Life, Style, and Translation
ことばを繋ぎ、未来を紡ぐ
Proceedings
# Table of Contents

'The other side of the moon': The Australian Army and understanding Japan, 1901-1952 ........................................... 6
Tim Gellel ........................................................................................................................................................................... 6

オーストラリアのIP事情 ................................................................................................................................. 6
大田正子 ................................................................................................................................................................. 6

Introduction to editing principles and practice........................................................................................................ 7
Julia Maurus .............................................................................................................................................................. 7

The In-House Facilitation of Japanese Health Care to the Non-Native Speaker ......................................................... 8
Paul Williams ............................................................................................................................................................. 8

What a Nightmare! Tackling Gnarly Terms in J-E Patent Translation ........................................................................ 8
Nadine A. Edwards .................................................................................................................................................... 8

The Socialization of Translators: Fostering Professional Values and Practices ....................................................... 9
Judy Wakabayashi ...................................................................................................................................................... 9

Write It Yourself: Experience Academic Publication by Writing Mock Papers ...................................................... 21
Daisuke Yanase ......................................................................................................................................................... 21

翻訳者のためのライティングスキル・ワークショップ .............................................................................................. 23
松丸さとみ .......................................................................................................................................................... 23

Moving from Tier Two to Tier One in Japanese-to-English Translation ................................................................. 24
William Lise ........................................................................................................................................................... 24

The Arithmetic of Translation: Addition, Subtraction, Multiplication and Division ............................................ 25
Richard Walker ....................................................................................................................................................... 25

Monetary Policy Translation Workshop ................................................................................................................ 26
Christopher Blakeslee ............................................................................................................................................... 26

Building Both a Business and a Profession in Translation: Best Practices of a Freelancer .............................. 27
Fides Umemura ...................................................................................................................................................... 27

日本市場で求められる日英通訳者 ........................................................................................................................ 28
工藤浩美 ......................................................................................................................................................... 28
ブレイク・バギュリー ........................................................................................................................................ 28

Crafting an Author’s Words .................................................................................................................................. 28
Gabi Plumm ........................................................................................................................................................... 28

Finding Pathways to Professionalism - Practice, Process and Random Walks .................................................. 29
Heather Glass ......................................................................................................................................................... 29

A Taste of Game Translation: With or Without Context ...................................................................................... 30
Ryosuke Nagao ...................................................................................................................................................... 30

Conference interpreting and sight translation between English and Japanese ............................................. 31
Junko Ichikawa ....................................................................................................................................................... 31
Legal Translation: How to Translate Law without Laws ................................................. - 41
Leon Wolff ..................................................................................................................... - 41

Experiences in a Japanese Concentration Camp .......................................................... - 41
Nicky Knoff .................................................................................................................. - 41

Chair Yoga ................................................................................................................... - 42
Nicky Knoff .................................................................................................................. - 42

SBSとその字幕 〜 多文化テレビ局での字幕翻訳 .......................................................... - 43
モーア裕子 .................................................................................................................. - 43

Interpreters for Aboriginal Australians ....................................................................... - 44
Deanne Lightfoot .......................................................................................................... - 44
Annette Kogolo ............................................................................................................ - 44

日本における国際的な子の奪取とハーネ条約に基づく返還援助申請 ................................ - 45
丸岡英明 ...................................................................................................................... - 45

Faster Translation with Fewer Keystrokes: Abbrev Expansion and Simple Macros .... - 50
Richard Sadowsky ........................................................................................................ - 50

Revisiting Retirement: Ready or Running? ................................................................. - 57
Charles Aschmann ........................................................................................................ - 57

Codes of ethics and professionalisation of translation and interpreting: a comparative approach to
Japanese and Australian cases .................................................................................. - 58
Maho Fukuno ................................................................................................................. - 58

Work Environments: Office, Home and on the Go ...................................................... - 74
Paul Koehler .................................................................................................................. - 74

Closing panel discussion: Three Decades of IJET and Beyond ............................... - 75
Judy Wakabayashi ......................................................................................................... - 75
William Lise .................................................................................................................. - 75
Manako Ihaya ................................................................................................................ - 75
Tony Atkinson ............................................................................................................... - 75
Satomi Matsumaru ....................................................................................................... - 75
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Sincerely,

IJET-30 Organizing Committee: Julian Kitchen, Saki Yamashita, Cat Nakamichi, Hideaki Maruoka, Hiroko Tan, Akiko Uchiyama, Neelu Kaur, Stuart Ayer, Céline Sutherland Browning, Jordan Taylor, Leah Sourris, Mitchell Curtis, Kamil Spychalski and Phil Robertson (Board Liaison).
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Master of Arts in Japanese Interpreting and Translation (MAJIT)

MAJIT is the only interpreting and translation program in Australia focusing solely on Japanese and English. It is endorsed by the National Accreditation Authority for Translators and Interpreters (NAATI) at both Certified Conference Interpreter and Certified Advanced Translator levels.

Offering intensive training in both interpreting and translation, this postgraduate coursework program is one of only two in Australia to be listed on the International Association of Conference Interpreters (AIIC) Schools and Programs Directory, which only features programs that meet its training criteria. Teaching staff are highly qualified, NAATI-certified translators and conference interpreters.

languages-cultures.uq.edu.au/majit
‘The other side of the moon’: The Australian Army and understanding Japan, 1901-1952

Tim Gellel

From the time of Australian Federation at the beginning of the 20th Century, Imperial Japan was regarded as the regional threat to Australian security. Despite this, the Australian Army made only indifferent efforts to understand Japan until conflict came with the Second World War. In the midst of the greatest national security crisis to confront the young nation, the Australian Army’s learning curve was steep. But as the war progressed, and through involvement in the Allied Occupation of Japan that followed, Australians serving in the Army came to understand Japan in a more sophisticated way.

大田正子

オーストラリアのIP事情

オーストラリアは長い間、比較的、特許の取得や権利行使が容易な国として知られてきました。しかし、2013年4月15日施行の特許法改正により、特許基準が大幅に引き上げられています。これは、世界の基準、特に欧州、日本、英国、米国と同じレベルまで引き上げようとの意向のあらわれです。また、一方、商標に関して言えば、文字や図形、ロゴ以外の非伝統的なマーク、つまり、色、音、立体的形状、匂いなども、日本に先駆けること10年以上前から、オーストラリアでは商標として、その保護を受けることが可能となっています。特許、商標、意匠といった知的財産権は、ビジネスと深く結びついているその性質上、ビジネスのグローバル化がすすむにつれ、様々な国際条約の枠組みのなかで、国際情勢の影響を受けて変化しています。そういったことも踏まえ、オーストラリアのIP概要をご紹介できればと思います。また、知的財産事務所でジャパン・ビジネス開発に携わるようになってから、まだ5年弱ですが、その経験から翻訳とのかかわりを少しお話しいたします。
Introduction to editing principles and practice

Julia Maurus

This session introduces the fundamentals of editing and provides practical tools and techniques that can improve the quality of any communication. With a focus on Australian standards, the presentation explains the different levels of editing (proofreading, copyediting and structural editing), work methods, and considerations for different audiences and publication formats.

Editors use reference materials (including dictionaries, style manuals and style sheets) to make and record editing decisions for any given communication. While spelling and grammatical conventions evolve over time, a well-edited publication is internally consistent and effectively engages its audience. Spelling and style decisions can be especially important in cross-cultural communication, where editors must be mindful of the differences between English dialects.

Editing can be done by hand or through electronic mark-up, and queries to the author or client should always be clear and polite. This presentation explains word-processing tools that editors commonly use to review publications thoroughly and efficiently. The track changes and comments functions in Microsoft Word are most commonly used for editing on-screen, while the find-and-replace function, macros and other formatting shortcuts are especially useful in speeding up the editing process.

Editors should always consider the needs of the target audience, making suggestions to improve text flow, readability and accessibility where appropriate to the purpose and format of the communication. The presentation also explains the principles of ‘plain English’ endorsed by the Australian Government’s Style manual for authors, editors and printers. Adopting plain English means using everyday, inclusive language in concise sentences. Plain-English communications are clear and effective because they avoid jargon, acronyms and abbreviations, passive voice, double negatives and gendered language that could confuse or alienate members of the audience.

An understanding of editing principles and practice can assist translators who are committed to producing communications of the highest quality.
The In-House Facilitation of Japanese Health Care to the Non-Native Speaker

Paul Williams

The adequate delivery of treatment to patients without Japanese literacy in the Japanese health setting is an ongoing and complex challenge. While some larger hospitals have incorporated in-house “medical coordinators” into their organisational structure, organisations outside of the medical institutions are also addressing this issue with dispatch-type interpreting services, and the use of telephone and video-chat medical interpreting services is also increasing. The upcoming Olympic Games has resulted in increased discussion of these issues. However, this discussion seems to be city-centric and neglects the needs of the regional health setting.

In this presentation, I will share my experiences over an eight-year period as an in-house medical coordinator in a large regional hospital, and from the perspective of an expatriate Australian. While acknowledging the importance in providing care to the speakers of all languages, I will also outline the process in my own capability of assisting the English-speaking patient at our hospital, and suggest some measures that smaller-scale hospitals and clinics may be able to implement in order to provide a more accessible medical service.

What a Nightmare! Tackling Gnarly Terms in J>E Patent Translation

Nadine A. Edwards

Neologisms, compound nouns, and field-specific compound verbs are some of the constructions that can leave even the most experienced patent translator scratching their head. This interactive session will provide some examples of these constructions as well as propose useful strategies and references for dealing with these gnarly terms.
The Socialization of Translators: Fostering Professional Values and Practices

Judy Wakabayashi
Kent State University

Abstract
This paper examines the skillset, mindset and professional identity of translators, including the acquisition and internalization of these attributes through formal and/or informal training and experience. The study draws on (1) questionnaires completed by graduate students of translation in Australia and the United States, reflecting entry-point perceptions, (2) job advertisements for translators in Japanese online sites, reflecting employers’ expectations, and (3) insights from relevant research. The aim is to identify key factors in the transformation from rookie to veteran, through the diverse perspectives of translator trainees, users of translators’ services, and researchers, so as to facilitate this professional transition and continued development and to examine the pedagogical implications.

Professional socialization
The main indicators of collective professionalization (features that mark translation as a profession rather than an occupation) are as follows:

1. Formal qualifications (1)—education/training, involving systematic approaches and a recognized body of useful, specialized knowledge.
2. Formal qualifications (2)—certification by a professional association or government or academic institution, constituting standards of practice.
3. Professional associations.
4. Decent working conditions and recognizable working practices.
5. Guides to good practice (e.g., the American Translators Association’s Getting It Right client education guides).
6. Codes of ethics (e.g., AUSIT Code of Ethics).
7. Disciplinary procedures (e.g., ATA’s Ethics Complaint Form).
8. Research activity.
9. Recognition of the profession among clients and the public.
At the individual level, a professional translator can be defined in the following terms (Jääskeläinen, Kujamäki and Mäkisalo 2011, 146–7):

1. **Livelihood**: anyone who makes their living by translating. (But what percent?)
2. **Quality**: *product* quality (e.g., linguistic equivalence, functional adequacy, stylistic appropriateness) vs *performance* quality (e.g., speed, technological proficiency).
3. **Ethics**: adherence to ethical codes.

Professional *socialization* is defined here as a lifelong process by which individuals acquire and internalize the *skillset* (knowledge, skills, behaviors, habits) and *mindset* (values, norms, attitudes, roles) of members of a professional culture. This includes the ability to reflect and make informed decisions. The main routes to professionalization are (1) proficiency plus circumstances (on-the-job training, implicit learning), and (2) formal training (explicit learning) (Jolley 2017, 16). Specific strategies include the following:

- Professional and academic courses (introductory, advanced, specialized), including workshops and webinars.
- Peer-driven mentoring: The focus of ATA’s mentoring program is on *business* skills, while that of the Japan Association of Translators’ e-Juku is on *translation*.
- Practicums, job shadowing (virtual or otherwise), internships, work orientation programs.
- In-house training (generally not available to freelancers).
- Specialization.
- Classroom role-play: e.g., terminologist, translator, reviser, project manager. This fosters teamwork skills, including use of collaborative work tools.
- Volunteer translations (e.g., for charities or community organizations): These help novices overcome the vicious cycle of not being able to get work without experience and not being able to gain experience without work. They also help with networking.
- Social and professional events that promote interaction.

**Entry-point questionnaires**

For many years I have asked my students in the first week of their MA program in Japanese translation to complete an informal, voluntary questionnaire aimed at ascertaining (rather than *assuming*) their translation-related interests, aspirations and expectations—role perception, self-perception and perceived needs. Their responses reflect the views of relative newcomers to the profession. The discussion below is based on surveys from 23 University of Queensland students and 38 Kent State University students. The categories were not determined in advance but emerged from the data. The findings are ranked by frequency of response.
The most frequently cited reasons for taking up graduate studies of translation were as follows:

1. **Language learning**: “I found that I really enjoyed learning Japanese. I felt that translating was a very practical way to pursue something I am very interested in.”

2. **Intercultural communication**: “I also want to share my love of Japan and its culture with the world”.

3. **Enjoyment and inherent interest** (equally ranked): “I have long been both amused and frustrated by the quality of translated products available in the United States. At some point, I found myself thinking, ‘I could do better than that, and I’d have fun doing it, too!’”; “I have always loved problem solving and learning. After experiencing translation firsthand as a CIR, I enjoyed the problem solving-like aspect of translating Japanese to English. I also loved the fact that I have to continuously learn in order to be a successful translator.”

4. **Previous experience**: “At my current employer, I have had opportunities to teach Japanese, translate documents, and interpreting at meetings with Japanese customers. Those experiences inspired me to study translation.”

5. **Professionalization**: “I have worked as a translator for about 6 years and I never had a chance to have my work looked at or receive feedback so I never had a chance to assess my work. Also I wanted to expand my realm of expertise.”

6. **Other**: financial reasons; didn’t want to teach; flexibility; subject matter interest; combine with other expertise; etc.

Students’ initial motives often relate to their interest in languages, rather than translation per se, or they might not understand the profession well (e.g., wanting to make a living as a full-time literary translator). These expectations become more realistic over the two years. Most respondents had some, but only limited, prior experience of translating.

Students’ career goals were ranked as follows:

1. **In-house translator**: “Having worked as an ‘in-house’ translator and experienced freelance work as well, at present I am aiming to be a (possibly) in-house translator with a certain, as yet undetermined field of specialty, that would provide daily income whilst giving the opportunity to pursue other areas as well.”

2. **In-house then freelance**: “I like the idea of freelance, sometimes. I think it might be fun with the right clients. So, maybe that, down the road. But definitely to start I’d like to be an in-house translator. I’d like the structure. Also—easier taxes and benefits?!”

3. **Specialization**: “My current career goal is to be a translator in medical field.”

4. **Unsure**: “After meandering for a long time, I’d really like to establish a ‘career’. I’m not sure yet if I want to do in-house or freelance.”
5. **Other language industry roles:** “I would also be willing to consider going into project management.”

6. **Freelancer** or **Freelancer plus other career(s)** or **Interpreter** (equally ranked): “my ideal career would be a professional freelance trans/interpreter that lives in America for ½ of the year and Japan for ½ of the year”; “I would like to be a freelance translator. Also, I am interested in teaching Japanese in the college level.”; “I always imagined that my translation skills were better than my interpreting skills, but having been informed that they are on par with each other (i.e. the results of the aptitude test) I have been reconsidering my options. I enjoy the buzz of interpreting, but the satisfaction of a job well done after a translation job also has it’s moments.”

Incoming students have a generally realistic image of translators, but there is room to make our profession’s profile more positive. The most frequently mentioned images were as follows:

1. **Working conditions**: a largely negative image. “working late into the night to meet impossible deadlines while receiving little credit”; “My initial image was rather dark since I assumed all they dealt with was a room filled with dictionaries and encyclopedias.”; “All sorts: at a desk translating; managerial-type stuff; hard worker; interpreter; working in an office.”

2. **Knowledgeable**: “I imagine translators to be knowledgeable, hardworking, expressive, and creative. Always learning.”

3. **Intercultural mediators**: “They work in a variety of fields to facilitate communication between languages and cultures, often behind the scenes and out of the public eye.”

4. **Linguistically proficient**: “Extremely skilled in both native and second language—good writers.”

5. **Independent**: “I imagine translators to be very independent and self-motivated. Especially if they’re free-lance.”

Other images (by frequency) include that of a flexible career; researcher; detail-oriented; invisible; financial aspects; no image; intellectually curious; perfectionist; tech-savvy; hardworking; and cultural experts.

Respondents’ image of what constitutes a good translation student revealed the following aspects:

1. **Open to correction**: “HUMBLE; open to learning; not afraid to make mistakes”; “Someone willing to take criticism and able to grasp that their way of translating is just one of potentially many options”.

2. **Diligent**: “Someone who has the drive to succeed and is not easily discouraged by setbacks”; “the willingness to solve rather than gloss over difficult parts”.

3. **Self-improvement**: “A good translation student should constantly revise one’s own work, and one’s own techniques as well”; “ability to absorb a lot of information and engage with it actively”;
“someone who makes an effort to read extensively and to analyze carefully the corresponding English translations”.

4. **Language abilities or love**: “someone who has good reading and writing skills in both Japanese and English”; “passion for language and its use”.

5. **Detail-oriented**: “Someone who is meticulous about the quality of the work he/she outputs”.

6. **Self-motivated**: “Passion, dedication, and consistency.”

7. **Writing ability**: “creativity in using language”.

8. **Practice**: “A student who is willing to take the time to practice many different genres”.

9. **Good attendance; Critical thinking; Patient**.

10. **Flexible; Learns from peers; Time management**.

11. **Aptitude; Research skills; Objectivity; Logic; Reader; Professional; Articulate; General study skills**.

12. **Tech-savvy; Reader awareness; Decisive; Perfectionist; Organized; Wide-ranging interests**.

These responses reflect a sound grasp of the attributes of successful translation students—although whether this translates into actual study habits is another matter.

Expectations of the MA programs in translation focused on the following aspects:

1. **Acquire or improve translation skills**

2. **Improve linguistic skills**

3. **Improve speed**

4. **Professional aspects**: “Practical info about fees, dealing with clients, presentation of work.”

5. **Different subject fields or translation types**

6. **Correction from instructor**: “I expect to learn my own strengths and weaknesses”; **Attitudinal issues**: “to develop greater self-criticism to evaluate own work with or for others.”

7. **Practice; Theory**: “I expect to learn how to practically incorporate some of the principles/disciplines covered in our theory class, and eventually how to surpass the level of applying restricted rules!”

8. **Peer learning**.

9. **Research skills; Hard work**.

Student expectations as to the best way to learn translation focused on the following:
1. **Practice**: “Practice a lot under a good instructor and among active students”; “Practice – observation – discussion – analysis.” Expertise studies suggest that it takes 10,000 hours of *deliberate* practice to become an expert in a field. “Deliberate practice occurs only when (a) there is a well-defined task, (b) the task is of appropriate difficulty for the individual, (c) there is informative feedback, and (d) there are opportunities for repetition and for the correction of errors.” (Shreve 2002, 157–8). It is the *nature* of the practice (e.g., scaffolding; feedback) that is important, not just the amount.

2. **Constructive feedback**: “By doing with instruction and critical guidance”.

3. **Peer learning**: “opportunity to bounce ideas off of/collaborate with native speakers of L2”.

4. **Reading and comparison**: “Reading documents in various fields”; “Reading a Japanese passage and then its translation, or translating it oneself and comparing translations, is also very enlightening”.

5. **Mentoring**: “doing a lot of translations with a competent mentor checking your work would be the best training”.

6. **Learning from mistakes**: “The best way to practice is if there is someone to point out mistakes or say if anything is unclear”.

7. **Diverse genres**.

8. **Theory**: “I believe in learning different approaches including the theoretical principles”; Explicit *instruction*: “formal instruction is also helpful in the long run so different areas of translation can be attempted.”

9. **Observation**: “looking at other translators’ work would be a good way of getting new ideas.”

10. **Real-world experience and scenarios; Cultural and general knowledge; Discussion.**

Respondents’ desired classroom activities focused on the following:

1. Diverse genres and fields
2. Observation of others’ translations
3. Analysis and discussion
4. Practice; Feedback; Miscellaneous
5. Broadening of horizons
6. Systematic exercises
7. Sight translation; Unsure
8. Time management skills; Real-life translation; Different techniques

There was little mention of professional aspects or tools.

**Employer expectations**
To gauge exit-point market demands, I surveyed Japanese employers’ needs and perspectives as reflected in online job advertisements for Japanese/English translators on a single day (March 1, 2019):

- BestJobs: 175 jobs (excluded because of incomplete data collection)
- CareerJet: 44
- Daijob: 16
- Japan Times: 9
- GaijinPot: 8
- JAT Job Board: 10 (excluded 2 for interpreter positions, so 8 total)
- MyShigoto: 5
- Total analyzed: 90 (including 6 virtual duplicates on different sites). This one-day snapshot suggests healthy demand.

These jobs are largely limited to the Japanese market (only three advertisements mentioned jobs outside Japan) and primarily aimed at 日本人. They mainly reflect private-sector in-house jobs, under-representing government and freelance positions, so freelancers need to look elsewhere. It should be noted that there is a possible mismatch between employers’ desires and whom they actually hire, and we cannot necessarily generalize from these findings (e.g., to the Australian or American markets).

There was nearly twice as much demand for J-E as E-J translators. Nine advertisements called for bidirectional translating (although most training programs focus solely or mainly on one direction, usually into students’ native language). Several ads did not specify the direction, indicating employers’ lack of understanding of the field. The ads reflect strong demand for translating and interpreting in a single position and fairly strong demand for related positions, including coordinating and project management. J-E translation jobs were most frequently combined with proofreading, cross-checking, or review, whereas localization and technical translation stood out most with E-J jobs. News translation appeared with E-J, but not J-E.

More than half the ads did not specify any academic qualifications. Of those that did, a bachelor’s degree was most common. Some accepted a high school diploma. Only two mentioned a graduate degree. Only two ads required formal training in translating or interpreting, and only two mentioned this as desirable. Japanese employers are still relatively unaware of or do not value this qualification, as distinct from the competence it represents. Instead, four ads mentioned company-set tests.

Employers also seem unaware of—or do not value—professional associations or certification, as not a single advertisement mentioned these. This suggests a need for associations such as JAT to raise their profile and educate employers about the benefits of professional membership and/or certification so as to gain greater recognition of our profession. Bowker (2005, 24) lists several
strategies for employer education.

Most advertisements did not specify requirements relating to general work experience. A number specifically welcomed new graduates or 第二新卒. This suggests strong demand and makes it easier for recent graduates to enter the profession. Nevertheless, 17 ads specifically listed translation experience as required (the top required skill; at least 2 or 3 years was the most common length\(^1\)). Another 5 specified interpreting experience (2–5 years), and 13 listed translation experience as desirable (3 specified “at least 3 years”).

The most common required levels of English proficiency were “native speaker-level” and “native”. Proficiency was often specified in terms of TOEIC scores or descriptions such as “business-level”. Two ads defined “fluent” as TOEIC 865+. One defined 上級 English as ビジネス会話レベル, and one defined ビジネスレベル英語力 as TOEIC780点以上. The most common TOEIC-level requirement was 700 or higher. Perhaps surprisingly, there was only a slight preference for English skills at TOEIC 800 or above, although “native or native-level” subsumes this.

With Japanese proficiency, the most common required levels were again “native speaker-level” and “native”, followed by “business-level”. One advertisement defined “fluent” as JLPT Level 1 or N1. Only three ads mentioned JLPT (2: N1; 1: N2 or higher), suggesting it is not as desirable a qualification as students think.

The distinction between required and desirable skills was not always clear. The most frequently cited hard (instrumental) skills that were specifically required were as follows:

1. **Experience in translation**: The most common length was at least two years (but Translation competence ranked sixth). Equal top rank was software skills, with general computer literacy (Microsoft Office) the most required. There was little mention of AI, IT or CAT tools skills, although CAT tools were mentioned a little more frequently as a desirable skill. Japanese employers seem relatively out of touch with the skillset needed to work professionally today. On the positive side, this means they still value human expertise.

2. **Domain expertise**: Most ads did not require field-specific expertise. Expertise in Business ranked equal top with Entertainment industry expertise.

3. **Communication skills and Writing**.

4. **Experience in interpreting**.

5. **Research Competence**, which can probably be understood as the ability to “locate information as well as apply adequate criteria for assessing the quality of the information” (Martín 2005, 136). Project Management ranked equal 5th.

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\(^1\) It is difficult to quantify freelance experience by “years”, as some freelancers work only occasionally.
The most frequent desirable hard skills were as follows:

1. Domain expertise: Entertainment industry topped the list, followed by Sciences and Technology (particularly Auto industry).
2. Experience in translation.
3. Software skills.
4. Cultural competence.
5. Interpreting.
6. Writing.
7. Communication skills.

The most frequently listed soft skills and dispositions were as follows:

1. Team-working (interpersonal) skills.
2. Flexibility (this referred to attitude, but versatility in skills is also important).
4. Professionalism.
5. Detail-oriented.
6. Time management skills.

Other attributes commonly mentioned included cultural competence, positive personality, organizational skills, logical, and passion.

Table 1: Fit between student and employer expectations

<table>
<thead>
<tr>
<th>Students</th>
<th>Employers: Required skills</th>
<th>Employers: Desired skills</th>
<th>Employers: Soft skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working conditions</td>
<td>Experience in translation; Software skills</td>
<td>Domain expertise</td>
<td>Team-working skills</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>Domain expertise</td>
<td>Experience in translation</td>
<td>Flexibility</td>
</tr>
<tr>
<td>Intercultural mediators</td>
<td>Communication skills; Writing</td>
<td>Software skills</td>
<td>Self-starter</td>
</tr>
<tr>
<td>Linguistically proficient</td>
<td>Experience interpreting</td>
<td>Cultural competence</td>
<td>Professionalism</td>
</tr>
<tr>
<td>Independent</td>
<td>Research competence</td>
<td>Interpreting</td>
<td>Detail-oriented</td>
</tr>
</tbody>
</table>


Some employers felt the need to specify that the position was open to all ages, and some emphasized that women are welcome or that many women work at the company. About a tenth of the ads encouraged “foreign talent” to apply or said the position was open to “diverse cultures”. Ten ads specified that applicants must currently reside in Japan, and eight said visa sponsorship was possible. (Of those student respondents who specified where they want to work, more were interested in working in Japan. Obtaining a working visa is the biggest job obstacle for non-Japanese applicants.)

正社員 was by far the most commonly mentioned employment status, followed by contractors (mostly long-term), 派遣社員, freelancers, and part-time employees.

Most advertisements stated the remuneration. Although only two said the pay depended on experience, it was typically cited as a range. The lowest salary was 230万; the highest was 800万円以上1100万円以下. The most common was at least 3 million yen. The lowest monthly pay was 20万, the highest was at least 50万, and the most common was at least 24万. Hourly pay ranged from 1,000 to 2,800 yen, with 1,400 the most common. Quite a few positions included a bonus (1–4 times p.a., based on performance and/or equivalent to X months’ pay). Despite apparently strong demand, employers are not generally offering high salaries to attract good candidates (compared with other professions requiring a similar level of qualifications).

Beyond ‘translation proper’, the variety of professional profiles is indicated by the labels used for language service providers, such as screen translator, interpreter, rewriter, technical writer, copywriter, (bilingual) editor, post-editor, translator-editor, adapter, proofreader, quality control expert, language consultant, communication officer, terminologist, (software) localizer, information management expert, desktop publisher, multimedia designer, multicultural software designer, research and information specialist, crosscultural trainer, cultural assessor, and personal assistant. The variety of roles is indicated by the prominence of hybrid positions in the advertisements and my graduates’ careers. Katan (2011, 84) suggests distinguishing between text-centered translation work and the work of “Higher Autonomy Professionals”—i.e., “the professional language provider, localizer, versioner, or practitioner responsible with, or instead of, the client for output during and after submission.” This expanded profile can usefully be factored into training. Conversely, translators’ linguistic and cultural competences are highly transferable to other professions.

Pedagogical implications: responsive but not overreactive teaching

So how can translator education programs help students form a professional identity, and how can the needs and expectations of different stakeholders—trainees, educators (the nexus), and employers—be better aligned? One possibility is the use of authentic paid assignments as part of coursework, but this raises issues such as access to this work, an increased burden on instructors (quality control) and ‘competition’ with professionals. A compromise is a “balance between simulated ‘real’ activities and specific monitored activities” and “a progression towards independent student work both inside and outside the classroom” (Martín 2005, 140–41).
As well as addressing current needs, university programs must also anticipate future requirements and prepare graduates to cope with market changes. Alongside the ability to solve known problems using acquired procedures, graduates need the ability to acquire new knowledge and solve new problems. Instructors need to update curricula continually to ensure relevance and employability. Nevertheless, allowing the market to drive curricula would be problematic, as employers are not always the most knowledgeable about certain aspects. Jolley (2017, 17) lists several relevant recommendations for competency-based education.

Based on four decades of experience as a professional translator, including three decades teaching translation to graduate students, my subjective evaluation is that academic programs are doing a good job in most respects (linguistic, translational, instrumental and soft skills). The area that could most benefit from improvement is that of familiarizing trainee translators with workplace realities and the business side of translation (particularly for freelancers) (e.g., client acquisition, rate negotiation). Workshops by professional associations like JAT are helpful in this respect, but most students do not access these in the critical months around graduation.

One challenge is that of deprofessionalization (e.g., under-skilling by ‘cowboy translators’). Jääskeläinen, Kujamäki and Mäkisalo (2011, 145) comment that “Looking at the recent expansion of non-profit translation and interpreting may give the impression that we have simply regressed to the state in which we were fifty or so years ago: anyone with some language skills can translate and need not be paid for it either.” Overcoming this challenge calls for greater collaboration between the profession and university programs and building more effective relationships with employers.

Another challenge involves presenting a more positive image of the profession. The findings reveal a somewhat negative impression of translation among employers and even incoming translation students. Also relevant are the challenges presented by the generational changeover. JAT and other organizations, including universities, need to present a more positive image that highlights the growth in the language services industry, the ongoing need for human translators despite machine translation, and the career flexibility, intellectual rewards and other positive aspects of translation.

References


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Helping you communicate better

 een van de grootste vertalingagenten heeft meer dan 9000 vertalers van de meest geverschillende taalpaarsoorten. Onze professionele vertalingen worden geproduceerd door een team van vertalers en vertalingsexperts. Onze services omvatten vertaling, review en editie, vertalingstroefprijzen, vertalingstraining en werken nauw samen met topuniversiteiten en internationale organisaties.

“Helping you communicate better”

In de toekomst zullen we samenwerken met nieuwe vertalingstechnologieën om de kwaliteit van onze vertalingen te verhogen. Onze missie is om uitstekende vertalingen te creëren die effectief communicatie mogelijk maken.

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https://www.hicareer.jp/
Publishing academic articles is a desirable experience to have for those who engage in technical translation. Having said that, don't worry if you lack such experience. There is no restriction on improving your writing skills by writing simulated articles for academic journals. All you need to do is choose a few subjects you are passionate about and want to share with other people, and then write about them in the style of an academic paper. This article aims to show you the main steps of practical academic writing: selection of subject matter; collection of materials; and the actual writing of simulated articles.

Communication consists of content, medium, and audience, and as one form of communication, academic publication shares the same components. So when we write an academic article, naturally we start by filling in each component one by one. Let's say we are going to write about patient-doctor relationship seen in the pioneering practice of surgery under general anesthesia during the Edo period, the last stage of feudal Japan. Next, we have to find candidate journals as the medium for our paper. I have in mind the following journals that cover the area of our subject matter, the social aspects of medical history.

- Journal of the History of Medicine and Allied Sciences (Oxford University Press);
- Medical History (Cambridge University Press)

Selection of a journal automatically determines the audience. Nevertheless, for the purpose of training by simulated academic writing, I think it is reasonable to assume our target audience is our colleagues, the members of JAT and JATPharma, who are expected to have a common interest and adequate background knowledge in the subject matter. The three major components of academic publication are thus filled in, but an academic article needs yet another component: references.

No paper can be written without references unless the author is a Robinson Crusoe. In fact, when we write an academic article, a large proportion of effort is made to collect and select reference materials. References are needed to provide the reason why we write a paper, to support, extend, and even challenge our arguments, and to help us identify limitations to our conclusions. Through a literature survey for references, we can train our research skills required for translating. Our paper on general anesthesia during the Edo period needs citations about at least the following topics.

- The history of general anesthesia for surgery: the background of the subject matter;
- The illustrated surgical records left by Japanese surgeons in the 19th century: the subject matter to
be discussed in the paper;

Medical practices in the Edo era, case reporting in traditional Chinese medicine, and introduction of Western medicine in Japan: the historical circumstances in which general anesthesia was put into practice in Japan;

History of informed consent: the social context in which we review the patient-physician relationship seen in the surgical cases we are going to discuss.

With a collection of references, we are now ready to write our simulated article. Here are two important points of this training. One is to train our skills to write in accordance with the instructions for authors found on the website of the target journal, while the other most important point is that this training helps us adopt a stance to write not to familiar people but to unacquainted readers and to draw their interest in the subject matter.

Chronic engagement in translation may impair our capability to write ideas and to narrate stories in an active and coherent manner. This is partly because some source texts contain logical or lexical defects, which annoy us by demanding fruitless correction and may even dampen our aspiration for perfection. Then I recommend simulated academic writing as a safe course of hard training, which allows us to write whatever we like, but in a formal and logically structured manner.

Good luck and enjoy it!
翻訳者のためのライティングスキル・ワークショップ

松丸さとみ

このセッションでは、今回のIJETのテーマである「ことばを繋ぎ、未来を紡ぐ」の「ことばを繋ぐ」部分に焦点を当てます。

日本語は、かなり自由度が高い言語です。その自由度の高さゆえ好きに並べても成立しますが、より分かりやすく伝えるにはちょっとしたコツが必要です。ではそのコツって何でしょうか？

英語から日本語へ訳す際に、原文を反映するだけでなく一歩踏み込み、読みやすく自然な日本語を作るにはどういったポイントに気をつければいいか？をワークショップ形式で皆さんと一緒に、実際に文章を訳しながら考えてみたいと思います。

読みやすく分かりやすい訳文が求められる代表的なジャンルの1つである「ニュース翻訳」を題材としています。実際に英語のニュースを訳してもらえるので、日本語の記事を作るつもりで取り組んでみましょう。なお、せっかくニュース翻訳を扱うので、基本的なニュースの訳し方についても少し触れる予定です。ニュース翻訳に興味がある方もぜひご参加ください！
Upward mobility on the translation food chain tends to be difficult after translating for a few years. Many translators appear to reach what they feel is their natural or perhaps inevitable position after about five years. The presenter senses that belief in a number of myths about operating as a tier-one translation provider keeps many people from trying to evolve into selling to translation consumers as a tier-one translation provider.

These myths include the belief (or excuse) that selling to direct translation consumers is “too much trouble.” Another myth is fostered by the ability to work at a distance because of global connectivity, which can lead to the notion that it is a given that translators work at a distance and never meet the consumers of their translations. The first myth (too much trouble) is sometimes heard when a translator has made or wishes to make some life decisions making entry into tier one impossible or difficult. If your target client demographic is a Japanese entity, living at a distance and not visiting prospective clients will rarely be effective, as is not being able to sell in Japanese. The second myth (everyone works from a distance via tier-one providers) also need not be accepted, as demonstrated by those translators who do indeed serve translation consumers. The presentation will provide some specific strategies for overcoming and evolving beyond the received wisdom, which clearly does not apply to everyone.
The Arithmetic of Translation: Addition, Subtraction, Multiplication and Division

Richard Walker

Different languages have different ideas about what constitutes a good sentence or paragraph, what should be stated explicitly, what everyone already understands, how information connects, and how logic flows. A polished translation does more than convert words and grammatical patterns; it understands the vocabulary and conventions of the source language and recreates them so that the final product conforms to both the vocabulary and the conventions of the target.

This is something that most translators intuitively grasp, but in this workshop, we will bring those choices out in the open, compare different ways of casting the same text and the trade-offs that come with them, and hear about the strategies our colleagues use.

The approaches to reforming a sentence are grouped under the four basic arithmetical operations: addition (making implicit information explicit), subtraction (making explicit information implicit), multiplication (combining information that is treated discreetly in the source), and division (breaking out information into discreet, manageable chunks). Time permitting, we may also delve into geometry and transformations (rearranging information so that it has the desired impact in the target).

The session will start with a brief lecture, after which participants will divide into groups and work on assigned texts. It will conclude with each group presenting both their finished products and the processes by which they arrived at them.
Monetary Policy Translation Workshop

Christopher Blakeslee

What central bankers say can hugely impact the real economy, so spoken and written statements from central bankers are frequently discussed in the media, not to mention equity, economics, and fixed income research. This workshop will be accessible to general and business translators as well as specialists in the financial field. After receiving an initial primer on monetary policy and the fixed income (interest rate) market, the audience will tackle some passages together in teams. Preregistration is not required but encouraged, thus starting the dialogue early and helping the presenter better craft the workshop to the audience. Email what you are interested in to moneypolicypres@japanecon.com
Making the leap towards becoming a full-time freelance translator involves a lot of risks. You have no job security, and your work schedule and income is unstable. Because you are your own boss, you have to do your marketing to look for clients, decide your work hours and rates, and then manage your finances. At the same time, you have to do the actual professional work: produce high-quality translations, meet deadlines and continuously improve your skills. Building both a business and a profession involves making decisions that are often in conflict with your roles as boss and employee.

In this presentation, I will discuss how I worked through these conflicts in my current practices, drawn from five years working as a freelance J-E translator in Japan. The topics will include the following:

(1) Business

- Achieving job security: looking for work, marketing as a generalist or a specialist translator, how to ensure relatively stable income

- Developing performance indicators: quantifying productivity, rationing non-productive and productive tasks, rating client satisfaction

- Planning for the future: exploring new possibilities vs. keeping clients

(2) Profession

- Creating a workflow: organizing your schedule, taking in/declining jobs

- Boosting productivity, meeting deadlines

- Getting feedback and using it

- Professional improvement: finding mentors and colleagues, improving base knowledge, improving translation skills
日本市場で求められる日英通訳者

工藤浩美
ブレイク・バギュリー

日本の通訳業界で数十年間に渡り、数々の現場で通訳・翻訳サービスを影で支えてきました。コーディネーターとしてお客様から様々なフィードバックをいただく中で、今、現場が求めている通訳者像をご紹介します。

活躍できる通訳者になるには、クライアントからリクエストを受ける通訳者であること、そしてエージェントと強い信頼関係を築くことが重要です。エージェントの日ごろの仕事の取り組みを理解していただき、通訳者と一緒にチームとして仕事の取り組みたいと思っています。

Crafting an Author’s Words

Gabi Plumm

Editors work hard to refine authors’ texts, so readers don’t have to. Editing is much more than just fixing punctuation and reviewing word choice; it also includes developing storylines, researching, and ghost writing.

Gabi’s session will start with a presentation on how she became a professional editor, in which she will talk about some of the books she has edited and how editors and authors work together. She’ll also provide some useful-but-often-overlooked editing tips that can be used to refine your own writing.

Participants will then be divided into groups to edit some pre-prepared texts. The session will finish with each group presenting their edited texts, followed by some discussion and feedback from Gabi. This session will be interesting and relevant to people who are considering working as a professional editor, budding authors wondering how best to work with an editor, and anyone who wants to rectify some of the poor writing habits they might have acquired over the years.
I will discuss the anomalous situation in Australia for people seeking to become professional translators that has resulted from the different paths taken here to develop vocational qualifications and certification testing.

National qualifications were an industry initiative that was widely informed by the real world work of practitioners. It was founded in a behaviourist approach to competency standards that describe what translators and interpreters do, with the goal of workforce skilling.

Certification was an initiative of Australia’s National Accreditation Authority for Translators and Interpreters, Ltd (NAATI) that was informed by academic literature and the work done by the American Translators Association. It was founded in a generic, or attributes approach to competency standards that describe what abilities translators and interpreters have, with the goal of certification testing.

The respective results are two vocational education and training (VET) qualifications each for translators and interpreters and five NAATI credentials in interpreting, but only three in translating. For Advanced Diploma graduates there is certification for both occupations. For languages that NAATI cannot test, there is also a credential for both ‘look-alike’ activities. However, while Diploma graduates may access provisional interpreter certification, there is no such in translating.

The architects of certification adopted the trappings of industry’s work. Consideration of their decision not to provide a pathway from translation beginner to professional provides fruitful ground for exploring the difference between translation as professional practice and process approaches to quality control and training, and academic approaches to translator education and certification testing.
A Taste of Game Translation: With or Without Context

Ryosuke Nagao

Come check out a lighthearted, hands-on workshop that demonstrates the pitfalls and dilemmas of video game translation, and in what ways it draws or differs from other genres of entertainment and technical translation. We plan to have a Japanese and English game apiece for you to explore and experiment with, as well as try your hand translating. Bringing a notebook PC will help you translate and analyze the games. A smartphone or tablet may help you play the featured games or do background research. Ask us anything game localization!
Conference interpreting and sight translation between English and Japanese

Junko Ichikawa

The University of Queensland

Abstract

Sight translation is the rendition of a written text in one language into oral form in another language, and it has been described as a hybrid between interpreting and written translation. It is an important technique that is frequently used in the field, such as in community interpreting (in legal and medical work) or conference interpreting. Particularly in international conferences, interpreters are sometimes provided with speech scripts or PowerPoint slides beforehand. On such occasions, conference interpreters provide simultaneous interpreting while reading the scripts. Therefore, such situations are also referred to as simultaneous interpreting with text. Although higher accuracy is expected for simultaneous interpreting with text, it requires a very high cognitive load, because oral translation into the target language must be provided simultaneously, while handling both visual (written text) and aural (speech) input in the source language. Moreover, sight translation is an advanced skill, since it is essential to have high levels of both reading and listening comprehension. However, both the importance and the difficulty of sight translation have been overlooked in the past, and have attracted little academic attention. This study aims to clarify the definitions and importance of sight translation based on previous research, and to also discuss the challenges of sight translation. Furthermore, focusing on English and Japanese, it will illustrate the practical utility and versatility of sight translation in conference interpreting settings and discuss the necessary skills and training methods required to improve sight translation.

1. Introduction – What is sight translation?

There are many skills required for interpreters, with probably the two best-known skills being consecutive interpreting (CI) and simultaneous interpreting (SI). Another skill, sight translation, is also crucial for practicing interpreters. Nonetheless, “its significance and complexity are generally overlooked and it is still an under-researched area of interpreting and translation studies” ¹.

Sight translation involves reading a written text and translating it orally. In doing so, interpreters have to read, comprehend, analyse the source text and interpret orally on the spot. It is essentially a hybrid

¹ Junko Ichikawa, "An Overview of Sight Translation: Challenges and Opportunities from a Community Interpreting Perspective," Flinders University Languages Group Online Review Volume 6, no. Issue 1 (2019), 50
between interpreting and translation. Sight translation is widely used in the field, and many interpreter training institutions incorporate sight translation in their curricula.

However, the definition and categories of sight translation remain ambiguous and confusing, and there is yet to be any firm consensus in the academic community. For example, Herbert defines sight translation as a type of simultaneous interpreting. Some scholars such as Biela-Wołożcij consider it as the third mode of interpreting along with CI and SI. Chen describe it as a “supportive interpreting method”. Many researchers traditionally view it as having a supporting role in interpreting training. Some refer to sight translation as sight interpretation or simultaneous interpreting (SI) with text.

There are two main categories of sight translation (See Table 1). Sight translation normally does not have audio input. In other words, interpreters are given a written text and asked to pass the written information onto the clients, in verbal form. It is often used in the field of legal and medical interpreting. For example, if a patient is asked to sign a consent form at a hospital, the interpreter must sight-translate what is written on the form. It is also used in business interpreting involving contracts or agreements, and on various other occasions.

Conference interpreting is another area that uses sight translation. In conference interpreting, simultaneous interpreters are sometimes provided with scripts beforehand, so that they may prepare. In such cases, interpreters normally interpret while looking at the scripts as the speaker is presenting. Often speakers will depart from the script, so interpreters must interpret what the speaker says, not what is written in the scripts. Therefore, it is referred to as “simultaneous interpreting with text” (SIT).

Gile developed an effort model, which uses different models for sight translation and simultaneous interpreting with text as below.

\[
\text{Sight translation} = \text{Reading Effort} + \text{Memory Effort} + \text{Speech Production Effort} + \text{Coordination Effort}^{7}
\]

\[
\text{Simultaneous Interpreting (SI) with text} = \text{Reading Effort} + \text{Listening Effort} + \text{Memory Effort} + \text{Production Effort} + \text{Coordination Effort}^{8}
\]

The only distinguishing factor between the two is whether Listening Effort is present. In other words, the only difference is if there is a speaker (aural input) or not.

Table 1: Two main categories of sight translation

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7 Ibid., 179
8 Ibid., 181
9 Ichikawa, "An Overview of Sight Translation: Challenges and Opportunities from a Community Interpreting Perspective.", 53
<table>
<thead>
<tr>
<th><strong>Sight Interpretation with Text</strong></th>
<th>Simultaneous interpreting with text (SIT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Aural + visual input (script)</td>
<td>e.g. Conference interpreting</td>
</tr>
<tr>
<td>* Aural input overrides visual input</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Consecutive interpreting with text (CIT)</strong></th>
<th></th>
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</thead>
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<table>
<thead>
<tr>
<th><strong>Sight Translation (ST)</strong></th>
<th>Oral translation of written texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>* No aural input, only visual input (text)</td>
<td>e.g. Community interpreting</td>
</tr>
</tbody>
</table>

Sight translation is also versatile. Some translators use sight translation to develop the first draft of a translation. As Chen\(^{10}\) noted, “Translators with training in ST and voice recognition software may be more effective than those who have not received this training. ST skills combined with speech technology may help translators to focus more on meaning rather than words, and produce translation more effectively for the faster workflow required in today’s market”.

Dragsted, Mees and Hansen\(^{11}\) conducted an output rate and quality assessment between written translation and sight translation (English to Danish). They concluded that although sight translation took much less time than the normal method of written translation, there was no significant difference in quality between the two methods. According to them, “overall, working in the oral modality seems to have a lot to offer in terms of saving time and effort without compromising the output quality”\(^{12}\).

2. Differences between ST and SI with text (SIT) in the field

Research by Nilsen and Monsrud\(^{13}\) shows that public sector interpreters or community interpreters in Norway use sight translation almost every day. Li\(^{14}\) also states that community interpreters often utilise sight translation in the legal and medical field. In those situations, an error in interpretation or a mistranslation could have a very significant effect upon the client’s life. Here are some examples of materials that a community interpreter might be asked to sight-translate in medical and legal settings:

**Medical**: Medical registration forms, treatment plans, patient education materials, consent forms,

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\(^{10}\) Chen, "Sight Translation.", 149


\(^{12}\) Ibid., 588

\(^{13}\) Anne Birgitta Nilsen and May-Britt Monsrud, "Reading Skills for Sight Translation in Public-Sector Services.(Report)," *The International Journal for Translation & Interpreting Research* 7, no. 3 (2015).

\(^{14}\) Li, "Sight Translation as a Topic in Interpreting Research: Progress, Problems, and Prospects."
prescriptions, discharge instructions\textsuperscript{15}

Legal: Court documents; police statements; affidavits; other legal documents; consent forms; application forms; personal letters\textsuperscript{16}

The distinct difference between ST and SIT is the type of text that interpreters are required to sight-translate. While SIT is based on speech scripts, ST is often required for written texts as shown in the above examples.

3. The challenges of simultaneous interpreting with text (SIT)

One of the major challenges of SIT is that interpreters need to deal with the visual interference of sight translation at the same time as the aural input of the speech, which imposes a heavier cognitive burden\textsuperscript{17}. Many scholars such as Déjean Le Féal\textsuperscript{18} state that the linguistic interference (that is, interference by the source language) is harder to avoid in sight translation than in simultaneous interpreting. Some other quotes concerning visual interference with sight translation are as follows:

\begin{quote}
\textit{….it is much more difficult to abstract meaning and abandon the structure of the original when the source-language message is written on paper in black and white than when it is an ephemeral auditory message.}\textsuperscript{19}
\end{quote}

Danger of “staying too close to the original text”\textsuperscript{20}

“temptation to translate word-for-word, which goes against the fundamental comprehension-reformulation approach”\textsuperscript{21}.

In addition to the visual interference stated above, SIT requires an aural process of listening the speaker. When interpreters simultaneously interpret while reading the script, they must listen to the speaker and check if the speaker is speaking in accordance with the script, and when the speaker deviates from the script, they must change the interpretation accordingly. Therefore, interpreters have to listen to the speaker, read the script and simultaneously interpret the speech.

Another factor influencing the difficulty of SIT is if there is preparation time or not. Lambert\textsuperscript{22} discusses

\textsuperscript{21} Gile, Basic Concepts and Models for Interpreter and Translator Training, 8., 138
the difference between rehearsed or unrehearsed sight translation. Interpreters are sometimes given the text for SIT beforehand and are able to prepare. SIT without any preparation is extremely challenging and according to research by Cammoun-Claveria, Davies, Ivanov and Naimushin, some interpreters say it is beyond their capabilities.

Cammoun-Claveria, Davies, Ivanov and Naimushin conducted research based on the following four different scenarios about the timing of when interpreters received speech scripts.

Four Scenarios

1. long before (hours, days, weeks) - the 'ideal' situation;
2. shortly before (15 to 30 minutes) - the 'normal' situation, which usually or often happens;
3. just before (less than 15 minutes) - the 'rush' situation; and
4. after the speaker has begun - the 'crisis' situation, i.e. the worst-case scenario to be avoided if at all possible.

Cammoun-Claveria, Davies, Ivanov and Naimushin asked participants about what they would choose to do in the Fourth 'crisis' situation. The responses are as follows.

- Keep it in front and glance at it: 35%
- Keep it in front but never look at it: 5%
- Give it to partner: 39%
- Push it aside: 12%
- Other: 9%

A number of interpreters avoid fully reading the script while simultaneously interpreting in the fourth scenario because they are concerned about the co-ordination of dual inputs. In the first scenario (the ideal situation), 94% of respondents claimed that co-ordination was possible. In contrast, 54% in the third scenario (the rush situation) and only 33% in the fourth scenario (the crisis situation) answered that co-ordination was possible.

Another challenge of SIT is the morphosyntactic features of language pairs. For example, French and Italian share many common morphosyntactic features. Viezzi researched about information retention in ST across English, French and Italian languages. According to his research, if the morphosyntactic

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23 Rawdha Cammoun-Claveria et al., "Simultaneous Interpretation with Text. Is the Text 'friend'or 'foe'? Laying Foundations for a Teaching Module" (University of Geneva, 2009).
24 Ibid.
25 Ibid., 11-12
26 Ibid.
27 Ibid., 94
28 Ibid.
features of the language pairs are closer, the retention rate was higher.

Then how about English and Japanese? Morphosyntactic features between European languages are generally considered to be closer than between European languages and Asian languages. The morphosyntactic and grammatical features of English and Japanese are totally different. Thus, the key is the de-verbalization process, which is the process of extracting the message and concentrating on the meaning. Seleskovitch developed the Interpretive Theory of Translation (ITT): the process of comprehension, de-verbalization, reformulation of interpreting, which is the process of separating the sense/meaning from the wording used by the speaker.

When doing sight-translation or SIT, a word-for-word approach is not an effective way of communicating. The same principle applies to interpreting and translation in general. It is always important to focus on the meaning, not just on words or phrases.

However, it is important to note that even though the same approach is effective for both ST and SIT, different techniques should be applied, as the types of text are different between ST and SIT. For example, as ST is not a speech, when sight-translating, the result is similar to a summary of the content of the text. Interpreters are able to start sentences where they like. Also, interpreters can control the pace and speed, since there is no speaker.

On the other hand, SIT is a speech with an active speaker. The speaker controls the pace and may deviate from the script. The interpreter must interpret based on the word order of the speech, as the interpreter must wait to hear what the speaker will say and cannot go ahead or predict what the speaker will say. Therefore, the challenge of SIT is how to deal with Aural and Visual input at the same time.

In order to cope with SIT, preparation and strategies are crucial. An example of ideal preparation will be as follows. It is essential for interpreters to understand the content and that the necessary information is already in their heads prior to the assignment.

- Receive the script a couple of weeks before the conference
- Read and write a mind map or dot point summary
- Practice sight translation
- Record the speech and practice SIT

4. Necessary skills and strategies for sight translation (ST)

The necessary skills for sight translation are:

- Reading skills in source language

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31 Ibid.
• Oral production skills in target language
• Rapid processing and analytical skills
• Register manipulation skills - converting the written form of the source language into oral form in the target language, so that the audience can understand easily.
• Self-assessment skills
• Public speaking skills

All those skills are important for interpreting as well. A number of researchers such as Viaggio and Weber, note the effectiveness of sight translation for interpreting training.

Written texts are different from oral communication and they often have more complex grammatical and syntactic structures. That is why sight translation strategies are necessary. Here are some examples of sight translation strategies:

• Focus on key ideas, which is also called Compressing (or Condensing). The most important strategy is to focus on the main message, and distinguish the main ideas from the secondary ideas. Compressing (or Condensing) also helps if the text is complex.
• Chunking and Parsing. Interpreters often add slash marks to the text to divide the text into small chunks of meaning or into logical syntactic components.
• Rephrasing and Register manipulation produce oral speech out of a written, formal text.
• Highlighting key words or highlighting the word which interpreters plan to start on, is another commonly used technique.

Here are a few examples about how to train yourself for sight translation.

• Make a priority of improving and training reading skills
• Increase your vocabulary
• It is useful to have an audience when you practice, or record and listen to yourself - self-assessment is the key.

Sight translation requires a very high level of reading skills and therefore, improving reading skills is the first priority. Interpreters don't normally have time to refer to a dictionary when sight-translating, and, in any case, it might look unprofessional to refer to a dictionary in front of clients. Therefore, it is important to increase your vocabulary, especially medical and legal terms.

You can practice sight translation by yourself. For example, you may use any newspaper articles or brochures. For example, when visiting a medical institution, there are always free brochures for public education, and those are useful resources for sight translation practice. When practicing, it is a good idea to record your sight translation, listen to and self-assess your own performance. Without self-assessment,

33 Weber, "The Importance of Sight Translation in an Interpreter Training Program."
you will not be aware if your performance is satisfactory in terms of accuracy, expression and delivery. For the same reason, it is helpful if somebody listens to your performance and gives you feedback.

Lastly, here are some tips when sight-translating:

- Make each sentence simple.
- Think about how to end the sentence.
- Maintain a steady pace. No pauses. No repeats.
- Must complete sentences (unfinished sentences sound unprofessional).
- Eye contact- you must look confident.

5. Conclusion

As was mentioned, sight translation has been referred to as the “poor cousin”\(^{34}\) of other interpreting studies. The majority of interpreting research has involved either CI and/or SI, while sight translation has attracted little academic attention, even though it is frequently utilised by practising interpreters and translators.

Sight translation is an important technique for interpreters, particularly for conferences and community interpreting in legal and medical settings, when clients need to understand what is written in a document. For conference interpreting, interpreters often simultaneously interpret in the booth with scripts. Sight translation is an essential skill for conference interpreters\(^ {35} \).

The presentation aimed to provide a comprehensive analysis of the definitions and attributes of sight translation based on previous research and to analyse the different variables such as the morphosyntactic features of sight translation between English and Japanese. Furthermore, with a focus on English and Japanese, the presentation illustrated the practical utility and versatility of sight translation in various interpreting settings and discussed the necessary skills and training methods required to improve sight translation.

Bibliography


\(^{34}\) Ivana Čeňková, "Sight Translation," *Handbook of translation studies* (2010), 322


Legal Translation: How to Translate Law without Laws

Leon Wolff

In his chapter on legal translation in the Oxford Handbook of Translation Studies, Leon characterised legal translation theory as "stretch and snap". Like an elastic band tethered to the pole of literalism, the theory permits a degree of freedom by the legal translator—but should the band go too far, it snaps back to the default position of linguistic fidelity. In the general debate over the 'degree of freedom' the translator enjoys in conveying the meaning of the text, legal translation theory has reached its own settlement. Passivity is the default; creativity, the 'qualified' exception.

In this session, Leon revises and updates his criticisms of this 'stretch and snap' theory. Drawing on complexity theory, he argues that translators, much like lawyers, confront their task within a problem "space". Just as legal problems involve considerations beyond the client and the other side, translation involves more than merely transporting words from one language to the other. Law is a living language. Context matters. By rejecting rule-based approaches to translation, Leon re-asserts the importance of informed creativity to the work of legal translators.

Experiences in a Japanese Concentration Camp

Nicky Knoff

Nicky Knoff was living in Indonesia when the Japanese invaded at the start of WWII. Nicky was in a concentration camp with her mother from the age of 3-and-a-half to nearly 8 years old, while her father and uncle were prisoners of war who worked on the Burma Railway for the Japanese for nearly four years.

The harsh experiences of the war forced Nicky to confront the basic realities of life at a young age. Nicky will talk about her many trials at such a young age and what she learned from this experience.
Chair Yoga
Nicky Knoff

Chair Yoga is an intelligent and dynamic approach to Hatha Yoga. It allows people with reduced physical capabilities or balance problems, or who are recovering from an illness or other physical issues, to participate in and enjoy the benefits of yoga practice.

Chair Yoga incorporates a synergistic mix of 5 traditional elements:

- Centering: non-religious meditation
- Breath Work: yogic full breath and ujjayi pranayama
- Postures: anatomically aligned and structurally balanced – with the aid of a chair
- Relaxation: savasana with legs supported
- Yoga Philosophy: positive, uplifting and life-affirming

Being able to do yoga using a chair, which many translators spend the better part of the day sitting in, is an intriguing concept. By trying Chair Yoga in this session, you'll be amazed at how much you can accomplish using a chair!
SBSとその字幕 ～ 多文化テレビ局での字幕翻訳

モーア裕子

SBS（Special Broadcasting Service）は、オーストラリアが多文化主義へと変換していくなか1980年に開局された放送局です。SBS憲章には、多言語・多文化の番組を発信して多様な文化情報を国民に伝え、啓発し、楽しんでもらうこと、オーストラリア社会の多文化性を反映させることが謳われています。外国語番組を吹き替えではなく字幕で放送しているのも、この理念の現われです。

SBSの字幕は局内で制作しています。SBSは開局以来、字幕分野の草分けとして、さまざまなスタンダードを作り続けてきました。字幕の色やリーディング・スピードから、原語のネーティブ・スピーカーが翻訳し、英語のネーティブ・スピーカーが編集するという方式まで。使用するテクノロジーは大きく変わってきており、今後の模索も続けています。

字幕翻訳はどんな点が一般的な翻訳と違うでしょうか？明らかな制約としては、リーディング・スピードが挙げられます。言葉が発せられている間しか画面に出ない字幕に情報を全部盛り込むかが大きなチャレンジです。注をつけられないので、情報の凝縮が必要になります。また、字幕は単独で読まれるのではなく、画面に載るものなので、目に見える絵と聞こえる音との兼ね合いも考慮に入れなければならない。ほかには…

映像を交えながら、SBSとその字幕についてお話しつつ、皆さんからもヒントをいただければと願っています。
Interpreters for Aboriginal Australians

Deanne Lightfoot
Annette Kogolo

Nganampa marnalu wangki kurnakujirnujuwal, nyurrawu mananyirrangulu kurnakjiwi wangki
(We are the interpreters, we change the language around for you)

Australia has been home to Aboriginal Australians for over fifty millennia. When British colonisers arrived in 1788, over 500 Aboriginal clan groups lived throughout Australia, each with a distinct culture, belief system, and language. Currently, Aboriginal Australians make up around 3% of the Australian population, but in Northern Western Australia, they account for almost 50%. Over 100 Aboriginal Australian languages are spoken daily, although around 300 Aboriginal Australian languages remain as living languages.

Operating since 2000, Aboriginal Interpreting WA (AIWA) are governed by a board of language and cultural leaders from across the state and provide culturally appropriate translating and interpreting services for some of Western Australia’s most disempowered and at-risk Aboriginal people. They advocate that being understood in your first language is a basic human right. AIWA interpreters are trained and live in remote communities and are on call 24 hours a day to provide services to ensure time is not lost and individuals’ rights are upheld. Much of AIWA’s work involves lobbying for interpreters to be available for Aboriginal people from the outset when they are facing legal- and health-related matters.

In this 90-minute session, two representatives from AIWA will present: the CEO of AIWA, Deanne Lightfoot, and Annette Kogolo, a senior interpreter and translator. After introducing AIWA and the languages and Kriols that they work with, they will speak about Aboriginal world views, policy that enshrines the right to understand and be understood in first languages, and what drives AIWA to ensure active engagement between government and community services and Aboriginal Australians. To round off this session, some real-life examples of current issues that Aboriginal Australians face and how interpreting can assist in resolving those issues will be presented.
日本における国際的な子の奪取とハーグ条約に基づく返還援助申請

丸岡英明

要旨
「国際的な子の奪取の民事上の側面に関する条約（ハーグ条約）」は、国境を越えた子どもの不法な連れ去りや留置をめぐる紛争に対応するための国際的な枠組みであり、日本は、2014年になってようやく同条約に署名しました。子の返還援助申請は一方の国の中央当局から他方の国の中央当局に対して書面でなされるため、添付書類を含む膨大な量の翻訳作業が伴い、翻訳作業は、申請書類だけでなく、法令の関連条文や裁判関連の文書にまで及ぶことがあります。

このセッションでは、ハーグ条約の法理や、国際法や家族法の分野での翻訳に役立つ用語について紹介するとともに、日本とオーストラリアでの家族法の考え方や親権に関する慣習の違いなどによる、ハーグ条約を取り巻く様々な問題について考察します。その後、小グループにわかれ、国際結婚家庭における事例に対する裁判所決定の抜粋を実際に翻訳しながら、ディスカッションを行います。

特殊な分野を題材としていますが、リーガル翻訳全般に興味・関心のある方がどの法務分野でも適用可能な、包括的翻訳スキルの向上を目指します。

はじめに
このセッションは、ハーグ条約に関連する文書の翻訳という特殊な分野を題材としているが、どの法務分野でも適用可能な、包括的翻訳スキルの向上を目指す。そのため、セッション始めるに当たり、リーガル翻訳の主な一般原則について説明した。

• 関連する法律について基礎知識を固め、翻訳の際に反映させる
• 日本語、英語の法的文書において用いられている用語の一貫性を保つ
• 当該事件に関連する複数の文書間で用語の一貫性を保つ
• 両言語での質の高い信頼性のある情報源がネット上のどこにあるのか理解する

ハーグ条約とは？

- 45 -
日本人と外国人の国際結婚は、1970年には年間5,000件程度であったが、1980年代後半から急増した。これに伴い国際離婚も増加し、一方の親がもう一方の親の同意を得ずに子を連れ去る問題が生じるようになった。同じ頃、世界的にも同様の問題が各国で起こっていたため、「ハーグ国際私法会議（HCCH）」が、この問題の解決を目的とし、1980年10月25日に「国際的な子の奪取の民事上の側面に関する条約（ハーグ条約）」を作成した。オーストラリアは、同条約に1986年10月29日に署名し、1987年1月1日にオーストラリアについてハーグ条約が発効した。日本は、2014年1月24日になってようやく同条約に署名し、2014年4月1日に日本についてハーグ条約が発効した。2019年6月現在、世界100か国がこのハーグ条約を締結している。

日本における年度別申請件数は、初年度の2014年が113件と多かったものの、その後は年間約50件程度で推移している。合計348件のうち、米国との案件が96件と最も多く、オーストラリアが17件と米国に次いで多くなっている。

ハーグ条約で用いられている用語

ハーグ条約は、「不法に連れ去られ、又は不法に留置されている子の迅速な返還」（prompt return of children wrongfully removed to or retained）を確保し、「監護の権利及び接触の権利」（rights of custody and of access）に対する尊重が確保されることを目的としている。ここで重要になってくるのは「wrongful」（不法）、「removal」（連れ去り）、「retention」（留置）などのハーグ条約独特の用語であり、これらの用語を正しく訳出することが肝要である。

ハーグ条約でよく用いられる用語でわかりにくい概念として、「habitual residence」（常居所）というものがある。これは、通常居住している場所（a place where a person usually lives）、相当の期間滞在する場所（a place where a person resides or lives for a settled period）といった意味で用いられていると考えられるが、ハーグ国際私法会議では定義がなく、概念の解釈を締結国に委ねているのが現状である。通常（usually）とはどういう意味なのか、「相当の期間」（a settled period）とはどれだけの期間なのかなどについて、裁判において実際に論争となっている。

先ほど述べた「監護の権利」（Rights of custody）については、日本の民法820条（監護及び教育の権利義務）に、「親権を行う者は、子の利益のために子の監護及び教育をする権利を有し、義務を負う。」とあるのに対し、オーストラリアの家族法（Family Law Act）のSECTION 61B Meaning of parental responsibilityでは「In this Part, parental responsibility, in relation to a child, means all the duties, powers, responsibilities and authority which, by law, parents have in relation to children.」とある。日本では親の「権利」が中心的な概念であるのに対し、オーストラリアでは親の「責任」が重視されていることは注目に値する。ちなみに、民法820条で「子の利益のために」ある部分は、児童の権利利益を擁護する観点から平成23年改正によって追加されたものである。これは、オーストラリアの家族法SECTION 60B Objects of Part and principles underlying itにおいて「best interests of children」という句が繰り返し現れていることと主旨を同じくするものである。

ここで問題となるのは、オーストラリアでは、離婚後でも両方の親が子に対して親としての「責任」を有するという考え方で
あるのに対し、日本では離婚後の共同親権というものが制度として存在せず、紛争が親の「責任」ではなく親の「権利」をめぐるものとなってしまうことである。日本では、離婚後に親権を「財産管理権」と「身上監護権」の2つに分けることが可能であり、一方の親に「財産管理権」を与え、他方の親に「身上監護権」を与えるということが行われているが、これは親としての責任を重視しているオーストラリアの家族法の考えにはあまりそぐわないものである。

また、日本では親の「権利」が、オーストラリアでは親の「責任」が法律において重要視されていることは、手続き上の様々な側面においても垣間見られ、その顯著な例は離婚届である。日本の離婚届では、「未成年の子の氏名」というたった一行に「夫が親権を行う子」、「妻が親権を行う子」という欄があるのみであるのに対し、オーストラリアの離婚届では、子に関する情報の記入欄は何ページにも及び、それぞれの子について、現在誰と暮らしているのか、同居していない親とどれぐらいの頻度でどれぐらいの時間一緒に過ごしているのか、養育費は誰がいくら払っているのかのほか、子の健康状況、教育に至るまで詳細に説明することが義務付けられている。

こうした文化面、制度面での大きな違いがある中で各案件について紛争を解決する努力がなされているが、言葉の問題も大きな障壁となっているため、日豪両方の中央当局（Central Authority; 日本は外務省領事局ハーグ条約室、オーストラリアはCommonwealth Attorney-General's Department）が翻訳支援サービスを提供している。翻訳対象となる書類としては、

- 申請書類
- 外国中央当局から提出を求められた書類
- 外国の裁判所でハーグ条約に基づく裁判を行う際に裁判所に提出する証拠書類等
- 日本の裁判所でハーグ条約に基づく裁判を行う際に裁判所に提出する証拠書類等

などがあるが、ここでは外国の申請者（親）が日本における裁判所の判決を理解することを目的に英訳するケースを想定し、小グループに分かれて英訳の作業を行った。

翻訳課題1

「本件のように、子を監護する父母の一方により国境を越えて日本への連れ去りをされた子が、当該連れ去りをした親の下にとどまるか否かについての意思決定をする場合、当該意思決定は、自身が将来いずれの国を本拠として生活していくのかという問題と関わるほか、重国籍の子にあっては将来いずれの国籍を選択することになるのかという問題とも関わり得るものであることに照らすと、当該子にとって重大かつ困難なものというべきである。」

翻訳例1

In cases such as this, where a child decides whether he or she will stay with a custodial parent who has removed the child to Japan from another country, the decision should be described as important and difficult for the child, given the impact on the questions of in which country the child's
life will be centred and, if the child has dual nationality, which citizenship he or she will choose in the future.

If a child decides whether he or she is to stay with a custodial parent who has removed the child to Japan from another country as in this case, the decision has an impact on the question of in which country the child's life will be centred. If the child has dual nationality, it can also affect the question of which citizenship he or she will choose in the future. Therefore, the decision is serious and difficult for the child.

Reference:

Attorney-General’s Department – Hague Convention


外務省 – ハーグ条約

https://www.mofa.go.jp/mofaj/gaiko/hague/index.html


https://www.hcch.net/en/instruments/conventions/full-text/?cid=24
条文和訳

Faster Translation with Fewer Keystrokes: Abbrev Expansion and Simple Macros

Richard Sadowsky

For translators who do not use dictation, tapping our fingers on a keyboard is how we make a living. Any way to get words onto the virtual page with less typing saves us time and energy, keeping carpal tunnel syndrome at bay and easing stress—even things as simple as copy and paste. Whenever we can automate repetitive actions, it will decrease effort and increase work efficiency. Who wouldn't welcome that?

Part One

This presentation focuses on two types of software. The first—system-wide abbreviation expansion software—automates the process of inserting frequently used text and will autocorrect our personal typing errors.

For example, if you are translating this:

具体的な環境課題としては、気候変動、資源生産性やプラスチック包装容器、

And you decide to type this:

Spf evl issues include ccg, rce pdv, and plst pkg. (50 characters)

Of course, you need to be a touch typist first, so teach yourself that before anything else.

So, what software does this? For both Mac and Windows, TextExpander is head and shoulders above the rest. What I prefer on the Mac is Typinator. There is also TypeIt4Me for the Mac and on the Windows side there is PhraseExpress, FastKeys, ActiveWords, and ShortKeys.

The advantages over Microsoft Word's Autocorrect function? You don't have to use Word; if you work in translation memory software, okay. You can use also use abbreviations across apps and computers. Autocorrect expansions I have heard you can lose if you have a computer crash. Backing them up is complicated. I find a key advantage being that the abbreviation files are stored in Dropbox, so expansions are updated in real time and you can use them on multiple computers. These programs make the process of creating, using, locating, and adjusting expansions quick and easy, and provide
many dedicated features, such as import/export.

Typinator is a standalone program, while TextExpander uses a subscription model. TextExpander is available on iOS. Neither yet is available for a Chromebook, but similar tools and extensions might do the trick. (The only software with cross-platform support for Mac, Windows, iOS and Android is PhraseExpress.)

Other features you want from this kind of software—to be intuitive, have tutorials, documentation and support, be frequently updated, have responsive support, and be of reasonable cost.

Some uses...

**Common personal misspellings:**
acroos, itmes, cna (can)

**Years/fiscal years:** o8, o9 for 2018, 2019, etc.
f8, f9, f0, for FY2018, FY2019, FY2020, etc.

**Months and days of week:** jan, feb, mar for January, February, March

**Times of day:** 8a, 53p, 10p for 8:00 a.m., 5:30 p.m., 10:00 p.m.

**Japanese cities:** hrsh, fkk, snd, hkn for Hiroshima, Fukuoka, Sendai, Hikone, etc.

**Country names:** afgh, hkg, indo, inda, aus, ausl for Afghanistan, Hong Kong, India, Indonesia, Austria, Australia, etc.

As for creating an abbreviation, you have the choice to set a hotkey to create a new item (called a "snippet" in TextExpander) from a selection or the clipboard.

I use abbreviations mostly at the word level, although you can use it for phrases in any language. (For example: "honn" becomes 本年もどうぞよろしくお願いします。)

**Delimiters**

When creating abbreviations, you have to choose to either "expand immediately when typed" or "at delimiter" (whole word). If you have the abbreviation "conf" for "conference," you will need to set the snippet to expand using a delimiter such as a period, space, or comma, because if "conf" expands immediately when typed, you'll soon encounter problems when you try to type "conflated," "conflagration," etc. Similarly, with "cpb" and "cpbl" to get "capable" and "capability." Delimit the shorter of the two.
Case sensitivity

<table>
<thead>
<tr>
<th>Typinator</th>
<th>TextExpander</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case must match</td>
<td>Case Sensitive (aB, Ab, ab differ)</td>
</tr>
<tr>
<td>Case does not matter</td>
<td>Ignore Case (aB, Ab, ab same)</td>
</tr>
<tr>
<td>Case affects expansion</td>
<td>Adapt to Case of Abbreviation</td>
</tr>
</tbody>
</table>

The case sensitivity rules are logical. For example, you can use "tgy" for "technology," and if you type a capital "T," the expansion will produce "Technology" if you choose the third option above. You would have to choose "ignore case" for expanding lowercase to capitalized names such as for Japanese companies: msb, pns, khi. (Can you guess what these expand to?)

General and Specific Strategies for Abbreviations

- **START OF WORD**
  - conf conference
  - disp display
  - bel believe
  - resp response
  - cont continue
  - conts continues………but cntd for continued
  - init initiative

- **OPEN-ENDED**
  - emph emphasi
  - dtm determin
  - ncstnecessit

- **MAJOR CONSONANTS**
  - flx flxb flexible/flexibility:
  - psb, psbl, psblt possible, possibly, possibility
  - cmpb, cmpbl compatible, compatibility
  - stn sitn station, situation
The idea in choosing your abbreviation is to just let your fingers and mind naturally come up with the easiest set of letters to type. I now have 5,800 abbreviations. Many are just one-offs for jobs I will never revisit, such as pigd for pigmentary deposits, dpb for deepbody bitterling, or jzv for Jiuzhaigou Valley. Many of those have been imported from the "Nisus Glossary" system I used prior to adopting Typinator. But as I see no harm in leaving these as they are until I need to use the abbreviation for a different expansion, they will stay in the corpus. It is easy enough to change what an abbreviation expands to at any time. So how many are active? Good question. Maybe 40%? Which would still be over 3,000.

Having so many expansions can lead to errors, so you have to proofread carefully and catch things like pers vs. persp, when you intend to get the word "perspective" but instead get: "The author offers a historical perspiration." Or opn vs. oprn, when you are shooting for "operation" but get "The system first went into opinion in February 2016."

Having a huge number of expansions means that you will inevitably not remember them all. I always have trouble remembering the abbreviation "preference," which often conflicts with "professor." Or "excavator." Or I type dsgn to try to get "designated" but instead get "designation." (dsgd is for "designated" and dsgn is for "designation.")

When you find that your first guess or two don't work, you can fall back on a hotkey you have pre-programmed to see all available matches. Invoke, start typing the word, and then click on the choice you need (and also check the abbreviation to try to memorize it). Or just go ahead and create a more memorable abbreviation. It's not a problem to have multiples. Since you change an abbreviation easily—say, for e-commerce (you didn't like ecm or ecme? And you feel it's more natural to type 'ecmr' than 'ecme'?)—Change it. Do what feels right for your fingers.

A nice feature of Typinator is that it tells you when an abbreviation you are trying to create conflicts with another and what that is. A nice feature of TextExpander is that it displays a notification if an abbreviation exists for a word you type out in full. TextExpander also sends regular emails with tips on how better to use the software.

I hope this has convinced you of the usefulness of abbreviation expansions or at least whetted your appetite to explore the area further.

**Part Two**

Macros: recording, editing and playing back a single action or a sequence of mouse or keyboard actions to avoid repetitive motions and boost productivity
Since this part is about keyboard shortcuts (hotkeys), a word first is needed about arranging your keyboard so that the modifier keys you use most frequently are located where you want them. That means “swapping keys.” For the Mac, this is a built-in feature, under System Preferences > Keyboard > Modifier Keys. For Windows, the SharpKeys utility will do the trick, among others.

A note about terms: In the Mac world, the Apple/Command key (Cmd) has same function as the Control (Ctrl) key on Windows.

The key advantage of using shortcut keys is that you don’t have to reach for your pointing device mouse/trackball. Rather, you can keep your fingers on the keyboard. Common hotkeys are: Cmd+S/Ctrl+S to save a file, Cmd+W/Ctrl+W to close a window, and Cmd-Tab/Alt+Tab to switch among open apps. You can Google to find lists of built-in shortcuts for your operating system. And learning one or two that you didn't know about before can be a good investment of time.

One type of macro I find immensely useful is for moving the cursor when typing, such as to delete the next word and to move the cursor to the end of the current line. A lot of physical hand motion (not to mention time) is saved by using keyboard shortcuts for even those two actions. On Windows, try Ctrl+Delete to delete next word; and End to move the cursor to end of current line. On the Mac, Shift+Option+Arrow selects the next word, while Option+Down Arrow jumps to end of a paragraph.

Instead of doing finger contortions and memory stretches, dedicated software allows you to map such functions onto a keyboard combination of your choice that your fingers will just fly to. And the software should do it with a point-and-click interface that is easy to use and does not require you to learn scripting or coding. They should also do “capture” (record), which you then edit to tweak.

On the Mac, Keyboard Maestro has become my go-to program. In past years I relied on Quickeys, which is also still available. For Windows, there are many programs out there, but I wasn’t able to test any thoroughly for usability. They go by such names as Macro Express, Macro Maker, Hot Keyboard, Robotask, Macro Recorder (integrates with PhraseExpress), Ghost Mouse, and AutoHotkey.

An example of a simple and useful one-step macro is a macro to activate a specific program you use often. A multi-step macro might be one that changes the font and size of text in a document you are working on. Just imagine how much mousing around you can avoid!

So, how useful are text manipulation macros? According to Keyboard Maestro stats, in a period of about four years I have used the "Delete next word" macro over 8,000 times, saving 3 hours, and the "End of line" macro nearly 26,000 times, saving 7 hours cumulatively.

Some other things I use macros for:
• Capitalization/decapitalization/Initial Caps
• Colors: red, blue, black
• Copy to search in Google
The Google search macro (which involves 8 steps shown below, 3 of which are inserted pauses) I have used 15,000 times, which has saved 24 hours of my life, in perhaps 15-second increments. It is especially effective for things like Chinese place names that I have not set my mind to memorizing, such as in this table below:

<table>
<thead>
<tr>
<th>Place</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shenyang</td>
<td>Shenyang Office</td>
</tr>
<tr>
<td>Tianjin</td>
<td>Tianjin Office</td>
</tr>
<tr>
<td>Dalian</td>
<td>Dalian Office</td>
</tr>
<tr>
<td>Zhengzhou</td>
<td>Zhengzhou Office</td>
</tr>
<tr>
<td>Wuxi</td>
<td>Wuxi Office</td>
</tr>
<tr>
<td>Suzhou</td>
<td>Suzhou Office</td>
</tr>
<tr>
<td>Wuhan</td>
<td>Wuhan Office</td>
</tr>
<tr>
<td>Shenzhen</td>
<td>Shenzhen Office</td>
</tr>
<tr>
<td>Guangzhou</td>
<td>Guangzhou Office</td>
</tr>
</tbody>
</table>

So, how does a macro work in practice? Being unable to demonstrate the recorded and tweaked Google search macro on paper, all I can do is list the steps:

- Type Cmd-C to COPY
- Activate Google Chrome
- Pause 1.3 seconds
- Type Cmd-L to OPEN LOCATION
- Pause 0.6 seconds
- Type Cmd-V to PASTE
- Pause 0.5 seconds
- Type Cmd-Shift-Return to OPEN in NEW TAB and focus

This works every time, flawlessly. (Unless Chrome is not open yet. Then I have to manually open a new tab, paste in, and hit Enter.) It's a huge time saver.

End note: How much time and effort it takes to learn to use these kinds of software to set up
abbreviations and create macro shortcuts is what you pay for how much time and effort you save later. I would argue that the tradeoff is entirely worth it.

But I admit that there are plenty of times when it doesn't feel like a burden to type out a whole word, especially if you can't remember if you even have an abbreviation for it. That's fine. Or it feels like too much trouble to trigger a macro from the keyboard when your hand is already on the mouse or trackball (and you can't recall the keys to press). Or perhaps you go through a series of steps that could be automated, but you like to use that process as a calming routine in preparation for work, which might also serve as a mindfulness practice. Certainly there's no problem with that.

But when you're in a mood to prepare for saving time in the future by creating new abbreviations or automating processes with a macro, it will be time well spent.

In Cairns, one hour was far too short a time frame for this presentation and many demo examples had to be cut out. A future presentation with longer time to spend on both sections will offer more information.
Revisiting Retirement: Ready or Running?

Charles Aschmann

How do you see yourself when you are 70? Or perhaps 55 or 60, perhaps 80? The question is much like “What do you want to be when you grow up?” We may not really know, but it is good to have some vision. Implementing that vision may be impacted by our health, family members’ health, finances, and many other factors, so what should we do now?

This presentation will take a fresh look at considerations for what we all face as we grow older and at planning for keeping our options as open as possible when we are of retirement age. Finances, assets, living arrangements, lifestyle, mental engagement (using our language and other talents), semi-retirement and other options for enabling varying degrees of disengagement from commercial translation will be considered.
Codes of ethics and professionalisation of translation and interpreting: a comparative approach to Japanese and Australian cases

Maho Fukuno

The Australian National University

Abstract

Previous studies on translation and interpreting (T&I) as a profession postulate that the construction of social recognition and professional identities is indispensable in professionalising the field. Maintaining a code of ethics is therefore an essential step for professionalisation. However, little is known about how different ways of implementing codes of ethics affect this professionalisation process.

The ongoing multiculturalisation in Japan requires establishing T&I as a profession. Due to the development of new training programs and certification systems, different codes of ethics exist in parallel in Japan, maintained by various institutions. In contrast, in Australia, whose history of T&I professionalisation dates back to the 1970s, the code of ethics set out by the Australian Institute of Interpreters and Translators (AUSIT) is centrally applied to an array of T&I fields. Knowledge of this code is assessed by the National Accreditation Authority for Translators and Interpreters (NAATI) and taught in NAATI-endorsed tertiary programs.

In this paper, I have twofold objectives. First, I compare the macro-level configurations of T&I codes of ethics in Japan and Australia. Second, I compare the micro-level contents of selected codes of ethics: those of the AUSIT, the Registration Centre of Certified Translators, the Japan Translation Association and that for consultation interpreting. I report on the findings from these analyses, focusing on their implications for T&I professionalisation.

1. Introduction

In this paper, I focus on codes of ethics and professionalisation of translation and interpreting (T&I) in Australia and Japan, with two objectives. First, I compare codes of ethics for translators and interpreters in Japan and Australia at two levels. I examine how such codes are organised and maintained in both countries. Then, I make a micro-comparison of specific codes and principles. My second objective is to consider their differences' implications for the professional field(s) of T&I. I provide background information, including definitions of ethics, previous studies on ethics in translation, and the relationship between professional ethics and professionalisation of a field. Then, I report on the two-level comparison.
of the codes of ethics for T&I in Japan and Australia and discuss the results’ implications for professionalisation, followed by a conclusion.

2. Background

2.1 Definitions of ethics and literature review

The *Oxford English Dictionary* (2019) defines ethics as moral principles. Because I focus on codes of ethics for T&I, *Oxford’s* definition 2.c. is the most relevant in this paper: “the codes of conduct or moral principles recognized in a particular profession, sphere of activity, relationship, or other context or aspect of human life”.

In academia, the focus on translator ethics and ethics of translation has emerged as translator studies have taken a sociological turn since the 1990s (Wolf 2011, 3). Sociological perspectives that have been developed since the 1990s have allowed viewing translation as a social practice and translators as social agents practising in specific socio-cultural contexts. These perspectives have led to the concept of the ethics of translation, which views choices of approaches as the translator’s ethical choices and the ethical effects of translation (Berman 2009 quoted in Munday 2012; Venuti 1995, 19). The sociological perspectives have provided a basis for the concept of “translator ethics” as ethical thoughts about acting as a translator in a specific activity and situation (Pym 2012, 4). Pym (2012, 12) argues that ethical considerations of why we translate let us deduce how and what we translate. By drawing on historical cases of translations and translation literature, he forms this mode of ethical thought: “we should translate in certain circumstances only, investigating variable effort, in order to promote long-term cooperation between cultures. In all other cases, it would probably be better not to translate” (2012, 11–12). The introductory literature about translators and interpreters often includes a section about ethics in a philosophical and/or an applied sense, such as codes of ethics (Baker 2018; Hale 2007; Mizuno and Naito 2015; Taibi and Ozolins 2016). Regarding Japanese contexts or the English-Japanese language pair, a few studies have investigated codes of ethics for interpreters worldwide (Mizuno 2005), the Australian Institute of Interpreters and Translators (AUSIT) code of ethics for business interpreting between Japanese and English (Takimoto 2006) and the need for a code of ethics and a certification system for legal interpreters in Japan (Takeda 2013).

Ethics is frequently mentioned not only in academia but also by translators’ and interpreters’ associations. The Japan Association of Translators’ (JAT) website has a section about “translator ethics”, which refers to common ethical principles for translators. The AUSIT maintains its own code of ethics for translators and interpreters. If individuals want to obtain national certification as translators or interpreters, they are required to demonstrate their ethical competency, following the code.

Viewed as a form of interlingual communication, translation occurs wherever it is needed (Lesch 2004, 2006), no matter how translators and the public perceive translators’ roles, responsibilities and ideal work
outcomes. If that is the case, why are there ongoing scrutiny and written inscriptions of ethics in relation to T&I? One of the main reasons is that maintaining a code of ethics is indispensable for professionalising T&I fields.

2.2 Ethics and professionalisation

Professionalisation has been strongly called for in various T&I fields, including technical and community domains. Professionalisation enhances the social recognition of translators and interpreters as highly skilled, professional experts and helps them construct their collective and personal identities. It is also expected to result in maintaining high-quality T&I services as much as possible and promoting acceptable remuneration.

The following definition of a profession suggests a strong association between ethics and professionalisation, linked by the notion of trust:

専門職は専門知識や技能と厳格な倫理に基づいて誠実に職務を遂行することで初めて社会から信任を得ることができる。『応用倫理学事典』 丸善出版社 (Nihoniryokyoikuzaidan 2017, 99)

How then can a code of ethics be positioned in the professionalisation process? Professionalisation can progress by combining various means, including 1) defining a certain group of people as belonging to a profession, situating them in current society and recognising them as professionals (Katan 2011, 70); 2) establishing a certification system – the profession’s autonomy to control entry into and practice within the profession (Katan 2011, 72); and 3) having the ability to engage in considerations of and discussions on ethics about their professional roles (Katan 2011, 72). These combined means are expected to enhance a field’s professionalisation. In this professionalisation scheme, it can be argued that the code of ethics functions as a central axis. Taking the translation field as an example, first, the code can be a starting point for ethical considerations and further discussions by translators. Second, the code defines and reinforces a translator’s role images, shared by translators themselves and society. The code can inscribe the definitions of professional translators’ role images, which would, in turn, inform their professional identities, professional practice and societal recognition. Third, based on those normative images, the certification tests and training for translation are designed and continue to produce and maintain those translators who share a certain belief about their role.

As discussed, codes of ethics play a critical role in professionalising the T&I fields. Therefore, translation fields in both Japan and Australia maintain codes of ethics; however, their surrounding contexts and contents seem significantly different. How are they different? What are the implications of these differences for professionalising the T&I fields? Little research has been so far conducted on cross-cultural comparisons of translators’ code of ethics (e.g. Feng 2014; Hale 2007; Mizuno 2005). To explore these enquiries, I compare the Australian and the Japanese cases from macro-structural and micro, content-focused perspectives.
3. Methods and results of comparison

From the macro perspective, I compare the structures of implementation and maintenance of the codes of ethics in Australia and Japan. From the content-focused perspective, I first categorise each code according to the principles in the AUSIT code of ethics because the latter is documented, with a clear definition of each ethical principle. Then, I set additional themes as I analyse the other codes and apply the whole set of themes to all codes of ethics in focus.

3.1 Macro comparison of structures

Generally, Australia is considered to have a comparatively well-established T&I field, especially in the community and public service domain. As described by Hlavac et al. (2018, 64–65), the development of T&I services in Australia was triggered in the 1970s when the Labour Government changed the nation’s immigration policy. With the appreciation for multiculturalism, the government began establishing interpreting services in public services and hospitals, initially by implementing the world’s first telephone interpreter service in 1973. In 1977, the National Accreditation Authority for Translators and Interpreters (NAATI) was formed to test and certify candidates and maintain the registry of certified translators and interpreters. The NAATI was also responsible for establishing a professional association of translators and interpreters, the AUSIT. In 1987, a National Policy on Languages was published as the first such policy that emphasises the importance of training interpreters and translators and professionalising the T&I field through standard setting, training and testing as a critical part of communication among all members of Australian society (Hlavac et al. 2018, 66, 82). In summary, the establishment of the T&I field in Australia is characterised by its derivation from the government’s language and social policies (Hlavac et al. 2018, 83). Consequently, the T&I field in Australia, especially the public service domain, has enjoyed greater advancement than other regions in the world.

At present, the code of ethics maintained by the AUSIT is the sole one for translators and interpreters in Australia, irrespective of specialised domains of T&I. The code arguably governs the T&I field in Australia as a whole. The NAATI endorses the code of ethics as the “basis of professional conduct for those with a NAATI credential…” (AUSIT 2012, 3). The NAATI tests the translators’ ethical competency based on the AUSIT code as a prerequisite for taking certification tests for translators and interpreters.
Table 1: Active codes of ethics and associated certification tests for translation in Japan as of 2019

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Code of ethics</th>
<th>Certification test</th>
</tr>
</thead>
</table>
| 日本翻訳協会 [Japan Translation Association (JTA)] (1986) | JTA code of ethics  
(The translation managerial competence questions in the Certified Professional Translator Test include some about professional ethics.) | JTA Certified Professional Translator Test  
JTA Certified Publication Translation Proficiency Test  
JTA Certified Business Translation Proficiency Test  
JTA Certified Professional Translator Test (basic), etc. |

Table 2: Some codes of ethics and certification tests for interpreting in Japan, available in 2019

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Code of ethics</th>
<th>Certification test</th>
</tr>
</thead>
</table>
| 日本医療通訳協会 [Medical Interpreting Association of Japan] (2014) | n/a  
(However, ethical competency is tested in the certification test.) | 医療通訳技能検定試験 [Certification tests for medical interpreting competencies] (2009) |
| 医療通訳を検討する協議会 [Committee to review standards for medical interpreters] | 医療通訳共通基準 [Standards for medical interpreters] (2010) | n/a |
| 医療通訳士協議会 [Japan Association of Medical Interpreters] | 医療通訳士倫理規定 [Code of ethics for professional medical interpreters] (2011) | n/a |
In contrast, the implementation and maintenance of codes of ethics in Japan appear significantly less centralised. Currently, various codes of ethics exist in parallel, even in the same or a similar domain. Table 1 lists the codes of ethics and certification tests for translators. Table 2 shows some of the codes of ethics and certification tests for interpreting, including the medical, legal and consultation interpreting domains. In the medical domain alone, four documents, each including a code of ethics, can be identified.
at present.

In summary, the main differences between the Australian and the Japanese cases are as follows:

1) The implementation and maintenance of the code of ethics and therefore, the ethical norms in Australia are significantly more centralised than in Japan.

2) Thus, the governing power of ethics authorities in Australia seems much stronger than in Japan, where the power is dispersed across several organisations.

To investigate how these contextual differences affect the contents of both countries' codes of ethics, I now turn to the micro-level comparison of four codes.

3.2 Micro perspective on specific principles and codes

For this part of the analysis, I compare four codes of ethics: the AUSIT's, the JTA's, the Registration Centre of Certified Translators' (RCCT) and that for consultation interpreting. These codes are selected with the aim of covering those that differ in the skills in focus (translating or interpreting), domains (all, technical or community) and locations (Australia or Japan), as presented in Table 3.

Table 3: Profiles of the selected codes of ethics

<table>
<thead>
<tr>
<th>Category</th>
<th>AUSIT</th>
<th>JTA</th>
<th>RCCT</th>
<th>Consultation interpreting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Translation and interpreting</td>
<td>Translation</td>
<td>Translation</td>
<td>Interpreting</td>
</tr>
<tr>
<td>(Sub)domains</td>
<td>All</td>
<td>Business is one of the main domains for which there is a specialised competency exam.</td>
<td>Finance, economics, legal; medicine, medical science; engineering, science and technology; patent, intellectual property</td>
<td>Community interpreting – consultation interpreting</td>
</tr>
<tr>
<td>Locations</td>
<td>Australia</td>
<td>Japan</td>
<td>Japan</td>
<td>Japan</td>
</tr>
</tbody>
</table>
Based on the specialised competency test types offered by the JTA, its main scope seems to comprise translators working in business. The RCCT registers certified professional translators according to the International Organisation for Standardization (ISO) 17100 requirements regarding translators’ competencies and qualifications. The RCCT endorses ほんやくけんてい and 知的財産翻訳検定試験 as certification bodies and register, as professional translators at different levels, individuals who have passed certain levels of certification tests and fulfilled other requirements on qualifications and professional experiences.

Consultation interpreting is uniquely developed in Japan as a subdomain across others (legal, administrative, school and medical consultation) within community interpreting. Its aims are not limited to inter-lingual meaning transfer but extend to understanding real issues faced by linguistic-cultural minorities and solving those issues in collaboration with other professional experts. Therefore, their task can include an initial hearing with minority clients, untangling issues faced by the latter, connecting them to suitable experts and interpreting between them (Seki et al. 2016, 34–38). Consultation interpreters commonly work in リレー専門家相談会, 専門家無料相談, 外国語相談窓口 or ワンストップ型相談センター for non-Japanese-speaking residents of Japan.

To start with an overview, the ethical principles of accuracy, professional conduct, confidentiality and protection of privacy, professional development and professional solidarity are mentioned in all four codes. Competence is mentioned in all but the RCCT code; maintaining professional relationship is only mentioned in the AUSIT code.

Although role boundaries and impartiality are mentioned in all four codes, the key themes identified in these codes vary. Therefore, it appears that various T&I domains agree on the importance of these principles in how translators and interpreters practise. However, the nuances of the interpretations of these principles vary across those domains and are realised in the expressions of different coexisting codes of ethics. Hence, in the following section, I present the key themes identified in relation to the principles of impartiality and role boundaries.

### 3.2.1 Impartiality

Regarding the impartiality principle, the following themes are identified: neutrality, honesty to the client, conflicts of interest, and empathy and power adjustment.

**Neutrality**

The AUSIT definition of impartiality is strongly characterised by the translator’s neutrality.

4. IMPARTIALITY
Interpreters and translators observe impartiality in all professional contacts. Interpreters remain unbiased throughout the communication exchanged between the participants in any interpreted encounter. Translators do not show bias towards either the author of the source text or the intended readers of their translation. (2012, 5)

In the section on the code of conduct, obligations towards recipients of services, impartiality is unpacked in a behavioural sense.

4.1 Professional detachment is required for interpreting and translation assignments in all situations. 4.2 Where impartiality may be difficult to maintain because of personal beliefs or other circumstances, interpreters and translators do not accept assignments, or they offer to withdraw from the assignment. 4.3 Interpreters and translators are not responsible for what clients say or write. 4.4. Interpreters and translators do not voice or write an opinion, solicited or unsolicited, on any matter or person during an assignment. … (AUSIT 2012, 9)

This sense of impartiality is similar to the RCCT code’s requirement as 公正な態度.

3. 登録された翻訳者は、深い知識と高い技術の保持に努め、登録された翻訳者としての名誉を重んじ、専門的かつ公正な態度で翻訳を行う。 (2019, 23)

Conflicts of interest

Apart from the AUSIT code, only one other code (the JTA code) mentions conflicts of interest. However, they differ in their recommended practices for addressing such conflicts. The AUSIT code stipulates that interpreters and translators should disclose all conflicts of interest but does not stop them from undertaking T&I services. In contrast, the JTA code clearly prohibits translators’ involvement in any activities or situations that may pose potential conflicts of interest with their clients or between two parties.

2. 顧客との関係

(2) 利益相反行為 プロフェッショナル・トランスレーターは、顧客の利害と抵触する事を行ってはならない。プロフェッショナル・トランスレーターは、利害の抵触が起きる可能性のある二重忠誠の場に身を置いてはならない。

Honesty to the client

The JTA code maintains the following:

2. 顧客との関係

(4) 正直性 プロフェッショナル・トランスレーターは、顧客に対して常に正直でなければならない。顧客に有用な情
This principle requires translators to be honest to their clients in providing the latter with any beneficial information and resources. This translator–client relationship may be influenced by the fact that one of the main specialised translation competency tests is in the business domain. The JTA code may reflect the perceived importance of the interpreter's meeting the fee-paying client's expectations (for clients' expectations in business interpreting, see Takimoto 2006). The loyal attitude towards the client also explains the JTA's strict prohibition of being in any situation that may pose potential conflicts of interest, as presented above.

The AUSIT code states (under the principle of professional conduct):

1. PROFESSIONAL CONDUCT

… They [translators and interpreters] are committed to providing quality service in a respectful and culturally sensitive manner, dealing honestly and fairly with other parties and colleagues, and dealing honestly in all business practices. … (2012, 4)

However, this statement does not entail the translators' active provision of information to their clients. Additionally, the AUSIT principles of impartiality and role boundaries that I will discuss later may find such practices somewhat unfavourable.

Empathy and power (im)balance

In contrast to the AUSIT impartiality principle, the consultation interpreting code of ethics encourages empathy and consideration of the power imbalance between two interlocutors.

• 相談通訳は、情報を正確に「聞く」力、共感的に「聴く」力、質問により問題を把握するための「訊く」力からなる「きく」力を基本的技術として、的確なヒアリングを行う。(2. 2–2 技術)

• 相談通訳は、対象となる人たちとの信頼関係を形成するため、自ら適切な服装・表情・振る舞いを心掛け、また対象者間の立場の違いに配慮しながら、対等なコミュニケーションを成立させる。(2. 2–3 態度/マナー)

These themes of empathy and power difference may appear contradictory to the professional detachment required by the AUSIT impartiality principle. What should be noted is the purpose of consultation interpreting – resolving issues faced by linguistic-cultural minorities in collaboration with other experts. Because the code of ethics for consultation interpreting targets this subdomain, the code is able to reflect the latter's purpose overtly. This purpose and the importance placed on empathy and power balance in consultation interpreting highlight different nuances and levels of impartiality that may be found between complete emotional commitment to and complete detachment from other interlocutors in a communicative situation. These nuanced positions and interpretations in relation to the impartiality principle only become
visible by heeding and comparing general and specific codes in parallel.

Interpretations of impartiality are inseparable from the roles of translators and interpreters. Next, I present the themes identified in relation to the role boundaries: focus on message transfer, advisory role, linguistic and cultural mediator role and advocative role.

3.2.2 Role boundaries

Focus on message transfer
In the AUSIT code, the principle of clarity of role boundaries is defined as follows, focusing on the role of message transfer while precluding advocative, guiding and advisory roles.

6. CLARITY OF ROLE BOUNDARIES

Interpreters and translators maintain clear boundaries between their task as facilitators of communication through message transfer and any tasks that may be undertaken by other parties involved in the assignment.

Explanation: The focus of interpreters and translators is on message transfer.

Practitioners do not, in the course of their interpreting or translation duties, engage in other tasks such as advocacy, guidance or advice... (2012, 5–6)

Advisory role
As discussed, in the JTA code implies the theme of the translator’s advisory role when it states:

…顧客に有用な情報を隠匿してはならない。プロフェッショナル・トランスレーターは、顧客に有用な情報・資料を進んで提供しなければならない。 (2. (4))

This advisory role does not correspond to the AUSIT’s focus on message transfer.

Linguistic and cultural mediator role
Other types of roles emerge from the code of ethics for consultation interpreting, in addition to or beyond the AUSIT role boundaries. One is the role of linguistic and cultural mediators as 橋渡し役, foregrounded
by these statements:

-私たち相談通訳は、あらゆる専門家相談および外国語相談窓口の現場において、言語・文化的マイノリティが抱える諸問題の内実を読み取り、言語間の訳出行為にとどまらず、他の専門家と協働して課題の解決を目指す。(前文)

-相談通訳の定義 相談通訳は、コミュニティ通訳の専門分野である司法・行政・教育・医療の分野において、言語・文化的マイノリティを通訳・翻訳面から支援し、ホスト社会につなげる「橋渡し役」を務める専門職である。(1相談通訳の定義)

-相談通訳は、相談者の発話が言語・文化的相違により誤解を生ずるおそれがあると判断されるとき、それを専門家に適切に伝え、コミュニケーションを円滑にする。(2.2技術)

**Advocative role**

The other theme identified is an advocative role, represented by these statements:

-私たち相談通訳は、あらゆる専門家相談および外国語相談窓口の現場において、言語・文化的マイノリティが抱える諸問題の内実を読み取り、言語間の訳出行為にとどまらず、他の専門家と協働して課題の解決を目指す。(前文)

-相談通訳は、情報を正確に「聞く」力、共感的に「聴く」力、質問により問題を把握するための「訊く」力からなる「きく」力を基本的技術として、的確なヒアリングを行う。(2.2技術)

-相談通訳は、専門家の発話が相談者に十分に理解できないと通訳者の立場から判断されるとき、専門家に状況を説明する。(2.2技術)

These roles as adviser to the client, linguistic-cultural mediator and advocate for minorities, beyond the role of message transferrer, foreground varying roles that translators and interpreters could normatively play in specific T&I contexts, such as translation for business and community-focused consultation interpreting. The diversity in norms seems to be more easily realised by domain-specific codes, as shown in Japan’s codes of ethics.

**4. Discussions**

Based on the differences between the Australian and the Japanese models of codes of ethics at structural
and micro levels, I return to the following question: What are the implications of the current centralised and decentralised models for professionalising T&I in Australia and Japan, respectively?

4.1 Australia: Centralised model and professionalisation

As shown, in Australia, a single code of ethics maintained by the AUSIT is tested by one certification system administered by the NAATI. The code’s maintenance and implementation are largely centralised; therefore, the AUSIT and NAATI hold strong governing power as ethics authorities. In turn, this centralised model of ethics continues to support the T&I profession.

Referring back to the definition of the profession and the professionalisation process, the sole existence of the AUSIT code facilitates its testing in certification tests. In turn, the ability to operationalise the code becomes one of the controls for who can enter and stay in the T&I profession. Furthermore, the ethical norms inscribed in the code, such as impartiality, role boundaries and accuracy, provide the resources to build translators’ and interpreters’ professional identities and social recognition. The importance of the code in order for translators and interpreters to stay in the field and construct their identities enhances their interest in considering the code’s implications for their roles. Therefore, based on these criteria that reflect a professionalisation process (Katan 2011), I argue that the centralised model of code of ethics supported by powerful ethics authorities seems to contribute largely to the T&I professionalisation in Australia.

4.2 Japan: Less centralised model and professionalisation

In Japan, several codes of ethics related to T&I exist in parallel within and across domains. Due to the coexistence of numerous organisations and their codes of ethics, ethics-governing power is dispersed; thus, it can be argued that their authorities are hardly sustainable.

Nonetheless, as illustrated in Sections 3.2.1 and 3.2.2, a (sub)domain-specific code of ethics with nuanced interpretations of the principles of impartiality and role boundaries can cater to the purposes of the specific T&I domain. Therefore, the less centralised situation may not facilitate the professionalisation of T&I as a whole industry but can enhance the professionalisation of individual domains by acknowledging the expert skills and attributes required for each domain. A point of similarity between the RCCT and the AUSIT codes, in relation to their interpretations of impartiality, may not be too surprising because the RCCT has been established with the aim of registering professional translators who hold the required competencies set out by the ISO – the international centre of standardisation. Despite the RCCT’s and the AUSIT’s different functions and operations, they have in common the centrality and the uniqueness of their presence in the T&I fields in Japan and Australia, respectively. The RCCT code sets out to cover at least four translation domains although to a much lesser
extent than the AUSIT code, which is expected to cover all domains in both T&I.

In the other two Japanese codes examined, some of the variance in interpreting the ethical principles may be explained from a cultural perspective on ethics. The difference between the AUSIT interpretation and those by the JTA and the code of ethics for consultation interpreting may partly result from the Japanese collectivist culture, which is similar to China’s (Feng 2014, 88). The Japanese culture expects trust among people to be built based on constant human interactions and associations. This cultural aspect justifies translators’ and interpreters’ positions and roles that are very close, empathetic, advocative and committed to their clients. Additionally, Japanese codes of ethics focus more on what translators and interpreters should do rather than what they should not do. It is a reasonable assumption that there is more room for variance in the former than in the latter case. (Similarly, for a Chinese approach to ethics, see Feng 2014, 86–87; for western approaches, see Pym 2012, 68).

Nonetheless, Japan’s non-centralised situation allows space for each T&I (sub)domain to endorse its own norms as considered appropriate for its purposes. T&I is a teleological activity; hence, it is natural for translators’ and interpreters’ roles to vary over domains and change over time.

To this end, the AUSIT acknowledges that its code of ethics and conduct are not exhaustive lists of all situations and circumstances and that ethical practice requires “judgement and balanced decision-making in context” (2012, 4). Therefore, the AUSIT (2012, 4) encourages institutions with specific requirements for interpreters and translators to develop their own guidelines to supplement the code. The applications of this sort have been realised by multiple sets of domain-specific guidelines: the Australian Psychological Society’s (2013) Working with interpreters: A practice guide for psychologists, Mental health interpreting guidelines for interpreters (Hlavac 2017), Recommended national standards for working with interpreters in courts and tribunals (Judicial Council on Cultural Diversity 2017) and Guide for clinicians working with interpreters in healthcare settings (Migrant and Refugee Women’s Heath Partnership 2019).

5. Conclusion

The centralised implementation and maintenance of the sole code of ethics by strong authorities seem to help the professionalisation of T&I as a whole. The single standardised code and principles provide guidance for translators and interpreters entering and practising within the field and become resources for their social recognition and professional identities. In turn, the authorities’ maintenance and enforcement of the code of ethics are facilitated, making the translators’ roles, processes and products more trustworthy.

Simultaneously, ethical issues arise in specific T&I domains and situations (Pym 2012, 69–71). These context-specific ethical considerations are reflected in how nuanced interpretations of common ethical principles are explicitly stated in some of the Japanese codes of ethics. These context-specific interpretations provide useful guidance for translators and interpreters who work in those contexts.
can even enhance the professionalisation of (sub)domains. Moving forward, an effective Japanese model may aim to maintain a more centralised body that endorses multiple certification bodies and context-specific codes of ethics. This model can be partly observed in the emergence of the RCCT registration in Japan and the multiple guidelines surrounding the AUSIT code in Australia.

References


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To most translators the environment they work in makes a considerable difference with how much work can be done and how comfortable they can be doing it. Some of the best ideas for creating such environments come from sharing information with other colleagues, and this presentation intends to be a session for sharing unique setups and proposing new ideas for making work environments are more comfortable and possibly fun places!

I will be presenting examples not only from my various work environments but also from those of other colleagues, both in home/office situations as well as mobile setups. We will also devote a bit of time in the presentation for people to gather in groups and share any unique examples. If you have any photographs or anecdotes to share, please feel free to send those to paul@pjkoehler.com or to bring them to the session in person so we can discuss them!
Closing panel discussion: Three Decades of IJET and Beyond

Judy Wakabayashi
William Lise
Manako Ihaya
Tony Atkinson
Satomi Matsumaru

This year there will be a special closing panel session on the theme “Three Decades of IJET and Beyond”, with four distinguished panelists — Tony Atkinson, Manako Ihaya, William Lise, and Satomi Matsumaru — all of whom have made an enormous contribution to the T&I industry. This will take the form of a three-part panel discussion moderated by Professor Judy Wakabayashi from Kent State University in Ohio. The first part will feature individual comments from each panelist with their views on the past three decades of IJET and the T&I industry. This will be followed by a Q&A session, where there will be an opportunity to ask questions of the panelists. In the final part of the session the panel will discuss the future of the T&I industry, with particular focus on how to succeed in an ever-changing translation market.