What is ICTRG?

The International Community Translation Research Group (ICTRG) is an initiative intended to promote research, training and professional translation services in the subfield of Translation Studies known as Community Translation or Public Service Translation. This is an open community of researchers, teachers and professionals in the field.

ICTRG aims to promote research and training in Community Translation as well as provision of quality community translation services in different parts of the world. Its main aims are:

◊ To create an international research community capable of leading and conducting quality research in Community Translation;

◊ To facilitate cross-fertilization of ideas and international research partnerships;

◊ To raise awareness of Community Translation needs in different countries;

◊ To promote professionalized Community Translation services;

◊ To produce and disseminate quality research outputs that inform training, policymaking and professional practice.

At the moment, we have 14 members, who are:

◊ Mustapha Taibi (Western Sydney University, Australia)

◊ Said Faiq (American University of Sharjah, UAE and Exeter University, UK)

◊ Uldis Ozolins (Western Sydney University, Australia)

◊ Harold Lesch (Stellenbosch University, South Africa)

◊ Mohamed El-Madkouri Maataoui (Universidad Autonoma de Madrid, Spain)

◊ Mira Kim (University of New South Wales, Australia)

◊ Ignacio Garcia (Western Sydney University, Australia)

◊ Brooke Townsley (Middlesex University, UK)

◊ Ineke Crezee (Auckland University of Technology, New Zealand)

◊ Clare Sullivan (University of Louisville, USA)

◊ Ana Gregorio-Cano (University of Texas at Arlington, USA)

◊ Alicia Rueda-Acedo (University of Texas at Arlington, USA)

◊ Eleanor Cornelius (University of Johannesburg, South Africa)

◊ Wei Teng (Auckland University of Technology, New Zealand)

If you think your research and/or professional profile addresses community translation, and you would like to join the Group, please, contact Mustapha Taibi at m.taibi@westernsydney.edu.au

Our new member
Associate Prof. Eleanor Cornelius, *University of Johannesburg, South Africa*

Associate Prof. Eleanor Cornelius

Up until 2016, we had 13 members in this open community of researchers, teachers, and practitioners in the field of Community Translation. In July 2017, we were honoured to have Associate Professor Eleanor Cornelius join us.

Eleanor Cornelius is an associate professor and head of the Department of Linguistics at the University of Johannesburg (South Africa). She serves on the Council of the International Federation of Translators (FIT). In addition, she is the vice-chair of the South African Tr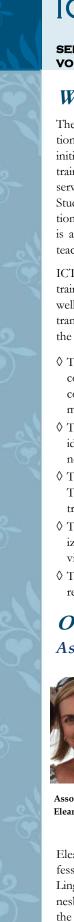anslators' Institute (SATI), a SATI accredited simultaneous interpreter in two directions, a member of the Linguistic Society of South Africa (LSSA) and a member of the South African Applied Linguistic Association (SAALA). Eleanor is also a founding member of ATSA (African Translation Studies Association), which was established in 2016. She is also the liaison between DFKI (a Germany-based company involved in research on MT and AI) and FIT on the QT21 project. Her research interests include (legal) translation and translation competence, interpreting, plain language, the language of the law and, more recently, the impact of MT on the translation profession. In her research she focuses on the accessibility, readability and comprehensibility of public texts that are intended for lay audiences. Her latest publication is:

● Cornelius, E. 2016. "Exploring and developing Legal Translation Competence: Learning from the Old Dogs". In: Thelen, M., G-W. van Egdom, D. Verbeeck, L. Bogucki and B. Lewandowska-Tomaszczyk (eds.), Translation and Meaning. New Series, Vol. 1. Frankfurt a/Main: Peter Lang, pp. 193-206.

For more of Eleanor's and our other members' publications, please visit our website at

http://communitytranslation.net/

How community translators are trained around the world

Western Sydney University, Australia
Community Translation/Community and Social Service Translation (Autumn)
Instructor: A/Prof. Uldis Ozolins & A/Prof. Mustapha Taibi

Associate Prof. Uldis Ozolins

Associate Prof. Mustapha Taibi

This is an ongoing unit taught at both undergraduate and postgraduate levels. The aim of the unit is for students to develop skills in producing target texts in styles appropriate to specific groups and communities, and to the content and function of the source text. The unit also aims to develop skills in researching and using appropriate specialist terminology, editing and revising, and producing camera-ready documents. On the basis of these skills, the unit is to further develop students' ability to reflect upon translation in terms of strategies and appropriateness in relation to the target audience as well as make critical written and oral assessment of relevant translations. Subject to demand, the unit is available for Arabic, Japanese, Mandarin, Spanish, Korean, Thai and Vietnamese.

University of Texas at Arlington, USA
B.A. in Spanish Translation and Interpreting, Modern Languages Department
Instructor: A/Prof. Alicia Rueda-Acedo

Associate Prof. Alicia Rueda-Acedo

Spring 2017, twenty-four UTA students enrolled in Business and Legal Translation translated a total of 480 hours for Proyecto Immigrant, a non-profit organization for immigration counselling services. Business and Legal Translation is a community translation and service-learning course with a focus on business and legal texts. The instructor taught in class the kinds of documents that students translated for Proyecto Inmigrante: birth, death, and marriage certificates, municipal letters, criminal records, and other documents related to USCIS (U.S. Citizenship and Immigration Services). The instructor and Proyecto Inmigrante's staff supervised students' overall performance. Students submitted a final reflective essay and participated in four oral discussions about this service-learning and community translation experience. This collaboration speaks extraordinarily well of UTA students' commitment and willingness to help the Hispanic immigrant community. It also promotes community engagement, civic responsibility, reflection, and academic learning providing students with professional translation experience before graduating.

> "Once we actually come upon community translation in the sense in which it is used [here], we find that specific programmes or even specific modules on more general programmes are few and far between"
> (Kelly, 2017: 21)

Auckland University of Technology, New Zealand
Translation and Interpreting Programme, School of Language and Culture
Instructor: A/Prof. Ineke Crezee

Associate Prof. Ineke Crezee

The benefits of using reflective blogs in language-neutral translation and interpreting classrooms.

Auckland University of Technology has offered language-neutral translator and interpreter training programmes since 1989. The impetus for offering these programmes came from the findings of the government-appointed Cartwright Inquiry, following a medical research project where researchers had failed to utilise the services of trained interpreters to communicate with Limited English Proficient patients. For many years, student interpreters and translators did not receive formative feedback on their renditions. In 2010, students in one translation course were asked to log their reflections on the skopos of source texts, including the intended target audience and any ambiguities and culture-specific issues in reflective blogs. Reflective translation blogs were also introduced in health and legal translation courses, with students being asked to submit draft translations to same-language health and legal professionals, and reflect on any feedback received. In view of the evident benefits of reflective blogs to translation students, student interpreters were also asked to reflect on audio (visual) interpreting tasks. The VoiceThread modality makes it easy for student interpreters to access their own renditions and recorded by language peers. Students are initially asked to comment on three things they feel they have done well, and three things they could have improved on, before being introduced to more comprehensive blog templates.

Our Latest articles

"An appraisal of plain language in the South African banking sector"

by Eleanor Cornelius, *Stellenbosch Papers in Linguistics*, Vol. 46, 2016, 25-50

This study relates to community translation as the aim thereof is to investigate the successes and failures of the plain language project. The study relies on data collected through focus group interviews with bank employees in both language units and legal divisions.

The overview below is extracted from the abstract:

Findings indicate that, in general, both legal and language practitioners concur that legal documents can be simplified under certain conditions, although consensus has not been reached about the degree of simplification and the types of legal documents that can be simplified. Interviewees experience difficulty with the vagueness of the plain language obligation. Findings also show that legal practitioners are concerned about prejudicing the legal status of documents and are reluctant to deviate from traditional styles of drafting.

According to the language practitioners interviewed, legal practitioners use this as an excuse to avoid plain language, and lack of clear enforcement measures for non-compliance results in window-dressing and paying lip service to the intent of the plain language obligation. Findings also reveal that the location of the language services unit in the institution has a marked effect on the successful implementation of plain language in the banking sector. Banks prefer a combination of approaches to plain language, but no testing is done on real consumers. Among others, poor coordination, outsourcing, lack of (ongoing) training, limited use of indigenous languages and the absence of dedicated plain language style guides impact success.

For more details, please visit:
http://spil.journals.ac.za/pub/article/view/229/218

"Teething problems? Chinese student interpreters' performance when interpreting authentic (cross-) examination questions in the legal interpreting classroom"

by Ineke Crezee, Wei Teng and Jo Anna Burn, *The Interpreter and Translator Trainer*, August 2017, 1-20

A set of new assessment criteria was developed to evaluate to what extent student interpreters' renditions achieve pragmatic equivalence, in terms of how the original illocutionary force is maintained. This study focuses on the students' Chinese (Mandarin) renditions of English polar interrogatives and declaratives with tag questions.

The overview below is extracted from the abstract:

The aim of this paper is twofold. Firstly, it aims to introduce new assessment criteria to test the quality of interpreted renditions, based on functionalist approaches to translation theory. Secondly, it aims to test these criteria by analysing the English-to-Chinese interpreted renditions of authentic legal language undertaken by a small number of student interpreters in an undergraduate legal interpreting course at Auckland University of Technology in New Zealand. The analysis will test student interpreter performance using the criteria outlined, and will focus on two very common syntactical constructions in Chinese which were used to interpret polar interrogatives and positive/negative declaratives with tag questions. The findings suggest that some of the Chinese constructions used by student interpreters resulted in interpretations which significantly deviated from the original involving loss of illocutionary intent.

For more details, please visit:

http://www.tandfonline.com/doi/abs/10.1080/1750399X.2017.135

Our recent publications

◊ Taibi, Mustapha and Ozolins, Uldis (2016). *Community Translation*. London: Bloomsbury.

◊ Taibi, Mustapha (Ed.)(2017). *Translating for the Community*. Bristol: Multilingual Matters.

◊ Garcia, Ignacio (2017). Volunteers and public service translation. in Taibi, M. (Ed.) *Translating for the Community*. Multilingual Matters.

◊ Lesch, Harold (2017). From practice to theory: societal factors as a norm governing principle for community translation, in Taibi, M. (Ed.) *Translating for the Community*. Bristol: Multilingual Matters.

◊ Taibi, Mustapha (2017). Quality assurance in community translation. in Taibi, M. (Ed.) *Translating for the Community*. Bristol: Multilingual Matters.

◊ Townsley, Brooke (2017). Community Translation in the UK: An Enquiry into Practice, in Taibi, M. (Ed.) *Translating for the Community*. Bristol: Multilingual Matters.

◊ Rueda-Acedo, Alicia (2017). From the Classroom to the Job Market: Integrating Service-Learning and Community Translation in a Legal Translation Course, in Taibi, M. (Ed.) *Translating for the Community*. Bristol: Multilingual Matters.

◊ Taibi, Mustapha (2016), "Curriculum innovation in the Arab World: Community interpreting and translation as an example", in Taibi, M. (Ed.) *New Insights into Arabic Translation and Interpreting*, Bristol: Multilingual Matters.

Forthcoming conference

NPIT4 — *The Fourth International Conference on Non-Professional Interpreting and Translation. May 22, 2018 – May 24, 2018.*

NPIT4 provides an opportunity for researchers and practitioners within the field of interpreting and translation studies to share recent and relevant work within this discipline and related to the activities of non-professional interpreters and translators. It builds on discussions initiated at the first three international conferences on Non-Professional Interpreting and Translation held in Bologna/Forlì (2012), Mainz/Germersheim (2014), and Zurich (2016).

Community translation and interpreting is also listed as one of the topics of the conference.

For more details please visit: http://conferences.sun.ac.za/index.php/NPIT4/npit4/schedConf/overview

Past event

Cultural Constructions 2017. Culture and Society: Bridging the Gap

Department of Modern Languages, The University of Texas at Arlington
10th-11th April, 2017

The biennial Cultural Constructions Conference, hosted by the Department of Modern Languages, brought together student, professional and faculty presenters for collegial and engaging multidisciplinary conversations.

The question of culture has become increasingly more significant in recent years in today's society. University is a context which stands in a unique position to deliver professional skills within society by means of experiential learning within it. Professional practice affects and influences the paradigms within society and culture. University teaching and training ideally draws from both the academic discussion of education and professional and society needs of the culture where students develop their activity.

This biennial Cultural Constructions Conference investigated the role of several groups of society in today's world. This topic has seldom been explored in confined boxes, but here the aim is to interconnect the different spheres through culture and society as a continuum and engage multidisciplinary conversations. However, sometimes the role of groups and of society do not understand nor know the connection between them which is necessary in order to reach an appropriate balance. This is why, Cultural Constructions 2017, Culture and Society: Bridging the Gap, brought together people enrolled in several society spheres in order to find some of the answers to today's daily newspapers' headlines, coffee talks, politics crisis and classrooms' discussions,

among others.

The keynote speaker was Dr. Catherine Way, associate professor in Translation at the University of Granada, Spain. Her inspiring presentation was entitled "Embrace the world, people don't bite". Dr. Way is the head of the AVANTI research group (http://www.ugr.es~avanti/). She has published on legal translation, co-edited several books. Her main fields of research are Legal Translation, Translator Training and Court Interpreting.

The conference consisted of 10 panels, among which there were two devoted to Community Translation and Interpreting.

The Treaty Times Thirty

Translating the *Treaty of Waitangi* into 30 languages

New Zealand Society of Translators and Interpreters (NZSTI) celebrated their 30th anniversary with an inspiring project. Over 100 translators participated in this ambitious initiative to translate New Zealand's founding document, *Te Tiriti o Waitangi/The Treaty of Waitangi*. The Treaty was originally written in English, and was translated into Māori by two English native speakers in one night. The translation was not reviewed before Māori chiefs signed on the Māori version of the Treaty.

As implied with the book title, the Treaty is translated into 30 different languages from the English and the official modern English translation of Māori versions of the Treaty. This document, though receiving ongoing critiques regarding issues raised in cross-cultural communication, enabled European settlement to "proceed in New Zealand in a

relatively peaceful way." The overview below is an extract from the Foreword, helping people understand why this less-than-600-word document has occupied such an important position in the history of New Zealand:

As the country's founding compact and first constitutional document – an agreement between Māori chiefs and the British Crown's Queen Victoria, represented by William Hobson – this agreement enabled settlement to proceed in New Zealand in a relatively peaceful way. From the outset, however, the meaning of the compact was challenged by Māori leaders who were uneasy about its intent, even as copies of Te Tiriti / the Treaty were still being signed in some 50 or more meetings around the country between February and September 1840. Suspicion continued as Hobson began to implement the right to govern and effect changes in the country. It was soon evident that Māori and official understandings of the 1840 agreement would differ. Lauded initially as a departure from previous British colonial practice in dealing with indigenous peoples, the compact promised a sharing of authority akin to a partnership in forging a

new nation, but this was overtaken by settler interests and political dominance. The gap in understandings would shape Crown-Māori relationships and power balances in the country from 1840 to the present.

As the project was not initiated with a business-mindset, *The Treaty Times Thirty* book is available to borrow from major libraries in New Zealand; for people outside the country, a free copy of this unique translation work is available at https://treatytimes30.org/

The national Māori flag
A symbol of the Crown-Māori relationship

"A failure to properly put policies of accessibility into practice, giving all community members equal access to public services, leads to the potential for vulnerability on the
part of the community members who have language barriers, which in turn has the potential to produce and reproduce inequalities that lead to the exclusion and
marginalisation of a section of the community."
(Mulayim, 2016: 238)

ICTRG **Mission Statement**

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◊ *To raise awareness of Community Translation needs in different countries;*

◊ *To promote professionalized Community Translation services;*

◊ *To produce and disseminate quality research outputs that inform training, policy-making and professional practice.*

We make community translation accessible and understandable to communities!

ICTRG **Website!**

http://communitytranslation.net/