

Rodríguez Muñoz, M. L. (2020). A didactic proposal for developing social competences in sworn translation. *Current Trends in Translation Teaching and Learning E*, 7, 357-398. 10.51287/cttl\_e\_2020\_11\_mar%C3%ADa\_luisa\_rodr%C3%ADguez\_mu%C3%B1oz.pdf

## **DIDACTIC PROPOSAL FOR DEVELOPING SOCIAL COMPETENCES IN SWORN TRANSLATION**

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### **Abstract**

Amid the industrialization of the translation business, Spanish sworn translation still implies a direct relationship between the professional and the client due, in part, to the obligation to share hard copies of original documents and the relevance of sworn translators as mediators in migration processes. This particular situation leads to the necessity of integrating social competences in the curriculum of Legal-Economic Translation courses in Spanish universities. Thus, in the present work we describe a didactic proposal for developing social skills that was put into practice at the University of Cordoba during 2018-2019. It was based on Krajcsó's project-based method of group learning that includes brainstorming, role play, analysis and diagnosis. We will also show the results extracted from a questionnaire carried out by 8 students who participated in these activities in order to determine their perception on the sworn translator's status and their view of social skills in

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translation.

Keywords: sworn translation, social competence, empirical study, didactics, translator's status.

## 1. INTRODUCTION

In the 21<sup>st</sup> century, many warn of a pernicious industrialisation in the translation business (Losada Gutiérrez, 2011), which implies a greater distance between the end client and the freelance translator. However, in Spain there is still a direct relationship between these two parties in the field of sworn translation. This atypical situation is mainly brought about by two factors: Spanish law regulating the sworn translator's certification and functions, and the socioeconomic context in which their work is carried out.

As regards the former, it should be noted that Spanish sworn translators are appointed by the Ministry of Foreign Affairs and Cooperation. They must prove with their seal, certification legend and personal signature that the translations they undertake are faithful to the original by virtue of Royal Decree (*Real Decreto*) 2555/1977 (amended by Royal Decree 2002/2009). This task, together with Order AEC/2125/2014, lays the foundations

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for a closer, even personal relationship in the sworn translation business by establishing an individual nature in designating sworn translators (section 6.3 of Order AEC/2125/2014), the personal identification of the translator (section 7 of Order AEC/2125/2014) and their place of residence as indicated in the General Registry of Sworn Translators (section 6.2, 6.4. and 7 of Order AEC/2125/2014). Even in the event that the sworn translator-interpreter works for others, their certification, accreditation card and responsibility would always be personal on acting as a “notary public” at their own risk and expense.

Moreover, their clients should always receive their signed documents as hard copies.<sup>1</sup> Such an atypical situation leads to an unusual way of handling the process in a digitized translation market, where face-to-face meetings between clients and professionals are rare. This is not the case in the sworn translation business, where the client commonly delivers or

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<sup>1</sup> This circumstance persists even in the midst of the Covid-19 pandemic, to the point that the Spanish Language Interpretation Office itself admits that, despite the existence of digital certificates, it cannot guarantee that they will be well-received by all governmental administrations since “this will not exempt, in any way, from complying with the requirements established by Order AEC/2125/2014, of 6 November, which dictates rules on the exams to obtain the title of Sworn Translator, regarding certification, signature, stamp and photocopying of the original that has been translated” (notice of 6 April, 2020 from the Spanish Ministry of Foreign Affairs, European Union and Cooperation).

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picks up paper documents, especially if both the client and service provider live in the same city. In fact, the General Registry of Sworn Translators lists professionals by language and province.

As for the socioeconomic context, sworn translations are necessary within the context of migratory movements. Clients can be bogged down in bureaucratic procedures and significant life changes. Depending on the circumstances, they may feel especially vulnerable since a lack of knowledge of the host country's language may be compounded by their low economic capacity or lack of a necessary social network to help their mobility and to settle. As a result, perhaps the sworn translator's social function as a "catalyst" (Valero Garcés, 2006: 141) will eventually be added to their business management. In fact, as indicated in a previous study (Rodríguez Muñoz, 2017a: 36), Mayoral Asensio (2004) addresses the many-sided nature of sworn translators by considering them to be "communicators", "businesspeople", "public service", "benefactors", "caregivers", "learners", "trainers", "messengers" and more. These eight identities intrinsically lead to the development of interpersonal competences.

As regards emigration, we can take as an example

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the economic crisis of 2007, which led Spain to become a net demographic exporter in 2011 (INEbase, 2013). Spanish sworn translators performed reverse translations for their fellow citizens leaving the country. By becoming a link in the population export chain, they were able to provide their clients with advance information on the migration process and they put individuals who had already been through the same experience in contact, generating an informal social network (García Abad, 2001).

As for immigration, Pérez Ramírez (2010: 58) identifies certain sworn translators who conceive their job as humanitarian because they smooth out the imbalances in a waning welfare state with quite restrictive immigration policies, in which any mistake may have catastrophic consequences. Faced with insecurity, some clients cling to the sworn translator as a rescuer who they can consult about procedures or simply to whom they can vent (Perez Ramírez, 2010: 59). Therefore, the emotional bond established between the client and the translator is especially intense (Valero Garcés, 2006: 143). Taking into account these social and pseudo-institutional tasks, we could speak of a convergence between the profile of the “sworn translator” and

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that of the “public services translator”.

In order to develop the interpersonal working skills required in the sworn translation market, in the following sections there is a description of a didactic proposal for developing social skills to be used as content and methodology in the Legal-Economic Translation course for Spanish Speaking Students attending the Translation and Interpreting Degree at the University of Córdoba. Later, we will see the design of a questionnaire and the results from it according to answers by the students, in order to learn their real opinion on the sworn translator’s status and their view of social skills in translation.

## **2. AIMS AND METHODOLOGY**

We have verified that sworn translation is one of the few sectors in the translation and interpretation business in which face-to-face contact with the client, who is usually a physical person, can be maintained. With this idiosyncrasy in mind, this study presents a didactic proposal to develop personal skills within the context of the Legal-Economic Translation Course in the Translation and Interpreting Degree at the University of Córdoba, which was put into practice in 2018-2019. It was

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based on Krajcso's project-based method of group learning that includes brainstorming, role play, analysis and diagnosis. We shall also see the results extracted from a questionnaire carried out by 8 students who participated in these activities in order to determine their perception of the profession of the sworn translator and the value they place on the personal contact in the assignments they undertook.

### **3. DIDACTIC PROPOSAL**

In the previous section we saw how the role of the sworn translator is constructed in law and the human context in which they perform their duties. In the light of these data, as already indicated in the TRANSLATA III presentation (Rodríguez Muñoz, 2017b), it seems logical that the development of sworn translators' social competences is necessary and should be included in the academic curriculum. In fact, it is one of the dimensions recognised by the EMT project (specifically within the competence "provision of translation services"), which led to the TransCert (Trans-European Certification for Translators, 2012-2014), an initiative aimed at designing a trans-national certification system to guarantee the professionalism of translation services in the EU. Likewise, the CIUTI (Conférence

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Internationale Permanent d'Instituts Universitaires de Traducteurs et Interprètes) also alludes to the importance of human added value in the statement on its official website.

However, Krajcso (2018: 705) considers there are still gaps in academic teaching and research in certain aspects related to the quality of translation services, such as ethical and legal aspects. In order to take on the challenge of tackling comprehensive training for the student with a view to their employment as a sworn translator, this study uses the collaborative learning model proposed by this author in 2011 for developing social skills.

Krajcso uses Euler's four stages of learning from 2001 as her basis (unconscious incompetence, conscious incompetence, conscious competence, unconscious competence) and is committed to teamwork and communicative competence to develop social skills. Following her guidelines, here are sworn translation projects that will be addressed further below as case studies drawn from the teacher's own professional experience as a translator.<sup>2</sup>

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<sup>2</sup> As “learning social competences in authentic situations increases the chance of transferring

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Table 1: Project 1

<b>Situation</b>	
<b>Doc.</b>	<ul style="list-style-type: none"> <li>✓ Customer's email</li> <li>✓ Scanned S1 form.</li> <li>✓ Link to "Useful forms for social security rights" (EU website)</li> </ul>
<b>E-mail</b>	<p>Dear XXXXX,</p> <p>Dorothy gave me your details as I apparently need something from my country translated into Spanish (Castellano they said). This is the situation (hope that you don't mind me giving you the background to all this - it is a relief to get it written down). Sincere apologies in advance about my VERY POOR grasp of Spanish.</p> <p>I went along to the Police Comisario where Extranjeros have to go, simply, I thought, to change my address for my Residencia Green Paper. However, this seemed to open a complete 'can of worms'! The woman there wouldn't believe that I was an EU citizen and that my Healthcare here was being paid by my Govt ,even though I had taken along the paper that said this with the change of address noted by the Ministerio plus the INSS document that I registered six months ago.</p> <p>I was told to go away, to get Proof that I was registered in my country of Origin translated into Castellano &amp; Medical Insurance proof from my country. I didn't really understand the Spanish &amp; what I had to do, so the man there wrote it down and said that I should telephone my consulate.</p> <p>After 4 months of going back and forth with international telephone calls - THEY said that I didn't need anything other than the documents I had, the Consulate saying the same, a Spanish friend rang the Embassy /Consulate and at last it emerged that I had to send the originals to the Foreign Office Legalisation Office, pay to have them stamped and returned AND also have them translated into Spanish. No one from the consulates could give me a list of Legal Translators (Interprete Jurado?).</p> <p>Would you mind helping me, please?</p> <p>Thanks in advance, Cathy</p>

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these competences into everyday life and work" (Schaeper, 2005 *apud* Krajcso, 2011: 275).

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Table 2: Project 2

<b>Situation</b>	He is a Spanish nurse and he has been unemployed for two years so he has no choice but to emigrate to the United Kingdom to work in a private clinic, because his situation is unsustainable. He doesn't like to travel and right now he doesn't know anyone there. He emails you to ask if you do "official" translations and if so, what your fees are. He also wants to know if he needs to submit to you the original version of his criminal record certificate that he has just received. After responding to him by email, you meet personally to deliver the translation. You have been working for Spanish health personnel based in London for two years.
<b>Doc.</b>	<ul style="list-style-type: none"> <li>✓ Customer's e-mail</li> <li>✓ Scanned criminal records certificate</li> <li>✓ Link to Web Empleo UK</li> </ul>

Firstly, we divide the students into two groups (translators and clients) and then subdivide them into teams of four people. Depending on the assigned role, each group brainstorms to prepare for a role play consisting of an interview between a member from the translators' group and another from the clients' group. During the performance, the rest of the class should take note and observe wise decisions and errors, attitudes and relevant aspects of the interaction. Subsequently, each student will answer the questions in the questionnaire in the following section.

Finally, each student will reflect on the resources, shortcomings and challenges they found in the interview and will accordingly determine their personal learning objectives and the ideal method to

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achieve them. The design of this activity is shown summarised below:

Table 3: Design

Team of sworn translators	Team of clients
<p><b>Brainstorm</b> before the interview with the client:  <u>To be indicated:</u> Knowledge that you already have, information consulted, what you think the client will be like, what you can/should explain to them, what you would do, what initial problems this situation will pose for you, what professional advantages could be generated from this situation, how you can get other assignments from this client, how you can intervene in their migratory process, would you lower your fees for a pensioner/unemployed person?</p>	<p><b>Brainstorm</b> to devise the details of what the client knows or does not know about the bureaucratic process they are involved in.  <u>To be indicated:</u> Complicated access to information, sources of documentation used, client’s objectives, personal situation, psychological characteristics, questions to ask to the translator, service expectations.</p>
<b>ROLEPLAY: INTERVIEW AND OBSERVATION</b>	
INDIVIDUAL QUESTIONNAIRE [empirical study] on the roleplay dynamics	
Analysis and reflection on the shortcomings, opportunities, successes, problems and resources that you have used or that you could use in future.	
Personal learning objectives for the future and methodology to achieve them.	

#### 4. EMPIRICAL STUDY

After completing the different phases of the previous activity, two questionnaires were given to the 8 students who participated in it: one for the 4 who played the role of the client and a second one for the other 4 who dealt with the role of the translator, in order to discover their views on different thematic

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areas related to the profession of the sworn translator and especially personal contact. These are mixed questionnaires: closed responses predominate, with the possibility of an open response as an option in four cases in the client survey and in five in the translator's survey via items such as: “others: indicate”, “others: specify”, “If yes, indicate the reason” or “give reasons for your answer”. Likewise, two questions (15 and 16) are to be answered by applying a Likert scale to learn the assessment made by the students who performed as translators with respect to the profession of sworn translator and the extent to which they agree or disagree. The following table shows the aspects that were measured in each questionnaire and the questions displayed by themes: objective aspects of the market, subjective aspects of the service, vision of the profession of sworn translator, opinion about the interpersonal interaction and the client’s details. The questionnaires are presented in the annex at the end of this paper.

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Table 4: Thematic classification of questions

Themes	TRANSLATOR'S ROLE	CLIENT'S ROLE
Objective aspects of the market	Questions 1-5; 10-11	Questions 5-7
Subjective aspects of the service	Questions 6-8 y 12	Questions 9-10
Vision of the profession of the sworn translator	Questions 9, 15 y 16	Questions 4-5
Opinion about the interpersonal interaction	Questions 13-14	Questions 11-13
Client's details	-----	Questions 1-2

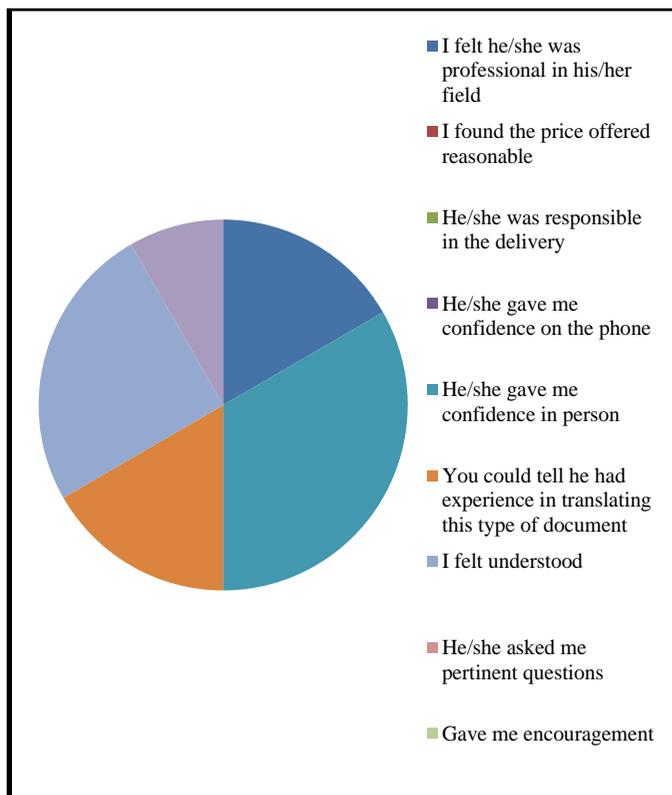
The results are shown below by comparing the thematic items in the two types of questionnaire (clients and translators), i.e. those included in the first four thematic categories.

#### **4.1 Opinion on the interpersonal interaction**

After the role play, the students representing the clients and the translators were all satisfied with the interaction. The former's level of satisfaction would encourage them to contact the same professionals on future occasions. They mainly justify their response by referring to the feeling of trust and the positive experience of "having felt understood".

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Figure 1: Are you satisfied with the way the translator treated you?

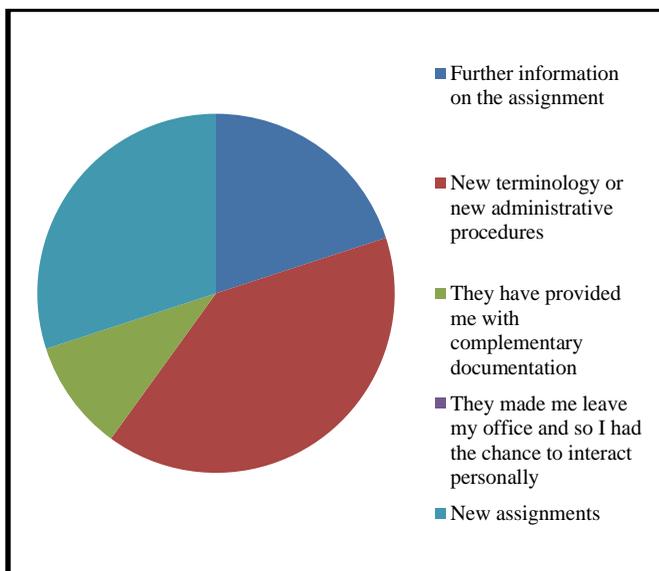


The translators, for their part, focused on more practical aspects: customer loyalty and learning new terminology as a result of the meeting. In view of the customer's response, the exchange was productive, so the translators' expectation of achieving new

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assignments in the future was met.

**Figure 2: Have your clients brought something positive to you in the meeting?**

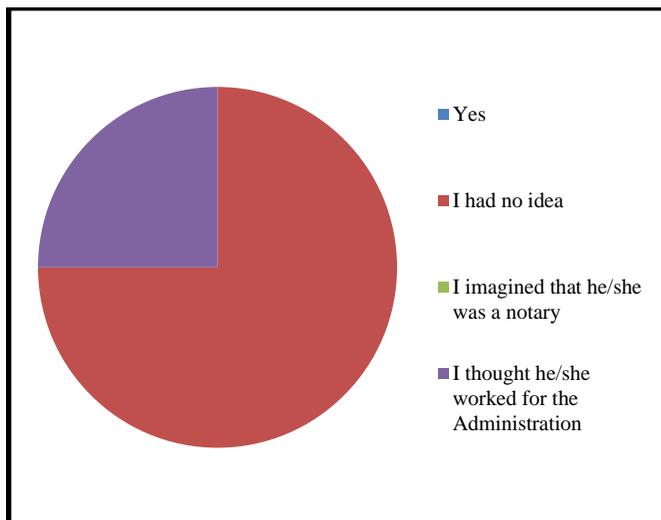


#### **4.2. View of the profession of sworn translator**

Regarding the conception of the profession of sworn translator, the students who played the role of clients assumed their ignorance about it. Most did not have any notion while one of them thought this work is done by a government body.

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Figure 3: Did you know what the job of this professional involved?



In the case of translators, they do not consider that their profession will involve any ethical dilemma, except one of them who argues that the application of fees should be based on common sense. It is deduced that this student was referring to the clients' different situations or the disparity of contexts in which their potential projects might arise.

As for which of the roles designated by Mayoral Asensio (2005) the students associate with the sworn translator, it is worth mentioning that the one with the most recognition is the "professional",

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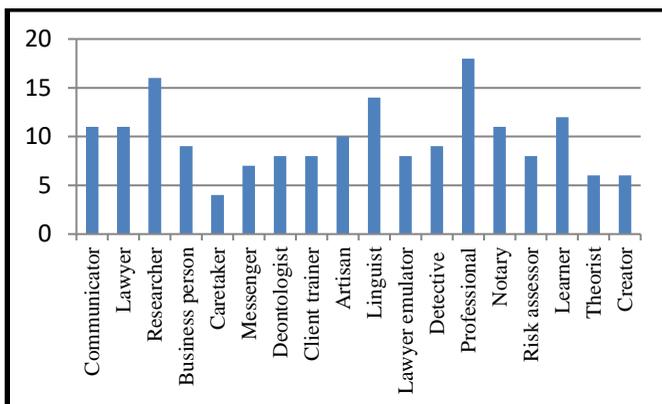
followed by the “researcher” and “linguist”.

It is striking that, despite assuming that the mission of sworn translators is not clear in society, the students perceive that they do have a specific profile, linked to language and documentation, which must be exercised with “professionalism”.

According to the quantitative results, these top three identities are followed by “learner”, “communicator”, “notary”, “jurist” and “artisan”. The typical profile of the sworn translator also includes the work of a notary and the need for a certain degree of expertise in law. Likewise, ongoing training and up-to-date language in specific communicative situations also appear in the students’ perception of themselves in that role. It should be noted that the epithet “artisan” also slips into this list at a time of new technologies, machine translation and post-editing. It seems that students are aware that the painstaking work of the human being is not going to be replaced in the translation sector by any machine. The leading adjective “professional” still resonates. At the other end of the scale is the “caretaker”. For students, the caregiver is outside the remit of the sworn translator.

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Figure 4: A sworn translator is (give values for every role from 1 to 5):



Reading the statements for question 16, there is no consensus among the four participants who were assigned the role of sworn translator. However, the majority agreements and disagreements with the statements have been broken down in this study.

Regarding the first statement, “The professionalism of a sworn translator is shown by their impartiality”, three students express manifest disagreement (with scores of 1 and 2) while one shows an opposing stance with a 4. Possibly, two visions have clashed here: on the one hand, the perception of the sworn translator’s work inspired by the law itself (“Sworn Translators-Interpreters may certify the fidelity and accuracy of their actions with their signature and

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seal”, section 8.1 of Order AEC/2125/2014) and professional associations’ ethical codes such as APTIJ’s<sup>3</sup> (whose Article 2 is devoted to “impartiality and absence of conflict of interest”); and on the other, students’ direct experience in dealing with realistic translation assignments in different courses in the Translation and Interpreting Degree and the result of the role play.

With the second statement, “A professional translator talks strictly about their business”, we again see a disparate understanding of 3 students versus 1: the former show their disagreement with scores of 2 and 1, whereas the latter shows agreement with a 4. Therefore, we observe that after the role play there are more students who broaden the range of possible topics to deal with in a face-to-face conversation with a direct client, whereas one considers “professionalism” to be related to the strictly business aspect.

The third statement, “A professional translator should not be involved in the personal affairs of a client at risk”, raises divided opinions: two students support it with a 4, while two others solidly oppose

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<sup>3</sup> Spanish Professional Association of Court and Sworn Interpreters and Translators (APTIJ).

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it with a 1. It is one of the most controversial and difficult issues to manage and regulate, as it has underlying ethical and personal conflicts.

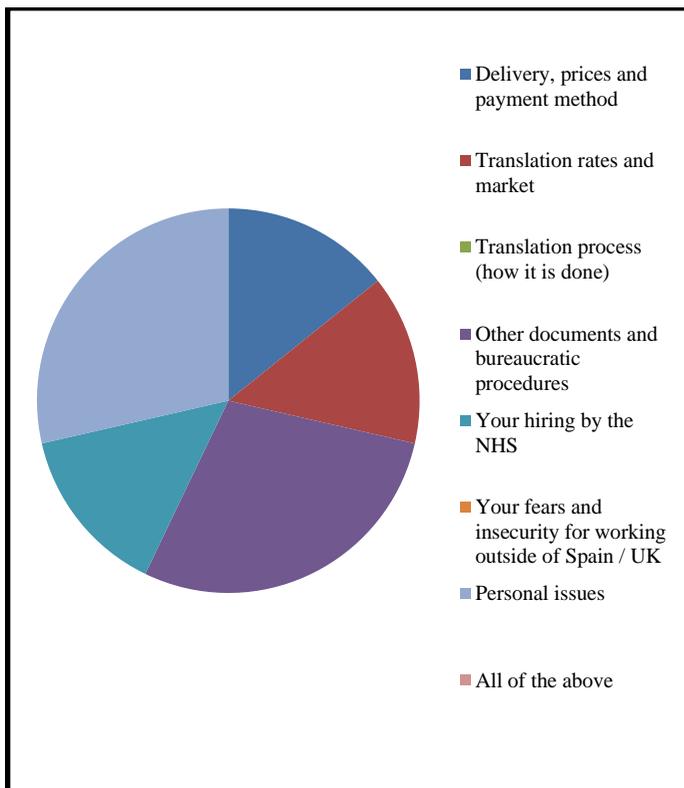
Finally, there is no consensus with the fourth statement, “A translator can become a mediator between the state and the immigrant”, although there is a greater level of agreement (two said 5, one said 3) than disagreement (one said 1) with the statement.

### **4.3. Subjective aspects of the service**

Three of the four students with the role of client considered that the interview lasted about 30 minutes, while one had the perception that it was shorter (between 10 and 15 minutes). Regarding the topics discussed, all agree that other documents and bureaucratic procedures and personal matters were discussed. Therefore, the interaction in both cases went beyond simple delivery of the documents, providing the service and payment. It also covered tangential issues, even ones of no economic significance. Obviously, only the two students who participated in the project 2 role play indicated the answer “your being hired by the NHS”.

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Figure 5: In that meeting, you spoke about:

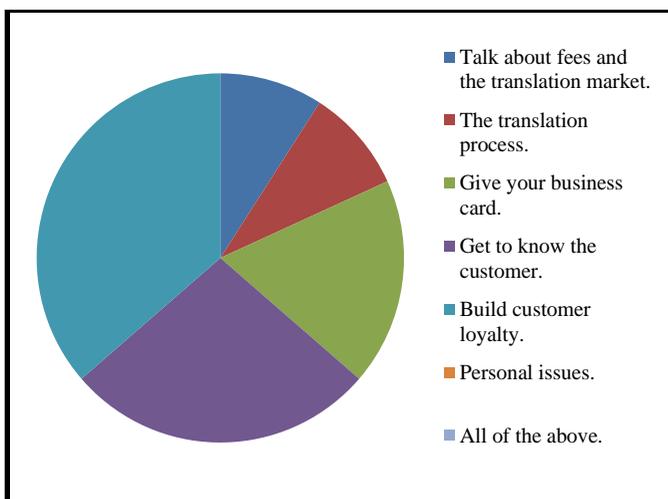


Regarding the data from the translators, they coincide in the duration of the service with respect to the clients, three state that the service lasted 30 minutes while one thought it took from 10 to 15.

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On the other hand, everyone took advantage of this face-to-face meeting to build customer loyalty, and three to meet the client. To a lesser extent, other reasons mentioned are to give their business card and to talk about fees and aspects of the market as well as the translation process.

**Figure 6: You have taken advantage of the meeting to:**



Finally, in all of the role plays, an interpretation job was offered (3) or requested (1), which is mostly charged as an extra service by the translators. In addition, some also acknowledge that they gave advice on administrative aspects; specifically, two

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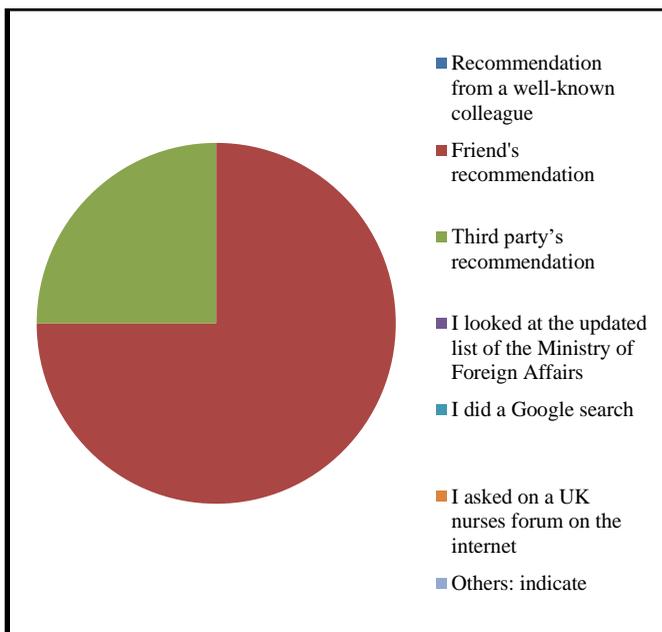
students discussed such arrangements with the client.

#### **4.4. Objective aspects of the market**

Three of the four students who performed the role play conceived “word of mouth” to be the most feasible way to find a sworn translator, be it a friend or a third party. Likewise, they all consider email would be the tool through which they would have contacted the professionals they needed, even if they have met them in person.

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**Figure 7: How did you manage to find the translator?**



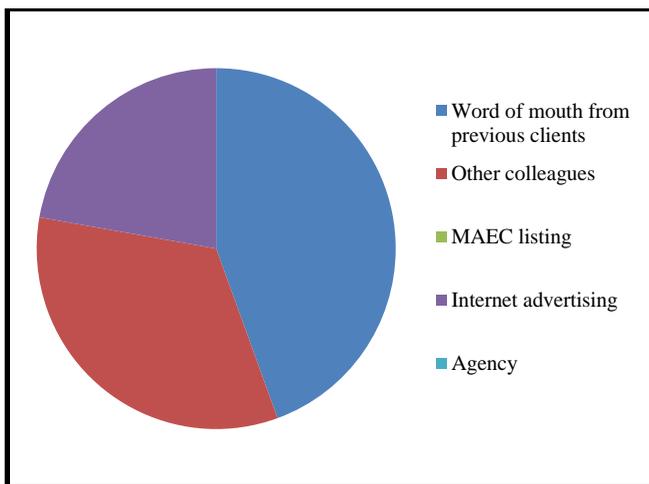
As far as the translators are concerned, they all see themselves as self-employed and have answered correctly about the type of client that was considered in the projects: direct, private citizens.

In reference to the delivery method for the translations, almost all have taken advantage of the personal meeting (3) while only one considers that they would do so by post, possibly after the meeting.

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The perception of the most feasible way of obtaining translation assignments coincides with the response from students who were assigned the role of client: all consider the best way is word of mouth from previous clients, followed by the possibility that other colleagues may be the path to access the client, in other words they act as real mediators. In addition, half of the translators consider that they will also manage to get projects through the Internet.

Figure 8: How do you think a sworn translator get translation assignments?



Human contact (through a personal interview) is also seen as the perfect method to continue

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contacting the client for three of the translator students. Other forms of communication indicated were email and telephone.

## 5. CONCLUSIONS

We have verified that the legislation and the social context in which sworn translation is required foster personal client-translator interaction. Given this, and responding to the recognition of the need to incorporate social competence in the curriculum of the Translation and Interpreting Degree in line with the statements from the EMT Expert Group and the CIUTI, the didactic plan for project-based learning has been built upon and improved using two real case studies that were presented in TRANSLATA III. After carrying out a survey linked to the client/sworn translator role play, which is one of the activities in that plan, the following conclusions can be drawn:

According to the students surveyed, personal interaction has been positive for those who played the role of clients and also for translators: the former were willing to hire the latter's service again because of the trust and empathy perceived, while the latter saw the interview as a good way to retain

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direct private citizen clients.

Regarding the vision of the profession, students assume that clients are unaware of the sworn translator's work, while they themselves think that it is mainly linked to language, documentation and expert knowledge. Furthermore, adjectives related to the interaction, humanisation and ongoing training in this career also stand out: "communicator", "learner" and "artisan". Most of them avoided unemotional assumptions that are usually associated with the legal and sworn translation profession such as the idea that professionalism necessarily involves impartiality and that the business side is everything. For them, the translator become a *de facto* mediator between the state and the migrant. Where the points of view do not coincide is in determining the professionalism or non-professionalism of personal involvement. Not surprisingly, it is difficult to draw the dividing line in this regard and deal with the burden of witnessing clients' situations of vulnerability or disorientation in the migratory process or cross-border procedures.

As for the subjective appraisals about the activities analysed and performed, the students with the role

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of client recognise that this space of personal interaction has served to clarify queries about other documents and bureaucratic procedures and to talk about personal aspects. Meanwhile, those designated with the role of translators once again recognised the usefulness of this instrument in building loyalty, getting to know the client and to a lesser extent exchanging business cards, discussing business and explaining the translation process. At the end of the day, both acknowledge that the client's way of locating the translator is by word of mouth and that, despite the fact that the contact is made via e-mail, they finally meet in person. Moreover, from this meeting a new service emerges: an interpretation job.

Therefore, we can conclude that in light of the data provided by the feedback from the students who participated in these activities in the classroom, social competence is an essential tool to perform quality work and students are aware of that after this experience. Firstly, the direct relationship between sworn translator and client is beneficial for both. The client can make consultations related to processing documents, reduce their administrative and migratory stress in the face of the unknown, and acquire first-hand information about the sworn

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translator that can be conveyed to their peers. For the translator, this direct relationship is beneficial in terms of human, economic, and symbolic capital (Bourdieu, 2011: 213-220): they humanise the profession and make it more visible, increase their expert knowledge interactively with the information provided by the client, and perform the best kind of marketing—“word of mouth”—for future jobs from the same user or others (thus attaining “loyalty”). Secondly, it mitigates the asymmetry of power between the citizen and the host country’s public administration, which can otherwise cause injustice and helplessness if the latter does not have sufficient social resources to manage the immigration flow.

In the near future, the intention is to increase the number of participants in the experiment with students of the same subject in the present academic course, and in the medium term replicate the experiment with real translators and clients.

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## **ANNEX 1: QUESTIONNAIRE FOR SWORN TRANSLATORS**

### **1. What was your job description in the role play?**

- Self-employed.
- Employee.

### **2. Who requested your services?**

- Private citizen.
- Public institutions.
- NGO.
- Companies.
- Another freelancer.

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**3. Was it a direct customer?**

- Yes.
- No.

**4. How did you deliver the translation?**

- By mail.
- In person.

**5. If the contact was face to face, where did you meet?**

- In your office.
- At your home.
- In a public establishment.
- In a public institution.
- Other: indicate.

**6. How long did the delivery in-person take?**

- 1-5 minutes.
- 5-10 minutes.
- 10-15 minutes.
- 20 minutes.
- 30 minutes.
- More than 30 minutes.

**7. You have taken advantage of the meeting to:**

- Talk about fees and the translation market.
- The translation process.

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- Give your business card.
- Get to know the customer.
- Build customer loyalty.
- Personal issues.
- All of the above.
- None.
- Others (please specify).

**8. Did an interpreting job arise at the request of your client?**

- 8.1. If you answered “yes”, was it paid?

**9. Did you have to face an ethical conflict? If so, describe what kind.**

**10. How do you think a sworn translator gets translation assignments?**

- Word of mouth from previous clients.
  - Other colleagues.
  - MAEC listing.
  - Internet advertising.
  - A translation agency.
- Others: indicate what ways.

**11. What do you think would be your main means of communication with the client?**

- Email.
- Phone.
- Personal interview.

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**12. Did you offer any services along with the translation in your role play?**

- No, I just delivered my translation.
- Yes, I advised on administrative aspects.
- Yes, I offered psychological or moral support.
- Yes, I performed an interpretation in addition to the translation for the same client.
- Yes, all of the above.

**13. If you answered “yes” in the previous question, how do you consider that contribution?**

- Positive.
- Negative.
- Explain your answer:

**14. Have your clients brought something positive to you in the personal meeting?**

- Further information on the assignment.
- New terminology or new administrative procedures.
- They have provided me with complementary documentation.
- They made me leave my office and so I had the chance to interact personally.
- New assignments.
- None of the above.

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**15. In your point of view, a sworn translator is (give values for every role from 1 to 5):**

Communicator	Linguist
Lawyer	Lawyer emulator
Researcher	Detective
Business person	Professional
Caretaker	Notary
Messenger	Risk-assessor
Deontologist	Learner
“Client trainer”	Theorist
Artisan	Creator

**16. Indicate if you agree or disagree (1-5)**

- The professionalism of a sworn translator is shown by their impartiality.
- A professional sworn translator talks strictly about their business.
- A professional translator should not be involved in the personal affairs of a client at risk.
- A sworn translator can become a mediator between the state and the immigrant.

**ANNEX 2: QUESTIONNAIRE FOR CLIENTS**

**1. When did you arrive in the UK / Spain?**

- Before 2007.

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-Between 2007-2011.

-After 2011.

## **2. You decided to leave in order to:**

-Learn English / Spanish.

-Get professional experience abroad.

-There was / is no job in Spain / UK.

-Salaries and contracts are better.

-Personal issues.

-Others: indicate.

## **3. Did you need the services of a sworn translator-interpreter?**

-Yes.

-No.

## **4. If you answered “yes”, did you know what the job of this professional involved before you contacted them?**

-Yes.

-I had no idea.

-I imagined that they were notaries.

-I thought they worked for the government.

## **5. How did you manage to find the translator?**

-Recommendation from a well-known colleague.

-Friend's recommendation.

-Third party's recommendation.

-I looked at the updated list of the Ministry of

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Foreign Affairs.

-I did a Google search.

-I asked in a UK nurses' forum on the Internet.

-Others: indicate.

#### **6. How did you contact the sworn translator?**

-Email.

-Phone.

-Directly in person.

#### **7. Did you meet them directly?**

-Yes.

-No.

#### **8. If you answered “yes” to question 7, indicate where the meeting took place:**

-In their office.

-At their home.

-In a public establishment.

-In a public institution.

-Other: indicate.

#### **9. How long did you spend on the interview with the translator?**

-1-5 minutes.

-5-10 minutes.

-10-15 minutes.

-20 minutes.

-30 minutes.

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-More than 30 minutes.

**10. In that meeting, you spoke about:**

- Delivery, prices and payment method.
- Translation fees and the market.
- Translation process (how it is done).
- Other documents and bureaucratic procedures.
- Your hiring by the NHS.
- Your fears and insecurity about working outside Spain / UK.
- Personal issues.
- All of the above.
- None of the above.
- Others (specify).

**11. Are you satisfied with the way the translator treated you as a professional?**

- Yes.
- No.

**12. If yes, indicate the reason:**

- I felt he/she was professional in his/her field.
- I found the price offered reasonable.
- He/she was responsible in the delivery.
- He/she gave me confidence on the phone.
- He/she gave me confidence in person.
- You could tell he/she had experience in translating this type of document.
- I felt understood.

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-He/she asked me pertinent questions.

-He/she gave me encouragement.

-I liked him/her.

**13. Would you contact him/her again?**

-Yes.

-No.