

ICTRG Members' Professional Success! The New Zealand Order of Merit

Congratulations to Associate Professor Ineke Crezee on being made Officer of the New Zealand Order of Merit (2002) for services to interpreter and translator education!



Every year, the New Zealand Order of Merit is awarded to those who have rendered meritorious services in any field to the Crown and New Zealand. For

Ineke's decades of continuing services and contributions to the field of translator/interpreter education, Department of the Prime Minister and Cabinet, New Zealand, expresses commendations:

Associate Professor Ineke Crezee has made a significant contribution toward interpreter and translator education, helping to ensure New Zealand is known internationally for leading the way with the non-language specific

training of public service interpreters.

Associate Professor Crezee has worked as a Lecturer at [Auckland University of Technology](#) for more than 20 years, teaching community interpreting, healthcare interpreting, legal interpreting and community translation courses. She has been Auckland President and National Secretary of the New Zealand Society of Translators and Interpreters, co-convenor of the First International Conference on Legal and Healthcare Interpreting at the University of Hong Kong, and an educator for public sector professionals in Auckland that work with interpreters. She conducted research into the benefits of bilingual patient navigation for low literate, limited English-proficient migrant families at Seattle Children's Hospital in Washington. She has also developed many guidelines and educational materials for interpreters and translators, including a bilingual patient navigator course for the Counties Manukau District Health Board and the book "[Introduction to](#)

[Healthcare for Interpreters and Translators](#)," currently published in six different languages. She has recently developed an application that provides information on commonly prescribed medication for elderly people in the most common languages of New Zealand migrants. Associate Professor Crezee has received a number of awards for her teaching.

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Highlights from the 2nd International Conference on Community Translation, Melbourne, Australia

The 2nd International Conference on Community Translation (ICCT) was held at Royal Melbourne Institute of Technology (RMIT) 13th—15th December 2019. The Conference was co-organised by the [International Community Translation Research Group](#) (ICTRG) and the [Australian Institute of Interpreters & Translators](#) (AUSIT), and sponsored by AUSIT and the [National Accreditation Authority for Translators and Interpreters](#) (NAATI). This conference, following the successful 1st ICCT held at Western Sydney University in 2014, invited Prof. David Katan (University of Salento) and Associate Prof. Ineke Crezee (Auckland University of Technology) to deliver a keynote speech. The Conference included 25 papers on topics including health literacy, translator education, translation quality, dissemination methods, role of technology in Community Translation and other related issues. The conference readdressed that Community Translation is essential for the civil involvement of minority communities in regards of helping them be integrated into the mainstream society.

Reported by Wei Teng



2nd ICCT Organising Committee members: (from left) Katarzyna Stachowiak-Szymczak (ICTRG), Rocco Lioacono (AUSIT), Erika Gonzalez (AUSIT), Mustapha Taibi (ICTRG) and Despina Amanatidou (AUSIT)

Prof. David Katan (University of Salento): The battle to intervene: Core cultural Competencies for community translators:



David Katan, the keynote speaker on day 1, took a Logical Levels/Iceberg model approach to look at how the current concept of cultural competencies, though vague, has been applied to community translation. He spoke about translatorial intervention being investigated with the Iceberg model in terms of translator's competencies, some on the surface while some below the surface. On the one hand, the surface level (of the Iceberg) is seen with cognitive competencies, where community translators demonstrate (in the translation) their understandings of languacultures and readerships. On the other, levels below the surface are seen with meta-cognitive competencies, where the translators demonstrate their ability to produce an accessible translation through the creation of a virtual reader. The speaker suggested that the creation of that virtual reader requires the power of understanding and entering a particular readership, both of the source and translated texts. The ultimate ability (also the bottom level of the iceberg) that the translators require, hence, is to achieve a balance in the constraints and intervention between the source and target cultural features.

Associate Prof. Ineke Crezee (Auckland University of Technology): Speak my language! The important role of Community Translation in the promotion of health literacy:



Ineke Crezee, the keynote speaker on day 2, spoke about the role of Community Translation in the promotion of health literacy, beginning with the concept of health literacy and factors that impact on the promotion of health literacy, such as effectiveness of written texts, cultural appropriateness, unspoken beliefs, assumptions, cross-linguistic features. She used New Zealand as an example to explain challenges that a country with a rich diversity of linguistic groups can face, and the need of non-language specific translator and interpreter education; she also used the Netherlands, the Spanish community in the United States, and the Samoan community in New Zealand to explain that assumptions and expectations held by the mainstream community greatly differ from the ones held by members of minority groups. Her perspectives on health literacy focused on both low (health) literate people (in general) and low literate immigrants (including refugees), pointing out barriers to accessing and understanding health information, which are linked to the significance of considering end-user's perspectives on translation quality. Hence, community translators are expected to be intercultural experts, representatives of end-users, and translation for communities is expected to be culturally appropriate and easy to understand.

Mustapha Taibi, Pranee Liamputtong (Western Sydney University) and Michael Polonsky (Deakin University): Healthcare information: How would you like it?

The speakers also spoke about the expected effect of community translation on health literacy, and reported the findings of using three versions of translation materials on a group of older Arabic speakers. The three versions were an existing (print) translation, a revised (print) translation (presumably more accessible), and an audio version of the revised version. Their study revealed that the revised version was more effective than the existing one, in terms of informing and persuading the target reader to act accordingly. The audio version, while delivering similar effects as the revised version, further increased the target readers' comprehension of the information. They also suggested that good quality community translation can be achieved when translation experts, community members and other stakeholders (e.g. healthcare service providers) share the responsibility of community translation production.

Other papers:

- Ljiljana Markovic & Biljana Djoric Francuski (University of Belgrade): Challenges in translating legal discourse
- Rocco Liacono (Curtin University/University of Western Australia): Translating in legal settings: The translator as an expert witness.
- Uldis Ozolins (Western Sydney University): Medical research and back translation: A growing issue for community translators.
- Katarzyna Stachowiak-Szymczak (University of Warsaw): The status and condition of Polish community translation for end-of-life care.
- Wei Teng (University of Canterbury): Developing assessment criteria for Community Translation: Revealing achievement of pragmatic equivalence in English-Chinese translated health texts — A New Zealand case

Education & Professional Development

Master of Applied Translation and Interpreting (MATI)

University of Canterbury, New Zealand

A newly developed Master's programme, MATI, is now offered at the University of Canterbury, New Zealand. The programme offers applied pathway and research pathway with courses with a focus on providing translation and interpreting services to minority communities (e.g. Translating and Interpreting for the Community). Students taking the research pathway will have the option to continue to PhD, while students taking the applied pathway will have the chance to undertake an internship where they will be able to apply their community translation/interpreting skills in real-life environments. For more information please click [here](#).

2020 Summer School for Translation Studies in Africa —

“Community Translation in Africa”

University of Ghana, Ghana

The School is co-hosted by the University of Ghana (Ghana), the University of the Free State (South Africa), the University of Stellenbosch (South Africa) and Association for Translation Studies in Africa. The School aims to give voice to translation scholars and research students with a working agenda that engages African thought and culture. The School invites scholars of world known in the field of study to present lectures and conduct workshops. This year, Professor Mona Banker will be the keynote speaker who will also participate in lectures and tutorials. Research students will be offered opportunities to share and learn research results from scholars in related disciplines. For more information please click [here](#).

Our members' latest publications

- ◇ Enríquez Raído, V., Crezee, I. & Ridgeway, Q. (2020). Translation and interpreting as ethical values in plurilingual societies: professionalizing professionals and non-professionals in New Zealand. *Translation and Interpreting Studies (special issue)*.
- ◇ Crezee, I., Burn, J. A., & Teng, W. (2020). Community translation in New Zealand. In M. Gonzalez Davies and S. Laviosa (Eds.), *The Routledge Handbook of Translation and Education* (pp. 245-263). Routledge.

Our members' in-progress PhD study

Translation Training and Community Translation

Anne Beinchet (Université de Moncton, Canada)

Abstract:

I intend, in my thesis, to develop a community translation training module for Canadian universities. Translation training programmes in Canada are the results of the adoption of language laws in the late 1960s, among which the Official Languages Act. It was then a matter of preparing professional translators who would produce federal documents in both official languages. These programmes did change somehow over the decades, but the core of translation training programmes in Canada is not very different today. There is no undergraduate degree in translation other than in French and English while Canada's demographic situation became completely different, and linguistic needs are now others. However, we will see that community translation in and from other languages is happening every day. I am depicting the 21st century Canadian

society to show how crucial it is that professional translators receive training in community translation. I support the argument borrowing different theories in education, among which the ecological approach in education (Kramsch, 2002; Larsen-Freeman, 2002), and critical pedagogy (Freire, 1996; Kincheloe, 2008). I actually intend to show that we, as scholars, have the responsibility to speak up for the minorities who do not have a voice, and as educators, we have the responsibility to lead students to consider how they could contribute to social justice and a better world. As for the content of the CT module that I want to produce, I use critical intercultural communication pedagogy (Atay & Toyosaki, 2018) as a starting point, as well as approaches that have been developed in translation training, for instance, the intercultural competence

(Tomozeiu & al. 2016; Yarosh, 2015; Katan, 2009) and ethics (Baker and Maier, 2011) and I compare the Canadian situation with what is happening in other places like Australia, New Zealand, Spain and the United States.

Health literacy training curricula should be incorporated into the translation courses... An integrated health translation training programme for professional translators will enable them to collaborate with health professionals in order to better implement health translation scripts. (S. Lin & M. Ji, 2019, p. 82)

Upcoming Conferences

VicForum 2020

— fifth annual Multicultural Industry Forum, Communication in the Third Millennium!

Victorian Multicultural Commission, Centre for Culture, Ethnicity and Health, Youth Activating Youth, Human Equity Consulting, Australian Intercultural Society, NAATI and the Commonwealth Bank of Australia

Melbourne, Australia

24th March 2020

For details, please [click here](#)

◇ NZSTI 2020

— Connect, Explore, Grow

New Zealand Society of Translators and Interpreters

Auckland, New Zealand

20th-21st June 2020

For details, please [click here](#)

◇ 7th IATIS Conference 2021

— The Cultural Ecology of Translation

International Association for Translation and Intercultural Studies

Universitat Pompeu Fabra - Barcelona, Spain

29th June-2nd July 2020

For details, please [click here](#)

◇ XXII FIT World Congress

— A world without barriers

The International Federation of Translators and Asociación Cubana de Traductores de Intérpretes

Varadero, Cuba

3rd-5th December 2020

For details, please [click here](#)

ICTRG
WEBSITE!

We make community translation accessible and understandable to communities!

ICTRG MISSION STATEMENT

- ◇ *To create an international research community capable of leading and conducting quality research into 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;*