

## *Community translation: moving forward through adversity*

*Mustapha Taibi (Western Sydney University)*

*Contribution initially written for AUSIT's InTouch magazine*

*Most of us anticipate few, if any, positive outcomes from 'the pandemic'; but the spotlight it has shone on the importance of providing effective interpreting and translation of public messaging may be one. **Mustapha Taibi** – an author and academic in the field of community translation – reflects here on recent developments that have resulted from this unexpected spotlight.*

This might be only an insider's impression, but it seems that everyone is talking about translations and the importance of ensuring quality and effectiveness.

We've heard comments by government officials, community leaders, the media, educators and translation end users, among others; and all seem to agree on the importance of translation for communicating public health messages (well, practically all; there are always a few people who see translation as an unnecessary expense).

Translators and our work have been in the spotlight recently, not only for the significant role we play in facilitating communication during crises, but also because of translation or production errors that garner public attention.

When something goes wrong, everyone looks around for the cause ... and most end up pointing at the translator. What people outside our industry don't know is that a lot of other stakeholders are involved in the production of translated materials, and any of us can affect the quality of the outcome:

- Governments and government agencies: Do they recognise the importance of translation? Do they allocate the necessary funds?
- Education providers: Do they provide adequate training? Do they offer professional development opportunities for those languages where translation training is unavailable?
- Public services: Do they ensure materials are prepared with a diverse audience in mind? Do they provide clear and detailed instructions about the purpose and audience of the contents to be translated?
- Language service providers (LSPs): Do they always assign the job to qualified translators with relevant experience in the type of text at hand? Do they seek further instructions from the client when those provided are insufficient? Do they pass on the full brief to translators? Do they have a revision step in place?
- Translators: Have we received the necessary training? Do we undertake only those tasks we are qualified to take on? Do we seek further information from the client or the agency when unsure of the nature and purpose of the task? Do we follow the translation brief? Do we undertake the necessary research to produce a quality translation? Do we check our translation sufficiently before hitting 'send'?
- Production team: Have they checked – with the translator or another qualified person – whether the text is properly presented in print, online, or on screen?
- Community users: Have they been consulted or involved in the development of communication strategies and messaging content? Has their feedback been sought on the translated materials?

I've been pleased to see that, as a result of communication challenges during the pandemic, things are moving forward. Awareness of the importance of community translations has increased, and some tangible initiatives have started to emerge.

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In 2020 AUSIT convened a working party to develop Recommended Protocols for the Translation of Multilingual Community Communications. The resulting document outlines steps and strategies for organisations commissioning translations of public messages.

This year, AUSIT joined forces with the Federation of Ethnic Communities' Councils of Australia (FECCA) and the Australian Department of Health to produce a number of deliverables intended to cover some of the key points mentioned above, and thereby improve the quality of multilingual health care messaging:

- identifying shortcomings in the current situation: gaps in training available and translator credentialling; flaws in current translation processes relating to public health messaging; quality issues in existing COVID-19 translations
- developing language-specific style guides for community translations in general, and also for healthcare translations in particular
- developing a revision template and revision guidelines for revisers of community translations
- drawing up guidelines for community review panels (community members providing feedback on translated health messages)
- providing training and building capacity for community translators, revisers and community review panellists.

The importance of three key elements – training, revision and community feedback – cannot be stressed heavily enough.

**Training** – both before commencing professional practice and also during (i.e. professional development) – is essential to any profession.

**Translation revision** (not only self-checking by the translator, but also the application of another pair of qualified eyes) is a decisive step: both failure to revise and poor revision will lead to the typical translation howlers that raise eyebrows and, more importantly, undermine trust in translated public messaging.

**Community feedback** is also a must, both for producers of public messages and awareness materials, and for the translators and LSPs involved. Translations may be appropriate in terms of accuracy and language, but we also need to find out whether they are accessible, suitable and appealing for the target community (as regards language, style, design, cultural appropriateness, and so on).

## *Webinar — Situated Learning in Community Translation*

*16 October from 10:00-12:00 (AEDT) — Zoom Webinar*

[click here to register](#)

### *Part 1: Situated learning in Community Translation (and Interpreting) Education*

*Prof. Ineke Crezee (Auckland University of Technology)*

This part of the webinar will provide a brief introduction to situated learning in community translator (and interpreter) education. The presenter first experienced the benefits of situated learning as a student of Translation Studies at the University of Amsterdam, and then again as a student nurse at a large general hospital, also in Amsterdam. Both learning experiences left an indelible imprint on her and still shape her choices as an educator today. This part will discuss the early beginnings of situated learning, and the concept of educators attempting to facilitate legitimate peripheral participation by a community of learners in a community of practice (Lave & Wenger, 1991; Wenger, 1998, 2000).

The presenter will then provide a brief outline of the situation in Aotearoa New Zealand, where language-specific interpreter (and translator) education is provided in two of the country's official languages: Te Reo Maori and New Zealand Sign Language. Translator and interpreter education at the Auckland University of Technology (AUT) have been non-language specific from their inception in the late 1980s early 1990s, as courses aimed to fill the urgent demand for translators and interpreters working in a range of language pairs. The non-language specific nature of courses involves some special challenges.

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This part will describe some of the situated learning approaches used in non-language specific community translator education – most of which can be easily replicated in other countries.

***Part 2: Get out of the classroom! The impact of combining community translation and service-learning in translation courses***

***Alicia Rueda-Acedo (University of Texas at Arlington )***

This part of the webinar will explore how service-learning provides a unique situated learning experience that allows translation students to participate in a “community of practice”, learning by immersion and not just by internalizing knowledge. The presenter will emphasize how community translation and service-learning impact students, community members, partners, and faculty involved. This combination also allows students to develop civic responsibility, active citizenship, professional experience, readiness for the job market, self-confidence, and translation competence before graduation. The presenter will provide examples on how Spanish translation students at the University of Texas at Arlington collaborate with non-profit organizations in the Dallas-Fort Worth area through service-learning and community translation.

***Bionotes:***

**Ineke Crezee** is Aotearoa New Zealand’s full Professor in Translation and Interpreting at the Auckland University of Technology, specialising in health interpreting and translation. In 2020, she was made an Officer of the New Zealand Order of Merit (ONZM) in recognition of her services to interpreter and translator education. Ineke holds degrees in Translation Studies and English from the University of Amsterdam and VU University Amsterdam respectively, as well as a PhD in Applied Language Studies from the Auckland University of Technology (AUT). In addition, she trained and worked as a Registered Nurse in a range of healthcare settings.

In 2014 she was awarded a Fulbright New Zealand Scholar Award (Public Health) and used it to travel to the

**Alicia Rueda-Acedo** is an Associate Professor of Spanish and Translation at the University of Texas at Arlington, where she created and currently directs the Spanish Translation and Interpreting program. She received her Ph.D. in Hispanic Languages and Literatures from the University of California, Santa Barbara, and she holds a B.A. in Journalism from the University of Seville and a B.A. in Translation and Interpret-

United States to compare the roles of bilingual Patient Navigators and medical interpreters at Seattle Children’s Hospital.

Ineke has been involved in interpreter education since 1991 when she helped develop the first healthcare interpreting course in New Zealand, in response to the recommendations of a government committee of inquiry following a series of medical misadventures in the public health system.

Ineke has been working as a freelance translator for many years, and as such has translated various (detective) novels and textbooks. She was involved in the Dutch translation of the *Nursing Outcomes Classification* and similar textbooks.

Ineke has published several textbooks, including *Introduction to healthcare for inter-*

ing from the University of Granada. She is a Sworn Translator and Interpreter by the Spanish Ministry of Foreign Affairs. Alicia has worked as freelance translator and as journalist and translator trainee at the European Parliament in Brussels.

She is the Community Outreach Coordinator for the Department of Modern Languages and the recipient of the College of Liberal Arts Outstanding Teach-

*preters and translators* (John Benjamins, 2013). An adaptation for Spanish-speaking interpreters and translators appeared in 2015, while Japanese, Chinese, Korean and Arabic versions have appeared and Russian and Turkish iterations are in progress. She has published widely on both community interpreting and translation, and interpreter and translator education.

Ineke is co-editor of *Translation and Interpreting*, and as such enjoys reading the latest studies. She herself is currently involved in several research projects, involving bilingual Patient Navigators, shared pre-professional learning involving student interpreters and Speech Language Therapists, and the use of audiovisual clips and reflective blogs in health and legal interpreter education.

ing Award in 2014. She was inducted to the UTA Academy of Distinguished Teachers in 2015, and named 2016 CO-OLA Professor of the Year on behalf of the Arlington Sunrise Rotary Club. In addition, she received a Certificate from the House of Representatives of the State of Texas in commemoration of receiving the Excellence in Higher Education Award from Arlington Sunrise Rotary. **Continue on PAGE 4**

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Dr. Rueda-Acedo has published widely on 20th and 21st century Transatlantic Literature, on topics such as literary journalism, women authors, and history. She is the author of *Miradas Transatlánticas: El periodismo literario de Elena Poniatowska y Rosa Montero* (Purdue University Press, 2012), and the co-editor of

*Independencias, Revoluciones y Revelaciones, doscientos años de literatura mexicana* (University of Veracruz Press, 2010).

She started to integrate community translation and service learning in her translation courses back in 2011. Since then, her students have translated the 2011 *Toys for Tots* campaign, organized by the US Marine Corps and *La sweet*

*vida*, a program to tackle type-2 diabetes led by Mission Arlington. Students in her classes collaborate with Proyecto Inmigrante, a non-profit organization for immigration counselling services, and the Arlington Public Library where they translate and publish stories written by parents within a program called Stories to Our Children.

### Some of our recent publications

- ◇ Crezee, Ineke H.M. (2022). Non-language-specific interpreter education. In R. Moratto & D. Li (Eds), *Global Insights into Public Service Interpreting* (pp. 185-201). New York and London: Routledge. [Click here for details](#)
- ◇ Katan, D. and Taibi, M. (2021). *Translating cultures: An introduction for translators, interpreters and mediators*. (3rd ed.). London and New York: Routledge. [Click here for details](#)
- ◇ Rueda-Acedo, Alicia (2021). Successful Framework for Developing a Certificate in Spanish Translation through Community Translation and Service-Learning. *Hispania*, 104(2), 241-258. [Click here for details](#)

### Recent conference presentations—

#### Anne Beinchet (Dalhousie University)

#### CIUTI 2021 – Ethics and professional codes of practice for translators and interpreters: new contexts in the profession and training

Granada, Spain, 16-17 September 2021

##### Abstract

La pandémie a exacerbé de nombreuses impasses renforcées par l'individualisme, l'isolement, la domination, l'intolérance, les inégalités et injustices sociales, entre autres. Nous choisissons ces maux-là car nous croyons que ce sont des sphères sur lesquelles la formatrice et traductologue que nous sommes peut agir. Nous nous demandons ainsi comment est-ce que, à notre humble niveau, il est possible de former des futurs professionnels engagés, dotés d'une conscience civique qui sauront

participer à la société en se souciant de l'Autre? Ainsi, nous proposons une réflexion sur une formation en traduction qui amènerait formateur et apprenant à développer des compétences professionnelles et à devenir des citoyens sensibles engagés. Pour ce faire, nous proposons un cadre pédagogique motivé par des approches en éducation pour la justice sociale (Freire, 1974; Hooks, 1994; Kumashiro, 2000) appliqué à l'élaboration d'un cours de traduction en milieu social (TMS) dans un contexte canadien. Nous pensons que la TMS (Taibi, 2018; Taibi et Ozo-

lins, 2016) peut contribuer à la formation de futurs traducteurs plus conscients de leur rôle dans la société et des enjeux de pouvoir associés aux langues. Le cours de TMS devient un espace de questionnement des pratiques, de positionnement et de prise de conscience des mécanismes en place. La traduction, la formation et le sens de l'engagement citoyen deviennent ainsi des sujets à réflexion éthique. Cette présentation s'inscrit dans le cadre d'une étude doctorale en cours sur la formation en traduction en milieu social en contexte canadien.

#### TIC2021 - Translation, Interpreting and Culture 2: Rehumanising Translation and Interpreting Studies

Banská Bystrica, Slovakia - 22-24 September 2021

##### Abstract

For over 10 years as an undergraduate translation programme educator in Canada, I have focused largely on the tech-

nical content of my translation courses, teaching strategies, demonstrating tools and sharing best practices. I have quite often tried to raise students' social

awareness by choosing texts related to societal issues, but never pushed that aspect of my teaching. However...

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However, recently, as I have witnessed the rise of intolerance, hatred and violence all over the globe, I have felt the urge and the responsibility to guide my undergraduate translation students in taking decisions that could contribute to shaping a better world today and for the next generations.

I consider my role as an educator to include not only introducing the tech-

nical aspects of translation and editing, but also leading students to understand their social position and their responsibilities as citizens working in the language industry. To support this stance, I borrow concepts from critical pedagogy (Freire 1973; Giroux 2000; Hooks 1994; Macrine 2020) and indigenizing pedagogy (Battiste 2013; LaFever 2016; Marcom and Freeman 2018; Siemens 2016), and I share some thoughts on how to build humanized, engaged

courses. I take a course on community translation as an example. A community translation course seems relevant here, as it is a space to reflect on the sense of wholeness, tolerance, responsibility and civic engagement, and to talk about oppressor and oppressed in a society where minorities still fight for their rights, whether it is a matter of territorial rights or language rights, just to name a few.

## ***Congratulations on Eleanor's promotion to Full Professor!***

Professor Eleanor Cornelius (University of Johannesburg) is a full professor in Applied Linguistics in the Department of Languages, Cultural Studies and Applied Linguistics. She teaches modules and supervises master's and doctoral studies in text editing, translation and psycholinguistics at the University of Johannesburg (UJ). She also teaches practical liaison/dialogue/community and consecutive interpreting to undergraduate students.

Professor Cornelius started her career as a language practitioner at the Bureau of the Afrikaans Dictionary (Buro of the WAT), attached to Stellenbosch University, and has undertaken a number of academic roles at various tertiary institutions. The biggest challenge of her career arrived when she assumed the position of deputy director of lan-

guage planning at the Pan South African Language Board (PANSALB), where she established dictionary units for each of the eleven official languages in South Africa. She joined UJ in 2001. While often called upon to review papers for publication in scholarly journals and to examine Master's and PhD theses, Professor Cornelius serves on the council of the Fédération Internationale des Traducteurs (the International Federation of Translators). She recently, in April 2021, stepped down as chairperson of the South African Translators Institute (SATI) after having served three terms (a total of nine years) on the council, and she was a member of the Accreditation Committee of SATI during this time as well; she still assists with accreditation examinations for simultaneous and sign-language

interpreting. She is a member of the Linguistic Society of South Africa (LSSA) and a member of the South African Applied Linguistic Association (SAALA).



Eleanor is a fully accredited SATI simultaneous interpreter (English to Afrikaans/Afrikaans to English). In 2020 she published a monograph in Afrikaans. The translated title is *Plain Language: An Overview*. This book received the ATKV prize in the category Dictionaries and Language Guides. She is widely regarded as an expert in the field of plain language.

## ***Congratulations on Wei's winning of a Whitinga Fellowship***

Dr Wei Teng (University of Canterbury) has earned himself a fellowship for early career researchers, Whitinga Fellowship. The Fellowship is funded by the Ministry of Business of Innovation & Employment (MBIE), New Zealand and will enable Wei to continue his research project, *In the Lay-reader's Eyes – Reassurance of Translation Quality*, over the next two years.

Wei has developed and applied a set of assessment criteria to evaluate the quali-

ty of Community Translation/ Interpreting in his previous studies. His latest study also revealed conflicting opinions on translation quality between translators and end-users. Though the end-users are the real readers of a translation, studies on assessment of translation quality (including interpreting) have largely neglected the fundamental role that end-users play. The current study bridges this gap in Aotearoa New Zealand where an initiative by MBIE is taking place to establish an NZ certifi-

cation system for interpreters and standards for interpreting services with Language Assistance Services (LAS).



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The project's aims are: 1) to offer a set of assessment criteria for translators/interpreters that is practical and peda-

gogically sound; and 2) to ensure the criteria are consistent with and potentially applicable to the requirements of LAS programme. Achieving these aims will also allow him to provide advice

and guidance about implementing the established assessment criteria at other institutes providing translator/interpreter education in Aotearoa New Zealand.

***Upcoming Conferences***

## ◇ ITI Conference 2022

— Embracing change, emerging stronger

Brighton, UK

31st May-1st June 2022

For details, please [click here](#)

## ◇ The EST22 Congress

— Advancing Translation Studies

Oslo, Norway

22nd-24th June 2022

For details, please [click here](#)

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 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;*
  - ◇ *To produce and disseminate quality research outputs that inform training, policymaking and professional practice.*
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*We make community translation accessible and understandable to communities!*