

# Mapping of Languages of Lesser Diffusion in Italy, Greece and Spain

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# Aim of the presentation

Preliminary results of the first working package of the DIALOGOS Erasmus+ project.

Mapping of the current training programs and activities, as well as available training material on LLD. Specifically, the first results of a survey carried out to find out the extent to which different LLD speakers living in Italy, Greece and Spain could become possible translators and interpreters in public services.

# Presentation of the Project

- Erasmus+ project aimed at **addressing the communication barriers of migrants, specifically those from host countries speaking languages of lesser diffusion (LLD)**, for which there is a lack of qualified translating and interpreting professionals.

## PROJECT'S EXPECTED RESULTS

Develop and create a training module and material addressed to heritage and bilingual migrant speakers of LLD (with adequate bilingual and bicultural competences) who can eventually become qualified Public Services Interpreters and Translators.



# Project structure



WP2: State of the art review/mapping of current training programmes and activities, as well as available training material on LLD.

WP3: Pilot training module analysis report/research and material.  
Training materials in languages that are deemed necessary.

WP4: Open access, blended training module to be implemented in any language in the future.  
Guidelines and best practices guide.

What is LLD?

*A language for which few language resources (i.e. translation, interpreting, mediation) exist in the PS of a given host Country.*

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WP2: presentation  
(1/3)



**Objectives:**

Mapping and cataloguing PSIT initiatives, resources and practices targeting LLDs

Identifying communication needs and problems of LLD speakers

WP2: presentation (2/3)



**Target group:**

People aged 18-35  
(including university  
students) with some  
LLD competence

Professionals and  
volunteers (social,  
legal, healthcare  
workers; mediators)

## WP2: presentation (3/3)



### Tasks:

Revision of relevant training programmes and training material (M2-5)

Online survey (M4-7)

Interviews (M6-ongoing)



# Mapping

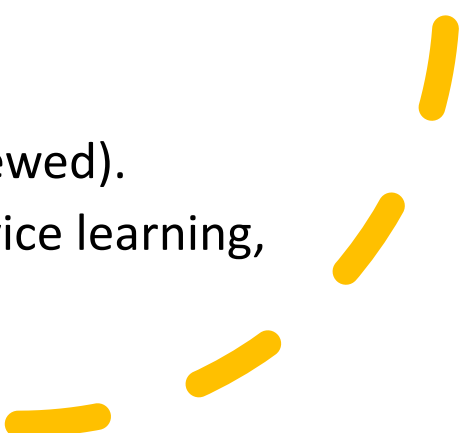
(1/2)

- **Aim:** identifying the needs and problems of PSIT with migrant users.
- **Task:** mapping the training programmes (EL, ES, IT) and resources in order to identify:
  - Most common LLDs covered by the training/teaching programmes.
  - Settings.
- **Design:** co-constructed in interdisciplinary team (linguists, sociologists, Law, Medicine).
- **Numbers:** 40 training programmes: 9 in Greece, 15 in Spain and 16 in Italy; 55 teaching materials/resources.

# Mapping

(2/2)

## **Indicators:**

- Resource N.
  - Name/Title.
  - Webpage.
  - Brief description.
  - Interpreting/Translation.
  - Target groups.
  - Duration.
  - Mode.
  - Detailed programme available at.
  - Language(s).
  - Affordability (free/fee).
  - Contact.
  - Other (including training materials to be reviewed).
  - Notes (traineeship, Erasmus compulsory, service learning, etc.).
- 

# Online survey

## Design:

- Common interview guide with some localization according to local PS and PSIT organization.
- Different questions according to national context and pilot-testing, to ensure a higher probability of **accessibility**.
- Constantly reflecting on the meanings of some terms/conceptions (LLD, mediators, cultural mediation), **revising** crucial notions thanks to the respondents' feedback.
- Using national languages instead of English to possibly include more participants, especially professionals.

Respondents: exceeding the number of the expected respondents (declared N= 240).

- Students: 23 EL, 97 ES, 45 IT = 165.
- Professionals: 43 EL, 50 ES, 78 IT = 171.
- Total N= 336.

# Online survey: Themes (LLD speakers)

Socio/demographic variables.

**LLDs known.**

**Previous training** in interpretation or mediation.

**Experience** of communicating with a mediator and/or with a vehicular language.

Communicative **strategy** preferred in PSIT contexts.

Oral and written competence in LLD.

**Experience** in translating or interpreting.

**Interest** in an interpreting/mediation training with LLDs



# Online survey: Themes (Professionals)

Socio/demographic variables.

**Previous training** in interpretation or mediation.

**Frequency, accessibility** and **problems** of interaction in PSIT with LLDs speakers.

**Organization** of interpreting or mediation services.

**Strategies** to overcome linguistic gap.

# Results - Highlight 1

(Prospective) students have skills in a wide variety of LLDs (e.g., Albanian, Chinese, Ukrainian, Wolof).

Experience of mediation in informal contexts is quite common (many times + sometimes 66.6% EL, 78.8% ES, 93.8% IT).

Little training in interpretation and mediation.

Translation into the native (LLD) language is the most effective tool for communicating in PSIT with LLD speakers.

Interest in attending an interpreting/mediation training is very high with a slight downturn in Spain (83% EL, 40.5% ES, 75% IT).



# Results - Highlight 2

The majority of professionals interact with LLD speakers on a daily or frequent basis: 67.4% EL, 49% ES, 52.5% IT. Yet, they do not have any training in mediation and interpreting.

Accessibility issues: under the theoretical average in ES (2.92).

Communication issues: higher than the theoretical average in EL (3.30). Italy is an **exception**: fewer access and communication problems were reported by the respondents, among which there were many trained

Professional and non-professional mediators are the most frequently-used strategy to overcome the language gap.

Yet, ES and IT highlight a lack of mediation services: 57.9% ES, 45.7% IT (something that is not particularly evident for EL, 18.9%).

# What next

## Interviews

**1<sup>st</sup> GROUP: Prospective students (LLD speakers):**

Socio/demographic information.

Perceived barriers, challenges and solutions according to setting and communication activity.

Experience and preference for Translating party (professional mediator, bilingual staff, family including minors, spiritual leader, etc.).

Motivation and preferred content/methodology in mediation training.



# What next

## Interviews

### **2<sup>nd</sup> GROUP: Professionals (mediators; healthcare and legal workers):**

- Use of technology (translation apps; remote interpreting – healthcare setting; videomediated interpreting – legal setting).
- Perceived benefits of Translating party.



# Future directions

- The results of WP2 have stressed the need for **raising awareness & further training** in PSIT.
- Next steps:
  1. Pilot training module analysis report/research and material.
  2. Training materials in languages that are deemed necessary



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Thank you!



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