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**SYNERGY BETWEEN INTERPRETER AND PUBLIC OFFICIAL:
PROBLEMS ENCOUNTERED BY THE
INTERPRETER WITH THE AUTHORITIES**

LIFE Project Portfolio



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1. PROJECT REPORT

1.1 INTRODUCTION TO THE PROJECT

Interaction with authorities can be stressful and distressing for a person without language skills, especially without the service of professional interpreting. It is fundamental to the individuals to handle their problems and matters in a fair, just and equal way with the native speakers. The project addresses problems in the interpretation situation encountered by the client with public officials, and its aim is to solve these potential problems between the public official, the client, and the interpreter.

More precisely, our goal is to solve some of the usual problems that interpreters might face in these situations, and make an educational and clarifying video to help interpreters and public officials. In our video, we are using demonstrative staged situations, and show the answers to the problems in our info slides during the video. The most optimal outcome of the project is a useful instructional video for problematic interpreting situations with authorities.

Our group has four members: Elsbeth Aarsalu, Interpreting MA; Kelly Reinhold, Political Science BA; Kiia Saarinen, Law BA, and Pauliina Paavola, Law BA. First, after creating the group, we introduced ourselves to and got to know each other, discussed our strengths and weaknesses which could be helpful for the aim of the project, and chose the group leader. We created a Facebook chat group for us to communicate, a GoogleDocs file for our team and for all the works, timesheet, action plan etc., and had our first meeting in the University at the end of September where we decided on the roles of the group more specifically.

In October, we did a lot of research for the group concerning the video ideas, problems that interpreters face, and basic principles of interpretation. For those students whose knowledge about interpreting was basically non-existent, this was very important. In October, we also managed to write the script from draft to almost the final version, did our Midterm Report, had many group meetings at the University and in Zoom, participated in the lectures, and of course, presented our Midterm Report.

At the beginning of November, we had a group meeting where we made our script final and started to rehearse it. Actors rehearsed their lines and possible reactions, and the camerawoman gave her opinion about the general impression. During November, our group did more research for the right solutions for the problems represented in the video, rehearsed the situation, and finally filmed it on November 17th. After filming the video clips, these were uploaded to Drive, and luckily we had our coursemate help us with the editing after an unfortunate occurrence earlier. We received extra help for the subtitles outside of the project group. The final video material can be found on YouTube. After being delighted by the results of our work, we wrote the report and made all the other attachments needed. The whole time we have worked on the timesheet in Drive, and communicated on Facebook chat weekly to maintain the schedule and the progress.

1.2 DIVISION OF ROLES

Our group leader is Elsbeth Aarsalu. She has organized our group meetings for the past three months and kept us all informed about the progress of the project. She has reviewed and taken care of the timesheet, as well as the scheduling of the project. Reserving the needed lecture rooms has been done by Elsbeth. Kiia Saarinen has created and written a raw version of the video script based on her own experiences. Kelly Reinold has researched legal bases for the problem described in the situation and wrote the script clean, together with Elsbeth, in its final form. Kelly has also handled and shared the videos after filming. Pauliina Paavola has made research concerning the registration base and other matters involved. Elsbeth, Kelly, and Kiia have acted in the video and Pauliina has been responsible for filming it, with the equipment provided by Kelly. Kelly and Elsbeth have been working on the slides for the video. The slideshow for the project was made by Kiia, and the Project Report was written by Pauliina. Midterm Report has also been written by Kiia and Pauliina. For reasons dependent on the composition of the group, video editing was outsourced outside the group, to Roman Gorbunov, many thanks to him!

Every task made in this group has been group work to some extent and managing this project this way has been easier, although the assignments have been each group member's separate responsibilities. All of the group members have done the basic research for the matter, more specific research, and studying for the project, as well as brainstorming together concerning

every step of the project. All group members have also participated in the LIFE - lectures, and done the additional tasks related to the course.

1.3 SELF-REFLECTION REPORTS

1.3.1 Elsbeth Hanna Aarsalu

In our everyday life we must go through several procedures which include contact with public officials. As not all residents and/or temporary guests of a country have sufficient language skills to be able to communicate in the official language, interpreters and translators lend their helping hand. For a successful cooperation, all the stakeholders should regard certain aspects and follow joint rules. As a student of interpreting, I wanted to observe this creative process from more than just a linguistic perspective. Therefore, a project with advice and insights from the students of the faculties concerned with the public sphere (i.e., politics, media, legal and social studies) seemed to be the right option.

I was the team leader. This included organizing team meetings, mediating important dates, and motivating everybody to continue working on the project. The group had a creative and well-functioning dynamic which resulted in productive brainstorming, sharing of ideas, and setting goals. On the other hand, we lost one of our members which might indicate problems from my side (inadequate communication, ignorance towards the problems this person might have been going through). My contribution was altogether good, but we certainly could have shared the roles even better. As language unites all the fields incorporated in this project, I felt at times overloaded with proof-reading, leading the group, and interpreting in real life. To sum it up, our group enjoyed the process, and we learnt a lot from each other.

Time-management was crucial to this project. I learnt how to give tasks and create a friendly atmosphere while working on the separate steps of the project. Nevertheless, I felt I didn't have enough time to focus on the actual problem and do more research. This could have helped others as well. In the future I would like to contribute into research and gathering background information and possibly share the tasks of leading a group.

I am thankful to all our group members, and I hope that we all gathered useful information and experience while working on the project. The result can always be better and in the

future, I would try to set the goals more precisely. As this project includes a lot of organizing and bureaucracy, I would somehow try to reorganize that part of the project. I felt I couldn't focus on what was important to me as much as I had wanted to. This might be due to my own time management but at least I am aware of it now. It could have been useful to already have the topics for the educational videos since coming up with the idea took at times too much time and energy.

1.3.2 Pauliina Paavola

This project felt suitable for me and I thought this subject matter could really benefit me in the future as my aim is to work abroad and around the world. I didn't really have any expectations because I had absolutely no previous knowledge about the topic and my basic information concerning the whole LIFE project was minimal.

In my opinion, our group functioned well. The four of us cooperated well and everyone told their opinions and stuck to the schedule. I felt that I could tell my opinion and propose my own ideas without any trouble. I think the four of us did not have any conflicts to solve and everything went well. I felt that the group could trust each other's input to the work. My role was clear to me and I felt that our group members were equal during this process.

I think one of the main things I learned during this project was not really related to the topic of the project, but I learned valuable cultural things and knowledge concerning our neighboring country and about other people, and about group work with formerly strange persons. Difficulties were definitely the lack of knowledge concerning the interpretation, but our group leader explained and answered all the dumb questions during this project with pleasure. Some of the learned things about interpreting I had never even thought about. It is hard to say what I would do differently since I am very pleased with the outcome of this project.

Altogether I was glad to realize how interesting the field of interpreting can be when you put your mind to it! The project was multidimensional and offered a challenge, and the workload corresponds to the credits.

1.3.3 Kelly Reinhold

I joined the project because as a future public official, I will certainly face situations where the help of an interpreter is needed. Through this project I was hoping to gain knowledge and learn real life lessons about Synergy between interpreter and public official.

My job was to put together a script with a groupmate, for my part I was able to contribute to adding an official way of speaking. I did general research about the topic and I participated in the video as an actor- public official. We had a conflict with a groupmate who did not actively participate in the agreed meetings and eventually left the group when it was time to do the work that was left to him due to his skills. In my opinion, there was very good cooperation and understanding between the other members of the group. We divided the tasks and set deadlines that everyone all met. It was a pleasure to work in such a great team and I am very grateful to them

I had no previous experience with interpreting whatsoever so this project definitely gave me a basic understanding of it. The most memorable thing for me is definitely that being a public official I don't have to know every language and in situations where the citizen does not speak the official language, the interpreter is the only choice. It makes life much easier for all participants, the conversation is professional and generally nothing is lost in translation. I consider the most important components to be independent tasks: reading Hale, S book, instructional videos and general research about the synergy between interpreter and public official. Also ofcourse making our own video. For me, the most difficult thing was also reading book and understanding it since my English is not so great, I had to read some paragraphs many times to truly understand- I would consider that and our video the greatest victories. In the future I wouldn't trust a groupmember so blindly, if someone don't make or have time in the beginning- he or she probably won't make it in when it's most needed. The course was great, I wouldn't change anything. It was very instructive, interactive and at the same time with a pleasant structure - there was never a feeling that I didn't bother or want to do it now.

Now that the project is nearly in ending, I feel good and grateful that I was selected for the project, as a future public official, I gained important knowledge for my future work. The project was very useful and I hope it continues because it gives future workers essential knowledge about interpreting in public sector.

1.3.4 Kiia Karoliina Saarinen

The project of synergy between interpreter and public official caught my interest right away as it felt something I feel easy to rely on. I have been living abroad also before my move to Tallinn last year and have faced the issues that these types of situations can create.

I did not really know what to expect from this type of project as this was something I had never done before. Nevertheless, I was super curious and excited about the filming and to educate myself more about the interpreting that I will be dealing with later in my career for sure.

My role in the team became very involved since the very first meeting as I realized I had a personal experience related to the topic and we could use that as a base for the educational video. I was happy to attend every meeting and assignment and felt my presence was always appreciated. My personal point of view is that our group dynamic was amazing and we all were on the same level and everyone was ready to show effort when needed and could face every obstacle with humour. We shared a lot of cultural aspects from personal lives and it made us bond as a team not just as a project group. I received support from the team when I needed it and had understanding when facing difficulties. I feel that as we all were interested to learn about the topic it gave us a huge benefit to improve the project as we were all learning at the same time.

I learned a lot about the work of interpreting (thanks to Elsbeth) and how much just the smallest things in body language or choosing the words can have an impact on this type of situation. The time management could have been done better on my own side but everything was still made on time, but it would have saved a lot of stress to manage the project on a personal level better. The video making was also teaching as there were multiple things that needed to be taken into consideration.

I appreciate the experience and feel really satisfied with the end result; video. I am grateful for the opportunity to meet such lovely people we had in our group and gained a lot of new information not only about the topic but about the Estonian culture.

The project was well organized and I am really happy that all the documents were ready to just be fulfilled. I felt that we had support from the supervisor in every phase of the project

and gained also a lot of knowledge about interpreting from the educational videos and from our meeting sessions in the beginning of the project.

1.4 SUMMARY OF THE RESULTS

Our group is happy with the outcome of this project. The video made for this project fulfills its purpose as educational material. The video has been uploaded to YouTube.

1.5 SOURCES USED FOR THE PROJECT

Web sources:

1. Do You Need an Interpreter? InfoFinland. Available Online: <https://www.infofinland.fi/en/living-in-finland/settling-in-finland/do-you-need-an-interpretor> (26.9.2021).
2. Social Security. Ministry of Social Affairs. Republic of Estonia. Available online: <https://www.sm.ee/en/social-security> (15.9.2021).
3. Registration of a child born abroad. Digital and Population Data Services Agency. Available Online: <https://dvv.fi/en/registration-of-a-child-born-abroad> (26.9.2021).
4. Residence permit card for a child. Applying Abroad. Estonian Police and Border Guard Board. Available Online: <https://www.politsei.ee/en/instructions/residence-permit-card-for-a-child/applying-abroad#!> (15.9.2021).
5. Residence permit for a minor child for settling with a family member. Estonian Police and Border Guard Board. Available Online: <https://www.politsei.ee/en/instructions/residence-permit-for-a-minor-child-for-settling-with-a-family-member> (15.9.2021).
6. Residence Procedures. Ministry of the Interior. Republic of Estonia. Available Online: <https://www.siseministeerium.ee/en/residence-procedures> (16.9.2021).
7. The Finnish Association of Translators and Interpreters. Available online: www.sktl.fi/in-english/ (26.9.2021).

Articles and Literature:

1. Ozolins, U. *Factors that determine the provision of Public Service Interpreting: comparative perspectives on government motivation and language service implementation*. - The Journal of Specialised Translation, 2010/14, p1-22. Available Online: https://jostrans.org/issue14/art_ozolins.pdf (28.9.2021).
2. Schuster, M. Baixauli-Olmos, L. *A Question of Communication: The Role of Public Service Interpreting in the Migrant Crisis—Introduction*. - The European Legacy 2018/7-8, p733-737. Available Online: <https://www.tandfonline.com/doi/citedby/10.1080/10848770.2018.1492812?scroll=top&needAccess=true> (15.10.2021).
3. Hale, S. B. *Community Interpreting*. Palgrave Macmillan, England 2007.
4. Pöchhacker, F. *The Routledge Encyclopedia of Interpreting Studies*. 1st Edition. Routledge, London 2015.

Legislation:

1. Act on the Population Information System and Certificate Services Provided by the Digital and Population Data Services Agency (661/2009). Available Online: <https://www.finlex.fi/fi/laki/ajantasa/2009/20090661> (26.9.2021).
2. Aliens Act, Passed 09.12.2009, RT I 2010, 3, 4, Entry into force 01.10.2010. Available Online: <https://www.riigiteataja.ee/en/eli/517082021004/consolide> (25.9.2021).
3. Maternity Act (253/2018). Available Online: https://www.finlex.fi/en/laki/kaannokset/2015/en20150011_20151596.pdf (26.9.2021).
4. Nationality Act (359/2003). Available Online: https://www.finlex.fi/en/laki/kaannokset/2003/en20030359_20070974.pdf (26.9.2021).
5. Paternity Act (11/2015). Available Online: https://www.finlex.fi/en/laki/kaannokset/2015/en20150011_20151596.pdf (26.9.2021).
6. Social Welfare Act, 09.12.2015 - RT I, 30.12.2015, 5. Available Online: <https://www.riigiteataja.ee/en/eli/531032021007/consolide> (26.9.2021).

7. Vital Statistics Registration Act, Passed 20.05.2009, RT I 2009, 30, 177, Entry into force 01.07.2010, in part 22.06.2009. Available Online:
<https://www.riigiteataja.ee/en/eli/522122019007/consolide> (25.9.2021).

2. ANNEX

2.1 BACKGROUND INFORMATION

Laws in Estonia

1. Vital Statistics Registration Act: [Vital Statistics Registration Act – Riigi Teataja](#)
2. Aliens Act: [Aliens Act – Riigi Teataja](#)

Applying for a residence permit:

1. [Applying abroad - Residence permit card for a child - Police and Border Guard Board \(politsei.ee\)](#)
2. [What is it? - Residence permit for a minor child for settling with a family member - Police and Border Guard Board \(politsei.ee\)](#)

Registration of residence: [Residence Procedures | Ministry of the Interior \(siseministeerium.ee\)](#)

Social security in Estonia:

<https://www.sm.ee/en/social-security>
<https://www.riigiteataja.ee/en/eli/531032021007/consolide>

Social Welfare Act § 15 (3) When taking into account the circumstances specified in subsection (2) of this section, the assistance necessary for reducing or eliminating the restrictions caused by the need for assistance of a disabled person within the meaning of subsection 2 (1) of the Social Benefits for Disabled Persons Act shall be ensured, including the organisation of necessary support or translation services.

Social Welfare Act § 5 (5) The provision of emergency social assistance to an alien temporarily staying in Estonia is organised by the local authority in whose administrative territory the person is staying at the time he or she is in need of assistance.

Laws in Finland:

1. Nationality Act (359/2003):
https://www.finlex.fi/en/laki/kaannokset/2003/en20030359_20070974.pdf
2. Paternity Act (11/2015):
https://www.finlex.fi/en/laki/kaannokset/2015/en20150011_20151596.pdf

3. Maternity Act (253/2018):
https://www.finlex.fi/en/laki/kaannokset/2015/en20150011_20151596.pdf
4. Act on the Population Information System and Certificate Services Provided by the Digital and Population Data Services Agency (661/2009):
<https://www.finlex.fi/fi/laki/ajantasa/2009/20090661> (in Finnish)

Registration of a child born abroad

<https://dvv.fi/en/registration-of-a-child-born-abroad>

Do the following in Finland:

1. Fill the notification form
 2. Submit the child's original birth certificate and the original documents confirming parenthood to the Digital and Population Data Services Agency.
 3. If you are a Finnish citizen, you can also deliver the documents to a Finnish diplomatic mission.
 4. Read the separate instructions for having documents translated and legalised.
- In Finland free of charge

From the webpage eesti.ee:

A family member of an EU national must apply for a right of residence at a service office of the Police and Border Guard Board or, when abroad, at an Estonian external representation. Family ties must be proved by submitting a certificate (e.g. a birth certificate, marriage certificate) issued by a competent authority of a foreign country, an extract from the population registry or a court judgment together with a certificate. The documents must be translated into Estonian, Russian or English. After obtaining a right of residence, the family member of an EU national must register their place of residence with [the local government](#) within one month of obtaining the right of residence.

In order to obtain a right of residence and to register their residence in Estonia, EU nationals do not need to provide proof of sufficient financial resources nor family members of EU nationals of economic dependence.

EU nationals are not fined for failing to comply with the obligation to register their residence. If it is discovered that an EU national has not complied with this obligation, this will be brought to their attention and they will be asked to register their place of residence.

When registering residence, a residence registration certificate (extract from the Population Registry) is issued on request. The certificate is issued for an indefinite period and, if necessary, it may be requested again from [the local government](#) at any time. EU nationals are not required to carry a residence certificate with them, and therefore, there is no pecuniary penalty for not doing so.

Information for the slides in the video

FIRST SLIDE:

One of the most common misunderstandings before the actual interpreting regards the interpreter's **role and task**. All stakeholders should be informed of the rules, ethics and advice beforehand. The interpreter should present him- or herself, clarify how he or she works (e.g. using the 1st person) and emphasize that he or she is going to interpret everything that the client says. Exchanging personal information and/or advice before the session creates confusion and complicates faithful and impartial interpreting.

Sources: Pöchhacker, F. (2015), p. 360 & Hale, S. B. (2007), p. 146-156.

SECOND SLIDE:

Furthermore, there are **linguistic challenges** and the risk of misinterpreting cultural references.

Here, the interpreter wrongly transfers the meaning of a common phrase in Estonian ('*vabandust*' = a connector, here with no reference to apologizing).

Possible reasons for an inappropriate interpretation are: first, the interpreter's misunderstanding of the original intention; second, the interpreter's unawareness of the impolite tone of her interpretation in English; or third, the interpreter's inability to produce a pragmatically equivalent utterance under pressure. This is where the interpreter needs to make strategic mental choices and decide what is the most appropriate and most accurate rendition in the target language. In this case '*To go on, could you [...]*'.

Source: Hale S. B. (2007), p.20-21.

THIRD SLIDE:

One of the hallmarks of professional interpreting is remaining **impartial** (neutral).

Impartiality also belongs to an interpreter's code of ethics

Here, the interpreter colours the interpretation using emotive and vulgar language which was not used by the speaker. By doing so, the public official might get a wrong impression of the client's intentions. Moreover, effective communication might be hindered.

Source: Pöchhacker, F. (2015), p. 68-69, 273-276 & Horváth, I. (2013), p. 38-42.

2.2 SCRIPT OR STORY FOR THE VIDEO

The service user has moved to Tallinn, Estonia with his three years old son. To be able to stay in Estonia over three months, it is regulated that the service user needs to register their residence to the registry and make an application for the Estonian ID-number.

The service user went together with the son's other parent to register as it was mentioned as an obligation to have a signature from both parents of a minor.

The authoritative in the City Centre Administration (I) made the register and took signatures from both parents as requested but suggested going to another office called Sector of the population register of the Tallinn City Government to make another application for the Estonian ID-number. The service was provided in English in this office.

In the Sector of the Population Register of the Tallinn City Government (II) the authoritative told to the service user in Estonian that the register was unsuccessful as there was need for a document that was not requested by the first authoritative. The authoritative showed an old document from Finnish Registry Office from 1995 and demanded to provide this document. Using the word "birth certificate" was confusing as the birth certificate was provided for the authorities multiple times in the situation but they refused to accept it.

As the whole Finnish Registry Office no longer exists the service user tried to explain in English and by google translate in her phone that it was not possible to receive this type of document anymore and tried to request more information. The authoritative was unable to communicate in English; **she raised her voice together with another authoritative and was only demanding to provide the document they had an example of.**

After the situation was not proceeding in a positive way the authoritative gave a third address to the Vital Statistics Department of Tallinn (III). In this office the service user was told that the document required was concerning the custody rights of a minor that was supposed to be sent from the Digital and Population Information Agency of Finland (former Finnish Registry Office). After this the service user ordered the proof of custody from the Digital and Population Information Agency of Finland and delivered the document to the Vital Statistics Department of Tallinn where they fixed the register of the service user and her son.

After the register was corrected, the service user was able to go to the police station to make the application for the Estonian ID-number and ID-card.

Before the dialogue: The interpreter presents herself and how she works (Tuula wants to complain but this is not allowed; interpreter's ethic)

“This is the most typical problem...” SLIDE: “One of the most common misunderstandings before the actual interpreting regards the interpreter’s **role and task**. All stakeholders should be informed of the rules, ethics and advice beforehand. The interpreter should present him- or herself, clarify how he or she works (e.g. using the 1st person) and emphasize that he or she is going to interpret everything that the client says. Exchanging personal information and/or advice before the session creates confusion and complicates faithful and impartial interpreting.”

Sources: Pöchhacker, F. (2015), p. 360 & Hale, S. B. (2007), p. 146-156.

Dialogue (at Õnnepalee – Tallinna Perekonnaseisumamet/the Vital Statistics Department of Tallinn, the III location, Tuula has been to 2 offices already, is angry?, tired and very confused)

Birgit Tamm: Tere, mina olen rahvastikutoimingute osakonna spetsialist Birgit Tamm! Ma sain aru, et te soovite registreerida ennast ja oma last Eestisse, aga mis asjaoludel?

Interpreter: Hello. I am the official for population register proceedings. My name is Birgit Tamm. As I've been informed, you would like to register yourself and your child in Estonia. Could you provide further information about the circumstances?

Tuula: (a Finnish citizen): Nice to meet you. I am Tuula and yes, I need to register myself and my child. I've already been to two offices and it hasn't been very helpful.

Birgit: Palun siis lapse isa nõusolekut ka. Do you have a power of attorney?

Tuula: Yes (*Here's the paper*).

Birgit: Vabandust, kas te saaksite täpsustada enda ja oma lapse Eestisse sisse kirjutamise asjaolusid?

***Interpreter:** I'm sorry. But could you specify why you'd like to register yourself and your child in Estonia (that is: apply for residence permit)?*

SLIDE: Furthermore, there are **linguistic challenges** and the risk of misinterpreting cultural references. Here, the interpreter wrongly transfers the meaning of a common phrase in Estonian ('vabandust' = a connector, here with no reference to apologizing).

Possible reasons for an inappropriate interpretation are: first, the interpreter's misunderstanding of the original intention; second, the interpreter's unawareness of the impolite tone of her interpretation in English; or third, the interpreter's inability to produce a pragmatically equivalent utterance under pressure. This is where the interpreter needs to make strategic mental choices and decide what is the most appropriate and most accurate rendition in the target language. In this case 'To go on, could you [...]'.

Source: Hale S. B. (2007), p.20-21.

Tuula: I am currently studying at Tallinn University and have my child with me. I am doing my bachelor's here. But I had problems with child registration.

Birgit: Selge. Kas te saaksite anda mulle enda ja oma lapse praegused dokumendid, et ma saaksin kontrollida asjaajamise praegust seisu?

***Interpreter:** Okay. Could you provide me your documents and your child's documents, so that I can check the current stand of your proceedings? (Tuula has given the documents to Birgit, Birgit is tipping in the information)*

Birgit: Millised negatiivsed kogemused Teil ametkondlike asjaajamisega on eelnevalt olnud?

***Interpreter:** Could you tell me more about the negative experience that occurred in the previous instances?*

Tuula: I tried to register my child in the City Centre Administration and in the Sector of the Population Register of the Tallinn City Government. The authoritative in the City Centre Administration (I) made the register and took signatures from both parents as requested but suggested going to another office called Sector of the population register of the Tallinn City Government to make another application for the Estonian ID-number.

Birgit: Nagu ma andmetest näen, on mõlema vanema allkirjad tõesti olemas ning taotlus Eesti isikukoodiks on töös.

Interpreter: As I can see from our database, we have the signatures of both parents and the application for an Estonian identification number is currently being processed.

Tuula: Yes, but so in the Sector of the Population Register of the Tallinn City Government (II) the authoritative told me in Estonian that the register was unsuccessful as there was need for a document that was not requested by the first authoritative. The authoritative showed an old document from Finnish Registry Office from 1995 and demanded to provide this document. **Using the word “birth certificate” was confusing** as the birth certificate was provided for the authorities multiple times in the situation but they refused to accept it.

(tõlk; a break for interpreting)

Tuula continues: As the whole Finnish Registry Office no longer exists I tried to explain in English and by google translate in my phone that it was not possible to receive this type of document anymore and I tried to request more information. The authoritative was unable to communicate in English; **she raised her voice together with another authoritative and was only demanding to provide the document they had an example of.**

Interpreter:(inappropriate/strong impressions) “Nad karjusid täiega mu peale ja nõudsid dokumendinäidis.” *Those guys were just yelling at me and just annoying me with that document-thing.*

SLIDE: One of the hallmarks of professional interpreting is remaining **impartial** (neutral). Impartiality also belongs to an interpreter’s code of ethics. Here, the interpreter colours the interpretation using emotive and vulgar language which was not used by the speaker. By doing so, the public official might get a wrong impression of the client’s intentions. Moreover, effective communication might be hindered.

Source: Pöchhacker, F. (2015), p. 68-69, 273-276 & Horváth, I. (2013), p. 38-42.

Birgit: Selge. Mul on kahju, et Teil on olnud ebameeldivaid kogemusi ning arusaamatusi, oleks hea, kui saaksite need vastavatele asutustele ka tagasisidestada, et edendada protsessi toimimist edaspidiselt. Kuna Te soovite jääda kauemaks, siis peate taotlema alalist elamisluba. Milles teie probleem siiski täpsemalt seisneb?

Interpreter: Oh, I see. I am very sorry about your negative experience with our service. It would be great if you could give some feedback on their work, and on what went wrong so

that we could improve the service quality in the future. But as you're planning to stay in Estonia for a longer period, you do have to apply for a permanent residence permit. What went wrong in the procedure?

Tuula: I can register myself but have problems with registering my child under my custody.

Birgit: Jah. Hetkel mulle tundub, et peate saatma taotluse Soome Rahvastikuregistrisse, mida tõesti enam ei eksisteeri kuid, mis uue nimega on digitaal- ja rahvastikuandmete teenuste agentuur, et saada hooldusõiguse tõend. Siis saan siin dokumendid korda teha ja teie poja sisse registreerida. Palun saadke see dokument minu meiliaadressile, kui olete selle kätte saanud, annan teile teada, kui olen siin dokumendid korda teinud ning seejärel saate minna Politsei- ja Piirivalveametisse, kus saate taotleda Eesti ID-kaarti.

Interpreter: *Yes, as I can see now, you must order a document from the Digital and Population Data Services Agency for child custody credentials, the Population Registry has a new name. With a certificate, I can revise the documents here and complete your registration process. Could you send the document to this email after receiving it from the Finnish Population Registry Office? Then you have to go to the Police and Border Guard Board and apply for an Estonian identity card.*

Tuula: Okay, thank you for your help. It all makes more sense now. I can finally register my son and myself here. I hope that the procedures at the Police and Border Guard Board will be successful as well.

Birgit: Loodan samuti, andke meili teel kindlasti teada, kui teil esineb veel probleeme.

Interpreter: *I am sure it will be okay. But let me know per e-mail if you'll have further complications by the registration procedure.*

Tuula: Okay, bye.

Birgit: Head aega, kena päeva!

Interpreter: *Good bye, have a nice day!*

2.3 TIMESHEET

Time	Activity
8.09	Introductory session
9.09-14.09	Edpuzzle videos + questions
11.09-19.09	Research for homework
22.09	Classroom session
29.09	Group meeting
2.10	General Research about the topic
3.10	Terms of interpreting - homework
4.10	Writing the first script version
13.10	Classroom session
14.10	Research about different types of video ideas
14.10	Group meeting
16.10-17.10	Writing mid-term report + presentation
28.10	Group meeting on Zoom (in class + further discussion)
28.10-29.10	Read S. Hale Chapter on Ethics (p. 101-134)
29.10.	Reading S. Hale Chapters I & IV
31.10	Script must be ready!
3.11. 14-16	Meeting & Editing final script
4.11. 15-19	Research & References/Sources + list
5.11. 12-15	Zoom Meeting: Reading through and practice
16-17.11 Studying the script individually (Kelly, Kiia, Elsbeth)	
17.11 Pauliina set up camera + room set up	
17.11 13.00-17:00	Filming
	Editing and Help from Roman Gorbunov!
24.11	Meeting with Roman
27.11-28.11	Research for slides
December	Extra research + slides
December	Writing project portfolio (Pauliina & Kiia for the formal document + others help!), Self-reflection (each on their own)
2.12.2021	Portfolio slideshow
7.12.2021	Research for the slideshow
7.12-12.12	Group check for the slides and final report
8.12.2021	Subtitles session in class
3rd week of December	Subtitles further input + last details
2.01.2022	Final meeting before the report
6.01.2022 11:00-13:00	Final report


3. SLIDES

Problems encountered by the
interpreter with the authorities

Synergy between the interpreter and public official



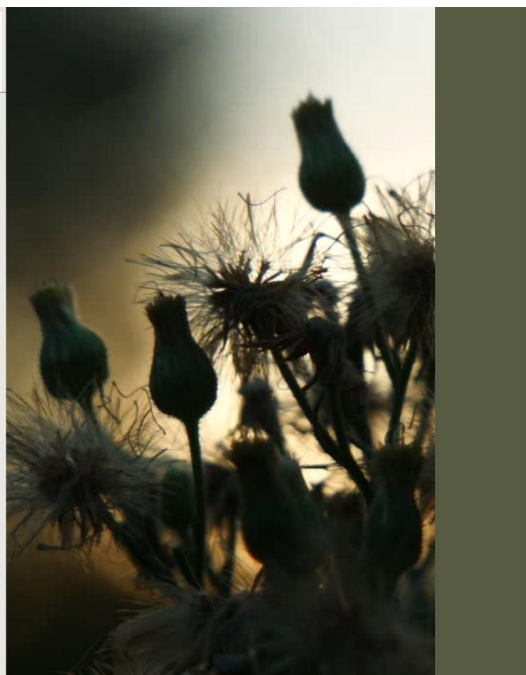
Synergy between the interpreter and public official



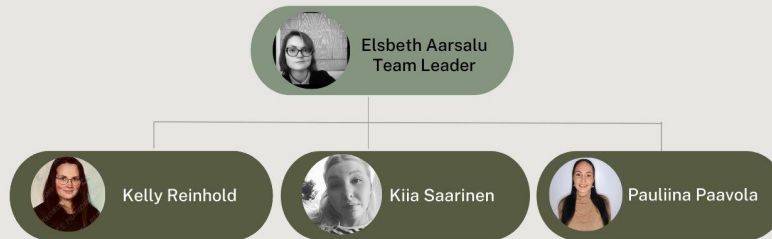
LIFE PROJECT PORTFOLIO

This portfolio is a collection of materials created,
selected and assembled by our team that
demonstrates the learning journey over time.

Problems encountered by the interpreter with the authorities



Team Members



Disciplines of the group members

Elsbeth Aarsalu

Interpreting, MA

Elsbeth gave a huge value for the project as her knowledge about interpreting was enormous and gave us others a lot of courage during the whole project.

Kiia Saarinen

Law, BA

Kiia gave the project authentic story from her personal experience that was a suitable base for the situation in the video.

Kelly Reinhold

Political Science, BA

Kelly has previous knowledge about the officials in Estonia and her discipline gave us valuable information to improve the project.

Pauliina Paavola

Law, BA

Pauliina added valuable knowledge about the legal aspects and had some personal experience about filming that was an important skill in this project.



Important Dates

03 Oct, 2021

Storyline and sharing the roles. Brainstorming for the situation and the issues highlighted. Detailed script for the video and lines for every role.

17 Nov, 2021

Recording the video and finishing it. We had valuable help for editing from outside the group. Thank you Roman!

18 Oct, 2021

Mid-term presentation in Zoom.

6 Jan, 2022

Ready video and portfolios ready to be presented.



The Issue

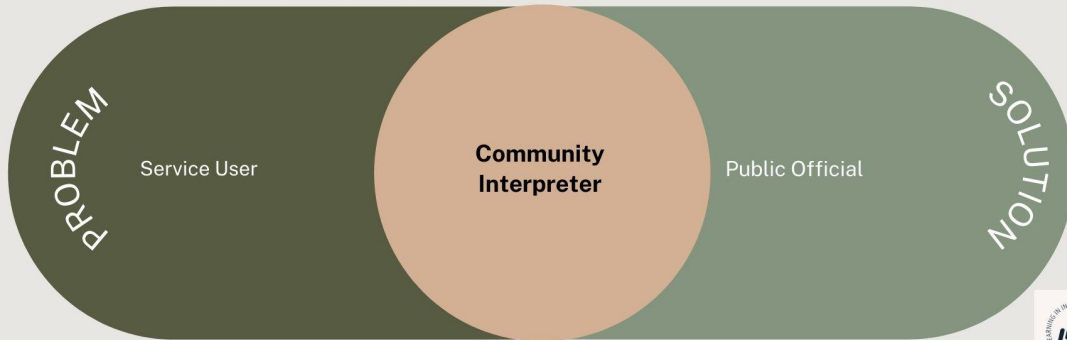
The aim of the project is to develop synergies between future public officials and interpreters to establish best practices in interpreter-mediated interviews



To be able to break the barrier between the service user and the public official the community interpreter must have professional tools



Structure of the meeting



Our Video Making Process



Step by step created video with deep analysis of the issue

The end result of the project is a video with useful information content according to the goal, and the goal was achieved by following the agreed appointments and schedules.



First Steps



Idea for the situation in the video

One of our group members had an authentic experience with Estonian public officials that was suitable for the project.

We added the educational issues to the situation and started to create roles for the characters in the video.



Time management and planning

Although all of the group members had a tight schedule we managed to have multiple and multiple meetings in Zoom and in person to make the video as good as possible.

As we had the situation for the video almost ready by the first meeting we could use all the time left to analyse the materials provided and plan the video.



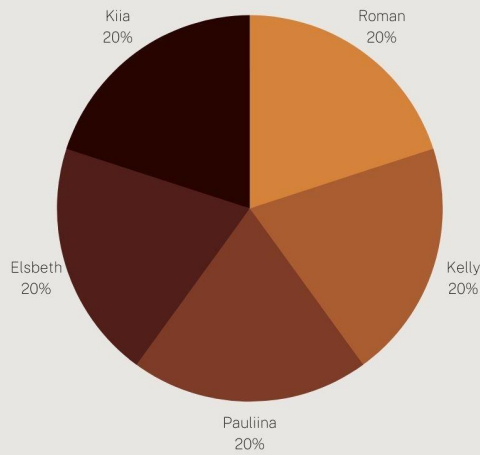
The actual process and reports including

We shared the duties inside the group and all the members took their assignments seriously and showed an effort right from the start.

Our team was great with brain storming and creation of the situation was easy as we had mutual understanding in every phase.



Roles in the project



Elsbeth - Acting role in the video and managing time sheet as a team leader

Kelly - Acting role in the video and participation in every assignment

Pauliina - Filming the video and participation in every assignment

Kiia - Acting role in the video and participation in every assignment

Roman - Editing the whole video



Tasks during the project



Research

All of the team members made a huge effort for the research behind the video and analysed the issues from the educational perspective.



Time Sheet

The time sheet was the only stumbling stone for our group as we forgot to fill in the hours spent a couple times.



Team Work

Everyone of our team participated in every meeting and everyone of us was always ready to help others.



Outcome of the video

We pointed out three different issues the community interpreter can face in the duty:

FIRST ISSUE:

One of the most common misunderstandings before the actual interpreting regards the interpreter's role and task. All stakeholders should be informed of the rules, ethics and advice beforehand. The interpreter should present him- or herself, clarify how he or she works (e.g. using the 1st person) and emphasize that he or she is going to interpret everything that the client says. Exchanging personal information and/or advice before the session creates confusion and complicates faithful and impartial interpreting.

Sources: Pöchhacker, F. (2015), p. 360 & Hale, S. B. (2007), p. 146-156.

SECOND ISSUE:

Furthermore, there are linguistic challenges and the risk of misinterpreting cultural references.

Here, the interpreter wrongly transfers the meaning of a common phrase in Estonian ('vabandust' = a connector, here with no reference to apologizing).

Possible reasons for an inappropriate interpretation are: first, the interpreter's misunderstanding of the original intention; second, the interpreter's unawareness of the impolite tone of her interpretation in English; or third, the interpreter's inability to produce a pragmatically equivalent utterance under pressure. This is where the interpreter needs to make strategic mental choices and decide what is the most appropriate and most accurate rendition in the target language. In this case 'To go on, could you [...]'.
Source: Hale S. B. (2007), p.20-21.

THIRD ISSUE:

One of the hallmarks of professional interpreting is remaining impartial (neutral). Impartiality also belongs to an interpreter's code of ethics

Here, the interpreter colours the interpretation using emotive and vulgar language which was not used by the speaker. By doing so, the public official might get a wrong impression of the client's intentions. Moreover, effective communication might be hindered.

Source: Pöchhacker, F. (2015), p. 68-69, 273-276 & Horváth, I. (2013), p. 38-42.



SUMMARY OF THE RESULTS

Our group is happy with the outcome of this project. The video made for this project fulfills its purpose as a useful educational material. The video has been uploaded to YouTube.



Project Timeline



Thank you!



Elsbeth Aarsalu

Kelly Reinhold

Pauliina Paavola

Kiia Saarinen

Roman Gorgunov