

Crisis Translation

Lesson 1: Crisis and Crisis Translation

Dr Emmanouela Patiniotaki



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens

The author's content is copyright-protected.
Any reproduction or dissemination without a license is considered illegal in every context.

About the module

Μετάφραση σε περιπτώσεις ανθρωπιστικής κρίσης [Translation in human crisis] (ΓΕ

113)

Dr Emmanouela Patiniotaki



Description



Greece is one of the countries that have had to address important communication needs during human crisis. In this module, the practices applied in such cases are explained, by analysing the policies, the specialisation and the technology involved in the translation process, which aims at social wellness and communication during social crisis.

> Course Description +



Units

1. Introduction to Crisis Translation

Live Session Details:

Crisis Translation Session I

Hosted by Emmanouela Patiniotaki

<https://uoa.webex.com/uoa/j.php?MTID=mab177f70442ee94fae6a0d20cf3a0ce>

Calendar

March 2021						
Sunday	Monday	Tuesday	Wedne...	Thursd...	Friday	Saturday
28	1	2	3	4	5	6
7	8	9	10	11	12	13

About the module

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

Aims of this module

An understanding of translation technologies, translator training, and professional collaboration in aid of crisis communication.

A systematic understanding of how language mediation is perceived as a secondary solution in emergencies.

An understanding of communication issues in cascading crises.

Understanding of operations in sub-optimal translating conditions.

An understanding of technologies, methods, and skills to conduct further research in crisis translation.

1.2 What is Crisis Translation?

Adopted from Sharon O'Brien
Dublin City University



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

This project has received funding from the European Union's Horizon 2020 Research and Innovation programme under the Marie Skłodowska-Curie grant agreement No 734211.



Structure

- Tasks in small groups
- Punctuated by some discussion, feedback and presentation
- Requires considerable level of engagement and interaction from you

Topic: Defining 'Crisis'

- Task 1
 - Divide into small groups
 - In 10 minutes, discuss and agree a definition of 'crisis'; write it clearly on the flip chart
 - We will then compare and **discuss** these definitions

Topic: Defining 'Crisis' – Primary Take-Away

- Defining “Crisis” is difficult
- Crisis can be experienced at individual, group and mass levels and
- At local, regional, national or supra-national levels

Topic: Defining 'Crisis'

- The following terms are interrelated and are sometimes used interchangeably:
 - Crisis
 - Emergency
 - Hazard
 - Disaster
- Sometimes they are differentiated to imply different timelines or scales of impact.

Topic: Defining 'Crisis'

- Examples of definitions: Disaster

“Disasters (1) Are sudden-onset events, (2) Seriously disrupt the routines of collective units, (3) Cause the adoption of unplanned courses of action in order to adjust to the disruption, (4) Have unexpected life histories delineated in social space and time, and (5) Pose danger to valued social objects.”

- Quarantelli, E.L. (ed.) (1998), What Is a Disaster? A Dozen Perspectives on the Question, Routledge, New York

Topic: Defining 'Crisis'

- **Examples of definitions: Hazards**

According to Lian et al. (World Atlas of Natural Disaster Risk 2015), hazards can be classified into three types: natural, natural-human and human. A 'disaster system' can be classified into three sub-systems: a natural disaster system, an environmental disaster system and a human ecological system. Disaster losses and damages are consequences of the interactions of hazards, exposures, and the environmental system in which disasters occur (Lian et al, 2015: 3).

A 'disaster' might involve hazards such as earthquake, volcanic eruption, landslide, typhoon, flood, drought, sand-dust storm, storm surge, wildfire, heat wave, cold wave (World Atlas of Natural Disaster Risk - Shi & Kasperson, 2015).

Topic: Defining 'Crisis'

- **Examples of definitions: Emergency**

"The profession (and academic discipline) that addresses this management of disasters is called emergency management."

- From Haddow et al. (2011) Introduction to Emergency Management, pg xvii.

- So emergency management is the management of ***disasters***?
- And the topic of communication in these situations is called ***crisis communication***?

Topic: Defining 'Crisis'

- **Examples of definitions: Crisis**

“A complex **emergency** is a **humanitarian crisis** in a country, region or society where there is total or considerable breakdown of authority resulting from internal or external **conflict** and which requires an international response that goes beyond the mandate or capacity of any single and/or ongoing UN country programme. UN OCHA – Office for the Coordination of Humanitarian Affairs

- https://vosocc.unocha.org/Documents/att39624_y01jna.pdf - p11

- **Alternatively...**

Topic: Defining 'Crisis'

- **Examples of definitions: Crisis**

“An event that is expected to lead to a dangerous situation, whether it is an emergency or a disaster”

- The Lighthouse Readiness Group

Topic: Defining 'Crisis'

- Reflection, Task 2:
- Take 5 minutes to reflect on the following question and write your thoughts down on a page:
- What is at stake if we don't agree on clear definitions of crisis, emergency, hazard and disaster? (**Discussion**)

Topic: Defining 'Crisis' – Primary Take-Away

- Definitions matter, but are tricky
- Definitions can be linked to resources, e.g.
 - Resources are only released for emergency response if the US President declares an incident as a “emergency” (FEMA 2016, Language Access Plan)

Topic: Crisis Communication & Translation

- Task 3a:
 - Divide into small groups again
 - Divide your chart into four quadrants
 - In 10 minutes, brainstorm and record on your flipcharts:
 - What are the communication channels in a crisis?
 - Who are the communicators (broadcasters)?
 - Who are the recipients?
 - What types of communication are there?

Topic: Crisis Communication & Translation

- Task 3b:
 - Using red marker; identify the most important in your lists, putting a red dot beside the most important out of:
 - What are the communication channels in a crisis?
 - Who are the communicators (broadcasters)?
 - Who are the recipients?
 - What types of communication are there?

Topic: Crisis Communication & Translation

- Task 3c:
 - Group **Discussion**: what criteria did you use to decide on relative importance?

Topic: Crisis Communication & Translation – Primary Take-Aways

- Varied channels, broadcasters, types of and recipients of information in a crisis
- Varied information needs, context-dependent
- Different stakeholders prioritise different communication channels and recipients
- Implications for translation and interpreting

Topic: Crisis Communication & Translation

- Task 4: Consider the following example:
 - A city of three million people
 - 25% are new immigrants (some migrant workers, some refugees)
 - Some are native speakers of English
 - Others have strong English ability
 - Others have limited English ability
 - Others still have no ability in English
 - The city floods very badly and people need to be told what to do, where to go etc.

Topic: Crisis Communication & Translation

- A city of three million people
 - 25% are new immigrants (some migrant worker, some refugee)
 - Some are native speakers of English
 - Others have strong English ability
 - Others have limited English ability
 - Others still have no ability on English
 - The city floods very badly and people need to be told what to do, where to go etc.
- What needs to be translated?
 - When?
 - What are the interpreting needs?
 - When is interpreting required?
 - Who will provide the interpreting?
 - What are the implications if no T&I is provided at all?
 - Who is responsible for providing the T&I?

Take-Away: Task 4

- Sometimes translation, sometimes interpreting, sometimes both at once?
- No translation: serious implications, but for whom?
- Responsibility unclear?

Main Take-Aways

- Clear, timely and accurate communication is essential in a crisis and translation/interpreting can play a very important role in achieving this and should ideally be considered as part of ***preparedness*** not only ***response***.

Thank you!

References

- Federici, F. M. (ed.) 2016. *Mediating Emergencies and Conflicts*. Houndmills: Palgrave Macmillan.
- Federici, F.M. and K. Al Sharou. 2017. Moses, Time, and Crisis Translation. *Translation and Interpreting Studies* [forthcoming].
- Harvard Humanitarian Initiative. 2011. *Disaster Relief 2.0: The Future of Information Sharing in Humanitarian Emergencies*. Washington, D.C. and Berkshire, UK: UN Foundation and Vodafone Foundation Technology Partnership.
- Cadwell, P and S. O'Brien (2016). Language, culture, and translation in disaster ICT: an ecosystemic model of understanding. *Perspectives*, 24: 4, 1-19.
- O'Brien, S. 2016. Training Translators for Crisis Communication. In: *Mediating Emergencies and Conflicts*, edited by F.M. Federici. Houndmills: Palgrave Macmillan. 85-115.
- O'Mathúna, D. 2015. Research ethics in the context of humanitarian emergencies. *Journal of Evidence-Based Medicine*, 8(1): 31-35.
- Moser-Mercer, B., L. Kherbiche and B. Class. 2014. Interpreting Conflict: Training Challenges in Humanitarian Field Interpreting. *Journal of Human Rights Practice* 6(1): 140-58.
- Moser-Mercer, B., and G. Bali. 2007. 'Interpreting in Zones of Crisis and War: Improving Multilingual Communication through Virtual Learning'. *Proceedings of the MIT/LINC Conference 'Technology-enabled Education: A Catalyst for Positive Change'*. Amman, Jordan. 28–30 October. CD-Rom, n.p. Cambridge, MA: Massachusetts Institute of Technology.
- Tipton, R. 2011. 'Relationships of Learning between Military Personnel and Interpreters in Situations of Violent Conflict: Dual Pedagogies and Communities of Practice'. *The Interpreter and Translator Trainer*. 5(1): 15–40.