

Translating and interpreting in Aotearoa New Zealand

Plenary address

Ineke Crezee, ONZM

Professor of Translation and Interpreting

Email: ineke.crezee@aut.ac.nz

Today's presentation



- Thanks to Professor Pare Keiha and Professor Tim Maloney for supporting venue sponsorship for this conference
- This presentation will briefly outline the **history of translation and interpreting in Aotearoa New Zealand** from the establishment of the professional body and the very first interpreting and translation courses in the late 1980s and early 1990s.
- Over the last few years, the New Zealand government has supported interpreter professionalisation through compulsory **NAATI** credentialing. Educational programmes in Aotearoa must now prepare students to sit for NAATI tests at different levels.
- A brief look at **interpreter and translator education at AUT**
- Interpreter education must also focus on **interprofessional education** to equip future practitioners for collaborative work with other professionals in different settings.
- In this context, **selfcare** and awareness of the very real risk of vicarious trauma are also vitally important.
- In the field of **translation**, students need to be familiar with post-editing, the NZSTI Code of Ethics, thematic knowledge and sociolinguistics – NAATI skills and competencies. Training must go beyond these to include other related skills such as marketing, business operations and intercultural awareness.
- Where to from here?

Translation and interpreting in Aotearoa New Zealand

- Māori interpreting and translation in precolonial Aotearoa (O'Connell, 2021)
- Māori interpreting and translation in parliament (Parkinson, 2001)
- **1949** First official translation service: (NZ Government) Translation Service

First interpreter *and* translation services

- - **1991** Interpreting and Translation Service (ITS) at Middlemore Hospital – serving South and East Auckland
- **1998** A+ (later: ADHB) Interpreting and Translation Service – serving Central Auckland
- **2000** WATIS – Waitemata Translation and Interpreting Service – serving North and West Auckland – **RIP Sue Peng Lim**
- Ministry of Business, Innovation and Employment started its own list of interpreters and translators – ditto MoJ (CPU)
- **2019: launch of simultaneous interpretation in the House**
- Now proliferation of Language Service Providers

Sue Peng Lim

- WATIS
- Asian Health Service
- eCALD

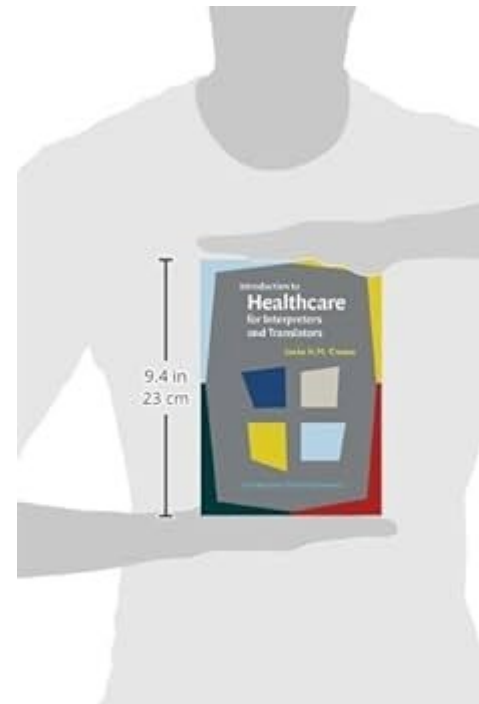
Remembered with Love



SUE LIM

First interpreting and translation courses in the late 1980s and early 1990s

- Late 1980s – first courses – Pacific Island Resource Centre and Auckland Institute of Technology
- 1990 Certificate in Healthcare Interpreting – AIT – **thematic knowledge** developed by Ineke Crezee from 1991 onwards – 2 semesters
- 1992 Diploma Sign Language Interpreting (Dip SLI) at AIT
- 1995 Certificate in healthcare interpreting – Middlemore Hospital (Ineke Crezee) -> blue book



More courses



- **1996-1998** Certificate in community interpreting Manukau Institute of Technology (Ineke Crezee) and Certificate in healthcare interpreting – both 2 semesters
- **1997** Certificate in Liaison Interpreting – AIT – 2 semesters
- **1998** Certificate in Legal Interpreting – AIT – 2 semesters
- **1999** onwards –courses offered at the University of Auckland
- **2011** BA New Zealand Sign Language Interpreting
- Currently interpreter and translator training at 4 tertiary institutions in Aotearoa New Zealand: AUT, UC , VUW and Unitec
- AUT: 4 NAATI Endorsed Qualifications



2016 Patient Navigator course

- 6 weeks at Middlemore Hospital
- With Hoy Neng Wong Soon
- See later slide – Cindy Roat



Professional bodies and important dates

- 1985 NZSTI – established
- 1987 te reo Māori official language
- Te Taura Whiri I Te Reo Māori
<https://www.tetaurawhiri.govt.nz/translators>
- 1996 SLIANZ
- 2006 NZSL official language





Language Assistance Services

2015 and 2016 two internal reviews by DIA and MBIE:

goal: equitable language access for Limited English Proficient communities

(Enríquez Raído et al., 2020)

2017 Language Access Services Academic working group commenced

Consultation with 2017 NZSTI Council

2018 Language Access Services

2021 engagement with NZSTI

2021-2024 new standards and accreditation requirements (MBIE, 2024)



Refugee and Migrant Services Wellington Team – includes LAS



Compulsory NAATI credentialing



Certification

Recognition

Skills and Competencies for Translating (NAATI)

Skills and Competencies for Interpreting (NAATI)

Thematic knowledge a must have for interpreters
(and translators) – cf. Ian Anderson (formerly EU)

Sociolinguistics – pragmatic equivalence – pragmalinguistic and
sociopragmatic failure (Hale, 2014)

NAATI competencies for interpreting

- Transfer competency
- Language competency
- Intercultural competency
 - Understands how culture and language interact, identifies significant culturally-specific information in texts, and is able to apply this to the translation task.
- Ethical competency
- Research competency
- Service provision competency
- Technological competency
- <https://www.naati.com.au/resources/skills-and-competencies-for-interpreting/>



Skills and competencies for translating

- Transfer competency
- Language competency
- Intercultural competency
 - Understands how culture and language interact, identifies significant culturally- specific information in spoken or signed language, and is able to apply this to the interpreting task.
- Ethical competency
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- <https://www.naati.com.au/resources/skills-and-competencies-for-translating/>



Interpreter education at AUT



- **Thematic knowledge** – health, legal, range of public service settings: including discourse used, intercultural awareness, reflection
- Ethics – taught by Dr George Major
- Selfcare – see later slide
- How to operate a business
- Shared interprofessional education
- Working in mental health settings – understanding about mental health conditions, counselling, e.g. addictions counselling, CBT, DBT, brief counselling, forensic psychiatry (Hoy Neng Wong Soon)

Interpreter education at AUT: the BA NZSL Interpreting team

Rachel Coppage

Dr George Major

Susie Ovens

Pascal Marceau



Collaborative work with other professionals in different settings

How do we improve how interpreters navigate complex, high-stakes environments, especially when providing essential language services to vulnerable populations?

Shared interprofessional education is one way:

2012 – current: Working with Speech and Language Therapists – UoA
(e.g. Crezee & Marianacci, 2022, Hlavac & Harrison, 2021)

Simulated scenarios

2019 Working with nursing students at AUT

2023 - current working with podiatry students at AUT



Graduation December 2023

Some of these
Graduates are
profiled on AUT
website



Fulbright Specialist

2024 – Cindy Roat – Bridging the Gap 1994

National Council on Interpreting in Health Care

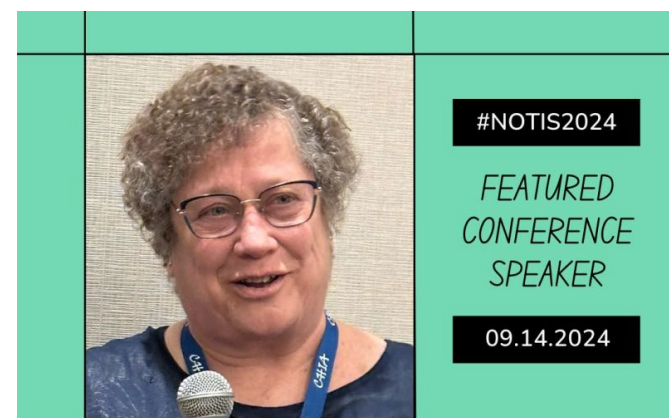
Patient Navigator role – Fulbright Specialist - (Crezee & Roat, 2019)

Ineke Crezee Fulbright NZ Scholar (Public Health) 2014



FULBRIGHT
New Zealand

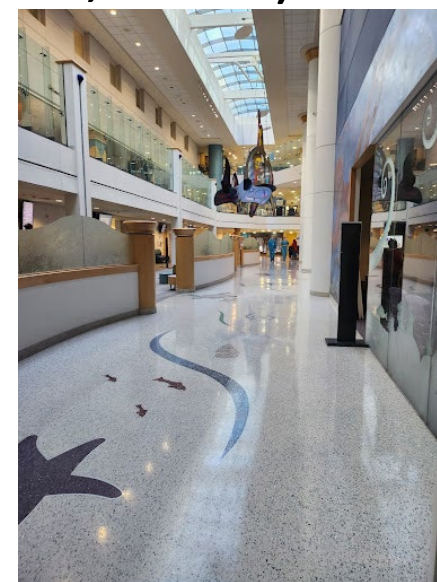
TE TŪĀPAPA MĀTAURANGA
O AOTEAROA ME AMERIKA



CYNTHIA E. ROAT

Reconsidering Interpreter Ethics:
National Conversations in 2024

notisnet.org/NOTIS-2024



Selfcare – interpreters and translators

- need to be aware of the need for selfcare – some assignments can be potentially very traumatising/trigger memories
- Self-reflect and recognise effects of having been negatively affected
- Crezee and colleagues - awareness, reflection, recognising signs of being negatively affected (Crezee et al., 2015)
- Miranda Lai and colleagues (Lai & Heydon, 2015; Lai & Costello, 2021; Crezee & Lai, 2022; Crezee & Lai, 2024)
- Korpál & Mellinger (2022)

Translator education

- Silvia Bernardini (2004)
- Role of educators: develop student translators into aware, resourceful and **reflective** practitioners
- How?
- Reflective assignments: target readership, intercultural issues/sociolinguistic issues, ambiguities, linguistic issues, strategies (literature) – feedback

Essential



- NZSTI Code of Ethics –
- “Although formal training in translation and interpreting does not guarantee ethical decision making, the lack of such training may leave untrained T&I practitioners stranded in the face of multiple ethical dilemmas” (Enríquez Raído et al., 2020, p.).
- **Thematic knowledge** – must have for translators “you cannot interpret what you do not understand” (Crezee, 2013)
- **Sociolinguistics** – NAATI (2015) guidelines for translators
 - Awareness of sociopolitical context – past and current
 - Pragmatic equivalence – so as to avoid pragmalinguistic and sociopragmatic failure (Hale, 2014)
- Post-editing – essential skill in view of increasing use of AI (in both translation and interpreting)

Service Provision

- NAATI Service Provision competency
- Marketing
 - Professional membership (NAATI, NZSTI)
- Communication skills
- Business operations – choice of entity
 - including ethical conduct
 - IRD offer great seminars on GST, different business models (sole trader, partnership, limited liability company)



Inland Revenue
Te Tari Taake

Where to from here?

- Education
- Professional development
- Ethics
- Professional body
- Huge shout out to Alison and her team



Don't miss this: LATIN AMERICA AND SPAIN FILM FESTIVAL 2024

- Monday 9th, 6pm WG126 Margarita (Margarita) Frank Pérez-Garland 2016 Peru English 1.3 h Comedy
- Tuesday 10th, 6pm WG126 Saudosa Maloca (Stories of Samba) Pedro Soffer Serrano 2023 Brazil Portuguese 88 min. Biographical/ Drama
- Wednesday 11th, 6pm WG126 El Agente Topo (The Mole Agent) Maite Alberdi 2022 Chile Spanish 82 min. Documentary
- Thursday 12th, 6pm Closing Night WG126 Cinco Lobitos (Lullaby) Alauda Ruiz de Azúa 2022 Spain Spanish 104 min. Drama

<https://www.lasffnz.co.nz/>

<https://www.facebook.com/LASFFAuckland/>

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