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**IN PUBLIC SERVICE: INTERPRETING
AND TRANSLATING FOR MIGRANTS
AND REFUGEES IN THE SERBIAN
LOCAL COMMUNITY**

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Doctoral Thesis

Belgrade, 2021

UNIVERZITET U BEOGRADU
FILOLOŠKI FAKULTET

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**U javnoj službi: usmeno i pismeno prevođenje
za migrante i izbeglice u srpskoj lokalnoj
zajednici**

doktorska disertacija

Beograd, 2021

Белградский Университет
факультет филологии

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**На государственной службе: устный и
письменный перевод для мигрантов и
беженцев в сербском местном сообществе**

докторская диссертация

Белград, 2021

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Acknowledgment

Through this thesis, I would like to thank everyone who has been supporting me and being patient while I was working on it. First and foremost, I am Gratefully thanking my wonderful mentor Prof. Mirjana Daničić (Faculty of Philology, University of Belgrade) for being supportive as well as for her academic guidance with all targeting advice and notes, since I started working on this large-scale project and until I finished it. Without her academic guidance, this work would not be accomplished and recognized.

Another person should be deeply thanked; Prof. Marwan Alfadhli for helping me with his knowledge area for managing statistics in order to do the practical part correctly and properly, as I like to thank him for being generous and supportive to overcome any obstacles.

Furthermore, I would like to thank Vesna Vidović; the secretary of doctoral studies office and the librarians at English department Library (Faculty of Philology, University of Belgrade) for their professional help.

Worthy of mention that I am beholden to thank many bodies; first of all, Embassy of Libya in Belgrade, specifically to the Attaché, Ministry of High Education in Libya (for this scholarship and funding my fee tuitions in Master & Doctoral studies), Without their continuous financial support, I would not be able to cover all the high expenses of postgraduate studies. In addition, another deep thanks for the Serbian Ministry of Education and to the Faculty of Belgrade, particularly to the Faculty of Philology, where I finish my studies.

This thesis would not have been completed without the participants. For this, I am extremely indebted to the refugees and immigrants who participated to fill in the questionnaire, which is really an important practical part of this study, also for giving me some of their time and acting positively towards me. I obliged to thank deeply the governmental organization; *Komasariat* and its staff to give me the permission to work with the study participants, as they were helpful and welcomed me many times in the centers for refugees. At the same time, I like thanking *Info park* to welcomed me and being also helpful by giving me space there while I was doing the study on migrants at their place.

Likewise, I am thankful to NGOs; Refugees Aid Serbia& North Star for giving me the opportunity to volunteer in teaching the English language for better communication to refugees and immigrants. And I thank the World-Wide Education Organization for the one-week workshop on teaching the English Language in emergency and to traumatic migrants. I would like to extend my sincere thanks to the Danish Refuges Council for the opportunity they gave me to work with them as an Interpreter. All the mentioned organizations have enriched my teaching experience and deepened my understanding of teaching and translation tasks

I have all the endless love and gratitude to my family and their loving care. My husband and my children who were always waiting for me supportively and patiently to get my work done and for being proud of me and at the same time to have more time to spend and play with them. My son who was delivered while I was doing my doctoral studies, and he brought me great joy in addition to his sisters), I am forever grateful proudly of them. As well as I cannot thank enough my parents and my siblings who were waiting for me to

finish my long-term study abroad and to come back and share the happy and sad moments in this life. My parents are always supportive from the earliest days of my formal education.

Finally, and on a personal note, I wish to thank my friend Prof. Khalid Nayel for all his kind words; both uttered or written when the task of doing this project seemed overwhelming.

I dedicate this thesis with love and hope to all researchers and postgraduate students of interpretation and translation studies

Abstract

The issue of interpreting and translating for migrants and refugees in the Serbian local community arises from the awareness that the literal translation of the meaning of words will not always suffice, but that the interpreter needs to find a way to shift the whole culture to a new and different one. This paper aims to shed light on major types of public service interpretation and their relation to the problems of language communication between the Refugees and the Serbians, as well as the Refugees and the international migrant-related organizations operating in Serbia, regarding their various cultural, social and economic backgrounds. A quantitative cross-sectional design using a structured questionnaire was used to examine the role of interpreters/ translators as cultural mediators in translating for refugees in the Serbian public services.

Key words: Interpretation, translation, migrants, refugees, local community, culture, public service, host country.

Scientific field: Translatology, Culturology, Translation Studies, Interpretation Studies.

Scientific subfield: Translation Theory, Sociology and Culturology of Translation, communicology.

UDC:

Sažetak

Problematika usmenog i pisanog prevođenja migrantima i izbeglicama u srpskoj lokalnoj zajednici proizlazi iz shvatanja da doslovan prevod značenja reči nije uvek dovoljan, već da je na prevodiocu da pronađe način kako da celu jednu kulturu preoblikuje u novu i drugačiju. Cilj ove doktorske teze je da ukaže na glavne vrste prevođenja kao jednog oblika javnih usluga, odnosno na povezanost prevođenja sa problemom jezičke komunikacije između izbeglica i lokalnog stanovništva sa jedne strane, kao i sa problemima u komunikaciji između izbeglica i međunarodnih organizacija koje se bave migrantima, a deluju u Srbiji. Problemi u komunikaciji najčešće nastaju u vezi sa različitim kulturnim, socijalnim i ekonomskim poreklom migranata i izbeglica. Kvantitativna studija preseka pomoću strukturisanog upitnika korišćena je za ispitivanje uloge prevodilaca kao kulturoloških posrednika u prevođenju za izbeglice u javnim službama u Srbiji.

Ključne reči: usmeno prevođenje, prevod, migranti, izbeglice, lokalna zajednica, kultura, javna služba, zemlja domaćin.

Naučna oblast: translatologija, kulturologija, studije prevođenja, studije interpretacije.

Uži naučna oblast: Teorija prevođenja, sociologija i kulturologija prevođenja, komunikologija.

UDK:

IN PUBLIC SERVICE: INTERPRETING AND TRANSLATING FOR MIGRANTS AND REFUGEES IN THE SERBIAN LOCAL COMMUNITY

Extended Abstract

The idea of writing this topic comes from the author's experience of working as an interpreter and mediator for migrants, refugees, and NGOs staff in many different locations in Serbia during 2015/2016/2017), including the Serbians/ Croatian police on borders

This dissertation focuses on the area of translation/ interpretation in the regard of working with migrants and refugees that have arrived illegally in Serbia (considered as transit place), in order to seek asylum in Western European countries, mostly Germany, which was called in another work of this paper's author as a Promise Land, due to migrants' dreams and expectations of the destination country.

Here, in fact, we discuss the need for linguistical skills and competencies to communicate and perform properly while vulnerable people move or locate. It investigates the necessity to present a linguistical/ cultural mediator in order to handle situations in emergency. Thus, in this work, we examine how both translation and interpretation can represent a way in which communication is targeted across languages and cultures. It also discusses applying the literal translation by the interpreter/ translator, which will not be always enough to transfer the intended meaning of words and sentences of speakers, so s/he has to find a way to provide the meaning by shifting the words culturally.

The author sheds light not only on the provided interpretations at public service institutes but also on the problems of language communication between the Refugees and the Serbians, as well as the Refugees and the international involved organizations that operate in Serbia, with their various cultural, social and economic backgrounds. This clarifies the importance of interpretation and translation and how it is attracted by all involved service providers, officials, authorities, and politicians due to some policies and related official procedures in order to make good communication and find solutions.

This thesis concerns with how it is necessary for the interpreter/translator to carry cultural knowledge besides to his/ her linguistical knowledge to deal in a proper way with any cultural issues in human communicative activities since the fundamental aim of this dissertation to identify the role of interpreter/ translator for migrants and refugees in European communities in general and in the local Serbian community in particular. In the same way regarding this task; it has been seeing as a conveying process to translate not only word for word but to be considered in addition as a cultural mediator that facilitates and solves any problematic issues of linguistical, cultural, social communication that usually occur while working with immigrants, refugees, asylum seekers, local Serbs, service providers, authorities and NGOs who are operating in Serbia.

This study examines the role of interpreters/ translators in the public services organizations in local communities in Serbia, and similarly to what extent they are aware of differences in cultures. Likewise, it focuses on what do the refugees/immigrants need and expect from the interpreter/ translator while cooperating. It brings more attention to the

significant role of being a mediator who exerts a remarkable effort to produce good content in spite of the truth that more attention is paid by many people to the content of work.

The structure of the thesis is divided into five main chapters: Introduction (Chapter 1), literature reviews and the Theoretical part of the thesis (Chapter2), The Practical part 1: Research methodology (Chapter 3), Practical part 2: Data Analysis (Chapter4), Conclusion: Results and Recommendations (Chapter 5).

Chapter one: This chapter provides a background about the recent crisis of migration and how it has participated in increasing the more interest in both interpretation and translation areas and how each of them is necessary to build better human communication. It acquaints the reader firstly on interpretation and translation as concepts and fields, secondly on the importance of translation and migration in exchanging cultures and languages. A narrow focus is put on some theoretical studies about translation. Then it poses the problem and the argumentative questions of the thesis. Afterthought, it explains the significance of the study and outlines the model of study.

Chapter two: Research review: It represents the body of the thesis; the theoretical part in which the topic's related terms are identified and discussed. It delves into the notion of translation, interpretation, discussing some translation/interpretation's theories, approaches, similarities, and differences. Later it tries to explore the consequences and results of the close relation of migration and translation, as well as distinct both movements as emigration and immigration. After that, it brings a look on refugees in Serbia; the lack of communication between refugees and their hosts under the absence of translation, where it goes further into translation in emergency and how the self-translation can result in problematic issues or circumstances which hinder refugees/ asylum to get their all rights. In meanwhile, this chapter revolves around the presence and the absence of the interpretation and/or translation that could shape the migrant's social, economic, and cultural identity. In the middle, it sheds light on the vital role of interpreter/translator and what kind of challenges (linguistic/ cultural) s/he could face while doing the task and if it is restricted in translating word for word? or it provides a good cultural understanding between encounters, and what are the other tasks that can be done in the Field besides Interpreting.

Additionally, this chapter concerns with the issue of cultural words and what are the particular procedures to deal with them while transferring the meaning. Moreover, attention is paid to Sarkka's classification for translating cultural words, Hofstede's cultural dimension theory to determine distinct culture. It argues the ability of the translator/ interpreter in providing cultural understanding between refugees and protection officers/ humanitarian staff, and conveying any cultural differences, especially if s/he is able to confront non-equivalent terms, fixed expressions, idioms of different dialects and languages, whereas fidelity should be maintained in her/his work. Finally, it explores to what extent the refugees trust and/or expect from interpreter/ translator while cooperating. What possible problems could occur in the local Serbian community.

Chapter three: (research methodology, strategy, design and tool); This chapter shows how this study is conducted by discussing the descriptive-analytical

method and procedure that were employed to achieve the objectives of the research questions and hypothesis. It describes the design of the research, as well as the sampling technique, method of both data collection and data analysis. The chapter also examines both validity and reliability of the research instrument and it also gives a brief description of refugees' response rate in Belgrade/ Serbia, particularly about their opinions for assistance, corporation, expectations that are concerned with interpreters' competence needs by asking the migrants to fill in a designed questionnaire, which its questions are the key to the survey research.

Chapter four: (Data Analysis/ Statistical Methods); It describes procedures that were followed in the field in order to achieve the research objectives; including the identification of Statistical methods used, the research tool and verification of its validity, and finally the statistical analysis that is used in the analysis of the results. A standard deviation is used to measure the quantitate amount of variation through a set of data values. In this chapter, we used Cronbach's coefficient alpha reliability test, ANOVA test, SPSS, and to validate the hypotheses, one-way ANOVA test is used, vital variables are considered by gender (socio-cultural influence), age, and source language which are added to the questionnaire to represent the sample members. At least but not last; we choose the Pearson correlation coefficient to calculate internal consistency between each phrase and the axis that belonged to in the questionnaire and between each axis and the total degree of questionnaire. This essential tool (the questionnaire is needed to support the theoretical part of the research. It has two main parts: Part one consists of demographic data on the research sample which consists of 3 questions. The second part contains thirty-six questions that are organized under three main axes: Axis one (the need for language assistance and the use of interpreters), axis two (the knowledge of how to cooperate with interpreters and the expectations of interpreters), and axis three (the competency needs of the interpreters).

Chapter five concludes with the summaries of findings/results of this project, as it summarizes some recommendations. It identifies some other research that can avenue for future studies in other areas including interpreting and translation.

U JAVNOJ SLUŽBI: USMENO I PISMENO PREVOĐENJE ZA MIGRANTE I IZBEGLICE U SRPSKOJ LOKALNOJ ZAJEDNICI

Prošireni apstrakt

Ideja za pisanje ovog rada potiče od autorkinog iskustva koje je stekla radeći kao usmeni prevodilac i posrednik za migrante, izbeglice i osoblje nevladinih organizacija na mnogo različitih lokacija u Srbiji tokom 2015., 2016. i 2017. godine, uključujući i rad sa srpskom i hrvatskom policijom na granicama.

Ova disertacija se fokusira na oblast prevođenja/usmenog prevođenja u pogledu rada s migrantima i izbeglicama koji su nelegalno ušli u Srbiju (koja se smatra tranzitnom lokacijom) kako bi potražili azil u zemljama Zapadne Evrope, najčešće Nemačkoj, koja se se u drugom radu autora naziva i obećanom zemljom usled snova i očekivanja migranata vezanim za zemlju odredišta.

U ovom radu se zapravo govori o potrebi za pravilnom upotrebom lingvističkih veština i sposobnosti kada su u pitanju ugroženi ljudi koji se sele ili naseljavaju. Rad istražuje potrebu za uvođenjem lingvističkog/kulturološkog posrednika koji će se nositi sa hitnim slučajevima. Stoga u ovom radu istražujemo način na koji prevođenje i usmeno prevođenje mogu predstavljati način za ciljanu komunikaciju između jezika i kultura. Rad takođe razmatra primenu doslovnog prevoda od strane usmenog prevodioca/prevodioca koji nije uvek dovoljan za prenos iskazanog značenja reči i rečenica govornika tako da prevodioci moraju da pronađu način da prenesu značenje kulturološkom zamenom reči.

Autorka se ne osvrće samo na pruženo usmeno prevođenje u institucijama za javne usluge, već i na problem jezičke komunikacije između izbeglica i državljana Srbije, kao i između izbeglica i uključenih međunarodnih organizacija koje rade u Srbiji sa njihovim različitim kulturološkim, sociološkim i ekonomskim pozadinama. Time se razjašnjava značaj usmenog i pismenog prevođenja i način na koji je ono, usled određenih politika i zvaničnih procedura, potrebno za sve uključene davaoce usluga, zvaničnike, državne organe i političare u cilju postizanja dobre komunikacije i pronalaženja rešenja.

Ovaj rad istražuje potrebu da usmeni i pismeni prevodioci, pored svog lingvističkog znanja, poseduju i kulturološko znanje kako bi se pravilno nosili sa kulturološkim problemima koji se javljaju u komunikaciji jer je osnovni cilj ove disertacije identifikovanje uloge usmenog/pismenog prevodioca za migrante i izbeglice uopšteno u evropskim zajednicama, a naročito u lokalnoj srpskoj zajednici. U pogledu ovog cilja takođe se razmatra prevođenje koje nije doslovno i uvođenje kulturološkog posrednika koji olakšava i rešava problematične situacije lingvističke, kulturološke i sociološke komunikacije koje se obično javljaju u radu s migrantima, izbeglicama, azilantima, lokalnim državljanima Srbije, davaocima usluga, državnim organima i nevladinim organizacijama koje rade u Srbiji.

Ova studija ispituje ulogu usmenih/pismenih prevodilaca u organizacijama javnog sektora i lokalnim zajednicama u Srbiji, kao i nivo njihove svesti o kulturološkim razlikama. Studija se takođe fokusira na pitanje šta izbeglice/imigranti očekuju od usmenih/pismenih prevodilaca i šta im je potrebno kada saraduju s njima. Studija se dodatno osvrće na

značajnu ulogu posrednika koji ulaže veliki trud da postigne dobre rezultate uprkos činjenici da se obično mnogo više pažnje posvećuje samom sadržaju rada.

Struktura rada je podeljena u pet glavnih poglavlja: Uvod (Poglavlje 1), Pregled literature i Teorijski deo rada (Poglavlje 2), Praktični deo 1: Metodologija istraživanja (Poglavlje 3), Praktični deo 2: Analiza podataka (Poglavlje 4), Zaključak: Rezultati i preporuke (Poglavlje 5).

Prvo poglavlje: Ovo poglavlje daje informacije u vezi sa nedavnom migrantskom krizom i kako je uticala na povećanje interesovanja za oblasti usmenog i pismenog prevođenja i kako je prevođenje neophodno za izgradnju bolje komunikacije. Rad prvo upoznaje čitaoca sa usmenim i pismenim prevođenjem kao pojmovima i poljima, a potom sa značajem prevoda i migracije u razmeni kultura i jezika. Fokus je stavljen na neke teorijske studije o prevođenju. Postavlja se problem i argumentovana pitanja rada. Nakon toga, objašnjava se značaj i predstavlja model studije.

Drugo poglavlje: Pregled istraživanja: Predstavlja glavni deo rada; teorijski deo u kome se identifikuju i raspravljaju pojmovi povezani sa temom. Istražuje pojam pismenog i usmenog prevođenja, raspravljajući o nekim teorijama, pristupima, sličnostima i razlikama između njih. Potom se istražuju posledice i rezultati bliskog odnosa migracija i prevođenja, kao i razlika između emigracije i imigracije. Posle toga se osvrće na izbeglice u Srbiji; nedostatak komunikacije između izbeglica i njihovih domaćina u odsustvu prevoda, što može da dovede do sopstvenog prevođenja koje može rezultirati problematičnim pitanjima ili okolnostima koje sprečavaju izbeglice/trazioce azila da steknu sva prava. U međuvremenu, ovo poglavlje se bavi prisustvom i odustvom usmenog i pismenog prevođenja koji bi mogli da oblikuju socijalni, ekonomski i kulturni identitet migranta. U središnjem delu naglašava se vitalna uloga usmenog/pismenog prevodioca i sa kakvim bi se izazovima (lingvističkim/kulturološkim) mogao suočiti dok obavlja zadatak i da li je ograničen na prevođenje od reči do reči? ili ima dobro kulturno razumevanje kod susreta, takođe se razmatraju drugi zadaci koji se mogu obavljati na terenu osim usmenog prevođenja.

Pored toga, ovo poglavlje se bavi pitanjem kulturološki obeleženih reči i koji su posebni postupci za bavljenje njima dok se prenosi značenje. Štaviše, obraća se pažnja na Sarkinu klasifikaciju za prevođenje kulturološki obeleženih reči i Hofstedeovu teoriju dimenzije kulture da bi se utvrdila određena kultura. Ovde se argumentuje sposobnost pismenog/usmenog prevodioca za pružanje kulturnog razumevanja između izbeglica i službenika za zaštitu/humanitarnog osoblja i prenošenje bilo kakvih kulturnih razlika, posebno ako je u stanju da se suoči sa neekvivalentnim terminima, fiksnim izrazima, idiomima različitih dijalekata i jezike, dok u njenom/njegovom radu treba očuvati vernost. Na kraju, istražuje se u kojoj meri izbeglice veruju i/ili šta očekuju od pismenog/usmenog prevodioca tokom saradnje. Koji mogući problemi mogu da se pojave u lokalnoj srpskoj zajednici.

Treće poglavlje: (metodologija istraživanja, strategija, dizajn i alati); ovo poglavlje pokazuje način na koji se ova studija sprovodi tako što razmatra deskriptivno-analitički metod i postupak koji su upotrebljeni za postizanje odgovora na pitanja i hipotezu istraživanja. Poglavlje opisuje dizajn istraživanja, tehniku uzorkovanja, kao i metod prikupljanja i analiziranja podataka. Poglavlje takođe istražuje validnosti i pouzdanost instrumenta istraživanja i pruža kratak pregled ocene odgovora izbeglica u Beogradu/Srbiji, odnosno njihovo mišljenje o pomoći, saradnji i očekivanjima koja se tiču

potreba za stručnim usmenim prevodiocima koji su dobijeni kada je od migranata zatraženo da popune namenski upitnik čija pitanja su ključna za istraživanje.

Četvrto poglavlje: (analiza podataka/statistički metodi); ovo poglavlje opisuje postupke koji su upotrebljeni na terenu kako bi se postigli ciljevi istraživanja; uključujući identifikovanje korišćenih statističkih metoda, alat istraživanja i verifikaciju validnosti, kao i statističku analizu koja se koristila u analiziranju rezultata. Standardno odstupanje se koristi za merenje kvantitativnog iznosa varijacije u skupu vrednosti podataka. U ovom poglavlju korišćeni su testovi Kronbahovog alfa koeficijenta, ANOVA test, Spss, a za validaciju hipoteza korišćen je jednosmerni ANOVA test. Bitne promenljive su razmatrane po polu (socio-kulturološki uticaj), starosti i izvornom jeziku što je dodato u upitnik u cilju predstavljanja elemenata uzorka. Naposljetku, izabran je Pirsonov koeficijent korelacije za izračunavanje interne doslednosti između svake fraze i ose kojoj je pripadala u upitniku, kao i između svake ose i ukupnog stepena upitnika. Ovaj ključni alat (upitnik je potreban za podršku teoretskog dela istraživanja) ima dva glavna dela: Prvi deo se sastoji od demografskih podataka o uzorku istraživanja koji obuhvataju 3 pitanja. Drugi deo sadrži trideset šest pitanja koja su podeljena u tri glavne ose: prva osa (potreba za jezičkom pomoći i upotrebom usmenih prevodilaca), druga osa (poznavanje načina saradnje sa usmenim prevodiocima i očekivanja od usmenih prevodilaca) i treća osa (potreba za stručnošću usmenih prevodilaca).

Peto poglavlje se završava sa sažecima nalaza/rezultata ovog projekta i ukratko daje određene preporuke. Poglavlje definiše neka druga istraživanja koja mogu biti korisna za buduće studije u drugim oblastima koje uključuju usmeno i pismeno prevođenje.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Regarding the current crisis of migration, Europe witnesses a frequent prominent interest in both interpretation and translation and due to a variety of civilizations and languages which meet within a community and country. It brings us to see how necessary it is to make a bridge of communication among all of these new arrivals and the incomers from non-English speaking countries with the receiving hosts. The importance of interpretation and translation is attracted by all involved service providers, officials, authorities and politicians too, because of policies and the official procedures in order to find solutions to the current situation and to ensure making a good communication particularly for those who come from the Middle East and Asia, North of Africa and have entered illegally the European continent with a limited background knowledge of English or without any knowledge of the English language. Thus, the concerned agencies legislate hiring many interpreters and translators in Serbia and in other countries in Europe. At the beginning of receiving the illegal arrivals, some of them had not enough competences and skills for communicating, linguistically, at performing properly in emergency situations. Translation and interpretation both represent a way in which communication is targeted across languages.

The first one in general deciphers content's meaning of the written texts from a language to another, where the second one transfers meaning of the spoken texts from also one language to another. Both of these professions concern with language, culture, and require very different skills. They are sometimes mistakenly seen as equivalents, though their techniques differ from each other, and required talents are not the same. Here we will deal with the difference between translation and interpreting, including: The word in different languages, Interpreting Studies, Medium-restricted studies, Area-restricted studies, Time-restricted studies. Throughout history, interpretation and translation have played a vital role in inter-human communication, because they give a chance to necessary texts for scholarship and religious reasons. The more world trade has grown and the more it widens, the more the importance of translation increases. Both translation and migration are based on the exchange of geographical in addition to cultural and linguistic outlines (Svensson,17). Translation is regarded as one of the necessary fields in building cultures. Studying translation as an isolated part of the agents influencing their product will consequently lead to dropping out an important dimension of the aspect. As a result, translators take the responsibility and the task of rebuilding the text of source language in the target culture in a technique which integrates with the cultural beliefs of the target language for the descriptive point of view.

This is because the social meaning of interpreting is more important and changeable than the old literal style (Hatim & Mason, 12). Toury (1995: 56) states that the "translation is an activity which 'inevitably involves at least two languages and two cultural traditions, i.e. at least two sets of norm-systems on each level". There are many translation-related difficulties/problems facing a translator while translating. These obstacles can be lexical, stylistic, grammatical or phonological problems which oblige any translator to seek adequate solutions (Bushnak, 13). Additionally, structuralism highlights the implications of

translators' ideas and the role they play in keeping or altering the meaning due to the cultural values and beliefs of certain dominating culture.

The linguistics which is related with 'science' of translation was continuously active in Germany, but the terminology of equivalence related with it has many questions and has been redesigned as Germany has witnessed the appearance of some theories that focused on text kinds and text goal (the Skopos theory of Reiss and Vermeer). The Hallidayan effect of discourse analysis and systemic functional grammar, which shows language as a communicative act in a socio-cultural context, appeared in the beginning of 1990s, particularly in Australia and the UK. It was implemented to translation in a number of works by scholars such as Bell (1991), Baker (1992/2011), Hatim and Mason (1990, 1997), Calzada Pérez (2007), Munday (2008). The end of 1970s and the 1980s also witnessed the development of a descriptive approach whose origins were in comparative literature and Russian Formalism. A pioneering center was Tel Aviv, where Itamar Even-Zohar and Gideon Toury followed the notion of the literary polysystem which states that, among other things, various literatures and genres, that include works whether translated or non-translated, compete for domination.

The polysystemists worked with a Belgium-based group involving José Lambert and the late André Lefevere (who subsequently moved to the University of Austin, Texas), and with the UK-based scholars Susan Bassnett and Theo Hermans. The main production was the variety of essays by Hermans, *The Manipulation of Literature: Studies in Literary Translation* (Hermans 1985a), which promoted the name of the 'Manipulation School'. Bassnett and Lefevere's volume *Translation, History and Culture* (1990) then introduced the term 'cultural turn'. This mobile, cultural approach controlled the translation studies for a long time of the subsequent decade.

Jakobson's discussion on translation is based on linguistic terms, such as equivalence between terms in SL and TL and the notion of translatability. These issues dominated the field of research in translation in the period of 1960s and 1970s. Holmes in his paper "The Name and Nature of Translation Studies" proposed the name Translation Studies for this new field. The term "Translation Studies" is relatively new terminology that refers to the existed discipline, or inter-discipline, which demonstrates the different phenomena around the process, product and function/context of translation. Holmes pointed the new field like a science, splitting it into two branches: "pure" Translation Studies (including descriptive studies of established translations, general and partial translation theories) and "applied" studies (including translator practice, translator utilities and translation assessment, amongst others) (Holmes, 1988: 71).

The greater focus is on the "pure" side, the objectives to which Holmes sought were: 1. to demonstrate the process of translating and translation(s) as they clear themselves in our experience world, and 2. to point common guidelines and outlines by some tools that help to explain and prove these phenomena. The results of DTS field can be used in the theoretical section to develop either a general theory relating to translation or, most likely, partial theories of translation "restricted":

- i. **Medium-restricted theories explore** whether translation is being done by human or machine, and in the case of machine if the machine/computer is performing alone or it represents an assistive device to the human translator, and what if the production of human translation is written or spoken and in the case of spoken translation, whether it (interpreting) is sequential or automatic.

- ii. **Area-restricted theories** are confined to particular languages or a number of languages and/or cultures relating to them. Holmes notes that this kind of theories has good work relations with contrastive linguistics and stylistics.
- iii. **Rank-restricted theories** are a kind of theories of linguistics that have been limited to a defined degree of (normally) the word or sentence. At the same time when Holmes was typing, an attitude towards text linguistics arose which was text-rank analysis, and since then it has become very popular.
- iv. **Text-type restricted theories** concern with identified discourse sorts or genres such as business, literary, and technical translation. This kind of theories appeared with the work of Reiss and Vermeer, amongst others, in the 1970s.
- v. **The term time-restricted** is self-evident, meaning theories and translations defined on the basis of particular length of time. The record of translation follows this classification.
- vi. **Problem-restricted theories** indicate to some difficulties such as equivalence which represents a fundamental challenge in the period of the 1960s and 1970s - or to a wider issue of the existence of universals of translated language. The “applied” approach of Holmes's framework includes the following three categories.
- vii. **Translator training:** includes curriculum design, testing methods, and teaching methods.
- viii. **Translation aids:** involve dictionaries, information technology and grammars.
- ix. **Translation criticism:** includes the assessment of translations, for example, the amending of student translations and the revision and appraisal of published translations.
- x. Comparative research still has a great importance in translation studies because most of the research made in the field is inter-textual, that is, there is a comparison among texts in terms of translation strategies and there is a focus both on the mission and the status of the translator. The key difference between this study and the other research made in the field of translation and interpreting is the focus of this study on the cultural side of translation and interpreting and how it can affect refugees’ life. The cultural turn has shifted the focus from how to translate in a correct way to how the translated works function.

The last publications on Community Interpreting (Valero-Garcés & Mancho 2002, Brunette et al. 2003, Valero Garcés 2003, 2005, Garzone & Viezzi 2002) represent a good addition to the discussion on the importance of the Translation and Interpretation in public services, both in countries that come back their recent intercultural communities to a steady flow of immigrants and refugees (for example, Spain, Italy, Greece), and in the countries which get used to this phenomenon but they include more people who come from other places (such as Germany, England, France). As for the necessity of the Translation and Interpretation in these variable societies, there are two key approaches: a) the notion that Translation and Interpretation are to employ the approach responsible for turning a text from one language to another based on the traditions of honesty and suitability; b) the notion that the Translation and Interpretation represent an intercultural mediator that can close the gap

between two languages and cultures related and their role is summarized in accomplishing the realization of the various groups included.

We witness a fast-moving age which has effects on everything around us including translation because it represents a tool of communication as well. People all over the world communicate with each other on an ongoing basis, with cultures moving quickly among societies as well. This is occurring in a method that may produce in a near future no debate about an identified culture. Therefore, the term trans-cultural has been identified. As a result, interest in this subject is an important and suitable issue. According to Slimbach (2005), he states that if we are ready or not yet, a transcultural era is surrounding and upon us. The dramatic expansion of telecommunications technologies, tourism, airlines travel, scholarships, student exchanges, immigration policies, business and trade agreements, all have served to communicate and connect immensely different peoples and various places into increasingly complex relationships. As he explains further that different economies such as local, regional, and national are now massively integrated into one interdependent economy, working in real-time and same time on a global scale. "Buyers and sellers increasingly connect, not through physical proximity, but through electronic networks. At the same time, everything and everyone appears to be on the move. Capital and commodities, products and services, businesspersons and migrants, tourists and terrorists all move across borders with relative freedom" (Slimbach 2005: 205). Briefly, we are assumed to exist in a transcultural age.

Therefore, it is necessary to think how to deal with cultural issues in human communicative activities like translation. Newmark (1995: 5) mentions that 'translation mediates cultures'. In addition, Liddicout (2005) assured that to absorb a certain culture and present dynamic translation, the translator has to realize the culture through three phases:

- i. 'Facts' that are associated with an identified culture.
- ii. 'Practice' that refers to the right implementation and application of words and sentences.
- iii. 'Processes' which refer to the putting process of these words and sentences through the translation process.

As Bassnett (2014:3) points out despite the different research techniques in Translation Studies, there is one common feature in most of them which is the "confirmation on cultural issues of translation". She thinks that the focus of translation research is on relation between language and lifestyle.

1.2 The Problem of the Study

Much attention is being focused on international migration phenomena due to the growing concerns about the large number of migrants and their cross-border movements, as this issue has been high on the international agenda, as the United Nations Sustainable Development Plan highlights the importance of the issue of migration, its associated challenges and opportunities. International migration is now a prominent feature of globalization and one of the specific problematic issues at this time. Increasingly the migration has many cultural, economic, social, security, political and other impacts on sending and receiving countries and their societies (Chindea et al., 2008).

The world is facing today the escalation of immigration crisis, as it has turned into a mass influx of immigrants, as they move from country to country and from region to region to another region, either internally or externally. This, in turn, creates emergency situations, rather than some other reasons that relate to management and other logistics services, and there may be a communication gap between local authorities and refugees, that can lead to various problems which happen and increase daily and continuously when there is no interpreter /translator on the site to facilitate and ensure the linguistic and cultural communication that support the refugees to reach their rights. The interpreter/ translator may not be qualified to provide the required level of service. Additionally, in the Language Service institutes there is no Academia that has asserted a capacity to emphasize on the core of interpreting/translating service requirements through refugee contexts. Relevantly, other research and studies in the field of interpreting have been contributing to ensure language support for refugees under the recent emergence of some risks by drafting several recommendations on how to administrate and train interpreters in order to present professionally during the refugees' transit, on border crossing zones, and refugee camps (Atabekova et al., 2017).

There was an arguing issue due to identifying the role of interpreter/ translator for migrants and refugees in European communities in general and in the local Serbian community in particular, during the recent crisis of migration. Another issue illustrating to what extent this role is essential and necessary while providing public service for migrants is a question if this task is, as many think, translating word for word only or being a cultural mediator who has to facilitate communication to reach the demanded goals, with a focus on how significant to solve the problematic issues of linguistical, cultural, social communication that often occur while working with immigrants, refugees, asylum seekers, local Serbs, service providers, authorities and NGOs who are operating in Serbia.

1.3 Study Questions

The study attempts to answer the following main question:

- **What is the role of interpreters/ translators in public service organizations in local communities in Serbia?**

To answer this question, a number of sub- questions should be answered:

- a) To what extent are the translators in public service in Serbia aware of both cultures?
- b) What do refugees/ migrants expect from the interpreter/ translator?

1.4 Significance of the Study

Many pay more attention to the content only rather than the significant importance of the interpreter/translator's efforts to produce it. This research thesis brings attention to all exertions that are made by interpreters/ translators and are being more as language/ culture mediators in bridging among the migrants, immigrants, refugees, asylum seekers, and the service providers, Refugees Centers' administrative staff, governmental and non-governmental organizations who are operating in Serbia, as well as facilitating the linguistic and cultural communication among them and introducing the migrants to the Serbian community and vice versa.

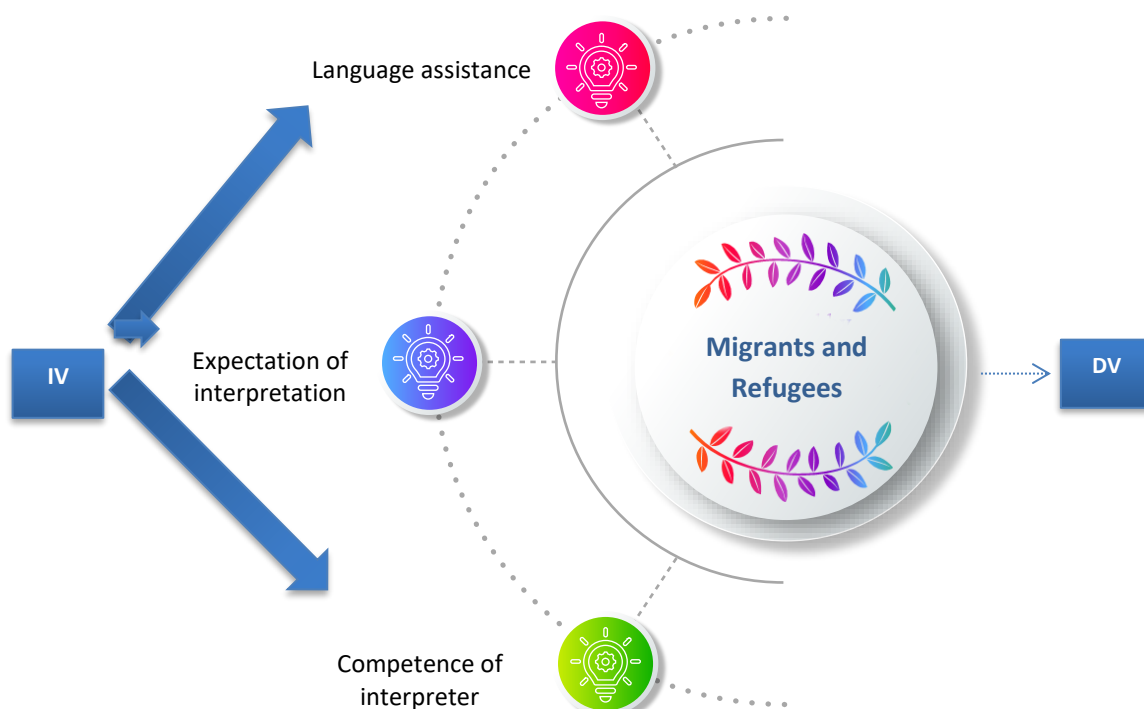
Additionally, this thesis comes from the experience of the role which is played indoors/outdoors by the interpreter/ translator in the recent migration crisis, as they are based on the interpreting/ translating process in the emergency case, as s/he works on the intellectual transfer from the source language to the target language for all participants' different dialects or languages, and this process is characterized by linguistic competencies as well as cultural ones, that make her/ him able to absorb the other language verbally and meaningfully (Kurush, 2018).

It revolves around how the presence and the absence of the interpretation and/or translation could shape the migrant's social, economic, and cultural identity. It refers to how the lack of proper communication between refugees and their hosts, and the threats and dangers of self-translation can lead to several problematic issues and circumstances which hinder refugees/ asylum applicants to gain their all rights. Finally, it explores to what extent the migrants trust and/or expect from interpreter/ translator while dealing with the concerning issues in their current situation. It also asks the question if this role is restricted in translating word for word? Or could it provide a good cultural understanding between the refugees and Protection Officers or any Humanitarian Staff?

This research is a result of a long-term work experience of interpreting and translating for migrants from refugees' centers, camps, and on borders. As an interpreter and later as a teacher of English at emergency cases, I can say that this kind of experience helped me to recognize how to perform and what kind of approach interpreters should have dealing with people of different educational levels and ethnic backgrounds and how to take a professional attitude despite cultural differences. Furthermore, this experience can bring to us a completely different view which breaks stereotypes of communicating with people from different countries in order to see not only differences but also similarities among languages and cultures, which cannot be reached without significant role of the interpreter/translator.

1.5 Model of the Study

Figure 1.1: The Relationship between Independent and Dependent Variables



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

There is a close relationship between translation and migration, both are related to each other and to mobility and to many kinds of cultural exchanges that can affect human life. In this chapter we will clarify this relationship. It also discusses some terms that are related to translation and interpretation. It sheds light on the idea of culture and how it can have effects on translation process. In addition to that, migration leaves many consequences which are included in this chapter.

2.2 What is Transnationalism?

Because of globalization, there is a wide increase in transnationalism. Definitions of transnationalism are too many, but generally concern changes, connections and practices across borders, thus overcoming the national space as the essential reference point for activities and identities. These exchanges may have many forms such as ideas, values and practices, as well as political mobilization and economic contributions. Transnationalism is often used both on a narrow range to point out the migrants' permanent bonds across countries and, on a wide range, to include not only communities, but all kinds of social formations, for example transnationally active networks, groups and organizations.

Transnationalism and cultural diversity are related dialectically. Transnationalism leads to a stronger relation between individuals, communities and societies across borders, resulting in variation in the social, cultural, economic and political landscapes of societies of origin and destination. A transnational viewpoint on migration is strongly relevant because of the increasing power of globalization and their effects on mobility. Now, it became easier than ever to have connection to two or more realities across national borders. The quick development that includes many things such as communication, trade, transport and information networks through globalization has led to the strong connections between migrants and two or more places. Every migrant can be an issue of transnationalism, participating in transnational activities and practices to a greater or lesser degree.

By way of example, someone who migrated on a temporary basis will participate in different transnational activities than someone migrating all the time. Individuals who move with the aim of higher education, intra-corporate transferees or retiree migrants participate in different transnational experiences, especially when comparing with those of less-skilled migrants. In a similar way, irregular migrants are in need to special attention: they do not participate in transnational activities, but have tendency to confront bigger difficulties and have less chances to procedures that could make their contributions easier across borders.

2.3 What Does Migration Mean?

Stephen Castle and Mark Miller (2003) define migration as a practice that involves the optional or compulsory movement of people, with their political, cultural and social principles. It was not mentioned in the definition of Castles and Miller that the movement must be across national boundaries in order for the migration to happen. Technology makes Migration involves both emigration and immigration, behaviors that include two

movements, the first movement is getting off one place or country and the other movement is getting in another place or country.

The migrant translates a source language and culture into a target language and culture therefore *translation* occurs on the level of material movement or departure and the symbolic movement from a certain method of speaking, writing about and shifting the world to another (Michael Cronin, 2006). Besides the immediate relocation situation, migration has other effects since it “has impact not only on the migrants themselves but also on the sending and receiving communities as a whole” (ibid.). The benefit of Translation here is to provide description whether to the movement or the consequences of that movement, which is called a state of departure. The culture of the migrant does not stay in his/ her country, but it comes with him/ her to the new community so that the source culture remains existed in the target society, but in a converted version. This multiple cultural existence is the main reason for the migrant's double, or multiple, national, and cultural, identities.

Cultural theorists such as Mary Louise Pratt and Homi K. Bhabha named cultural confrontations and their impacts a “contact zone” (Pratt, 1992) or a “Third Space” (Bhabha, 53) respectively. Migration studies is a field of research that leads to cultural in-sight through concerning with the migrant’s in-between position from which he/she experiences a culture, nation, country, population etc. Paul White says that migration in general includes detachment and the possible integration of the individual from both old customs and new traditions. “It is about change and [...] about identity”. (Inghilleri, 2017)

In the following chapter we will try to explain the meaning of research terms.

2.4 Definitions and Terms of Research

Interpretation, translation, migration, migrants, immigration, immigrants, emigration, emigrants, refugees, humanitarian asylum, asylum seeker, local community, culture, public service, host country.

2.4.1 Interpretation and Translation as an Operation

People think of translating and interpreting as being two entirely different kinds of operations, one is written and the other spoken. But both are part of the same at of producing in a receptor language the closest natural equivalent of the source text, whether is spoken or written. The significant differences are the speed with which an interpreter must make decisions. When we come to define this operation of both as a task in general, interpreting and translation were defined “as the production of ready-to-use, accurate and well-written or well-prepared target-language texts or speeches respectively.” (Daniel Gile, 2009:4). Both of them are considered an interesting and challenge job for several reasons. Some of these reasons are represented in the ability of interpreter/ translator in any field to form as rapidly as possible correct structures while transferring written or spoken texts from one language to another. S/he must create in the listener’s or reader’s mind the exact impression that the source speaker or writer intended to convey.

Most of interpreters and translators should be ready to work in any subject and under any situation during their fundamental presence in this recent immigration crisis. This seemingly very sensitive requirement is, in fact, attainable partly because it is sometimes more important to transfer the precise meaning of the original text than to produce faithfully in the

target language the words, phrases or sentence produced in the source language (Suryasa, 2016).

Interpreting can be described most broadly as a type of communication in which someone says what another person has said in another language. (Millán & Bartrina, 2012). The term Interpretation symbolizes several meanings according to (vocabulary, dictionary) which some of them could be mentioned in the following:

- i. The act of interpreting something as expressed in an artistic performance.
- ii. It is an explanation that results from interpreting something.
- iii. It is an explanation of something that is not immediately obvious.
- iv. It is a mental representation of the meaning or significance of something.

Similarly, there are also many definitions explaining the term of translation. Here are some of them (Sokolovsky, 2010: 286-287):

- i. "Translation is a specific oral or written activity aimed at the recreation of an oral or written text existing in one language into a text in another language. Accompanied by keeping the invariance of content, qualities of the original and author's authenticity"
- ii. Translation is a process and a result of this process which means that translation includes re-expression and turning of the text in one language into the text in a various language, and the translator do this activity.
- iii. Translation is a communication which means that translation is considered one of the ways that help in interlingual communication.
- iv. Translation is a skill that requires an attempt to replace written text in one language by the same text in a different language."

The researcher sees in spite of all the mentioned definitions above, interpretation/translation is a significant way that facilitates any kind of communication among people who come from other countries with their different cultures and societies to help them to interact well in one community.

2.4.1.1 Main Translation Theories

According to Dang and Bui (1998), since the mid-1980s there have been some major translation theories in the world, which any interpreter/translator should have in mind;

- i. Linguistic Theory of Translation (by Catford, Nida) focuses on finding the equivalence (of meaning, grammar, content, etc.).
- ii. Functionalist Theories of Translation (German school) by K.Reiss, Neubart, Wilses, Vermeer, Skopco) do not pay attention to source texts. Their main aim is what we do with translation.
- iii. Translation as Cultural Events Theory (by Mary Snell Hornby) sets up an integrated approach to translation.

- iv. Manipulation School of Translation (by Susan Bassnett) (School of UK and Holland) points out the power of translation.
- v. Deconstructionist Theories (by Edwin Gentzler) (USA) forget source texts and regard translation as the second original.
- vi. Culture and Context Theories (by Peter Newmark) focus on culture and context during the translation process. It is worthy to note that this is the most suitable for undergraduate students.

Any professional language mediator has to apply these theories in his/her work indoors/outdoors to result more professional and reliable work that s/he does in the field. By that his/her role will be trusty and dependable among all encounters.

2.4.1.2 Similarities and Differences between Translation and Interpretation

Firstly: Similarities

Li (2015) mentioned that the similarity between one and the other is as follows:

- i. They both are the ways of transfer from one language to another, involving the interpreter's or translator's reproduction, reconstitution, reorganization of the source language on the basis of the accurate understanding of the meanings of the original information.
- ii. They both set certain demands for the professional level for the interpreter or translator, such as application of the vocabulary, dictation of language, ability to cope with the grammatical readjustment and syntactic processing.
- iii. The purpose of both translation and interpretation is to convey the underlying connotations instead of transcoding the language material in word-to-word pattern. (direct translation).
- iv. They both require good comprehension and expression level of the two languages as well as the profound and comprehensive cross-cultural background concerned so that the in-depth meaning of the original text could be extracted and delivered in a logical way.

Secondly: Differences

The differences between translation and interpretation according to B.I.Evans:

- v. Time allotment is different. With no time limitation in translation, translators can not only resort to the reference books and consult the related experts for further information but also have adequate time for appropriate wording.
- vi. Translators can have a profound understanding of the source language and render it into equivalent target one both in meaning and in style. While the interpreters face the task of rendering the source language into the target one quickly even simultaneously, often choosing the first word springs to the mind and making the interpreted text simple and easy to understand.

- vii. The interpreter doesn't usually have the chance to hear the fleeting information for a second time so s/he has to be proficient in listening comprehension to grasp the meaning accurately and completely, nor can he consult the experts or dictionaries due to the limitation of time.
- viii. The working places are different. Translators can choose place of working arbitrarily, such as a private room, library, resource center where they can work in a relaxing surrounding to comprehend, reread, and analyze the written text attentively. Always working in a venue or booth, interpreters have to face a number of audiences.
- ix. The source language of translation is in written form which is static and immutable. They are supposed to be equipped with brilliant writing talent and skilled in using different techniques to enhance the beauty of the transferred language. Contrary to the situation of translators, interpreters have the great pressure of facing the audience directly and interpret the material promptly or even simultaneously, which requires them to have proficient ability in listening, comprehension, analyzing and expressing.
- x. It could be seen clearly that Interpreting depends on listening and speaking skills and Translating on reading and writing skills, and both are practiced under a variety of different condition. Many interpreters and translators work full-time, while others who are non-professional linguistically work part-time for supplementary income (Katan, 2009), such as doctors, students, or any bilinguals who are involved in this task. Being as a mediator for languages or cultures is not actually a simple task, because anyone who is not really professional at this job while working with organizations, public services and migrants could lead to problematic issues, especially if they fail to convey the exact meaning of information or an informative speech like that one of United Nation speaker or governmental or non-governmental organizations speaker, or it could be also at court. Despite all what have already been mentioned, this job was assigned occasionally or regularly to employees whose professional duties have no relationship to such tasks but happen to speak two or several languages. Many of non- professional employees were hired by humanitarian organizations during the crisis of immigration.
- xi. Regarding this matter, few mistakes occurred in the translated informative texts, signs, and directions...etc, at public services and institutes that are involved with Refugees. This kind of mission involves the acquisition and some deep processing of specialized information that requires the ability of rewriting, restructuring, and rebuilding the meaning into a target language. A high responsibility is required in this job, specifically in transferring important political speeches or any legal texts, at court, or for anything linked to asylum seekers papers. In other cases, they have a modest role, for instance when translating menu for offered food or the names of items that will be distributed inside the camp. So, the educational level of the interpreters/translators varies from top academic qualifications to a modest level. Daniel Gile (2009:6) has mentioned that "some of them enjoy high social prestige as 'creators' in their own right or highly skilled language mediators, while others are viewed as minor clerical staff. Although the way of transferring words from a language into another is called in general 'interpreting' or 'translating' whatever intellectually, technically, socially, culturally, or even economically, it is far from homogeneous and these two terms could be seen as two hypernyms covering a variety of distinct occupations.

Under some situations is not always very important to bring top-level professionals for this job. Many 'bilinguals' are being engaged in interpretation/translation without any

training Their status and working conditions need to have the distinguished skills of communication that can help a lot at solving some problematic situations for instance; that one of arguing/quarreling situations in a camp that require the existence of interpreters and translators who know how to handle the matter intelligently.

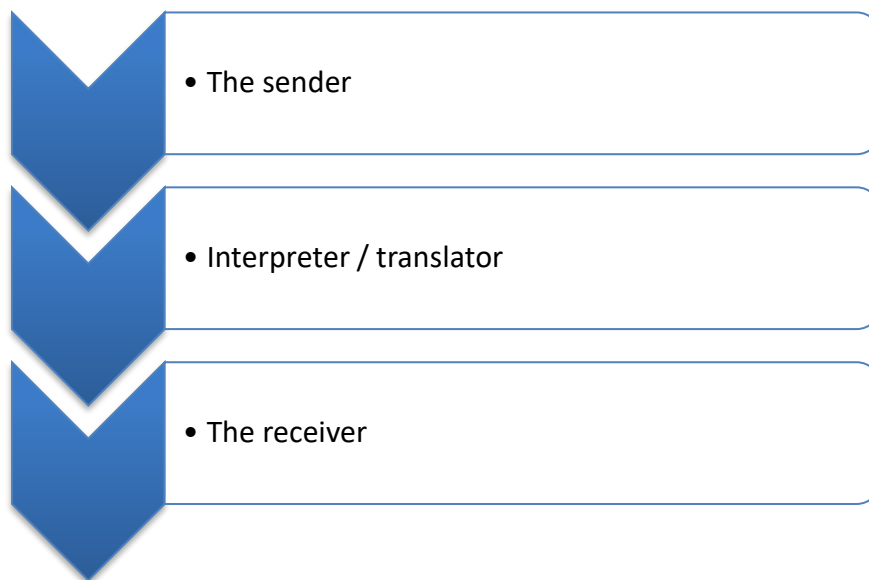
Any titles for the professional mediators for such as ‘conference interpreter,’ court interpreter’, ‘community interpreter’, ‘scientific translator’, ‘technical translator’ or legal translator,’ and in spite of the diversity of performance levels and conditions, or even non - professional ones, their job is performing essentially the same function which is represented in re-expressing in one language what has been expressed in another.

It is obvious for many who work with Humanitarian Organizations that any low level of performance requirements can be fulfilled by bilingual persons who have some kind of language knowledge that involves outdoors or indoors situations as long as they have an intelligent way to handle a communication among encounters, as long as they are aware enough of both languages and cultures. Apparently, the behavior of mediator here is very important to reach the intended purposes. Ethical and psychological issues as well.

From a point of view, without a regard to being a professional or non-professional, this service of transferring the meaning of words between people, is always called interpretation/ translation. Daniel Gile (2009:22) sees the translation as “a service provided to particular persons in a particular communication situation, so the quality is usefully judged against criteria based on the idea of translation as a communication service.”

This service activity with a communication function is usually represented as:

Figure 2.1: service activity with a communication function¹



¹ Prepared by the researcher according to the previous studies.

2.4.1.3 Approaches to Translation and Interpretation

It is considered that there are four types of interpretation:

- **Consecutive Interpretation:**

It is considered the most known type of interpretation in a refugee context especially in the meetings which aim at recognizing the refugee case. The interpreter listens to a part of speech, and then repeats what he/she has heard in the language of the listener(s). The speaker then continues his/her speech, before stopping again to give the interpreter a chance to translate. Through this method, the interpreter changes with the speaker (in contrast with the length of what the interpreter can memorize before producing his translation will rely on the complication degree of the statement being said, and on the interpreter's own skills. A fresh interpreter will want to make the parts of speech short (no more than a sentence or two). An interpreter who has experience will have the ability to memorize longer sentences.

- **Summary Interpretation**

It is considered a brief figure of the consecutive interpretation, and this type demands enough experience and skills. The interpreter listens carefully to a long statement, writing down some notes, and then offers a brief in the language of the audience. This process involves applying judgment as to what needs to be said, and paraphrasing through using a more concise method, which may involve altering the arrangement of what the speaker said. The interpreter will resort to this kind of interpretation in the case of a dialogue between two or more people, and he has not the ability to interrupt (for example: a meeting or conference). This kind has not the same precise mode of consecutive interpretation. It is not suitable for a refugee interview, or any case which contains valuable and detailed information.

- **Verbatim Interpretation**

Verbatim interpretation includes the technique of a word-for-word interpretation upon every statement or sentence. Thus, the interpreter needs to provide a precise translation of the speaker's speech, instead of conveying the speaker's words. It is primarily applied in settings. In the case of refugee interviews, it is preferable to use verbatim interpretation in order to convey precise proceedings or a factual statement. This type of interpretation is applied with the aim of removing any probable misunderstanding on both sides.

Here it is worthy to give this example when the spokesman of the United Nation in Serbia came to the Šid camp (which is located near Serbian-Croatian border), in order to give a speech and to speak face to face to the immigrants. This was after a month waiting for the borders to be opened once again in the spring of 2016. While the spokesman was speaking, he rejected any other kind of interpretation and asked for the verbatim interpretation. The author of this paper still remembers when the speaker stopped her while interpreting and asked her not to convey the meaning with longer sentences but to translate word for word.

- **Simultaneous Interpretation**

This type of interpretation requires from the interpreter to listen to the speaker and translate at the same moment. It needs some equipment which includes soundproof booths,

microphones and headsets, as well as technical support staff. This type of interpretation is mainly used in a multilingual conference setting, but is rarely used in a field setting.

“Whispering” represents another sort of simultaneous interpretation, but the difference is that it does not demand technical equipment. The interpreter does a translation in the same time the speaker is talking. In order to achieve it, the interpreter has to follow some rules such as being close to the listener's ear, and talking with a low, regular tone (*“sotto voce”*). It is obvious that whispering is perfect method for only one or two persons. Simultaneous interpretation is considered a complicated method that needs from the interpreter to be highly concentrated, in addition to having a good short-term memory and mastering of language skills. To master this technique, interpreter needs experience and intense practice.

2.4.1.4 Interpreting as a Cross-Cultural Activity

It is impossible to dismiss culture from translation as there is integration between them, thus they require right attention. Nowadays, the matter of bilingualism or studying another language is no longer the single demand to be a translator or interpreter; in this fast-moving world, translators should have a very good background of the cultures they deal with, hence that culture is an integral part of translation. In other words, they have to carry good knowledge about the two cultures (source and target) before joining the profession of translation. In some cases, the two languages that the translator masters belong to totally different cultures; and this in turn increases the difficulty of the translator.

He/she has several tasks to do the balance with what could be interesting and acceptable for the target readers and must overcome the distance between the detached source and target cultural worlds through employing various strategies. Translation plays a vital role in conveying “cultures, thoughts, and all human related issues. Thus, “it is used among various nations for enriching each other’s thoughts, cultures, languages and so forth” (Shirinzadeh & Tengku Mahadi, 2014c, p. 2350).

2.4.1.5 What is Translation?

Translation refers to the process of conveying the meaning whether the text is oral or written from one language into another. Translation is a concept that has various and several meanings and applications in many fields. It includes some ambiguity in its reference, and the reason is that it “contains at the same time the idea of translation production and that of translation product” (Hewson & Martin, 1991:P.1), Arguing that translation is “both a set of language practices and an existential condition”(Polezzi, 2006: P: 171), Polezzi adds yet another dimension to the term. The connotations and practices connected to the term have varied over the years, extending and expanding the field of translation studies: “Once seen as a sub-branch of linguistics, translation today is perceived as an inter-disciplinary field of study,” (Susan Bassnett 1990: 2) (*Translation Studies* 2).

According to Anglophone tradition, in recent years, translation theory has done without or extended the linguistic concentration and extend concept to a larger discussion that involves much work in many fields, such as linguistics, anthropology, literary studies, psychology, history, and economics. Translation is not only a bi/multi-lingual and cultural practice, but it was also attached to migration in different ways. It could be said that the translation is a sort of travel; or at least that translations are happened and progressed in periods (for instance; the current period of the recent migration) and countries where

physical contacts between different people are most important. It is considered as one feature of cosmopolitanism and connected to mobility and communication.

2.4.1.6 The Culture as Feature

Culture refers to the features of a certain group of people such as: their language, religion, social habits, literature, etc., which pass from one generation to another. Newmark (1988) defines culture as "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression", so every language has its own cultural specificities. Samovar and Porter (1997: 12-13) define culture as: "the deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving". Katon (2004: 45) gives another description for culture and describes it as an iceberg of three frames 'technical, formal and informal cultures' and the translator should intervene in each of them. Formal culture involves all sorts of expected things. In that level, the translator will be interested in Skopos theory of translation, whereas Katon (*Ibid*, p. 82) mentions '*tailoring the translation according to reception in the target culture*'. Informal culture basically includes values orientation. Brake et al. (1995: 34) define it as 'preference of certain outcomes over others. Recently, cultural studies are more influential in translating rhetorical studies to describe cultural values, as well as to increase the production of cultural 'internationalization'.

2.4.1.6.1 Sarkka's Classification for Translating Cultural Words

Särkkä (2007) puts a category for conveying proper nouns for translating cultural words. Moreover, according to Pedersen (2011), cultural words are defined as proper names of places, food, institutions, people, etc. (44); thus, Särkkä's category is compatible with the purpose of the study and this is why we will present Särkkä's key ideas.

- **Transportation**

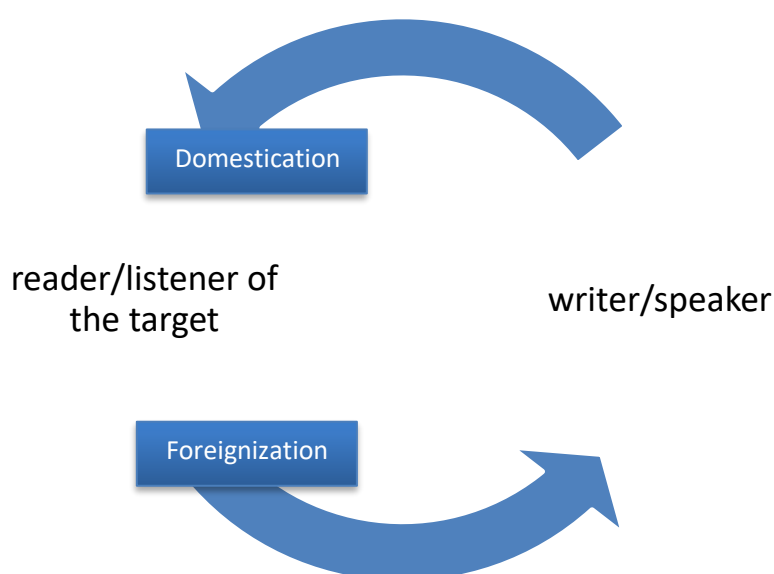
When facing a cultural word, the translator will transport this word from the source language to the target language without any kind of change (Särkkä, 2007). For example, the Persian proper name [sohräb] is transported into English without any alteration as Sohrab. A note that deserves to be said is that because of the nature of Persian and English languages, these two languages are characterized by graphological systems. As a result, all the Persian cultural words are subject to the graphological alterations while transporting into English. In the translation, this process is called foreignization as it is antonymous to the aforesaid translation strategy of domestication, and it is recommended by them as a good solution to solve some cultural problems while transferring between both languages. This technique is used by many cultural mediators while interpreting or translating.

In this regard, the term Foreignization was brought by Schleimacher as 'when the translator...moves the reader towards the writer' (Hatim, 2001:46). Interpreters have applied this Foreignization technique several times to make most of Islamic expressions that many Muslim Refugees (as Syrians, Afghans, Iraqis, Iranians, some from the north of Africa, ...etc.) use while speaking and communicating, understandable in the Serbian community. Especially these expressions have further meanings that influence their behavior and feeling. The most difficult part was, if it was necessary to interpret, what immigrants mentioned of some verses from Quran and in case of the TL audience wanted

to understand and extend their knowledge and make asylum seekers feel more comfortable with them by showing an interest in the culture. That is why there are some reasons which push interpreters to modify some words to be understood for each encounter, because it is necessary to make a good bridge between two or more cultures in the community.

In this regard, whether using Domestication or Foreignization, there will always be confusing options/decisions for the cultural mediators. Native translators of Arabic or half Arabic origins would prefer using the *domestication* most of the time when they put words into Arabic and help with *foreignization* when they transfer from Arabic especially when they explain the religious expressions of the verses from Quran, though it could be sometimes avoided during transferring their meaning.

Figure 2.2 Shows Domestication and Foreignization ways²



Transportation Plus Phonological Modification

This strategy is used when the translator does transportation of the cultural word into the target language but s/he balances between two things; the word and the phonological system of the target language (Särkkä, 2007). There are some phonological changes that may happen to the word so that it can seem more natural and usual for the target text readers. For example, the name Thomas is altered phonologically when it is transported into Persian as *tumäs*, whereas some of Arabs such as Algerians and Moroccans can receive it as 'Tomas, طومس'. The arabic letter 'ط' is produced and replaced here in this proper name instead of the letter 'T', though there is 'ت' letter in the dialect, which represents T in English. Accordingly, the Persian/ Arabic name عبدالله ('Abdo Allah) can be transported into English as (Abdulla).

² Prepared by the researcher according to the previous studies.

Here are some more phonological examples which were pronounced culturally differently: The female name 'Sonia' or 'Sonija' in (English & Serbian) was called by many as (صونيا *Sounia*) with longer vowel but not as (سونيا *Sounia*). Or how it must be phonetic equivalent. The letter 'ص' was used instead of 'س', though the forementioned is the first equivalent letter for S, then the other one comes the second. Where in the opposite, the Arabic name (ابوصاع *AboSa'A*) was changed into 'Abosa' in English and Serbian pronunciation. This is a name of one interpreter for Arabic who worked for DRC in Serbia.

- **Transportation Plus Translation**

The translator does some translations for a certain section of the cultural word and transport the other section (Särkkä, 2007). For instance, Queen Elizabeth, in Persian is partially translated and partially transported as {mælækeelizäbet}. In other meaning, the term "Queen" is translated and the second half is simply transported with a slight phonological alteration. In this strategy, through transportation, we gather between first and second strategies that stated above under the terminology transportation, i.e. if the word is transported without any alteration or transported with phonological alteration besides being translated, the process is named transportation plus translation. Another example that explains this strategy is the Persian cultural term {ghäreælisædr} which is treated in English as Ali-Sadr Cave. According to that, it has been in part translated and in part transported. In other words, {ghär} is translated as Cave and {ælisædr} is transported as Ali-Sadr in English language.

Other examples that could be a perfect illustration for this type: *Transportation plus translation* and as they were used inside camps and Humanitarian centers or more even in the translated Islamic calendars in Serbia; (Salat Al Fajr (the dawn prayer), Salat Al Duhr/Zuhr (the early afternoon prayer), Salat Al Asr (the late afternoon prayer), Salat Al Maghrib (the sunset prayer), and Salat Al Isha (the night prayer). Here only one part {Salat} is translated into English as {Prayer}, whereas the name of prayer is culturally transported as it is in Arabic with slight alteration into the following {Fajr prayer, Duhr/Zuhr prayer, Asr prayer, Maghrib prayer, and Isha prayer}.

- **Replacement**

When finding a cultural word during the process of translation, the translator translates through finding a replacement word for it (Särkkä, 2007); this technique is named the replacement strategy. For example, in a translation process from English into Persian language, the cultural word "church" is substituted with another cultural word in the Persian language, such as {mæsjed} (mosque). In the current study, substituting the cultural word with the usual figure of that word in the target text is also considered a kind of the replacement strategy despite it witnesses some graphological and phonological changes of the proper nouns by Särkkä (2007). This can be understood in the next example. The proper nouns {musä} or {eesä} are translated into the English usual forms as *Moses* and *Jesus* respectively.

But according to the researcher of this paper and through her experience as an interpreter, these names can be translated into *Moses* and *Jesus*, only in one case, when they are mentioned in religious contexts or symbolize a holy meaning, otherwise, it is not acceptable to be transferred into *Moses* and *Jesus* when ordinary persons have them as their real names. In fact, Many Muslim men carry these proper names {musä}, {Issä/eesä}, and {Muhammed}, where on contrary, Christian men cannot carry them as their proper names.

The interpreter/translator must have in mind, not to translate the proper names unless if s/he was asked to convey the exact meaning of these names for specific reasons.

Another example that explains this strategy is the word London; it takes the Persian common figure as {lændæn}, and accordingly, the Persian and Arabic words {Sourya}, {Mäser}, {Aljazaer} (Algerians use the figure {Dzaer}; are replaced in English with { Syria}, { Egypt} and {Algeria}. This strategy is applied when the translator, who dealt with cultural word, states further information related to that word inside his/her translation (Särkkä: 2007). It is required in the case that the translator has feelings that his/her readers do not have the necessary background knowledge related to the used cultural word. He/she may implement it inside the text itself or out of the text through using a glossary. There are other strategies like transportation that can be used with this strategy. For example, a translator while treating the cultural word Hari Merdeka and translating it from Malay into Persian may advance his/her translation through using the following footnote [ruzeesteghälemälezikéhärsäledær 31 ägostjæshngereftemishävæd] (back translation: The Malaysia independence day which is celebrated on 31 August every year).

- **Dispensation**

The translator uses this strategy when he/she has to do without the corresponding cultural word in the target language (Särkkä, 2007). It applies in the case when the translator exhausts all possible solutions for translating it. Furthermore, its existence can lead to uncertainty for the target readers, or its removing will have no effect on the compliance of knowledge in the target language. Thus, by applying this strategy, there is no corresponding word for the source cultural word in the translation. Nonetheless, through this study, this strategy could merge with other strategies. For instance, it could merge with replacement strategy, which means that, the cultural word may be in part replaced and in part dispensed. According to that, the Persian cultural term {yusofepæyämber} can be rendered with the gathering of strategies into English as Joseph. In this case, the prophet has been removed from the target text though the source text includes it.

There are two strategies that are often discussed here and worldwide: the domesticating and the foreignizing methods theorized by Friedrich Schleiermacher, despite the terms were formalized in Lawrence Venuti's reworking of Schleiermacher's models (*The Translator's Invisibility* 20). The foreignizing method, in turn, supports existence of foreign elements, forces the reader to the author/text. It thus makes the audience to check the text, to find out the strange elements, if he/she has a desire to realize them. Venuti claims that "the reconstitution of the foreign text in accordance with values, beliefs and representations that preexist it in the target language" is "a violence [...] of translation" (*The Translator's Invisibility* 18).

The dominating scene currently is that various texts need various translation strategies. The two models of the domesticating and the foreignizing are applied as conscious strategies. The main use of the foreignizing method is to determine a strange element that has no contradiction with the style of the target culture or a target audience for the sake of increasing the rate of realizing of the source culture and, at the same time resisting exchange. On the other hand, the main use of the domesticating method is to reduce strange elements in the source text and contribute to make it more integrated and understood to the target audience. Ashok Bery's critique of Schleiermacher's translation strategies, demonstrates a current attitude that shows the translator as holding a position which cannot

be fully corresponded with these two methods (foreignizing and domesticating), later will both be explained further.

2.4.1.6.2 Factors that direct translators to choose a particular procedure for translating cultural words

Identifying the suitable procedure for translating cultural words depends on several factors. Thus, if the translator decides to deal with the cultural words, to transfer them, to bring some changes that correspond to the criteria of the target language or to use any other translation procedure, all are affected by factors such as:

The degree of the variations between source and target languages or the transculturality of the terms (Shirinzadeh & TengkuMahadi, 2014a). In this context, "the nature of the languages at hand" is very vital (8). The source language and target language may have common features because of strong connection between them or they may be different in everything in which they have not got close connection with each other. However, there are inevitable differences between source and target cultures. But, in the case of a slight difference, the effect of the cultural words in the intercultural passage would be slight. However, in the case of limited knowledge, such words will have slight impact on the target audience. It is crucial for the audience (both source audience and target audience) to understand correctly the culture of each other. Being able to speak one language is not a condition to have the same culture. Chiaro (1992), giving the instance of some American status comedies that were not understood in the UK, confirms that talking the same language is not the only problem. In fact, "without shared socio-cultural knowledge between sender and recipient, a common linguistic code will be of little help" (77).

Arabic language speakers cannot sometimes understand each other. For example, in most of the Middle East countries' people have difficulties to speak and understand North Africa's five dialects and that is due to entirely different words of dialects. If we want to say, {how are you?} in Syrian/Lebanese dialects is { Kifak}, in Egyptian dialect is {Izzaiyek}, in Algerian, it is { WashRak}, while in Iraq { Shako Mako}, and even within one country' dialect can be said differently; In Libya, to say how are you; you can say the formal ones { Kief Halak}, { Shen Halak}, or { Shen Jawek} is used by friends or informally, and {Ween Jeit} which is used informally and is common between older people. If the translator does not know the older Libyan cultural word, it must be said that even most of Arabic speakers do not, {Ween Jeit} will be translated word for word as {Where you came}. In this confusing old greeting, the author of this paper witnessed a funny situation which could be interesting to bring to the reader. There was an Iraqi girl who came to greet a traditional Libyan girl with {Kief Halak?}, and the Libyan one responded in purpose with the old greeting {Ween Jeiti (feminine condition)}. The Iraqi girl had wondered and had been confused about what to answer. She thought it was a question of {where you came}, until later the phrase was explained to her culturally. For what is mentioned in this paragraph, we can see clearly how various cultures and dissimilar dialects exist within one language.

Other problematic translation situation occurred between interlocutors in Šid camp in Serbia. Two Serbian interpreters with a group of refugees came to me trying to know what one Moroccan man was trying to tell them about how an accidental situation had happened with him. Neither the two interpreters for Arabic language understood the two Moroccan words he said nor the other Arabic migrants did. The {Jooj Drari} was interpreted by the interpreter and the writer of this thesis as {Two young men}, which surely do not exist in any dictionary of Arabic words nor is it known by other immigrants who did not

have any experience in the Moroccan culture before. The Moroccan dialect is considered as the most difficult one among all Arabic dialects.

Nowadays, migration began to take place more than in the past and this may be caused by several reasons such as wars, fighting, and often people are searching for better education and jobs. Whatever the reason, migration happens in many countries and leaves certain effects on the migrants and the receiving country whereas the migrants face a number of challenges and difficulties. Some of these challenges are the differences in language and cultures. For example, the migrant was born and raised in one of the Middle Eastern countries, and migrated to one of the European countries, then s/he would confront several troubles because of the huge cultural and religious differences as well as linguistic one. In this case, the migrant needs translation, but not literary translation, but translation interested and engaged in cultural background. Cultural translation should convey the meaning, resolve cultural and linguistic ambiguities and require cultural knowledge in order for the message to be translated properly. Therefore the translator must study the culture of both source and target language in order to produce a good and satisfying translation.

2.4.1.6.3 The Notion of Culture in General

Culture refers to that something that a group of people share or learn, but the content of culture differs from one country to another. It also refers to a group of characteristics that characterize behavior, knowledge facts, beliefs, customs, ideas, etc. (Axelrod, 1997: 205). Culture, as Avruch (1998) mentioned, consists of the derivatives of experience, more or less organized, learned or created by the individuals of a population, including those images or encodements and their interpretations (meanings) transmitted from past generations, from contemporaries, or formed by individuals themselves.

Moreover, according to Filali (2014) defining the concept of culture is the determinant of its function in society, as it is inherent in the social sciences, and it is necessary to some extent. The word culture is of French origin, as it meant religious rituals in the Middle Ages, the cultivation of the earth in the seventeenth century, the intellectual formation in general and the intellectual progress of the person in particular, and the work that this requires and the resulting applications in the eighteenth century until it developed and took two forms:

- Individual culture of a person. The cognitive structure that constitutes general culture.
- Collective culture, representing components of collective identity, referring to values related to history.

2.4.1.6.4 The notion of culture in translation

The idea of culture plays a vital role when thinking of the implications for translation. Translation is condemned to shortage because of unconfined variations not only between languages and cultures, but also inside them. Through talking about the issues of compatibility that happen in translation, Nida gives the same attention to both linguistic and cultural variations that exist between the Speaker's Language (SL) and the Target Language (TL) and states that "differences between cultures may cause more severe complications for the translator than do differences in language structure" (Nida, 1964: 130). It is further showed that similar points in culture usually offer a common realization despite important formal changes that translation witnesses. The cultural consequences and lexical concerns

have a great relevance in translation. "To attempt to impose the value system of the Speaker Language culture onto the Target Language culture is dangerous ground" (Bassnett, 1991: 23).

Therefore, during translating, it is necessary to think about both the lexical effect on the Target Language reader, and the method in which cultural factors may be seen and set out translating decisions accordingly. As a result, language and culture may be perceived as having a close relation and the two aspects must be taken into account in translation. When looking at the translation of cultural words and ideas, Newmark offers two opposing methods: transference and componential analysis (Newmark, 1988: 96). As Newmark states, transference provides "local colour", preserving cultural names and concepts. In spite of the focus on culture which has a meaning to initiated readers, he says that this technique may lead to some difficulties for the general readership and minimize the understanding of identified points.

The necessity of the translation process through communication motivates Newmark to offer componential analysis which has the description of "the most accurate translation procedure, which excludes the culture and highlights the message" (Newmark, 1988: 96). An effective translation is supposed to achieve the same goal in the target text just as the original did in the source text. It has to correspond with the context of the original. Nida also touches upon the requirements of the readership, observing that the translation should be featured by "naturalness of expression" in the translation and thus it has to connect to the culture of the "receiver". According to that, he is thought to belong to the group of those who support the "domestication" of translation, which considers not only the synonyms and their meanings in the target language, rather it considers both of target language and Source language values when they are linguistic or cultural values. Thus, some of the source language values will be transferred and made understandable for the target language audience and this is called domestication. In the opposite way, some values could be normally kept as they are in the source language and brings the reader or listener to them. This is termed Foreignization.

The term domestication, which has already been mentioned up, was introduced and defined by Lawrence Venuti and defined as "the technique of making a text identical to the culture of the target language, and that may include absence of information from the source language." This strategy is usually used when there is a certain situation which does not exist in the culture of target audience. (Venuti, 1995: 15). The main purpose of the domesticating method can be summarized in clarifying the text and making it as usual as possible to the target audience for the sake of facilitating the process of the transition, and this is the reason why the translator, as Schleiermacher claims, "leaves the reader in peace as much as possible and moves the writer toward him [sic]" (49).

For example, some asylum seekers said during the interviews, "جينا لأوروبا لنعيش هون", which means in English; 'we came to Europe to live here.' Here the interpreter must be smart by showing what they really meant, in case that they did not choose any of the appropriate words. S/he could use the verb *fled* instead of *came* in 'we fled to Europe to live here', the verb is domesticated to maintain what was intended. This small change could explain a different way of leaving the country where they had to run away of conflicts to live safely in Europe. Such a kind of domestication for the used verb could make a difference for these vulnerable people and strengthen their words and case during the interviews at the borders or in court.

2.4.2 Migration

Migration has emerged a long time ago and we inherited it from our older ancestors and it has been present even since the beginning of human existence. It was accompanied with kind of expectation, excitement, fear, tensions, obstacles, building up different social relations with other migrants and local people, as it can have both; hope and sorrow during the journey. This trip leaves an influence on any society or a country nevertheless if it is a transit or the intended destination. This movement brings an exchange of ideas, skills, attitudes, cultures, languages, and even later genes. This exchange could be willing or unwilling.

The term Migration can mean the change of place of residence from one country to another. It consists of persons who leave a country in order to reside in another country. This movement affects the population of the two countries and should be recorded twice, once as immigration in the receiving country and once as emigration in the sending country. However, there is a certain asymmetry between data availability on immigration and emigration, for two main reasons: the first reason departures tend to be less well recorded than arrivals as most governments are reluctant or unable to closely monitor the exit of persons from their territory, especially if the emigrants are national rather than foreign citizens. Moreover, people do not have much incentive to notify the authorities of their departure as there are no benefits to be gained. While the second reason it is difficult to count persons leaving the country from a statistical point of view because of their absence. This applies to both flow and stock measurements. Censuses and sample surveys, which collect information on resident population, have obvious difficulties in counting absent persons, especially when no member of the household is living in the country of origin anymore (United Nations, 2010).

Information on migrants entering or leaving a country during a given period of time is important for the estimation of the size and structure of a country's total population at the end of the time period and also for the preparation of population projections. In addition, statistics on international migrant flows are necessary for examining the nature and magnitude of the flows and for designing migration relevant policies to cope with any significant change during a specific period (United Nations, 2017).

2.4.2.1 Types of Migration

According to World Economic Forum (2017) there are three types of migration, as follows:

- i. By political boundaries – Based on political limits and the boundaries crossed, such as districts, counties, state borders and international boundaries, further identified as the places of origin and destination.
- ii. By movement patterns – Based on classifying people according to their social status, travel points and periodicity.
- iii. By decision-making approach – Based on classifying migration as voluntary or involuntary, given certain sociopolitical factors (e.g. the fear of ill-treatment attributed to race, religion, political affiliation, nationality or association to social groups; flight from war; conflict involving arms; civil war; natural or man-made disasters; famine) or

developmental factors (e.g. substantial infrastructure projects, including airport, road, dam or port construction).

That shows that the phenomenon of 'migration' is an act of moving from one geographical location to another; which could be internal, from one city to another, or it could be external, from one country to another due to several reasons; such as searching for better education, conditions opportunities, safety, and fleeing from conflicts or natural disasters, ...etc. The people may move as individuals, in family units or in large groups and this phenomenon is not new, it has emerged throughout human history. The people who take this kind of movement are called *migrants*. If we look at some definitions of this term *migrant*, there is no formal legal definition, but there is an agreement among experts on that the *migrant* refers to the person who changes his/ her country of usual residence, in regardless of the cause of migration or legal status.

As explained previously, the movement of migration effects the population growth of the two countries; Migration consists of two kinds of movements: Emigration and Immigration. These two similar terms will be explained further below.

2.4.2.2 Results and Consequences of Migration

Migration results in effects such as assimilation, acculturation, and cultural hybridity. Assimilation can be defined as "a psychological process involving satisfaction, identification and acculturation," and is also defined as an activity that includes "primary and secondary group contacts with members of the host society" (Inglis, 1975: 336–337). Whereas assimilation is seen as a process in which the immigrant believes in the traditions and trends of the target culture, acculturation refers to exchanges that happen as a consequence of the immigrant's connection with the target culture.

Whereas assimilation involves refusing of the source culture and a full adaptation of the target culture, the acculturation process includes adapting the target cultural identity and becoming a part of the target community without the need to refuse the source culture. However, according to cultural theory, hybridity is a complicated term that has different meanings, and it is not in all cases considered desirable. The term comes back to the biological discipline and means a mix of two different entities that result from infertility (Young, 1995: 8).

In the latest discussions, however, the researchers set aside the biological aspect of the terminology in the interest of a more positive approach and its main use is to portray postcolonial multicultural societies (Young, 1995: 23). Renato Rosaldo (1995) argues that "hybridity can imply a space betwixt and between two zones of purity" which suggests that it complies with liminality. As a mix of two different entities, hybridity means the fusion of the two, and also means a new product in itself, "a Third Space," as Bhabha famously claims (Bhabha, 1993: 53). According to his viewpoint, hybridity sometimes represents a challenge to essentialism.

Escaping categorization may be a double-edged weapon because it has problems and advantages in the same time. The result of connection between the immigrant's hybridity and position in-between, there are some matters of power relations that are unequal. The ways that can reveal these power relations are analyses interested in the act of staring and the less powerful act of staring back. Michel Foucault has developed theories of the gaze and discussed the English philosopher Jeremy Bentham's work on the "panoptic on" (195-228).

The architectural synthesis panoptic, which means all-seeing and includes a system that has a discipline, depends on a non-returnable gaze, manipulation, power, control and internalization. This gaze which obtains ‘power of mind over mind’ can be represented in the God who can watch us all the time and everywhere with non-returnable gaze by us. Most of us are obsessed with the presence and power of God on our live, so that we try control our behavior to avoid his inevitable punishment.

2.4.2.3 Migration, Multiculturalism and Translation

Every two various languages involve two various cultural realities. Multiculturalism refers to the phenomenon of different cultures that exist within one society, often come back to the flow of immigrant communities, or the acceptance and support of this phenomenon. It is not sufficient that an immigrant be “legal” in order to be socially integrated. The research sheds light on the integration of immigrants who come to a country, keep their identity and establish socio-cultural contacts with that culture. We can say that social and cultural diversity is a certain result of transnationalism, as the host society cultures have become too various to offer one cultural model towards which immigrants should strive.

Multiculturalism is defined as the different ethnic make-up of contemporary societies, be they the result of existing ethno-cultural groups within countries or the outcome of international migration. In this context, practically all countries in the world are multicultural. In a normative and prescriptive view, in turn, multiculturalism is a wanted method to organize diversity inside a country. Providing a positive view of cultural identity preservation, cultural diversity is seen *as such* positive effect on a society, because it offers fresh viewpoints, increases openness towards others and stops discrimination (Kymlicka, 1995).

Languages are used in translation in order to move from one culture to another or from ancient to modern times. Nida (2001) points that a language is represented as the most distinctive part of a culture, and while transferring the meaning of sentences, the meaning should be modified to culture. Edward Sapir (1921) states ‘language as a guide to social reality’ (Sapir, 1921). The language represents an important element for humans as it performs the role of expressions about a society. Sapir confirms that if language is to exist, it must be indulged in the context of identified culture, and if a culture is to exist it has to place in its center the structure of an identified language. The phenomena of translation and interpretation in multilingual communities have attracted growing interest both inside and outside Europe.

2.4.3 Emigration and Immigration

Emigration is defined as “the process of leaving a country permanently and going to live an another one” (Dictionary.Cambridge.org). Where immigration is a natural phenomenon, its prevalence at the present time is an important way to confront the difficulties experienced by countries, whether in the face of deteriorating economic conditions or to meet the population increase in some countries.

Social immigration means the movement of an individual or group from one society to another, and this transition often includes abandoning a certain social environment and entering into another social environment, and this is known as internal immigration, but if the individual moved outside the political borders of his country is known as external immigration. Whereas, legally, immigration is the voluntary departure of individuals from

the home country, with the intention of entering into the territory of another country and staying there permanently, or for a limited period (Al-Rayes, 2017).

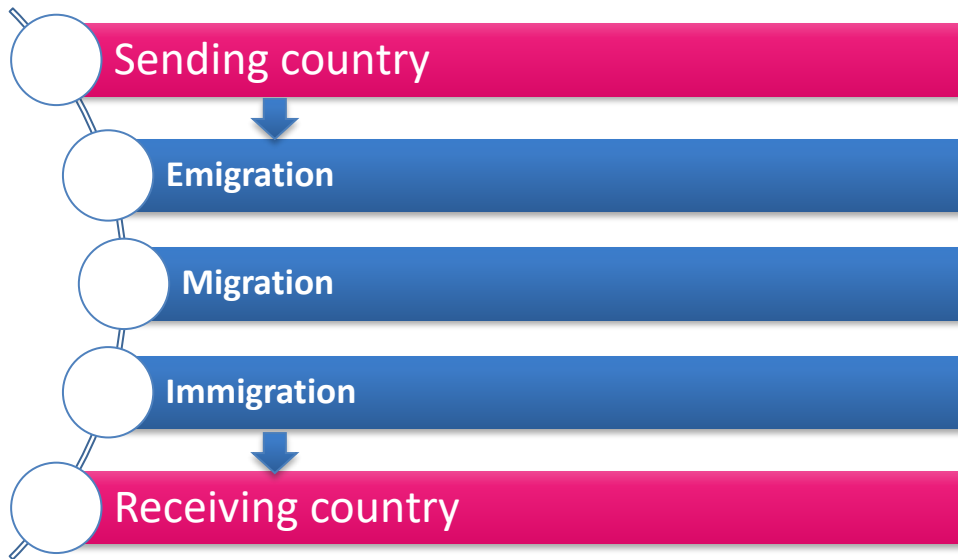
Illegal immigration is an important issue of the present time and it is linked to development issues, because the presence and widening of the gap between the North and the South has affected the movement of people who are in constant search for better opportunities to work and earn a livelihood in better conditions. Illegal migration is a two-way currency: it is an expression of unlawful behavior that results in expulsion, loss of rights, and deterrent action against illegal immigrants. On the other hand, this phenomenon is considered an inevitable result of a variety of circumstances, of which the immigrant is a victim, including those who have a hand in it, and some of which go out of his control and requires the intervention of the state (Abdel Malek, 2014).

Table 2.1: Differences between Emigration and Immigration

Emigration	Immigration
It is an action of leaving migrant's own country often to live permanently in another country.	It is an action of entering a foreign country often to reside permanently.
Leaving home country (sending country).	Entering foreign country (receiving country).
Movement of getting out of present country.	Movement of getting into different country.

In the table above, the major differences between the movement of Emigration and Immigration can be seen clearly and briefly, and they are presented in the following diagram:

Figure 2.3: The Movement of Emigration and Immigration³



Whatever movement it is, migration forms, today and more than ever, a central issue of the global change in the persons, cultures, languages, ideas practices, economy. The term has no legal status where its hypernoms terms have legal status, and the illegal migrants and asylum seekers have attracted much the media.

2.4.4 Refugees

This term a *Refugee* was considered as a controversial one which has an association with migration. It refers to the person who leaves his/ her country of origin because of feared persecution, conflict, violence, or any other reason that can cause distribution for public. (RefugeesMigrants.UN.Org. 2019).

Shatnawi (2001) applies the term *refugee* to every person who has been forced to leave his or her homeland in search of a haven or to have a fear for of what justifies him/her from being subjected to persecution because of race, religion, nationalism, or belonging to a certain social group, return to him for fear of persecution.

Throughout the history, it can be seen that it was replete with refugees who were forced to migrate due to several reasons, such as ethnic persecution, religious, political issues, conflicts, and war, or it could be happened for other different reasons. In addition, a large number of Refugees have been on move to Europe since the beginning of the crisis after 2012 and up to now. Majority of the refugees come from Syria, Iraq, northern African countries, Afghanistan, Pakistan, Iran, and very few from other countries in order to seek a humanitarian asylum and get rights in European countries.

2.4.5 Humanitarian Asylum

The phenomenon of asylum and the refugee issues are the results of denying the rights of individuals, groups and peoples, and defending the rights of refugees is one of the

³ Prepared by the researcher according to the previous studies.

most prominent areas of international legitimacy in its development of guarantees of human rights and facing the results of its denial and violation, and if human rights issues are of particular interest to those interested in them, then asylum Refugees are of greater importance due to the increasing phenomenon of violation of the rights of individuals and groups and the expansion of the hotbeds of power struggles, conflicts and regional wars, which resulted in the displacement of millions of people flocking to neighboring countries in order to obtain a safe asylum.

The patterns of modern migration may be very complex and contain more economic migrants, real refugees and others, hence governments face a difficult task of separating the different groups and treating the real refugees in an appropriate manner through stable and fair asylum procedures. Therefore, it was necessary to establish the United Nations High Commissioner for Refugees, in order to provide international protection for refugees and reach decisive solutions to their suffering (Abdul Shahid, 2009).

2.4.6 Asylum Seekers

According to UNHCR, “asylum seekers are individuals who have sought international protection and whose claims for refugee status have not yet been determined” (UNHCR, 2009. p.23). Moreover, the European Union defines an asylum-seeker as a third-country citizen or stateless person who has submitted an asylum application for which no final decision has been taken yet. Muhammad (2008) also defines the asylum seekers as the protection granted by the State to one of the foreigners who came to seek it in the territory of that country or elsewhere, related to some of its devices located abroad.

From the above definitions of the asylum seeker and the refugee, it can be said that the right to asylum as stated at Hassan (2016) requires the following:

- i. The person is outside the country of origin or the country of usual residence.
- ii. That there is well-founded fear.
- iii. Being persecuted.
- iv. He cannot or does not wish to protect the country of origin or the country of habitual residence because of that fear.

Any of refugees / asylum seeker will try to find out what they look for during their stay at any host country till they reach their goal. The *host country* refers to “a nation which permits, either by written agreement or official invitation, government representatives and/ or agencies of another nation to operate, under specified conditions, within its borders”.

In many protracted situations, Refugees live in camps and go through unsatisfactory conditions until they are granted the full asylum and are resettled in the destination country where they try to stay permanently. But while residing in any host country, they will integrate in some way with the local community and the host society.

2.4.7 Local Community

This concept of the local community represents a group of people who often reside on a patch of land and have relatively permanent relationships, not that one of the

temporary occasional type. These people have an activity organized according to rules, methods and common patterns and among them there is a collective spirit that makes them feel that each of them belongs to this community (Mahmoud, 2001).

As for the concept of the local community, it is an old term in the English language that used to refer to various meanings in the language of daily life. Among the definitions that were developed about this concept, here are some: The local community can be represented as a social system that includes a sufficient number of systemic social structures for individuals, groups, and organizations, aiming to satisfy their needs through the formation of reciprocal role relationships that include building the overall pattern, and therefore the local community is the smallest unit of social construction within any society that can depend on itself (Jaber, 1996).

It can also be defined as a community that “refers to a group of interacting people sharing an environment. In human communities, intent, belief, resources, preferences, needs, risks, and a number of other conditions may be present and common, affecting the identity of the participants and their degree of cohesiveness”. In any local community, refugees and migrants need to reach any services that are provided to help and protect them. One of the first things they ask for is if there is an interpreter to facilitate the operation of communication and get what they ask for.

2.4.7.1 What is Community Interpreting?

Hale (2007:30) defines Community Interpretation simply as 'the type of interpreting that takes place within one country's own community, and within residents of that country' whereas Pochhacker (1999:126-7) goes into more detail: 'In the most general sense, community interpreting refers to interpreting in institutional setting of a given society in which public service providers and individual clients do not speak the same language. For thousands of years, it has been considered as an informal, usually unpaid activity that has been practiced for long time, but later came to be recognized formally as a profession. This activity is as old as the phenomenon of immigration (Pochhacker & Shlesinger, 2002).

If we go again to look at the phenomena of *migration*, whether it is forced or voluntary, it emerged thousands of years ago in Europe. People have been migrating as individuals and as population waves. Moreover, since the end of the World War II, people experienced different cultures, languages, and new ways of life style that have yielded a new multiculturalism, which was posing many challenges (Adler et al, 2003)

Somell (1996:38) in his book about *culture and migration*, wrote “for what migrations have meant has been not merely a relocation of bodies but more fundamentally, a redistribution of skills, experience and often ‘human Capital’ across the planet. It is the process of cultural change that has transformed nations and continents”. It forms cultural transmission.

2.4.8 Public Service

Public service refers to “something such as health care, transport, or the removal of waste which is organized by the government or an official body in order to benefit all the people in a particular society or community”.

2.4.8.1 Public Services in Serbia.

UNICEF and partners had an estimation on that in 2019 around 18,000 migrants were in need of transit through Serbia – one in three is being a child. These people were physically and psychologically very exhausted and many of them were traumatized. They needed to reach any provided services, one of them being public services. The humanitarian centers for Refugees can provide basic needs such as protection, food, shelter, medical assistance, psychosocial support, access to the internet, and the transportation from borders and centers to the camps.

Any corporation is organized with the presence of an interpreter/ translator to facilitate the communication properly. As well as providing other kinds of needs such as organizing several activities that are represented in having classes, workshops, sport, and having different events; for instance, one of them was an unforgettable event concerned with showing paintings of talented person at an art gallery. All the above mentioned cannot be achieved properly and completely without the corporation with interpreters/translators, who can help Refugees to overcome several linguistic, cultural and social barriers that they could face due to their modest knowledge. His/her role here is to facilitate the understanding communication, when there are cultural differences that can lead to a misunderstanding between Refugees and humanitarian staff or Serbian employees. Interpreter for the community must provide a necessary cultural framework for understating the message being interpreted.

Public service interpreting is seen as community interpreting (Corsellis, 2008), cultural interpreting (Roberts, 1997) dialogue interpreting (Mason, 2001), and liaison interpreting (Gentile et al., 1996).

2.5 On Serbia

In the historical summary of Serbia, which was for centuries under Turkish occupation. It talks briefly about the Social Federal Republic of Yugoslavia, and how Serbia later went through wars and struggled to get its independence. These wars were followed by a migration of a huge number of refugees including different nationalities and a variety of cultures. It shows how the country had been dealing with the migration process and multiculturalism. This has witnessed complexities and economic, political, cultural issues by that time. In addition, this chapter discusses the location of the country which is surrounded by several borders that meet other countries. Serbia is one of the countries on the Balkan routes. It hosted many refugees from all over the world before. During these older movements of migration in Serbia, it was an achievement to cover all the needs of refugees that came from Bosnia and Herzegovina, and Croatia, by providing healthcare, safe shelters education and jobs. So far, this Route is recently taken by migrants during their long journey and Serbia is considered by many of them as a transit country till, they reach their last destination though many of them were stuck after closing the borders.

2.5.1 Background Information on Serbia

Serbia, which is ranked as a middle-income country, is located in southeastern Europe, with region of 88,361 km² and the population of 7.5 million inhabitants according to 2017 statistics. Average monthly earning is US\$542 and the unemployment rate is registered at 22%. The country is administratively split into 30 districts (193 municipalities) (Vukasinovic et al., 2008: 2337).

The Republic of Serbia is a country of the Balkan region, has borders with Bosnia and Herzegovina in the west, Croatia in the northwest, Hungary in the north, Romania in the northeast, Bulgaria in the east, the autonomous province of Kosovo and the Republic of North Macedonia in the south, and Montenegro in the southwest. Belgrade is the capital of Serbia. In the 7th century Slavs, ancestors of today's Serbs came to Serbia. At the beginning, they were split into groups but in the 8th century, Vastimir established the first Serbian province called Rasica. After that, in the 9th century the Serbs were turned to Christianity. Nonetheless, until the 13th century Rasica was a vassal of the Byzantine Empire.

The 13th and 14th centuries were called the golden age of Serbia because it witnessed an increase in population and industries such as appearance of mining industry. In addition, in this period Serbia widened its territory. However, at the end of 14th century, Serbia faced a new threat – the Ottoman Turks. The Turks managed to defeat the Serbs in a battle at the Marica River in 1371. After that the Turks destroyed the Serbian Army at the battle called Kosovo in 1389. After that, in 1459, the Turks dominated the city called Smederevo successfully and put an end to Serbian independence. Finally, in 1521 the Turks occupied and dominated Belgrade.

As a result of the Turks attack, the Serbs rebelled many times against them but all their attempts to get independence failed. However, there was a rebellion which broke out in 1804. It was called the First Serbian Uprising and was led by Black George. In 1807 the uprising succeeded through the assistance of Russia. Nonetheless, in 1812 the Russians signed a peace treaty with the Turks and consequently the Serbian uprising failed. The Serbs made a second uprising in 1815 which was called the Second Serbian Uprising. The Turks finally granted Serbia its independence and in 1878 Serbia became independent, and it took the name of kingdom in 1882. Because Serbia was occupied by the Turks and was ruled for three centuries under the Ottoman Empire, this occupation has resulted in great changes in the culture of the country.

Talking of modern history, Serbia passed through a recession in 2009, but it recovered quickly. Today, the economy of Serbia is improving and Serbia desires to join the EU. On the other hand, the population of Serbia consists of different ethnicities such as Hungarians, Romanians, Croats, Bulgarians, Bosniaks, Ruthenians, Slovaks, and Vlachs. However, all this population lives in harmony and compatibility. Generally, the Serbs see themselves as proud, generous, strong-willed and brave. They are also individualistic and love their family and country much.

The Serbs are very musical and creative people. As they love the arts, the country has produced several actors, painters, and composers, and one of the noticeable things that any foreigner can see, is most of the Serbian people welcome communicating and integrating with the various different nationalities that come from all over the world.

2.5.2 The Balkan Region

There are complexities and incongruous elements in the Western Balkans which are greatly affected by differences in cultures. As a result, the Western Balkans has continuously been a battleground of social and political miscommunication which developed to struggles. The ending of the 20th century was, on the world level, characterized by the breakdown of the communist system and destruction of the Socialist Federal Republic of Yugoslavia. In the 1990s wars were waged in the territory of the

former Yugoslavia which took a toll - tens of thousands of innocent victims on all sides of the struggles, followed by high numbers of refugees. Ultimately, this number overcame hundreds of thousands. All these events led to a whole group of socio-pathological phenomena such as crime, drug abuse, grey economy, divorces in intercultural marriages, alcoholism, suicides and other social and psychological indicators of social anomie (Opalic, 2005:7).

According to Simic et al. (2012: 2), the Balkan region is characterized by post-communist and post-conflict shifts. It is an area that almost corresponds to South East Europe. The breakup of communism and the Yugoslav wars left the Balkan countries in a contradicting state on the economic, political, cultural and psychological levels. On the economic level, they are witnessing the process of shifting from centralized, socialist, state-run economies to privatized, market-driven economies. On the political level, these states seek to build an identified kind of national identification, and at the same time, dealing with issues of migration and multiculturalism. On the cultural and psychological level, the people in the Balkans are witnessing the bitter process of responding to the traumatic past. They suffered from the issue of remembering communist times, seeking to compromise between ethnic groups and bidding to build a last figure of peaceful co-existence.

2.5.3 Migration and Refugees in Serbia

With regard to dangerous disasters (refugeeism certainly being one), the World Health Organization has been interested in the reality of the intensity and other characteristics of trauma do not have a maximum limit which means that trauma can cause many consequences according to its degree. Moreover, when discussing refugeeism, one has to realize that it represents a complicated phenomenon which contains some difficulties in the psychological, political, economic and social sphere, but primarily in the organization of one's life. Devastating impacts of this disaster (i.e. refugeeism) lie in realization of that they include dangerous findings which regular social measures cannot deal with. As a result, what is called a disaster also relies on the potentials of the society in a direct way, culture and times when it rises to overcome it. Refugeeism involves the loss of motherland and home and great financial poverty, plus the loss of jobs. It also greatly contributes to decrease in general social safety. Besides, refugees in Serbia and Montenegro are empowered only to health care and education under the same conditions because the citizens of Serbia and Montenegro suffered from loss of the political rights they used to (Opalic, 2005:13).

The Socialist Federal Republic of Yugoslavia was considered a multinational socialist country in South East Europe because it was made up of six republics - Slovenia, Croatia, Bosnia- Herzegovina, Montenegro, Macedonia and Serbia, and two autonomous provinces within Serbia, Vojvodina and Kosovo. Throughout the 1980s, nationalism began to grow and spread among the republics and the breakdown of Communism in Eastern and Central Europe motivated nationalism. In May and June 1991, the republics of Croatia and Slovenia proclaimed their independence from Yugoslavia. But this independence was not accepted and the Yugoslav National Army attacked these movements toward independence. In the Republic of Slovenia, the war lasted ten days. Then the Yugoslav National Army withdrew to declare Slovenia an independent people. In the Republic of Croatia, the war lasted for a long time and was characterized with more shed blood. In September 1991, the United Nations exerted some efforts to put an end to the war and

forced an arms blockade on all the former Yugoslav republics and this in turn increased the strength of the Yugoslav National Army.

There were attempts from local activists' ethnic groups and nationalists to maintain a tight grip on the land where their populations were placed. Because of owning greater military force, Serbs controlled the territory inhabited mainly, but in no way exclusively, by Serbs. In January 1992, there was an agreement on a plan for peace co-existence with the support of United Nations troops. During the struggle, the Republic of Serbia was not officially involved in the wars. Except a few conflicts at the frontier, there were no wars in Serbia (Hughes et al., 1995:510).

According to a report which the United Nations High Commissioner issued on Refugees (UNHCR) in 2009, today, Serbia is considered a refugee hosting and domesticating for homeless persons in Europe (and is rated fourteenth on the globe). In addition to that, there are a large number of victims of transit trafficking and smuggling across the borders, consisting mainly of women, children, and the young adults. Many youths, educated people, among whom there is an increasing number of females, long for moving to the West in order to find better living conditions and job opportunities. One of the biggest difficulties that prevents management process of migration flows comes from the reality that Serbia needs a common, coordinated visa system which would help to build stable relations with other states (unrestricted mobility of people, goods, and capital) (Bobic 2009:102).

In addition to that, Bobic (2009:107) also states that the Serbian government adopted the Poverty Reduction Strategy in 2003. Its main purpose was achieving social and economic recovery of the country, with special focus on paid decrease in huge overall poverty and vulnerable groups. Regrettably, until this date, this purpose has not been achieved because of the institutional gaps in development of the projected instruments. In 2003, the political level witnessed some progress towards normalization of relationships between the neighboring Balkan states, and since then there has been a gradual development of certain conditions for repatriation. A bilateral treaty between Serbia-Montenegro and Bosnia-Herzegovina was signed, and a visa regime with Croatia was cancelled. There was a launch for regional initiatives called the "Road Map" which aimed at finding long- term solutions by 2006 for all forced migrants in new Balkan states coming from of former Yugoslavia. On January 31, 2005, in Sarajevo the ministers of three states: Bosnia-Herzegovina, Serbia and Montenegro, and Croatia signed the declaration on the regional resolution of the problems of refugees and displaced persons.

Besides, there are youth clubs in Serbia whose implementation started in 1992 which aimed at dealing with the psychological needs of adolescent refugees from Bosnia, Herzegovina and Croatia, and to help them achieve their psychological recovery and reintegration (Radojkovic, 2003). The purpose of this intervention was to promote their strengths. It was expected that put an end to the passive role of 'victim in need of help' and starting to confront daily practical difficulties, would help young people to beat their past difficult experiences and restore control over their lives. It was expected that establishing meaningful goals and purposes, not only for current life but also for the future, would have the same impact (Radojkovic, 2003:40).

From the above, it can be concluded that Serbia is a country that suffered too much to reach what it has reached today. It was exposed to many attacks but its people struggled to get their independence. Now Serbia is considered one of the hosting countries of the

refugees. I believe that refugees feel comfort in Serbia because its population includes different nationalities and culture, which helps the refugees not to feel strange as many people are different like them. However, Serbia should do its best to provide all comfort means for refugees such as health care, better education, and job opportunities. Refugees have rights and duties, if they get their rights, they are expected to do their duties.

Interpreting the Crisis: The Crisis as a Lack of Communication

Man is social by nature. As a result, he needs to communicate with the other people in the place where s/he lives or stays. This communication has many forms and faces several challenges and obstacles. These challenges include the different languages and different cultures, with addition to the personalities with different levels of understanding. It points at developing the ability of effective communication and how some people suffer from bad communication, which can lead to unexpected problems inside society. The language is a means of communication that not only concerns with words but also with the tone. It explains the importance of the interpreter who professionally should solve these obstacles in any situation s/he is involved in; and that is what this chapter discusses.

Communication is the process of transferring information from one person to another. There are many forms of communication: verbal communication such as face to face communication, telephone conversation, or media communication; non- verbal communication such as body language and gestures; and written communication such as letters, e-mails, chat, or books. Effective communication is a very important thing in people's life as it is the main method so that they can understand each other, and it is an important skill for success in many aspects of life. The people of good communication skills often enjoy better relationships with their friends and family. Communication process involves the sender and the receiver and the communication channels. The communication channel might be face to face, text message, telephone calls, or the Internet. It is necessary for the sender to put the message in a frame which is appropriate to the communication channel, and then the receiver has to unlock the coded message to reach the intended meaning.

Out of the skills which can develop effective communication, one of the most valuable one is the ability to listen carefully. Listening here does not mean hearing but it includes the ability to understand the words and non-verbal messages such as body language. Additionally, there is the ability to focus on the tone of speech and emotions of the speaker to understand the message completely.

However, not all people have communication skills and suffer from bad communication. There are many barriers that can hinder good communication among people. These barriers include the use of difficult terms and complicated words, along with ignorance of the culture of the speaker and the taboo which may include topics of politics, religion, gender, or racism. The other barriers involve physical barriers and physical disabilities such as hearing problems or speech difficulty. In addition to that, there are physical barriers of non-verbal communication and inability to read body language. The most important barrier that can make communication impossible is the language differences and different accents and cultural differences.

Language and cultural differences can lead to lack of communication. Each country has its own norms and traditions that are different from other countries. When someone migrates from his home to other country, they must be aware of the culture of this

country so that they can understand and communicate with the natives of the country and build strong relationships with them. If there is a lack of communication, the immigrants cannot integrate with the society they live.

A study has affirmed that linguistic and cultural differences can form barriers for effective communication. This study has been conducted with a group of nurses who asserted that an ineffective communication subject related to miscommunication came back to variations in language. Many participants in the study assured that interaction was very bad especially with individuals for whom English was not their first language. In these examples, it demonstrates that the wanted message was not delivered. For example:

“I have noticed... there is a language barrier... their first language is not English and so communication... has been an issue at times... if there is a way... to make they are able to communicate in English with their physicians that would help even the same the other way around as well...participants also pointed out that differences in culture contributed to ineffective communication”. For example, "... language barrier not only with words though. I think sometimes even with the tone... if there are cultural differences the urgency of a situation may be misunderstood so in that sense it is also... a barrier." (Robinson et al., 2010: 212,213).

In addition to this, Fatahi et al (2010: 777) conducted a research about communication of the nurses with the refugee patients. The research sample, the nurse radiographers, confirmed that the professional interpreter represents the most focal point in the communication with the foreign language-speaking patient. The interpreter as a connection pons between the staff member and the patient usually represents a higher technical quality of the examination and promotes confidence and security for the patient: 'the patient feels secure with a professional interpreter, which results in better quality of our job'. In sensitive radiological examinations as colonography and tumour-related investigations, most nurse radiographers emphasized the value of using a professional interpreter. It would be also preferable to avoid relatives or friends as interpreters.

In addition, to be a professional, it is important to have good language information, impartiality, awareness about medical terminology and being a good disciplinarian (mindful, observant, being punctual). Several examinations are much needed and an identified level of empathy towards the patient was also asserted as highly desirable: 'Interpreters must interpret literally, come at the exact time at the beginning of the examination, otherwise the quality is negatively influenced'. Several countries talk different languages and dialects and strains within groups of people inside the same country can be clarified in the examination room. If possible, during the choice process of interpreter the interest must be with the patient's mother tongue and not just on their nationality (Fatahi et al., 2010: 278).

In general, man is social by nature and cannot live without communicating with other people. In order to communicate, man needs language so that s/ he can express thoughts, emotions and opinions. As a result, language is the main means of communication although there are other means, but the language remains the corner stone for the communication process. If there are problems or challenges in language, the process of communication will be affected negatively.

2.6 A Presence or Absence of Interpreting Shaping the Migrant's Social, Economic and Cultural Identity

When immigrants leave their country and move to another country, they feel disconnected with the host country. This comes back to the differences between their culture and culture of the host community. As a result, they try to keep their identity through the use of interpretation.

According to Oxford dictionary, identity is the fact of being who or what a person or thing is. It is the characteristics determining who or what a person or thing is. The community is the first factor influencing the construction of identity. The community contributes to building the identity of individuals and their formation based on the nature of the environment surrounding them. Individuals are influenced by the behaviors of previous generations, whether in the family, the neighborhood or the community in general, which help them understand themselves more clearly. Another important factor influencing identity is belonging, which relates to the place where a person lives. A person belongs to the country where he/she lives and is considered a citizen in it, has rights and responsibilities. Hence, identity is a means to support belonging for individuals and groups.

Acculturation is the process that demands two cultures connect and both cultures may witness some alterations. During acculturation, it is probable to change some aspects of identity, regarding the concept of self, and this will rely on the cultural sense. A person's identity is defined as “the totality of one's self- formed by how one construes oneself in the present, how one construed oneself in the past and how one construes oneself as one aspires to be in the future”. Two points need to be clarified here. The first point is that racial, ethnic and cultural identities reflect part of one's identity, and the second point is that development of identity and the resulting alterations relating to migration and acculturation will alter the forming of identity. Gender, familial and socio-economic factors also contribute to form identity (Bhugra, 2004:135).

In most times, migrants believe that their first language represents an integral part of their personal identity, as main connection to their own personal, religious and cultural origin, to their parents and other members of their families as well as the single link bond to an important part of their lives to leave behind. It is probable that their first languages are considered the one factor of stability in their otherwise insecure lives. These languages are vital because through them they began to understand themselves as persons (which represents personal identity), as members of a family and social group (which represents social identity), and in which they adopt important values for their lives (which represents cultural/ religious identity). In fact, this shows that the importance of their first language depends on what they leave behind. It represents mostly the single stable factor in their lives. This is one of the causes why the fundamental human rights include the right to use one's mother tongue. Considerably, it is also a key factor to see and conceptualize communicative processes as a functional transfer of information plus situations that have to give a feeling of safety and trust in migrants (Michi et al., 2012: 47, 48).

In addition to that, Michi et al. (2012: 46, 47) state that for most people who live in their origin country, the first language represents the most stable factor relating to personal and social identity. Linguistic variation is low in most cases. On the contrary, linguistic variation happens more vigorously among migrants _ as they have severely various linguistic biographies, and this depends on the status of their first language in the

country of origin, the foreign languages they used to speak through their migration and the language contacts in the hosting community.

Cultural differences represent a vital element as well. In several cases, inside one family, they speak the same language and peer groups usually witness linguistic variation as well, and the same case in communities and schools. Through recent years, hosting countries have begun to think and regard migrants as 'speechless' as they do not have the ability to use the language of the hosting country. However, migrants have the ability to communicate like other people, although in various languages. Moreover, they have the ability to use more than one language, in the case that they come from countries which have more than one language (such as African, Asian or the Balkan countries) or because through the period of their migration, they have encountered other languages. Additionally, personal experiences concerned with multilingualism have led to the acquisition of knowledge about linguistic matters, similarities or differences between languages and various communication contexts.

In fact, when migrants leave their country of origin, they lose their social status, family, and social networks. In the host country, they feel themselves without a history and without an image. They also confront an unknown world of meanings, making them feel lost, alone, and without reference points. As much as they long to become integrated, migrants still remain strangers. Moreover, migrants suffer from distrust and hostility. This is the hard fact of exclusion that is dissimilar to the idealized image of the receiving country that represents a better place for one's life that originally directs migrants to leave their country of origin. The feelings of disillusionment and nostalgia lead them to see the country of origin as ideal, which is in turn beautified through memory. However, when the migrant comes back home, the contradiction between the ideal and the real image reemerges. To a certain degree, migrants swing between idealization and disillusionment whether in the receiving country or in the country of origin. Their new condition is in the middle, at the borderland, in transit. The process that starts when migrants leaves his/her origin country never finishes, and it leads to an unfinished condition of not yet belonging "here" but no longer "there" (La Barbera, 2015: 3).

Accordingly, when people migrate to any country, they feel lost because this country differs from them in culture, traditions, customs and sometimes language. However, if the migrants begin to learn the language of the country where they live, they gain its culture gradually. This helps them in building a new identity and feel belonging to this country and integration with the society and here the role of the interpreter.

At the ending of the 1990s, according to research and political agreements, Europe assigned on what is called an agreement on integration policy and languages. This is clearly stated in the recommendation which the Council of Europe issued in 1982, calling governments to exert greater efforts:

- i. To increase the benefits of proper concessions provided for migrant workers and the individuals of their families.
- ii. To gain enough knowledge about the language of the host society which will allow them to perform an effective task in the working, political and social environment of that community, and particularly to help the children of migrants to take a right education and to make them ready for the shifting from full-time education to work.

- iii. To improve their mother languages whether on the educational or cultural level and keep and preserve their relations with their original culture.
- iv. To increase the taking and improving of suitable initial and additional training programs provided for teachers of languages to migrants, resulting in recognized qualifications.
- v. To share the promoting of language programs containing collaboration between institutions or other authority that represents the host community, the migrant society and the homeland, particularly relating to the creation of teaching materials, teacher training and mother tongue development (Michi et al., 2012: 43,44).

Of course, some studies on the use of interpreter in public services will help in clarifying the problems that face interpreters and refugees. The following study minutely explains this point.

A study on the use of interpreter in the healthcare asserted that the use of interpreters was a good experience because it allows the chance to express interests, feelings and pain in the patient's mother tongue. However, it includes some problems due to the feelings of insecurity that result from question about whether the interpreters had the ability to translate correctly or not, plus being ashamed about talking freely about relationships and bodily interests in the existence of the interpreter. The favorite sort of interpreter relied on the interpreter's way of using dialect and capability to interpret in a right way.

Once after closing the Serbian/Croatian borders, the writer of this paper was asked freely by a Syrian male migrant, who was staying for a longer period in the camp of Šid, on how to book a room in a neighboring hostel with his wife. He could not express his bodily need and speak to any interpreter, because first he needed a trust-worthy female interpreter to explain his needs to his wife and vice versa, and secondly, he felt more relaxed to speak with the interpreter who was speaking the same dialect and who was familiar with the Syrian culture.

The professional interpreters' role reflected in translating in a literal and objective way, plus the characteristics of acquiring a good knowledge about languages and medical terminology, religion, good translation, gender, dialect, and political views as the patient. The healthcare staff should seek continual employment of a professional interpreter who speaks the same language, dialect and origin like the patient in order to make interpreter employment easier (Hadziabdic & Hjelm 2014: 9).

Interpretation makes connections among the economic, social, and cultural aspects of capital, linking the professional migrants to the host society and to their homeland. These multidirectional social benefits result from of the voluntary action done by many professionals. Migrant interpreters enjoy many vital communication skills, plus a number of social relations that enable them deal with the host community, all of these factors assist in their social and economic capital. With respect to multilingual immigrants, who have passed an experience which includes aggression or economic crisis in their homeland, voluntary interpretation gives them a chance to pass their "know-how" back to their own countries, connecting again with social interconnections that may have been served by migration and trauma. The spread of volunteer interpretation services performed by immigrants who have skills confirms the demand to consider temporary positions more than survival strategies which are characterized with short term. (Ellis, 2013:153).

From the above, it can be concluded that language forms man's identity and self-image. Therefore, moving to a strange country which has a different language makes the

matters more difficult. In this case, migrants need the interpreters to help them integrate with the host society. Interpretation plays a vital role in shaping migrant's identity which depends primarily on language. It helps migrants to preserve their own culture and language. On the other hand, interpreters require some skills that qualify them to interpret well and convey the intended meaning such as knowledge of culture and training to overcome linguistic challenges that they may face during interpretation.

2.7 Migration (Mobility), Translation, Culture - Translation in Emergency

As was said above, there is a close relation between migration and interpretation, so in order to integrate with the host community, the immigrants need a service of interpretation, because it helps them to understand the other interlocutors and realize the different culture. This interpretation service has a connected relevant link with the phenomena of migration with a regard to the importance of being aware of both cultures in translation; this is an important matter that should be taken in interpreter's considerations as the translator has already taken it previously.

The notion of cultural translation contributes to solve the conflicts between two views on language translation. The first view states that it is impossible to express the most intimate ideas of one language in another language. The second view states that meanings are global and therefore conveying meanings between different languages can be possible. In the first view, translation is impossible, in the second view it is possible and unproblematic. The notion of cultural translation depends on the view which states that translation is possible but it is considered problematic, which means, for the translation to occur, original meaning must be changed. In fact, there are scholars who claim that in every process of translation, the original meanings are changed (Haan, 2011: 380).

Translation didn't refer only to a cultural practice, but also to a way of governing, one aspect of political communication between center and periphery in a bilingual empire. But there was also a connection between translation and migration in some ways. The Letter of Aristeas, a paper that was perhaps written at the beginning of the first century BCE, shows that when King Ptolemy II desired to translate the Bible into Greek language, he asked the high priest of Jerusalem to send him translators. The story, regardless of whether it is true or false, assures that translation is primarily, and quite literally, a transition from one culture to another one: in this example, from Jerusalem to Alexandria. Accordingly, we can conclude that translation is considered a sort of travel; or at a minimum that translations are always in continuous development process in times and countries witnessing much physical contacts between different people. Translation is a characteristic of cosmopolitanism and is tied to movement and communication (Moatti, 2006: 110).

Furthermore, Delphi consensus made language interpretive services, evidence-based guidelines, and comprehensive interdisciplinary care as the priority practice strategies demanded to develop offering of primary health care to improve delivery of primary health care to vulnerable migrants. There is a suggestion of two main approaches to deal with barriers resulted from the various language between patient and practitioner. The first approach is to find practitioners who speak the same language like the patient. The second approach is the use of interpretation. Various types of interpretation services involve untrained (family) interpreters, professional interpreter services (community or hospital based), and telephone interpreter services. A number of the Canadian experts realized that their hospitals had received some funds in the recent period for the sake of

interpretation services, and the decisive ranking supposed that it was necessary to expand to deliver these services across Canada (Pottie et al. 2014:36-37).

Besides, both the process of translation and migration are considered as practices that put their focus on the passing of geographical as well as linguistic and cultural borders. Several researchers have examined migration in fields such as geography, history, anthropology, linguistics, cultural studies and literary criticism, and as a result there are many different visions about what it includes. According to Stephen Castles and Mark Miller, migration is defined as the process that encompasses the optional or compulsory transition of people with their social, cultural and political ideals. Despite that, Castles and Miller do not say that it is essential to move across national boundaries in order to consider the movement as a migration; it is used to refer to the mobility of people from their homeland to another country. Migration is not considered a recent phenomenon, but because of technological means (such as airplanes) and altering social and economic conditions (such as fighting and oppression on the one hand and several job opportunities on the other), it is a phenomenon of current era and Castles and Miller called it "the age of migration". Today, transnational movements of goods and people are on the rise around the world and take many forms such as migration, exile, political refugees and tourism. As mentioned before, Migration leaves effects on many aspects not only on the immediate relocation situation as it "affects not only the migrants themselves but the sending and receiving societies as a whole", as well as future generations (Svensson 2010: 17-18).

According to Polezzi (2012: 347-348), when we think of migration according to the perspective of translation, it reminds us that both texts and people travel. This is maybe the basic truth for a translation studies approach to migration, and the one leaves the greatest effect on the way we realize the system and the work of translation. Once we think of the transition of people and texts, the linear notion of translation as something that occurs to an original (often a written document that already exists as such in an identified language) as it travels across national, cultural and linguistic boundaries becomes largely incomplete. Translation does not occur only with the movement of word, but also, and often, with the movement of people into new social and linguistic places. Moreover, people have a desire to continue transition, to take several places and spaces at once, to share different yet connected communities.

Once we do without the idea of monolingualism as the linguistic criteria of human communities, more dynamic processes emerge regarding both the agents of translation and the nature of the process. Migrants will often certainly have connection with translation, but that connection can have various forms: it can include informal interactions that occur every day, but also potentially life-changing meetings with the health or legal authorities. Both individuals and communities are required to shift between various languages, of which they may have varying degrees of control and translation will turn from an occasional intervention in their lives into a main tool helping or making them to perform several roles in many places: as individuals of their families, as workers, as citizens of a specific country.

We cannot separate interpretation from migration, as they are integral part of each other. Migrants always need interpreters to understand the host community and integrate with the new country. Migration does not include only crossing of people but also includes moving of different languages and cultures, thus migration and interpretation cannot be separated. Both are forms of interaction in a cultural community.

2.8 The Problem of Non-Equivalence

Equivalence is a fundamental challenge in the translation process. A lot of translators see a difficulty in finding the equivalent word in the target text to convey the right meaning and even more if the equivalent word is found, it could lose the magnificence/ impact of the original words or it could fall into a kind of linguistic problem. However, they try to use some techniques to solve this problem. This chapter will discuss the challenge and sorts of non- equivalence and possible solutions for it.

The process of comparison of texts in various languages inevitably addresses a theory of equivalence. Equivalence can be considered to be the key challenge in translation although its description, benefit, and potential application within the scope of translation theory have led to heated argument, and several various theories of the term of equivalence have been emerged within this scope in the last fifty years (Fitriyani, 2010: 16).

Equivalence and faithfulness are considered two vital factors of examination for scholars of translation. It is difficult to establish exact equivalence because, according to Bhabha, "though *Brot* (a dense bread often made on a sourdough basis) and *pain* (a white airy bread made of wheat flour) intend the same object, *bread*, their discursive and cultural modes of signification are in conflict with each other, striving to exclude each other"(Svensson, 2010: 27). The cultural meanings that are related to a concept has the ability to decide on the way of visualization of that concept yet, although the fact states that relations are influenced in a cultural way, focus has been on the way of translation faithfully, and the fundamental goal represented in fidelity to the original text as possible. Itamar Even-Zohar is one of the main supporters for the polysystems theory, which confirms the way of continual course correction and power conflicts lead to a dynamic nature, an ongoing situation of variation, which, as Bassnett states, "shifted the focus of attention away from arid debated about faithfulness and equivalence towards an examination of the role of the translated text in its new context"(Svensson, 2010: 27). Comparative research is regarded a vital field in translation domain because the bulk of the research made in the area is intertextual, where there are comparisons among different texts to in terms of translation strategies and there is interest in both the mission and the position of the translator (Svensson 2010: 27).

In terms of complete identity, equivalence would be impossible as there are several differences and complicated linguistic systems among languages and translation happens not only among languages but also among texts integrated in complex communicative situations. The professional translator must have awareness of the communicative importance of text in source language and its closest equivalent in the target language. In the case that the text includes a specialized topic, the translator must possess the linguistic, communicative and textual competences in order to understand its full meaning. Then, he/she has to decide on how the text has been built in terms of the lexical, stylistic, and syntactic features, also the semiotic, semantic, pragmatic qualities, which may cause some problems during the process of translation. There is a review for the initial translation drafts to confirm that all equivalence problems confronted have been adequately solved. As a result, the main mission the translator confronts in their work is the creating of equivalences in a continuous and dynamic problem-solving process (Chifane, 2012: 81).

The problem of equivalence is regarded one of the most essential subjects in the field of translating. It is a matter of reaching the proper counterparts in target language for

words and sentences in the source language. Translators must have knowledge about every type of equivalence. The most known type is the lexical equivalence which is concerned with alteration of lexical unit from the source text into the target text. Nonetheless, there are also other kinds of equivalence, such as grammatical equivalence, pragmatic equivalence and equivalence in the textual level, which are essential for connectedness of the text and its logical structure (Krejci, 2008: 14).

One of the more famous sorts of non-equivalence which often represent challenges for the translator is a word of warning. The selection process of a right equivalent in a specific context relies on a group of factors, which divide into strictly linguistic and extra-linguistic. The selection process of a right equivalent will often rely on the linguistic system or systems that the translator deal with, and on the method by which the writer of the source text and the producer of the target text, who is the translator, decide to deal with the linguistic systems at hand; on the background knowledge, expectations and prejudices of readers within a specific temporal and spatial position; on translators' own realization of their mission, including their review of what is appropriate in a specific situation; and on a number of bonds that may operate in an identified environment at a given point in time, including supervision and different sorts of intervention by parties other than the translator, author and reader (Baker 2011: 15).

Baker (2011: 18-19) also states that the following are some common types of non-equivalence at word level:

a) Culture-specific concepts

The source language may include some words that involve an expression which is totally mysterious in the target culture. The expression at hand may be one of two kinds; abstract or concrete; it may connect to a religious conviction, a social tradition or even a sort of food. These terms are often called as 'culture-specific'. For instance. Most of Refugees fast during their Holy month "Ramadan" or in Serbian language is "Ramazan". There are some specific cultural words linked to this month such as; "Iftar": which is the first big meal that the Muslim eats after the sunset comes to end the fasting day in Ramadan. As there is another meal which is kind of a supper that can be eaten after Midnight and before dawn "Al Fajer", and before starting new fasting for next day. Posteriorly, "Eid Al Fiter" comes by the end of Ramadan, where Muslims Refugees celebrate this day by wearing new clothes. In contrary, there is "Easter" and "Slava" in the Serbian culture, where Serbians staff of NGOs like to share celebration with Refugees.

Other cultures might find it odd that religious holidays and ceremonies are unimaginable in Serbia without "*kandilo*". "*Kandilo*" is a vessel containing oil, that is frequently used among the Orthodox. They customarily light it before saying a prayer, and it burns during the liturgy or other rituals. On the other hand, there is no equivalent holiday to the American "Thanksgiving" in Serbian culture. "*Thanksgiving*" is a secular national holiday celebrated on various dates in the United States and Canada. It has begun as a day of giving thanks and sacrifice for the blessing of the harvest in the preceding year.

b) The source-language concept is not lexicalized in the target language

The source language may include a word that involves a word which is identified in the target culture but is not lexicalized, that is not 'allocated' a target-language word to demonstrate it. For instance: The word "aunt" in English, can mean a sister of father or

mother, whereas in Arabic, it has two different equivalences: “*Amma*, عمة” for a sister of father, and “*Khala*, خالة” for a sister of mother. The word “uncle” works as the same in English for a brother of both father and mother, whereas in Arabic, a brother of mother is called “*khal* خال” and brother of father is “*Aam* عم but by looking to the Serbian language; there is one expression for a sister of both parents “*Tetka*” and two expressions for a brother of parents; “*Stric*” is a brother of father, and “*Ujak*” is a brother of mother. As for food side, many Syrians like eating “*Rez be Haleeb* / رز بحليب”, a recipe that has no specific name except its main contents; rice and milk, while in Serbian; it has the word “*Sutlijas*” demonstrates it. Likewise, Americans use the term “ham and eggs”, which is a traditional breakfast meal, while Serbians might eat the same type of meal, but there is no lexicalized word for the mentioned example.

c) The source-language word is semantically complex

The source language may include a word that may be complicated on the semantic level. It is considered as a greatly famous problem in translation process. It is not necessary for words to be complicated on the morphological level in order to be complicated on the semantic level. For example;

“*Qiraat Al Fatiha*” قراءة الفاتحة” which means “reading Surat Al Fatiha/ a the first verse in Quran”. “For Muslims, when people (couple) want to get married the first step that they do. They read *surret al fateha*. (which means that they are together in front of family and friends.”

Another example can be represented in “*Kateb Al Kitab* / كتب الكتاب”; It refers to Muslim couple that are officially married, but then, they should to do the wedding ceremony to announce their marriage.(.....). There is a similar instance in the Serbian culture which has several additional customs in any wedding ceremony that are atypical to other cultures. The word “*Dever*” (groomsman) in the Serbian language is usually the groom's brother or a close male relative whose task is to perform “the traditional buying of the bride”, a custom specific to Serbians, where the groom goes to pick up the bride from her family home before the wedding. There, she is “redeemed” with money and ducats by the bargaining performed between the “*Dever*” and the bride's brother.

d) The source and target languages have different distinctions in terms of meaning.

The target language sometimes has more or fewer highlights in terms of meaning than the source language. It occurs when one language considers a vital highlight in meaning another language may not understand as relevant. If we take the Serbian word ‘*Svetinja*’, we will see that when translated into English it has the translation equivalent “the holy relic”, but somehow the word has a ‘stronger’ meaning in Serbian (it is a metaphor for something that should be approached with great respect and not meddled with).

Regarding the non-equivalence, it is worth mentioning that what can be missing in one language's lexical set can exist in another. For example:

In Arabic language there is ‘*Mufrad*/ singular, *Jamaa*/ plural’, and ‘*Muthana*/ or specific structure for double the thing’, which indicates the two of the things, where in English or Serbian, there is not any specific expressions for doubling the thing. Such as; *Koub*/كوب (a cup), *Kouban*/كوبان (two cups), *Akwab*/أكواب (three/more cups). In English language, there are no ‘diacritics’ that come with the letters, while in Arabic; they can come with each letter in a word, and few of them can pronounce with some Serbian letters, such as; Banana, *Lu`K* (vegetable), *Lûk* (bow)

In addition, and by speaking about tenses; English has past participle, past perfect, present perfect, and future tense, that do not exist in Arabic, where in the latest; there are

specific prefixes or expression that can be added to the present verbs to denote the near future/ far future in the actions.

Kashgary (2011) argues the problem of “equivalence vs. non-equivalence in translating from Arabic into English” by discussing specifically Arabic Cultural terms which Arabic is rich with them and with many concepts that do not have any equivalents in English. Christopher Moore states in his book “In Other Words” mentions a list of words that he describes as “the most intriguing words around the world” as he declares that these words have no equivalents. He also cites some examples on Arabic language, such as “djinn”, “halæl”, “haj”, “baraka”, “bukra” and “tradhin” as words that are hardly to be translated into English. He even goes to consider the Arabic language as “a language that “must surely come at the summit of the world’s untranslatable tongues” (Moore, 2004:68).

However, there are various strategies which deal with the problem of non-equivalence at word level. They reflect in the following: translation by using a more general word (super ordinate), translation by using a more neutral or less expressive word, translation using a loan word or loan word together with an explanation, translation by cultural substitution, translation by paraphrase using a related word, translation by reformulating using a relevant word, translation by removing, translation by illustration (Widiyanto, 2014:7).

In the regard of non- equivalence; Its worthening to mention that what can be missing in one language’ lexical set, it can be existing in another. For example:

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In addition, and by speaking about tenses; English has past participle, past perfect, present perfect, and future tense, that do not exist in Arabic, where in the latest; there are specific prefixes or expression that can be added to the present verbs to denote the near future/ far future in the actions.

In the case of immigrants, there are many differences between the migrants’ culture and the host country. Here, translators find some difficulty in discovering the right equivalent in the target language. Therefore, it is important for them to use the appropriate strategy to overcome this problem. By knowing such kinds of non -equivalence, the interpreter will be well prepared and confident at doing his/her job in the field whatever is indoors or outdoors without any pause to think or ask for help and this is, in turn, makes the immigrants and humanitarian staff feel more comfortable to keep speaking until the situation or problem is finished. For any translator to be professional at shifting between source and target languages, s/he must be aware of the common sorts of on non-equivalence problems while working with refugees and help to understand the cultural differences with the hosted community to avoid any problematic misunderstanding. Mistakes are not acceptable in many cases, because they may determine refugees’ destiny or influence making other kinds of decisions which could put their lives in danger.

At all times, equivalence cannot be provided in all texts that require translation because of many reasons such as cultural differences or use of different terms. It can also happen that different dialects may cause some difficulty for translators during translation process. However, this problem is inevitable and is facing many translators but there are certain solutions to deal with this problem. Some of these solutions include searching for the closest equivalent in the target language or seeking to convey the intended meaning by use of different words and terms which have the same or extremely similar meaning. Interpreters/ translators must have in mind that fidelity in translation is a fundamental component linked to equivalence and quality of the work and even theoretical matters in theories about equivalence. Measuring any shifts between source and target languages is unavoidable and they have to maintain the fidelity in their spoken or written texts.

2.9 Specific Idioms, Fixed Expression, and Collocation Used by Refugees During Interviews

Every language has certain idioms and expressions which differ from the other languages an even within one language like Arabic; they differ from one dialect to another. These idioms and expressions represent a challenge for interpreters when making interviews with refugees and immigrants, especially since these migrants come from different countries and continents carrying various cultural backgrounds. This chapter will discuss the issues of the idioms and expressions that are used by refugees. This is one of the most difficult challenges the interpreter is facing while interviewing and transferring the spoken (or written) texts and to get the meaning corresponded.

The results of face-to-face interviews with refugees indicated that the expression of the feelings of the asylum seekers depended on their psychological status during the interview. There are two factors that mainly seem to have affected the psychological status of the asylum seekers: the asylum seekers background problems and the worries regarding the asylum decision. The background problems include escaping from their countries, the experiences of long and dangerous journeys and war, risk, and many other factors. Thus, the asylum seekers already have a lot to deal with besides the psychological stress during the interview, which may affect how asylum seekers express their feelings, as interviewee F20 stated. (He is one of the interviewees mentioned before).

"I already had many things to think about in my head, my wife and my kids, the situation in my country, and many things took my thinking away..." This may affect negatively the asylum seekers status during the interview, because if the asylum seekers are not present-minded during the interview, it can cause an issue of misunderstanding or loss of concentration and affect the response by the asylum seeker, as captured by interviewee F1:

"I was so nervous; it was hard to remember the date I came to Sweden for *example small details happened three month ago in details during the interview...*"

The worries of the decision and the fear of deportation or not receiving a permit to stay in the country play a huge role on the asylum seeker psychological status. Whereby, their future is depending on these few hours of the interview. They have only two chances either to reserve a permit to stay or get a negative decision where they will be asked to leave the country or be deported to back to their country of origin (Suliman, 2015:20-21).

Because of the psychological status of the refugees and migrants, most of their language expresses depression, worry, and fear. These expressions include "I am afraid of the future", "I am afraid of unemployment", "I worry about my family", "I worry about my country", "I am sad to leave my home". All these expressions express the emotional and psychological status that the refugees suffer from. One refugee was disappointed due to many obstacles and hard moments he went through. When he was speaking to a protection officer from DRC; he mentioned this idiom (Zad Al 'teen Bala'a), which literally can be translated into (add water to mud). In English, there is an idiom (add fuel to fire) that could have similar meaning which is (...to make matters worse), but with a slight difference. Namely, the used expression by the refugee means only making things worse whereas the English expression means two things – to make things worse and to make an argument.

From many studies, we found out that refugees and immigrants use some expressions and idioms from their native culture in the host community. These expressions and idioms come from parenting, familiarity and psychological status on which depression controls. Refugees and immigrants often feel frightened and worried, this is why they use certain expressions to express their feelings and thoughts about the new country. They may take some time to adapt to the host community and come over their feelings of fear and depression.

2.10 Language Problems Leading to Misinformation About Asylum Rights

If someone cannot express their feelings and cannot communicate with the other, they will not have the ability to take their rights. Immigrants and refugees have several linguistics differences which represent a barrier to understand the host country. This chapter will have a look at how linguistics differences prevent refugees from taking their rights.

As mentioned above that when the asylum seekers do not know the language of the receiving society, they cannot take any of their rights. They cannot get a good job and have to accept any job even if it is not suitable for their position or their qualifications. Besides, they cannot integrate into the receiving society and will feel that they are strangers and minority. Their opinions cannot be expressed and their rights cannot be defended properly and legally by emergences of linguistic problems.

Let us have another look at the importance of providing interpretation to migrants and refugees in healthcare system. According to Bhatia & Wallace (2007: 3), there are difficulties encountered by refugees in many aspects of health care. The two problems people confirmed when trying to get general practitioners were: firstly, problems locating practices and, secondly, language difficulties once they arrived at them. This resulted in problems in enrolment with a practice and also making an appointment. Once in the consultation room, there was a common confirmation that challenges in language formed an important obstacle to effective healthcare. Despite the fact that most respondents (refugees and migrants) assured that they had the ability to ask for a professional interpreter if they desired, one of them said her demand had been rejected directly by her general practitioner. Some respondents said that sometimes their appointments had to be reserved because the interpreter could not manage to come, and others stated that in the case of contingency appointments it was difficult to hire reserve a professional interpreter.

Additionally, a limited knowledge of the native language may lead to big troubles for interpretation of migrants' word of every part of the everyday experience. That's the

reason of importance of speaking native language of the country besides getting the proper information for avoiding linguistic, social, and cultural problems. Words often don't have meanings in themselves, but the context in which they occur gives them their meanings. Although language in any way promotes collaboration among people, language is considered a necessary prerequisite of this collaboration. Apart from, language helps to create the personality of the individuals and their culture. It also helps to reflect differences of culture as it controls the way of thinking. This shows that a language means an establishing of the specific requirements and conditions of a community; however, it also in turn helps in keeping the community, maintaining its special identity. Various migrants who came from various parts of our world represent specific cultural and language features. Indulging into a new socio-cultural system, they choose one of two options; they either reject their cultural principles and language criteria, integrating in it (assimilated), or constitute their own society (in language, cultural, religious, or ethnic differences), which may result in various cultural and language challenges faced by migrants as the members of a certain ethnic community (Petrova, 2016:73-74).

Although refugees and migrants confront several problems and challenges, the linguistic differences represent the main problem for them because they cause difficulty in communication and cooperation. In addition to that, linguistic differences prevent refugees from taking their rights and cause disability to call for them. This problem may also cause difficulty in getting many services such as legal or health rights. As a result, it is necessary for refugees and migrants to learn the language of the host country and master it so that they can take all their rights and do their duties at the same time.

2.11 Issues Related to Translation and Interpreting as Acts of Multicultural Communication

Interpreters/translators have played a very significant function throughout history. They represent variously a communicative link among cultures. The presence of interpretation/translation is valuable to bridge language, cultural, and power gaps among people who come from different societies. Culture represents a key element in shaping man's identity and language. Therefore, different cultures may cause some problems and challenges in translating other languages. Different cultures can lead to miscommunication. This chapter will discuss the issue of culture and how it effects on translation.

Translation may mean just an action or an example of translating or just a product but in fact it refers to a complex activity which includes transmitting cultural and ideological messages as well. The several viewpoints and the use of the results of other fields help researchers to confirm that translation does mean only conveying message from the source language to the target language (with maintaining semantic and stylistic equivalences), but it means a more innovative practice that adds to the source text new ideological and cultural characteristics. To transmit from one language to another means change the styles. Further, the contradicting figures transmit meanings which cannot but fail to correspond completely; there is no complete correspondence between the lexicons of two different languages. There is always something "lost" or – why not – gained in the process of translation, and still the translator has to translate in some way the meaning of the original. That's the reason why he/she is in a need to apply a translation strategy depending on different translation techniques. The use of these translation techniques and strategy is more difficult in the process of the translation of political or politically-sensitive speeches, because this process often includes several strict norms (some of them having

rhetoric character), or is considered as a highly complicated form of translation (Mardirosz 2014: 160).

However, there are many issues and challenges related to translation and interpretation such as language structure, culture, compound words, missing terms, and words with multiple meanings. Each language has its own structure which may differ from other languages, and the translator must be aware of these differences. Additionally, each country has its own culture which reflects on its language and brings some idioms and expressions that force the translators to learn them so that they can translate the source text into the target text in a suitable way for the target audience. Apart from that, the problems that appear in the translation of culture of any language found in ignorance of expressions that are related to culture inability to achieve the equivalent in the second language, ambiguity of some cultural expression, and ignorance of translation strategies and techniques. The variations and differences between the source and target language, in addition to social and religious culture make translation a problem. However, if the translator understands the culture of the target language well and know its linguistic rules, he or she can translate the implied meaning correctly.

In some cases of police or court hearings, the interpreters take the lead and elicit information they regard as necessary for the outcome of the hearings or for establishing favorable communicative relations. The precondition for such involvement is that the interpreters possess extensive knowledge of the archetypal structural and make-up of such hearings: they know what information is relevant to the officers in different stages of the hearings, and attempt to attune their intervention to the officers' expectations. Clarification turns or interruptions initiated by the interpreters, however, do not always lead to better understanding, and may in fact trigger misunderstandings which require additional explanations. The interpreters also tend to interrupt the asylum-seekers if their reception and processing capacity seems to be seriously strained. When interpreters allow asylum-seekers to explain their reasons for leaving their countries, and do not interrupt long stretches of discourse, their reception and processing capacity is sometimes overtaxed, particularly since they rarely use notes. On the other hand, interruptions under such circumstances tend to create a high level of redundancy and repetitiveness. The interpreters tend to assume a coordinating function on their own and without feeling obliged to wait for the officers' consent (Pollabauer, 2004:154-155).

As mentioned above, the translation process can include some difficulties and problems which can arise from cultural differences. Culture expresses country's identity and its people on one hand, and on the other hand, it affects greatly language and its idioms. When man is born, s/he begins to learn the customs and traditions of the surroundings and allow them to form his/ her identity and character and language. Some idioms and expressions become part of the identity of the citizens. In the case that some citizens immigrated to a new country, they feel alienation because of the different cultures. As a result, the translator has to master the culture of both source and target languages in order to succeed in conveying the intended meaning and help immigrants not to get into cultural mistakes and to adapt to the new society and understand its culture and how to deal with it.

In other words, the linguistic and cultural differences often impose refugees to face obstacles during communication with and this can lead to unexpected problems for instance; losing their rights inside the host society. These obstacles can be solved by the presence of qualified interpreter who has a good cultural background and specific skills

such as listening carefully to each encounter to understand the verbal and non-verbal messages and make the communication effective with the natives. Within integration and acculturation, many of them like to keep their identity, whereas others like to change some aspects. In this case, interpretation plays a vital role in shaping migrant's identity which depends primarily on language inside the society. Thus, it can be seen clearly here that migration and interpretation are extremely connected. Migrants always need interpreters to understand the host community and integrate with people.

Throughout the process of translation and communication, the translator confronts non-equivalent terms, expressions, idioms of different dialects and languages, which brings him/her to find a solution to deal with this problem and at the same time to maintain fidelity in the work.

2.12 The Role of Interpreter

2.12.1 The Challenges of Linguistic and Cultural Interpreting/ Translation:

Is the role of translator to translate word by word? Or to be a mere mediator? Or his role depends on what kind of translation s/he does. Here it can be said that the translator can play several roles more than translation, but these roles require some skills. But whatever kind of the role it is, his/her basic role is still to perform the task of conveying meanings in a correct way from one language to another with having specific skills to be qualified. This chapter will discuss the different roles that translator can do and how to do them.

Interpretation forces the interpreter to understand the language well and the context in which it is used, culture and traditions of the source and target audience, and the ways for conveying them. For instance, if the context is in the health care, then the interpreter should learn the medical terminology, understand well many aspects of the relations among the health professional and patients. The interpreter has to transmit every word that is said in the room with avoiding manipulation with the content or meaning. The interpreter has not to be biased. In the health care for example, the therapist talks straight to and keeps eye contact with the patient and instead of the interpreter. Not only the words but also expressions, intonation, pace, pauses, etc. the body language which is noted by the specialist transmit information about what the experience and feelings of the child and the child's family individuals. There are various cultural symbols relating to interpreting the non-verbal signs that has occurred (Bjorn, 2005: 516).

Bjorn (2005: 517) also states that the existence of a third person in the therapeutic examination regardless the presence of the therapist or a patient's family may cause reactions especially if that person lacks proper confidence and knowledge. It will be appreciated in the case if the interpreter has psychological knowledge plus some basic information about what a therapeutic process involves. The patients also have to be certain of confidentiality. Thus, the same interpreter should be brought in all therapy sessions. One method to acquire confidentiality of the patient is to speak freely about it in the first meeting and to assure that the patient realizes its meaning. Neutrality occupies a great necessity, which stresses that the work must be performed without bias because of race, gender, social, economic status, ethnicity, etc. "A client may treat the interpreter as a third interlocutor, as an evaluator of information, or even as an advocate of the client" (Bjorn, 2005: 517). Occasionally, the interpreter might be seen more nearly as an assistant than an interpreter, but this is not the purpose of the use of an interpreter. The staff may tell the interpreter to report the patient rather than just translating what is said, but in this case, the

interpreter plays another role. It is necessary that the interpreter and the therapist realize each other's role, know the way of working together, and feel good in what they do. It requires a long time to perform this task in a professional, ethical way. In the case of that an interpreter is not characterized by professionalism and comfort in his/her role, problems may appear. For example, when the interpreter takes over the role of the therapist.

In addition, culture plays a crucial role in public service interpreting. It is defined as "shared history, practices, beliefs and values of a racial, regional or religious group of people" (Bjorn, 2005: 518). Discussion about culture includes, for example, discussion of the methods of thinking, various perceptions of ideas, ethnic and ethic codes and number of values. This attracts attention to external appearance represented in clothing and hairstyles, eating habits etc. relating to psychiatric symptoms, the therapist and the patient may have different ideas regarding health and illness. These ideas adopted by both of them about the reason of symptoms appearance and about aspects of treatment may vary and have an impact on the encounter between an interpreter and a therapist and a patient. The interpreter, who has an awareness of both cultures of the patient and the therapist alike, will be very helpful and beneficial when transmitting terms. This will have an effect on the therapeutic contact (Bjorn, 2005: 518). For example, if the patient wears a veil or a head scarf, this means that she is a Muslim which in turns can have several cultural meanings.

Gender of the doctor or the interpreter is one of the things that can be usually expected to hinder the work of both while examination and one female German doctor who worked at Refugees Accommodation Center says: "Through my experience and what I heard from my colleagues that some Muslim women have a problem with the gender of the doctor, and at other times they reject the presence of the translator or social assistant (if they are males) in the same room during the medical examination. It could be asked that the interpreter and social assistant leave the room. Here, it is noticeable a culture of separation between men and women in Islamic societies". Other patients do not shake hands with doctors/ interpreters due to their religious limits. This multiculturalism with specific differences can be problematic for some refugees while non problematic for others inside the health care centers.

Language is an important aspect in the process of interpretation and translation and linguistic aspects may cause some problems. If the interpreter does not know the context of the conversation s/he interprets, and knows the terms of it, s/he may translate incorrectly. Every field has its own terms and terminology which differ from other fields and contexts. For example, in a courtroom, the interpreter should study the legal terminology, whereas in the health care, s/he should learn the medical terminology, so that s/he can convey the message correctly. The same applies in other fields.

Inghilleri (2017: 58) states that "all translators are in a unique position with regard to this function; they inhabit their own professional role from 'the inside out' and the roles of others from 'the outside in', which invites a form of double consciousness - not in the invidious sense identified by Du Bois, as a direct result of racism, but in the sense that their obligation to re-voice or re-write others' experiences and inhabit others' lives compels them to confront the boundaries of their own understandings, beliefs, and prior experiences in order to translate others, they have to locate themselves, as persons, within the translation process, and do their best to recognize the real or fictional individuals they represent. This involves identifying any relevant cultural, linguistic, social, or historical factors that may be influencing the actions of individuals, and trying to capture the complex meanings behind their communication, whatever their form of expression."

What Inghilleri wants to stress is that day by day, translators learn to be more professional at their task. They give and share their knowledge, experience with encounters, where they learn from others' attitudes, knowledge, experiences, and cultural backgrounds by trying to express their words, meanings, feelings, thoughts, and identities through understanding impact of the different factors on the others' mind and then interpret them carefully and properly.

In healthcare, physicians sometimes use professional interpreters and sometimes family interpreters. However, most physicians use both interpreters in special methods to build a successful relationship with the patient. Professional interpreters are useful as they can transfer culture and make the communication process between the physician and the patient possible and understandable. This can be done by the building of a 'third culture', which means an environment where there is mutual beneficial interaction. The professional interpreter, who is supposed to be a bicultural person, can be a bridge to convey the commons of the cultural worlds of the physician and the migrant patient to each other. The ties formed by the family interpreter, on the opposite side, are identified to the specific individuals. Their intimate information of the patient can enable the therapist to build a relationship with the entire family. Therapists, who are interested in the patient autonomy, prefer working with professional translators because this gives the patient a feeling to be answering for herself/ himself and therefore making her/ his own decisions (Rosenberg et al. 2007: 290-291).

This example is worth mentioning: in 2016 during working in Adaševci, a village located five kilometers south of Šid, where the Serbian and Croatian borders meet, there was a room for health care to examine refugees and migrants. This room belonged to the organization Doctors without Borders. In that room, there was at least a doctor or two in the company of an interpreter, who also besides knowing three languages 'Serbian, Arabic, and English', studied medicine. The interpreter was half Serbian, half Jordanian. As the result of his experience in languages, cultures, and medicine, his way of interpreting was extremely helpful for making a successful cooperation between the doctors and refugee and migrant patients.

From the viewpoint of the neutral interpreter, the only mission of the medical interpreter is "message passing". The only task of the interpreter is to convey the messages accurately and completely from one language into another language (SL into TL). This task facilitates the communication between the patient and provider, as nearly as possible, as if they spoke one and the same language. From this viewpoint, the interpreter is a passive player in the social meeting that occurs between patient and provider. The typical interpreter existence is unobtrusive and non-rational. Neutral interpreters do not do any kind of interventions of their own and maintain a neutral presence. On the other hand, there is the kind of active interpreter, which means that the interpreter is a person who takes many responsibilities and performs many tasks rather than just "message passing". This viewpoint is supported by a group of interpreters who come from small, closely-knit cultural communities and those who interpret for communities where relational ties form the basis of trust and honesty. The advantage of that is that they are bilingual persons and can understand both cultures – theirs and the dominant culture – and this has always put them into a situation of performing several other tasks and missions that their community needs.

This perspective involves the possibility that the interpreter often is considered to have information about the patient's cultural background that provider might not have and

to be aware of the medical knowledge that the patient might not. The interpreter's role is to show that this knowledge is essential in order to understand the "intended message" of the speech that is being transmitted and choose the right equivalent conversions. Due to this, the interpreter is often required to do an active role in the clinical meetings. For example, if a cultural element like a belief, assumption would be expected to intervene. In these cases, the interpreter has the available choice of both sides to avoid the miscommunication, providing proposals to face the obstacles of mutual understanding, and helping both sides to recognize and negotiate these obstacles to realization. In addition, this perspective shows that the interpreter plays a social role that cannot be disregarded. Elements represented in age, gender, and the social status of the patient and the interpreter reflect the social dynamics of the meeting and can need amendments in behavior, regarding linguistic behavior, to respond to cultural criteria and prospects that could have effect on the nature of the communication if left untreated (Avery, 2001: 4-5).

In my viewpoint, interpreters have many roles to play along with translation. They have the role of being an assistant to the refugees as they can assist refugees in understanding the new culture that is different from their own. In addition, the interpreter can be a mediator in many situations such as the legal situations in which the refugees and migrants do not know the laws and rules and regulations of the new country, therefore the interpreter can be expected to explain them. The knowledge of the laws and rules helps refugees to play by them and avoid getting into problems. Moreover, the interpreter can do the task of facilitating communication between refugees and services providers. In the case that refugees need some service such as health care or legal aid, they cannot express their needs as they do not know the terms and concepts of the language of the host community. As a result, they need an interpreter to convey what they need to say and make communication with other parties easier.

2.13 Possible Problems in the Local Community

Although the presence of the interpreters is important in the countries where there are many migrants and refugees, sometimes this presence is not welcomed by refugees and migrants themselves. The reason for this may be because the refugees do not trust the interpreters, (especially if they are volunteers or non-professional), and do not want them to know anything about them. As stated above, confidentiality is an important factor in relationships between refugees and interpreters and may cause some problems in the process of interpretation. This section discusses the idea of confidentiality between translator and refugees with a regard to problems that the translator could face when working with refugees both indoors and outdoors.

As Barsky (1996: 48) and Anker (1991: 272) state the following major problems associated with interpreting during the asylum determination process in the United States: the court of immigration offers low and bad-quality foreign language interpretation for the most of claimants who do not speak English. There are no standards or criteria in choosing interpreters and they lack training in interpretation through the process of their employment. The determination decision, an obvious factor in 42 percent of the decisions studied, is significantly submitted to measure interpreter errors; for example, non-interpretation and misinterpretation for essential sections of the applicant's degree. Convention refugees who manage to reach any host country find themselves in an extremely vulnerable position. The intrinsic shortcomings of the system are such that the poor and the persecuted are disadvantaged from the outset" (Barsky, 1996:61). We think that similar situation can be detected in some, if not many, host countries when conducting

interviews with migrants and refugees. What we have witnessed so far is that in some situations a lack of interpreting training becomes so obvious that administrative processes must be postponed until proper interpretation is provided.

Interpreters can help redress the wrongs of the system to some extent, but in order to do so they have to be allowed to work as intercultural agents rather than translation devices. As Barsky continues, "they cannot compensate for the fact that the persecution that plagues so many millions of people each year is intrinsic to the system of national boundaries and class divisions, and that only a radical upheaval of current international relations will give individuals a sense of real freedom. But they can offer help to the persecuted through giving them to a chance to submit their claims and discuss their 'difference' in an environment which is less sympathetic the more 'different' the claimant is seen to be. They can overcome cultural gaps and compensate for tactical errors to ensure that real stories of suffering and persecution are properly 'heard' within the elaborate and often labyrinth in process known as the convention refugee determination hearings. If interpreters are allowed to perform these intricate and sensitive tasks, which in my experience many interpreters are capable of performing, they will provide invaluable assistance to those who have suffered oppression and exclusion by allowing them to tell the stories that are, after all, at the very centre of the determination process as it is currently construed" (Barsky, 1996: 61-62). What Barsky here proposes is that interpreters can perform more than interpretation with the migrants.

Talking of possible ways of overcoming the initial distrust between the migrant or refugee and the interpreter, what can be done immediately is to give a few minutes so that the interpreter and the service user could introduce themselves, explain that the therapist takes clinical responsibility for the encounter, and that the interpreter is restricted by a code of ethics that force him not to reveal any information said in the encounter, and will convey every word that is said. Efforts should be exerted to provide a convenient atmosphere, allow to the three participants (the migrant, the interpreter and the service provider) to ask questions or explanation about what is being said. This atmosphere contributes that the session works well, and find some way to help to overcome the feelings of exclusion which always happen when only one person inside the triangle can absorb at any time what is being said. Words and expressions cannot be transmitted with no errors and in the same order of words like the mother tongue because languages structures vary from each other. Effort should be exerted to elude specialist language or proverbs and idioms, which mostly cannot be conveyed well, and to talk at an appropriate pace, helping the interpreter to translate after a few sentences and found a natural rhythm. Interpreters have often not witnessed long training in mental health, and it is not probable to have knowledge to a clinical supervisor or equal system of support. Thus, it will be necessary to provide the interpreter with information including details about the way of contact in the case of becoming distressed after the session about the content that was discussed (Tribe & Keefe 2009: 421).

There are a number of challenges relating to the contact between refugees and the authorities revealed in a study by Fatahi et al. (2010: 164). Misunderstandings which resulted from interpreters' lack of linguistic competence, distrust in the interpreters, cultural and ethnic variations between refugees, interpreters and personnel as well as fright that leads to a critical effect on the characteristics of the communication consequences. Particularly, tri-lingual interpreting situations include a high possibility of miscommunication, because of multiplication of the interpreting process. Half of the participants in the study hesitated about using an interpreter because of these

communication challenges. The study confirmed on that majority of these challenges could be eluded if the selection process is done according to the patient's/ client's mother tongue and the ethnic and cultural knowledge, instead of citizenship. Interpreters' effectiveness and patient's/client's trust in the interpreter are considered the most important factors in health consequences. To avoid communication misunderstandings, complex situations of tri-lingual interpretation should be eluded. The employment process of interpreters should be according to the patients'/clients' mother tongue instead of citizenship. With the purpose of decreasing miscommunication concerning cultural and ethnic variations to the greatest extent level, interpreters with double cultural efficiency are required. Therefore, cultural and ethnic knowledge of the patient/client and of the interpreter should be taken into account in the recruitment of interpreters.

Interpreters may confront many problems and difficulties during translation process. One of these problems is the absence of confidence between them and customers. In fact, confidence is an important factor for success in any field not interpretation only, so if there is no confidence between the interpreter and the customer, the interpretation process will fail as the customer does not feel secure toward the interpreter and will not say a word. Similarly, if the interpreters do not know the culture and customs of the refugees, they cannot have the ability to express the needs of the refugees or the competence to convey their messages. As a result, the interpreters have to study the culture of both languages and seek to build confidence with the refugees through giving them the feeling of security to talk.

2.14 The Dangers of Self-Translation (Cultural In-Betweenness)

Self- translation means translation of a work into a foreign language by the author of such work. The probable subjects of self- translation involve written texts of any type and style (scientific article, report, instruction, story, and novel) or oral texts (presentation, greeting speech). In most times, self- translation is done by an expert in an identified field of knowledge who is the writer of the original text and a bilingual speaker. In other meanings and contexts, the question of self- translation is reflected on an individual who has knowledge about the field of the original text and who has the language and translation capabilities needed for interlanguage interpretation of the original text (Razumovskaya, 2014: 295).

Additionally, Razumovskaya (2014: 296-297) states that receiving of knowledge seen by psycholinguists as the first phase of understanding and following realization of the original text as the first phase of translation involves that both a "classic" reader and a translator must confront the original informational confusion of the text being read. According to Razumovskaya, informational confusion exists at the interconnection of comprehension and failure to realize information in the process of reading. She further explains that Ambiguity in relation to translation informational confusion includes different sorts of confusion: confusion of the information complex of the original text (original ambiguity), confusion of understanding of the original's information complex by a reader (and, thus, by a translator as a reader), confusion of elected strategies and decisions in translation, and confusion of the information complex of the secondary text (translation) in the process of its perception by a potential reader. Ambiguous information characteristics of the original and of the translation, in their turn, can be cognitive, aesthetic, semantic, pragmatic, cultural, etc.

When applying Razumovskaya's findings in our context, we can see that sometimes, refugees act as self-translators or self-interpreters in the host country as they know more than one language. It happens that in several refugee families, one or more of the children own a better ability to understand and absorb the new language compared to their parent(s). As a result, families often believe that it would be suitable for a child to perform as interpreter. It has to be said that it is not best to use children as interpreters in each and every case. Putting a child in this mission ruins the normal hierarchy of the family as the child will be in a leading position and the parents will be in subordinate position. This naturally represents a difficult challenge for the parents. The child usually is not aware of the language deeply, and this will lead to misunderstanding (Bjorn, 2005: 517).

The self-commenting and self-editing of the target text may lead to facing the probable cultural clash of the original and translation. Nevertheless, these sorts of knowledge activity may become beneficial translation techniques because of the author-translator's position at the border of two languages (owning of two language personalities), two cultures and two knowledge spaces. As Razumovskaya concludes, elimination of the absorption and understanding processes from a translator's activity helps him/her to focus his/her innovative endeavors on generation of a target text which is conceptually and culturally similar to the original text (Razumovskaya, 2014: 302).

As a result, self-translation can cause some dangers such as ambiguity and misunderstanding. This might happen because of cultural differences, regardless of the fact that the translator can speak the two languages. Knowledge of a language does not mean in any way that the individual can translate from it or into it. Translation requires not only knowledge of vocabulary and grammar structures, but also understanding of the culture and nature of the target language. Culture can have great effects on the translation as it includes how the peoples think, how they use the language to express their opinions. When a person tries to translate a text by himself/herself, he/she has to be aware of the culture of the target language to avoid misunderstanding.

2.15 Constructing the Migrant's Identity

Can the translator/ interpreter provide cultural understanding between refugees and protection officers/ humanitarian staff? How can s/he convey the cultural differences? Under this title we deal with the issue of the role of interpreter in shaping migrant's identity.

As previously shown, interpretation and translation play the role of mediator among different cultures. When the interpreters study a language, they do not learn words and syntax only, but they also learn customs and culture of the target language. They must have good knowledge of how target audience think and use their language. Every language has its own expressions and idioms which are different from other languages. Thus, interpreters should be aware of these differences so that they can convey them correctly.

Interpreters have an important role in helping refugees to understand the perceived country through making cultural texts and local forms of knowledge understood to different speakers. Interpreters can interpret all sorts of encounters and exchanges that are strange and rare in the translations. They happen continuously between individuals and groups in multicultural and multilingual encounters without recourse to mediation. Therefore, we can say that interpreters play an important role and an extra function in

protecting the political, social, linguistic, legal, and economic rights of individuals and societies, especially in the cases of clear bias, oppression, or lack of balance of power. In these conditions, the mission of interpreters is to clarify linguistic and cultural issues, and also to clarify all groups' interests and points of view and make them understandable. Translation is a crucial element in the process of migration as it is considered to be an ethical as well as communicative task, which requires both responsibility and sympathy for listening to and interpreting others' stories. For migrants to a new society with certain culture, translation is a vital way of entry into the dominant discourses of a community or alternative voices within a society, from the dialogues about local cultural issues to the political and ideological debates (Inghilleri, 2017: 31-32).

When interpreters convey cultural differences correctly to the refugees and immigrants, they help them understand the host country and adapt with the local community. This, in turn, contributes to construct the refugees' identity. If we come to define the term identity in general, it means the fact of being who the person or thing is, and it is constructed through the surrounding environment. Thus, when the refugees leave their country, they lose their identity as emigration means leaving environment where they have grown up, leaving work which has given them value and has shaped their characters. In the beginning, migrants do not understand the host country or its culture, this is why they need social service and specialists to help them understand the local community and construct their identity again, in a way reconstruct it. However, as refugees do not speak or understand the language of the host country, they need an interpreter to be a link between them and the social worker or an international organization worker.

In some cases of interviews between refugees and social workers, the interpreters can use the style of independent intervention identified by Baker. This style can be useful when interpreters are well confident and have demonstrated sound decisions in the past. It is important that they have an idea of what cases they can deal by themselves, nonetheless, and what difficulties should be moved to social workers. Interpreters can understand cultural variations and mostly build closer relationships with clients most from social workers. Nonetheless, they could not have appropriate professional experience or realization of clinical or social services systems. Additionally, social workers often take responsibility for the services the clients deliver. They have to be effectively included in cases relating to legal rights, imprisonment, serious emotional problems, and so on (Baker, 1981: 393).

Sometimes, refugees and migrants have certain concepts and ideas that are different from those of the host country. For example, in some cultures, it is not allowed for women to talk freely with men, so when using the interpreter, she has to be of the same sex. If the refugee is a man, the interpreter is preferred to be a man too and vice versa. This helps to facilitate the process of communication, as it helps both to express themselves better. Thus, the point of gender must be taken into account when asking for the interpretation services because sometimes it can facilitate communication or hamper it. As a result, understanding the culture of the source language and the target language is an important factor in the process of interpretation.

Culture can be a facilitator or barrier for migrants to integrate in the host society and construct their own identity. The person who determines the role of culture is the interpreter. If s/he understand the culture of both source and target languages, and how the audiences think and use their languages, s/he can convey these differences in an understandable way. Interpreters can convey the beliefs, customs, ideas, and traditions

between the two cultures. The loss of identity happens because of a different culture and inability to understand it. It is important that interpreters help refugees to understand these differences as it helps them to understand and express themselves and their opinions correctly. As a result, they can find many job opportunities and make friendships with other citizens, adapt with the neighborhood where they live and integrate with them, understand their customs, and finally feel that they are accepted citizens in the host country and that they belong to it. Building an identity may not be possible in the very beginning, but understanding different cultures is an essential part to constructing it in the future.

2.16 Interpreting/Translation as A Cross-Cultural Activity

2.16.1 Hofstede Cultural Dimension Theory

Through the last decade, a lot of cultural forms have been made in the studies of culture. One of these was created by Greet Hofstede who evolved five basic cultural dimensions to determine distinct cultures. These dimensions are developed after conducting several surveys in 72 countries. They are Power Distance, Collectivism versus Individualism, Femininity versus Masculinity, Uncertainty Avoidance, and Long-term versus Short-term Orientation (Li 2009: 1222).

Power and authority constitute a specialized social structure for a culture of society; as a result, prevalent groups in the community have a great effect on all cultures. Thus, it can be said that power represents an important aspect of culture. According to Li (2009: 1223), “as power and culture are the two inseparable fundamentals in the study of a society, the analysis of a culture is associated with the examination of power relations within a society”.

Hofstede has defined culture as “the collective programming of the mind that distinguishes the members of one group or category of people from another”. Many researchers have developed and tested cultural models. In the period from 1967 to 1973, Hofstede has done two great studies on the employees in the affiliates of the multinational IBM Corporation in twenty languages and thirty-eight occupations. Hofstede collected more than 116,000 surveys from more than 100 questions in each. Several cultural fusions result from the correlation and factor analysis of the answers to the surveys which are collected from all these countries. There are common variables that are used to measure cultural differences and they are the following (Li, 2009: 1223, 1224):

- i. Power Distance: this variable is used to measure the way of employees’ response to power and authority. It also checks the range of equality or inequality among people in the community.
- ii. Collectivism versus individualism: this variable determines the relationships between people. Through an individualistic culture, individuals appreciate individualism more than collectivism, but through a collective culture, people focus on society and its unit.
- iii. Masculinity versus femininity: this dimension measure how the culture views gender roles. Masculine culture views males as strict masters and females as soft housewife, but feminine culture turns to decrease these differences between genders.
- iv. Uncertainty Avoidance: this variable determines how individuals feel about uncertain situations.

Through the year of 1980, Geert Hofstede and Michael Harris Bond from Chinese University of Hong Kong conducted a new questionnaire survey called the Chinese Value Survey. It was tailored without Western prejudices. This survey was applied on one hundred students (one half were men and the other half women) who were collected from 23 countries and resulted in the fifth cultural dimension which is called Long- term versus Short- term Orientation. From this time, researchers use these five cultural dimensions as a main context of the work to evaluate several cultural points in culture studies (Li, 2009: 1224).

2.16.1.1 Individualism Versus Collectivism

Let's take the dimension of individualism and collectivism and demonstrate it in some countries. As above, individualism and collectivism focus on social interests. In individual culture, people concern with themselves and their interests, while in collective culture people concern with social ties and interests of the community and this would protect society and strengthen the value of belonging to the community. An example of the United States of America and China was provided. Statistics show that there are almost 77,493 Americans who work and study in China although there are cultural differences between the two countries as America is an individualistic country and China is a more collective country. As a result, the Americans who believe in individualism do not agree with the idea of overtime as they want to enjoy their private time. On the other hand, Chinese people do not refuse overtime work although they do not like it. But China is a collective country and the Chinese believe in enterprise interests, not in individual interests. The culture of collectivism in China originated in the period of Confucianism when collectivism was always supported. According to Confucian culture, human values can be divided into self-worth and social value and when people realize their social value, self-worth can reach its greatest extent. Confucianism always confirms group values because in its view this is the perfect way to improve ideal personality and standards (Wang, 2018: 47).

Interpreters working with migrants in some way are aware of most if not all migrants, who have reached Serbia all through the recent flow of immigration, who came from collective countries; whereas many of Serbian staff at organizations could not understand why some families or persons of refugees asked for moving to other camps where their relatives as cousins or grandparents are staying. The researcher of this work was once asked directly by a person from NGOs why this happened. Here, as a mediator between two different cultures the interpreter has to explain culture-related reasons to the collectivism, which differ from the individualism of host countries in Europe. Serbia may be represented more as a collectivism country.

2.16.1.2 Power Distance

The concept of power has different meanings according to each culture. In general, it expresses the attitude of the culture towards all individuals in societies as not equal. For example, in England, there is no attention to power but there is attention for personal ability. While in Asian countries such as China, there is attention to the binding power because of the institutional relationship. China and South Korea enjoy high power distance unlike United States and Germany. In Chinese organizations, the culture of power distance makes people obey the authority. The education in China confirms the importance of listening to elders and managers with no conditions. While in the Western countries,

people focus on the pursuit of personal ability and do not concern themselves with power distance. They defend individual freedom and equality among people (Wang, 2018: 48).

Serbia scores high on this dimension according to a few online surveys. Apparently, a hierarchical order in a society is likely accepted and everybody has a place and this needs no further justification. Inherent inequalities are reflected obviously in the culture of the society, where immigrants have to realize that while integrating into this society regardless of the role of the interpreter here.

2.16.1.3 Masculinity Versus Femininity

As said above, the variable of masculinity and femininity is used to determine the roles of genders in a culture. According to what Hofstede says, the purpose of this index is to measure “the distribution of emotional roles between the genders”. Some studies confirm that the control of some values in a community is related to the gender type of it. For example, in masculine societies, we find values such as assertiveness and competitiveness control on the society and there are some jobs which are exclusive to men such as taxi driving. On the contrary, in the feminine society, we find equality between genders and all jobs are available for everyone without any differences (Chami, 2013: 24).

Serbia is considered a relatively Feminine society according to one survey. In feminine countries, women work in order to live, most men believe in gender equality, and both have quality in their working lives. Conflicts are resolved by compromise and negotiation. Most refugees come from masculine countries where men often have higher positions at work and some men cannot accept working in less ranked positions than the woman’s positions at the same place. Men can decide if women of their family work or not depending on their level of living and on their personal mentality. Many women are prevented from driving a car in the society they come from, where other women have the whole freedom to work and drive. By understanding this variable, interpreters can help in realizing the nature and character of the host country’s culture where migrants have to accept and respect it, and in turn, this leads to facilitation between hosted people and migrants.

2.16.1.4 Uncertainty Avoidance

According to Hofstede, Uncertainty Avoidance intends to “indicate to what extent a culture programs its members to feel either unconformable or comfortable in unstructured situations”. There is another name for this variable which is man’s search for truth index in the literature. This name may appear because it divides communities according to their attitudes in order to find methods to arrange themselves in a better way. The cultures that are high in this variable are more arranged because they do their best to pass laws and rules in order to avoid ambiguity in life. In addition to that, members of these cultures resist strongly change as they see that any change needs enough knowledge at the beginning. On the other hand, cultures that are low in this variable are disorganized and tend to have few laws. The reason for this may be found in the fact that they feel more comfortable in disorganized situations and they accept changes easily (Chami, 2013: 24).

Uncertainty Avoidance concerns with the idea of a future cannot be expected or known and how a society deals with this; if we should try to control the future or just let it happen; or as many immigrants said: we left it to God to control and everything is

predestined to happen. This ambiguity makes them anxious and their culture can affect the way of how to deal with this anxiety.

Serbia has a very high preference for avoiding uncertainty. Countries exhibiting high Uncertainty Avoidance maintain rigid codes of belief and behavior and are intolerant of unorthodox behavior and ideas. In these cultures there is an emotional need for rules (even if the rules never seem to work) time is money, people have an inner urge to be busy and work hard, precision and punctuality are the norm, innovation may be resisted, security is an important element in individual motivation.

2.16.1.5 Long Term Orientation Versus Short Term Orientation

As stated above, this variable refers to the degree of importance of future in a culture. Hofstede views that cultures that believe in long term orientation have values of thrift and diligence which means that the past has no value comparing to the future. As a result, these cultures prefer practices and attitudes which lead to the future and refuse the traditions that hinder their progress toward the future on the other hand, cultures that follow short term orientation are interested in cultural heritage and old traditions (Chami, 2013: 24). Serbia can be seen as medial at this variable.

From the above, we can find out that culture is controlled by some factors and dimensions such as individualism and collectivism and uncertainty avoidance. We can see that some communities focus on public interest and other communities focus on individual interests. Some societies are interested in the future and have ambition but others live in the past and have no hopes or dreams. We find also that some communities love the old traditions and others reject old customs and seek new inventions. This difference comes back to the culture dominant in the society. Culture is born with the birth of the society and lives with it until it ends. As a result, culture is so difficult to change. The difference among cultures is inevitable and is regarded as one of the fundamental truths of the universe and we have to accept it and find some ways to deal correctly and properly with it.

Most immigrants' families maintain their cultural traditions and customs and like to raise their children to keep their culture while integrating with the culture of the society where they live, but at the same time they try to make a kind of progression towards future. The above variables can be introduced by the interpreters to understanding the Serbian community or any host society which in turn lead to doing their roles correctly.

2.16.2 Cultural Translation: Types, Needs and Advantages

The main goal of translation is to deepen understanding among various cultures and peoples. A famous American translator theorist called Eugene Nida said that translation "consists in reproducing the receptor language the closest natural equivalent of the source language, first in terms of meaning and secondly in terms of style". However, the cultural differences can have an effect on "the closest natural equivalent" in the target language. People may confront difficulty in understanding each other because of the historical, geographical, and religious differences. As a result, the process of translation requires translator's linguistic competence and knowledge of respective cultures. (Guo, 2012: 343).

2.16.2.1 Cultural Translation

This type of translation is regarded as the most important and complicated translation. In the case that the translator is not aware of cultural knowledge relating to the source language, there will be many difficulties in transmitting the meaning completely to the target audience. Nida and Taber defined cultural translation as “a translation in which the content of the message is changed to conform to the receptor culture in some way, and/or in which information is introduced which is not linguistically implicit in the original”. (Kashoob, 1995: 91- 92). Migrants who stay in camps like to have a conversation with humanitarian staff; they sometimes mention a few compliments when the talk come to an end; for example, “weshek methel Al ‘Amar”. If it is interpreted literally “your face looks like the moon”, here the interpreter may have to give an explanation about the cultural meaning, where preferably s/he can culturally convey the meaning directly “Your face is very beautiful”.

2.16.2.2 The Origin of Cultural Translation

The term of cultural translation originates from dramatic criticism, and appeared initially in Walter Benjamin’s essay “The task of translator”. For Benjamin, translation does not mean the original text or communication and does not aim to carry meaning. Instead, translation has relation with the original through the use of the metaphor of a shadow: “translation is like a tangent which touches the circle (i.e., the original) at one single point only, thereafter to follow its own way”. According to Benjamin, “neither the original nor the translation, neither the language of the original nor the language of the translation are fixed and enduring categories”. (Buden et.al. 2009: 200).

Homi Bhabha, who is considered one of the most famous names in postcolonial theory, has also defined the term of “cultural translation”. His main motive was to criticize the multiculturalist ideology that refers to the desire for reflection about culture and cultural ties. However, multiculturalism has evolved its own term of cultural translation, which is called inter-cultural translation. The concept of cultural translation has many definitions but in general it refers to a means of progressive development, and it includes exclusion that converts its promise of liberation into oppression in the conclusion. (Buden et.al., 2009: 201). Culture may be an abstract for interpreters if they do not have awareness about migrants’ culture, but it will be a catalyst in performing their task.

2.16.2.3 The Advantages of Cultural Translation

We have shown that culture has an important role in the process of translation because the translation includes intercultural communication. As a result, the translator must be aware of the culture of both source and target language. Culture includes the main characteristics and features of a society, and also involves political organizations, education, religious beliefs, customs and history. As many people think wrongly that “language and culture must be found in dictionaries, grammar, and encyclopedias but this is obviously not true. Such books are only limited attempts to describes some of the more salient features of these two interrelated patterns of behavior. The real location of language and culture is in the head of participants” (Nida, 2001). Both are tightly connected and the relation between the culture and the language is strong as the language cannot be understood without a cultural context and the culture need language to be spread. (Alcala, 2016: 13).

Generally, the main purpose of the language is to express the culture of a society along with the individual issues. As a result, culture has a great effect on the way that people understand the world. Secondly, culture has an effect on the way of translations. Of course, the way that culture is represented in a text must be known and the way that language deals with it. As said above, the competent translator or an interpreter must know the culture of the source and target language. In addition to that, s/he must be aware of the various styles and social forms of each language. The social context of a translation is a very important element that can change the final product. The interaction among different cultures results in forming “hybrid text” in the process of translation. This type of texts can be found in the target culture if and when it includes cultural characteristics of the source text. The “hybrid text” is defined as the final product of interaction of two or more cultures. Then, one of the problems the translator is facing is the way of dealing with cultural issues of source and target languages. (Alcala 2016: 14).

2.16.2.4 Types of Cultural Translation

When the translator deals with cultural terms, s/he has three main strategies to translate these terms. One of these strategies is translation (calque) which is the literal translation of collocations, institutions, and names. Thereby, this strategy involves transferring of a source language word or expressions into the target language in a literal way. The benefit of this way appears in the case of the readers who do not have any knowledge of other languages and they are in need of translation of each word and expression. The second strategy is transference (borrowing). It refers to the transferring of the source language words to the target language because of the absence of these words in the target language. Another possible strategy is naturalisation (direct transfer) which means the adaptation of the words in the source language to the usual pronunciation and the morphology of the target language. This way helps the target readers to understand the words that are adapted easily. (Alcala 2016: 17). Vinay and Darbelnet (1958) list adaptation as one of the translation procedures: adaptation is a procedure which can be used whenever the context referred to in the original text does not exist in the culture of the target text, thereby necessitating some form of re-creation. (Baker, 2001: 6) According to Baker, it achieves an equivalence of cases wherever cultural incompatibility are encountered.

From the above, we can conclude that the culture occupies a place of crucial importance in the process of translation because it influences greatly the context and the text and may change the whole meaning. It is imperative that the translator or the interpreter must have knowledge about the culture of the source and the target language before even beginning their translation or interpretation. Cultural translation focuses on cultural elements in the text/speech and it helps readers/ listeners to understand the text very well without any confusion.

2.17 Changes in Interpreter’s Personality When Switching Languages

Some people may believe that translation or interpreting are easy jobs and that they do not require many skills, but in fact, translation is a complicated task and needs high skills besides some personal characteristics in order to deal with the consequences of switching languages. In this chapter, we will discuss the changes that happen in interpreter’s personality.

Interpreters differ from the translators in some way, and this is mostly because of the following: (Fraihat & Mahadi 2013: 177- 178)

- i. Technical constraints' differences: interpreters must deal with the problems which appear quickly as they do not have enough time like translators.
- ii. Working environment differences: at high-level meetings, interpreters may feel stress because they cannot correct their initial utterance. In some places like court interpreting, stress is normal because of the situation environment. Stress is also generated at glamorous working environment such as presidential palaces, highly visible international conferences.
- iii. Product differences: interpreting produces oral product that is processed in a mental way by the listener as soon as it is heard. This product requires not only correct content or linguistic choices but also a good quality of the interpreter's voice and different parameters such as intonation, accent, and articulation speed.
- iv. Skills and personality differences: the interpreters produce spoken text that is processed immediately by listeners. This is why they have to be good speakers and good social mediators. Unlike the translators who produce written text, and thus they have to be good writers. As a result, interpreters must be well aware of the oral forms of the target language.

Interpreters agree that the job of interpreting is exhausting and need a high level of attention and concentration. In addition to that, this job requires keeping with the new subjects and knowledge about various speakers and accents. A lot of studies confirm the strong relation between interpreting and stress. (Kurz, 2003: 52- 53).

“More often than not the interpreter is very highly strung and must in his profession stand a long and continuous strain which is hard to bear.” (Herbert, 1952: 6)

“Simultaneous interpreting is a highly complex discourse performance, where language perception, comprehension, translation and production operations are carried out virtually in parallel and under severe time pressure. The task is likely to create a heavy processing load. (Tommola & Hyona 1990: 180)”.

Interpreters are regarded as multicultural and multilingual persons thought of as having multiple self-concepts and cultural identities. This comes back to their experience in every culture and language. Interpreters are in need to turn between various norms and values related to their multiple cultural identities. Several studies have shown that switching between languages and cultures can have effects on the interpreters' responses to many psychological inventories. (Keeley, 2018: 59).

Studies confirm that the interpreters may suffer changes in feelings, perceptions, behavior, and judgment when switching from one language to another. The repetition of these changes depends on to what level the interpreter master the language, and the level of assimilation of the beliefs, expectations, values and customs of the cultures related to the language. (Keeley, 2018: 60).

The other effect of switching between languages on the interpreters is that it decreases decision-making biases. There are some experiments that confirm that the framing effect does not appear if the choices are offered in a foreign language. While

people tend to risk averse for gains and risk searching for losses if the choices are offered in their native language, the framing manipulation in the foreign language does not have effect on them. There are other experiments that assure that interpreters tend to decrease loss aversion, increase the agreement about virtual and real bets that have positive value. These changes come back to that the foreign language promotes cognitive and emotional distance more than the native language does. (Keeley 2018: 67).

In addition to that, some researchers show that language switching may lead to a cultural accommodation and cultural mindset. Cultural accommodation refers to the fact that interpreters adapt the cultural customs that are related to the language they are using when they respond to situations. This means that language itself focuses on the interpreter's culture-specific values, attitudes and this will effect on their behavior. The cultural customs related to the language that are perceived will lead to appearance of behavioral expressions of personality which are correct in the corresponding linguistic and social context. (Keeley, 2018: 74).

Many interpreters have reported that they feel changes in behavior and self-image when switching languages. The studies show that this phenomenon appears because of two main themes; the first is that the interpreters really experienced changes in self- image, and the second is that the first language show real sides of their personality, while the foreign languages show artificial sides of their personality. Researchers found that the interpreters see themselves as less serious, logical, and emotional, but more inauthentic when speaking languages other than their native ones. (Itzhak et al., 2017: 11). In the context of the changes in behavior and personality, it may be worth mentioning the example given by Nida in his book *Context in Translation*.

“One night I was waiting for a plane in the Cairo airport, when it came a group of people speaking Japanese, but they did not behave like Japanese..... the people were noisy as they mixed freely, joked, and laughed. They did not dress like Japanese tourists. He asked in English a woman, who appeared rather to be cosmopolitan in her behavior, “where do you come from?” to which she immediately replied, "Oh, we're all Americans from Hawaii." The people had retained their language, but had so radically changed their other patterns of behavior that they seemed to constitute a culture anomaly.” (Nida.2001)

Of the above, we find that the profession of interpreting is not an easy job and that it requires certain standards to be performed well. However, it includes switching languages quickly and this has a great effect on the interpreter's personality. Switching languages influence on self- concept and change cultural identity. It may lead to changes in self- image of the interpreters. Moreover, the profession of interpreting may increase the stress levels for interpreters as it requires speed in performance and quick processing of information and this needs focus and active attention and listening continuously, as a result the interpreter could feel nervous and worried.

2.18 Best to Be Avoided (What Should the Interpreter Avoid When Working with Migrants)

In each work, there are some situations that must be avoided, and interpretation/ translation services are like every other work. In this section we deal with the cautions that translator should avoid.

One of the first things that the interpreter should avoid is bias. S/ he should be neutral and get away from any behaviors or signs of bias and conflict of interest. For instance, the interpreter who works in courts performs his/her job as an officer serving the court and the public regardless of the fact if the interpreter will be paid by the government or by one of the parties. The interpreter should not behave in any way that shows that s/ he prefers one of the parties over the other. It is necessary for interpreters to keep a professional relationship and professional detachment with the clients. Also, they should avoid showing verbal and nonverbal behaviors that point out personal attitudes, emotions, opinions, or prejudices. (Mora & Haspil. P. 3).

If we transpose this to our context of interpreting for migrants and refugees, we can say that interpreter should avoid personal attitudes towards migrants and refugees when working with them, so that s/ he could perform his/ her job to the fullest extent. That means they have to show to refugees that their job when done professionally must be limited in being impartial and non-participatory, in order to be fair to both sides of the interaction. Better for any interpreter not to be involved into any non-professional behavior which could cause unexpected problems. Any own ideas about religion, kinds of personal beliefs, philosophical opinions, are not allowed to impact the work and production and this is an objectivity, which they should act. Speaking about themselves is a matter of non-profession that should be avoided. Interpreters have traditionally been taught that, to minimize their impact an impersonal, professional distance (keeping this distance with refugees is an important requirement otherwise problematic issues can occur later); that is, they should have a low presentation of self and should not interact with the refugees or migrants other than to interpret the meaning of their spoken or written texts. It was expressed in Goffman's (1981) the interpreters should only enact the role of the animator of language, not the roles of author or principal. Interpreters are advised to be always neutral and impartial, even in extreme cases.

Secondly, the interpreters should not disclose the information they learn from the clients because this information is secret and the interpreter should keep confidentiality. This ethics is important and should be applied in all cases except upon court order to the contrary. Nevertheless, in the case that the interpreter learns information that would cause imminent harm and negative effects to someone or relevant to a crime during the course of the proceedings, s/ he should disclose this information to the appropriate authority that can dissolve the conflict without any prejudice. (Mora & Haspil. p. 5).

The job of interpreters focuses on enabling different people to communicate and they should not give any advice or personal opinions to people for whom they are interpreting. Interpreters should get away from any activities that may cause problems, and they should focus on facilitating communication among people from different cultures unless these activities would be useful for accurate and correct interpretation. (Mora & Haspil. p. 6). A competent service and acting with integrity should be offered by interpreters to migrants while interacting.

After all, when interpreters deal with migrants and refugees, they should commit to known rules and avoid whatever can harm them. Migrants and refugees often get in courts and hospitals and then they are in need of a good interpreter to help them explain their situation in a correct way and defend themselves. The interpreter should avoid biases and deal impartiality, and has to know the extent of freedom s/he needs to make professional decisions. They should not prefer some individuals because of gender, color, religion, or nationality. All people are equal and that is the essence on which interpreters

should think. In addition, interpreters should keep information they find out about the migrants and refugees secret and should not disclose them to any one unless it is necessary. Sometimes, migrants would like to have some texts interpreted but would not let anyone know the content of these texts. In this case the interpreters should not disclose this information. In addition to that, interpreters should avoid literary interpretation as it often causes confusion and misunderstanding. It proves again that interpreters should study the culture of the source and the target language in order to interpret with efficiency and create a good communication between migrants and the country they migrated to.

2.19 Other Tasks Done in the Field by the Interpreter in Addition to Interpreting

The main task of the interpreter is to transfer the words' meanings and to facilitate communication process among people, but there are several tasks and missions that the interpreter can do besides interpreting. These roles and tasks that the interpreter usually does while working with migrants/ refugees are discussed in the following section.

The job of an interpreter is not restricted to interpretation only, but it also includes other roles that the interpreter can play. For example, interpreters can provide help in the substantive core of cosmopolitanism by transferring the cultural texts and different local forms of knowledge both written and spoken into another language. In these cases, interpreters do types of encounters and exchanges that are different from the interpretations that usually happen between individuals and groups from multicultural and multilingual background without need of mediation. Interpreters do an additional task of protecting the social, linguistic, legal, political, and economic rights of individuals and groups, especially when there is bias and injustice. In these cases, interpreters are needed to explain linguistic and cultural problems, and to clarify all sides' interests and opinions. The expression of refugees' reasons to escape from war, starvation, or persecution need not only linguistic or cultural skills, but also requires negotiations about the right of refugees in universal hospitality. (Inghilleri, 2017: 31).

In addition to that, interpreters can help migrants and refugees to integrate into the dominant discourses of the hosting country through discussions that take place about local cultural issues and political and ideological dialogues. In these cases, interpreters can play vital roles with effect on the degree to which linguistic hospitality is extended, and the degree to which the communicative objectives are considered. If there are suitable conditions for extension or exchange of linguistic hospitality, the communicative task will be easy. But, in the inhospitable society where the participatory rights of some individuals or groups are limited and need some negotiations, the communicative task will require interpreters. (Inghilleri, 2017: 32).

There are some organizations that have a set of tasks and aims, but they share the aim of realization of the vital role of interpreters in establishing rights _ respecting social, cultural, political, and economic institutions and practices. These organizations rely on the idea of human and global economic diversity and equality which allow chances for interpreters to practice their ethical roles at a translational level. They can offer actual and virtual forum for various linguistic communities to be represented. (Inghilleri, 2017: 33).

From the above, I see that the mission of the interpreters is not restricted on interpretation, but they can do some additional tasks besides interpretation especially with migrants. Some of these tasks include protecting the social and political rights of the migrants through explaining different multicultural texts and defending their rights and

issues in the host country as migrants often do not know their language and cannot express their needs. The other task of the interpreter is to help migrants to adapt to the host country through clarifying the different aspects between the source and target language. This role helps migrants too much in understanding the new community and the customs of the country. I see that the organizations interested in the role of the interpreter in maintaining rights of the migrants play an important part in life of migrants as some interpreters who volunteer to help migrants gain their rights. It is also the ethical responsibility of the interpreters to give assistance to newcomers in a strange country who do not know anything about it. Interpreters should do their best to assist refugees and migrants understand the new society and their traditions so that they can live in security.

2.20 The Success of the Interpretation and Translation Process

As we have seen so far, the process of translation and interpretation is a complicated process that requires many skills in addition to the good linguistical and cultural background of knowledge. Some abilities and competencies are required in order to succeed while transmitting the message. In this section, we tackle the issue of the translation and interpretation processes and the skills which are needed to do it.

Several researchers regard translation a complex process because it includes at least two languages with different systems and cultural background. Apart from that, translation includes various types of cognitive processes that happen during translation process. As a result, translation is not considered a process of communication only because it is also the final result of the cognitive process that the translator carries out. The difficulty does not result from the linguistic level only but also from the non-linguistic level. The issues of the culture and context are considered important factors in the translation process because the text is the final product of social and cultural context and the language must not be separated from its cultural background, thus it can be said that the text consists of its social and cultural conditions. (Alim, 2015: 21).

As a result, the success of translation or interpretation process depends on some factors and abilities and competences that the translator should have. One of these abilities and competences is the bilingual sub-competence which is required for communication in two different languages. As the translation process includes two various languages with two different systems and cultural background, the translators' knowledge about the two languages has a vital role in solving linguistic problems that they may confront during the translation process. There is a relation between this sub- competence and the mastery of source and target language. (Alim, 2015: 22).

The other factor for the success of translation process is the extra-linguistic sub-competence which is related to the translator's knowledge of the culture of the source and target languages, and understanding of certain fields and their encyclopedic knowledge. Realization of the culture of a language is considered significant for translators as mentioned above the text is the final product of social- cultural background. Extra-linguistic sub-competence can help translator to achieve a clear interpretation regardless of the fact if it is a particular element or content elements of the culture; therefore, the translator will find out the appropriate equivalence of the source text in the target language. (Alim, 2015: 22- 23).

In addition to that, the translator should have knowledge about translation which means information about the theory and the practice of translation. In order to produce a

perfect translation, the translator should have enough knowledge about the theory of the translation and the lack of this knowledge will have negative effect on the translation process. This competence will help the translator choose the appropriate strategy to overcome the problems s/ he faces during translation process (Alim, 2015: 23).

To succeed in translation, the translator should possess instrumental sub competence which is related to using documentations resources such as dictionaries and communication technologies to provide support to translation. In last years, online resources and electronic corpora are examples of technological instruments that can be used in translation. These instruments can help translators to produce more accurate translation. (Alim, 2015: 23).

On the other hand, there are some factors that have effect on the success of the translation process such as the degrees of freedom in translation which vary depending on the space between translation and the target text. On one hand, in the case when the space between translation and the target text is large and the space between the translation and the source text is small, the translation will be restricted and so it will be unnatural. Literal translation is considered as one of restricted translation forms. In this kind of translation, the translator emphasizes the source text and the method to replace every element in the source language with another language. Some translators may feel restricted in this zone as they feel afraid from moving away from the source text. Thus, they focus their interest on replacing every element in the source language with equivalent elements in the target language. This means that they do not remember that the translated texts would be read by the target text readers and those readers have a desire to feel that the text is natural and involve common language and not a strange language. On the other hand, in the case that the space between the translation and the target language is small and the space between the target language and the source language is large, the translation will be unrestricted and pragmatic. In this type of translation, the translators will emphasize the target language and its readers. They will be interested in the technique to provide help to the text readers in order to realize the content of the source language. As a result, they may add some details to the text so that it can be clear to the target readers and also, they may delete other details they believe they are unnecessary.

Therefore, the communicative standard is not the only standard for success in translation, but also the semantic translation is another standard. Semantic translation means that the translator's interest in every detail in the target language and translating it with as precisely as possible without adding or deleting any details from the source language. In addition to that, translators must care for clarity and simplicity in the target language. This kind of translation is called balanced translation. (Elbeheri, 2015: 18- 19).

If the interpreter/translator follows all these standards and has them in her/his mind, s/he can overcome plenty of various obstacles that occur during doing the process of transferring the intended meaning of all encounters' utterances. As much as s/he is aware of these techniques of translation, as much as s/he masters her/his job successfully and as much as migrants and refugees trust her/him to express their feelings, sufferings, needs in order to reach their rights and to adapt in the host country. Being a professional mediator who facilitates the communication among refugees/immigrants and the local community and society, is not just being a person who translates word for word only, but who knows the appropriate strategies for different processes of translation to overcome any difficult problem s/he faces in the task. This role is critical in helping to support access to justice. A high level of written and oral fluency in another language is much preferable as long as

working with vulnerable people who experience the worst. Having knowledge about the language and translation' standards will make the interpreter culturally and practically competent. Moreover, translators must have some skills that help them to generate a good translation. Out of these skills the following are important:

When it comes to knowledge, translators should possess sufficient knowledge and information about translation theories and the ties between grammar and translation and how to apply theories on the real texts. Also, translators need to have the ability to paraphrase and summarize the information they acquired from translation theory besides comparing and contrasting a group of theories. In addition, translators must have an ability to analyze the target language to conclude the negative and positive aspects, and the ability to divide the whole sentences into its components so that they could produce a perfect translation. After analysis, translators need to collect the sentence in their own words and produce a new translation. Then, they can criticize their translation and pass a judgment on their translation based on specific criteria, but this skill requires more depth to evaluate and provide better translations. (Elbehery, 2015: 21- 22).

After all, the success of translation process does not depend on one factor but on several factors together and these factors are indispensable. If the translator has linguistic knowledge but does not have cultural knowledge, his/ her translation will not be correct to all extent, as culture has a great effect on language and cannot be separated from it. It is important that the translator should have cultural background about the source and target languages. This does not mean that linguistic knowledge is less important than cultural knowledge, as linguistic level plays an important role in translation also. Translators must be aware of the grammar, vocabulary, and different forms of both languages. Before acquiring linguistic and cultural knowledge, it is advisable that translators learn about translation theories to realize the various solutions for translation problems and how to overcome them.

Furthermore, translators must show interest in the accuracy of the text, they should neither be free nor restricted in translation, but they should take into account that the translation must be clear and accurate to the target readers and characterized with facility instead of ambiguity. This will facilitate the text for the reader and help them understand it easily. Also, interpreters should acquire some skills that facilitate understanding such as the skill of paraphrasing and analyzing the texts, and the skill of evaluating the translation and modifying it.

This applies to written texts mostly, but spoken texts and speeches require other competences and skills such as the ability of listening carefully to the text and analyzing it quickly, then interpreting it fluently. In order to reach this level, interpreters need more practice in listening and speaking, besides acquiring more vocabulary and forms of sentences.

2.21 Previous Studies

2.21.1 Language assistance for Migrants and Refugees in their Different Communities

Schider (2017) mentioned to what called refugee 'crisis' could not be dealt with without volunteers' presence if it on a global or local scale. This research sheds light on how some people are committed while dealing with the situation: the necessity of interpreters in Germany to work with refugees out of whom most do not speak either

German or English. Going through the processes to seek and obtain asylum or providing social support would be inaccessible without the help of interpreters. Their role is a very significant one and faces different challenges. These interpreters are the linguistic and cultural mediators between two parties and they can be considered as agents of transculturalism. They require the ability of adapting to different situations and depending on the context, where and for whom they interpret, and by following some strategies to give quality in the work. They have to perform effectively and dynamically throughout the compound situation, the interpreters have to know what should be done properly in every stage of the application process, while interpreting to their employers as well as refugees. They are expected to meet the expectations of both encounters. Therefore, it is important to raise awareness, make a dialogue, analyze the various perspectives, and prepare the interpreters for any challenge they could confront by giving them adequate training. The role of interpretation training must not be neglected in this context.

In Spain, Leon-Pinilla, Jorda-Mathiasen and Prado-Gasco (2016) produced a paper which estimates interpretation in its recent state and in various fields all through the process of asylum in Spain. All the obtained outcomes resulted from the quantitative and qualitative surveys within this field research. The surveys were submitted to agents that provide interpretation help for refugees: refugees, immigrants, asylum seekers, providers for services, concerned officials, humanitarians, volunteers, and the interpreters/ translators themselves. A lack of attention paid to interpretation processes from the public services, the academic and scientific community is verified in this paper. Generally, the service of interpretation is very necessary, as proper training and more funds are required as shown in the research results. With a concern about the influx of refugees which is the current matter, this domain needs more attention in the future.

Esther (2015) published an article which is the visitor editor's introduction to the specific case of the trainer of interpreter or/ and translator on 'Legal Interpreting and Translation' (LIT). Esther Monzó studies what affects the content and method suggested for training the future legal interpreters and translators by means of examining the fluctuations and advances, as it argues the changeable conditions whatever they are; legal, social, or economic, including evolving reforms concerns with linguascape and law and linked to LIT. Preparing professionals who can adapt services constantly and give them in the new settings and conditions. To adapt their roles properly as trainers, it is necessary to be aware of the profession's changeable nature and also to set any outcomes of learning for several various contexts of learning that support future professionals to be developed in a changing society. Any needed adaptation for translators and trainers is followed by a needed adaptation of the curriculum itself. In higher education, there are some new reforms which have introduced noticeable changes to purportedly match the needs of market and states. As recent methodologies and frameworks are enforced and inserted in higher education, regarding societal norms and market requirements, it has turned out that several mismatches and inadequacies need to be redressed. Many trainers enjoy a diversity of policy space across regions in the regard of planning and delivery, but they all come to meet a new generation of citizens. In this generation, citizenship is seen as a global one; this generation faces unprecedented unemployment rates. Contrary to this background, Monzó interrogates the curricula's ownership and investigates how trainers themselves do their best with the changes that have an impact on their professional discretion then on their identities.

Amini et al. (2013) stated that to remove the barriers of any language among nations or among different people of the same nation; there is a necessity to facilitate the

communications and this substantial role can be played firstly by both translation and interpretation. Many demands linked to Interpreting Studies have own unique characteristics, such as “quality”; this concept has become an outstanding paradigm in each society or community, and is represented as a major standard of interpreting professionalization’s operation. The researches of interpreting quality have started since 1980. This was characterized by qualifying features and by the most advanced peers alongside with generally ambiguous definition of “good” interpreting. In addition, any evaluation for the performance of interpreters by different parties that are engaged with interpreting scenes such as; users, mediators, clients, or other interpreters has been within the predominant approaches in order to determine “good” quality’s characteristics. Each valuation and judgment count fundamentally on the intention of assessor/s’. On the other hand, some researchers used another approach ‘assessment of expectations’ mostly by means of survey studies. Several purposes such as having a better way of communication with clients, offering a helpful guide for users, instructors, customers, and interpreters may push us to act better and more effectively. These are the situations when optimal information related to the customer such as preferences, expectations feedback are expected and wished from the interpreter.

As they are considered as service providers, interpreters have a responsibility of initiating and setting up effective communication for speakers and listeners who have an interest or an advantage in “meeting their clients’ demands/ orders to the best of their ability”. The research investigates the users’ perspectives of interpreting service and points at how it is important to accentuate this aspect in interpreting the area, and to try approaching the best in order to meet and facilitate customers’ investigation.

The paper of De Gregoris (2015) deals with a literature review on interpreting studies which discusses the assessment of quality in simultaneous interpreting. A proposal and analysis about an evaluation for gestaltic, have been done, and some of the studies are divided into two categories: the first one is about surveys of quality expectations (exemplary expression of preferences) and the second one concerns with surveys linked to a quality evaluation (judgments that come after actual experience). By a comparison of outcomes that resulted from quality expectations and quality evaluation surveys, some conclusions are reached which bring to a need for a sample to educe a gestaltic perception that connected to simultaneous interpreting quality. And this also shows the interrelation and interdependence of quality standard. This sample has been developed and applied in a new questionnaire within a proposal for a gestaltic quality evaluation of simultaneous interpreting for TV broadcast (De Gregoris, submitted).

Research was being done in the United States by Rachel (2014). There are provisions which explain what language assistance refers to, made for the people who find a difficulty to speak the country’s dominant language, as it can be their second language. Up to 25 million people have limitation in English proficiency for English language as assessed by the National Center on Immigrant Integration Policy in US. As such, according to the Health and Human Services Department in the United States, individuals who are not professionals in the English language, there must be language assistance provided for them. State office of health, federal offices, courthouses, human services, other departments, or any offices where people with limited proficiency of English could demand these services. Even the National Institutes of Health, the United States Welfare System, and the Internal Revenue Service, are included as instances. Furthermore, there are private sectors such as companies of insurance and medical in which providers help with language assistance services. Any offered assistance for language can be different as a

type, but it can be usually represented into computer programs and/or translated files or documents. This assistance with language on hand, can be performed by an interpreter who helps people with any issues related to languages barrier.

Another study in the United States was conducted by Maria and Maritza (2015). The data from the 2010 US Census reveals that there are about sixty millions of people who speak a language in addition to English at home. Individuals that have Limited English Proficient (LEP) and the English is not their first language, as their ability is limited when it comes to understanding, reading, or speaking the English language. These LEP individuals are growing in number till yet, and the US demographics is changing continually, so there is a need for renewed focus on what kind of appropriate services should be offered to which individuals in need to seek behavioral health care.

This research work by Robert Gibb and Anthony Good (2014) examines the interaction of both/ between language and intercultural communication within determination procedures of refugee status in France and the United Kingdom, by using material taken from ethnographic research that contributed with observations of participants, semi-structured interviews and documentary analysis in both European countries throughout two years from 2007 until 2009. It focuses particularly on exploring the interpreters' role in as a facilitator for interculturally communicating among applicants for asylum and the various administrative and legal actors who take a responsibility for evaluating or defending the refugees' claims. Additionally, this research compares interpreting services provided by organizations, interpreters' attitudes, and institutional expectations for the activity concerned with the nature of interpreters, all throughout the relevant authorities in the UK and France. Moreover, this article discusses some practical dilemmas about communication barriers with a regard to interpreters in the context of refugee status's determination procedures in the mentioned two European countries. Concluding by emphasis on how this role is complex and active in its nature while operating.

2.21.2 Language Assistance for Migrants and Refugees in the Local Serbian Community

In the Republic of Serbia, Language assistance was provided to migrants and refugees (that is in term of the recent crisis of migration), since their arrivals have started. Many Non-government organizations and government institutions have begun to hire interpreters and translators. If we shed light on specific hubs/ centers, where the writer of this thesis asked the respondents to fill out the questionnaire; but we can start talking briefly about *Kirs*; who without their permission, it is impossible to do the empirical part of the dissertation. KIRS, Komissariat, (Commissariat for migration and refugees); It is a governmental organization that work the Serbian government to solve refugees' issues of accommodation and integration into Serbian society. They are in charge of several tasks concerning the status and rights of migrants, such as; responsibility responding, collecting, conditions, registration, protection, migration managements, reporting on both emigration and/or immigration, integration and return. This organization is formed by the Law on refugees and has continued working as the Commissariat for Refugees and Migration. They cooperate with European members for migration network; to engage and train persons in some specific activities that are relevant to migration managing, and to ensure

the information availability that are relevant to issues of migration. They cooperate with the United Nations' institutions and non-governmental organization.⁴

In the Republic of Serbia, commissariat and other international organizations, as well as Serbian involved institutes; take the function of both as humanitarian and as a developer for providing durable solutions for immigrants and refugees in terms of integration into Serbian community; such as the issues of housing and employment, which cannot be done without the presence of a mediator for culture and language assistance. Furthermore, the interviews with asylum office representative are usually conducted by in Serbian language by providing an interpreter of a language that asylum seekers speak and understand (UNHCR& BHCR, 7)

When immigrants arrive to Belgrade, they look for assistance, including for a language one at the refugees' hubs, supporting centers, and getting in contact with the involved organizations such as; Komissariat and they are forwarded to the first stop point; Miksaliste , where they can stay maximum for twenty-four hours. It arises the citizens' response to the refugee crisis, with a large number of humanitarian organizations involved in its operation, such as UNHCR, Ana i Vlade Divac Foundation, Praxis, Save the children, Médecins du Monde, CARE international, NRC, Novi Sad Humanitarian Centre, and many other. Immigrants, who tend to seek asylum in Serbia, will be referred to the police of immigration and asylum center and do all the necessary procedures there and get further assistance. At this place, refugees can access different facilities and services such as; psychological, medical, cultural mediation with interpretation assistance for several languages that include; Arabic, Farsi, Kurdish, Pashto, and Urdu (by CRPC). As well as a safe corner for women and children, and other services as transportation to any appropriate facilities or institutions. Moreover, persons accommodated in nearby Krnjaca and Obrenovac accommodation centers, also visited Miksaliste on multiple occasions, in order to seek additional assistance (Vukašević.et al. 2018).

In addition, Languages' workshops for immigrants were organized by the staff there with a cooperation with interpreters and translators in order to help arrivals to use their time during their presence in Serbia. At *Miksaliste*, classes for Serbian language and other languages are being offered for those who are not still enrolled in Serbian schools and for those are older ages, in order to learn at least the basic things and start to have an ability to communicate with Serbians in everyday situations.⁵

Another center where the author interviewed refugees is *Info Park hub*, which is multifunctional space providing protection, information, communication, internet, and education services. It has a safe and private corner for women/girls/ family. Including their staff, there is a mobile team that work to reach vulnerable migrants in need. They offer support with first response, aid; if it is urgent or psychosocial one, connectivity for everyone, orientation, and providing bus tickets for migrants and transport them to camps. Furthermore, they help refugees to get free accommodation (in hostels). Info Park provides a support to the state organizations that are specialized in protection (such as Belgrade City Center for Social Work) and other NGOs working in the field in Belgrade.⁶ At Info Park,

⁴ kirs.gov.rs

⁵ idsSerbia.org

⁶ findglocal.com

there two interpreters who work daily to assist both migrants and humanitarian staff with language and culture, including doing translations for leaflets and booklets.

Refugee Aid Serbia: It is an organization that provides support to refugees, migrants, and asylum seekers who are passing through Serbia; whether at borders or in Belgrade. The staff distribute aid, solidarity projects, as well as they empower their community members to become volunteers responding to the humanitarian crisis. RAS's workshop provides education such as mathematics and different languages courses, such as English, Serbian, French, and German. There are in addition awareness training and seminars for volunteers, who come from different countries and continents; Americans, British, Australians, Germans, Canadians, a News lander, and an Arabic (the author).

2.21.3 The Competence Needs of the Interpreters

Abi-Mikasa (2013) explored how 10 skilled translators establish and improve their expertise as expert interpreters. The author continues to draw on semi-structured in-depth interviews as well as contains forward with the basis of the same 90,000-word lexicon the subsequent process- and experience-based account of interpretative abilities and (sub) competencies. The key points discussed are the learning criteria, the timetable for the acquisition of the different (sub) competences and the methods through which they are eventually established. Those involve systematic continual career growth, semi-formal summative assessment-oriented knowledge creation, casual off-the-job information acquisition, on-the-job learning how to do and the presence of understanding exactly-how in the context of work career.

According to Zinukova (2016), in recent years, translation into the modern world has developed into a significant part of social communication. The training objectives, articulated in terms of skills to be learned, seem to be targeted for researchers before specifying a curriculum in which the curriculum often depends on the tools available in a particular context.

The outcomes of interpretation emerge due to the relationship between what translations are expected and the practices of conveying the words as well as the experiences by which interpreters make/produce the appropriate translations by an attention to restrictions of time and budget. The process of interpreting could be described as the way in which the message is reproduced and modified directly from a language into another in real-time, thus reproducing the message accurately and honestly to mingle with linguistic and cultural characteristics of the discourse throughout the source language, translation refers specifically to covering the message between written texts. It is very important to take into consideration the importance to recognize interpreting as typology and involve the necessity of competence within the training for interpreters. Achieving communication in immediate way with paying attention to the constraints while interpreting is the main objective that the interpreter should do. The concept of competence in translation is acquired throughout the results of practical-experimental research methods. Here we discern the importance of the PACTE model for the further researches of interpretation competencies. After the theoretical framework that revolves around defining translation competence, has been represented; , the skills and competencies applied to translation with setting out various modes of interpretation are provided.

In this article, the profile of EC translator/interpreter is shown. This profile may provide researchers better details about skills, qualities, competences and qualifications

that EU translators and interpreters require, and what obstacles they may face. As a result, these competences can lead to train interpreters on having proficiency, were selected individually. All the proposed competences are interdependent. Every one of them has a contribution to each of accreditation of multilingual and to communication of multimedia for experts; they add any minimum from requirements to other specific skills.

They all lead to the qualification of experts in multilingual and multimedia communication; they comprise the minimum requirement to which other specific competences may be added. The sub-competences for interaction and some distinguished skills of translation are seen as a common condition related to both ways of transferring the meaning and seen helpful to acquire particular competences for interpreting. To concluding it can be said a number of factors that can be similar or related at the task and in two subdisciplines which are under pursuing through the extent of integrated approach. The integrated approach of interpreting and translation could shed more light on several intermediate forms related to linguistic mediation, for instance; interpreting. The developing process for any translation/ interpreting competences is a compound, functional system with multidimensional aspect, required to improve the skills of interpreters as a final resulted product for interpreters' training.

Dina, Maria, and Angela (2013) mentioned that the benefits and services could be denied due to linguistic barriers, as well as these barriers could cause some issues such as; misunderstanding for the treatment by the patients, receipt benefits or services incorrectly, severely delays regarding to the treatment, diagnosis wrongly, poor decision making by clients, ethical compromises (e.g. difficulty obtaining informed consent, medical errors and non- providing all the available care options to clients), and also rising the medical care's cost. Any interaction between Limited English speakers as for both the providers for healthcare and the patients or clients, should be mediated by a qualified language broker.

Their paper has developed several competitive advantages that are necessary to each beginner interpreter by means of paving the way for them to be well trained and to set all standardized requirements for them as healthcare interpreters. The creation and development of preparatory list of competitive advantages was guided by consulting intensively of comprehensive literature, review of school curricula for health care translation services, and evaluation of the perspectives of curriculum authors, interpreters, linguists, decision-makers, administrators and practitioners.

The researchers have improved two instruments for the survey with questions of close-ended and open-ended to explore the behavioral, contextual perception and discrepancy between two cohorts of respondents: curriculum developers/ trainers as for healthcare interpreting, and interpreters-in-training/ practicing interpreters, in the regard of the core competencies that are significant for the high-quality training of healthcare interpreting.

In other study, José Andrés (2019) states that in the recent days there is prevalent consensus that ultimate aim of translator training is to develop Translation Competence (TC). Much research has been dedicated to the study and analysis of TC and how it can be included into translation methodology to overcome and solve any problematic issues/obstacles that can arise in translation.

Yet one of TC's most critical components – the bilingual sub-competence – has received inadequate attention, expressed in the lack of guidance and tutorial materials for

evolving this sub-competence. This article sets out a forward reference framework for studying and improving materials of English for Translation and Interpretation (ETI) and discusses the only commercially provided material of ETI's in Spain.

Furthermore, the research of Daniel, Kaisa, and Adele (2016) shows that this position a cross-cultural competent translator is seen as one mediator who has a high level of intercultural awareness, skills, attitude and versatility throughout his or her obligations and liaison professionally. We suggest that to achieve this target, intercultural competence needs should be added specifically and in a conceptual manner into curriculum of the translator service training.

In this essay, it includes an overview about previous attempts that discuss the importance of communicating interculturality within the curricula of translator training and address a number of different practical and educational/ pedagogical challenges engaged. We also look at some potential challenges that could occur in future, and recognizing the rising societal diversity as both a source of added urgency for a training related to interculturality and a challenge to conventional bicultural-based conceptions of intercultural competence of translators. The empathy with its central role in interpreting is discussed in this research.

Chiaro and Nocella (2004) examine and present the findings of an empirical study on observing and evaluating the quality in interpretation work that was conducted on a sample which consists of two hundred eighty-six interpreters across five continents. Interpreting studies and its field has been testifying an increasing interest in the subject of quality in interpreted texts both in professional circles and academia since the 1980s, but there is remarkable lack for methodological rigor in the research was carried out so far. This survey is an effort to review earlier studies on perceptions about quality as are in interpreters' minds and by means of implementing of new Information Technology that enabled us to set/run a tool represents a traditional method for researches such as a questionnaire but more innovatively i.e. via the World Wide Web. Involving and devising a multidimensional scale, that draws perceptual outlines which are based on outcomes of the way in which interpreters ranked the standards linguistically and non-linguistically that were in a list and according to their perception of what is important in the process of interpreting.

This study concludes that the lack of quality standards characterizing the work of qualified interpreters seems to be linked to how unique the process of interpreting is. Actually, managing different factors with their complexity and interaction is not easy mission, simply by the reason of that interpreters are not machines or electronic devices which are under the direct use of human beings. In this situation, it is the individuals themselves who take also the responsibility to estimate the quality with the process in question. With the addition of being unique as well, every professional interpreter must administer the context uniquely and choose the best possible way in which s/he does the work.

Indeed, how can we improve the quality? We would like to say that the answer lies in three significant areas: training, specialization and technological innovation. Firstly, regarding the quality, professional trainers involved in training/ preparing interpreters should clearly focus more on quality issue.

A fact which is well-known that traditional institutes in Europe that provide training the interpreters depend on selection processes that are considered tough and aim to create an ‘élite.’ Nevertheless, we should not ignore that this fact could slip through discriminating cracks. Secondly, we cannot tend only to develop more databases terminologically, but also using these databases is more desired by interpreters. It would show that at current terminological databases are used fundamentally by translators. Then to end with that using the PC’s in booths, on-line terminological databases etc. can be an added bonus properly to quality standards’ improvements, as appeared in the result of a recent survey accomplished by the European Commission.

Table 2.2: Types and Components of Interpreting Competence

Type of Interpreting Competence	Definitions/Components
Language Competence	Understand grammatical, lexical and idiomatic conventions of language a, and one’s other working languages (B, C). Use these structures and conventions in A and B
Intercultural Competence	<p>Sociolinguistic Dimension</p> <p>Recognize the functions and meanings in language variations (social, geographical, historical, stylistic). Identify the rules for interaction relating to a specific community, including non-verbal elements (useful knowledge for negotiation). Produce a register appropriate to a given situation, for a particular speech or message.</p> <p>Textual Dimension</p> <p>Understand and analyze the macrostructure of a message and its overall coherence (including where it consists of visual and sound elements). Grasp the presuppositions, the implicit, allusions, stereotypes and intertextual nature of a message. Describe and evaluate one’s problems with comprehension and define strategies for resolving those problems. Extract and summarize the essential information in a message (ability to summarize). Recognize and identify elements, values and references proper to the cultures represented. Bring together and compare cultural elements and methods of composition. Compose a message in accordance with the conventions of the genre and rhetorical standards. Search for appropriate information to gain a better grasp of the thematic aspects of a message. Develop one’s knowledge in specialist fields and applications (mastering systems of concepts, methods of reasoning, presentation, controlled language, terminology, etc.) (learning to learn). Develop a spirit of curiosity, analysis and summary.</p>
Thematic Competence	Use effectively and rapidly and to integrate a range of software to assist in correction, translation, terminology, layout,

	documentary research (for example text processing, spell and grammar check, the internet, translation memory, terminology database, voice recognition software)-prepare and produce a translation in different formats and for different technical media.
Technological Competence (Mastery of Tools)	<p>Search for appropriate information to gain a better grasp of the thematic aspects of a message</p> <p>Develop one's knowledge in specialist fields and applications (mastering systems of concepts, methods of reasoning, presentation, controlled language, terminology, etc.) (learning to learn)</p> <p>Develop a spirit of curiosity, analysis and summary</p>
Translation Service Provision Competence	<p>USE effectively and rapidly and to integrate a range of software to assist in correction, translation, terminology, layout, documentary research (for example text processing, spell and grammar check, the internet, translation memory, terminology database, voice recognition software).</p> <p>Prepare and produce a translation in different formats and for different technical media.</p> <p>Interpersonal Dimension</p> <ul style="list-style-type: none"> • Be aware of the social role of the translator. • Follow market requirements and job profiles • Organize approaches to clients/potential clients (marketing) • Negotiate with the client (to define deadlines, tariffs/invoicing, working conditions, access to information, contract, rights, responsibilities, translation, specifications, tender specifications, etc.). • Clarify the requirements, objectives and purposes of the client, recipients of the translation and other stakeholders. • Plan and manage one's time, stress, work, budget and ongoing training (upgrading various competences). • Specify and calculate the services offered and their added value. • Comply with instructions, deadlines, commitments, interpersonal competences, team organization. • Know the standards applicable to the provision of a translation service. • Comply with professional ethics. • Work under pressure and with other experts, with a project head (capabilities for making contacts, for cooperation and collaboration), including in a multilingual situation. • Work in a team, including a virtual team. <p>self-evaluate (questioning one's habits; being open to innovations; being concerned with quality; being ready to adapt to new situations/conditions) and take responsibility.</p> <p>Production Dimension</p> <p>Create and offer a translation appropriate to the client's request, i.e. to the aim/skopos and to the translation situation.</p> <p>Define stages and strategies for interpreting.</p> <p>Define and evaluate translation problems and find appropriate solutions.</p> <p>Justify one's translation choices and decisions.</p>

	Master the appropriate metalanguage (to talk about one's work, strategies and decisions). Establish and monitor quality standards.
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CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the method and design employed to conduct this study. It discusses the research procedure, research design, sampling technique, method of data collection and method of data analysis. The chapter also explains the validity and reliability of the research instrument and gives a brief description of response rate of refugees in Belgrade/ Serbia, precisely about their viewpoints for assistance, corporation, expectations for interpreters' competence needs which is the focus of the study. The main purpose of this chapter is to describe the method and the procedures used to achieve the objectives of the study.

3.2 Data Collection

Data collection method is the most important step of a research design. The suitable selection of data collection methods helps us to attain the research objectives. Saunders, Lewis and Thornhill (2009) explain that gathering data and information have to meet the objectives for the research questions and hypotheses. Moreover, the primary and secondary data are two main approaches to gather information about a situation, person, problem or phenomenon, these are being termed. The first approach according to the authors is Primary data which is collected by the researcher for the exact purpose at hand such as the questionnaire, interview, observation and experiment. More importantly, the secondary data is also a significant way to achieve the research objectives which have already been collected by researchers other than the user from former existing government and academic publications and public databases with different purposes in mind. Researchers use different methods to collect their data from observational, interview or questionnaire. However, the research aim offers an indicator to the most suitable methods, which is stated in this concern by (Dawson, 2009). Sekaran (2003) indicates that quantitative methods may include use of telephone surveys, structured interviews and questionnaires. While, qualitative methods of data collection include methods of interviews, focus groups and observations. The surveys and case studies are the most significant and suitable method of the research for measuring service quality.

The case study method is involved when researchers wish to get a greater understanding of the research context. Yin (2009: 93) defines a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident". The case studies are the dominant form of qualitative research in industrial marketing (Piekkari et al., 2010). This case study research is subject to several barriers such as having access to the companies and particularly for overseas researchers, that of language barriers.

Most researchers must take in their consideration the cultural competency as an important part of their educational research methodology. For example, in the health and disease s/he has to be careful with dealing with culture of people of specific community. Any observation should be done under some cultural barriers; because the world is actually built upon a set of presumptions regarding the health and disease that are built in to the

culture in which he or she does the work, with a point to the role of interpreter if the researcher; if s/he does not know the language. For this reason, the researchers must have in their minds the local culture in which they try to conduct any project. The following should be taken while conducting any study in the field of health; the ambient cultural view of health and if it has a relation with religious beliefs. How doctors or health specialists from that culture deal with patients, and if they are aware of the concept of 'fate' and if it has a connected effect to physical health. What kind of conversational norms and questions that are appropriate to when/what to be asked. A good researcher will consider the importance of cultural barriers for any informed analysis of the researcher's hypothesis is invalidated. All of the mentioned above cannot be done without the presence of the translator/ mediator, in case that the researcher is outsider and need to integrate with the community.

Moreover, doing all the above is actually a difficult job, because conducting any methodological research in a developing community is required many language barriers that might be existed between the researcher and the participants, and tied with a possibility of emergence of considerable cultural differences. These differences cannot often be overcoming without having an attention to the language barrier issue. So that partnering with interpreters is a solution to overcome these differences. Performing properly during the work needs the interpreter who has to be an active participative in the research process and that is important for several reasons (Pitchforth, & Teijlingen, 2005).

Researchers are not often aware of all cultural issues of the community as the interpreter is. The researcher will need a mediator's advice to choose suitable actions that are connected to cultural barriers for interacting successfully with participated members. This procedure can be seen through our interviews with the participants and asking them to fill in the questions of our questionnaire of this research paper. Many cultural concepts in any language do not need a literal translation to be expressed into another language. The interpreting issues could refer back to the lack of vocabularies in the synonyms or the reason could be of a complexity of cultural concepts and how differ from each other. For instance, refugees and migrants use many cultural Islamic expressions and words which do not exist or have direct synonyms in Serbian and English language; such as InshAllah, mashAllah, Alhamdulillah, alshuker li Allah, subhan Allah. ... etc. Some of them may have similar synonyms in Christianity.

The presence of interpreter is required for most interactions between /among encounters, if it is indoors or even outdoors, and if any part of encounters, including the researcher, does not collaborate together in harmony, that could invalidate some of the results of the study case. During filling in the questionnaire of this study by respondents, the work between the researcher and interpreter was very similar to a kind of friendship, and both were getting on well during the interviewing the participants. Such a kind of harmonic way of working had left a good impression on the respondents, which resulted in their good collaboration. Everything was done in a funny and friendly atmosphere.

To make participants understand well the study items, which could sometimes need to be restructured or intelligently reformed in other words and of any other language, stand on the translator's input. This can be done perfectly only the interpreter/translator and the researcher collaborate closely to find out the best effective ways for communicating properly across the language barrier. In addition to the case study, the literature on service quality is large and the contributions of case studies to this are often limited, in contrast survey contributions in general and specifically in this field are numerous and various.

The word 'survey' is defined by Denscombe (2002:31) as "to view comprehensively and in detail". Any survey is usually attached to the present situation and contains an effort in order to present a view of how are the things at a certain time in which the data are gathered, that is provided in this concern by the author (Denscombe, 2002). In the same context, the questionnaire survey can be considered the most appropriate method in gathering the primary data. In this research which aims to explore the perceptions of a large number of people we tend not to make generalization. It also permits a quantitative analysis to be directed in testing inferences. However, it's possible to generalize the findings. Here in this regard, it can be looked at the meaning of a questionnaire, and it is defined by Wilson and Sapsford (2006: 63) as " a structured set of questions, containing all necessary instructions, for respondents to fill in by themselves". Respondents, in this concern, read the questions in order to give their opinions about certain phenomena either by ringing or ticking one of the "answer boxes" provided; or less likely to write in their personal "free answer" to a question as stated by the authors (Wilson & Sapsford, 2006). When it comes to defining and phrasing the questions, they should be easy to read and understand for the respondents to have clear information. Questionnaire is a collection of written questions, which are arranged by putting all the important variables for the research and it can be completed by the respondents in attendance, in absence, directly or indirectly. The questionnaire questions are the key to the survey research. Therefore, they must be developed with caution and to be dynamic to the survey. The questionnaire should be kept short and not long, due to evaluating the respondents' time and not to frighten them.

In this research, the designed questionnaire was used to consider the public opinion of the refugees and to getting their attitudes towards mediators' presence in the field. This can help interpreters to react better in many situations while working with migrants. In one axis of the questionnaire, it was needed for this research to know how these people see the role of the interpreter/ translator in the field and at the public services in Belgrade. On the other hand, many translations were compared at the quality of transferring the intended meaning during the work, because some translated instructions, orders, or important information, that are given to asylum seekers and migrants had some mistakes. These mistakes mostly occurred due to using literal translation by some translators who don't know how to master the target language and its culture. All that they know is the language as a field of study with a general overview on the culture.

The survey strategy is a popular and common strategy in a lot of science applications, such as business, management and marketing research which is stated by many authors (e.g. Saunders et al., 2009). The survey is an efficient strategy that permits the researchers to collect a sufficient amount of data from a specific population as it is used in translation researches. According to the author Bryman (1988), the survey is a suitable tool for collecting data under the following conditions: the research objectives call for quantitative data, while the respondent have a specific and familiar answer for related questions, prior knowledge of the researchers of specific problems.

Moreover, when the aim of the study is to obtain determined answers to questions like "what", "when", "where" and "how many", the survey questionnaire characterizes a sound choice which was provided by (Bryman, 1995). Further, the most important three main data collection methods survey research are questionnaires, observations and interviews. These main data collection methods can be used for description, explanation, and/or hypothesis testing as mentioned by the author (Remenyi & Williams, 1998).

3.2.1 Interviews

The interview is another important and significant research technique for gathering data methods in qualitative research which is stated by author (Punch, 1998). This method of data collection interviews respondents to obtain information about interest. Srivastava and Thomson (2009) state there are three main kinds of interviews: structured, semi-structured and unstructured interviews. These types of the interviews use different tools of collecting data, such as face to face interview, telephone interview or recently online interview. Each one of these methods has pros and as well as cons. In the same context, Frechtling (2002) mentions that the pros of interviews are: usually yield richest data, details, new insights; offer chance to explain the idea of the topics in more depth; permit interviewer to experience the affective and cognitive aspects of responses; allow interviewer to explore and clarify the questions, enhancing the likelihood of useful replies; Permit interviewer to be flexible in administering interview to particular individuals or in particular conditions. While the cons of interviews are consuming time and money; need well-qualified interviewers. Also, interviewee may change information through recall error, selective perceptions, desire to please interviewer; flexibility can result in inconsistencies across interviews; volume of information very large, it may be difficult to transcribe and reduce data. In addition, Oppenheim (2000) indicated that interview will take weeks if not months to be completed for a study.

3.2.2 Questionnaires

Veal and Ticehurst (2005) state that questionnaire-based surveys should only be used when quantified information is required concerning a specific population and when an individual' own account of their behaviour and attitudes are acceptable as a source of information. Furthermore, several researchers (e.g. Collis & Hussey (2009); Easterby-Smith et al., (2002); Havaladar (2008) and Sekaran (2003) mention that considered questionnaires are the most common method for collecting data from people. Moreover, Frazer and Lawley (2000) have shown that the questionnaires as part of a survey strategy have long held a main role in the conduct of studies projects. In the same context, many researchers have used the questionnaire method in measuring service quality in different sectors generally and particularly in the banking sector, in the travel and tourism industry (Fick & Ritchie, 1991), and in area of translation studies and researches.

Many cross-sectional surveys used structured translated questionnaires, but in our questionnaire, the questions were translated orally from English into some other languages such as Pashtu, Urdu, Farsi, Arabic with its different used dialects, some questions needed to be explained regarding few of academic structures, as well as some migrated people were even afraid to fill in or write their own personal information. In contrast, others welcomed us to participate in this survey. Speaking and interpreting orally with them required a response that depended on the personality, comprehension, judgement, and the knowledge of the respondents about the kind of questions, and the researcher with the importance of the presence and the role of the interpreter during interviewing.

Saris (2012) evaluates survey questions and comes to see that “all procedures based on personal judgments provide information about validity, social, desirability, and knowledge of the respondents about the issue of the question and much less about the effects of the form of the questions (Saris, 2012:54).”

When it comes to the process of filling out the questionnaire, question by question and face to face with the respondents was better for the researcher to focus on their reaction and first attitude towards the questions. In addition, translating structured versions needs a really experienced translator who can handle everything concerned with translating written texts, which is not simple or easy at all. Moreover, the focus is usually being put on the content with less paying attention to effects of a question wording on equivalence. Using different language versions of questionnaire requires more adjustment at the structures which could be close or far from the source language.

In our case, the English questions were orally transferred into other languages with very simple words that are trustier and easier to respondents to understand. At the same time, it was as if making conversation with funny jokes while responding to this survey. Looking once again to the meaning of the questionnaire, it is seen as a method for collecting data to discover opinions, using a large group of respondents or population, regarding certain issues (Collis & Hussey, 2009). The main purpose of the questionnaire is to obtain information that cannot be easily observed. Therefore, this information is used for description, explanation and hypothesis testing (Remenyi and Williams, 1998). Oppenheim (2000) defines that some of the important concerns for using the questionnaire include the need for sample, confirming appropriate responses and a high response rate. In turn, these three elements are related to the principal pros and cons of using this questionnaire method. Therefore, the most important pros of this method of data collection lie in its efficiency of obtaining data quickly and cheaply (Sekaran, 2003). Moreover, the questionnaire is cheaper and faster than making any interviews (Hussey & Hussey, 1997).

3.3 Research Methodology

In order to achieve the objectives of the study, the researcher uses the descriptive analytical method: The specialized descriptive approach to data and facts collection, compilation and tabulation; in addition to analyzing the exact depth of adequate analysis; it also includes a degree of interpretation of these results. Therefore the methods of measurement, classification and interpretation are used; in order to extract significant conclusions, and then therefore used to extract meaningful conclusions.

3.4 Research Strategy

The research problem is determined by the research aim and objectives. In this particular case, we wanted to explore whether the role of interpreter while working with refugees was to translate word for word or to be also a cultural mediator for the refugees and the Serbians, as well as the refugees and the international migrant- related organizations operating in Serbia with a regard to major types of public service interpretation and their relation to the problems of language communication. In addition, another concern of interest was to investigate if the interpreters were aware of both cultures and what do refugees/ migrants expect from the interpreter/ translator in Serbia.

3.5 Research Design

Research design provides a framework for the collection and analysis of data (Bryman & Bell, 2007). In this thesis, the study of official publications and reports, semi-structured interviews and survey questionnaires were used to answer the research questions established in Chapter One.

The essential part of the social science research is a research method. Research method defined by Dawson (2009) “the tool used to gather the data”. Meaning, it uses different methods in the collection of data and analysis. Then the research method has two characteristics pacifically the data collection and its analysis.

As stated by VanderStoep and Johnson (2009), the methods of the data collection methods and the conducted analysis are quantitative and qualitative methods, respectively. The qualitative data collection methods can include interview, focus groups and observations, while another approach qualitative data analysis includes thematic, discourse and content analysis. In the meantime, the quantitative data collection methods include questionnaire survey, as it involves creating measures of behaviors, thoughts or attitudes. Furthermore, reliability and validity problems are very important in quantitate methods. This means measures should be consistent and truthful as stated by the authors Dawson (2009) and VanderStoep and Johnson (2009).

The quantitative methods in the form of questionnaire survey are used in this thesis to achieve our research objectives.

3.6 Research Community and Research Sample:

Tomassini (2002) studied 700 refugees and immigrants from different countries in across-sectional, descriptive study. His questionnaire was originally developed and applied by linguist Mette Rudvin and colleagues in Italy. In our case, the self-administered questionnaire used in the pilot-study contained 3 parts with a total of 33 questions. Of the total 39 questions, 3 questions were about the demographics, 12 questions about need for language assistance and the use of interpreters. 12 questions regarding the knowledge of how to cooperate with interpreters and the expectations of interpreters, and 12 questions were about the competence needs of the interpreters.

As mentioned earlier, a total of one hundred and twenty copies of the questionnaire were distributed based on sampling error (0.04). However, from the collected questionnaires there were ten copies of questionnaires which were incomplete and so invalidated from the samples. The usable responses comprised of one hundred and ten questionnaires. This gave a total response rate of 92% of questioners. Table 4-1 below provides a summary of these results.

One hundred and twenty (120) responds were distributed in the population according to the following formula:

$$n = \frac{Z^2 * P * (1 - P)}{E^2}$$

When

N = sample size for infinite population

Z = z value (e.g. 2.05 for 96% confidence level)
 p = population proportion (expressed as decimal) (assumed to be 0.5 (50%))
 e = margin of error at 4% (0.04)

Table 3.1 Sample Size

Number of items	Number of	Percentage
-----------------	-----------	------------

	questionnaires	
All questionnaires	120	100%
questionnaires are not suitable for analysis	10	8%
Analyzed questionnaires	110	92%

Source: author' s own calculation

3.7 Research Tools

After reviewing the previous studies related to the subject of the research, a questionnaire was prepared to identify the role of interpreters/ translators in public service organizations in Serbia. The researcher depended on the questionnaire as an essential tool for collecting the data needed to support theoretical research in the practical side to answer the research questions and achieving its objectives.

The questionnaire was designed by looking at some of the tools and measures of other studies relevant to the current research topic. The questionnaire contains a set of phrases that support the research topic through its direct relationship with the research objectives and questions.

3.7.1 Description of the Research Tool (Questionnaire):

The questionnaire contains two main parts:

The first part: consists of demographic data on the research sample which consists of 3 questions.

The second part: Its 36 questions are organized in three axes as:

The first axis: focused on the need for language assistance and the use of interpreters;

The second axis: focused on the knowledge of how to cooperate with interpreters and the expectations of interpreters;

The third axis: focused on the competency needs of the interpreters.

To answer these phrases, we used fifth Likert scale with degrees from 1 to 5. In addition, a five-point Likert scale where 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree was used to assessment refugees satisfaction for the three axes. In this research we used a Likert scale that adopted a five-point scale for his research, instead of a 7-point Likert scale because 5-point scales reduce the level of frustration among respondents and increases the rate and quality of the responses which is stated by some authors (Buttle (1996) and Prayag, (2007)).

3.7.2 The Reality of Research Tool

3.7.2.1 Virtual Reality

After completion of the preparation of the questionnaire and the construction of paragraphs, this was presented to the supervisor of the research in the initial questionnaire in the form of a group of professors. In order to ascertain the extent to which each paragraph is related to the axis to which it belongs and the clarity and integrity of the formulation of phrases, the questionnaire contained 3 axes and (36) phrases until it received its final form.

3.7.2.2 The Validity of the Internal Consistency of the Study Axes

In any research, it is critical to check the data validity. Proctor (2005) explains that the validity of the data is the degree to which the question measures what it is supposed to be measuring. In a functional manner validity is mentioned by Field (2013) as whether the instrument measures what it was designed to measure. In the same context, Ryan et al., (2002) provided that by structure in passable controls to the research design, the likelihood of obtaining valid results from the research is improved. In quantitative data collection, the validity be contingent on the precision, goodness, and precise response from the respondents which are mentioned by the authors (Cohen et al., 2007).

The same authors also state that it is unfeasible for research to be 100 percent valid. Thus, they recommended improving data validity throughout design sampling, suitable instruments and more appropriate data statistical analysis. Because of that the researcher has to ensure that the questionnaire is valid before distributing it. Aforesaid measures were taken, and the questions were evaluated to ensure that the wording was appropriately clear to the respondents. Meanwhile, it was important to inspire honesty from the respondents and anonymity by the cover letter.

Vaus (2002) states that content validity, construct validity and lastly, criterion validity are the three basic methods in which to access validity. The first one is the content validity which depends on the ways of creating the measurement items which is mentioned by the author (Badri et al., 1995). In the same context, the construct term is associated to a property in which it is accessible to simplify some human behavior aspects. VanderStoep and Johnson (2009) mentioned that the construct validity as the extent to which the measure is on target to measure the construct being studied. The present research is identified as important construct connected to service quality dimensions and customers' satisfaction dimensions. The data collected is associated with other studies data from by using the same test (Al-Adwani (2010) and Othman and Owen (2001a). Consequently, the hypothesis of validity for this research is achieved.

Criterion validity (predictive validity or external validity) is defined by Ryan et al., (2002) as the extent to which the result of the study may be generalized to other setting and samples. Means, criterion validity is proposed with the amount to which a measuring instrument is related to a self-determining measure of the related criterion. Furthermore, the present dissertation adopted first the analysis of validity and after that established empirical research, which can be considered valid. Kinnear and Taylor (1987) mention that the extent to which the measurement process is free from both systematic and random error. In this context, there are two kinds of errors: systematic errors and random errors that may happen in the instrument from measuring. The first type of errors which is

defined by systematic error mentions related to the cause a constant bias in the measurement. On the other hand, the second type of the error is random error which is invariant error, but rather is due to transient aspects of the person or measurement situation which is mentioned by the author (Churchill, 1987).

The internal validity refers to the degree of unambiguity which one can draw results about the set of observations. On the other hand, the external validity refers to the level in which one can publish the conclusions of the research beyond the research' specific observations and conditions as stated by Moutinho (1982).

3.8 Statistical Methods

From the research and its goals, we used (SPSS) program by using:

- 1- Frequencies and percentages
- 2- Means and standard deviations
- 3- Person correlation
- 4- Cronbach's Alpha
- 5- Equation of the range as the following :((1- 1.79) Strongly disagree, (1.8 - 2.59) disagree, (2.6 -3.39) Neutral, (3.4 -4.19) Agree, (4.2 - 5) strongly agree.

The questionnaire was prepared to achieve the objectives of the study.

CHAPTER 4 DATA ANALYSIS

4.1 Introduction

This research was designed to identify the role of interpreter's translators in the public services organizations in Serbia. This chapter describes the research procedures in the field to achieve the research objectives, including the identification of Statistical methods used, the research tool and verification of its validity, and the statistical analysis that are used in the analysis of the results.

4.2 Data Analysis and Statistical Methods

1. Frequency and Ratio for Demographic Information
2. Mean and Standard Deviation for the Research Variables

The study also uses the mean which is usually used to refer to one measure of the central tendency. The arithmetic means of sample

$$\bar{x} = \frac{x_1 + x_2 + \dots + x_n}{n}$$

Also, the study used standard deviation which is usually used to as a measure to quantify the amount of variation among a set of data values, to indicate that the data points tend to be close to the mean. Therefore, the high standard deviation indicates that the data points are spread out over a wider range of values. The standard deviation represented by S.D. or by the Greek letter sigma σ , or Latin letter s. The S.D calculated according to the following formula:

$$\sigma = \sqrt{\frac{\sum_{i=1}^N (X_i - \mu)^2}{N}}$$

When

$$\mu = \frac{\sum_{i=1}^N X_i}{N}$$

3- Cronbach's coefficient alpha reliability test

One sample t-test

To analyze the gathered data the study used one sample t. Test, which is a statistical procedure used to determine whether a sample of observations could have been generate by a process with a specific mean as flows:

First step:

H_0 : the population mean = specific value. Sometimes, the specific value equals zero, which means that the population parameter is not significant.

Against

H_1 : the population mean \neq specific value. In this case, the alternative hypothesis means that the population parameter is significant.

Second step:

Determine the calculated t-test which takes the following formula:

$$T - \text{Statistic} = \frac{\bar{x} - \text{Hypothesized Value}}{SE_{\bar{x}}}$$

When the $SE_{\bar{x}}$ is the standard deviation of the distribution of sample means for an infinite population which takes the following formula:

$$SE_{\bar{x}} = \frac{s}{\sqrt{n}}$$

Third step:

Determine the tabulated value (from t distribution table) depending on the degree of freedom (number of observation - 1), in our case 294, and the significance level, in our case is 0.05.

Fourth step:

Take the decision if the calculated value in the second step is greater than the tabulated value in the third step, then we reject the null hypothesis. This means that we should accept the alternative hypothesis. Namely, the population parameter is significant. Another way for taking the statistical decision is P-value from the SPSS output. If the P-value is lower than the significance level 0.05, means, the population parameter is significant.

Two sample t-test

On the other hand, to analyse the gathered data the study used two sample t. Test, which is a statistical procedure used to determine whether a sample of observations could have been generated by a process with a specific two means:

First step:

H_0 : the population mean in the first population = the population mean in the second population Which means that there is no difference between the mean in the first population and the mean in the second population.

Against

H_1 : the population mean in the first population \neq the population mean in the second population. Which means that there is a significant difference between the mean in the mean first population and the mean in the second population.

Second step:

Determine the calculated t- test which takes the following formula:

$$T - \text{Statistic} = \frac{\bar{X}_1 - \bar{X}_2}{SE_{\bar{X}_1 - \bar{X}_2}}$$

When \bar{x}_1 is the mean in the first sample, \bar{x}_2 is the mean in the second sample and $SE_{\bar{x}_1 - \bar{x}_2}$ is the standard deviation of the distribution of sample means for an infinite population which takes the following formula:

$$SE_{\bar{x}_1 - \bar{x}_2} = \sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

The sample size in the first and its standard error can be provided in the formula by n_1 and s_1 , respectively. Further, n_2 and s_2 represent the sample size and its standard error in the second sample, respectively.

Third step:

Determine the tabulated value (from t distribution table) depending on the degree of freedom ($n_1 + n_2 - 1$), and the significance level, in our case is 0.05.

Fourth step:

Similarly, if the calculated value in the second step is greater than the tabulated value in the third step, then we reject the null hypothesis. This means that we should accept the alternative hypothesis. Namely, the population parameter is significant. Another way for taking the statistical decision is P-value from the SPSS output. If the P-value is lower than the significance level 0.05, means, the population parameter is significant.

ANOVA test for more than two samples

Further, if our aim to differentiate between more than two samples means, we can use ANOVA test. This is a statistical procedure used to determine whether a sample of observations could have been generating by a process with specific more than two means.

First step:

H_0 : the population mean in the first population = the population mean in the second population = the population mean in the third population

This means that there is no difference between the means in the first population and the mean in the second population and the mean in the third population.

Against

H_1 : the population mean in the first population \neq
the population mean in the second population \neq
the population mean in the third population
Which means that there is a significant difference between the means in the mean first population and the mean in the second population and the mean in the third population.

Second step:

Determine the calculated F- test which takes the following formula:

$$F = \frac{\text{Mean sum of square between groups}}{\text{Mean sum of square within groups}} = \frac{\text{MS between}}{\text{MS within}}$$

The F- test can be conducted from the ANOVA table which is constructed as follows:

Table 4.1 ANOVA Table

Source	SS	MSS	D.F.	F
Treatments (between)	Sum of square between groups	Mean sum of square between groups	Treatment -1	$\frac{MS \text{ between}}{MS \text{ within}}$
Error (within)	Sum of square within groups	Mean sum of square within groups	N-treatment	
Total	Sum of square total		N-1	

Third Step:

Determine the tabulated value (from F distribution table) depending on the degree of freedom (Treatment -1, N-treatment) and the significance level, in our case is 0.05.

Fourth Step:

Similarly, if the calculated value in the second step is greater than the tabulated value in the third step, then we reject the null hypothesis. This means, accept the alternative hypothesis. Namely, the population parameter is significant. Another way for taking the statistical decision is P-value from the SPSS output. If the P-value is lower than the significance level 0.05. means, the population parameter is significant.

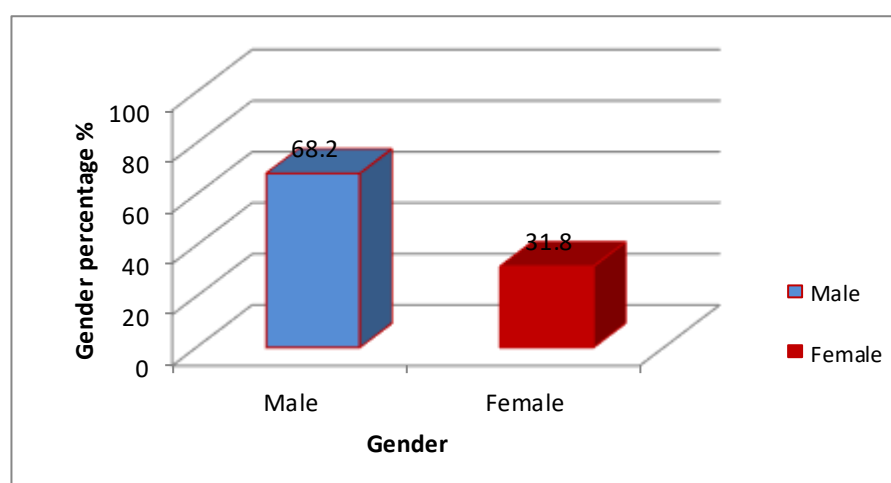
4.3 Characteristics of the Research Sample

The frequencies and percentages of the sample were calculated according to the variables (gender ,age, source language).

4.3.1 Distribution of Sample Members by Gender

Gender is a vital variable in a given refugee's society which is variably affected by any socio-cultural. In this study, the samples were selected at random which includes both male and female refugees and immigrants in the study area. Figure 4.1 illustrates frequency and percentage of respondents classified by gender.

Figure 0.1: Gender of Customer's Respondents



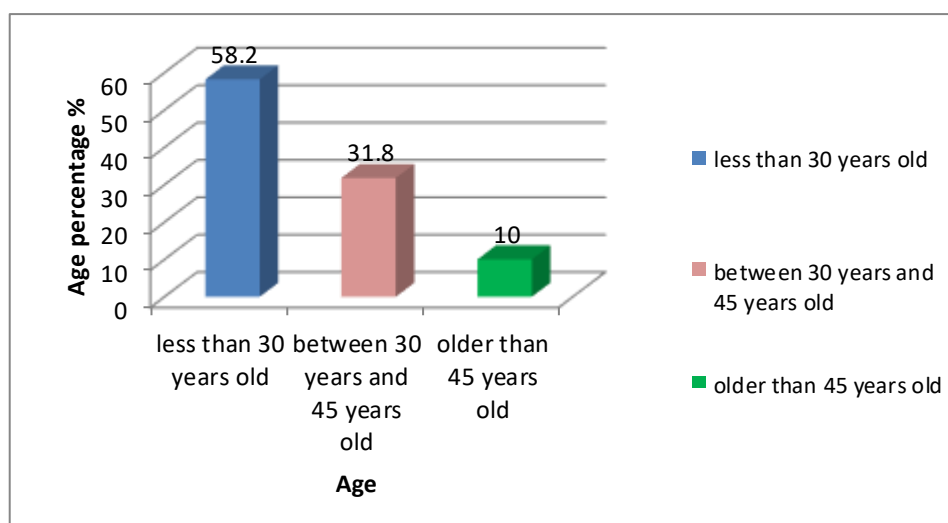
Source: author' s own calculation

This Figure shows that most of the respondents in the sample with 68.2% are male respondents and the female respondents represent 31.8 % from overall respondents. The percentage of male respondent exceed the percentage of female respondents. This shows that male respondents are more often asked than female, which is logical. Women have low responsency because of the cultural diversity of the immigrants, where women are reluctant to express their opinion and satisfaction in these kinds of surveys. In addition, men showed more interest to express their opinions than the female respondents.

4.3.2 Distribution of Sample Members by Age

Age is also important variable which can be add in the questionnaire to understand well the views about the problems of respondents as follows.

Figure 0.2: Age of Customer's Respondents



Source: author's own calculation

The figure 4.2 shows the model age of respondents of refugees in Serbia is less than 30 years which is the largest group of the respondents with corresponding percentage 58.2 %. They are followed by the age group of 30-year-old to 45 years old. Moreover, the respondents who are older than 45 years are represented by 10 % in the sample. From this table, it is understood that the refugees are dominated by respondents who are in the age group younger than 30 years old.

It is worth mentioning here that many of respondents were under eighteen years old, and we asked them to fill in our questionnaire. We were interviewing many of them at Miksalitša and Info Park in Serbia and we took the responsibility of special care of unaccompanied minors. The UNHCR Guidelines on policies and procedures in dealing with underage asylum seekers should be handled by officials and interpreters specially qualified and trained for children and refugee matters⁷. Though the majority of them do not perceive Serbia as a country of asylum but rather as a transit country, wherefore they would preferably stay briefly, and then continue their journey to reach their destination in the Western European countries. Even if they reside in Serbia for several months, they see it only as a transit country.

The Asylum Law defines an unaccompanied minor “as a foreigner who has not become eighteen years of age and who, at the time of entering the Republic of Serbia, does not have, or has upon arrival lost the company of parents or guardians” (UNHCR,2018)⁸. The migrant children and minors were involved in the educational system, at first in informal⁹ and later formal¹⁰ education. Operating organizations in Serbia have been trying

⁷ Guidelines on Policies and Procedures in Dealing with Unaccompanied Children Seeking Asylum, UNHCR, February 1997, Para. 5.13, available at <http://www.refworld.org/docid/3ae6b3360.html>.

⁸ Art.2 of the Asylum Law. unhcr.rs/media/docs/2018.

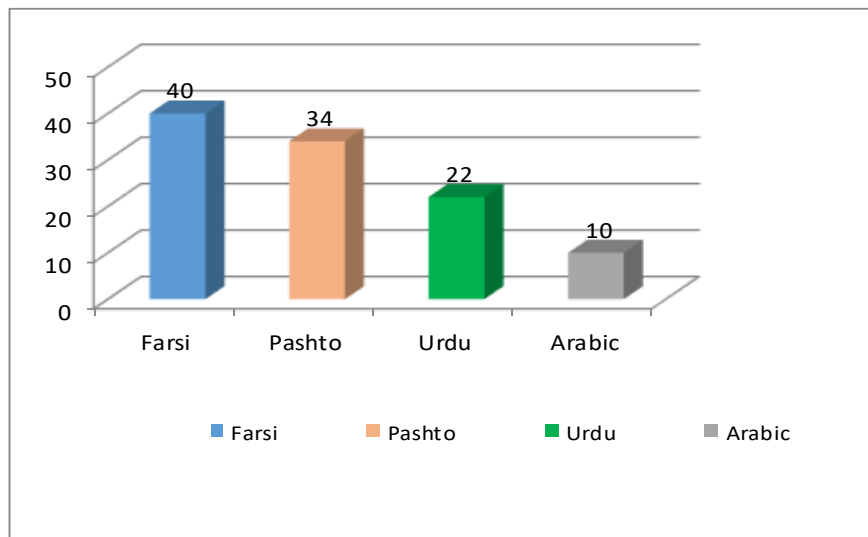
⁹ “Our Story: an informal school in Presevo”, SOS Children’s Village, 14 March 2017, available in Serbian language at: <http://www.sos-decijasela.rs/nasa-prica-neformalna-skola-u-presevu/>.

to provide all kinds of protection and to complete the required procedures for children and unaccompanied minors in “a friendly and safe atmosphere, which should be performed by qualified professionals, trained for conduction interviews with children” (Krasic et al., 2017:201). When they tend to ask for asylum, they are accommodated at one of the asylum centers. These “centers for social work do not employ interpreters directly rather than guardians communicate with children with help of interpreters whose services are funded by non-governmental organizations who engage in the protection of refugees. Such practice, with the existence of cultural barriers, additionally impedes establishing a relationship of trust between the child and the guardian.”¹¹ (Krasic et al., 2017:221).

4.3.3 Distribution of Sample Members by Source Language

The source language is the very important also to be examined as important question in sample. Figure 4.3 shows the source language of refugees.

Figure 4.3: Distribution of Sample Members by Source Language



Source: author' s own calculation

From the above table we conclude that the research sample was divided into categories in terms of source language to (Urdu) with percentage (22%), (Arabic) with percentage (10%) and the category (Farsi) with percentage (40%) which represent the highest percentage in our sample. Also, the Urdu language is representing 34 % of the sample.

4.4 Pearson Correlation

The researcher calculated internal consistency by calculating Pearson correlation coefficient between each statement and the axis that belonged to it as shown in next table:

¹⁰ “A School on the Road for Children Migrants,” RTS,27March 2017, available in Serbian language at: <http://www.rts.rs/page/stories/sr/story/125/drustvo/261009/skola-naputu-za-decu-migrante.html>.

¹¹ The Belgrade Center for Human Rights reached this conclusion based on its long-term experience working with children refugees, asylum seekers and migrants.

Table: 4.2 Pearson Correlation Coefficient between Each Statement and the Axis That Belonged To It

Item	correlation coefficient
First axis: The need for language assistance and the use of interpreters.	
I needed language assistance	0.451**
Language assistance helps me to understand what others mean	0.652**
The language assistance preferred to be from the country I transferred to it	0.562**
The interpreters should be highly experienced	0.624**
The interpreters must be able to handle all situations	0.589**
The interpreters must enjoy the spirit of cooperation	0.258**
The interpreters help me to access easily all services	0.121**
I learn a lot of terms through the interpreter	0.585**
The interpreter must deal with all denominations	0.452**
The interpreter must deal with different nationalities	0.858**
The interpreter was accompanied in different places	0.369*
The interpreter helps me identify all the characters	0.571**
Second axis: the knowledge of how to cooperate with interpreters and the expectations of interpreters	
Migrants trust interpreters	0.257**
The immigrant allows the interpreter freedom of expression about him	0.658**
Immigrants rely on translators for communication in all their personal matters	0.621**
Migrants deal with translators with respect	0.625**
The immigrant takes into account the translator's personal circumstances	0.531**
The immigrant helps interpreter to show his language skills	0.585**
The immigrant consults continuously with the interpreter in matters relating to residence and travel	0.754**
The interpreter accompanies the immigrant in all his travels	0.753**
The interpreter exaggerates in expressing what the immigrant wants	0.675**
There is an atmosphere of friendship between the translator and the immigrant	0.795**
The translator respects the immigrant's affiliation to his homeland	0.547**
The translator helps the immigrant to practice his religious beliefs	0.584**
Third axis: the competence needs of the interpreters	
The difference between peoples' culture	0.565**
Language differences between communities	0.658**
Some words are not recognized between communities	0.624**
Translator replaces some scientific texts that may sometimes contain phrases that are not acceptable with terms of public taste	0.624**
Some words use more than one meaning	0.589**
The emergence of new words not known by the translator	0.564**
Use different dialects	0.587**
Low sound in speech	0.587**

The translator does not understand well the material needed to be translated	0.571**
Some shortcuts may make it difficult for me to work	0.824**
Lack of good training for some translators	0.578**
Difficulty in translating pleasant attitudes in the same spirit	0.785**

Source: author' s own calculation

** . Correlation is significant at the 5% level (2-tailed).

* Correlation is significant at the 10% level (2-tailed).

From the above table we can conclude that all Pearson correlation coefficients between each statement and the axis that belonged to it come with high degree and significant at (0.01) which indicates a high degree of validity of the internal consistency of the terms of the questionnaire axes.

4.5 Internal Consistency between the Axes of the Questionnaire

The researcher calculated internal consistency by calculated Pearson correlation coefficient between each axis and the total degree of questionnaire as following in the following table:

Table: 4.3 Pearson Correlation Coefficient between Each Axis and the Total Degree of Questionnaire

Axis	correlation coefficient
First axis: The need for language assistance and the use of interpreters.	0.785**
Second axis: the knowledge of how to cooperate with interpreters and the expectations of interpreters	0.564**
Third axis: the competence needs of the interpreters	0.452**

**Correlation is significant at the 0.05 level (2-tailed).

Source: author' s own calculation

From the above table we can conclude that all Pearson correlation coefficients between each axis and the total degree of questionnaire with high degree and significant at (0.01) which indicates a high degree of Internal consistency between the Axes of the questionnaire.

4.6 The Reliability Analysis

It is referred to observations' degree of stable or consistent as reliability (Rosnow & Rosenthal, 1991). Therefore, Churchill (1987) shows that the reliability measurement mentions to the degree to free random error measurement is present. In the same context, it is important to show the Reliability and validity as the Reliability measures shows the agreement between two attempts to measure the same attribute through excellently similar

methods. On the other hand, it is important to explain the difference between the Reliability and validity. The latter one relates to the agreement between two attempts to measure the same attribute through extremely different methods. Proctor (2005:208) defines reliability as “the consistency in reaching the same results when the measurement is made over and over again”. Meaning, reliability is mentioned to whether an instrument reliably explained across different situations as reliability which is mentioned by the author (Field, 2013). To extend explanation in this concern, if research is pointed out to a similar group of people in a similar context, we will gain similar results. There is a range of methods for examination the reliability and one of the ways that was used to confirm the reliability of the questionnaires is the pilot-study for all the questions beforehand.

For checking the reliability in the research one or more of the following methods can be involved, such as Test-re-test reliability which measures the constancy of ratings over time. Another important method to test the reliability is Internal consistency. This method concerns the degree to which different items on a multi-item scale formed to represent a construct. The split-half reliability and alpha correlation coefficient (Cronbach alpha) are instances of this method. The first one is the split-half reliability which can be used by the researcher to estimate the degree of consistency across items inside a scale. This includes separating the multi-item measurement device into two equivalent sized groups. After that, the correlation test is completed to find out the correlation between these groups are correlated. In case there is sufficiently high correlation between the groups, the scale is considered to be reliable. One the other hand, there is also one of the most important tool to check the reliability which is the alpha correlation coefficient (Cronbach alpha) test which is relatively like the split-half reliability process, in that the process is recognized in testing the similarity among the correspondent's ratings for the same variable.

Cronbach's Alpha as defined by Sekaran and Bougie (2016) as an adequate test of internal consistency reliability. The Cronbach alpha can be calculated using the SPSS "reliability" test. The value of Cronbach's Alpha varieties from value 0 to value 1. When the Cronbach's Alpha takes the highest value means that the reliability is high.

In the previous context, there are many Alternative-forms reliability. Here, the same matters are measured by two different forms which are included to be equivalent but not the same. If the results of the two forms have high correlation that means that the measure is referred to be reliable.

In the present research the alpha correlation method (Cronbach alpha) is used to assess the reliability of our data. As it is mentioned by Nunnally (1967), Cronbach alpha is the only most expressive consistency tools to measure the reliability. In the same context, another author (Matsumura, 2008) mentions that Cronbach's alpha coefficient entails the least limiting assumptions for analysis. Moreover, in general, a low value of coefficient alpha shows that the sample of items have been done poorly in order to capture the concept which motivated the measure. On the other hand, high value of Cronbach's alpha refers to the variables are relating well with true scores. The author Nunnally (1967) mentions that if the Cronbach's alpha lies in the interval of 0.50- 0.60 it is acceptable for early stages of basic research. In the same context, Sekaran (1992) divides the level of reliability of a measuring instrument of research as following: good reliability if the Cronbach Alpha lies in the interval from 0.8 to 1 =; acceptable reliability if the Cronbach Alpha lies in the interval from 0.6 to 0.79 and poor reliability if the Cronbach Alpha lies in the interval less than 0.6.

The reliability values of refugees' satisfaction Items was assessed by calculating the coefficient Cronbach alpha (Cronbach, 1951). More importantly, the coefficient values are significant and should be above 0.7 (Nunally, 1978). In our research, a pilot-study was showed before responsibility full-fledged collection of data for testing and examining the reliability of a questionnaire. For this purpose, a sample of 110 respondents from different nationalities was selected in Serbia to examine the questioner reliability.

Table 4.4 highlighted the results of the reliability tests. In almost all the reliability methods applied here, Cronbach's alpha for the five dimensions of services quality and Cronbach's alpha for customer's satisfaction dimensions are more than is more than 0.78. Thus, it can be said that all the Items in the questionnaire are reliable as follows.

Table: 4.4 Reliability (Cronbach's Alpha)

Hypotheses	Number of questions	Cronbach's Alpha	Status
All items	36	83%	Good
I needed language assistance	12	88%	
Language assistance helps me to understand what others mean	12	80%	Good
The language assistance preferred to be from the country I transferred to it	12	79%	Good

Source: author' s own calculation

The previous table shows that the results of the reliability tests are highlighted in the previous table. It can be seen that in almost all the reliability methods applied here, Cronbach's alpha for the three dimensions for all items and for each dimension of the service quality and Cronbach's alpha for each dimension of the customer's satisfaction. The reliability value for all items is 83 %. Moreover, Cronbach's alpha for the three dimensions for “I needed language assistance”, “Language assistance helps me to understand what others mean” and “The language assistance preferred to be from the country I transferred to it” are 88%, 80%, and 79 %, respectively. The highest reliability value is 88 % for the first axis “I needed language assistance” and the lowest value is 79% for the third axis “The language assistance preferred to be from the country I transferred to it”. The aftereffects of all Cronbach's alpha figuring’s regarding the builds are more prominent than 0.7, which implies that it develops with high dependability.

4.7 Descriptive Analysis

The descriptive statistics is reported in this section taking into account the questioner response rate of refugees, the demographic profile of the refugees and the research hypotheses.

4.7.1 The First Axis "The Need for Language Assistance and the Use of Interpreters"

Table: 4.5 The Means and Standard Deviation for the First Axis

No	Statement	Mean	Std. Deviation	Rank	Opinion
1	I needed language assistance	3.75	1.21	3	Agree
2	Language assistance helps me to understand what others mean	3.03	1.35	12	Neutral
3	The language assistance preferred to be from the country I transferred to it	3.95	1.19	2	Agree
4	The interpreters should be highly experienced	3.25	1.21	11	Neutral
5	The interpreters must be able to handle all situations	3.35	1.24	10	Agree
6	The interpreters must have the spirit of cooperation	3.47	1.19	9	Agree
7	The interpreters help me to access easily all services	3.68	1.11	5	Agree
8	I learn a lot of terms through the interpreter	3.52	1.12	8	Agree
9	The interpreter must deal with all denominations	3.53	1.21	6	Agree
10	The interpreter must deal with different nationalities	3.53	1.17	7	Agree
11	The interpreter was accompanied in different places	3.7	1.01	4	Agree
12	The interpreter helps me identify all the characters	4.01	0.9	1	Agree
Total average		3.42	1.16	Agree	

Source: author' s own calculation

The above table shows that the need for language assistance and the use of interpreters came at the level of approval from the point of view of the sample members. The general average of the first axis is (3.41), a standard deviation is (1.16). All the items were of high values, indicating differences in the opinions of the study sample on those items, except for paragraphs (2 and 4). In the first order came the item (12): (The interpreter helps me identify all the characters), with average (4.01), a standard deviation of (0.9) and a degree of approval (strongly agree), while in the last order the number (2): (Language assistance helps me to understand what others mean) with an average of (3.03) and a standard deviation of (1.35) with a degree of approval (neutral).

The researcher believes that the degree of approval of the members of the research sample, the need for language assistance and the use of interpreters came to the degree of approval (agree) from the point of view of the members of the sample of the study and this indicates the importance of the translator for migrants, as s/she helps them in many life aspects in which language represents an obstacle for them to override. Regarding "The need for language assistance and the use of interpreters " dimensions for refugees'

satisfaction which has average mean value of 3.41 and 1.16 value of standard deviation, the relevant Items can be listed related to the highest mean as follows:

Item 12 The interpreter helps me identify all the characters with mean value of 4.01 and 0.9 value of standard deviation.

Item 3 The language assistance preferred to be from the country I transferred to it with mean value of 3.95 and 1.19 value of standard deviation.

Item 1 I needed language assistance with mean value of 3.75 and 1.21 value of standard deviation.

Item 11 The interpreter was accompanied in different places with mean value of 3.7 and 1.01 value of standard deviation.

Item 7 The interpreters help me to access easily all services with mean value of 3.68 and 1.11 value of standard deviation.

Item 9 The interpreter must deal with all denominations with mean value of 3.53 and 1.21 value of standard deviation.

Item 10 The interpreter must deal with different nationalities with mean value of 3.53 and 1.17 value of standard deviation.

Item 8 I learn a lot of terms through the interpreter with mean value of 3.52 and 1.12 value of standard deviation.

Item 6 The interpreters must have the spirit of cooperation with mean value of 3.47 and 1.19 value of standard deviation.

Item 5 The interpreters must be able to handle all situations with mean value of 3.35 and 1.24 value of standard deviation.

Item 4 The interpreters should be highly experienced with mean value of 3.25 and 1.21 value of standard deviation.

Item 2 Language assistance helps me to understand what others mean with mean value of 3.03 and 1.35 value of standard deviation.

4.7.2 The Second Axis "The knowledge of How to Cooperate with Interpreters and the Expectations of Interpreters"

Table: 4.6 The Means and Standard Deviation for the Second Axis

No	Statement	Mean	Std. Deviation	Rank	Opinion
1	Migrants trust interpreters	3.59	1.01	8	Agree
2	The immigrant gives the interpreter freedom of expression about him	3.70	1.16	5	Agree

No	Statement	Mean	Std. Deviation	Rank	Opinion
3	Immigrants rely on translators for communication in all their personal matters	3.57	1.08	9	Agree
4	Migrants deal with translators with respect	3.47	1.12	11	Agree
5	The immigrant takes into account the translator's personal circumstances	3.66	1.10	7	Agree
6	The immigrant helps interpreter to show his language skills	3.75	1.02	2	Agree
7	The immigrant consults continuously with the interpreter in matters relating to residence and travel	3.71	0.97	4	Agree
8	The interpreter accompanies the immigrant in all his travels	3.56	1.07	10	Agree
9	The interpreter exaggerates in expressing what the immigrant wants	3.72	1.10	3	Agree
10	There is an atmosphere of friendship between the translator and the immigrant	3.83	1.10	1	Agree
11	The translator respects the immigrant's affiliation to his homeland	3.70	0.95	6	Agree
12	The translator helps the immigrant to practice his religious beliefs	3.34	1.01	12	Neutral
Total average		3.63	1.06	Agree	

Source: author' s own calculation

The above table shows that cooperation with interpreters came at the level of approval (agree) from the point of view of the sample members of the study. The general mean of the second axis was 3.63 with a standard deviation of 1.06, which is a high value indicating the divergence of opinions of the study sample on cooperation with interpreters. The values of the standard deviations of the paragraphs of this axis ranged from (1.12 - 0.95), all items have high values; this illustrates the divergence of opinions of the study sample members on these paragraphs except item 12.

In the first order, the number of phrase (10): (There is an atmosphere of friendship between the translator and the immigrant) with an average of 3.83 and a standard deviation of 1.10 and a degree of approval (agree), which in the last order the number (12): (The translator helps the immigrant to practice his religious beliefs) with an average of 3.34 and a standard deviation of (1.01) with a degree of approval (Neutral).

The researcher believes that the degree of approval of the members of the research sample that the cooperation with the interpreters came to the degree of approval (agree) from the point of view of the members of the study sample and this indicates the extent of cooperation with interpreters, which facilitates the work of the translator and helps him to master his work. Regarding “The knowledge of how to cooperate with interpreters and the expectations of interpreters: dimension which has average mean value of 3.63 and 1.06

value of standard deviation, the relevant Items can be listed related to the highest mean as follows:

Item 10 There is an atmosphere of friendship between the translator and the immigrant with mean value of 3.83 and 1.10 value of standard deviation.

Item 6 The immigrant helps interpreter to show his language skills with mean value of 3.75 and 1.02 value of standard deviation.

Item 9 The interpreter exaggerates in expressing what the immigrant wants with mean value of 3.72 and 1.10 value of standard deviation.

Item 7 The immigrant consults continuously with the interpreter in matters relating to residence and travel with mean value of 3.71 and 0.97 value of standard deviation.

Item 2 The immigrant gives the interpreter freedom of expression about him with mean value of 3.70 and 1.16 value of standard deviation.

Item 11 The translator respects the immigrant's affiliation to his homeland with mean value of 3.70 and 0.95 value of standard deviation.

Item 5 The immigrant takes into account the translator's personal circumstances with mean value of 3.66 and 1.10 value of standard deviation.

Item 1 Migrants trust interpreters with mean value of 3.59 and 1.01 value of standard deviation.

Item 3 Immigrants rely on translators for communication in all their personal matters with mean value of 3.57 and 1.08 value of standard deviation.

Item 8 The interpreter accompanies the immigrant in all his travels with mean value of 3.56 and 1.07 value of standard deviation.

Item 4 Migrants deal with translators with respect with mean value of 3.47 and 1.12 value of standard deviation.

Item 12 The translator helps the immigrant to practice his religious beliefs with mean value of 3.34 and 1.01 value of standard deviation.

4.7.3 The Third axis: "the Competence Needs of the Interpreters"

Table: 4.7 The Means and Standard Deviation for the Third Axis

No	statement	Mean	Std. Deviation	Rank	Opinion
1	The difference between peoples' culture	3.65	1.09	8	Agree
2	Language differences between communities	3.67	1.13	6	Agree
3	Some words are not recognized between communities	3.55	1.12	9	Agree

4	Translator replaces some scientific texts that may sometimes contain phrases that are not acceptable with terms of public taste	3.51	1.05	11	Agree
5	Some words use more than one meaning	3.54	1.12	10	Agree
6	The emergence of new words not known by the translator	3.71	1.14	5	Agree
7	Use different dialects	3.83	1.08	1	Agree
8	Low sound in speech	3.79	1.01	2	Agree
9	The translator does not understand well the material needed to be translated	3.66	1.12	7	Agree
10	Some abbreviations may make it difficult for me to work	3.74	1.10	4	Agree
11	Lack of good training for some translators	3.75	0.93	3	Agree
12	Difficulty in translating pleasant attitudes in the same spirit	3.31	1.00	12	Neutral
Total average		3.64	1.07	Agree	

Source: author' s own calculation

Difficulties faced by translators came to the degree of approval (agree) from the point of view of the members of the study sample. The average of the third axis (3.64) was a standard deviation of (1.07), which is a high value indicating the divergence of opinions of the sample of the study about Difficulties faced by translators. The values of the standard deviations for the items of this axis ranged from (1.14-0.93). All the items were of high values, indicating differences in the opinions of the study sample members on these paragraphs, except item 12 which have low values and this illustrates the homogeneity of the views of the sample of the study on these items.

In the first order the statement number (7): (Use different dialects) was an average of (3.83), a standard deviation of (1.08) and an approval (agree), while in the last order (12): (Difficulty in translating pleasant attitudes in the same spirit) with an average of (3.31), a standard deviation of (1.00) and a degree of approval (neutral).

In the opinion of the researcher, the degree of approval of the members of the research sample that the difficulties faced by the translators came to the degree of approval (agree) from the point of view of the members of the study sample and this indicates the existence of many difficulties faced by translators and immigrants have awareness of these difficulties. Regarding the competence needs of the interpreter's dimension which has average mean value of 3.64 and 1.07 value of standard deviation, the relevant Items can be listed related to the highest mean as follows:

Item 7 Use different dialects with mean value of 3.83 and 1.08 value of standard deviation.

Item 8 Low sound in speech with mean value of 3.79 and 1.01 value of standard deviation.

Item 11 Lack of good training for some translators with mean value of 3.75 and 0.93 value of standard deviation.

Item 10 Some abbreviations may make it difficult for me to work with mean value of 3.74 and 1.10 value of standard deviation.

Item 6 The emergence of new words not known by the translator with mean value of 3.71 and 1.14 value of standard deviation.

Item 2 Language differences between communities with mean value of 3.67 and 1.13 value of standard deviation.

Item 9 The translator does not understand well the material needed to be translated with mean value of 3.66 and 1.12 value of standard deviation.

Item 1 The difference between peoples' culture with mean value of 3.65 and 1.09 value of standard deviation.

Item 3 Some words are not recognized between communities with mean value of 3.55 and 1.12 value of standard deviation.

Item 5 Some words use more than one meaning with mean value of 3.54 and 1.12 value of standard deviation.

Item 4 Translator replaces some scientific texts that may sometimes contain phrases that are not acceptable with terms of public taste with mean value of 3.51 and 1.05 value of standard deviation.

Item 12 Difficulty in translating pleasant attitudes in the same spirit with mean value of 3.31 and 1.00 value of standard deviation.

4.8 Hypotheses Examination

4.8.1 There Is a Difference between Answers in the Sample of Study About the Axis Study According to (Gender – Age –Source Language).

First: Gender

To validate this hypothesis, we used (one –way ANOVA) test and result was shown as:

Table: 4.8 The Differences Between Answers According to Gender

Axes		Sum of Squares	Df	Mean Square	F	Sig.
The need for language assistance and the use of interpreters.	Between Groups	.329	1	.329	1.627	.205
	Within Groups	21.819	108	.202		
	Total	22.148	109			
The knowledge of how to cooperate with interpreters and the expectations of interpreters	Between Groups	.001	1	.001	.007	.932
	Within Groups	12.098	108	.112		
	Total	12.099	109			
The competence needs of the interpreters	Between Groups	.486	1	.486	3.215	.076

	Within Groups	16.321	108	.151		
	Total	16.807	109			

Source: author's own calculation

From the above table, we conclude that there is no difference between answers of the sample of study about the axis of the study according to gender. Meaning, there are no statistically significant differences between the answers of the sample of study about the axis of study according to gender.

Second: Age

To validate this hypothesis, we used (one –way anova) test and results were shown as:

Table: 4.9 The Differences between Answers According to Age

Axes		Sum of Squares	df	Mean Square	F	Sig.
The need for language assistance and the use of interpreters.	Between Groups	.118	2	.059	.286	.752
	Within Groups	22.030	107	.206		
	Total	22.148	109			
The knowledge of how to cooperate with interpreters and the expectations of interpreters	Between Groups	.052	2	.026	.232	.793
	Within Groups	12.046	107	.113		
	Total	12.099	109			
The competence needs of the interpreters	Between Groups	.516	2	.258	1.696	.188
	Within Groups	16.291	107	.152		
	Total	16.807	109			

Source: author' s own calculation

From the above table, we conclude that there is no difference between answers of the sample of study about the axes of the study according to age. Meaning, there are no statistically significant differences between the answers of the sample of study about the axes of study according to age.

Third: Source Language

To validate this hypothesis, we used (one –way anova) test and results were shown as:

Table: 4.10 The Differences between Answers According to Source Language

Axes		Sum of Squares	df	Mean Square	F	Sig.
The need for language assistance and the use of interpreters.	Between Groups	.595	4	.149	.725	.577
	Within Groups	21.553	105	.205		
	Total	22.148	109			

The knowledge of how to cooperate with interpreters and the expectations of interpreters	Between Groups	.516	4	.129	1.170	.328
	Within Groups	11.582	105	.110		
	Total	12.099	109			
The competence needs of the interpreters	Between Groups	.117	4	.029	.184	.946
	Within Groups	16.690	105	.159		
	Total	16.807	109			

Source: author' s own calculation

From the above table, we conclude that there is no difference between answers of the sample of study about the axes of the study according to source language. Meaning, there are no statistically significant differences between the answers of the sample of study about the axes of study according to source language.

CHAPTER 5

RESULTS AND RECOMMENDATIONS

5.1 Introduction

After we acquired the results presented in the previous chapter of the thesis, the researcher will now introduce the summary of results and the recommendations,

5.2 The Summary of Results

- i. The need for language assistance and the use of interpreters came at the level of approval (agree) from the point of view of the sample members of the study, where the general average of the first axis equals (3.41), with a standard deviation of (1.16).
- ii. Cooperation with interpreters came at the level of approval (agree) from the point of view of the sample members of the study, the general mean of the second axis was (3.63) with a standard deviation of (1.06).
- iii. Difficulties faced by translators came to the degree of approval (agree) from the point of view of the members of the study sample, the average of the third axis (3.64) was a standard deviation of (1.07).
- iv. There are no statistically significant differences between the answers of the sample of study about the axis of study according to gender.
- v. There are no statistically significant differences between the answers of the sample of study about the axis of study according to age.
- vi. There are no statistically significant differences between the answers of the sample of study about the axis of study according to source language.

5.3 Recommendations

- i. Translators must be trained on how to deal with migrants.
- ii. Cooperation is necessary between immigrants and interpreters/ translators, as well as with service providers/ humanitarian staff.
- iii. Interpreters/ translators have to help migrants in order to reach the desired goals.
- iv. There should be specific institutions responsible for training interpreters and translators in Serbia, and prepare them to work and perform properly under any pressure or situation in emergency cases.

5.4 Proposals of the Study

- i. Conduct more similar studies in other environments, regions and professional communities.

- ii. Conduct further studies aimed at identifying the role of translators in public service institutions, with variables other than the current study variables.
- iii. Conduct more studies aimed at identifying the most important obstacles faced by translators in the performance of their work, and how to overcome them.

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A list of used websites

<http://dx.doi.org/10.1080/14781700903338706>

<https://refugeesmigrants.un.org/definitions>

<https://www.collinsdictionary.com/dictionary/english/public-service>

<https://www.definitions.net/definition/host+country>

<https://www.vocabulary.com/dictionary/interpretation>

<http://www.kirs.gov.rs/eng/about-us/about-the-commissariat>

<http://www.unhcr.rs/media/docs/2019/03/LifletEngleski.pdf>

<https://idcserbia.org/en/marija-bozic-idc-volunteer-language-support-for-migrants-in-serbia/>

<http://www.findglocal.com/CS/Belgrade/885932764794322/Info-Park>

Appendices

Appendix A: Consent Form

Rima Taher is a researcher, interpreter and a Ph.D. student at the Faculty of Philology of the University of Belgrade, needs your consent to be a participant in her scientific study which is a practical part of her doctoral research about interpreting and translating for refugees and migrants in Serbia.

This form asks you to permit us to use your answers for scientific purposes whereas needed to complete this research.

Answering the questionnaire's questions takes approximately 20 minutes during the interview.

Any obtained data is guaranteed by the researcher and under confidentiality. The data were combined with the other responses of participants and collectively analyzed. Like this, no response is individually recognized to be traced back, as they will be stored for a period of time by the researcher.

If you agree with the terms that are stated above, you can submit this form in order to be a participant in scientific research.

Appendix B: Questionnaire

Dear,

We would be grateful if you would complete this questionnaire about Interpreting and Translating for Migrants and Refugees in the Serbian Local Community. Your opinions are therefore very valuable. Please answer all the questions below. There are no right or wrong answers. Please fill out this survey.

Thank you

First demographic data:

1- Gender:

- 1 Male ()
- 2 Female ()

2- Age:

- 1 Younger than 30 years ()
- 2 Between 30 years and 45 years old ()
- 3 Older than 45 years ()

3- source language:

- 1 English ()
- 2 French ()
- 3 Arabic ()
- 4 Farsi ()
- 5 Pashto ()
- 6 Urdu ()
- 7 Spanish ()

Second Put (✓) next to the right answer:

1- The need for language assistance and the use of interpreters.

Statements		strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1	I needed language assistance					
2	Language assistance helps me to understand what others mean					
3	The language assistance preferred to be from the country I transferred to it					
4	The interpreters should be highly experienced					
5	The interpreters must be able to handle all situations					
6	The interpreters must enjoy the spirit of cooperation					
7	The interpreters help me to access easily all services					
8	I learn a lot of terms through the interpreter					
9	The interpreter must deal with all denominations					
10	The interpreter must deal with different nationalities					
11	The interpreter was accompanied in different places					
12	The interpreter helps me identify all the characters					

2- The knowledge of how to cooperate with interpreters and the expectations of interpreters

Statements		strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1	Migrants trust interpreters					
2	The immigrant allows the interpreter freedom of expression about him					
3	Immigrants rely on translators for communication in all their personal matters					
4	Migrants deal with translators with respect					
5	The immigrant takes into account the translator's personal circumstances					
6	The immigrant helps interpreter to show his language skills					
7	The immigrant consults continuously with the interpreter in matters relating to residence and travel					
8	The interpreter accompanies the immigrant in all his travels					
9	The interpreter exaggerates in expressing what the immigrant wants					
10	There is an atmosphere of friendship between the translator and the immigrant					
11	The translator respects the immigrant's affiliation to his homeland					
12	The translator helps the immigrant to practice his religious beliefs					

3- The competence needs of the interpreters

Statements		strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1	The difference between peoples' culture					
2	Language differences between communities					
3	Some words are not recognized between communities					
4	Translator replaces some scientific texts that may sometimes contain phrases that are not acceptable with terms of public taste					
5	Some words use more than one meaning					
6	The emergence of new words not known by the translator					
7	Use different dialects					
8	Low sound in speech					
9	The translator does not understand well the material needed to be translated					
10	Some shortcuts may make it difficult for me to work					
11	Lack of good training for some translators					
12	Difficulty in translating pleasant attitudes in the same spirit					

Thank you

Appendix C: Asylum Centers and Reception Centers in Serbia¹²

1. Current Asylum Centers in Serbia:

Asylum Center	Location
Banja Koviljača	It is far several kilometers away from Loznica.
Bogovađa	About 70 km from Belgrade. Bogovadjano.
Tutin	It is located in the town, 12 km from the Montenegrin border.
Sjenica	On the Novi Pazar – Sjenica road
Krnjača	Suburb of Belgrade, 10 km away from the city center.

<https://www.asylumineurope.org/reports/country/serbia/types-accommodation>

2. Temporary Reception Centers:

Temporary reception center	Border location
Preševo	North Macedonia
Vranje	North Macedonia
Bujanovac	North Macedonia
Sombor	Croatia
Principovac	Border crossing Sot Near Croatian border.
Obrenovac	Belgrade

¹² “Both Asylum Centers and Reception Centers are established by the Government’s decision. The work of Asylum Centers and Reception Centers is managed by the Commissariat”;
<https://www.asylumineurope.org/reports/country/serbia/types-accommodation>

Adaševci	Motel “Adaševci” Šid Near Serbian border with Croatia.
Subotica	SB with Hungary
Bela Palanka	Bulgaria
Dimitrovgrad	Bulgaria
Bosilegrad	Bulgaria
Pirot	Bulgaria
Kikinda	SB with Romania
Šid	SB with Croatia (ŠID – Railway Station)

Asylum Centers and Locations:¹³

<http://migrantserbia.org/en/addresses-reception-centers/>

¹³ As a note; All the Asylum and reception centers work for 00-24h.

Appendix D: List of NGOs that work with With Refugees and Migrants and Operate in Serbia

Name of NGOs	Note
Refugee Aid Miksalište (run by commissariat).	
Info Park.	
Aid Refugees Serbia& North Star (space for education)	
Fresh Response (food)	
Danish Refugees Council	
Asylum Protection Center (APC)	
UNHCR.	
Atina.	
Humanitarian Center for Integration and Tolerance – Hcit	
Helsinki Committee for Human Rights in Serbia	
Asylum Protection Centre	
Refugee Aid Serbia (RAS)	
Belgrade Center for Human Rights	
Initiative for Development and Cooperation (IDC) Serbia	
Group 484	
International Aid Network	
Novi Sad Humanitarian Centre	
Praxis	
International Organization for Migration(IOM)	

<https://www.refugeelaidinformation.org/serbia-pro-bono-directory>

Appendix E:

a. Government Organizations; Kirs, Non- Governmental Organizations and their Partners that Are Involved in Assisting Immigrants and Refugees

Governmental Organisation; KIRS- (Commissariat for Refugees and Migration of the Republic of Serbia).	http://www.kirs.gov.rs/cir
Partners: non-governmental sector Delegation of the European Union to Serbia	www.europa.rs
European Union Information Center	www.euinfo.rs
UNDP (United Nations Development Programme)	www.rs.undp.org
WHO (World Health Organization)	https://www.facebook.com/whosrb/
UNOPS (The United Nations Office for Project Services)	https://www.unops.org/serbia
UNHCR (The UN Refugee Agency)	https://www.unhcr.org/
IOM (International Organization for Migration)	https://serbia.iom.int/

UNHCR	Partners
	CRPC (Chartered Retirement Planning Counselor)
	DRC (Danish Refugee Council)
	HCIT (humanitarian Center for Integration and Tolerance)
	UNICEF (United Nations International Children's Emergency Fund)
	BCHR (Belgrade Center for Human Rights)
	IAN (International Aid Network)
	PIN (Psychosocial Innovation Network)
	INDIGO (Group for Children and Youth)
	SIGMA PLUS (a non-profit non-governmental humanitarian organization from Nis)
	PRAXIS (Protection of human Rights by Providing Legal protection)
	A11 (Economic and Social Rights Initiative)
	AMITY (organization works in the domain of social policy development in Serbia)
	IDEAS (Center for Research and Development of Society)

B. Government Ministries who wre Involved in Assisting Immigrants and Refugees

Government Ministries and Institutions that are involved in assisting immigrants and refugees
Ministry of Education, Science and Technological Development of the Republic of Serbia
Ministry of Labor, Employment, Veterans and Social Affairs
The Ministry of Interior of the Republic of Serbia
Ministry of European Integration
Ministry of Health of the Republic of Serbia



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¹⁴ Photo by APC/CZA, on website; <https://www.azilsrbija.rs/protection-and-acceptance/?lang=en>

Appendix F: Statistics Management Methods Used in the Practical Part

```

FREQUENCIES VARIABLES=Gernder Age Language X11 X12 X13 X14 X15 X16 X17
X18 X19 X110 X111 X112 X21
      X22 X23 X24 X25 X26 X27 X28 X29 X210 X211 X212 X31 X32 X33 X34 X35
X36 X37 X38 X39 X310 X311 X312
      x1 x2 x3
/STATISTICS=STDDEV VARIANCE MINIMUM MAXIMUM MEAN MEDIAN
/FORMAT=DVALUE
/ORDER=ANALYSIS.

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Frequencies

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	Cases Used	Statistics are based on all cases with valid data.
Syntax	FREQUENCIES VARIABLES=Gernder Age Language X11 X12 X13 X14 X15 X16 X17 X18 X19 X110 X111 X112 X21 X22 X23 X24 X25 X26 X27 X28 X29 X210 X211 X212 X31 X32 X33 X34 X35 X36 X37 X38 X39 X310 X311 X312 x1 x2 x3 /STATISTICS=STDDEV VARIANCE MINIMUM MAXIMUM MEAN MEDIAN /FORMAT=DVALUE /ORDER=ANALYSIS.	
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	Elapsed Time	00:00:00.09

Statistics

		Gernder	Age	Language	X11	X12	X13	X14
N	Valid	110	110	110	110	110	110	110
	Missing	0	0	0	0	0	0	0
Mean		1.31	1.51	4.28	3.75	3.03	3.95	3.25
Std. Deviation		.467	.67	1.44	1.21	1.35	1.19	1.21
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		2.00	3.00	6.00	5.00	5.00	5.00	5.00

Statistics

		X15	X16	X17	X18	X19	X110	X111
N	Valid	110	110	110	110	110	110	98
	Missing	0	0	0	0	0	0	12
Mean		3.35	3.47	3.68	3.52	3.53	3.53	3.7
Std. Deviation		1.24	1.19	1.11	1.12	1.21	1.17	1.01
Minimum		2.00	1.00	2.00	2.00	1.00	1.00	2.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00

Statistics

		X112	X21	X22	X23	X24	X25	X26
N	Valid	98	110	110	110	110	110	110
	Missing	12	0	0	0	0	0	0
Mean		4.01	3.59	3.7	3.57	3.47	3.66	3.75
Std. Deviation		0.90	1.01	1.16	1.08	1.12	1.10	1.02
Minimum		2.00	2.00	1.00	1.00	1.00	2.00	2.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00

Statistics

		X27	X28	X29	X210	X211	X212	X31
N	Valid	110	110	110	110	110	110	110
	Missing	0	0	0	0	0	0	0
Mean		3.71	3.56	3.72	3.83	3.7	3.34	3.65
Std. Deviation		0.97	1.07	1.10	1.10	0.95	1.01	1.09
Minimum		2.00	1.00	1.00	1.00	2.00	2.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00

Statistics

		X32	X33	X34	X35	X36	X37	X38
N	Valid	110	110	110	110	110	110	110
	Missing	0	0	0	0	0	0	0

Mean	3.67	3.55	3.51	3.54	3.71	3.83	3.79
Std. Deviation	1.13	1.12	1.05	1.12	1.14	1.08	1.01
Minimum	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00

		X39	X310	X311	X312
N	Valid	110	110	110	110
	Missing	0	0	0	0
Mean		3.66	3.74	3.75	3.31
Std. Deviation		1.12	1.10	0.93	1.00
Minimum		1.00	1.00	2.00	2.00
Maximum		5.00	5.00	5.00	5.00

Frequency Table

		Gender			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Femal	35	31.8	31.8	31.8
	Male	75	68.2	68.2	100.0
	Total	110	100.0	100.0	

		Age			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	older than 45 years old	11	10.0	10.0	10.0
	between 30 years and 45 years old	35	31.8	31.8	41.8
	less than 30 years old	64	58.2	58.2	100.0
	Total	110	100.0	100.0	

		Language			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Urdu	22	20	20	20
	Farsi	40	36.4	36.4	56.4
	Arabic	10	9.2	9.2	65.5

Pashto	34	30.9	30.9	96.4
Total	110	100.0	100.0	

X11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	15.5	15.5	15.5
	Agree	8	7.3	7.3	22.7
	Neutral	25	22.7	22.7	45.5
	Disagree	50	45.5	45.5	90.9
	Strongly disagree	10	9.1	9.1	100.0
	Total	110	100.0	100.0	

X12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	26.4	26.4	26.4
	Agree	7	6.4	6.4	32.7
	Neutral	19	17.3	17.3	50.0
	Disagree	48	43.6	43.6	93.6
	Strongly disagree	7	6.4	6.4	100.0
	Total	110	100.0	100.0	

X13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	18.2	18.2	18.2
	Agree	12	10.9	10.9	29.1
	Neutral	24	21.8	21.8	50.9
	Disagree	51	46.4	46.4	97.3
	Strongly disagree	3	2.7	2.7	100.0
	Total	110	100.0	100.0	

X14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	20.9	20.9	20.9
	Agree	26	23.6	23.6	44.5
	Neutral	20	18.2	18.2	62.7
	Disagree	38	34.5	34.5	97.3
	Strongly disagree	3	2.7	2.7	100.0
	Total	110	100.0	100.0	

X15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	26.4	26.4	26.4
	Agree	23	20.9	20.9	47.3
	Neutral	15	13.6	13.6	60.9
	Disagree	43	39.1	39.1	100.0
	Total	110	100.0	100.0	

X16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	24.5	24.5	24.5
	Agree	33	30.0	30.0	54.5
	Neutral	17	15.5	15.5	70.0
	Disagree	31	28.2	28.2	98.2
	Strongly disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

X17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	27.3	27.3	27.3
	Agree	40	36.4	36.4	63.6
	Neutral	15	13.6	13.6	77.3
	Disagree	25	22.7	22.7	100.0
	Total	110	100.0	100.0	

X18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	25	22.7	22.7	22.7
	Agree	37	33.6	33.6	56.4
	Neutral	18	16.4	16.4	72.7
	Disagree	30	27.3	27.3	100.0
	Total	110	100.0	100.0	

X19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	24.5	24.5	24.5
	Agree	40	36.4	36.4	60.9
	Neutral	10	9.1	9.1	70.0
	Disagree	30	27.3	27.3	97.3
	Strongly disagree	3	2.7	2.7	100.0
	Total	110	100.0	100.0	

X110

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	26	23.6	23.6	23.6
	Agree	39	35.5	35.5	59.1
	Neutral	14	12.7	12.7	71.8
	Disagree	29	26.4	26.4	98.2
	Strongly disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

X111

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	20.0	22.4	22.4
	Agree	42	38.2	42.9	65.3

	Neutral	17	15.5	17.3	82.7
	Disagree	17	15.5	17.3	100.0
	Total	98	89.1	100.0	
Missing	System	12	10.9		
Total		110	100.0		

X112

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	31	28.2	31.6	31.6
	Agree	46	41.8	46.9	78.6
	Neutral	12	10.9	12.2	90.8
	Disagree	9	8.2	9.2	100.0
	Total	98	89.1	100.0	
Missing	System	12	10.9		
Total		110	100.0		

X21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	19.1	19.1	19.1
	Agree	44	40.0	40.0	59.1
	Neutral	24	21.8	21.8	80.9
	Disagree	21	19.1	19.1	100.0
	Total	110	100.0	100.0	

X22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	26.4	26.4	26.4
	Agree	50	45.5	45.5	71.8
	Neutral	2	1.8	1.8	73.6
	Disagree	27	24.5	24.5	98.2
	Strongly disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

X23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	20.9	20.9	20.9
	Agree	42	38.2	38.2	59.1
	Neutral	22	20.0	20.0	79.1
	Disagree	21	19.1	19.1	98.2
	Strongly disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

X24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	20.0	20.0	20.0
	Agree	39	35.5	35.5	55.5
	Neutral	20	18.2	18.2	73.6
	Disagree	27	24.5	24.5	98.2
	Strongly disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

X25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	26.4	26.4	26.4
	Agree	40	36.4	36.4	62.7
	Neutral	16	14.5	14.5	77.3
	Disagree	25	22.7	22.7	100.0
	Total	110	100.0	100.0	

X26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	24.5	24.5	24.5
	Agree	48	43.6	43.6	68.2
	Neutral	16	14.5	14.5	82.7

Disagree	19	17.3	17.3	100.0
Total	110	100.0	100.0	

X27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	20.0	20.0	20.0
	Agree	52	47.3	47.3	67.3
	Neutral	18	16.4	16.4	83.6
	Disagree	18	16.4	16.4	100.0
	Total	110	100.0	100.0	

X28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	19.1	19.1	19.1
	Agree	47	42.7	42.7	61.8
	Neutral	16	14.5	14.5	76.4
	Disagree	25	22.7	22.7	99.1
	Strongly disagree	1	.9	.9	100.0
	Total	110	100.0	100.0	

X29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	20.9	20.9	20.9
	Agree	60	54.5	54.5	75.5
	Neutral	5	4.5	4.5	80.0
	Disagree	17	15.5	15.5	95.5
	Strongly disagree	5	4.5	4.5	100.0
	Total	110	100.0	100.0	

X210

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly agree	31	28.2	28.2	28.2
	Agree	51	46.4	46.4	74.5
	Neutral	11	10.0	10.0	84.5
	Disagree	12	10.9	10.9	95.5
	Strongly disagree	5	4.5	4.5	100.0
	Total	110	100.0	100.0	

X211

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	18.2	18.2	18.2
	Agree	55	50.0	50.0	68.2
	Neutral	17	15.5	15.5	83.6
	Disagree	18	16.4	16.4	100.0
	Total	110	100.0	100.0	

X212

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	12.7	12.7	12.7
	Agree	38	34.5	34.5	47.3
	Neutral	29	26.4	26.4	73.6
	Disagree	29	26.4	26.4	100.0
	Total	110	100.0	100.0	

X31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	26	23.6	23.6	23.6
	Agree	44	40.0	40.0	63.6
	Neutral	18	16.4	16.4	80.0
	Disagree	20	18.2	18.2	98.2
	Strongly disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

X32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	26.4	26.4	26.4
	Agree	42	38.2	38.2	64.5
	Neutral	16	14.5	14.5	79.1
	Disagree	20	18.2	18.2	97.3
	Strongly disagree	3	2.7	2.7	100.0
	Total	110	100.0	100.0	

X33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	20.0	20.0	20.0
	Agree	45	40.9	40.9	60.9
	Neutral	20	18.2	18.2	79.1
	Disagree	18	16.4	16.4	95.5
	Strongly disagree	5	4.5	4.5	100.0
	Total	110	100.0	100.0	

X34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	17.3	17.3	17.3
	Agree	43	39.1	39.1	56.4
	Neutral	25	22.7	22.7	79.1
	Disagree	21	19.1	19.1	98.2
	Strongly disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

X35

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	20.0	20.0	20.0
	Agree	45	40.9	40.9	60.9
	Neutral	16	14.5	14.5	75.5

	Disagree	24	21.8	21.8	97.3
	Strongly disagree	3	2.7	2.7	100.0
	Total	110	100.0	100.0	

X36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	26.4	26.4	26.4
	Agree	46	41.8	41.8	68.2
	Neutral	13	11.8	11.8	80.0
	Disagree	18	16.4	16.4	96.4
	Strongly disagree	4	3.6	3.6	100.0
	Total	110	100.0	100.0	

X37

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	27.3	27.3	27.3
	Agree	53	48.2	48.2	75.5
	Neutral	9	8.2	8.2	83.6
	Disagree	14	12.7	12.7	96.4
	Strongly disagree	4	3.6	3.6	100.0
	Total	110	100.0	100.0	

X38

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	25.5	25.5	25.5
	Agree	48	43.6	43.6	69.1
	Neutral	19	17.3	17.3	86.4
	Disagree	13	11.8	11.8	98.2
	Strongly disagree	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

X39

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	24.5	24.5	24.5
	Agree	45	40.9	40.9	65.5
	Neutral	15	13.6	13.6	79.1
	Disagree	20	18.2	18.2	97.3
	Strongly disagree	3	2.7	2.7	100.0
	Total	110	100.0	100.0	

X310

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	25.5	25.5	25.5
	Agree	49	44.5	44.5	70.0
	Neutral	12	10.9	10.9	80.9
	Disagree	18	16.4	16.4	97.3
	Strongly disagree	3	2.7	2.7	100.0
	Total	110	100.0	100.0	

X311

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	19.1	19.1	19.1
	Agree	57	51.8	51.8	70.9
	Neutral	16	14.5	14.5	85.5
	Disagree	16	14.5	14.5	100.0
	Total	110	100.0	100.0	

X312

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	12.7	12.7	12.7
	Agree	35	31.8	31.8	44.5
	Neutral	32	29.1	29.1	73.6
	Disagree	29	26.4	26.4	100.0
	Total	110	100.0	100.0	

CORRELATIONS

```

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/MISSING=PAIRWISE.
    
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Correlations

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax	CORRELATIONS /VARIABLES=X11 X12 X13 X14 X15 X16 X17 X18 X19 X110 X111 X112 x1 /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.	
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	Elapsed Time	00:00:00.03

Correlations

		X11	X12	X13	X14	X15	X16	X17	X18	X19	X110
X11	Pearson Correlation	1	.257**	-.059	.038	.120	.033	.110	-.024	.080	-.027
	Sig. (2-tailed)		.007	.539	.691	.211	.730	.251	.806	.405	.776
	N	110	110	110	110	110	110	110	110	110	110

X12	Pearson	.257**	1	.354**	.348**	.098	-.128	.092	.124	.216*	.002
	Correlation										
	Sig. (2-tailed)	.007		.000	.000	.308	.184	.341	.198	.024	.980
	N	110	110	110	110	110	110	110	110	110	110
X13	Pearson	-.059	.354**	1	.420**	.153	.028	.072	.086	.010	-.009
	Correlation										
	Sig. (2-tailed)	.539	.000		.000	.111	.770	.453	.370	.914	.926
	N	110	110	110	110	110	110	110	110	110	110
X14	Pearson	.038	.348**	.420**	1	.342**	.036	.040	.212*	.008	-.089
	Correlation										
	Sig. (2-tailed)	.691	.000	.000		.000	.705	.676	.026	.936	.356
	N	110	110	110	110	110	110	110	110	110	110
X15	Pearson	.120	.098	.153	.342**	1	.155	.140	-.096	.250**	-.038
	Correlation										
	Sig. (2-tailed)	.211	.308	.111	.000		.107	.144	.316	.009	.693
	N	110	110	110	110	110	110	110	110	110	110
X16	Pearson	.033	-.128	.028	.036	.155	1	.108	.254**	.093	.142
	Correlation										
	Sig. (2-tailed)	.730	.184	.770	.705	.107		.262	.008	.336	.140
	N	110	110	110	110	110	110	110	110	110	110
X17	Pearson	.110	.092	.072	.040	.140	.108	1	-.073	-.038	.166
	Correlation										
	Sig. (2-tailed)	.251	.341	.453	.676	.144	.262		.450	.694	.083
	N	110	110	110	110	110	110	110	110	110	110
X18	Pearson	-.024	.124	.086	.212*	-.096	.254**	-.073	1	.027	-.007
	Correlation										
	Sig. (2-tailed)	.806	.198	.370	.026	.316	.008	.450		.782	.939
	N	110	110	110	110	110	110	110	110	110	110
X19	Pearson	.080	.216*	.010	.008	.250**	.093	-.038	.027	1	-.114
	Correlation										
	Sig. (2-tailed)	.405	.024	.914	.936	.009	.336	.694	.782		.236
	N	110	110	110	110	110	110	110	110	110	110
X110	Pearson	-.027	.002	-.009	-.089	-.038	.142	.166	-.007	-.114	1
	Correlation										
	Sig. (2-tailed)	.776	.980	.926	.356	.693	.140	.083	.939	.236	
	N	110	110	110	110	110	110	110	110	110	110
X111	Pearson	.069	.085	-.095	.030	.021	-.059	-.060	.063	.067	.078
	Correlation										
	Sig. (2-tailed)	.501	.408	.352	.768	.838	.564	.560	.535	.509	.444
	N	98	98	98	98	98	98	98	98	98	98

X11	Pearson	-.074	-.228*	-.168	.027	.139	.045	-.018	-.026	-.036	-.066
2	Correlation										
	Sig. (2-tailed)	.468	.024	.098	.794	.173	.662	.859	.798	.726	.519
	N	98	98	98	98	98	98	98	98	98	98

Correlations

		X111	X112	x1
X11	Pearson Correlation	.069	-.074	.451**
	Sig. (2-tailed)	.501	.468	.000
	N	98	98	110
X12	Pearson Correlation	.085	-.228*	.652**
	Sig. (2-tailed)	.408	.024	.000
	N	98	98	110
X13	Pearson Correlation	-.095	-.168	.562**
	Sig. (2-tailed)	.352	.098	.000
	N	98	98	110
X14	Pearson Correlation	.030	.027	.624**
	Sig. (2-tailed)	.768	.794	.000
	N	98	98	110
X15	Pearson Correlation	.021	.139	.589**
	Sig. (2-tailed)	.838	.173	.000
	N	98	98	110
X16	Pearson Correlation	-.059	.045	.259**
	Sig. (2-tailed)	.564	.662	.000
	N	98	98	110
X17	Pearson Correlation	-.060	-.018	.121**
	Sig. (2-tailed)	.560	.859	.000
	N	98	98	110
X18	Pearson Correlation	.063	-.026	.585**
	Sig. (2-tailed)	.535	.798	.001
	N	98	98	110
X19	Pearson Correlation	.067	-.036	.452**
	Sig. (2-tailed)	.509	.726	.000
	N	98	98	110
X110	Pearson Correlation	.078	-.066	.858**
	Sig. (2-tailed)	.444	.519	.000
	N	98	98	110
X111	Pearson Correlation	1	.083	.396*
	Sig. (2-tailed)		.418	.011
	N	98	98	98

X112	Pearson Correlation	.083	1	.571**
	Sig. (2-tailed)	.418		.000
	N	98	98	98

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

CORRELATIONS

```

/VARIABLES=X21 X22 X23 X24 X25 X26 X27 X28 X29 X210 X211 X212 x2
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

```

Correlations

Notes		
Output Created	06-DEC-2019 13:18:10	
Comments		
Input	Data	D:\Work\1RIMA\Rima.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax	CORRELATIONS /VARIABLES=X21 X22 X23 X24 X25 X26 X27 X28 X29 X210 X211 X212 x2 /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.	
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.04

Correlations

		X21	X22	X23	X24	X25	X26	X27	X28	X29	X210
X21	Pearson Correlation	1	.106	-.129	.100	-.075	.035	-.104	.020	-.064	.143
	Sig. (2-tailed)		.271	.181	.301	.433	.713	.279	.835	.510	.137
	N	110	110	110	110	110	110	110	110	110	110
X22	Pearson Correlation	.106	1	-.111	-.129	-.044	-.079	-.094	.071	-.031	.081
	Sig. (2-tailed)	.271		.250	.178	.650	.415	.327	.462	.749	.399
	N	110	110	110	110	110	110	110	110	110	110
X23	Pearson Correlation	-.129	-.111	1	.040	.163	-.030	.318**	-.139	.060	-.047
	Sig. (2-tailed)	.181	.250		.682	.088	.759	.001	.148	.535	.624
	N	110	110	110	110	110	110	110	110	110	110
X24	Pearson Correlation	.100	-.129	.040	1	.078	.087	-.167	.387**	.005	.104
	Sig. (2-tailed)	.301	.178	.682		.420	.368	.081	.000	.960	.280
	N	110	110	110	110	110	110	110	110	110	110
X25	Pearson Correlation	-.075	-.044	.163	.078	1	.089	.113	-.063	.193*	.073
	Sig. (2-tailed)	.433	.650	.088	.420		.353	.238	.511	.043	.450
	N	110	110	110	110	110	110	110	110	110	110
X26	Pearson Correlation	.035	-.079	-.030	.087	.089	1	.132	.086	-.153	.003
	Sig. (2-tailed)	.713	.415	.759	.368	.353		.170	.371	.111	.977
	N	110	110	110	110	110	110	110	110	110	110
X27	Pearson Correlation	-.104	-.094	.318**	-.167	.113	.132	1	.044	.008	-.151
	Sig. (2-tailed)	.279	.327	.001	.081	.238	.170		.645	.930	.116
	N	110	110	110	110	110	110	110	110	110	110
X28	Pearson Correlation	.020	.071	-.139	.387**	-.063	.086	.044	1	-.043	.239*
	Sig. (2-tailed)	.835	.462	.148	.000	.511	.371	.645		.656	.012
	N	110	110	110	110	110	110	110	110	110	110
X29	Pearson Correlation	-.064	-.031	.060	.005	.193*	-.153	.008	-.043	1	.126
	Sig. (2-tailed)	.510	.749	.535	.960	.043	.111	.930	.656		.189
	N	110	110	110	110	110	110	110	110	110	110

X21 0	Pearson	.143	.081	-.047	.104	.073	.003	-.151	.239*	.126	1
	Correlation										
	Sig. (2-tailed)	.137	.399	.624	.280	.450	.977	.116	.012	.189	
N		110	110	110	110	110	110	110	110	110	110
X21 1	Pearson	-.139	-.057	-.028	.014	.017	.037	-.075	-.004	-.107	.003
	Correlation										
	Sig. (2-tailed)	.149	.553	.774	.887	.864	.701	.434	.970	.264	.978
N		110	110	110	110	110	110	110	110	110	110
X21 2	Pearson	.019	.032	-.035	.053	.062	-.062	.017	.086	.053	.053
	Correlation										
	Sig. (2-tailed)	.841	.739	.714	.584	.523	.519	.864	.370	.581	.583
N		110	110	110	110	110	110	110	110	110	110

Correlations

		X211	X212	x2
X21	Pearson Correlation	-.139	.019	.257**
	Sig. (2-tailed)	.149	.841	.002
	N	110	110	110
X22	Pearson Correlation	-.057	.032	.658**
	Sig. (2-tailed)	.553	.739	.000
	N	110	110	110
X23	Pearson Correlation	-.028	-.035	.621**
	Sig. (2-tailed)	.774	.714	.000
	N	110	110	110
X24	Pearson Correlation	.014	.053	.652**
	Sig. (2-tailed)	.887	.584	.000
	N	110	110	110
X25	Pearson Correlation	.017	.062	.531**
	Sig. (2-tailed)	.864	.523	.000
	N	110	110	110
X26	Pearson Correlation	.037	-.062	.585**
	Sig. (2-tailed)	.701	.519	.002
	N	110	110	110
X27	Pearson Correlation	-.075	.017	.754**
	Sig. (2-tailed)	.434	.864	.000
	N	110	110	110
X28	Pearson Correlation	-.004	.086	.753**
	Sig. (2-tailed)	.970	.370	.000
	N	110	110	110
X29	Pearson Correlation	-.107	.053	.675**

	Sig. (2-tailed)	.264	.581	.000
	N	110	110	110
X210	Pearson Correlation	.003	.053	.795**
	Sig. (2-tailed)	.978	.583	.000
	N	110	110	110
X211	Pearson Correlation	1	-.181	.547**
	Sig. (2-tailed)		.059	.000
	N	110	110	110
X212	Pearson Correlation	-.181	1	.584**
	Sig. (2-tailed)	.059		.000
	N	110	110	110

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

```

/VARIABLES=X31 X32 X33 X34 X35 X36 X37 X38 X39 X310 X311 X312 x3
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

```

Correlations

Notes

Output Created		06-DEC-2019 13:18:31
Comments		
Input	Data	D:\Work\1RIMA\Rima.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.

Syntax		CORRELATIONS /VARIABLES=X31 X32 X33 X34 X35 X36 X37 X38 X39 X310 X311 X312 x3 /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.10

Correlations

		X31	X32	X33	X34	X35	X36	X37	X38	X39	X310
X31	Pearson Correlation	1	.108	.151	.035	.146	.059	.035	-.091	-.006	-.046
	Sig. (2-tailed)		.260	.115	.716	.129	.540	.720	.344	.951	.631
	N	110	110	110	110	110	110	110	110	110	110
X32	Pearson Correlation	.108	1	.310**	.211*	.110	.217*	-.046	.099	-.095	-.099
	Sig. (2-tailed)	.260		.001	.027	.251	.023	.630	.301	.325	.301
	N	110	110	110	110	110	110	110	110	110	110
X33	Pearson Correlation	.151	.310**	1	.273**	.206*	.293**	.012	.167	.055	-.029
	Sig. (2-tailed)	.115	.001		.004	.031	.002	.904	.081	.569	.762
	N	110	110	110	110	110	110	110	110	110	110
X34	Pearson Correlation	.035	.211*	.273**	1	.218*	.295**	.030	.291**	.100	-.058
	Sig. (2-tailed)	.716	.027	.004		.022	.002	.758	.002	.296	.549
	N	110	110	110	110	110	110	110	110	110	110
X35	Pearson Correlation	.146	.110	.206*	.218*	1	.008	.084	-.070	.094	.071
	Sig. (2-tailed)	.129	.251	.031	.022		.931	.380	.469	.330	.460
	N	110	110	110	110	110	110	110	110	110	110
X36	Pearson Correlation	.059	.217*	.293**	.295**	.008	1	.063	.186	.103	-.114
	Sig. (2-tailed)	.540	.023	.002	.002	.931		.512	.052	.286	.238
	N	110	110	110	110	110	110	110	110	110	110
X37	Pearson Correlation	.035	-.046	.012	.030	.084	.063	1	.159	.148	.046
	Sig. (2-tailed)	.720	.630	.904	.758	.380	.512		.097	.122	.631
	N	110	110	110	110	110	110	110	110	110	110

X38	Pearson	-.091	.099	.167	.291**	-.070	.186	.159	1	.188*	.107
	Correlation										
	Sig. (2-tailed)	.344	.301	.081	.002	.469	.052	.097		.049	.268
	N	110	110	110	110	110	110	110	110	110	110
X39	Pearson	-.006	-.095	.055	.100	.094	.103	.148	.188*	1	.159
	Correlation										
	Sig. (2-tailed)	.951	.325	.569	.296	.330	.286	.122	.049		.098
	N	110	110	110	110	110	110	110	110	110	110
X310	Pearson	-.046	-.099	-.029	-.058	.071	-.114	.046	.107	.159	1
	Correlation										
	Sig. (2-tailed)	.631	.301	.762	.549	.460	.238	.631	.268	.098	
	N	110	110	110	110	110	110	110	110	110	110
X311	Pearson	.024	-.207*	-.194*	-.097	-.013	-.068	.094	-.298**	.105	-.055
	Correlation										
	Sig. (2-tailed)	.802	.030	.043	.316	.890	.479	.328	.002	.275	.569
	N	110	110	110	110	110	110	110	110	110	110
X312	Pearson	-.103	-.007	.026	.163	.047	.136	-.119	.001	-.111	-.025
	Correlation										
	Sig. (2-tailed)	.283	.942	.790	.088	.626	.156	.214	.992	.249	.793
	N	110	110	110	110	110	110	110	110	110	110

Correlations

		X311	X312	x3
X31	Pearson Correlation	.024	-.103	.565**
	Sig. (2-tailed)	.802	.283	.001
	N	110	110	110
X32	Pearson Correlation	-.207*	-.007	.658**
	Sig. (2-tailed)	.030	.942	.000
	N	110	110	110
X33	Pearson Correlation	-.194*	.026	.624**
	Sig. (2-tailed)	.043	.790	.000
	N	110	110	110
X34	Pearson Correlation	-.097	.163	.589**
	Sig. (2-tailed)	.316	.088	.000
	N	110	110	110
X35	Pearson Correlation	-.013	.047	.564**
	Sig. (2-tailed)	.890	.626	.000
	N	110	110	110
X36	Pearson Correlation	-.068	.136	.587**
	Sig. (2-tailed)	.479	.156	.000

	N	110	110	110
X37	Pearson Correlation	.094	-.119	.587**
	Sig. (2-tailed)	.328	.214	.000
	N	110	110	110
X38	Pearson Correlation	-.298**	.001	.571**
	Sig. (2-tailed)	.002	.992	.000
	N	110	110	110
X39	Pearson Correlation	.105	-.111	.824**
	Sig. (2-tailed)	.275	.249	.000
	N	110	110	110
X310	Pearson Correlation	-.055	-.025	.578*
	Sig. (2-tailed)	.569	.793	.000
	N	110	110	110
X311	Pearson Correlation	1	-.174	.578**
	Sig. (2-tailed)		.070	.000
	N	110	110	110
X312	Pearson Correlation	-.174	1	.785**
	Sig. (2-tailed)	.070		.000
	N	110	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

```

COMPUTE X=MEAN(x1,x2,x3) .
EXECUTE .
CORRELATIONS
/VARIABLES=x1 x2 x3 X
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE .

```

Correlations

Notes

Output Created	06-DEC-2019 13:20:10
Comments	
Input	
Data	D:\Work\1RIMA\Rima.sav
Active Dataset	DataSet2
Filter	<none>
Weight	<none>

	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=x1 x2 x3 X /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.06

Correlations

		x1	x2	x3	X
x1	Pearson Correlation	1	.093	-.102	.785**
	Sig. (2-tailed)		.333	.289	.000
	N	110	110	110	110
x2	Pearson Correlation	.093	1	.049	.564**
	Sig. (2-tailed)	.333		.610	.000
	N	110	110	110	110
x3	Pearson Correlation	-.102	.049	1	.452**
	Sig. (2-tailed)	.289	.610		.000
	N	110	110	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

RELIABILITY

```

/VARIABLES=X11 X12 X13 X14 X15 X16 X17 X18 X19 X110 X111 X112
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

```

Reliability

Notes		
Output Created		06-DEC-2019 13:21:31
Comments		
Input	Data	D:\Work\1RIMA\Rima.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=X11 X12 X13 X14 X15 X16 X17 X18 X19 X110 X111 X112 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.13

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	98	89.1
	Excluded ^a	12	10.9
	Total	110	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's	
Alpha	N of Items
.83	12

RELIABILITY

```

/VARIABLES=X21 X22 X23 X24 X25 X26 X27 X28 X29 X210 X211 X212
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

```

Reliability

Notes		
Output Created		06-DEC-2019 13:21:49
Comments		
Input	Data	D:\Work\1RIMA\Rima.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=X21 X22 X23 X24 X25 X26 X27 X28 X29 X210 X211 X212 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.12

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	110	100.0
	Excluded ^a	0	.0
	Total	110	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's	
Alpha	N of Items
.88	12

RELIABILITY

```

/VARIABLES=X31 X32 X33 X34 X35 X36 X37 X38 X39 X310 X311 X312
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

```

Reliability

Notes

Output Created	06-DEC-2019 13:22:12	
Comments		
Input	Data	D:\Work\1RIMA\Rima.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

Cases Used		Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=X31 X32 X33 X34 X35 X36 X37 X38 X39 X310 X311 X312 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.04

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	110	100.0
	Excluded ^a	0	.0
	Total	110	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's	
Alpha	N of Items
.80	12

```

RELIABILITY
/VARIABLES=X11 X12 X13 X14 X15 X16 X17 X18 X19 X110 X111 X112 X21 X22
X23 X24 X25 X26 X27 X28 X29
X210 X211 X212 X31 X32 X33 X34 X35 X36 X37 X38 X39 X310 X311 X312
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

```

Reliability

Notes

Output Created		06-DEC-2019 13:22:28
Comments		
Input	Data	D:\Work\1RIMA\Rima.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax	RELIABILITY /VARIABLES=X11 X12 X13 X14 X15 X16 X17 X18 X19 X110 X111 X112 X21 X22 X23 X24 X25 X26 X27 X28 X29 X210 X211 X212 X31 X32 X33 X34 X35 X36 X37 X38 X39 X310 X311 X312 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.10

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	98	89.1
	Excluded ^a	12	10.9
	Total	110	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's	
Alpha	N of Items
.79	36

```
ONEWAY x1 x2 x3 BY Gender
/MISSING ANALYSIS.
```

Oneway

Notes

Output Created	06-DEC-2019 13:25:38	
Comments		
Input	Data	D:\Work\1RIMA\Rima.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

Cases Used		Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY x1 x2 x3 BY Gender /MISSING ANALYSIS.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
x1	Between Groups	.329	1	.329	1.627	.205
	Within Groups	21.819	108	.202		
	Total	22.148	109			
x2	Between Groups	.001	1	.001	.007	.932
	Within Groups	12.098	108	.112		
	Total	12.099	109			
x3	Between Groups	.486	1	.486	3.215	.076
	Within Groups	16.321	108	.151		
	Total	16.807	109			

```
ONEWAY x1 x2 x3 BY Age
/MISSING ANALYSIS.
```

Oneway

Notes

Output Created		06-DEC-2019 13:26:04
Comments		
Input	Data	D:\Work\1RIMA\Rima.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110

Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax	ONEWAY x1 x2 x3 BY Age /MISSING ANALYSIS.	
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.06

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
x1	Between Groups	.118	2	.059	.286	.752
	Within Groups	22.030	107	.206		
	Total	22.148	109			
x2	Between Groups	.052	2	.026	.232	.793
	Within Groups	12.046	107	.113		
	Total	12.099	109			
x3	Between Groups	.516	2	.258	1.696	.188
	Within Groups	16.291	107	.152		
	Total	16.807	109			

ONEWAY x1 x2 x3 BY Language /MISSING ANALYSIS.

Oneway

Notes

Output Created	06-DEC-2019 13:26:23	
Comments		
Input	Data	D:\Work\1RIMA\Rima.sav
	Active Dataset	DataSet2
	Filter	<none>
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	Split File	<none>
	N of Rows in Working Data File	110

Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY x1 x2 x3 BY Language /MISSING ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.07

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
x1	Between Groups	.595	4	.149	.725	.577
	Within Groups	21.553	105	.205		
	Total	22.148	109			
x2	Between Groups	.516	4	.129	1.170	.328
	Within Groups	11.582	105	.110		
	Total	12.099	109			
x3	Between Groups	.117	4	.029	.184	.946
	Within Groups	16.690	105	.159		
	Total	16.807	109			

```
T-TEST GROUPS=Gernder(1 2)
/MISSING=ANALYSIS
/VARIABLES=x1 x2 x3
/CRITERIA=CI(.95).
```

T-Test

Notes

Output Created	06-DEC-2019 13:28:09	
Comments		
Input	Data	D:\Work\1RIMA\Rima.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>

	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Gernder(1 2) /MISSING=ANALYSIS /VARIABLES=x1 x2 x3 /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Group Statistics

	Gernder	N	Mean	Std. Deviation	Std. Error Mean
x1	Male	75	3.4236	.45869	.05297
	Femal	35	3.3062	.42873	.07247
x2	Male	75	3.6322	.33783	.03901
	Femal	35	3.6381	.32774	.05540
x3	Male	75	3.5978	.39856	.04602
	Femal	35	3.7405	.36647	.06195

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	
x1	Equal variances assumed	.356	.552	1.276	108	
	Equal variances not assumed			1.308	70.750	
x2	Equal variances assumed	.022	.882	-.086	108	
	Equal variances not assumed			-.087	68.356	

x3	Equal variances assumed	.095	.759	-1.793	108	
	Equal variances not assumed			-1.849	71.837	

Independent Samples Test

		t-test for Equality of Means			95% Confidence Interval of the Difference
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
x1	Equal variances assumed	.205	.11737	.09201	-.06502
	Equal variances not assumed	.195	.11737	.08976	-.06162
x2	Equal variances assumed	.932	-.00587	.06851	-.14168
	Equal variances not assumed	.931	-.00587	.06775	-.14106
x3	Equal variances assumed	.076	-.14270	.07958	-.30044
	Equal variances not assumed	.069	-.14270	.07717	-.29654

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Upper	
x1	Equal variances assumed	.29975	
	Equal variances not assumed	.29635	
x2	Equal variances assumed	.12993	
	Equal variances not assumed	.12932	
x3	Equal variances assumed	.01504	
	Equal variances not assumed	.01114	

Appendix G: Permission

Инфо Парк

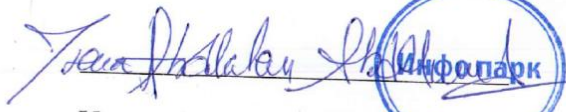

Гаврила Принципа 55,

11000 Београд

Удружење грађана Инфо Парк овим

ПОТВРЂУЈЕ

Да је Рима Тахер спровела у Инфо Парку спровела истраживање са корисницима избеглицама, мигрантима и тражиоцима азила на тему улоге преводаца и културних медијатора у раду са избегличком популацијом. Корисници су попунили упитник на ову тему.

Ирена Абделалем Абделмаксуд

Координатор тима

Инфо Парк

Appendix H: Biographical Note on the Author

Rima Taher (1983) is a PH. D. student in English Language, literature, and culture at the Faculty of Philology of the University of Belgrade. She has a BA in English language and translation studies in Faculty of Languages and arts of the University of Al Jabal- Al Gharbi, Gharyan_ Libya. She has got her Master diploma is in Literature area (the thesis was in American Literature) in the Faculty of Philology of the University of Belgrade.

During doing her doctoral studies, she was teaching English as a second language for Arabic- speakers (children& adults; including Master and doctoral students) in Belgrade. Detail-oriented and Experienced bilingual teacher supporting other teachers and helping students with their educational and social development. In Libya, she is a member of teachers of English as a second language in the University of Al_Jabal Al- Gharbi.

In 2017, 2018, and 2019; she volunteered at *Info Park Center, Ras (Refugees Aid Serbia)*, and *North Star* to teach immigrants and refugees English at survival, communicational and emergency needs. Additionally, in 2015_2016; she worked as an interpreter and translator (Arabic- English, English to Arabic, with a knowledge of most Arabic dialects) with DRC (*Danish Refugees Council*) in Belgrade, Šid, Adaševci”, and Principovac. Moreover, her help was given to protection officers, borders-police, and other NGOs; such as Doctors without Borders, UNHCR, Red Cross, service providers at refugees’ centers, and journalists with their interviews.

She attended a workshop in Belgrade, which was held by British trainers of the *WorldWide Education Project* in a training course on humanitarian principles & standards in order to teach methodologies for vulnerable people and students with trauma who experience war and conflicts. Correspondingly, another workshop of leadership was given by American trainers in visit to Belgrade, she attended.

She participated in the conference BELLS (Belgrade English Language& Literature Studies that was held by the Philology Faculty, University of Belgrade. The author successfully completed a course and get a certificate in International Relations at Faculty of Political Sciences of the University of Belgrade and she finished a computer course at International Network for accredited training. Currently, she is doing a Master study in Culture and Media at University of Megatrend, Belgrade.

Research interest: Translation studies, cultural translation, interpreting, English as a second language, cultures, communication, and media.

Appendix 1: Statement of Authorship

Прилог 1.

Изјава о ауторству

Име и презиме аутора PI MA TAXER

Број досијеа 13148/10

Изјављујем

да је докторска дисертација под насловом

In Public service: Interpreting and Translating For Migrants and Refugees in the Serbian Local Community.

- резултат сопственог истраживачког рада;
- да дисертација ни у целини ни у деловима није била предложена за стицање дипломе студијских програма других високошколских установа;
- да су резултати коректно наведени и
- да нисам кршио/ла ауторска права и користио/ла интелектуалну својину других лица.

Потпис аутора

У Београду, 2021



Appendix 2: Statement on the identity of the printed and electronic version of the doctoral thesis

Прилог 2.

Изјава о истоветности штампане и електронске верзије докторског рада

Име и презиме аутора РИМА ТАНЕР

Број досијеа 13148/D

Студијски програм Језик, књижевност, култура

Наслов рада In public Services: Interpreting and Translating for Migrants

Ментор Др Мирјана Данић and Refugees in the Serbian Local Community

Изјављујем да је штампана верзија мог докторског рада истоветна електронској верзији коју сам предао/ла ради похрањивања у **Дигитални репозиторијум Универзитета у Београду**.

Дозвољавам да се објаве моји лични подаци за добијање академског назива доктора наука, као што су име и презиме, година и место рођења и датум одбране рада.

Ови лични подаци могу се објавити на мрежним страницама дигиталне библиотеке, у електронском каталогу и у публикацијама Универзитета у Београду.

Потпис аутора

У Београду, 2021



Appendix 3: Declaration of use

Прилог 3.

Изјава о коришћењу

Овлашћујем Универзитетску библиотеку „Светозар Марковић“ да у Дигитални репозиторијум Универзитета у Београду унесе моју докторску дисертацију под насловом:

In Public Services: Interpreting and Translating for Migrants and Refugees in the Serbian Local Community
која је моје ауторско дело.

Дисертацију са свим прилозима предао/ла сам у електронском формату погодном за трајно архивирање.

Моју докторску дисертацију похрањену у Дигиталном репозиторијуму Универзитета у Београду, и доступну у отвореном приступу, могу да користе сви који поштују одредбе садржане у одабраном типу лиценце Креативне заједнице (Creative Commons) за коју сам се одлучио/ла:

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(Молимо да заокружите само једну од шест понуђених лиценци.
Кратак опис лиценци је саставни део ове изјаве).

Потпис аутора

У Београду, 2021

