

Editors' Introduction

While the concept of psychological trauma has been gaining scholarly attention since the late nineteenth century (Fassin 2009), its discussion beyond mental healthcare contexts has been much more limited. Recently, experts working with trauma survivors have characterised trauma as the effect of physically or emotionally harmful experiences and their negative and long-lasting impact on various aspects of an individual's life and well-being (SAMHSA 2014).

Trauma is thus a subjective and context-bound experience that transcends geographical borders, political events, and timelines. It is connected to situations that overwhelm our systems of control and connection (Herman 1997). In multicultural contexts, trauma survivors may also need to navigate language and cultural barriers adding to the impact of their past experiences. The need for adequate language support for these clients may be even higher then, due to the risk of disempowerment and re-traumatisation connected to poor service provision (cf. Bancroft and Allen 2018). This realisation has led to recent calls for dedicated training for interpreters working with trauma survivors across settings such as gender violence (Toledano Buendia et al. 2016), social work (Berthold and Fischman, 2014), and refugee contexts (González Campanella 2022).

Trauma-informed interpreting (TII) appears as a paradigm to develop the necessary skills to promote client autonomy and self-sufficiency (Bambarén-Call et al. 2012; Bancroft 2017). Interpreters working from a trauma-informed lens follow culturally appropriate practices underpinned by an understanding of trauma, while also recognising their own vulnerability and engaging in self-care to prevent psycho-emotional distress (cf. Lai et al. 2015). The complexity of work with trauma survivors and the potential for interpreters to have experienced trauma themselves (Todorova 2021) thus calls for more reflection on the specific demands of working in these contexts. This Special Issue seeks to contribute to a much-needed conversation about the defining features, gaps, and potential solutions concerning language support in contexts marked by trauma.

The rigorous peer review process following the Call for Papers resulted in five articles and a practitioners' commentary, covering a range of takes on the topic of Trauma & Interpreting, methodologies, and geographical areas (United States, Spain, Türkiye, Australia and Aotearoa New Zealand). In addition to these high-quality contributions, this issue also

includes a timely book review and two abstracts of recently-completed doctoral projects. Various translations of the abstracts into other languages are offered to increase the reach of this knowledge and mitigate the tight grip of English as the lingua franca in academic publications.

Opening this issue, **Contextualizing Trauma in Trauma-Informed Interpreting: A Narrative Literature Review** by **Tasnim-Musa Naimi** of Kent State University (United States) offers a narrative literature review of 101 works focusing on the nature of trauma. We could not have hoped for a better introduction to this special issue on trauma and interpreting than this article based on the existing literature on the topic in the fields of Science and the Humanities. The article systematizes the definition and effects of trauma, while it also identifies features which are specific to survivors' narratives. In doing so, it contributes to the intrinsic interdisciplinarity in trauma-informed care, of which interpreting services are a crucial component. Importantly, the author highlights the conflicting emotions and paradoxical nature of trauma narratives, which interpreters should be able to anticipate and address. Naimi reminds us that "superficial knowledge about the aspects of trauma may not suffice" (p. 21), and it is in this spirit that we present this special issue to our readers.

In **An X Ray of Telephone Interpreting Service During the First Nights of the Refugees' Evacuation from Afghanistan to Spain**, **Raquel Lázaro Gutiérrez** of Universidad de Alcalá (Spain) and **Gabriel Cabrera Méndez** of Dualia Teletraducciones SL and Universidad de Alcalá (Spain) share fascinating insights from the arrival of people evacuated from Afghanistan to Europe. Relying on the Critical Incident Method (CIM), the authors analyze interpreter-mediated phone conversations between public service providers and Afghans arriving in Spain after the Taliban takeover. The paper highlights the added dimension of language and cultural barriers on such traumatic situations and presents examples of interactions that underscore the interpreters' difficulty dealing with these client responses. The authors raise the question of targeted training to deal with complex situations, as well as the need to provide emotional support to interpreters working with trauma in emergency contexts.

Moving on to a nearby country, **Emotional Challenges of Interpreters Working with Refugees in Türkiye** by **Ash Polat Ulaş** of Adana Alparslan Türkeş Science and Technology University (Türkiye) discusses interpreting for Syrian forced migrants who had crossed the border. Like Lázaro Gutiérrez and Cabrera Méndez, Polat Ulaş also focuses on interpreters'

emotional distress, this time by analyzing semi-structured interviews with 29 interpreters. According to the author, this emotional distress can be caused by a variety of factors, including “cases involving children, empathic bonding developed due to shared background with refugees, the task of reporting bad news, and discrimination against refugees and the interpreters in the workplace” (p. 80). When it comes to addressing this distress, Polat Ulaş deftly highlights interpreters’ agency in finding coping mechanisms upon the lack of available guidelines and training (more on this in Crezee and Lai’s article in this issue). However, the paper also underscores how some of these mechanisms result in the infringement of ethical expectations, thus strengthening the discourse within Interpreting Studies which draws attention to the specificities and perceived deviations of interpreter performance in complex real-life situations.

Interpreters’ Resilience and Self-Care During Pandemic Restrictions in Australia and New Zealand offers some research from our side of the globe. In this contribution, **Ineke Crezee** of the Auckland University of Technology (Aotearoa New Zealand) and **Miranda Lai** of RMIT University (Australia) focus on interpreter mental health during the COVID-19 pandemic, and the consequences of this unprecedented crisis on interpreting practices in the region. The article describes a stark shift from face-to-face to remote interpreting due to the health emergency, contributing to the conversation about the positive and negative aspects of these changes in the preferred interpreting mode. Through a survey made up of open-ended questions emailed to 52 participants, the authors also focus on the physical, psychological, emotional, spiritual, and professional aspects of self-care, with detailed examples depicting interpreters’ habits.

Echoing Polat Ulaş’s observation about a lack of institutional support impacting on interpreters’ wellbeing, Crezee and Lai ponder about the advantages of interpreter self-care in the face of potentially inadequate working conditions. Incidentally, the last research article in this special issue, **Addressing Vicarious Trauma and Emotional Stress Among Medical Interpreters through Care, Partnership and Respect** describes an innovative approach developed to promote a culture of care at two health care facilities across the ocean. **Jessica Goldhirsch, Nina Scott, Yilu Ma and Janet Abrahm** of the Brigham and Women’s Hospital and the Dana-Farber Cancer Institute in the United States share an institutional initiative that seeks to address interpreter mental health, improve patient care, and promote interprofessional collaboration. The article expands on the initial program to discuss how it was adapted to cater to interpreters’ mental health needs during the COVID-19 pandemic,

and highlights the benefits of peer and external support to enhance interpreter wellbeing and resilience.

Completing the peer-reviewed section of this issue, **Sally Carlton** of Community Languages Information Network Group (CLING) and Citizens Advice Bureau, **Lesley Campbell** of Community Languages Information Network Group (CLING) and Lebern & Associates, and **Erwin Lacruz** of Interpreting New Zealand share their insights from the field. In **Interpreting, Trauma and Disaster in Ōtautahi Christchurch, Aotearoa New Zealand: A Decade of Learnings**, the authors reflect on the practitioner's experiences of language support in crisis response and beyond in this part of the world. The paper acutely highlights the gaps in the interpreting services offered to culturally and linguistically diverse (CALD) populations, including the use of untrained interpreters. This valuable contribution further discusses the need for appropriate interpreter training and the key role of suitable psycho-emotional support for interpreters working in highly stressful and traumatic situations.

In addition to the above contributions, we are very pleased to include in this Special Issue a fitting book review by **Kelly Pasmatz** of the University of York, CITY College (Greece). The volume selected in this case is *Interpreting Conflict: A comparative framework* (2021), edited by Marija Todorova and Lucía Ruíz Rosendo. As Pasmatz observes, this book deserves a place as a key scholarly reference for language support in conflict and humanitarian situations, including the inherent presence of trauma experiences. Finally, we also present abstracts of two recently completed doctoral projects, which signal the new knowledge produced in this area as well as potential new avenues for T&I research and practice. The titles of these theses are "Towards a Trauma-Informed Approach to Interpreting for Refugee-Background Clients in Aotearoa New Zealand" by Alejandra González Campanella of University of Auckland, Aotearoa New Zealand; and "An Investigation into the Interpreters' Challenges in Conflict Zones: Yemen as a Case in Point" by Ahmed Mohammed Moneus of Sana'a University, Yemen.

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Guest Editors:

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Marija Todorova (Hong Kong Baptist University, HK)

Tin Kei Wong (University of Adelaide, Australia)

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