventions

Age

- From 12 (secondary education)

Beneficiaries

- Family, close friends and close community

Reasons

- Lack of linguistic competence, insecurity; mothers and daughters; pattern of gender role allocation

RESULTS

Fields of intervention



4 FIELDS:

1. Health Care
2. Education
3. Social
4. Others



RESULTS

Fields of intervention



- *Dounia: Ah, also one very important thing that we didn't mention, letters. This is very important, when they say, "come on, translate this for me" and you're like: "but I can't even understand it myself"! [... it's that you don't understand anything. And they end up complaining like 'what are you learning at school?]*
- *Adila: I had that responsibility to explain to her how her pregnancy was going, I don't know which blood test... They would tell you a medical term and you, at the age of eleven, find a translation and an explanation in Amazigh.*
- *Li Hua: I have accompanied my father many times [to the hospital] and he is always paranoid that he always has something [laughs].*

RESULTS

Challenges and strategies



MAIN CHALLENGES and ASSOCIATED STRATEGIES

1. Embarrassing situations and sensitive topics

- Recourse to euphemisms and attenuation formulas
- Deliberated omission of the sensitive information
- Literal translation, in spite of the discomfort of the CLB
- Verbal expression of the embarrassment of the CLB in front of the service providers

2. Long segments and/or compact information

- Summarizing the content
- Omission
- Explicitation or paraphrasing

RESULTS CHALLENGES AND STRATEGIES



3. Overlap between the speakers

Ask both sides to speak more slowly or making pauses

Ask both parts to use shorter sentences

4. Lack of knowledge about specialized terminology

Ask for explanation of the term in order for them to explain it

Search for the term in the dictionary or in a automatic translator (phone)

Prepare the expected termonology in advance

5. Limited vocabulary in their own language to express certain ideas

Draw on the explanatory description

Draw on gestures

RESULTS CHALLENGES AND STRATEGIES



Aisha: Sometimes in the gynecologist I used to say to the doctor: let me think how to say that because it is really embarrassing...

Nazia: And of course, sometimes I had to ask to speak slowly or to stop. In other cases, I asked them to do shorter sentences, because it was easier for me.

Li Houa: Yes, yes, if I didn't understand what the doctor said, I always asked and then I repeat it again in other words to check with him/her that I had correctly understood the meaning.

Amira: [I say to the social worker] Explain me what is that in order for me to understand it and then I can tell her with my own words . If you tell me 'census certificate', I can't translate this because don't know what is means.

RESULTS

Feelings, emotions and relationships



- **Positive feelings:** privileged practice; being able to help others; feel good; rewarding; gained prominence and felt recognized; being proud of themselves.

Aisha: Yes, it was rewarding, as a fact of contributing and being able to help another who is in the same situation as you, when you arrived.

- **Negative feelings:** obligation; problem; discomfort; concern; guilty; responsibility (to others when help needed, to the community, not prepared for, not enough knowledge or skills, shame and embarrassment).

Li Hua: I saw myself responsible, but it's a responsibility that forces you... you don't get it... I was too small and I thought I shouldn't play that role, that role of translator, because I wasn't ready yet.

RESULTS

Feelings, emotions and relationships



Impact in their relationships:

- relationships improved in general
- feeling of being trusted and valued by the teachers

Meiling: of course, if the teacher is asking you to do an intercultural mediation task, that's because they trust you, otherwise they wouldn't tell you. So yes, there is this feeling that "ah, he trusts me, that's why he asked me, otherwise he wouldn't ask me, he has confidence that I'm going to do it right, that's why he's asking me.

- **But changes in the roles with their parents and prevent to learn the host language**
- **The community acknowledged their help and became some kind of reference**

Aisha: And then many of them told me "if I know how to take the train its thanks to you, because I didn't know which line to take, how to go..." and that's very rewarding.

DISCUSSION



- **Limits of the research tool** based on retrospective interviews.
- **CLB fields of intervention go beyond** the traditional contexts of PSI.
- Challenges and strategies of the CLB **similar to** those described by **semi-professional interpreters**.
- **Confirmation** of some **of Angelleli's results** about strategies (2016).
- More or less positive experiences but a **prevalence of negative feelings**: i.e. healthcare settings.
- Some situations could be described as inserted in an **early adultification process**, so more attention should be paid to the risks and challenges these children face.

CONCLUSIONS



- Greater **diversity of the profile** of the interviewees
- Greater **diversity of data collection tools**
- Clearly present in the **Catalan context**
- Coinciding with the **acculturation process** produced by the schooling of minors
- **Emotional impact** on minors
- Potentially **erroneous transfer** of the content and consequences for the actors involved in the communicative exchange
- **Need to establish the limit** between what can continue to happen naturally and what needs to be regulated.

THANK YOU!

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MIRAS

Mediació i Interpretació:
Recerca en l'àmbit social