



CO-Minor-IN/QUEST II
Final workshop

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Final workshop

Semi-structured interviews with children

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Children's opinion

The voice of the children





Methodology

- Explanation for the children about the experiment
- Short movie on pickpocket
- “Interviewer” comes into the room and starts to speak in FL – interpreter translates and uses two “modes” : consecutive and simultaneous – questions prepared beforehand according to the “free narratives” (see Hans de Wiest): let the child speak as much as possible
- Short break
- Interview about the communication with the interpreter





Methodology

- 1 'interviewer': foreign language
- 1 trained (?) interpreter
- 1 observer

- 1 researcher-interviewer
- 1 back-up researcher / observer

- +/- 10 children per country (1 Deaf child in BE)





Questions

- **Personal feelings**
- The **role/relation** between the interviewer and interpreter and their task
 - whether they know each other
 - to whom did you tell everything
 - who listened most carefully
- **Capacity**
 - Why was the interpreter there
 - Could you understand everything/Could you say everything you wanted?
- **Positioning and interpreting mode**
 - Whispering/consecutive interpreting/notes of the interpreter/preference?





Questions

- **Technical implementation**
 - Would you prefer to have communicated in the same language?
- **Trust**
 - If you had a secret/drawing, with which person would you share it?
- **Special remarks** (google translate/mystery of a foreign language)





Answers

Personal feelings

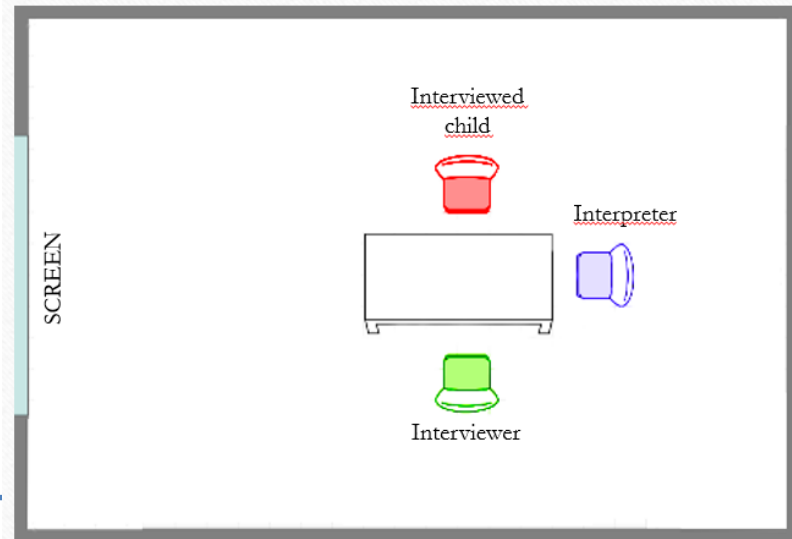
- Most of the children found it a positive experience
- *And in between the questions she also often said ‘ah yes, and [name of the child]’ and so on. So she also mentioned my name, and I liked her saying that sometimes, because then I know I feel at ease and it also means that she knows who I am. (G 17 y.)*
- Strange situation, a bit excited
- HU: unusual, annoying situation





Answers - Positioning

- Most of the children chose the position where the interpreter and the foreign language speaker were sitting next to each other
- *I could give my answers to both of them. (...) face to face instead of... Imagine that the interpreter would be setting here, next to me, in that case, if I choose to talk to the interpreter, then I would not really be talking to the interviewer. And that is maybe a bit, yeah... Not really, yeah... (...) Etiquette, I don't know, uncomfortable. (...) So it was good that both of them were sitting in front of me. (B 16y.)*





Answers – Interpreting mode

- Comparable trends: **consecutive? whispering?**

	Whispering	Consecutive	I don't know
Belgium	3	5	3
France	1	5	3
Hungary	annoying	+++	
Italy	rude	+++	

- Hungary: *'It really annoyed me. I stopped after one sentence' (Participant 4.) 'it was so weird. We never whisper at home or at school. It was really uncomfortable. In my class the boys sometimes whisper and I hate it that I never know what they are talking about. I didn't know what Zs (interpreter) said, it's possible that she used different words from what I said.'*





Answers

Who listened most carefully to you?

	Interpreter	Interviewer	Both	I don't know
Belgium	1	2	7	2
France	2	2	3	1
Hungary	+++			
Italy			+++	





Answers

To whom did you tell everything?

	Interpreter	Interviewer	Both	I don't know
Belgium	9	0	2	0
France		1	6	
Hungary	3	1		6
Italy	+++			

- France: Interpreter would pose very different questions, giving his/her own answers instead of those given by the child and would make mistakes.
- Hungary: It was not easy to decide whom to talk to.





Answers

Imagine you had a secret: which person would you tell it to?

	Interpreter	Interviewer	Both	I don't know
Belgium	10	2		3
France	4	3		1
Hungary		+++		
Italy			+++	

- Hungary: *'even if I knew the interpreter, I would still tell my secret to the interviewer.'*
 - The interpreter might want to abuse the information
 - The interviewer is more important than the interpreter; the interviewer is on her side
- Other countries:
 - Only the interpreter speaks the language of the child:
*If I would try to explain this in Hungarian... or in English or so, then **perhaps it would be less clear** (...) than if I could tell it to the interpreter. (B 16y.)*





Conclusion

- Importance of positive attitude of the foreign language speaker:
 - kindness,
 - eye contact,
 - saying 'hallo',
 - calling the child by his/her name etc.
- !Training of the interpreter!**



