

Crisis Translation

Lessons 6 & 7: Ethics in Crisis Translation

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About the module

Lesson	Thematic Units
1	<u>Introduction to Crisis and Crisis Translation</u> <u>Understanding crisis</u>
2	<u>Crisis Policies & Communication</u> <u>Understanding stakeholders</u>
3	<u>Language and Translation as a means of communication in Crisis</u> <u>Understanding language</u>
4	<u>Ethics in Crisis Translation</u> <u>Project Management in Crisis</u>
5	<u>Greek Crisis Management and Policies</u> <u>Controlled Language</u>
6	<u>Interpreting and Translation in Crisis</u> <u>Training resources</u>
7	Translators with or without resources in Crisis <u>Pre-editing for MT</u>
8	Translation stages in Crisis – Preparedness <u>Post-editing for MT</u>
9	Access to political and social resources <u>Translating for Immigration</u>
10	The role of Social Media <u>Translating for Disability</u>
11	Machine Translation Quality <u>Translating in Medical contexts</u>
12	Speed and collaboration <u>Translating Guidelines</u>
	<u>Practical translation topics will be spread within various units</u> ©2021 Patiniotaki

Theory Versus Practice: Real-World Constraints on Crisis Translation

Adopted from Patrick Cadwell
Dublin City University



[@CrisisTrans](https://twitter.com/CrisisTrans)

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PART I – Week 6

Topic: Defining Crisis Translation

- In one word, what differentiates crisis translation from standard translation?
 - Take a minute to think about your answer
- Discussion

Topic: The 2011 Great East Japan Earthquake

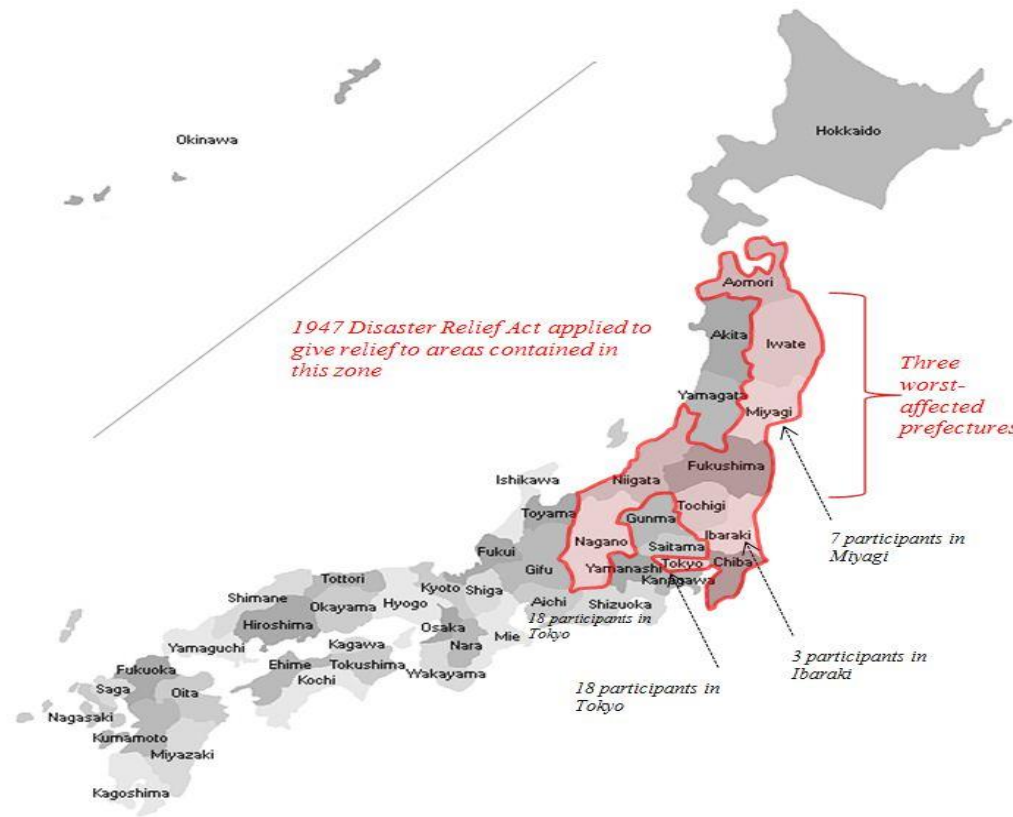
- What do you remember about the 2011 Great East Japan Earthquake?
 - Write three bullet points on a piece of paper
 - Compare your points with your partners
 - Present what your partners said (T&I skill)



Topic: The 2011 Great East Japan Earthquake

- How did foreign residents communicate and gather information during the 2011 disaster?
- How did translation and interpreting form part of foreign residents' communication and information gathering in the 2011 disaster?
- Why are issues of translation and interpreting important to the 2011 disaster or to other disaster contexts?

Topic: The 2011 Great East Japan Earthquake



>**670,000** foreign residents in the disaster zone

>**18,000** fatalities

>**6,000** injuries

41 foreign fatalities

>**40,000** foreign residents left Japan

Topic: The 2011 Great East Japan Earthquake

- **12 nationalities** (Irish, Dutch, French, German, Sudanese, Tunisian, Chinese, Bangladeshi, American, Canadian, Australian, New Zealander)
- **Varied occupations** (engineer, diplomat, local government employee, company executive, office administrator, interpreter, consultant, language teacher, student, restaurant owner)
- **Varied Japanese fluency** (from complete beginners to near-natives)
- **Varied ages** (20s, 30s, 40s and 50s)
- **Analysis** (combined interview data with secondary data - official reports, surveys, grey literature, illustrative corpus of disaster communication – and developed themes over six phases)

Topic: Theory Vs. Practice

- From what you learned in this module, are the events of 2011 best described as a crisis, a disaster, an emergency, or something else? Why?

Topic: Theory Vs. Practice

- Remember our discussions on different types of communication, the communication channels, and the communicators.
- Now divide into three groups
 - Group 1 – focus on the types of communication that are carried out in a crisis
 - Group 2 - focus on the most important communication channels in a crisis
 - Group 3 - focus on the communicators in a crisis

Case: Types of Communication

Warning about the disaster

Emergency warnings over PA
Emergency warnings on TV

Instructing people how to respond

General response procedures
Instructions from Japanese authorities to foreign responders
How to interact with Japanese people as a foreign responder or journalist
How to interact with Japanese people as a foreign volunteer
(CULTURAL MEDIATION) The character of typical Japanese disaster response
(CULTURAL MEDIATION) Cultural differences within foreign populations

Developing 'situation awareness' in the disaster

Confirmation of an individual's safety
News broadcasts or articles
Emergency radio broadcasts
Explanation of damage and status of recovery (incl. locations, fatalities, missing, transport, etc.)
Where, when, and how to get food, water, power, other essentials
How to evacuate (transport options, schedules, conditions, controlled evacuations)
Official stance on the disaster (e.g., content of press conferences)
Links to websites
Nuclear technology, radiation, and details of the nuclear disaster
(CULTURAL MEDIATION) The unusual character of this disaster
(CULTURAL MEDIATION) The lack of locally-specific knowledge
(CULTURAL MEDIATION) The character of Japanese-style communication

Administering the disaster

Instructions on how to be a volunteer
Procedures to claim insurance, rebuilding subsidies, etc.

Supporting others through the disaster

Disaster preparedness advice
How to interact with Japanese people as a fellow victim
Counselling for foreign nationals
Messages of support and sympathy

Case: Communication Channels

Internet

- Email (not on mobile)
- Overseas news online
- Website (non-news)
- Japanese news online
- Online forums

Face-to-face

- Word-of-mouth
- Public meeting
- Interview

Telephone

- Mobile phone (call, email, SMS)
- Landline phone
- Helplines
- Satellite phone
- What's App
- Public payphone
- Fax

Television

- Japanese TV news
- Overseas TV news
- Car navigation TV

Social media

- Facebook
- Skype
- Twitter
- Blog
- Mixi
- QQ & WeChat (Chinese only social media)

Specialised disaster methods

- PA announcement
- Automated message boards
- Automated warning

Print

- Letters pamphlets
- Japanese news print
- Noticeboards

Radio

- Japanese radio news
- Overseas radio news

Case: Communicators

Foreign residents communicated with:

- Foreign national friends or acquaintances in Japan
- Family or friends overseas
- Japanese national work colleagues
- Embassies
- Foreign national work colleagues
- Japanese national friends or acquaintances in Japan
- Family or partner in Japan
- Unknown Japanese nationals in Japan
- Disaster responders
- Overseas media
- Unknown foreign nationals in Japan
- Unknown foreign nationals overseas
- University in Japan
- University overseas

Topic: Theory Vs. Practice

- Think of the information you have received so far. Compare it to the empirical findings on the next three slides.* Answer three questions:
 1. How well do our hypotheses / theories on Crisis Translation correspond to these empirical findings?
 2. How well do the 4 Rs (reduction, readiness, response, recovery) describe and explain these empirical findings?
 3. What impact do these empirical findings have on your concept of crisis translation?

*The empirical data come from a case study. We should be careful about making generalisations from case study data. However, it is legitimate to ask how well our theories describe and explain these empirical data.

Constraint: Working Environment

List of environments in which crisis translators in this case worked:

- Homes, businesses, and streets in the disaster zone
- Transportation to the disaster zone
- Disaster zone search and rescue sites
- Disaster zone evacuation centres
- Municipal / Governmental offices (especially helpdesks and helplines)
- Train stations
- Embassies
- Offices of non-profit organisations
- Homes of volunteer translators/interpreters
- TV networks
- Radio networks
- Public meetings
- Japan Meteorological Agency (JMA)
- Municipal networks subscribing to JMA's Earthquake Early Warning System
- Offices of news agencies
- Universities

Constraint: Working Environment

- Divide into 3 groups
- Look at where translators worked.
- For these translators in such working environments, list up the:
 - physical/environmental constraints
 - mental/emotional constraints
 - technical constraints

Constraint: Working Environment

- Nominate one person at each group to report back to the room about what was brainstormed.
- What are the implications of these constraints for the experience of crisis translation?

Homework

- Read on the case of the Japan Earthquake and try to find evidence of policy implementations in terms of communication. Highlight those areas in the resources provided.
- Translate one of the four samples in Greek.