















## Interpreter-mediated research interview

### Research into the interactional dynamics of the encounter

- 241 P لغة الإشارة هي يعني(0.1)  
*sign language was the (0.1)*
- 242 اكثر من لغة تواصل (0.3) لغة الإشارة  
*was more than a communication language (0.3) sign language*
- 243 I نعم اممم  
*yes yes*
- 244 P و(0.2) و المهرب طبعاً هو اللي بده يطلعنا لل (0.1) من تركيا اليونان.  
*and (0.2) and the smuggler who will take us to (0.1) from Turkey to Greece,*
- 245 يكون عربي (0.1) عادة بيتكلم عربي  
*he is Arab (0.1) normally speaks Arabic*
- 246 (0.1) بعد اليونان انت بصير في عندك  
*after Greece, you will have (0.1)*
- 247 منظمات دولية مثل أطباء بلا حدود  
*international organisations like Doctors Without Borders*

Originals and translations transcribed using  
CA notation

Discussions and SRI with interpreter

2nd translator → collaborative analysis  
sessions

Key themes: common language, equivalence,  
and loss and gain in translation

- 274 and they >used body language most of the time in Turkey< (0.3)
- 275 then when the:y ehm:: moved from Turkey then there were organizations
- 276 international organizations like ehm: (0.2) Doctors Without Borders?

## Interpreter-mediated research interview

### Matching interpreters and interview participants

R   بتحكي عربي؟

*do you speak Arabic?.*

Y   نعم. نعم أنا ياسين من المغرب

*YES YES I am Yacine! from (Maghrib)*

R   المغرب، الجزائر، او من تونس؟

*Morocco? Algeria? or from Tunisia?*

Y   من المغرب! المغرب ((ههههه))

*from Al Maghrib! Al Maghreb ((laugh))*

R   اه. المغرب اسف اسف. المغرب

*Ah: ALMAGHR::IB sorry sorry Maghrib*

Y   لا مش المغرب العربي! المغرب! يضحك ياسين ((ههههه))

*no not Arab Maghrib! Al Maghrib!((laugh))*

R   هنا يقولون المغرب العربي-المغرب- اه اه

*here they say Al Maghrib Al arabi-al Maghrib- hhh*

Y   المغرب العربي يتكون ٥ دول.

*Al Maghrib Al Arabi ((Arab Maghreb)) consists of five countries*

انا من المغرب ((ههههه))

*I am from Maghrib: Morocco!((laugh))*

Dialectal variation

People who routinely perform translations are often long-time immigrants

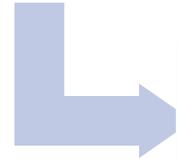
Difference can be a barrier as much as a stimulator of communication

## Interpreter-mediated research interview

### Research into the interactional dynamics of the encounter

- 155 P أما ببقية أرجاء سوريا، اللهجة السورية تختلف بسيط  
*but in the other regions in Syria the Syrian dialect differs slightly*
- 156 I [يكون التفاهم و]بين...  
*[and the understanding] between...*
- 157 P [التفاهم يكون سهلا]. سهلا جدا  
*[understanding is easy] very easy*
- 158 I [نعم][نعم]  
*[yes][yes]*
- 159 حتى مع الاخوان في الحدود السورية - العراقية و الاردنيه؟  
*even with brothers in Syrian- Iraqi and Jordanian borders?*
- 160 P التفاهم سهل. بس يكون عندهم بعض المفردات الخاصه فيهم  
*understanding is easy but they have [their own vocabularies]*
- 161 [مفردات خفيفه]  
*[few vocabularies]*

Relating to one's  
means of  
expression

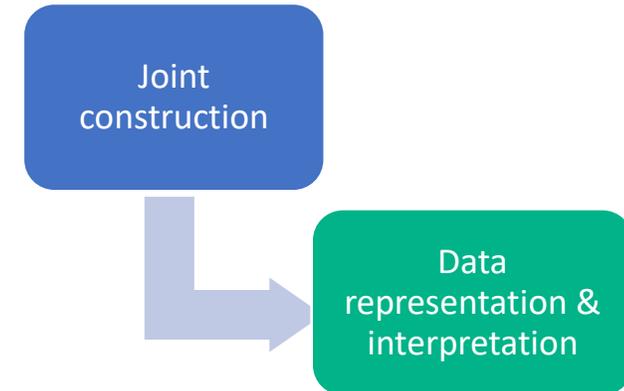


Rapport building

## Interpreter-mediated research interview

### Research into the interactional dynamics of the encounter

- 751 P طبعا (0.1) صار لنا سنه عم نتعلم الفرنسيه (0.1) سنه كامله  
*of course (0.1) we have been learning French (0.1) for a year now*
- 752 صار عندنا قاعده لغويه كويسه (0.1) انه نطلب اللي بدنا اياه  
*we have a good base now (0.1) we can ask for what we need*
- 753 وحتى نروح عند موظف بدائرة حكومية  
*even ((when)) we go to a government employee*
- 754 نفهمة شو بدنا (0.1) يعني صرنا [بنمترك]  
*they understand (0.1) what we want [we master the]*
- 755 I [المبادئ الاساسيه]  
*[the basics]*



?

- 758 I so **he** said that **he:** (0.1) has been studying French for quite a while  
759 and >**he-** they learned **HE** learned< the: generalities like the (0.2) basic language  
[...]
- 761 or even when **he** goes to administration 0.1 **he:: he** could (0.1) UNDERstand [...]

?

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Raising the social  
register of the  
source

&

Measure to protect  
a vulnerable  
research  
participant

- 274 and they >used body language most of the time in Turkey< (0.3)
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## Interpreter-mediated research interview

### Peer interpreting

M Yeah in my city– in my country I studied chimie [\*chemistry]

R ((not understanding)) ehm can you tell me more? where did you study– what–

M انا درست بمعهد

((hesitating; to A)) *I studied at the institute*

A اه اه معهد، بعرفه، اهه انت بتعرفه

*ehm institute– I know it ehm you know it?*

M I studied at the university (0.1) just two years– not four

R ehm

A technician technician he learned [to become a] technician

R o[kay]

M [yeah]

## Interpreter-mediated research interview

### Peer interpreting

R Can you tell me about your experience with the class [...] the class you took with Marie and Marianne?

M شو قالت؟  
((to A)) *What did she say?*

A اه يعني أنه نقلا عن الكارثة  
*its— you tell her about the disaster*

((to R)) Can you say the question again?

R your experience— your feelings about the class

A كيف شايف.؟ شعور باله هاهنا  
((simultaneously)) your feelings in— how do you see [...]

---

R I don't know what you mean by level 9  
what is the level of classes you are now taking with Marie and Marianne?

M ah now?

A اي لفل هلا انت؟؟.. لفل زيرو ههههه  
*ehm.. in which level are you in now? level zero ((laugh))*



# Transcribing (multilingual) data: from fieldwork to publication



## Multilingual classroom discourse

### Extract 1.

bonjour

the record voice i translated

i give u the result

first he say word in portuguese it mean in french  
s'il vous plait  
in english please  
in arabic (من فضلك)

second sil vous plait répète  
in english please you can repeat  
but he say that different way in arabic  
(عمل معروف بتعيدا)

third one

sil vous plait ce que répète  
in english repeat  
in arabic répète meaning اعاده ترجع تعيدا

that all 😊 ...

welcome always have nice day

### Extract 2.

R

[Pouvez-vous ::]

يعني من فضلك بالبرتغالي يعني

*in Portuguese por favor which means please*

M

s'il vous plait

R

إنك تعود إنك ترجع تعيدها مرّة ثانية إعمل معروف أنك تعيدها

*repetir means you need to say it again, say it again make*

*me a favour and say it another time*

R

مرّة ثانية

*another time*

[...]

من فضلك ترجع تعيدها مرة ثانية pouvez-vous parler (--)

*could you please repeat it again*

P

repetir

R

انك ترجع تعيدها مرة ثانية

*you should repeat it again*

من فضلك انك ترجع تعيدها مرة ثانية

*repeat it again please*

Collaborative transcription

Timestamped field notes /  
descriptive summaries

Rough-draft transcripts

Layering, translation and  
expert comments

Transparency and access

## Transcribing (multilingual) data: from fieldwork to publication

Silencing participants' languages misrepresents their experience and reality

R [Pouvez-vous ::]

M s'il vous plait

R

R

parler (--)  
pouvez-vous

P repetir

R

R [Pouvez-vous ::]

يعني من فضلك por favor بالبرتغالي يعني  
*in Portuguese por favor which means please*

M s'il vous plait

R إنك تعود إنك ترجع تعيدها مرة ثانية إعمل معروف أنك تعيدها  
*repetir means you need to say it again, say it again make me a favour and say it another time*

R مرة ثانية  
*another time*

[...]

من فضلك ترجع تعيدها مرة ثانية  
*parler (--)  
pouvez-vous  
could you please repeat it again*

P repetir

R انك ترجع تعيدها مرة ثانية  
*you should repeat it again*  
من فضلك انك ترجع تعيدها مرة ثانية  
*repeat it again please*

# Transcribing (multilingual) data: from fieldwork to publication



## How to represent fluid language use / translanguaging?

Extract 4.

M (research participant); T (French teacher)

M [...] Paris Saint Germain gagné quatre zero /\*zirō/

T quatre nul

M autour game l'autour jeu

T le match de retour?

M le match de retour Barcelona a gagné six /siz/ un haha comment cinema (/\*sinəmə/)  
((chuckles)) (0.2) oui (-) action /ækʃən/ (-- ) action /aksjõ/

Extract 5.

M (research participant); T (French teacher)

M [...] Paris Saint Germain gagné quatre **zero**

T quatre nul

M autour **game** l'autour jeu

T le match de retour?

M le match de retour Barcelona a gagné six un haha comment **cinema**  
((chuckles)) (0.2) oui (-) **action** (-- ) action

Multilingualism:

possessing a unitary linguistic system  
[...] that is not compartmentalised  
into boundaries corresponding to  
those of the named languages  
(García & Otheguy, 2020)

Do we label words / languages as  
distinct codes?

# Transcribing (multilingual) data: from fieldwork to publication



Verbatim transcription as the sole desirable element in research methodologies?

A [...] they told you > go learn French and < be:: ehm FIND work find work  
(0.2) yeh (0.1) I- I ca:lled the: one girl ehm: one woman from Luxembourg  
R e[hm]  
A [to] rent a ROOM (0.2) and she told me > you're SYRian? I told her YESs <  
she told me I never give Syrian again!  
Ma ((chuckles))  
A ((smiling voice quality)) she told me ehm::  
you- you can work and find contrat ((\*contract; French-like pronunciation))  
but you don't want to work and you don't want to- to make a contract  
Ma (((nods and chuckles)))  
A [you] just want to SAT ((\*sit))  
and take rmg (( *revenu minimum garanti* ~ guaranteed minimum income))=  
Ma ((chuckles))  
A a:nd they- (0.1) I told her > yes yes < I've tried ehm: okay and when  
I speak- spoke with her (0.2) French good she:: after she say I am sorry > it's  
okay not's your problem < (0.2) ((swallows)) maybe you want to work but  
a lot of people don't w- want to work [...]

Information about the participant's communicative  
repertoire and structural features of his talk

During our second meeting (September 17, 2016), Ahmad told an anecdote which exemplifies the initial confusion he experienced. In his imagination, Luxembourg was a German-speaking country: "I didn't know anything, I just thought it was like Germany." A couple of hours after his arrival, he and his travel companions overheard a conversation in (what they believed was) French at the refugee center. Driven by curiosity, Ahmad asked around among the other residents at the center, who gave him his first bits of information about Luxembourg's language environment. Once he corroborated that "French was everywhere", he asked in bewilderment, "What comes next?"

Halcomb & Davidson 2006; Jeppesen & Hansen 2011;  
Loubere 2017; Kalocsányiová & Shatnawi

Covert transcripts

Re-construction of participants'  
voices through stories

Translation into and academic output

## Researching multilingually: Discussion

Engaging with different literatures

Choice of language for recruitment, consent,  
dissemination, and impact

Working with translators and interpreters

Generating and analysing multilingual data

Institutional policies and practices

**feedback**  
ideas  
comments  
thoughts  
suggestion



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