

Non-professional interpreting carried out by vets and veterinary staff for British pets' owners in the South of Spain

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The aim of the study

- The study is devoted to non- professional interpreters belonging to the health profession (Vet clinics and human health sector)
- **1.** To see the similarities and differences in the health and vet sector, regarding:
 - Psychological issues of interpreters
 - Language issues of interpreters
 - Three tests were carried out
- **2.** To compare the situation to that of other countries in the same context and language combination

The interpreting context: British people in the Costa del Sol

- Spain is the most popular destination after Australia (“Lifestyle migration”- Krit, 2012)
- Málaga: 72, 852 (60%: 55-70)
- Why?: Gibraltar, after Southafrica, International state agents, cheaper.
- O’Reilly (2002): not interested in language and culture
- They need services: web: angloinfo
- Rescued battered animals (dogs, cats, donkeys and horses)

Who does the interpreting in the vet clinic? And what they interpret?

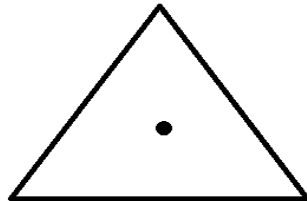
- English vets in English clinics: *Diva Dogs*
- The vets (between pet owners and agencies dealing with paper work: entry requirements in the UK) and auxiliary staff (between pet owners and vets)
- Professional interpreters and other non-professional interpreters
- What?: Paper work + interactions

Similar to the health sector?

Difficult terminology and heartbreaking stories

The context although similar: differences: space and noise

Child health cases:



The study of psychological issues regarding interpreters in the health sector

VT: The cumulative exposure to traumatic testimony

80s: VT: SLI

90s: war refugees, asylum seekers in medical and court interpreting. After 2000

Psychology journals

Blogs: remedies

<https://traduciresdescubrir.wordpress.com/2015/11/11/l-a-gestion-de-las-emociones-en-la-interpretacion-biosanitaria-2/>

Literature on vicarious trauma and interpreting

- Harvey (2003): “interpreters are in danger of empathically drowning”
- Granger & Baker (2003): Traditional models of interpreting require the interpreter to be neutral, invisible: non feeling, non thinking
- Elaine Hsieb (2010): “it makes everybody in the room uncomfortable when a human being is acting like a computer”
- Nothing on vet interpreters. Temple Grandin (2006) *Animals in Translation* (autistic animal mediators)

Trauma suffered by pet owners

- Wrobel & Dye (2003); Meyers (2002); Coules (1985)

“Frequently transcends the emotional attachment which we form for humans”

“Disenfranchised grief”  isolation

Living alone

A test concerning the medical and vet sector and VT. TEST A

- **Test A: VT**
- 10 nurses hospital
- 8 veterinary staff from local vet clinics

Results: Both sectors expressed not to be really affected by the cases they worked with: “it is part of my job anyway”

(We had previously done a survey that interviewed 8 volunteer vet interpreters that showed signes of VT) (Indialog 2015)

Studying the language interpreting services provided by staff at hospitals. TEST B

- Medical schools: English not part of study programs offered
- Studied by Angeleli (2004) interpreting performed by hospital staff in addition to their regular work: omissions, additions and substitutions and condensation of what was said, that led to misdiagnosis
- In Spain, volunteer interpreters deal only with insurance issues often via the phone, doctors and nurses do the interpreting
- Other sectors (paramedics: out of hospital environments: emergency medical services): knowledge of little English may lead to problems (holiday and my wife)
- **A TEST: TEST B:**
- 10 audio recordings, 8 nurses and 2 doctors from hospitals (doctors and nurses have spent some years in the UK. Only 5% return)
- **Results:**
- 6 very efficient and 4 with difficulties: words used by patients and staff, use google translator, write numbers on paper, struggled to set a common ground of understanding

Studying the language interpreting services provided by staff at vet clinics. TEST C

- Veterinary studies: Córdoba: optional subject taught in English (B1): *Caring, feeding and training of dogs*. 3c. To acquire vocabulary
- Zaragoza University: 2nd year. Optional. *Scientific English for vets*. 3c.
- Courses for veterinary auxiliary staff: no English taught
- **A test: TEST C: use of language in interpreting sections.**
- Video recordings of interactions in 8 vet clinics involving 12 people (vet staff) that did interpreting:
- **Results:**
- 2 subjects: communication was effective, clear and accurate: successful (had worked as “meat inspectors” in the UK-Evill & Jones). Only 5% return)
- 10 subjects: words, never sentences, *atrezzo* and gestures (wag). Limited.
- A thesis: *Assessing the Preparedness of the Veterinary Profession to Communicate with Limited English Proficient Spanish-Speaking Pet Owners* by Ruth Ellen Landau, Purdue University, Indiana. (Spanish-English)

Conclusion

If we compare with study presented in the USA:

Written to ask for language inclusion in veterinary degrees, important to control pets in society, risks for others. In USA also a call for more hispanic medical students.

The best: bilingual staff.

Comparing human and animal health sector regarding interpreting provided:

Differences and similarities noticed.

Main References

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THANK YOU!

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