Training of public service providers and professionals in the work with translators, interpreters, and languages of lesser diffusion: a review of some guides[1]

Claudia Sanchez Tafur
University of Alcalá, Madrid
claudiasancheztafur@outlook.es

Abstract

This paper aims at providing an overview of how some guides for public service providers and professionals on the work with translators and interpreters have been structured and, therefore, evaluating their contents to identify their approaches and focuses and to reflect upon their comprehensiveness regarding the elements of interpreting and translation processes and their references to languages of lesser diffusion. To that end, a contrastive analysis of corpus was carried out, considering some of the recommendations for the creation of this type of material provided by Corsellis (2008) and the desired competencies of public professionals and providers on such work (Corsellis 2003 and 2008). One of the main findings is that most of the analyzed guides focus on interpreting in health contexts and the immediacy of its provision with general references to languages of lesser diffusion. However, several good practices can be found in the material, which could be taken to a greater extent to help fight language prejudices and provide key information to the public service personnel so that they can consciously and sensitively work with translators and interpreters to guarantee equal access to the quality services.

1. Introduction

Public Service Interpreting and Translation (PSIT) is an emerging field within translation and interpreting studies and nowadays, the discussion of how the COVID-19 pandemic has brought PSIT to the spotlight due to its key role in intercultural communication has been placed in many conferences and issues of journals (Valero-Garcés and Cayron 2022). Many scholars agree that PSIT is a growing market and that its limited attention over its first decades is bound to change. When looking at the future of PSIT, however, several challenges arise, one of the greatest being, for instance, the increasing number of required languages, which makes it

---

[1] This paper takes and develops to a further extent part of the analysis conducted in the author's Master's Degree dissertation, originally named *Diseño de una guía de buenas prácticas para servidores públicos peruanos sobre el trabajo con traductores e intérpretes de lenguas indígenas u originarias / Design of a guide to good practices for Peruvian public servants on the work with translators and interpreters of indigenous languages*, to be made available in the institutional repository of the University of Alcalá.

impossible to provide comprehensive training in all of the demanded languages, specifically in cases of those of lesser diffusion (Valero-Garcés 2019). Indigenous languages, traditionally oral languages, language variants (term which would be used instead of 'dialects'), or sign languages could be included in this category.

The challenges of this quick evolution and linguistic extension demand that proper means to work are provided to translators and interpreters of languages of lesser diffusion, given that they are already starting on uneven ground when compared to much more extended languages. However, this premise does not mean that translators and interpreters of more spoken languages are already facing ideal working scenarios; on the contrary, they still face many difficulties due to the lack of training of the public service personnel that they work with. Therefore, Valero-Garcés (2019) also outlines that, among the types of training in PSIT to be explored in the coming years, one is the training of public service providers and professionals.

Since the rise of PSIT, different materials and programs have been implemented for this training, although most of the compiled experiences belong to private initiatives. Each one differs in the information they contain and the way they are organized according to the area, place, and intended public. Most of the material is destined for health interpreting, which may be due to the immediate need for interpreting and the less perceived need for translating material unless they belong to documents of legal nature. On that point, Valero-Garcés (2019) outlines how usually translation has largely been neglected in PSIT (216). What is more, it is yet much less perceived the need of producing and translating audiovisual material for traditionally oral or sign languages.

Properly identified competencies to be taught and public-oriented content can be considered key elements in the success of any training material. Also, the way information is presented is just as important. Corsellis (2008) reflects upon the need of training public service providers and professionals (which we define as the personnel in charge of planning, managing or assisting the users of public services) as it is not the responsibility of translators and interpreters "to absorb the whole impact of the interlingual, intercultural exchange," not only because it would have a negative impact on their performance but mainly because certain decisions need to be made and those qualified to make them are the public service personnel (120). The question is how and what to train this personnel and the author gives an overview of the competencies required and the main topics to be included in materials like guides to good practices, which go from the very identification of the need to contact an interpreter or translator to aspects like what to do after the service has been provided.

Given that training material for public service providers and professionals when working with translators and interpreters is highly needed in the current PSIT scene, this paper seeks to provide a first overview of how some guides on the subject have been structured and, therefore, evaluate their contents to identify their approaches and focuses and to reflect upon their comprehensiveness regarding the elements of

interpreting and translation processes and their references to languages of lesser diffusion. To that end, the mentioned challenges of PSIT, competencies, and recommendations for training public service personnel will be reviewed and a contrastive analysis of some guides will be carried out.

2. Public Service Interpreting and Translation (PSIT): challenges related to diversity, human resources, and needs for training

The scope of PSIT is constantly widening due to the different local public service scenarios it deals with, and consequently, so is the lack of consensus over its name and definition, which makes it complicated to arrive at one that satisfies all approaches. However, Valero-Garcés (2019) does provide a general view and states that it could be defined as "a form of communication that takes place in any multicultural society where speakers of different languages must communicate directly with one another and where those who know both languages must act as intermediaries" (213). Additionally, the asymmetry of this type of communication needs to be considered as cultural barriers concerning language communities of origin but also to public entities' own organization and normative, already place public service users in a vulnerable position (Valero-Garcés and Gauthier Blasi 2010).

The development of PSIT in each country or region depends on several factors related to political and social grounds, which influence the recognition and attention to each region's own multilingual internal communication needs (Ozolins 2000). It may be usually assumed that PSIT addresses needs derived from immigration; however, it also addresses communication between languages of the national population like indigenous, Creole, minority, or sign languages. Some initiatives to implement PSIT in the last decades have been led by private collectives due to the absence of government intervention and some others, having been led by governments, have started the debate and drafting of translation and interpreting public policies (Ozolins 2010). Migration waves and changes in governmental attitudes towards multilingualism, therefore, have a direct influence on the challenges to be faced by PSIT. Out of these challenges, a persistent one, according to Valero-Garcés (2019), is the continued growth of the demanded languages in PSIT, languages which hold different statuses, origins, and characteristics. Hale (2007) has already pointed out how sign and indigenous (the author uses the term "aboriginal") do belong to the PSIT scope but hold specific particularities not shared by other languages (30). Such variety also poses specific needs, which must be taken into account not only by translators and interpreters but also by public service providers and professionals.

2.1 A global overview of language diversity and PSIT

As mentioned before, the challenges derived from the language communities of origin vary according to the status of such language. For

instance, Diaz Fouces (2005) distinguishes three types of languages in the European Union (EU): those that are official but not necessarily widely spoken in the EU territory (Spanish, French, Italian, Dutch, Danish, and so on), those that may be widely spoken in the EU territory and even co-official in their countries of origin but not official in the EU (Catalan, Breton, Frisian, Galician, to name a few), and those that are from outside the EU territory brought by the "massive influx" of people into the EU who come from Africa, East Europe, Latin America, Southeast Asia and the Middle East (95-97). Some of the languages of this third group are minority languages, but, "paradoxically", some of them are languages of "first-class" in Europe like Spanish or Portuguese (Diaz Fouces 2005, 97). While PSIT's development in Europe has largely been studied and training, accreditation, research, professional associations, and public policies can be found, it may not be guaranteed in foreign languages like those of lesser diffusion, which leads to the use of vehicular languages like English, French or Spanish in the communication with the help of ad hoc interpreters who belong to those language communities (Valero-Garcés 2022, 312). This can be explained by Saussure's exchange force, which refers to how the desire for understanding and unification of communication among speakers leads to the search for vehicular languages (Hernández García 2022, 320-321).

In other continents, the language diversity is even higher and more difficult to address. Africa is home to over 2000 native languages, and while some of them hold official status, many are restricted to community or family use. Africa is also home to many Arabic countries. Likewise, Arabic or indigenous languages have variants within their regions, which can also be spoken in more than one country. The use of vehicular languages like French, English, or Arabic is a common way to interact, but their acquisition and level of literacy vary between urban and rural areas. For example, French is the language used in Senegal for administration, school, and army, even if not all of the population speaks French (Murguía Cruz 2022). On the other hand, the provision of PSIT in national languages may have not even been identified as a need, as they have been marginalized. For instance, it was not only until the post-apartheid policies that South Africa included nine historically marginalized African languages like Zulu or Sesotho as official ones (Beukes 2009).

Asia holds great diversity as well, with several languages and a situation similar to Africa. Only in India, to name an example, over 197 languages are spoken and the country holds the highest number of endangered languages (Pappuswamy 2019). Members of minorized language communities in this continent are forced to learn vehicular languages, which can be languages of colonization but also more extended national languages. The way PSIT is provided varies among countries as it depends on the attitudes towards multilingualism. In countries like China or Japan, PSIT is still an emerging field (Ren and Huang 2019; Mizuno 2021).

In Oceania, there are many indigenous languages spoken (also referred to as "aboriginal"), which coexist with languages of colonization, sometimes without even holding an official status. Australia is considered to be the pioneer country of PSIT development in the world with services

implemented since 1970 and a unique PSIT professional accreditation system (Valero-Garcés 2008). New Zealand has also implemented important policies toward multilingualism since 1990 (Holt 2002). PSIT in the said countries has a long tradition and must be provided both in languages of immigration and national aboriginal languages (aboriginal interpreting and translation services can be booked, for instance), but that is not the case in all countries on the continent.

In North America, Canada implemented PSIT services many decades ago and the governmental attitude towards its indigenous population has drastically changed, with new services to assist their communication needs (Ozolins 2010). In the United States of America, the situation varies among states; however, PSIT is usually provided through private means. In Latin America and the Caribbean, over 500 indigenous languages are spoken, and many Creole languages exist, with regional and transnational variants. The normative development varies, but in recent decades, different policies have taken place, even if the development in PSIT both for languages of immigration or indigenous is incipient (Valero-Garcés 2019). Countries like Mexico and Peru are already training indigenous interpreters and translators and have national registries (Kleinert et al. 2019). Also, Peru has already implemented PSIT governmental service in indigenous languages during the COVID-19 pandemic, by creating the *Central de Interpretación y Traducción en Lenguas Indígenas u Originarias – CIT* [Center of Interpreting and Translation in Indigenous Languages] (Sanchez Tafur and Garcia Chinchay 2022). In Brazil, besides the indigenous population, there is considerable immigration from Spanish-speaking neighboring countries, but PSIT comes from private and volunteering initiatives in response to a lack of training and norms (Garcia and Gorovitz 2020). In Chile, there is also an increase in migration from Haiti, which has created special needs for PSIT, besides its national languages (Dehnhardt 2020).

Considering such diversity, it must be emphasized that not all minorized languages face the same conditions. As Hinton (2003) points out, literacy plays a key role in language maintenance and revitalization (52), a premise applicable to translation and interpreting. Some minorized languages like Frisian, Irish, Welsh, Breton, or Catalan have long literary written traditions and their speakers learn to read and write in them, which "helps their standing in the eyes of the world and provides avenues for artistic expression, education, and research" (Hinton 2003, 52). However, most indigenous languages hold oral traditions and are recently developing written ones. Furthermore, writing has taken an outstanding role in language planning in countries like Mexico (Sagi-Vela González 2019, 148). To approve official alphabets, processes involving the community are usually developed and sometimes the use of the alphabet and the attitude towards loans of predominant languages are quite polarized, like in the Peruvian context which is described in Sánchez Tafur (2022).

Likewise, the status of sign languages around the world should be discussed, as in many countries they may not be considered instruction languages nor as mother tongue, and may be only used as tools for special education, unrecognizing the linguistic rights of their speakers (Leeson

2006). Therefore, not many countries have implemented PSIT in sign languages, and some variants may have not even been officially recognized, even if more than one variant can be present in a country. Australian Sign Language (Auslan) or American Sign Language (ASL) are examples of more positioned sign languages, but not all deaf or hard of hearing people learn to sign due to the lack of recognition provided above. Naturally, the specific needs of sign languages and their repercussion in PSIT are topics that need to be carefully analyzed. Additionally, in minorized languages, which include certain sign languages, both the translation of abstract concepts and highly specialized terms can be challenging and different techniques need to be considered (Niska 2003).

Besides internal immigration, speakers of languages of lesser diffusion also migrate to countries where their languages are not spoken, like in the case of the Mexican or Guatemalan indigenous population who has migrated to the United States (Velasco Ortiz and París Pombo 2014) or speakers of minorized African or Asian languages who have migrated to Europe (Valero-Garcés 2019), whose fluent bilingualism in vehicular languages may be dangerously misassumed. Language rights, therefore, can face severe threats derived from a lack of awareness of the world's language diversity.

2.2   The need of training other agents in PSIT

Ethically and legally speaking, even if normative varies among countries, the professional duty of public service "to provide an equal standard of care irrespective of language and culture" (Corsellis 2005, 317) and provisions against discrimination should jointly be a barrier strong enough to avoid language diversity to pose a problem. Nevertheless, in practice, it does not always happen. Interpretation and translation, despite being deemed derived language rights (González Núñez 2013), are not always provided and, when they are, PSIT professionals may deal with challenges beyond their role.

Additionally, it is also important to consider the breach of language rights that may take place when PSIT is not properly provided. As Corsellis (2005) points out, "there is no excuse for having lesser standards when the lives, liberty, and quality of life of vulnerable people may be at stake" (318). To avoid that in PSIT scenarios, Radanović and Sagli (2019) state that it becomes essential that "all participants share a common understanding of interpreting and the role played by an interpreter" (152). Such premise can also be extended to translation.

When looking at the training of translation and interpreting clients, Corsellis (2008) highlights how translators and interpreters of more positioned areas, like conference interpreting, may not even distantly consider training the users of their services in working with them (119). However, because of the asymmetry between speakers in PSIT and the immediate need for services, training public service personnel can open a window for an appropriate framework where public service providers and professionals share responsibilities (Corsellis 2008, 119), which could

prevent miscommunication given that there are different variants of languages, an unequal understanding of the matter to discuss, and a possible mistrust among speakers (Corsellis 2008, 19). The clearance of roles also prevents translators and interpreters from being asked tasks beyond their roles. While having been given the trust to take over other tasks may be flattering for some interpreters or translators, such a scenario could affect the quality of the service (Corsellis 2002, 30). Therefore, to address such variable contexts, working jointly with translators and interpreters becomes essential.

2.3 Training of public service providers and professionals in the work with translators and interpreters: competencies and skills

The idea of training public service personnel in how to work with PSIT professionals can sometimes be deemed as a highly demanding task that goes beyond the PSIT professionals' faculties. This second premise can be true as the way each public entity trains its personnel responds to its proper way of organization (Corsellis 2008, 123). However, guidelines on how to do it may be more suitable when it comes from PSIT professionals, who are capable of identifying what key information or tips need to be conveyed to the public service personnel, instead of *over-informing* them. Such restriction of information is important as, in Corsellis' (2008) words, "public service personnel does not have to know the intricacies of how languages work any more than interpreters and translators need to know how to remove an appendix or investigate a crime" (124). Also, the author outlines that for groups, public service personnel, and PSIT professionals, to be mutually supportive and complimentary, it is only necessary that they "know just sufficient about the others' role and expertise" (Corsellis 2008, 124). Therefore, PSIT professionals are the ones who can determine what needs to be conveyed to public service personnel.

On the other hand, as for the first premise, it is important to highlight that the competencies or skills required to work with translators and interpreters do not necessarily need to be taught from zero. Public service providers and professionals already can communicate and identify information about users "who come from a wide range of backgrounds within their shared culture" and therefore, training them is just "a matter of extending those existing skills" (Corsellis 2005, 315).

Corsellis (2008) considers that there are five sets of skills that public service personnel need to be enabled to: communicate within a shared language and culture; communicate through a shared language but without a shared culture; communicate through interpreters; work with translators; and deliver appropriate and effective service working across cultures (125). From the above-described main competencies, certain specific items can be identified in three aspects: working with interpreters, working with translators, and service planning. We have compiled and cited some of the author's work (Corsellis 2000, 2003, and 2008) to complement each of these three aspects:

Competences and skills for working with interpreters:
- Recognizing when an interpreter is needed
- Identifying the language or variant required
- Recognizing the interpreter's role, skills, and code of conduct
- Engaging, commissioning, and briefing the interpreter
- Identifying the user's educational, economic or social background
- Identifying whom to address (user or interpreter)
- Understanding the need of modulating messages for a simpler interpretation
- Understanding the interpreter's role and taking over communication and clarification
- Limiting their utterances to allow a complete render of the message
- Backing up the interpreter's work from the user's doubts

Competences and skills for working with translators:
- Recognizing when a translator is needed
- Identifying the language or variant required
- Assessing the text to be translated to inform the translator
- Recognizing the translator's role, skills, and code of conduct
- Engaging, commissioning, and briefing the translator
- Setting and discussing times and proper conditions for the translation
- Maintaining fluent communication with the translator to address any need or question

Competences for service planning:
- Estimating the language/variants spoken in the area of provision, and the users' educational, economic or social background
- Estimating the perceptions and needs of the other-language speaking groups without stereotypes
- Informing other-language speaking groups about the services provided so that they are accessible
- Selecting, employing, supervising, and supporting staff with the necessary additional skills (interpreters, translators, or bilingual professionals)
- Establishing lines of accountability and communication among personnel
- Evaluating the service delivered
- Putting in place appropriate quality assurance mechanisms
- Identifying, recording, and disseminating good practice
- Initiating, supervising, and implementing relevant improvement developments
- Operating budget controls

2.3.1 Guidelines for good practices

Any training needs some material to be developed. Additionally, the existence of reference material like guidelines can help "promote consistency, standards, and protection of good practice" (Corsellis 2008,

140). Observing the need of informing just the right amount of information referred to before, it also becomes vital that the contents are simple and easy to follow (with clear subsequent steps), considering that public service providers and professionals do not need to know all the technical details of translators and interpreters' work and vice versa. Such material could also take a wider approach to include topics like planning. In Corsellis' (2008) proposal for the generic factor that material like this should include, we find the following seven steps which we have reformulated and extended to translation as well:

- Recognizing when a translator or interpreter is needed, which includes identifying the users' level of bilingualism.
- Identifying the language or variant required for the translation or interpretation, which includes identifying the correct variant or the users' preferred language.
- Locating a translator or interpreter who meets the required characteristics, which includes the appropriate level of accreditation, if available.
- Commissioning a translator or interpreter based on suitable conditions, which includes identifying the specifications of billing and payment.
- Preparing the steps before the translation or interpretation takes place, which includes an appropriate briefing for the task.
- Preparing the steps while the translation or interpretation takes place, which includes the specifications of the involvement of the public service professional.
- Preparing the steps after the translation or interpretation takes place, which includes appropriate payment and follow-up.

3. Design of the study

Given that this study solely aims at providing an overview of how some guides for public service personnel on the work with translators and interpreters have been structured, a general contrastive analysis of the corpus approach was identified. Such scope corresponds to one of the four approaches toward corpus linguistics in translation studies identified by Saldanha and O'Brien (2014). This fourth approach uses corpus to "map the occurrence of language features across a text, for example, to see how they contribute to rhetorical organization, or tracking the terms that writers use to refer to themselves and their audience" (57).

The corpus compiled included ten guides on the work with translators and interpreters issued by public and private entities from different countries. The guides were not necessarily labeled as guides by their authors, as documents with the title "norms, guidelines, instructions, recommendations" or similar nouns were considered to replace "guide" in both Spanish and English. The main criterion for exclusion was the degree of relation with PSIT or languages of lesser diffusion. Several guides were identified, and for texts of the same specialty in a single country or language, the most recent document was chosen, as was the case of mental

health in the United Kingdom or Australia, where at least four similar documents were found. Also, many instructions were found on web pages, but only those that were compiled in a publication or downloadable material were considered. The texts are listed in Table 1:

No.	Title	Author	Year	Area	Country
1	*Interpreting for the public services: A guide to commissioning excellent interpreting services*	Jan Cambridge, Institute of Linguists	2001	interpreting	United Kingdom
2	*Other words, other meanings: A guide to health care interpreting in international settings*	Alexander Bischoff and Louis Loutan	2008	interpreting	Switzerland
3	*Aboriginal Interpreter Service: Working with an interpreter*	Northern Territory Government	2012	interpreting	Australia
4	*La comunicación mediada por intérpretes en contextos de violencia de género: Guía de buenas prácticas para trabajar con intérpretes*	Anabel Borja Albi and Maribel del Pozo Triviño, *SOSVICS*	2015	interpreting	Spain
5	*How to work with interpreters and translators: A guide to effectively using*	Victoria State Government	2017	translation and interpreting	Australia

	language services			
6	*Recommended National Standards for Working with Interpreters in Courts and Tribunals*	Judicial Council on Cultural Diversity	2017	interpreting	Australia
7	*Guía de buenas prácticas sobre cómo trabajar con traductores e intérpretes en el ámbito penitenciario*	Carmen Valero-Garcés, Bianca Vitalaru and Raquel Lázaro Gutiérrez, *FITISPos*	2019	translation and interpreting	Spain
8	*Guide for Clinicians Working with Interpreters in Healthcare Settings*	Migrant & Refugee Women's Health Partnership	2019	interpreting	Australia
9	*Working with interpreters in the counselling professions*	Surabhi Chaturvedi, British Association for Counselling and Psychotherapy	2019	interpreting	United Kingdom
10	*Cómo trabajar con un intérprete en consulta: Guía para sanitarios*	*Salud entre Culturas*	2020	interpreting	Spain

Table 1. Corpus compiled for the study

Different contrastive tables were used so that two key aspects could be identified. Firstly, whether they expressly address the needs of languages of lesser diffusion according to the country of origin. Secondly, whether they covered the above-cited seven main guidelines identified by Corsellis (2008), and consequently, the cited competencies and skills

identified by Corsellis (2000, 2003, and 2008). Additionally, we aimed at identifying what other relevant content they have considered.

4. Findings

After reviewing the compiled material, the following findings were reached, which are presented below according to the three aspects to be identified:

4.1 Addressed languages

The first aspect to identify was the addressed languages by the compiled material in order to see whether languages of lesser diffusion are included in relation to background information or specific advice. The findings can be observed in Table 2:

Corpus	Specific references to languages of lesser diffusion
Text 1	It does not directly provide instructions on how to deal with languages of lesser diffusion but highlights how language variants, including variants of sign languages, need to be taken into account when choosing the right interpreter. It also briefly refers to the socio-political aspect that surrounds languages citing examples of Eastern European languages.
Text 2	There is a specific section called "Languages worldwide" where the tendency of homogenization of nationalities is debated and cases of countries with high language diversity are cited. However, no specific instructions on how to deal with languages of lesser diffusion are provided.
Text 3	The material is specially designed for the aboriginal languages of the Northern Territory of Australia. Since it is a leaflet, it does not provide background information about language diversity; it rather gives specific advice on considerations to use plain language and ease the transfer of messages.
Text 4	It generally refers to the existence of language variants in African countries that could make it difficult for the interpreter to understand certain utterances. It also refers to the need not to relate countries to languages, and to consider variants instead. It mentions some of the most common variants used in Spain of Arabic, Romanian or Portuguese, as well as African native languages, the term "exotic" is used in quotation marks and cited as a barrier. One guideline provided is having the interpreter check whether they speak the same variant.
Text 5	It covers languages of lesser diffusion, including sign languages, and highlights the importance of seeking to provide the service in the user's preferred languages. Instructions on the use of plain language for both interpreting and translation

	are provided. One important aspect is that it points out how certain languages have a prominent oral tradition and suggest the use of audio-visual material for speakers of those languages. Likewise, it also refers to different written systems and their importance when commissioning translations. It also addresses the importance of seeking the language community's review and consensus of the translated versions to aim for cultural appropriateness. While not much background information on language diversity is provided, the advice given is very specific.
Text 6	It generally refers to the existence of language variants that may not be intelligible among them and the need to bear such diversity in mind when commissioning an interpreter. Specific sections of Plain English are included so as to facilitate the transmission of utterances. There are specific sections for sign languages as well and how to provide interpreting services for them.
Text 7	It does not directly provide instructions on how to deal with languages of lesser diffusion but highlights the wider distance that more languages of different origins can pose for the PSIT professional. It also points out how legitimate it is that interpreters turn a task down if they do not speak the same variant.
Text 8	It generally refers to the existence of language variants that may not be intelligible among them and the need to bear such diversity in mind when commissioning an interpreter. Specific sections of Plain English are included so as to facilitate the transmission of utterances. There are specific sections for sign languages as well and how to provide interpreting services for them.
Text 9	In broad terms, it refers to the existence of language variants that may transcend national boundaries and the need to bear such diversity in mind when commissioning an interpreter. There are specific sections for sign languages as well and how to provide interpreting services for them.
Text 10	Since it is a leaflet, it does not provide specific advice based on different languages and variants, but it does address the need to use plain language to facilitate the transmission of utterances.

Table 2. Addressed languages

As it can be observed, while the material compiled comes from countries where there is a considerable diversity regarding languages of lesser diffusion, in some cases, such languages have not been specifically addressed. However, it can be outstood that, to one extent or the other, the generalized tendency of relating nationalities to languages is tried to be

debated in the material and the prescription of plain languages is a common factor. Most of the material's style is very sensitive when referring to languages of lesser diffusion. Nonetheless, the use of terms like "exotic", even if through quotation marks, may not contribute to overcoming language prejudices. Therefore, it may be possible to point out that the way languages of lesser diffusion are referred to or the use of culturally sensitive words to describe them could be even more important than the content itself.

4.2 Addressed guidelines and other good practices

The second aspect to identify was how or whether Corsellis (2008) guidelines were addressed by the compiled material in order to see whether they have all been considered or which have been more covered. Also, we aimed to identify what other good practices could be found in the material. The findings can be observed in Table 3:

Guidelines (Corsellis 2008)	References found in the corpus
1. Recognizing when a translator or interpreter is needed	Four of the documents explicitly address this guideline: Text 1, Text 5, Text 6, and Text 8, while three address it indirectly: Text 2, Text 4, and Text 7. Three documents do not address the indicator: Text 3, Text 9, and Text 10.
2. Identifying the language or variant required for the translation or interpretation	Three documents explicitly address this guideline: Text 4, Text 5, and Text 8; two address it indirectly: Text 1 and Text 6; and five do not address it: Text 2, Text 3, Text 7, Text 9, and Text 10.
3. Locating a translator or interpreter who meets the required characteristics	One document explicitly addresses this guideline: Text 5; four address it indirectly: Text 1, Text 4, Text 6, Text 9; and five do not: Text 2, Text 3, Text 7, Text 8, and Text 10.
4. Commissioning a translator or interpreter based on suitable conditions	Three documents explicitly address this guideline: Text 5, Text 6, and Text 9; one addresses it indirectly: Text 4; and six do not: Text 1, Text 2, Text 3, Text 7, Text 8, and Text 10.
5. Preparing the steps before the translation or interpretation takes place	Nine of the documents explicitly address this guideline: Text 1, Text 2, Text 3, Text 4, Text 5, Text 6, Text 7, Text 8, and Text 9, while one document does not address the indicator: Text 10. The depth of guidance provided for the fifth indicator varies substantially from one document to another.

6. Preparing the steps while the translation or interpretation takes place	All documents explicitly address this guideline. The depth of advice on this guideline varies from one document to another, with detailed and differentiated instructions, as well as cases where the information is scattered, albeit to a much lesser extent than in the previous indicator.
7. Preparing the steps after the translation or interpretation takes place	Eight of the documents explicitly address this guideline: Text 2, Text 3, Text 4, Text 5, Text 6, Text 8, Text 9, and Text 10, while two documents do not address the indicator: Text 1 and Text 7. The depth in which guidance is provided for the fifth indicator varies substantially from one document to another, with detailed and differentiated instructions, as well as cases where the information is scattered and without explicit reference to the moments of implementation.
Other good practices found	Six main areas into which additional content can be grouped were identified: • Information on translation and interpreting: differences between translation and interpreting and their modalities, the role of interpreters, the importance of the interpreter's interventions, specificities of sign language interpreting, and considerations specific to the specialty in which one is translating or interpreting. • Information on cultural or interpersonal aspects: differences in courtesy and treatment between cultures, handling of emotions, difficulties arising from patients' physical pain. • Information on the role of additional parties to the process: roles and obligations of all parties to the interpretation, specific obligations for public servants. • Information on specific conditions for the development of the work: the importance of confidentiality, difficulties of impartiality, disadvantages of using family members, children, or close people as interpreters, interpreter or translator codes of ethics. • Information on public service management: cultural responsiveness planning in public services, language policies, and procedures, directories of translations.

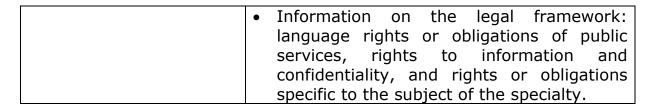|	• Information on the legal framework: language rights or obligations of public services, rights to information and confidentiality, and rights or obligations specific to the subject of the specialty.

Table 3. Addressed guidelines and other good practices

The preparatory steps for commissioning PSIT services could be grouped into the first four guidelines: "Recognizing when a translator or interpreter is needed"; "Identifying the language or variant required for the translation or interpretation"; "Locating a translator or interpreter who meets the required characteristics"; and "Commissioning a translator or interpreter based on suitable conditions". In this case, it can be observed that not all of these guidelines are explicitly addressed by the documents, with the first one being the most addressed followed by the second one, the fourth one, and, lastly, the third guideline. The different ways each of them has been addressed are included below.

"Recognizing when a translator or interpreter is needed": The corpus guides on the importance of dispelling any prejudices that public servants may have about the common language proficiency of users and how this may prevent them from contacting interpreters. In addition, the corpus refers to specific guidelines, questions or indicators that are considered to identify the need for an interpreter or what types of content require translation, emphasizing the importance of using existing translations from an institutional repository. Reference is also made to the consideration of demographic criteria that warn of the need for translators and interpreters. Where this guideline is addressed indirectly, the documents highlight the importance of the role of interpreters, without specifying when to commission one, or how non-comprehension with the service user may have repercussions.

"Identifying the language or variant required for the translation or interpretation": The corpus provides guidance on the use of visual material with flags or templates with phrases in different languages. Likewise, it is noted that nationality is not the only indicator for language recognition, given that there are multilingual countries with multi-dialectal zones, and therefore it is not a sufficient basis for recognition. With reference to translation, it is specified that not all languages have a written tradition, so this aspect should be evaluated. In addition, reference is made to the fact that a user may have a language preference and cultural or religious reservations regarding the gender of the interpreter. In cases where this guideline is addressed indirectly, the existence of different languages and dialects with different degrees of an oral tradition that may coexist in the same territory is also noted, and reference is made to the training of translators and interpreters that entities have carried out and their levels of training or accreditation. Resources such as relay interpreting are also mentioned when there is no interpreter available in the required language.

"Identifying the language or variant required for the translation or interpretation": The corpus provides information on the modalities of interpretation, and specific steps for identifying the appropriate interpreter are noted. At the same time, in the case of translation, references to directories are included. In cases where this guideline is addressed indirectly, the importance of using professional interpreters is mentioned, the existence of databases or registers is outlined, and the difference in interpreting modalities and languages is explained.

"Commissioning a translator or interpreter based on suitable conditions": The corpus provides guidance on the indications to be given to the translator or interpreter in order to request their services or the need to allocate budgets. The freedom of interpreters to decline to participate in an assignment for ethical or personal reasons is also noted. There are also references to what a contract with interpreters should include in ensuring confidentiality. Where this step is addressed indirectly, it is mentioned that professional interpreters may not request adequate conditions and how failure to provide minimum conditions may have negative repercussions.

The remaining three guidelines can be grouped in their immediate relation to the translation and interpreting processes: before, during, and after. These three guidelines, "Preparing the steps before the translation or interpretation takes place", "Preparing the steps while the translation or interpretation takes place" and "Preparing the steps after the translation or interpretation takes place", have been more developed in the corpus when compared to the previous four. It should be noted that not all references are explicit, but they appear to a much greater extent than the previous group, being the sixth guideline the most addressed, followed by the fifth guideline, and lastly by the seventh guideline. The different ways each of them has been addressed are included below.

"Preparing the steps before the translation or interpretation takes place": The corpus provides advice that varies substantially from one document to another, finding cases with detailed and differentiated instructions, as well as cases in which the information is dispersed and without explicit references to specific steps. Among the indications provided, the importance of having a briefing session with the interpreter stands out, including thematic, terminological, and contextual aspects, expectations, roles, administrative procedures, and the resolution of doubts, among others. Despite the wide range of topics that can be included in the briefing, there is also advice regarding the provision of material or location and acoustic and logistical conditions. In terms of translation, one document, Text 5, highlights the importance of preparing texts for translation and identifying the correct format (written, visual or audio-visual) for the material due to differences in the scribal tradition of languages.

"Preparing the steps while the translation or interpretation takes place": The corpus also provides advice that varies substantially from one document to another, finding cases with detailed and differentiated instructions, as well as cases in which the information is scattered, although at a much lower level than in the previous guideline. Among the

recommendations provided, the following are generally highlighted: the importance of the interpreter's presentation and respect for turns of interaction, the importance of being concise when speaking, the importance of paying attention to non-verbal communication, the need to observe the user while the interpreter conveys information, the importance of using plain and simple language free of obscure terms or jargon, the importance of looking and speaking directly to the patient, the principle of not mentioning something we do not wish to be interpreted, the need to allow the parties to interrupt to ask questions or the interpreter to make clarifications or qualifications, and how to facilitate sight translation, among others. In terms of translation, no specific recommendations beyond providing information or resources are observed, without suggesting such provision as something to pay attention to, also during the translation process.

"Preparing the steps after the translation or interpretation takes place": Once again the corpus provides advice that varies substantially from one document to another, finding cases with detailed and differentiated instructions, as well as cases in which the information is scattered and without explicit references to steps. Among the indications provided, the importance of giving and receiving feedback of all kinds between the public service professional and the interpreter stands out by far. The administrative steps to be taken with regard to the service are also mentioned and there are warnings in regard to possible vicarious trauma that can be generated in the interpreter and how to deal with it. With regard to translation, one document, Text 5, highlights the importance of including third-party reviews, socialization with the target language community, periodic reviews of its validity and updating, and considering additional budgets for these actions.

On the other hand, with regard to other good practices found, it is worth highlighting the corpus' strong focus on raising public providers and professionals' awareness of the professional and personal dimensions of translators and interpreters in order to seek professional respect, together with attention to the difficulties arising from their delicate position of the interpreter and vicarious trauma. In this way, the materials seek to create an awareness of the responsibility of the public service personnel in the management of communication. Also, a common factor seems to be that the effectiveness of the contents is linked more to diversification and conciseness than to length or exhaustiveness on specialized aspects of translation or interpreting, which again dialogues with the observations provided by Corsellis (2008) regarding the minimum indispensable information that public service personnel should have on the work of translators and interpreters. Finally, with regard to the annexes included in the texts, the diverse nature of these annexes stands out, including bibliographies, cited legislation, analytical indexes, process flowcharts, and specific resources (directories, registers, databases, repositories, etc.) or related norms or standards of practice.

We would like to observe that one text stands out, Text 5, titled "How to work with interpreters and translators: a guide to effectively using

language services", issued by the Victoria State Government in Australia, as it could be deemed as the most complete and, paradoxically, the shortest in terms of pages. Thus, in only fifteen pages, it achieves an efficient distribution of information and establishes specific steps for working with translators and interpreters, covering the differences between languages, including those of lesser diffusion, sign language, and language variants.

5. Concluding remarks

The study aimed at identifying the approaches and focuses taken by some guides for public service providers and professionals and to reflect upon their comprehensiveness regarding the elements of interpreting and translation processes and their references to languages of lesser diffusion. The main findings showed how most of the texts are oriented toward prescribing steps about the immediate moments of translation and interpreting. However, proper identification of needs and references to planning is also required so that PSIT services can move towards comprehensive and consistent means to communicate, rather than ad hoc ones.

As for the references to languages of lesser diffusion, certain general aspects seem to be properly addressed in the materials, which could be taken to a greater extent to help fight language prejudices and provide specific advice on how to address their needs. To that end, material needs to use culturally sensitive words to refer to language diversity rather than labeling it as exotic or problematic. A complementary resource, when possible, is the provision of background information on language diversity to fight such prejudice and avoid their reinforcement.

While each material fulfills its own purpose and, therefore, is structured in a very own specific manner, several good practices can be found that may be very useful for the drafting of new training material. To that end, it must not be forgotten how important it is to contextualize material so that the compiled advice can reach its top potential. In our original work (Sánchez Tafur 2022), we provide a preliminary example of a guide focused on indigenous languages in the Peruvian context. We also discuss in the referred work that these processes need to be developed with translators and interpreters in the field to grasp as many experiences as possible and reach materials that dialog among theory and practice.

Additionally, the presentation of information is key to its accessibility through an adequate dosage of content that allows the progression of the guidelines to be identified from the start. In that sense, the use of bullet points, attention boxes, and the use of plain language seem to be necessary to provide actually supporting and guiding material and avoid overinforming readers. Besides, the length of the material should be limited, as exhaustiveness can be reached in few words, while longer texts can prevent material from being practical.

As for scopes and provenance, it has been observed that most of the material is focused on interpreting and the healthcare field, and although it responds to the concentration of its demand only comparable to the legal

field, it should be kept in mind that the discussion and prescription of good practices in other fields and in translation are just as important. As Valero-Garcés (2019) points out, translation tends to be neglected in PSIT. However, it is not only constantly required, but it could contribute to more means at disposal of public services to properly inform users. Likewise, we were able to observe how few of the cases studied come from state or government initiatives, leaving the burden on academic or private initiatives. Moreover, the studied guides produced by governments are concentrated in countries with a public institutional framework for PSIT, like Australia.

On the other hand, it is interesting to note how some of the material was published over two decades ago, which raises the question of whether they are reaching their targeted population and how they have been used or diffused among the very PSIT professionals, who, as we have mentioned, compile the necessary skills to lead training projects and design material for public service personnel, a task to also be contemplated in PSIT training programs, besides translation and interpreting.

Finally, we would like to emphasize that it is essential to identify and disseminate good practices for the planning, structuring, evaluation, and adaptation of the services provided. One important step is the provision of appropriately designed material. However, it should be noted that the provision of material is just one of the means and needs to be complemented with appropriate training to properly involved the trainees. As we have mentioned, many authors agree on how the attention and recognition of PSIT are only going to increase in the coming future. To direct such increasement much empirical research is needed in terms of identifying the public image of PSIT among professionals and analyzing training materials and programs. Given the core multidisciplinary nature of PSIT, we believe its development needs to part from solid ground, and to do that, we need the conscious and sensitized help of those involved to guarantee equal access to quality services.

References:

Beukes, Anne-Marie. 2009. Language policy incongruity and African languages in postapartheid South Africa. In: *Language Matters: Studies in the Languages of Africa*. 40(1): pp. 35-55. https://doi.org/10.1080/10228190903055550.

Bischoff, Alexander and Loutan, Louis. 2008. *Other words, other meanings: A guide to health care interpreting in international settings*. Geneva: Hôpitaux Universitaires de Genève. https://docplayer.net/20692906-Other-words-other-meanings.html.

Borja Albi, Anabel and del Pozo Triviño, Maribel (eds.). 2015. *La comunicación mediada por intérpretes en contextos de violencia de género: Guía de buenas prácticas para trabajar con intérpretes*. Valencia: Tirant Humanidades.

http://sosvics.eintegra.es/Documentacion/Guia_buenas_practicas_para_tr
abajar_con_interpretes.pdf.

Cambridge, Jan. 2001. *Interpreting for the public services: A guide to commissioning excellent interpreting services*. London: Institute of Linguists. https://dpsionline.co.uk/wp-content/uploads/2018/08/NRPSI-CIOL-Interpreting-for-the-Public-Services_A-guide-to-Commissioning-excellent-interpreting-services.pdf.

Chaturvedi, Surabhi. 2019. *Working with interpreters in the counselling professions*. Leicestershire: British Association for Counselling and Psychotherapy.https://www.pacfa.org.au/common/Uploaded%20files/PCF A/Documents/Member%20Resources/bacp-working-with-interpreters-fact-sheet-gpia091-jul19.pdf.

Corsellis, Ann. 2000. Turning good Intentions into good Practice. Enabling the Public Services to Fulfil their Responsibilities. In: Roberts, Roda; Carr, Silvana; Abraham, Diana and Dufour, Aideen (eds.). 2000. *The Critical Link 2. Interpreters in the Community.*

Corsellis, Ann. 2002. Creating a professional context for public service interpreters and translators. In: Valero-Garcés, Carmen and Mancho Barés, Guzmán (eds.). 2002. *Traducción e Interpretación en los Servicios Públicos: Nuevas necesidades para nuevas realidades / Community Interpreting and Translating: New Needs for New Realities*. Alcalá de Henares: Servicio de Publicaciones de la Universidad de Alcalá. pp. 29-36.

Corsellis, Ann. 2003. Formación de los proveedores de servicios públicos para trabajar con intérpretes y traductores. Habilidades y competencias interculturales. In: Valero-Garcés, Carmen (ed.). 2003. *Traducción e Interpretación en los Servicios Públicos. Contextualización, actualidad y futuro*. Granada: Comares. pp. 71-90.

Corsellis, Ann. 2005. Who Takes Responsibility for What in the Intercultural, Interlingual Exchange? In: Valero-Garcés, Carmen (ed.). 2005. *Traducción como mediación entre lenguas y culturas / Translation as Mediation or How to Bridge Linguistic and Cultural Gaps*. Alcalá de Henares: Servicio de Publicaciones de la Universidad de Alcalá. pp. 313-318.

Corsellis, Ann. 2008. *Public Service Interpreting: The First Steps*. London: Palgrave Macmillan. (First Edition). Amsterdam/Philadelphia: John Benjamins. pp. 89-102.

Dehnhardt, Macarena. 2020. El mediador lingüístico y cultural en el contexto de inmigración haitiana en Chile y su inserción en la sociedad multilingüe chilena. Presented in: *III Congreso Bienal de la Red Latinoamericana de Estudios de Traducción e Interpretación (RELAETI)*.

Diaz Fouces, Oscar. 2005. Translation policy for minority languages in the European Union. Globalisation and resistance. In: Branchadell, Albert and West, Lovell Margaret (eds.). 2005. *Less Translated Languages*. Amsterdam/Philadelphia: John Benjamins. pp. 95-104.

Garcia, Fernanda and Gorovitz, Sabine. 2020. O intérprete comunitário: Sua agência na entrevista de solicitação de refúgio / Community Interpreters: Their Agency at an Asylum Seeking Interview. In: *TradTerm*. 36: pp. 72-101. https://doi.org/10.11606/issn.2317-9511.v36i0p72-101.

González Núñez, Gabriel. 2013. Translating to Communicate with Linguistic Minorities: State Obligations under International Law. In: *International Journal on Minority and Group Rights*. 20(3): pp. 405-441. https://doi.org/10.1163/15718115-02003004.

Hale, Sandra. 2007. *Community Interpreting*. New York: Palgrave Macmillan.

Hernández García, Valeria. 2022. Globalización, migración, diversidad lingüística e inglés como lingua franca: El papel del traductor como mediador intercultural. In: Castillo Bernal, María Pilar and Estévez Grossi, Marta (eds.). 2022. *Translation, Mediation and Accessibility for Linguistic Minorities*. Berlin: Frank & Timme. pp. 317-328.

Hinton, Leanne. 2003. Language Revitalization. In: *Annual Review of Applied Linguistics*. 23: pp. 44–57.

Holt, Ron. 2002. Linguistic Access Barriers in New Zealand Immigrant Healthcare. In: Valero-Garcés, Carmen and Mancho Barés, Guzmán (eds.). 2002. *Traducción e Interpretación en los Servicios Públicos: Nuevas necesidades para nuevas realidades / Community Interpreting and Translating: New Needs for New Realities*. Alcalá de Henares: Servicio de Publicaciones de la Universidad de Alcalá. pp. 181-186.

Judicial Council on Cultural Diversity. 2017. *Recommended National Standards for Working with Interpreters in Courts and Tribunals*. Canberra: Judicial Council on Cultural Diversity. https://ausit.org/wp-content/uploads/2020/02/National-Standards_Court-Interpreters.pdf.

Kleinert, Cristina; Núñez-Borja, Carmen and Stallaert, Christiane. 2019. Buscando espacios para la formación de intérpretes para la justicia en lenguas indígenas en América Latina. In: *Mutatis Mutandis: Revista Latinoamericana de Traducción*. 12(1): pp. 78-99. https://doi.org/10.17533/udea.mut.v12n1a03.

Leeson, Lorraine. 2006. Signed Languages in Education in Europe – a preliminary exploration. In: Council of Europe. 2006. *Intergovernmental Conference: Languages of Schooling: towards a Framework for Europe*.

Strasbourg 16-18 October 2006. https://rm.coe.int/preliminary-study-signed-languages-in-education-in-europe-a-preliminar/16805c73d7.
Migrant & Refugee Women's Heath Partnership. 2019. *Guide for Clinicians Working with Interpreters in Healthcare Settings*. Canberra: Migrant & Refugee Women's Heath Partnership. https://culturaldiversityhealth.org.au/wp-content/uploads/2019/10/Guide-for-clinicians-working-with-interpreters-in-healthcare-settings-Jan2019.pdf.

Mizuno, Makiko. 2021. The history of Community Interpreting studies in Japan. In: *Linguistica Antverpiensia, New Series – Themes in Translation Studies*. 5: pp. 69-80. https://doi.org/10.52034/lanstts.v5i.153.

Murguía Cruz, Nélida. 2022. Ideologías lingüísticas y migración: Cursos de español para la comunidad senegalesa en Buenos Aires (2018-2020). In: Castillo Bernal, María Pilar and Estévez Grossi, Marta (eds.). 2022. *Translation, Mediation and Accessibility for Linguistic Minorities*. Berlin: Frank & Timme. pp. 355-370.

Niska, Helge. 2003. Cuando fracasan las palabras. Métodos y herramientas del trabajo terminológico para intérpretes en los servicios públicos. In: Valero-Garcés, Carmen (ed.). 2003. *Traducción e Interpretación en los Servicios Públicos. Contextualización, actualidad y futuro*. Granada: Comares. pp. 91-124.

Northern Territory Government. 2012. *Aboriginal Interpreter Service: Working with an interpreter*. Darwin: Northern Territory Government. http://ntlawhandbook.org/foswiki/pub/NTLawHbk/Interpreters/07_AIS_Working_with_an_interpreter_FINAL_Sept2012.pdf.

Ozolins, Uldis. 2000. Communication Needs and Interpreting in Multilingual Settings: The International Spectrum of Response. In: Roberts, Roda; Carr, Silvana; Abraham, Diana and Dufour, Aideen (eds.). 2000. *The Critical Link 2: Interpreters in the Community* (First Edition). Amsterdam/Philadelphia: John Benjamins. pp. 21-33.

Ozolins, Uldis. 2010. Factors that determine the provision of Public Service Interpreting: Comparative perspectives on government motivation and language service implementation. In: *The Journal of Specialised Translation*. 14(2010): pp. 194-215. https://www.jostrans.org/issue14/art_ozolins.pdf.

Pappuswamy, Umarani. 2019. Language Endangerment, Ethnic Minorities and Identity Crisis in the Indian Subcontinent. In: *Science and Culture / 'Ciência e Cultura'*. 71(4): pp. 29-38.

Radanović, Tatjana and Sagli, Gry. 2019. Training Public Service Employees in How to Communicate via Interpreters in Norway: Achievements and

Challenges. In: *FITISPos International Journal*. 6(1): pp. 141-155. https://doi.org/10.37536/FITISPos-IJ.2019.6.1.194.

Ren, Wendy and Huang, Juan. 2019. Interpreting Studies by Chinese Scholars (1949–2017). In: Han, Ziman and Li, Defeng (eds.). 2019. *Translation Studies in China. The State of the Art*. Singapore: Springer. pp. 135-162.

Sagi-Vela González, Ana. 2019. El mixe escrito y el espejismo del buen alfabeto. In: *Revista de Llengua i Dret / Journal of Language and Law*. 71: pp. 146-157. https://doi.org/10.2436/rld.i71.2019.3256.

Saldanha, Gabriela and O'Brien, Sharon. 2014. *Research Methodologies in Translation Studies*. London/New York: Routledge.

Salud entre Culturas. 2020. *Cómo trabajar con un intérprete en consulta: Guía para sanitarios*. Madrid: Salud entre Culturas. https://www.saludentreculturas.es/wp-content/uploads/2020/03/guia_personal_sanitario-.pdf

Sánchez Tafur, Claudia. 2022. *Diseño de una guía de buenas prácticas para servidores públicos peruanos sobre el trabajo con traductores e intérpretes de lenguas indígenas u originarias / Design of a guide to good practices for Peruvian public servants on the work with translators and interpreters of indigenous languages*. Unpublished MA dissertation. University of Alcalá.

Sánchez Tafur, Claudia and García Chinchay, Gerardo. 2022. The implementation of the Center of Interpreting and Translation in Indigenous Languages in Peru during the COVID-19 pandemic. In: *FITISPos International Journal*. 9(1): pp. 209-233. https://doi.org/10.37536/FITISPos-IJ.2023.1.9.328.

Valero-Garcés, Carmen. 2008. *Formas de mediación intercultural: Traducción e interpretación en los servicios públicos. Conceptos, datos, situaciones y práctica*. Granada: Comares.

Valero-Garcés, Carmen and Gauthier Blasi, Laura. 2010. Bourdieu and Public Service Interpreting and Translation. Towards a Social Theory in PSIT (Translated version from Spanish). In: *MonTI 2trans*. pp. 1-13. https://www.e-revistes.uji.es/index.php/monti/article/view/1625/1377.

Valero-Garcés, Carmen. 2019. Intercultural communication: Public service interpreting and translation. In: Valdeón, Roberto and Vidal, África (eds.). 2019. *The Routledge Handbook of Spanish Translation Studies*. London: Routledge. pp. 211-226.

Valero-Garcés, Carmen; Vitalaru, Bianca and Lázaro Gutiérrez, Raquel. 2019. *Guía de buenas prácticas sobre cómo trabajar con traductores e*

intérpretes en el ámbito penitenciario. Alcalá de Henares: Servicio de Publicaciones de la Universidad de Alcalá.

Valero-Garcés, Carmen. 2022. Mapping PSIT in the EU. An initiative within the EU EMT Network. In: Castillo Bernal, María Pilar and Estévez Grossi, Marta (eds.). 2022. *Translation, Mediation and Accessibility for Linguistic Minorities*. Berlin: Frank & Timme. pp. 301-316.

Valero-Garcés, Carmen and Cayron, Samantha. 2022. The impact of the COVID-19 pandemic on Public Service Interpreting and Translation (PSIT) and its future developments. In: *FITISPos International Journal 9*(1): pp. 7-23. https://doi.org/10.37536/FITISPos-IJ.2023.1.9.336.

Velasco Ortiz, Laura and París Pombo, Dolores. 2014. Indigenous Migration in Mexico and Central America: Interethnic Relations and Identity Transformations. In: *Latin American Perspectives 2014*. 41(5): pp. 355-370.

Victoria State Government. 2017. *How to work with interpreters and translators: A guide to effectively using language services*. Melbourne: Department of Health and Human Services. https://www.dhhs.vic.gov.au/how-work-interpreting-and-translating-services.