

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

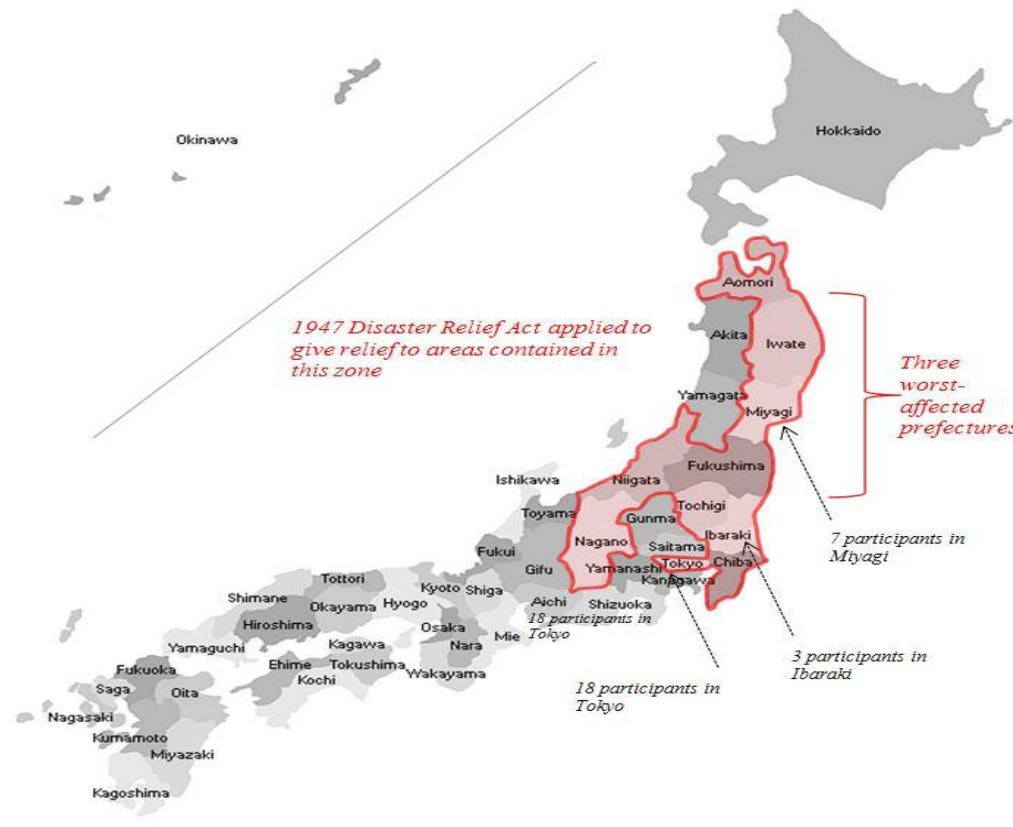
- What do you remember about the 2011 Great East Japan Earthquake?
 - Write three bullet points on a piece of paper
 - Compare your points with your partners
 - Present what your partners said (T&I skill)



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.

PART II – Week 7

An Ethical Dilemma: Background

- A British NGO in Mati has accessed a foreign disaster recovery intermediate authority summary (see report) two days after the fire incident. The NGO wants to translate the summary in Greek.
- Let's conduct a role play.
- Imagine one of you works for the NGO and imagine the other is a disaster evacuee who speaks Greek.
- Neither of you has all the information on this . Discuss the translation job and its ethical dimensions. (More specific goals on next slide)

An Ethical Dilemma: Task

- Potential crisis translator: explain what you will need to do for the translation job.
- NGO staff member: explain the constraints that the translator will have to work under.
- Both: decide together whether or not the translation job will be done at this time by this person.
- Remember: You don't have all the information on this issue - share the information you have and discuss the translation job and its ethical dimensions.

Constraint: Ethics (1/4)

- What challenges did you identify in this translation project?
- Can they be overcome?

Constraint: Ethics (2/4)

- Should this NGO representative ask this translator to translate this summary?

Constraint: Ethics (3/4)

- Should this translator accept to translate this summary?

Constraint: Ethics (4/4)

Further Ethical Dilemmas

- Do the ethical pillars of accuracy, confidentiality, neutrality remain essential in a crisis setting?
- Is adequacy provided better than perfection withheld?
- What is the role of agency or activism for the crisis translator?

Topic: Defining Crisis Translation

- Remember the word you wrote on a piece of paper at the start of the lesson?
 - Do you want to change your answer?
 - If so, why? If not, why not?
- Divide into three groups to come up with two definitions of crisis translation.
 - Compare and discuss

Key Readings

Hirota, S. (2013). *Problems of Risk Communication and Uncertainty in the Great East Japan Earthquake* [Online]. Available from: <http://www.sra-japan.jp/cms/uploads/311Booklet.pdf> [Accessed 4 March 2017].

Kowata, Y. Saito, M., Shibata A., Sugiuchi Y., Tanaka, T. Tanaka, N., Nakamura, Y., Nitta, T., Hirotsuka, Y., and Yamada, K. (2012). *The Great East Japan Earthquake in Overseas Media: Survey of Eight News Programs in Seven Countries* [Online]. Available from: http://www.nhk.or.jp/bunken/english/reports/pdf/report_12090101-2.pdf [Accessed 4 March 2015].

Munday, J. (2016). *Introducing Translation Studies: Theories and Applications*. London: Routledge Taylor & Francis Group. (Section 1.1)

O'Brien, S. and Cadwell, P. (2017). Translation Facilitates Comprehension of Health-Related Crisis Information: Kenya as an Example. *JoSTrans: The Journal of Specialised Translation*, (28), pp. 23-51. (Section 2.1)

Sato, T. (2013). *How Did NHK Cover the Great East Japan Earthquake? Challenges and Prospects of Transnational Disaster Reports* [Online]. Available from: <http://www.jamco.or.jp/en/symposium/20/3/> [Accessed 4 March 2017].

Topic: Fukushima Nuclear Disaster

- The company involved in the Fukushima Nuclear Disaster was TEPCO (Tokyo Electric Power Company)
- The main government response was through the Japanese Cabinet Office
- The disaster was assigned the highest possible level (Level 7) on the International Nuclear Event Scale

Topic: Fukushima Nuclear Disaster

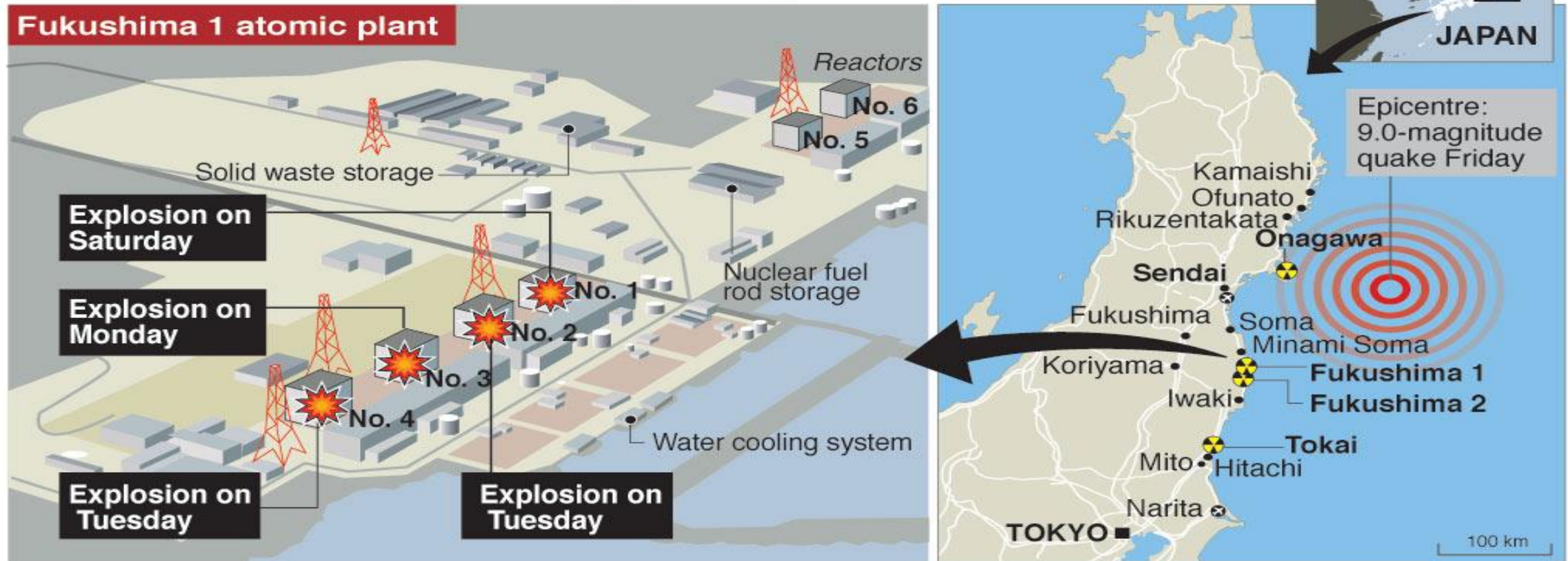
Chronology

- 14:46 on March 11, 2011
- Earthquake / tsunami
- Station blackout by inundation
- Core melt / hydrogen generation
- Hydrogen explosion in reactor building
- Release of radioactive material

Topic: Fukushima Nuclear Disaster

Crisis at Fukushima nuclear power plant

Tens of thousands evacuated from 20km radius of the plant, people living within a further 10km of the zone urged to stay indoors



Topic: Fukushima Nuclear Disaster

- Cascading effect (domino analogy) from Class 2
- Many local people are still suffering as evacuees
- The Japanese Government decided a new Energy Policy in April, 2014
- Controversy over restarting nuclear plants (5 of 42 operable reactors are online; 24 more requesting restart approvals)
- There has been a loss of confidence in nuclear power and in TEPCO's / the government's handling of the disaster

Constraint: Policy vs. Reality

- You learned in Class 2 that there should be a relationship between policy and timely, accurate, clear crisis communication.
- While a policy may aim for this gold standard of communication, in practice it can be very difficult to achieve.
- For example, the Japanese government may have wanted to provide residents and the general public with timely, accurate, clear communication about the Fukushima nuclear disaster, but the government depended on information from TEPCO to be able to do this.
- Crisis translators need to be familiar with language/crisis policy but also need to be flexible and to be ready for things not to go according to plan.

Constraint: Policy vs. Reality

- Now try to remember who were accused of the disaster in Mati shortly after the disaster.

Constraint: Policy vs. Reality

- Take five minutes to read the following press release (issued by TEPCO about the nuclear disaster two days after onset) by yourself.
- Individually, answer the following questions and justify your answers:
 - Is the press release timely?
 - Is the press release accurate?
 - Is the press release clear?

Press Release (Mar 13,2011)

Impact to TEPCO's Facilities due to Miyagiken-Oki Earthquake (as of 8AM)

There was an error in the information regarding Unit 3, therefore some changes were made on May 16th.

Below is major impact to TEPCO's facilities due to the Miyagiken-Oki Earthquake that occurred yesterday at 2:46PM. *new items are underlined
[Nuclear Power Station]

Fukushima Daiichi Nuclear Power Station: Units 1 to 3: shutdown due to earthquake Units 4 to 6: outage due to regular inspection

* The national government has instructed evacuation for those local residents within 20km radius of the site periphery.

* The value of radioactive material (iodine, etc) is increasing according to the monitoring car at the site (outside of the site). One of the monitoring posts is also indicating higher than normal level.

* Since the amount of radiation at the boundary of the site exceeds the limits, we decide at 4:17PM, Mar 12 and we have reported and/or noticed the government agencies concerned to apply the clause 1 of the Article 15 of the Radiation Disaster Measure at 5PM, Mar 12.

* In addition, a vertical earthquake hit the site and big explosion has happened near the Unit 1 and smoke breaks out around 3:36PM, Mar 12th. We started injection of sea water into the reactor core of Unit 1 at 8:20PM, Mar 12 and then boric acid subsequently.

* (Unit 3) High Pressure Coolant Injection System of Unit 3 automatically stopped. We endeavored to restart the Reactor Core Isolation Cooling System, but failed. As such, we determined, at 5:10 AM, on Mar 13th that the specific incident (Loss of reactor cooling functions) per clause 1 of Article 15 of Act on Special Measures Concerning Nuclear Emergency Preparedness occurred and we reported the government agencies concerned at 5:58AM, on Mar 13th. In order to fully secure safety, we operated the vent valve to reduce the pressure of the reactor containment vessels (partial release of air containing radioactive materials) and completed the procedure at 8:41AM, Mar 13,

* We continue endeavoring to secure the safety that all we can do and monitoring the periphery. Fukushima Daiichi Nuclear Power Station: Units 1 to 4: shutdown due to earthquake

* The national government has instructed evacuation for those local residents within 10km radius of the periphery.

* At present, we have decided to prepare implementing measures to reduce the pressure of the reactor containment vessel (partial discharge of air containing radioactive materials) in order to fully secure safety. These measures are considered to be implemented in Units 1, 2 and 3 and accordingly, we have reported and/or noticed the government agencies concerned.

* Unit 3 has been stopped and being "nuclear reactor cooling hot stop" at 12:15PM.

* The operator trapped in the crane operating console of the exhaust stack was transferred to the ground at 5:13PM and confirmed the death at 5:17PM.